

# Emotional Health and Self-Esteem

For  
Special  
Ed



# ALSO INCLUDES GOOGLE SLIDES

Special Needs for Special Kids



*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves the sound of piano keys. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*

# Emotional Health Unit for Special Education



by  
Christa Joy  
Special Needs for Special Kids

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Worksheet pages	Title
4-5	Vocabulary board
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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoints (these are the books in the lesson plans)
- Voice recorded PowerPoint
- Activities in black and white

*This unit contains almost 200 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.*

*It comes in 2 separate files. One in color and one in black and white*

# Emotional Health and Self-Esteem Lesson Plan

## Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind
  - OR your students can listen to the pre-recorded version
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games

## Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

## Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
  - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
  - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

The lesson plans contain:

Overall tips for teaching  
students with significant  
needs

## Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards introduction</li> <li>• Circle map</li> </ul>	8	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Positive Outlooks</li> </ul>
2	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Sorting activity</li> </ul>	9	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Positive outlooks</li> </ul>
3	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Sorting activity</li> </ul>	10	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Writing prompt</li> </ul>
4	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Id appropriate feelings</li> </ul>	11	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards cut and paste</li> <li>• Vocabulary puzzle</li> </ul>
5	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Id appropriate feelings</li> </ul>	12	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards cut and paste</li> <li>• Vocabulary puzzle</li> </ul>
6	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Circle map</li> </ul>	13	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Close worksheet</li> </ul>
7	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Sorting activity</li> </ul>	14	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Close worksheet</li> </ul>
		15	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>

*The lesson plans contain:*

*A quick look at what you will do each day*

## Day 6

Activity	Notes	Materials
Read or listen to a recording of the book: <b>Self-Esteem</b> (10 minutes)	<ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>
Vocabulary cards <b>Bean Bag Toss</b> (10 minutes)	<ul style="list-style-type: none"><li>• Glue the cut apart symbols to the paper plates (one on each plate)</li><li>• Arrange them around the room</li><li>• Students toss the bean bag trying to get it to land on a paper plate</li><li>• Students retrieve the paper plate and share the vocabulary card they retrieved</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary cards</li><li>• Vocabulary cards cut</li><li>• Small paper plates</li><li>• also of cut paper</li><li>• Bean bag</li></ul>
Circle Map (10 minutes)	<ul style="list-style-type: none"><li>• Do the circle map which is on self-esteem</li><li>• Choose the best version (errorless or not) depending on the learning level of your students</li><li>• Students cut out symbols and place in circle map</li><li>• Make connections to the book as necessary</li></ul>	<ul style="list-style-type: none"><li>• Circle map</li><li>• Scissors</li><li>• Glue</li></ul>
Sharing (10 minutes)	<ul style="list-style-type: none"><li>• Each student shares their finished circle map</li></ul>	<ul style="list-style-type: none"><li>• Completed activity</li><li>• Communication devices</li></ul>

