



Blogging for Friendship and Self-Esteem

Lesson Summary

In this lesson, students will investigate self-esteem quotes and sayings and add a quote and a picture of their choice to a class slide show. They will choose a topic from the lessons studied to write a rap/chant/poem that promotes stopping body talk, being a good friend, expressing one's "true colours", and/or standing up to bullying. These pieces will be posted with the slides or on their own in posts on the class *Friendship and Self-Esteem* blog.

Teacher Message

As part of a culmination of the learning from the previous four lessons, after viewing a slide show about self-esteem, students will create their own slide show that includes a quote or saying and a photograph of their choice that will represent or summarize their understanding of self-esteem. Students will be encouraged to reflect on the key ideas from the previous lessons. Student work from previous lessons should be displayed around the room for students to refer to.

Making choices is an important part of learning, so students will choose their own topics to write about in a rap, chant, or poem. Students can reinforce the beat by using their bodies as "beat boxes" and/or by introducing simple musical instruments. Encourage them to improvise sound makers using sticks, rattles, graters, washboards, combs and paper, and more. Instrument such as cowbells, tambourines, shakers, triangles, and drums could also be borrowed. Snapping and clapping could be added to the words to create an accompanying soundtrack. Interested students can add movement and record their presentations. Others may simply want to link their writing to their photograph and quote. Many creative applications can develop in this lesson.

Materials

Dove® *Confident Me*: School Workshops for Body Confidence

Session 4: "Banish Body Talk"

- Workshop guide
- Workshop presentation

Media Clips

Body Talk Conversations with Friends, Dove Self-Esteem Project. (available at <https://www.youtube.com/watch?v=SUfWr0iZLM0>)

Conversations with the Team, Dove Self-Esteem Project. (available at <https://www.youtube.com/watch?v=9SbL2FjP-zw>)

Conversations with the Mirror, Dove Self-Esteem Project. (available at <https://www.youtube.com/watch?v=IbGC4oiOiTw>)

Soundtrack to School, Dove Self-Esteem Project. (available at <https://www.youtube.com/watch?v=4BVqLy4LNqk> – note that there are Italian subtitles)

Self-Esteem Slide Show (available at <http://www.youtube.com/watch?v=0ITZQwQgAE>)

Learning Organizers

Learning Organizer 5-1 Self-Esteem Quotes for Kids
Learning Organizer 5-2 Rap/Chant/Poem Planning Tool

Assessment Tools

Assessment Tool Lesson 5 Rap/Chant/Poem Assessment Rubric

Supporting Curriculum Outcomes

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Lesson Outline

Inspiration: How will I engage the students?

1. Review with students the topics that they investigated in previous lessons:

- Your true colours make you unique.
- Friendship is a two-way street.
- Troubles with friends can be solved positively.
- You can stand up for others in a bullying situation.
- Body talk involves any discussions about appearance and can affect one's self-esteem.

Encourage students to recognize that each of these topics involves development of self-esteem — their own, or others.

Share with students that words are very powerful and quotes can inspire positive self-esteem in us and in others. Show the self-esteem slide show available at <http://www.youtube.com/watch?v=0ITTZQwQgAE>.

Facilitation: How will students learn the concepts?

2. **Ask students to choose a favourite quote.** They can choose one of their own or choose one from the list provided on **Learning Organizer 5-1 Self-Esteem Quotes for Kids**. Students can use the quotes and an image of their choice to create a slide relating to an aspect of friendship. The slide they create may relate to any aspect of friendship — self-esteem, true colours, being a friend, standing up for others in bullying situations, solving problems with friends, etc.
3. Encourage students to explain why they chose the quote and the image that they selected. Gather the slides into a class slide show called *Friendship and Self-Esteem*. This can be posted on the class Friendship and Self-Esteem blog to share with others.

Application: How will students demonstrate their learning?

