



**SELF-ESTEEM, SELF-CONFIDENCE, AND WORRISOME**

# **BLOCK II LESSON PLANS**

**OUR FUTURE IS NOW**

**Play**  **onside**  
for equal opportunity

# KNOWING YOURSELF



## LESSON PLAN 10

 1 HOUR



8-10 STUDENTS, ALL GROUPS



MYSELF, YOURSELF, PERSONALITY, ADJECTIVES, DESCRIBE, DREAM, HOBBY.



ANIMAL POSTER, A4 PAPERS, TAPE, SOME BANANA OR SNACK, PEN OR PENCIL, BALL OR TENNIS BALL.



**OBJECTIVE: STUDENTS WILL BE ABLE TO RECOGNIZE THEMSELVES AND FIND HOW OTHER PEOPLE SEE THEM.**

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 20 MINUTES

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate (make sure you can see all the players and all the players can see you).

- **How did you feel when you woke up this morning?**

Use "the colour cones code" (yellow=happy, blue=sad, red=angry, white=normal)

- **How do you feel now?**

Use the cones

- **How do you think you will feel after the training?**

Use the colour cones

Suggestion of the week

You can write down your warm-up activity here

REMEMBER...

Coaches will write down in the emotional cards!

## HOMEWORK TIME!

- The players will show their performance about Anger Management.
- After the performance, we will give the points and add to the points from the previous lesson. The team with more points will get a little prize.

## I AM AN ANIMAL!

 20 MINUTES

*The coach will set up the poster with different animals in the class. (Annex 1) and brainstorm about different adjectives about the personality (positive) to describe people. Share more ideas (Annex 2).*

- Every player gets a paper and pencil and colored pencils and draw the animal that they identify themselves with. They cannot show to their friends.
- Then they have to write down 3 things about why they chose that animal.
- When they finish the coach will randomly assign one player to draw another one mate. Don't make pairs. They have to draw and write three things about why they chose that animal for his/her mate.
- At the end players share their ideas and compare with their own drawing.

***For this activity is recommended to spread the players to draw, bring to different places in the learning space. They can focus better on their task and avoid copying!***

## MY FRIEND IS AWESOME!

 15 MINUTES

*Before the activity starts every player write down on a post-it 3 (positive) things about themselves and stick it on the wall. Don't write names!! Then they have to stick an empty post-it on their backs.*

- Coach sets up the cones of different colors around the field. 6 -7 cones of each color (yellow, red, blue), depending on the number of players.
- Then all the player dribbles a ball or go around and the coach will shout a color. Players have to go quickly to the color but only 2 players can stay in one color.
- After that, each pair has to write down one good thing about his/her partner.
- Play few rounds (no less than 3)
- At the end, sit down and check their papers and compare with their answers.

***It is nice that they read in silence first and then share their feelings.***

- Are you surprised with the answers?
- Do you agree with your friend's ideas?
- Are you fair with yourself?

## REVIEW

 5 MINUTES

***Sit down with the students and reviewed about the lesson:***

- Do you feel the same that you thought at the beginning?
- When you think of yourself or think about your friend, the first thought is positive or negative?
- Do you think you know about yourself?

## HOMEWORK

 5 MINUTES

***I want to know more about you (Annex 3)***

The coach makes pairs and share the copy (one per student). They have to fill it up by asking partner or relative?

# SELF-ESTEEM

## LESSON PLAN 11



 1 HOUR

 8-10 STUDENTS, ALL GROUPS

 SELF-ESTEEM, IMAGE, YOURSELF, HIGH, LOW



**BINGO CARDS, PENCIL, BALLS OR TENNIS BALLS, SPOONS OR MARBLES.**



**OBJECTIVE: STUDENTS WILL BE ABLE TO IDENTIFY ABOUT STRENGTHS AND WEAKNESSES OF ABOUT THEMSELVES.**

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 20 MINUTES

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate (make sure you can see all the players and all the players can see you).

