**Citizenship, Economics and Society (Secondary 1-3)**

**“3-minute Concept” Animated Video Clips Series:**

 **“Self-esteem”**

**Teaching Guidelines**

**1. Title of the animated video clip: “**Self-esteem”

**2. Duration of the** **animated video clip:** Around 3 minutes

**3. Related CES Module(s):** Module 1.2 Interpersonal Relationships and Social Inclusiveness, Module 2.1 Overcoming Growth Challenges

**4. Introduction of the** **animated video clip:** The animated video clip was developed by the Personal, Social and Humanities Education Section, Curriculum Development Institute, Education Bureau. It uses daily examples and simple language to succinctly explain the concept of “Self-esteem”.



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Video link: [https://emm.edcity.hk/media/Citizenship%2C+Economics+and+Society+%223-minute+Concept%22+Animated+Video+Clips+SeriesA+%289%29+Self-esteem+%28English+subtitles+available%29/1\_pd2h9o97](https://emm.edcity.hk/media/Citizenship%2C%2BEconomics%2Band%2BSociety%2B%223-minute%2BConcept%22%2BAnimated%2BVideo%2BClips%2BSeriesA%2B%289%29%2BSelf-esteem%2B%28English%2Bsubtitles%2Bavailable%29/1_pd2h9o97)

**5. Teaching tips:** Teachers must explain the following main points to students after playing the “Self-esteem” animated video clip:

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| --- | --- |
| 1) Ways to build self-esteem | Teachers should point out to students that self-esteem refers to a person’s evaluation of one’s own worth and is an indicator of psychological well-being. Knowing the correct ways to build self-esteem is important for enhancing self-image. Teachers can further explain to students the following ways to build self-esteem: focus on one’s strengths, recognise one’s value, use positive self-talk, take a safe risk, improve one’s weaknesses, stop comparing oneself to others, learn from one’s mistakes, know how to love oneself, build positive relationships, etc. For details on ways to build self-esteem, teachers can refer to the following resource: Student Health Service - Ways to build self-esteem<https://www.studenthealth.gov.hk/english/health/health_ph/health_ph_sesc.html> |
| 2) Life planning is conducive to to self-esteem improvement | Teachers should point out to students that life planning can help raise their self-esteem. Teachers should further point out to students that they should start planning the paths of studies and career at the junior secondary level. Through participation in a wide range of learning activities inside and outside the classroom, students can understand their interests, abilities, aspirations and potentials and gain a preliminary understanding of the career trends, related study opportunities and recognised qualifications. The information can help students set short-term and long-term life goals that can help define a clear path for students’ career development and enhance their sense of direction and competence. For further information on life planning, teachers can refer to the following resource:Life Planning Information - Education Bureau<https://lifeplanning.edb.gov.hk/en/index.html> |
| 3) Principles and ways to cope with peer pressure or conformity pressure | Teachers should point out to students that healthy interpersonal relationships are important for social development. Some adolescents with low self-esteem may mistakenly believe that they can gain the recognition of others by agreeing with them and in doing so, they can increase their sense of security and affiliation. Teachers should further point out to students that adolescents are not fully developed cognitively and are susceptible to peer influence. Students should be aware that when faced with peer pressure or conformity pressure, they should uphold the principles of critical thinking and law-abidingness and may choose to leave the scene and seek help from teachers.  |
| 4) Beware of misunderstanding the concept of “self-esteem” | Teachers should point out to students that developing positive values and attitudes, such as respect, tolerance, care for others and empathy, are important for adolescents’ physical and mental development. Some adolescents with low self-esteem may mistakenly believe their uniqueness can be enhanced if they deliberately highlight their differences and make themselves look special. Teachers should point out to students that a sense of uniqueness involves understanding one’s value, accepting one’s appearance, abilities, preferences, attributes, etc., and affirming our differences. Teachers should therefore encourage students to understand themselves more accurately, strive to discover their talents, attributes, etc., recognise their value, and fully express their uniqueness.  |

**6. Consolidation questions:** (See next page)

# “3-minute Concept” Animated Video Clips Series:

# “Self-esteem”

# Worksheet

1. **Fill-in-the-blank questions**

**Write the correct answers on the lines.**

American educator Michele Borba proposed the “Five Building Blocks of Self-esteem”, in which the key components include:

*“Mission”*
(Setting personal goals and working hard to accomplish them)

*“Affiliation”*(feeling accepted, respected, appreciated and approved by others)

*“Selfhood”*

(Feeling unique and being sure of one’s self-worth)

*“Competence”*

(Believing in one’s ability to achieve goals and learn new things, equip oneself and face challenges)

*“Security”*

(Trusting others and feeling safe and protected)

Self-esteem

1. **Matching**

Decide which components of “Self-esteem” can be enhanced by the following behaviours.

|  |  |
| --- | --- |
| 1. With a beautiful voice, Hiu Tong has won many prizes in inter-school singing contests, through which she has become certain about her unique qualities.
 | *Selfhood* |
| 1. Hiu Tong always practises singing and has participated in various contests, striving for prizes and is confident in her abilities.
 | *Competence* |
| 1. Every time Hiu Tong enters a singing contest, her teachers and classmates will cheer for her and send her their best wishes. This makes Hiu Tong feel accepted, appreciated and approved by others.
 | *Affiliation* |
| 1. Once Hiu Tong failed to give the best performance in a singing contest. Her parents stayed with her and encouraged her, which made her feel comforted.
 | *Security* |
| 1. Hiu Tong set a higher goal of entering an international contest. With the help of her instructor, she improved her singing techniques and set clear goals for her upcoming competitions.
 | *Mission* |

**C. Short Question**

How would you strengthen the “Five Building Blocks of Self-esteem” to enhance your self-esteem?

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| --- |
| *Suggested answer:*  |
| *Appreciate our strengths, accept our weaknesses; communicate more*  |
| *with teachers, family, and trusted friends; listen to their advice, improve*  |
| *ourselves, and enhance our abilities; live a positive life.*  |
|  |

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