

# THE SKIN I'M IN

nonfiction resources

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- 5 Mindfulness Strategies
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- Digital Links for Google Drive™
  - Includes Google Forms™!
- Answer Keys!

# Nonfiction Readings

Nonfiction Reading 1    Name: \_\_\_\_\_

**Self-Esteem, Self-Confidence, or Self-Compassion?**

Simply put, self-esteem is formed by a person’s thoughts and feelings about themselves. As young people navigate the messiness of life, big and small events, interactions with others, and feelings about self shape how a person feels about their own worth.

Sometimes, the term self-esteem is used interchangeably with the term self-confidence; however, there are clear differences between the two concepts. When a person has self-confidence, they trust and believe in their abilities and judgment. For example, in order to be an onstage performer, a person has to have some level of self-confidence in order to stand up in front of strangers to sing, dance, or act. When that performer performs well and masters their abilities, their self-confidence increases. Off-stage, though, other factors, such as a growing or lost friendship, may either heighten or diminish their self-esteem. Thus, self-confidence is only one part of a person’s larger sense of self-esteem.

Another term that has entered the mainstream in recent years is the idea of self-compassion. A person practices self-compassion when they extend kindness to themselves in moments they feel like they have failed or are suffering. Self-compassion embraces the idea that all people share common feelings and experiences, and this common humanity can help us be more compassionate towards ourselves and others. Self-compassion also can include mindfulness, the state of being aware of one’s feeling in the present moment. When a person exercises self-compassion, they incorporate all three components – kindness, common humanity, and mindfulness – to ease negative feelings.

So, what do they all have in common? Your self!

Directions: Fill out the chart below to help answer the questions that follow.

Self-esteem	Self-confidence	Self-compassion
Definition:	Definition:	Definition:
What does self-esteem mean to you?	What does self-confidence mean to you?	What does self-compassion mean to you?
How might it affect a person?	How might it affect a person?	How might it affect a person?

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- 8 Nonfiction Readings
- Build Background Knowledge
- Topics on Mindfulness, Self-Esteem & More
- Common Core-Aligned Material

## The Ins and Outs of Self-Esteem

From an early age, kids experience wins and losses. From making friends on the playground, to failing a test, to riding a bike for the first time, these experiences and how a child perceives the success of the experiences shapes their thoughts and opinions of self. Self-esteem reaches its peak when a person sees themselves as becoming their ideal self. Seems easy right? Well, like most things in life, it's much more complicated.

Self-esteem begins to develop from an early age, and the biggest influence on the development of self-esteem starts in the home. Milestone accomplishments, such as taking first steps or speaking first words, make young children feel capable, effective, and accepted. These three feelings create the cornerstone of developing healthy self-esteem. As young children grow into young adults, experiences that trigger these feelings will contribute to higher self-esteem. So, does that mean that children should get trophies and certificates of celebration for participating in a club or sports team? Not necessarily.

Although feelings of acceptance are an important part of developing self-esteem, the misuse of praise can go **awry**. Praise should feel earned and should focus on effort, growth, and mindset. When praise is attached to fixed qualities or outcomes, such as earning an A, then a person may attribute their self-esteem to those outcomes. Yet, the process of achieving that A is more important for one's self-esteem. A person's strong work ethic in studying for a test, for instance, demonstrates their capability to effectively focus on a goal.

As important as it is for children to succeed, it is equally as important for children to experience failure and setbacks. Failure and setbacks can teach kids to build positive habits through constructive feedback, accepting mistakes, and renewed motivation. These skills serve to equip children with the tools they need to overcome obstacles. Let's face it...no one succeeds at everything! So, it's important to be able to deal with failure in a positive, constructive manner.

Self-esteem also changes over time. When a person is going through a tough time, they might have a lower self-esteem and feel ineffective, incapable, and less confident, but through healthy habits, a person can raise their self-esteem and benefit from its effects. *Healthy* self-esteem involves a person seeing these moments with clarity as momentary challenges from which one can grow. It involves a person being realistic about their abilities, not being overcritical of themselves, and equipping themselves to handle obstacles and stress. Then, a person can feel comfortable expressing their thoughts and opinions, feel confident in making decisions about moving forward, and continue to develop positive relationships.

1. What is the article mostly about? Explain and support with evidence from the text.

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# Depth of Knowledge Questions



# Text



# Connections to Novel

# Use for Centers or in Model



# Rotation Model

# Cross-Curricular Learning



## RESOURCE ALSO INCLUDES...

# Answer Keys • Google Drive™ Links

# Extension Activities

Extension Activity	Name:	TED Talk
<h2>Getting Unstuck</h2> <p>Directions: Watch the following TED Talk on the negative and positive mindset and answer the questions that follow.</p> <ul style="list-style-type: none"><li>Alison Ledgerwood – Getting Stuck in the Negatives (and How to Get Unstuck) - <a href="https://www.youtube.com/watch?v=7XFLTDQ4JMk">https://www.youtube.com/watch?v=7XFLTDQ4JMk</a></li></ul> <p>1. What do you think the TED talk is mostly about? Summarize the video in your own words. Support with evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>2. Why does the speaker start and end with the glass and water? How is it effective? Use evidence to support your answer.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>3. What do Ledgerwood and her colleagues learn from the three studies they conducted? What do the studies reveal? How do you feel about their conclusions? Use evidence to support your answer.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>4. What's the relationship between going from a negative mindset to a positive one? What about a positive mindset to a negative one? Support with evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>5. Based on the video, what are some activities people can do to train their brain to be more positive? Do you have any ideas to engage in this practice? Support with evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

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➤ 6 Engaging Assignments

➤ 5 Mindfulness Strategies

➤ TED Talks & Poetry Activities

➤ Novel Connections

Mindful Moment

Name: \_\_\_\_\_

Three Times a Chime

Directions: We are going to listen to a sound three times.

1. First Time – count the seconds you can hear the bell until you cannot hear it anymore.
2. Second Time – Think of a positive thought or feeling you want to focus on as you listen to the sound of the bell.
3. Third Time – Think of something you want to let go of as you focus on the sound of the bell.
4. Silence Time – Continue to think of the sound of the bell and focus your attention on the “sound”

1. What did you like about the activity? What did you dislike? Why?  
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 \_\_\_\_\_  
 \_\_\_\_\_  
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2. Were you able to relax at all through the activity? Why or why not?  
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 \_\_\_\_\_  
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3. Did you find the activity hard? Easy? Why?  
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 \_\_\_\_\_  
 \_\_\_\_\_  
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4. What thoughts or feelings came to mind as you participated? Did your mind wander at all? Where did it go?  
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5. Were you kind to yourself through the activity ? How could you be kinder?  
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 \_\_\_\_\_  
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6. What did you learn about yourself through today's activity today?  
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 \_\_\_\_\_  
 \_\_\_\_\_

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➤ Use for  
Centers or  
Rotation Model

➤ Common  
Core-Aligned  
Material

➤ Cross-  
Curricular  
Learning

➤ Collaborative  
Work

RESOURCE ALSO INCLUDES...

Answer Keys ● Google Drive™ Links

# Bundle & Save!

This resource is part of a comprehensive unit on *The Skin I'm In*! Click the cover below to preview all the resources available.



## THE SKIN I'M IN

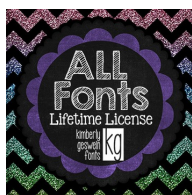
novel study



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