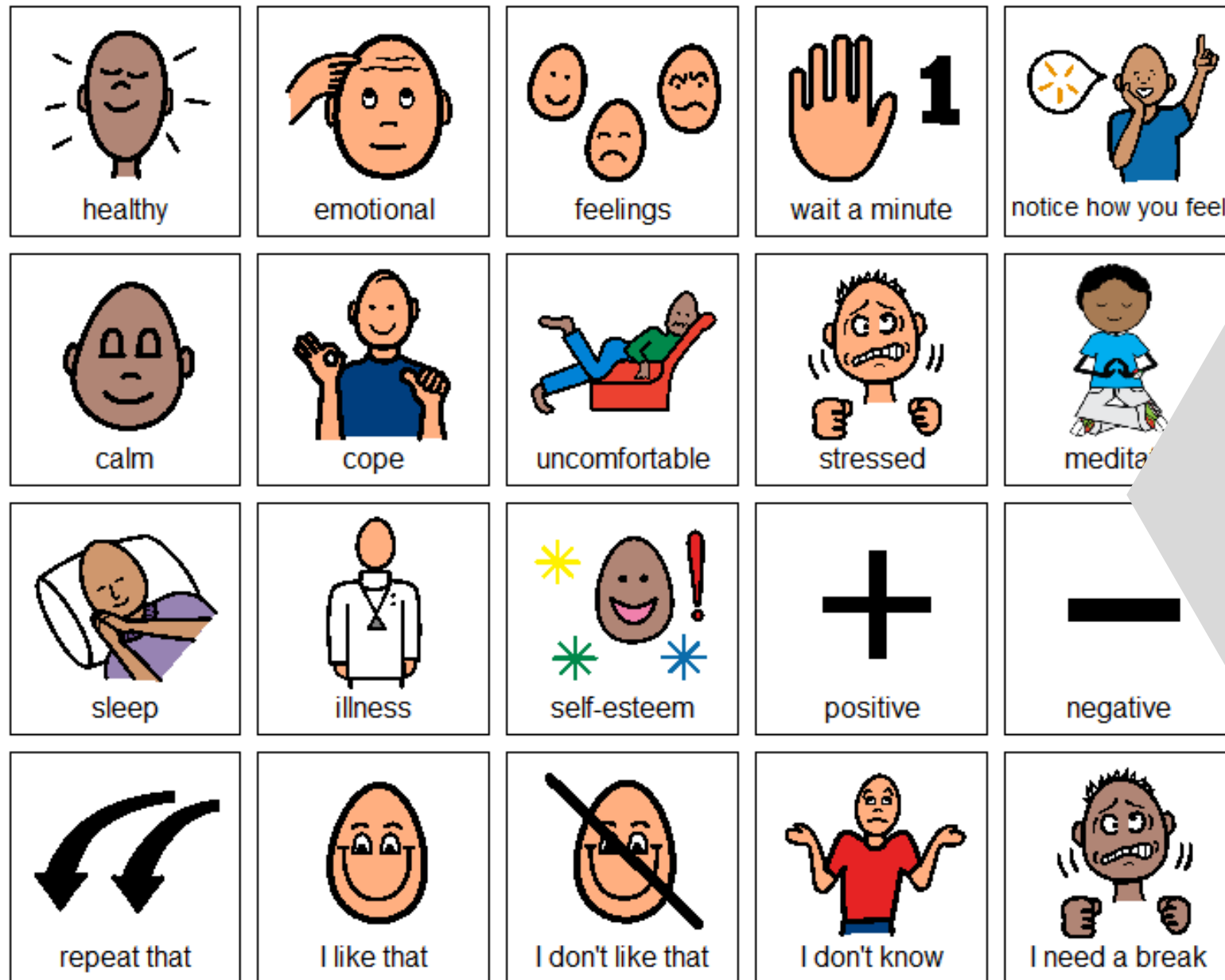
The lesson plans contain:

Detailed instructions on how that day's lesson should run

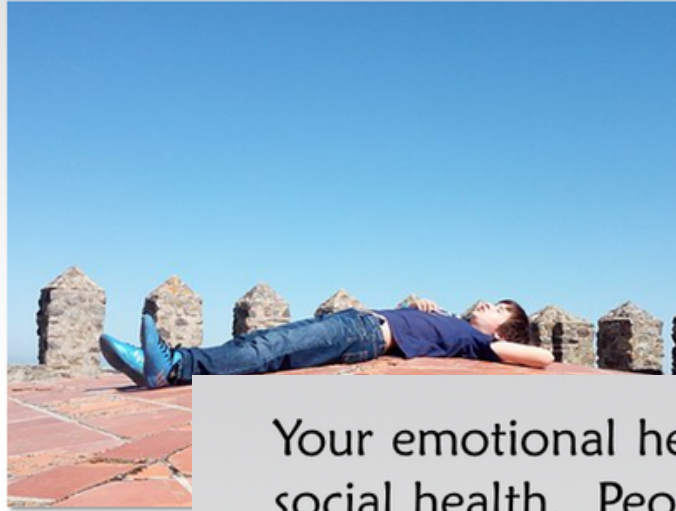
This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



Being emotionally healthy means that you are able to recognize how you feel and are able to deal with those emotions in an appropriate way.



Your emotional health is very closely tied to your social health. People who are healthy emotion tend to have more loving and supportive relationships.



There are 2 books with this unit using simple text and photos. This one is 43 pages on overall emotional health.

Both come in pdf versions as well as a voice recorded powerpoints (so you don't have to print it out.)