- **How did you feel when you woke up this morning?**

Use "the colour cones code" (yellow=happy, blue=sad, red=angry, white=normal)

- **How do you feel now?**

Use the cones

- **How do you think you will feel after the training?**

Use the colour cones

## HOMEWORK TIME!

- Coach make a circle and ask some question about homework to players randomly. And make a pair and share about themselves to their partner. Then change the new partner, coach do the same 3 rounds.
- At the end the coach collects all the homework.

## INTRODUCTION

### **What is self-esteem?**

Brainstorm with the players what do they think self-esteem is. Link the answers with the previous lesson on how they see themselves.

**Self-esteem is what we think about ourselves and affects to all the areas of our lives. It involves our strengths and weaknesses and the way we accept them.**

Suggestion of the week

You can write down your warm-up activity here


REMEMBER...

Coaches will write down in the emotional cards!

**BINGO**

 **15 MINUTES**

The coach will share the Bingo Cards divided in 2 categories: appearance and personality.

- Every player gets one Bingo Card (Annex 1) and a pencil. Check the words first to make sure ALL the players understand them.
- After that the coach explains the activity. The coach will shout the different words, randomly and when the player thinks that word about him/herself has to make a circle.
- If they get **4 words**, they have to shout **"BINGO!"** and then the game stops and the player shares his/her answers.
- The coach will run a discussion about that involving and asking the rest of the players.
- Play the different cards and review if they understand what self-esteem is.

Ask the players to complete the sentence: (**Annex 2**)

" I am proud that I am \_\_\_\_\_ (positive) and I want to improve my \_\_\_\_\_(negative)"

- Then ask the coach explains that there are 2 type of self-esteem: high and low.
  - What do you feel about your self-esteem? Is it high or low? Why?

**WHERE DOES IT COME FROM?**

 **15 MINUTES**

- The coach will make 2 teams and prepare a race/relay game (Football race, spoon and marbles...).
- The coach will give encouraging/positive sentences to one team and negative to the other team while they perform the activity (**Annex 3**)
- At the end of the first race, change the roles within the teams.

When the last round is finished ask the players how they felt about it and if they have faced these types of comments:

- Where did you hear these comments?
- Who gave these comments to you?
- How do these comments make you feel?
- When you study/play what type of comments do you give to your mates?
- Are you aware on the impact of these comments?

*Play one more round encouraging the kids to give positive comments to their mates.*

**REVIEW**

 **5 MINUTES**

Sit down with the students and reviewed about the lesson:

- How do you feel now? Use "the colour cones code"
- Do you feel the same that you thought at the beginning?
- How ca you improve your self-esteem? (Quick brainstorm to link to the homework)

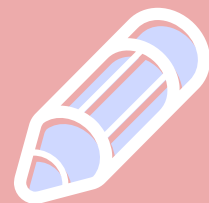
**HOMEWORK**

 **5 MINUTES**

With the answers of the activity 1, ask the players to write down how they think they can improve those things that they wrote down.

# SELF-CONFIDENCE

## LESSON PLAN 12



 1 HOUR

 8-10 STUDENTS, ALL GROUPS

 KIND, MISTAKES, POSITIVE, TRY, LEARN, HELP, PERFECT



3-4 FOOTBALL BALLS, 3-4 BASKETS, A4 PAPER, CONES



**STUDENTS WILL BE ABLE TO DISCOVER DIFFERENT WAYS TO IMPROVE THEIR SELF-ESTEEM.**

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 20 MINUTES

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students, sitting down in a circle can be appropriate (make sure you can see all the players and all the players can see you).

