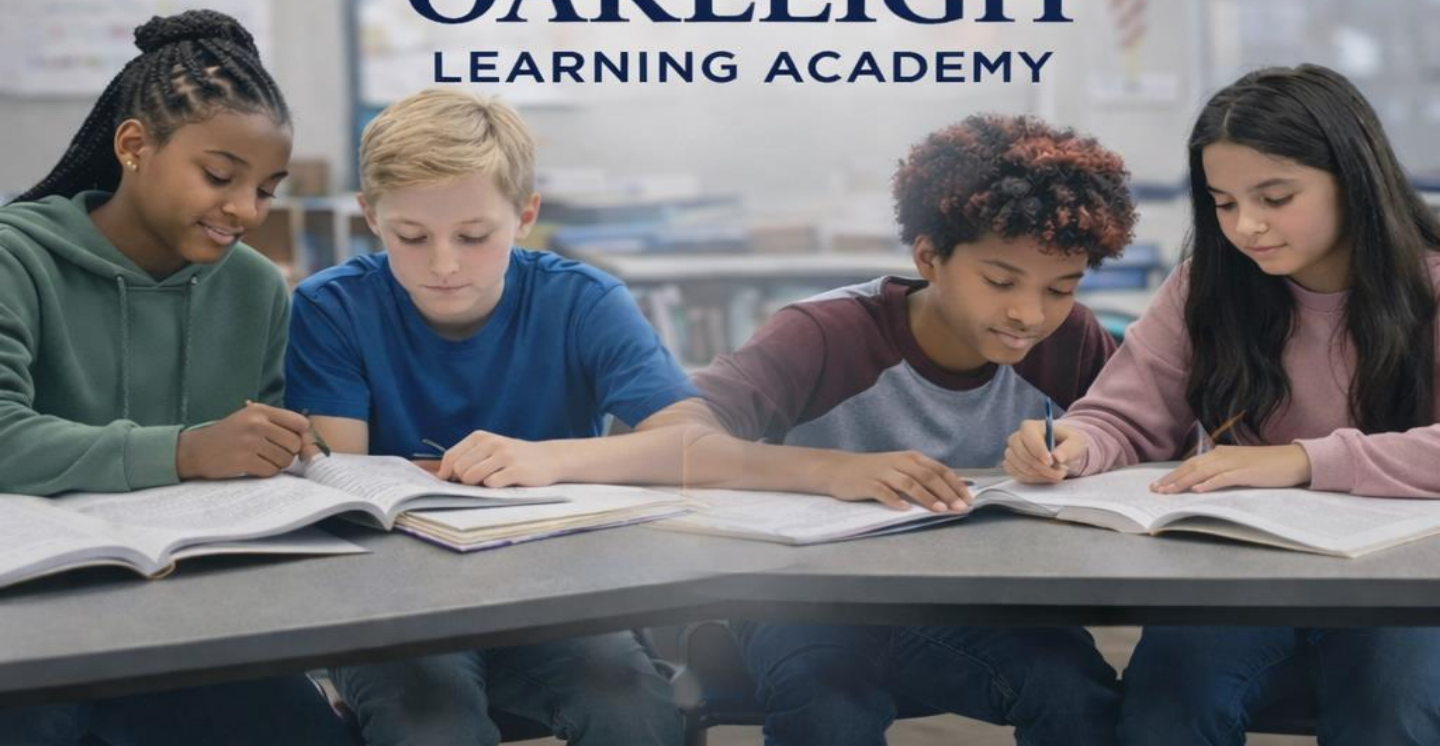




Standard 1A – Respect (Module 1 Self-Respect)



OAKLEIGH
LEARNING ACADEMY





Leading Yourself: Building Self-Respect as the First Step to Self-Leadership

LEARNING OBJECTIVE: Students will be able to explain what self-respect is and why it matters, demonstrate two internal strategies (positive self-talk and mental imagery) to strengthen self-respect, and apply a four-step action plan to improve their self-leadership by creating and practicing personal scripts and a success preview.

ASSESSMENT: Students will produce a one-page personal action plan and deliver a 1–2 minute recorded or live role-play that (a) uses a prepared positive self-talk script to replace a negative thought and (b) demonstrates mental imagery preparation applied to a realistic school-related challenge. Rubric criteria: clarity of definition (30%), correct and specific use of positive self-talk and mental imagery (40%), application of the 4-step action plan in the written plan (20%), and confident delivery/body language in the role-play (10%).