4. **Provide students with the Learning Organizer 5-2 Writing Organizer for Rap/Chant/Poem to write a rap, a chant, or a poem.** The product can relate to any of the topics mentioned in Strategy 1.
5. **Guide students' writing.** Before they write, encourage students to imagine that they will be sharing their rap, chat, or poem with younger students, and identify the topic, and purpose for their writing. Allow them to brainstorm ideas on the top part of the Learning Organizer and choose the best ones for their final rap, chant, or poem. Encourage students to get peer feedback as they write.
6. **Tell students that they may use the sentence starters given or create their own.**

7. Students' chants can be recorded and added to the slide show created in the first part of the lesson.

Alternatively, they can be added to the class blog as a celebration of student learning, or shared as a direct performance. Students can reinforce the beat of the chants by using the body as a "beat box" and/or by introducing simple musical instruments (e.g., sticks, rattles, graters, washboards, combs and paper, cowbells, tambourines, shakers, triangles, and drums.) Snapping and clapping could be added to the words to create an accompanying soundtrack.

Reflection: How will students reflect on their learning?

Have students respond to the questions below.

- *How will you identify your topic? What is the purpose of your writing? What form will best suit the purpose? Who will your audience be?* (Use as students begin writing.)
- *How do you know if the audience understood the intended message of your quote and picture? How do you know if the audience understood your written rap, chant, or poem?* (Use after performance of the rap, chant, or poem.)

Assessment

Assessment Tool Lesson 5 Rap/Chant/Poem Assessment Rubric can be used to assess the content and presentation of students' raps, chants, or poems.

Answers to the reflection questions can be kept in students' journals and teacher comments can be noted on the back of the Assessment Tool.

Related Resources to Extend Learning

Best Bet for Teachers:

Kater, K. 2004. *Real Kids Come in All Sizes; 10 Essential Lessons to Build Your Child's Body-Esteem*. Broadway.

Provides background information and strategies to encourage normal eating and physical activity, acceptance of size diversity, comfort in developing bodies, and the development of strong individual identities.

Best Bet for Students:

Sanders, J. 2019. *Love Your Body: Your Body Can Do Amazing Things*. Frances Lincoln Children's Books.

Written for pre-teen young people who identify as girls, this book introduces readers to the language of self-love and self-care to help build resilience, while celebrating diverse bodies and encouraging them to appreciate their uniqueness.

Sanders, J. 2020. *Be Your Own Man*. Five Mile.

This book written for pre-teen young people who identify as boys encourages readers to broaden their ideas about what it means to be a boy, supporting them to feel free and proud to be who they truly are.

Self-Esteem Sayings and Quotes for Kids

1. I'm okay just the way I am.
2. I believe in myself.
3. I refuse to be discouraged.
4. I always find the best in people.
5. I won't be afraid to be myself.
6. I will always believe I have what it takes.
7. I help myself by helping others.
8. Of all things I wear, my smile is the most important.
9. I will stand up when others are being bullied.
10. Everyone has the right to be respected and the responsibility to respect others.
11. You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. — Dr. Seuss
12. Today is your day! Your mountain is waiting. So... get on your way. — Dr. Seuss
13. The more that you read, the more things you will know. The more that you learn, the more places you'll go. — Dr. Seuss
14. Even experts were beginners at one time.
15. Snowflakes are one of nature's most fragile things, but just look at what they can do when they stick together.
16. Today you are you, that is truer than true. There is no one alive who is youer than you. — Dr. Seuss
17. If you can dream it, you can do it. — Walt Disney
18. We can do anything we want if we stick to it long enough. — Helen Keller
19. What I am looking for is not out there; it is in me. — Helen Keller
20. Always be a first-rate version of yourself, instead of a second-rate version of somebody else. — Judy Garland

Writing Organizer for Rap/Poem/Chant

Name: _____ Date: _____

Topic Focus	
Audience	
Purpose	
Brainstorming Generate as many ideas as you can to complete the sentence starters. Add others of your own if you like. Discuss with peers and circle the most interesting ideas that demonstrate your voice.	<p style="text-align: center;"> <i>You're you! I'm me!</i> <i>We're more than what we see!</i> <i>I'm me! You're you!</i> <i>What's in us is what's true!</i> </p> <p> Hear me out... I'm here to say... Know that... Let me tell you... ?? </p>
First Draft Writing You can put your best ideas into the outline provided or use your own outline. This draft will be taken through the writing process to be posted on the blog.	<p> You're you! I'm me! We're more than what we see! I'm me! You're you! What's in us is what's true! </p> <p> Hear me out: _____ I'm here to say: _____ </p> <p> You're you! I'm me! We're more than what we see! I'm me! You're you! What's in us is what's true! </p> <p> Know that: _____ Let me tell you: _____ </p> <p> What matters is our true colours! </p>

