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Module Five | Self Esteem



Activity One

What I have achieved and what I will achieve

This activity is to remind students of all the things they have achieved in their lives no matter how big or small. This activity does not primarily focus on the high achieving students who have major academic or sporting achievements. It focuses on the achievements common to all students. Students share in their achievements by way of discussion within the large class group. This public arena provides an opportunity to boost their self-esteem. Students then look at what they want to achieve in the next five years.

Materials Required

✓ Writing paper and pens

Step One

Ask the students to sit down and remember all the things they have achieved in their life so far, from being a baby up to now. Ask them to write down all the times that they can remember when they were first able to do things.... like tying their shoelaces, riding a bike, first sleep over, first time to the movies with friends and no parents, etc.

Step Two

Ask students to sit in a large group or two smaller groups and talk about their first experiences. Students may add to their list as a result of this discussion. Have students select the one 'first' that meant the most to them and discuss why it was so special in the large group.

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Step Three

On a separate piece of paper, ask students to write down as many 'firsts' they can think of that they want to achieve in the next five years. Ask the students to select one to talk about in the group.

Step Four

Provide each student with an envelope and ask them to write on the front the date five years from now. Place in the envelope all their 'firsts' they have achieved so far and the ones they hope to achieve in the next five years. Seal them in the envelope. Students are to take their envelopes home and place them somewhere special to be opened in five years.

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Activity Two

Text Talk

This activity uses the language from a social communication medium that is heavily used by this age level of student – texting. Students are given a handout on ‘text talk’ and as a first step have the opportunity to add additional text language to the handout. Students then complete positive statements about two other students in the class using text talk and have a race to see who is the fastest at writing a positive text talk statement about themselves. This exercise enhances the group support of each student as well as boosting the self-esteem of each student.

Materials Required

- ✓ Sufficient copies of ‘Student Handout Text Talk’ for all students
- ✓ Writing paper and pens

Step One

Within the large class group, distribute the ‘Text Talk’ handout sheet to students. Have students read through the sheet and then ask the class if there are any other abbreviations that could be added. Record these on the bottom of the second page of the handout.

Step Two

Have the students sit in a circle with their handout, three sheets of paper and a pen. Ask the student to write the name of the student sitting on their left on the top of the blank piece of paper. Using as much text abbreviated speech as possible write on the piece of paper, one positive statement about the student sitting on their immediate left. No negative text talk about the student or any other person will be accepted. Consequences will follow if this is found.

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Step Three

Give the students five minutes to complete the task. Pass the message to the student sitting second on their left. By writing below the text talk, ask that student to decode the message into normal English. That student should be checking the message is positive and then pass the completed positive checked message to the student whose name appears on the top of the paper. With the second piece of paper, write the name of the student sitting on the immediate right of the student then repeat the exercise with them. Again, pass the text comment to the second student on the right to decode who also must check the message is positive. Again, pass the completed positive message to the student whose name appears on the top of the paper.

Step Four

Ask the students to write their own name on top of the third piece of paper. On ready, set, go have the students write a positive text message about themselves. As soon as they have completed writing their message, they are to stand up. Once all the students have stood up, they are to read their three positive text messages (the two written by other students and the one written by themselves) to the class.

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Student Handout - Text Talk

How it reads	What it means
A3	Anytime, anywhere, anyplace
AFAIC	As far as I'm concerned
AFAYC	As far as you're concerned
ATM	At this moment
B/C	Because
BRB	Br right back
BCnU	Be seeing you
BFFL	Best friends for life
BTW	By the way
CDIWY	Couldn't do it without you
CMI	Count me in
CMIW	Correct me if I'm wrong
CYT	See you tomorrow
DEGT	Don't even go there
DK	Don't know
EM	Excuse me?
F2F	Face to face
GAL	Get a life
GBH	Great big hug
GMTA	Great minds think alike
HAGO	Have a good one
HF	Have fun
IDC	I don't care
IDK	I don't know
IDTS	I don't think so
IMO	In my opinion

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IRL	In real life
IYKWIM	If you know what I mean
JC	Just chilling
JIC	Just in case
JK	Just kidding
JP	Just playing
KIT	Keep in touch
KWIM	Know what I mean?
L8R	Later
LMK	Let me know
LOL	Laughing out loud
MMAMP	Meet me at my place
MYOB	Mind your own business
NM	Not much
NP	No problem
NW	No worries
NRN	No response necessary
NT	No thanks
OMG	Oh my gosh
PLZ	Please
PTB	Please text back
QT	Cutie
RINGL8	Running late
RUOK	Are you OK?
SH	Same here
SYT	See you tomorrow
TAFN	That's all for now
TC	Take care



TTLY	Totally
TTYL	Talk to you later
WTG	Way to go
WFM	Works for me
WYCM	Will you call me?
YASF	You are so funny
YATB	You are the best
YBS	You'll be sorry