KEY POINTS:

- **Self-respect is an internal belief in your own worth; it cannot be permanently given or taken away by external success or others' opinions.**
- **Negative self-talk undermines self-respect; intentionally replacing those scripts with positive, growth-oriented self-talk changes both mindset and behavior.**
- **Mental imagery (creating a clear “success preview”) prepares the mind to behave confidently in future situations, increasing the likelihood of successful outcomes.**
- **The 4-step action plan (Tune In, Create Success Preview, Flip the Script, Act With Confidence) turns awareness and strategies into repeatable habits that build lasting self-respect.**
- **Small behaviors—confident posture, calm assertiveness, and positive wording—reinforce internal changes and influence how others respond to you.**



OPENING:

- **Hook (2–3 min): Ask: “Who here has ever said ‘I can’t do this’ before trying? What happened next?” Allow 2–3 quick volunteer responses.**
- **Brief context (2 min): Present the central idea: “The most important leader in your life is you — and self-respect is the foundation of that leadership.”**
- **Explain assessment and product (1 min): Tell students they will create a personal action plan and perform a short role-play showing positive self-talk and a success preview.**

INTRODUCTION TO NEW MATERIAL:

- **Define self-respect with examples (5 min): Give clear student-friendly definition and contrast internal vs. external sources of respect (e.g., “feeling worthy because of who you are” vs. “feeling worthy because of achievements”). Provide classroom examples (grades, athletics, social media).**
- **Explain the ripple effects (3 min): Use brief scenarios showing how self-respect affects choices, relationships, and learning.**
- **Teach Tool #1 — Positive Self-Talk (8 min): Show sample negative→positive script pairs and model flipping a negative thought aloud. Ask students to volunteer a negative thought (anonymously written on a slip) and guide the class to reframe it.**
- **Teach Tool #2 — Mental Imagery (8 min): Explain steps to create a success preview. Lead a guided mental imagery practice (2–3 minutes): have students close eyes, picture an upcoming small challenge (presentation, test), imagine responding confidently start-to-finish.**
- **Present the 4-step action plan (5 min): Walk through Tune In, Create Success Preview, Flip the Script, Act With Confidence with short teacher-modeled examples.**
- **Anticipated misconception to address: Students may believe acting confident is “faking” or dishonest. Clarify that practiced confident behavior trains genuine confidence and that small, honest behavior changes support internal growth.**



GUIDED PRACTICE:

- **Behavioral expectations:** Work respectfully, listen to peers during sharing, participate in pair activities, maintain focus during imagery (no phones).
- **Activity 1 — Thought Journal Tuning (10 min):** Distribute a one-page worksheet with three columns: “Situation,” “Negative Thought,” “Positive Script.” In pairs, students recall a recent minor school challenge (e.g., answering a question, turning in homework late) and complete one row. Teacher circulates, monitors, and collects examples to gauge common negative scripts.
- **Activity 2 — Script Rehearsal and Feedback (10 min):** In same pairs, students practice saying their positive script aloud and give each other one supportive correction (tone, word choice, clarity). Teacher prompts higher-order questions: “How does your script change your feelings? What specific words make it feel believable?”
- **Activity 3 — Group Mental Imagery with Scaffolded Prompts (8 min):** Whole-class guided visualization for a common scenario (presenting in class). Scaffolded prompts move from sensory detail (what you see/hear) to behaviors (posture, voice) to outcome. Teacher watches for engagement and notes students needing additional support.

INDEPENDENT PRACTICE:

- **Behavioral expectations:** Independent, focused work; honest reflection; completion of all sections; keep content school-appropriate.
- **Assignment (in-class or homework if time runs out):** Create a one-page Personal Self-Respect Action Plan that includes:
 1. A brief definition of what self-respect means to them (2–3 sentences).
 2. Three personal negative thoughts they commonly have and a positive replacement script for each.
 3. A written success preview for one upcoming realistic school challenge (step-by-step imagined outcome). Use the four-step structure to explain when and how they will practice these (Tune In schedule, when to run success preview, script rehearsal plan, and actions to take).
 4. A short reflection: one small behavior they will practice for a week to “Act With Confidence” (e.g., maintain eye contact when answering, use a prepared opening line).
- **Teacher monitoring:** Collect plans for rubric scoring; provide individual feedback next class.