Rap/Chant/Poem Assessment Rubric

Name: _____ Date: _____

Topic chosen for focus: _____

	Level One	Level Two	Level Three	Level Four
Organization of Ideas	Ideas and thoughts are not presented in logical sequence, and are not linked with transitions.	Piece shows little organization. Some transitions are not clear.	Ideas and ideas are presented in logical sequence so they make sense. Some clear transitions are used.	Ideas and thoughts follow a logical sequence with clear transitions.
Focus on Friendship and Self-Esteem	Few or no parts relate to the topics discussed.	Some parts relate to the topics discussed but a reader would not learn much about the topic.	The rap/chant/poem is related to the topics discussed and includes information about the topic.	The rap/chant/poem is related to the topics discussed and includes useful information about the topic.
Rap/Chant/Poem Conventions	Few or no required elements of the rap/chant/poem are included (strong message, short thoughtful phrasing, uses rhythm and rhyme in an enjoyable way, provides patterns characterized by repetition)	Some required elements of the rap/chant/poem are included (strong message, short thoughtful phrasing, uses rhythm and rhyme in an enjoyable way, provides patterns characterized by repetition).	All required elements of the rap/chant/poem are included (strong message, short thoughtful phrasing, uses rhythm and rhyme in an enjoyable way, provides patterns characterized by repetition).	All required elements of the rap/chant/poem are included (strong message, short thoughtful phrasing, uses rhythm and rhyme in an enjoyable way, provides patterns characterized by repetition). Includes additional features.
Writing Conventions	Includes several errors in spelling, grammar, and capitalization.	Spelling, grammar, and capitalization are mostly correct, with some errors.	Spelling, grammar, and capitalization are correct, with a few minor errors.	Spelling, grammar, and capitalization are correct.
Photos Used to Accompany Rap/Chant/Poem	Photos, if present, do not match the theme.	Photos relate to the text on the slide.	Photos are interesting, and relate to the text on the slide.	Photos are detailed, interesting, creative and relate to the text on the slide.

Supporting Curriculum Outcomes

Alberta

Language Arts

Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts.

Focus topics appropriately for particular audiences.

Communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters.

Health

Recognize that individuals can have a positive and negative influence on the feelings of others.

Atlantic Provinces

Language Arts

Explore and discuss their thoughts, ideas, and experiences and consider those of their peers.

Show an awareness of the kinds of language appropriate to different situations and audiences.

Experiment with language appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing.

Demonstrate an awareness of purpose and audience.

Invite responses to early drafts of their writing/ media productions.

British Columbia

Language Arts

Write clear, focused personal writing for a range of purposes and audiences that demonstrates connections to person experiences, ideas, and opinions.

Select and use strategies before writing and representing.

Health

Create an inventory of their own attributes, including skills, interests, and accomplishments.

Manitoba

Language Arts

Experiment with modeled forms for various audiences and purposes.

Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.

Health

Demonstrate an awareness of factors that influence self-esteem and self-confidence.

Assess personal attributes and talents across a variety of domains and assess how each contributes to self-esteem/ self-confidence.

Ontario

Language Arts

Identify the topic, purpose, and audience for a variety of writing forms.

Sort and classify ideas and information for their writing in a variety of ways.

Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

Prince Edward Island

Health

Recognize that individuals can have a positive and negative influence on the feelings of others.

Québec

Language Arts

Produce self-expressive, narrative and information-based texts for a familiar audience.

Communicate meaning through writing that shows an early awareness of appropriate language register and basic syntactic structures in a known, relevant context.

Saskatchewan

Language Arts

Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility.