

CULTIVATING SELF-ESTEEM THROUGH CBT



Grade 9 Cultivating Self-Esteem Through CBT Career Education, English Language Arts & Health and Physical Education

Purpose of the Lesson:

Our thoughts and thought patterns can greatly impact how we see ourselves. When we find ourselves in cycles of negative thinking, our self-esteem can be negatively impacted. It can be hard to change these negative cycles of thinking, but through cognitive behavioural therapy (CBT) techniques, one is able to shift thoughts and take a more rational perspective on emotional responses. In this lesson, students will have the opportunity to learn about how our thought patterns connect to our self-esteem. They will then participate in an activity where they try out a CBT technique called the Triple Column Technique. Finally, they will reflect on how self-esteem can impact their mental health in both positive and negative ways.

Curriculum Competencies:

Career Education

- Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills.
- Set and achieve realistic learning goals with perseverance and resilience.
- Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations.

English Language Arts

- Exchange ideas and viewpoints to build shared understanding and extend thinking.
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation.

Health and Physical Education

- Analyze strategies for promoting mental well-being, for self and others.
- Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others.
- Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence.
- Explore and describe factors that shape personal identities, including social and cultural factors.

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First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.

Video

[How To Build Self-Esteem - The Triple Column Technique \(CBT\) - Just Passing Time](#)

Guiding Questions:

- How can negative thoughts impact self-esteem?
- What kinds of thought patterns do you exhibit most often?
- When you start thinking negatively about yourself, how is your mental health impacted?

CULTIVATING SELF-ESTEEM THROUGH CBT



Step-by-Step Lesson Plan

Preparation: Queue up video/set up projector

1. Have the students watch the video “How To Build Self-Esteem - The Triple Column Technique (CBT)”. This video can be found [HERE](#).

2. Pause the video and use the Guiding Questions to spark discussion.

3. Share this definition of self-esteem with your students: “Self-esteem may be defined as how much you appreciate and like yourself regardless of the circumstances. Your self-esteem is defined by many factors including:

- Self-confidence
- A feeling of security
- Identity
- Sense of belonging

Feelings of competence ([VeryWell Mind](#))

In both forms of music therapy, clients are working through challenging situations and improving their mood through music. Share this information with your students to give them some context for the remainder of this lesson.

4. Discuss how negative thought patterns connect to self-esteem. As highlighted in the video, when we are trapped in negative, spiralling thought patterns, it can be easy to feel down on ourselves. Break your students up into partners or small groups and have them discuss how this can be true. They can speak to specific examples from their own lives, if they are comfortable sharing this, or they can come up with more general examples.

CULTIVATING SELF-ESTEEM THROUGH CBT



Step-by-Step Lesson Plan

5. Remind your students of the different kinds of cognitive distortions that exist. Write these down on the board so your students have an anchor for the rest of the lesson:

All or Nothing Thinking – He hates me!

Blaming – It's his fault I am so mad!

Discounting the Positive – I have nothing that works out in my life.

Emotional Reasoning I Feel Anxious – I know something bad will happen to me.

Fallacy of Fairness – It's not fair! She has no right to say that to me.

Jumping to Conclusions – I bet he thinks I am stupid after I said that.

Labelling – He's just lazy.

Magnification – It's TERRIBLE that she is mad at me.

Minimization – It's no big deal.

Fortune Telling – I'll never find someone to love – I'll always be alone.

Mental Filter – My nose is too big and makes me look unattractive.

Mind Reading – She's trying to make me look stupid in our weekly meetings.

Overgeneralizing – Men can't be trusted.

Personalization – It's my fault she had an accident since we had a fight before she left.

Comparisons with others – He's so much smarter than me.

Shoulds – You shouldn't feel that way.

(PsychCentral)

CULTIVATING SELF-ESTEEM THROUGH CBT



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6. Explain the curriculum connections to your students. Share with your students that they are going to practice the Triple Column Technique, which is a tool that they can use any time they experience cognitive distortions or find themselves in patterns of negative thinking.

They will need a piece of paper and a pen. Ask them to draw the three columns and label them like they have outlined in the videos. Explain to them they can use the examples they discussed in their pairings or small groups as a starting point. They should label the cognitive distortion associated with the thought pattern that upset them, and then come up with a practical response.

Accommodations/modifications:

- If students are visually impaired, they can use a speech-to-text function on a computer to document their ideas or you can act as a scribe for them.

7. Have your students share their columns. When they have filled out a few examples in the columns, they can go back to their original groups and discuss what they have come up with. Have them return to their original groups or pairs so they can discuss the same examples. They may have come up with different cognitive distortions associated with the negative thoughts or they might have written down different practical responses and can compare their thoughts.

8. Discuss with your students how negative thought patterns can impact our self-esteem and our mental health. When we think we are trapped in negative distortions and begin believing negative things about ourselves, our self-esteem can take a big hit. This can lead to decreased happiness and lowered self-worth, which can directly impact mental health and wellness. Learning techniques, like the Triple Column Technique, can help when we are experiencing cognitive distortions. When we shift our thinking in this way, we can reframe how we see ourselves, which can improve both our self-esteem and our mental health.

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Step-by-Step Lesson Plan

9. Lesson Closure. Spark a discussion about how self-esteem impacts mental health. If your students feel comfortable, they can share experiences they've had where either high self-esteem has improved their mental health or low self-esteem has created challenges for their mental health. Inform your students that they can use the Triple Column Technique any time they want to address cognitive distortions or boost their self-esteem! They now have the template and the tools they need to do so.