CLOSING:

- **Exit activity (5 min): “One-Sentence Turn & Share”** — each student writes one sentence on an index card: “This week I will flip the script by _____.” Students hand card to teacher or post on a class board. Teacher debriefs 1–2 strong examples aloud and reinforces the idea that practice builds real self-respect.

EXTENSION ACTIVITY:

- **For early finishers: Create a two-day micro-challenge and log.** Students choose a situation (e.g., asking a question in class), apply the four-step plan twice over two days, and record outcomes (feelings before/after, what worked). Prepare a 30–60 second class share summarizing results.

HOMEWORK:

- **Practice assignment: For the next five days, students will keep a brief “Tune In” log (3–5 entries total) noting situations where they noticed negative self-talk, the positive script they used instead, and one sentence describing how mental imagery helped (or didn’t).** Bring the log to class for a short peer-share.



STANDARDS ALIGNED:

- **CASEL Social-Emotional Learning Competencies: Self-Management & Self-Awareness — Students practice recognizing thoughts and regulating self-talk to support responsible decision-making and confidence.**
- **National Health Education Standards (NHES) — Standard 1: Students will comprehend concepts related to health promotion and disease prevention relevant to personal safety and wellbeing (applies to mental health/self-respect and strategies to support it).**

Note:

Adapt rubric language, timing, and scenarios as needed to fit class period length and school policies. Teachers should review student reflections and role-plays for emotional safety; provide resources or referral options if students reveal concerning self-talk or mental health needs.





Student handout # 1

Building Self-Respect & Self-Leadership

Self-respect means valuing yourself for who you are, not just for what you achieve or how others see you. It's the foundation for leading yourself well, making good decisions, and facing challenges with confidence. In this worksheet, you'll practice tools and strategies to boost your self-respect, including positive self-talk and mental imagery. You'll also learn a four-step action plan to lead yourself through tough situations.

Fill in the Blank: Fill in the blank with the correct words.

1. **Self-respect is an internal belief in your own _____.**
2. **Negative _____ can hurt your self-respect, but you can replace it with positive self-talk.**
3. **Mental _____ helps you picture success before facing a challenge.**
4. **The four-step action plan includes: Tune In, Create Success _____, Flip the Script, and Act With Confidence.**
5. **Practicing a confident _____, like standing tall or making eye contact, helps reinforce self-respect.**

Word Bank: worth, preview, imagery, self-talk, posture



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Multiple Choice Questions: Choose the correct answer from the choices for each question.

1. **What is self-respect?**
 - A) Feeling good only when others compliment you
 - B) Believing in your own value, no matter what others think
 - C) Winning every competition
 - D) Always agreeing with your friends

2. **Which of the following is an example of positive self-talk?**
 - A) "I always mess up."
 - B) "I can learn from my mistakes."
 - C) "No one likes me."
 - D) "I'll never get better."

3. **What does mental imagery help you do?**
 - A) Forget your problems
 - B) Imagine yourself failing
 - C) Prepare your mind for successful outcomes
 - D) Copy what others are doing

4. **Which step is NOT part of the four-step action plan?**
 - A) Tune In
 - B) Blame Others
 - C) Flip the Script
 - D) Act With Confidence

5. **Which small behavior can help you "Act With Confidence"?**
 - A) Looking down and mumbling
 - B) Avoiding eye contact
 - C) Speaking clearly and using positive words
 - D) Ignoring everyone



Open-Ended Questions: Answer the following questions in complete sentences.

- 1. Describe in your own words what self-respect means and why it is important.**

- 1. Think of a situation at school where you had a negative thought. Write the negative thought and then create a positive self-talk script to replace it.**

- 1. Imagine you have a big presentation coming up. Write a short “success preview” describing how you will feel and act to succeed.**



ANSWER KEY (Teachers: Review these answers and adapt as needed for your students.)

Fill in the Blank

1. **worth**
2. **self-talk**
3. **imagery**
4. **preview**
5. **posture**

Multiple Choice

1. **B) Believing in your own value, no matter what others think**
2. **B) "I can learn from my mistakes."**
3. **C) Prepare your mind for successful outcomes**
4. **B) Blame Others**
5. **C) Speaking clearly and using positive words**

Open-Ended Example Responses

1. **Self-respect means believing in my value as a person, no matter what others think or what I achieve. It is important because it helps me make better choices and feel good about myself.**
2. **Negative thought: "I'm going to mess up this assignment." Positive self-talk: "I've prepared and I can do my best. Even if I make a mistake, I can learn from it."**
3. **In my success preview, I see myself standing confidently in front of the class, taking deep breaths, and speaking clearly. I imagine finishing my presentation and feeling proud of myself for trying my best.**



Project Based Learning Lesson Plan:

Leading Yourself: Building Self-Respect as the First Step to Self-Leadership

Driving Question or Challenge:

How can I build lasting self-respect so I can lead myself more confidently in school and life?

Real-world Context:

Self-respect influences everyday choices—how students speak to themselves, respond to setbacks, and interact with peers and teachers. This project connects to real situations (presentations, tests, social challenges) and mental health topics students encounter now and later in college, work, and community life.

In-depth Inquiry:

Students will analyze the concept of self-respect, research evidence-based strategies (positive self-talk and mental imagery), and examine how thoughts, behavior, and posture influence outcomes. Inquiry tasks include: collecting examples of negative self-talk, researching psychological sources on self-talk/imagery, and testing strategies across real classroom situations.

Student Voice and Choice:

Students choose the realistic school-related challenge they'll target (e.g., public speaking, sports tryouts, asking for help, time management). They decide the format of their public product (recorded role-play + one-page plan, short video, digital poster, or live presentation) and tailor scripts and imagery to personal goals.



Reflection:

Students keep a daily "Tune In" log for five days documenting situations, negative thoughts, the positive script they used, and reflections on how mental imagery affected performance. Guided reflection prompts (mid-project and final) ask: What changed in my thinking? What evidence shows my self-respect grew? What barriers remain?

Critique and Revision:

Peer feedback protocols: structured small-group critique rounds using "I noticed / I wonder / I suggest" language. Students revise scripts, imagery details, and action-plan language based on peer and teacher feedback before final submission. Multiple drafts of scripts and rehearsal recordings are encouraged.

Public Product:

Each student produces:

- A one-page Personal Self-Respect Action Plan (definition, three negative→positive scripts, written success preview, implementation schedule, one-week behavior goal).
- A 1–2 minute recorded or live role-play that demonstrates flipping a negative thought to a positive script and applying a success preview to the chosen challenge. Products are shared with the class and optionally with a broader audience (school assembly, advisory, parent night, or school website) with appropriate permissions.



Collaboration:

Students work in pairs for rehearsal and feedback, and in small groups for research and critique sessions. Group roles rotate (timekeeper, facilitator, note-taker, presenter) so all students practice leadership and collaborative skills.

Teacher Facilitation:

Teacher models positive self-talk and conducts the guided mental imagery practice. The teacher circulates during practice, provides formative feedback, moderates critique sessions, scaffolds students who need extra emotional supports, and makes referrals when concerning disclosures arise. The teacher maintains a safe, respectful classroom culture and clarifies that practicing confident behavior builds real confidence — it's not “faking.”

Interdisciplinary Connection:

- **English / Language Arts:** crafting scripts, persuasive language, clear writing for the one-page plan.
- **Health / Social-Emotional Learning:** mental health literacy, strategies for self-regulation.
- **Media/Tech:** creating a short recorded role-play or digital poster. **Optional:** Drama for performance skills; PE for confident body language practice.



Assessment:

Formative: teacher observations during guided practice, review of thought-journal examples, peer feedback checks, and collected rehearsal recordings (low-stakes).

Summative: graded with a rubric on:

- **Clarity of definition of self-respect (30%)**
- **Correct and specific use of positive self-talk and mental imagery (40%)**
- **Application of the 4-step action plan in the written plan (20%)**
- **Confident delivery/body language in role-play (10%)**

Provide rubrics and exemplar plans ahead of time. Teachers should review role-play content for emotional safety and provide alternative options for students uncomfortable performing.

Aligned Standards:

(Selected two standards representative for this project — pick equivalents in your jurisdiction as needed.)

1. **CASEL Social-Emotional Learning Competency — Self-Awareness / Self-Management: Students demonstrate the ability to recognize thoughts and emotions and use strategies to regulate behavior and achieve goals.**
2. **National Health Education Standards (NHES) — Standard 1: Comprehend concepts related to health promotion and well-being (applies to mental health, self-respect, and strategies to support personal safety and wellness).**

Note:

If you want exact verbatim standard text from a specific state or national set, provide the state or standards system and I will fetch the precise standard language for exact alignment.