- **How did you feel when you woke up this morning?**

Use "the colour cones code" (yellow=happy, blue=sad, red=angry, white=normal)

- **How do you feel now?**

Use the cones

- **How do you think you will feel after the training?**

Use the colour cones

Suggestion of the week

You can write down your warm-up activity here


## HOMEWORK TIME!

- Make 2 teams and ask the players to sit one after the other.
- The coach will review the adjectives from last week (**jealous, kind, polite...**) by asking the kids to spell the word, one player one letter until they complete the word.
- If they make a mistake the turn goes to the other team.
- After each word, the coach will ask if it is a strength or a weakness and who identify him/herself with that adjective. If weakness, the coach will ask "how can you improve that?" (**Brainstorm with the rest of the players**).

REMEMBER...

At the end the coach collects all the homework

**Play few rounds (use more weakness adjectives to bring more discussion) and write down the points!**

**REMINDE THE PLAYERS:** **20 MINUTES**

Self-esteem is what we think about ourselves and affects to all the areas of our lives. It involves our strengths and weaknesses and the way we accept them. And explain the kids that we are going to learn different tips to improve their self-esteem.

**THE POSITIVE SHOUT!** **20 MINUTES**

- Make 2/3 teams and set them up as a relay game. Give one ball per team.
- About 6 meters away set up one basket per team with papers of these good practices to improve yourself-esteem.
- The first player will dribble the ball to the basket, pick up one paper, read and shout to the second player the message, e.g **"BE NICE TO YOURSELF"**
- The second player will hold a notebook/paper and write down the message.
- When he/she finishes writing, he/she will shout "Thank you, you too!" so the first player will pass the ball back to the team and line up.
- The second player then dribbles to the basket, pick up a paper, read and shout to the third player the message.
- The third player will write down and when he/she finish writing, he/she will shout "Thank you, you too" and follow the same routine than the player before.
- Play as many rounds as papers are in the basket.

***Don't let the players to check the answers until the activity finish!!!***

**LET'S CHECK!**

- Ask the players to compare the answers on the notebook and the papers.
- Then share a A4 paper to each player and write down the different sentences in a nice way so they can put in their house to remind themselves.

***Double check with the players if they understand the meaning.***

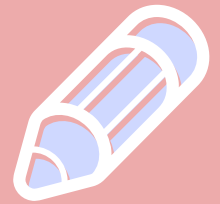
**REVIEW** **5 MINUTES**

- How do you feel now? Use **"the colour cones code"**
- Do you feel the same that you thought at the beginning?
- How can you improve your self-esteem? (Quick brainstorm to link to the homework)

**HOMEWORK** **5 MINUTES**

Give one card (Annex 2) to each player to fill up every day before they go to bed with 3 things that they did well at the end of each day.

# SELF-CONFIDENCE



## LESSON PLAN 13

 1 HOUR

 8-10 STUDENTS, ALL GROUPS

 CAN, CANNOT, SELF-ESTEEM, TRY, ACCEPT, LAUGH, AFRAID



FOOTBALL BALLS (DEPENDING ON THE TRICKS THE COACH WILL TEACH), CONES, COPIES.



STUDENTS WILL BE ABLE TO UNDERSTAND WHERE SELF-ESTEEM COMES FROM AND THE WAYS TO IMPROVE IT.

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 20 MINUTES

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate.

Make sure you can see all the players and all the players can see you.

- **How did you feel when you woke up this morning?**  
Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)
- **How do you feel now?**  
Use "the colour cones code"
- **How do you think you will feel after the training?**  
Use "the colour cones code"

Suggestion of the week

You can write down your warm-up activity here

---

---

---

---

---

---



REMEMBER...

Coaches will write down in the emotional cards!

## HOMEWORK TIME!

- The coach will ask the students to show their "homework cards" and ask them "Was it difficult to find good things about your days?" The players will share their information.
- The coach will ask the players to make pairs and in 30 seconds they have compare each player "answers" putting a tick on those answers that match.
- Then quickly change the partner and do it again.
- Play as many rounds as the coach think the activity is dynamic.



**Ask the players to share their findings**

- Which actions did you match with another friend?
- Which answer you didn't match?

**SELF-CONFIDENCE = CAN VS CANNOT**

 **20 MINUTES**

- The coach will explain that sometimes we THINK that we cannot do some things or that we cannot do things well. Time to check!
- Make a circle and explain that you will shout different actions/activities and if they think they cannot do they stay still and if they think they can they have to squad. (**Annex 1**)

**YES, YOU CAN!**

To be self-confident is to trust in oneself, and, in particular, in one's ability or aptitude to engage successfully or at least adequately with the world.

**Can Vs. Cannot**


**FREE STYLE!**

 **15 MINUTES**

In this activity, we will propose different football tricks that players at first might think cannot do. We will show that **by practice** "most of the things" can be done.

**TRICKS**

you can create or choose the tricks depending on the level of the players and the space you have!



- **Ball on the neck and spin around and finally go down to the floor (Tejas activity):**

[https://www.youtube.com/watch?v=jkg9wDfa7CU&ab\\_channel=OnlineSoccerAcademy](https://www.youtube.com/watch?v=jkg9wDfa7CU&ab_channel=OnlineSoccerAcademy)

For this activity, the coach will divide the players in pairs and they will help each other.

- **5 touches with the knee:** starting with a single touch and increasing the number of touches until they can by themselves!

- **Dancing with the ball!** (Pyae Sone favorite trick!)

After the players are able to do some of these tricks the coach will explain that most of the things to be done need practice, concentration, and regularity. Also, be able to laugh at your weakness, remember

**NOBODY IS PERFECT!**

## REVIEW

### 🕒 5 MINUTES

- How do you feel now? Use "the colour cones code"
- Do you feel the same that you thought at the beginning?
- How can you improve your self-confidence?

#### Answers:

- **Try:** otherwise you will never know!
- **Laugh:** at yourself
- **Accept** that nobody is perfect
- **Don't be afraid:** to make mistakes

## HOMEWORK

### 🕒 5 MINUTES

Ask the students to think of 3 things they would like to learn/try/improve but nowadays they don't dare to do because of their self-confidence and ideas on how to overcome these situations. (**Annex 2**)

e.g: Speak English ----- talk in English with your teachers, talk to foreigners.

*Don't be afraid to fail. Be afraid not to try!*  
*-Michael Jordam*

# WORRISOME (1)



## LESSON PLAN 14

 1 HOUR



**CONES, COLOURFUL MATERIALS, DEVICE TO PLAY THE SONG, SPEAKERS**



**8-10 STUDENTS, ALL GROUPS**



**WORRY, FUTURE, PREDICTION, FEAR, FAIL**



**STUDENTS WILL BE ABLE TO IDENTIFY WHAT THEY WORRY ABOUT AND WHERE THAT WORRY COMES FROM**

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 20 MINUTES

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate.

Make sure you can see all the players and all the players can see you.

- **How did you feel when you woke up this morning?**  
Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)
- **How do you feel now?**  
Use "the colour cones code"
- **How do you think you will feel after the training?**  
Use "the colour cones code"

## HOMEWORK TIME!

- The coach will collect the homework and ask the players to make a circle.
- Then the coach will pick up one exercise randomly and read out the "problem"
- The rest of the players have to brainstorm about how to "solve/improve" the situation.
- Do few rounds and remind the players:
  - How can you overcome these situations? (**BY TRYING** and **BY PRACTICE**)
  - What things you **CANNOT DO**? (Create a fun moment with those "silly things" no human can do (tickle yourself, bite your elbow...))

Suggestion of the week

You can write down your warm-up activity here

---

---

---

---

---

---

REMEMBER...

Coaches will write down in the emotional cards!

## DO YOU WORRY?

 20 MINUTES

- The coach will ask the players if they know what is the meaning of worry and brainstorm about it.
  - Tell me what thing that makes you worry
  - Why this thing makes you worry?
  - If you see a snake, are you worried?
  - Why we worry? (Explain about the box below)

**Most of the worries come from imagine negative situations (predictions) about the FUTURE**

## WHAT IF...?

### • Part 1

- The coach will make pairs and share one copy of the worksheet (Annex 1) to each pair.
- The player will write down what are the different things they worry about in different areas of their lives.
- Once they finish the coach will collect the papers and ask the students to stand up.

### • Part 2

- The coach sets up 4 cones of 4 different colors around. Each color represents the four areas of action (school, family, friends, and yourself).
- Students will move around following the song "Don't worry be happy" [https://www.youtube.com/watch?v=Xh4ugYiXF-Q&ab\\_channel=ashoe480](https://www.youtube.com/watch?v=Xh4ugYiXF-Q&ab_channel=ashoe480)
- The coach then will read out a worried that the players wrote on the papers and the players following the rhythm of the music have to go and find the cone related to the topic (only 2 players per cone).
- Then coach asks if this worry is from the present, past, or future.
- Play few rounds.



TRICKS

With this activity, the coach wants to find out what kids/people worry about.

**The coach can introduce different objects (balls, colorful pieces of fabrics...)to encourage the performance while follow the music.**

## MAE SOT GOT TALENT!

 5 MINUTES

With this fun activity the players will practice the song and perform as a TV contest on the next class.

Different ideas depending on the age level (Annex 2)

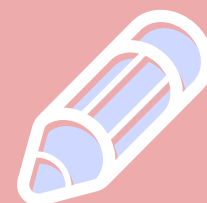
## HOMEWORK

 5 MINUTES

The players have to prepare the song and a little performance for the next class. The coach can make 2 or 3 groups depending on the number and level of the students!

**Encourage the kids to be creative!**

# WORRISOME (2)



## LESSON PLAN 15

 1 HOUR



**CONES, COLOURFUL MATERIALS, DEVICE TO PLAY THE SONG, SPEAKERS**



**8-10 STUDENTS, ALL GROUPS**



**MONKEY MIND, TRIANGLE, THOUGHT, FEELING, ACTION**



**STUDENTS WILL BE ABLE TO IDENTIFY WHAT THEY WORRY ABOUT AND DISCOVER THE CB TRIANGLE.**

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 20 MINUTES

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate.

Make sure you can see all the players and all the players can see you.

- **How did you feel when you woke up this morning?**

Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)

- **How do you feel know?**

Use "the colour cones code"

- **How do you think you will feel after the training?**

Use "the colour cones code"

Suggestion of the week

You can write down your warm-up activity here

---

---

---

---

---

---

---

## HOMEWORK TIME!

### Showtime!

- In order to review the homework, the players will show their performance from last week in the class. Enjoy!
- At the end of the shows, review the main information related to the topic
  - Why do we worry about?
  - Where do most of the worries come from? (Future)
  - Do you remember the word "prediction"?
  - Do you think your predictions normally come true?

REMEMBER...

Coaches will write down in the emotional cards!

*Most of the worries come from imagine negative situations (predictions) about the FUTURE.*

*Researches say that 91% of worry predictions don't come true!!!!*

## WELCOME TO OUR MONKEY MIND!

 10 MINUTES

- Our mind creates lots of thoughts that we don't want or need. Those unconscious thoughts are the ones who make us sad, afraid, or worried. We call this "the monkey mind".
- In order to show an example, the coach will ask the players to sit down, close their eyes, and relax for 2 minutes.
- After 2 minutes open your eyes and ask the following questions:
  - What did happen?
  - Did you think about anything?
  - What did you think about it?
  - How those thoughts make you feel?
  - How did you cope with those thoughts?

*Explain to the students that as they can see it, this is very normal, for kids, teenagers, and adults! The coach will explain its experience too.*

## THE TRIANGLE GAME

 15 MINUTES

- All the students stand up and spread around.
- In their minds, each player has to THINK of two people to make a triangle, but they **CANNOT TALK or SHOW** who are their candidates.
- The coach will say "Triangle!" and the players have **to walk** around in order to make the triangle with the 2 players they choose.
- When one player has made the triangle has to shout "Stop!" and then all the players have to freeze.
- Then the player has to say who are the 2 friends in the triangle.
- After the first round the coach will introduce the words "Thought, Feeling, Action".
- Play one more round. When a player shouts "Stop!" the coach will tell the player a thought (e.g. fail exam) and the player or the players have to identify the emotion and act the behavior.
- Play few rounds using this activity.

Fail exam

See a spider

Be alone at home

Don't understand the homework

First day in a new school

*The coach can think of more ideas!*

## MATCHING!

 10 MINUTES

- Divide the students into groups of 3-4 students and share the CB triangle worksheet. (Annex 1)
- Make a line for each team and prepare a relay race, where at the end they will find a cup with different "Thoughts/Feelings/Actions".
- The first player will take one paper, bring to the group discuss and place in the right category.
- When they finish the second player will run and do the same.
- Play until they have taken and put all the papers.
- At the end of the activity check together that Thoughts/Feelings/Actions are placed in the right category and ask them to copy them in their notebooks.

## HOMEWORK

 10 MINUTES

With the answers from the previous activity share the worksheet (Annex 2) and ask them to fill the gaps.

# REVIEW BLOCK 2

LESSON PLAN 16



 1 HOUR



PAPER, PENCIL, CARDS, TIMER



8-10 STUDENTS, ALL GROUPS



REVIEW, PICTONARY, WORDS, ACTION, SPEAK, DRAW



**STUDENTS WILL BE ABLE TO REVIEW THE KNOWLEDGE OF THE ACQUIRED OVER THE PREVIOUS LESSONS FROM BLOCK 2**

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 15 MINUTES

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate.

Make sure you can see all the players and all the players can see you.

- **How did you feel when you woke up this morning?**  
Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)
- **How do you feel know?**  
Use "the colour cones code"
- **How do you think you will feel after the training?**  
Use "the colour cones code"

## HOMEWORK REVIEW

Ask the students to make groups of 3 people. One student is the "Thought", another student is the "Feeling" and the other student is the "Action".

From the answers to the homework ask the students to act in one of the situations and the rest of the students have to guess what it is!

**The coach should make an example first so then it is easier for the students to understand the activity!**

Suggestion of the week

You can write down your warm-up activity here

---

---

---

---

---

---

REMEMBER...

Coaches will write down in the emotional cards!



## PICTIONARY

The coach sits down with the students and explains that they will review about the previous lessons playing "Pictionary".

### HOW TO SET UP?

#### 20 MINUTES

- Divide the students into 2-3 teams and ask them to think of a name!
- Set up the scoring goal (the first team to get 10 points)
- Set up the drawing materials and the time: every round lasts 1 min.
- Choose the team that will start first and the player from that team that will start.

### HOW TO PLAY

- Put the cards into 2 different piles: WORDS (**Annex 1**) and HOW (**Annex 2**)
- The first player will take one card from HOW "e.g. **ACT**" and he/she will have to act the **WORDS** that are in the other pile. If the mates get the word correct, he/she takes one more card and has to act the new word. He/she will continue like this until the time is over.
- At the end of the turn write down the total points and then pass the turn to the other team.

*Play as many rounds is needed until one team gets the scoring goal!*

## REFLECTION TIME

#### 15 MINUTES

Sit down in a circle and ask the following questions:

- Do you think you have increased your self-esteem? and your self-confidence? What is the difference?
- Do you think you can help others to increase their self-confidence? How?
- Where does worry come from? How can you make yourself less worried? What activities do you do?

*If the students are very young adapt the questions to their level of understanding by putting examples or using different words.*

## HOMEWORK

#### 5 MINUTES

Ask them to create cards to play Pictionary by themselves. They have to choose one topic and make the **WORDS** related to the topic (Let the students to choose their own topic).

E.g.

**TOPIC:** transportation

**WORDS:** car, bicycle, airplane, horse...

**Encourage the student to play this type of games as it promotes creativity and thinking!**