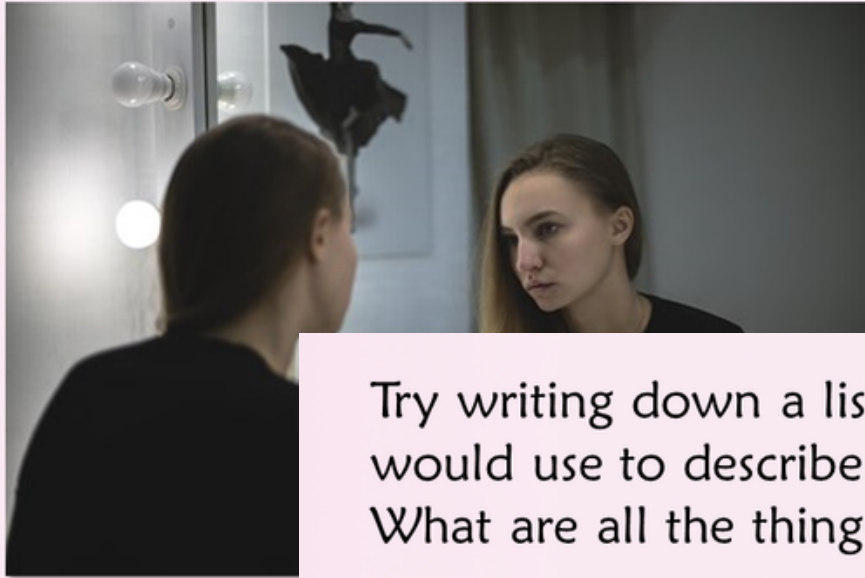
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How you feel about yourself and how much you value yourself is what we mean when we talk about **self-esteem**.



Try writing down a list of positive words you would use to describe yourself to someone else. What are all the things that make you great?

There is also a 22-page book on Self-esteem.



### positive outlook

Ability to think things are going to work out for the best.



### calming technique

Something like deep breathing that helps you relax when you are upset.



### stress

A feeling that there is too much going on, and you can't handle it.



### meditation

Sitting quietly by yourself usually with eyes closed and thinking of nothing.



### irritated

Feeling upset or mildly angry.



### overreact

When you react too strongly (positive or negative) to something.



### mental illness

Something physically wrong, often in your brain that can affect your emotional health.



### self-esteem

How you feel about yourself.



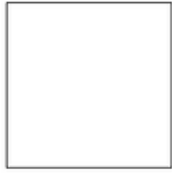
There are 15 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.



### physical health

Ability to take care of your body with sleep, exercise, and healthy foods.



### emotional health

Ability to make sure you are feeling happy and safe.

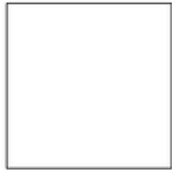


Cut apart and match pictures with definition.



### social health

Ability to create and take care of relationships with others.



### cope

Able to deal with even tough situations.



### positive outlook



### calming technique



### stress

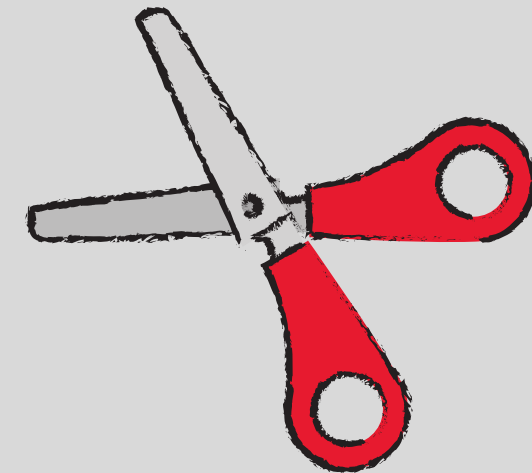


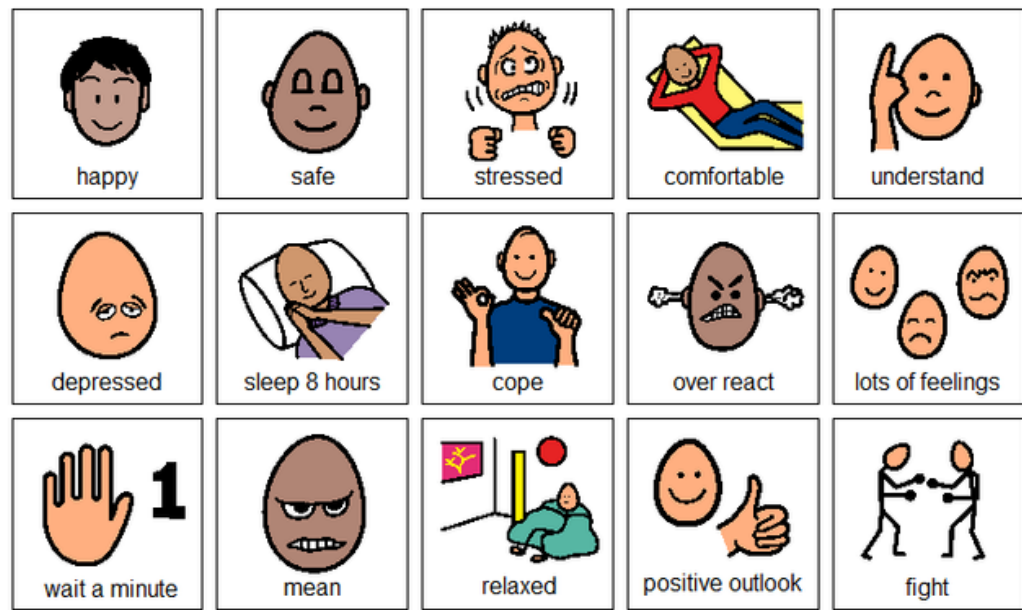
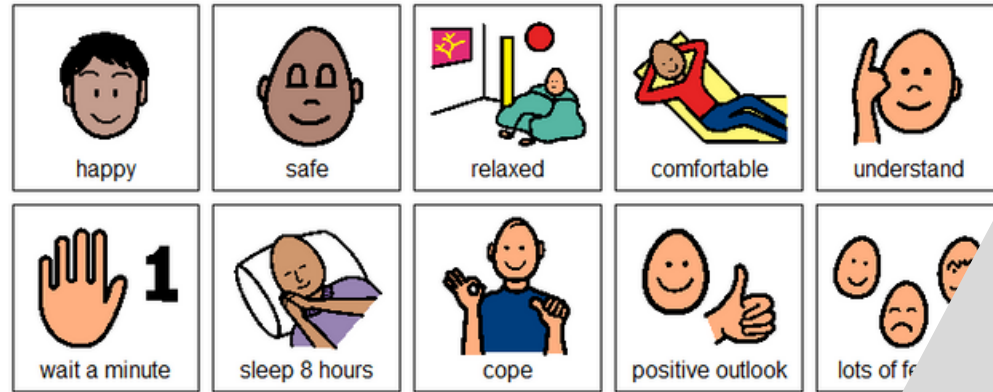
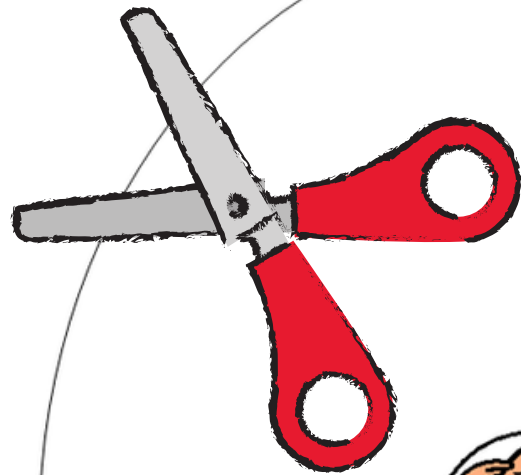
### meditation



Something physically wrong, often in your brain that can affect your emotional health.	Ability to make sure you are feeling happy and safe.
How you feel about yourself.	Sitting quietly by yourself with your eyes closed and thinking of nothing.
Ability to take care of your body with sleep, exercise, and healthy foods.	How you feel about yourself.
Things you want to achieve.	A feeling that there is too much going on, and you can't handle it.

On days 11&12 there is an activity where students will match either the picture to the definition or the definition to the picture (harder).






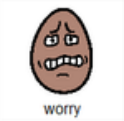










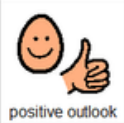




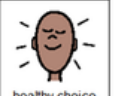
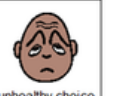

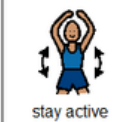

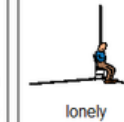

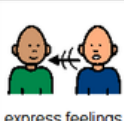
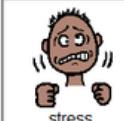
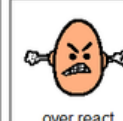


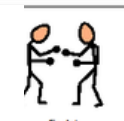




There are 2 circle maps, one for emotional health and one for self-esteem.




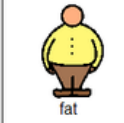
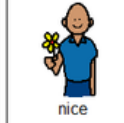

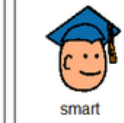


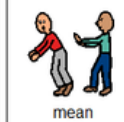

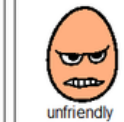




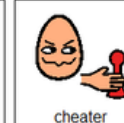
Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside

 calm		 stressful		
 deep breaths	 listen to music	 over react	 worry	 meditate
 read	 break things	 count to 10	 take a walk	 mean
 relax	 exercise	 exhausted	 yell	 positive outlook

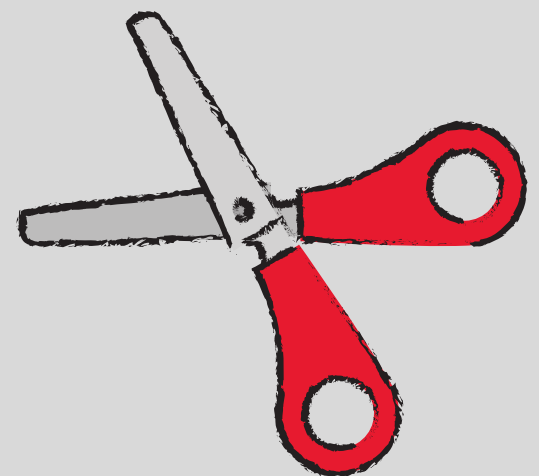
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 healthy choice		 unhealthy choice		
 sleep for 8 hours	 stay active	 find time to relax	 lonely	 express feelings
 express feelings	 stress	 over react	 wait a minute	 fight
 fight	 mean to others	 do things you enjoy	 depressed	 be with friends

 positive words		 negative words		
 beautiful	 fat	 nice	 lazy	 smart
 friendly	 wonderful	 mean	 handsome	 unfriendly
 ugly	 help	 good	 stinky	 cheater

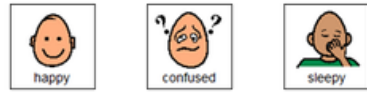
There are 3 sorting activities all dealing with different aspects of emotional health.

Directions on how to add color-coding if needed are included.



Circle the emotion you think a person was likely feeling in each scenario.

1. Someone gives you a present.



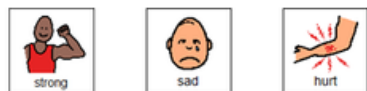
2. You get lost in the store.



3. You find out you are going to Disney World.



4. Your dog runs away.



5. You have to listen to a speech for hours.



Circle the emotion you think a person was likely feeling in each scenario.

6. Someone runs into you with a cart at the store by accident.



7. You can't find your favorite pen.



8. There is a big test tomorrow, and you waited until the last minute to study.



9. You hear a strange noise in the basement.



10. You talk to an old friend on the phone.



Students will complete an activity where they will listen to various situations (15 in total) and identify the most appropriate emotion.








There are suggestions for variations on how to use this activity included.

Read or listen to each scenario.  
 Color it **green** if you think is a **+ outlook**.  
 Color it **red** if you think it is a **- outlook**.

<p>There is one minute left in the game. The coach asks you to fill in for a player who was hurt. You have practiced. You got this!!</p> 	<p>You and your best friend are planning to go on a hike this weekend. You just know it is going to rain.</p> 	<p>Your first two classes both had a pop quiz that you were not ready for. But now you know the rest of the day can only get better.</p> 
<p>Today is going to be the best day ever.</p> 	<p>You hear a knock at the door. You send your brother to answer it, because you know it won't be for you.</p> 	<p>You buy a lottery ticket, but you toss it in the trash before the drawing. You never win anything.</p> 
<p>You make a wish on a falling star you see one night. You know it is going to come true.</p> 	<p>You have great friends at your school. When you find out you are moving, you are not worried. You know you will make new friends there too.</p> 	<p>Why even bother getting out of bed in the morning? Nothing good ever happens anyway.</p> 

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Read or listen to each scenario.  
 Color it **green** if you think is a **+ outlook**.  
 Color it **red** if you think it is a **- outlook**.

<p>You hear a bell ringing. Your little sister thinks it is the ice cream truck, but you tell her it is probably just mailman.</p> 	<p>You are so excited about your new job. You know you will be great at it.</p> 	<p>You refuse to pet the puppy because dogs like you. You will probably get bit.</p> 
<p>Mom makes something new for dinner. It smells delicious. You can't wait to taste it.</p> 	<p>Tomorrow is your birthday. You never get anything you really like. You will most likely just get a pair of socks.</p> 	<p>You can't find your favorite sweater. You are so upset because you know it is probably gone forever.</p> 
<p>Tryouts are tomorrow for the soccer team. You just know you are going to make the team.</p> 	<p>No one likes me. Everyone is so mean.</p> 	<p>The big test is today. I studied as hard as I could. Whatever happens, I know I tried my best.</p> 

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Students will also listen to various scenarios and decided if it is an example of a positive outlook. Again, suggestions for multiple uses are included.

# My Positive Affirmations

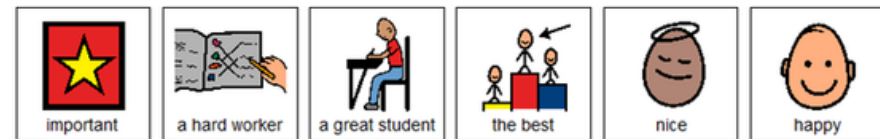
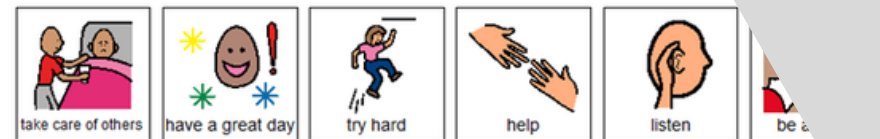
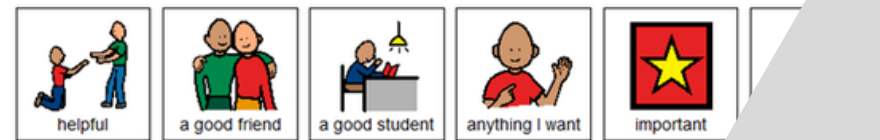
1. I AM

2. I can be

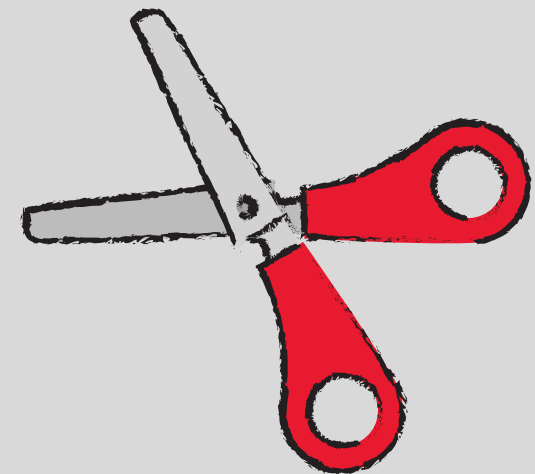
3. I WILL

4. Today will be

5. I AM



Students will complete their own positive affirmations in the form of a writing prompt.





# Emotional Health

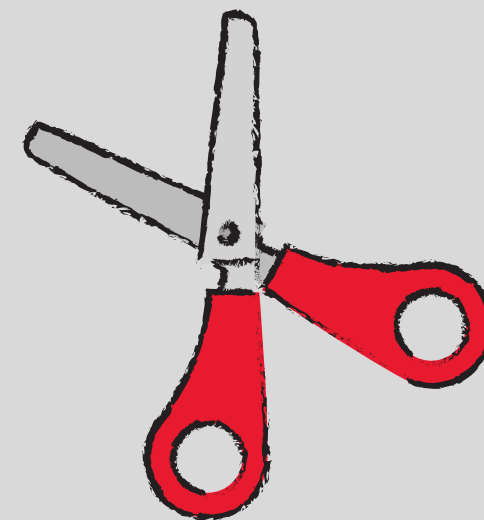
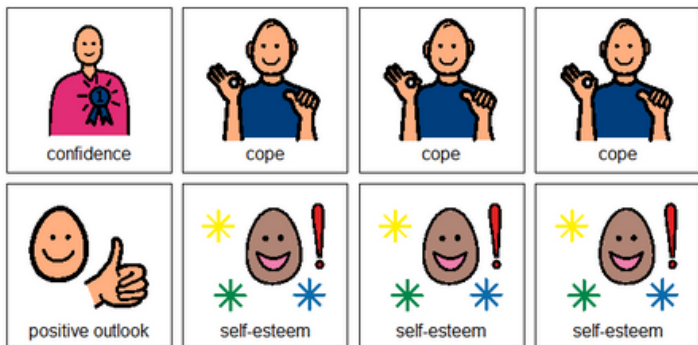
		self-esteem			meditate
unique	meditate	positive outlook	confidence	self-esteem	
	positive outlook		cope		unique
cope		confidence			positive outlook
positive outlook		unique	meditate	cope	
		cope	positive outlook		self-esteem

# Emotional Health

confidence			positive outlook
positive outlook			
	positive outlook		confidence
self-esteem	confidence		cope

There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.



## Emotional Health

XVKWORDIKLUZZUU  
DVSTRESSSHMRIPVX  
CWUCSCONFIDENCE  
HNUOOBMEDOJATIS  
ULNPUVUYSAXVVB  
IOIEKNFEELINGSZ  
DGQSELFESTEEMFM  
WNUHPOSITIVIEWBE  
OVERREACTPBDZKD  
VGXGSVFAFWYCITI  
XQAPDQALXYGYENT  
POKACXAMQYRWYVA  
CXVWIRRITATEDNT  
YTQDMZPNFTDXFBE  
GOALSGRGRFRQQPKF

self-esteem	confidence	overreact	feelings
irritated	positive	calming	stress
goals	meditate	unique	cope

## Emotional Health

XVKWORDIKLUZZUU  
DVSTRESSSHMRIPVX  
CWUCSCONFIDENCE  
HNUOOBMEDOJATIS  
ULNPUVUYSAXVVB  
IOIEKNFEELINGSZ  
DGQSELFESTEEMFM  
WNUHPOSITIVIEWBE  
OVERREACTPBDZKD  
VGXGSVFAFWYCITI  
XQAPDQALXYGYENT  
POKACXAMQYRWYVA  
CXVWIRRITATEDNT  
YTQDMZPNFTDXFBE  
GOALSGRGRFRQQPKF

self-esteem	confidence	overreact	feelings
irritated	positive	calming	stress
goals	meditate	unique	cope

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.

## Emotional Health

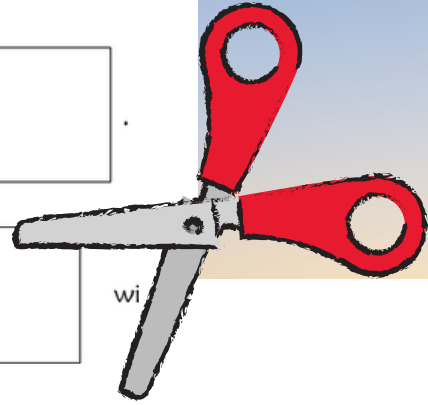
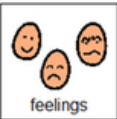
1. Your emotional health, in general, refers to your .

2. Being emotionally healthy means being able to  with your feelings.

3. Change can make you feel .

4. Being able to ask for  is a sign of good emotional health.

5. Emotional health is also tied to  and .



## Self-Esteem

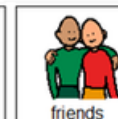
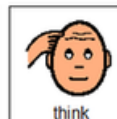
1. Self-esteem refers to how you think about .

2. People with good self-esteem tend to use  words to describe themselves.

3. Setting  can help to build your confidence.

4. Self-esteem can give you're the  to try new things.

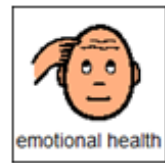
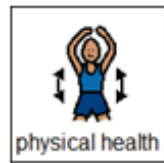
5. Making mistakes are  and how we learn new things.



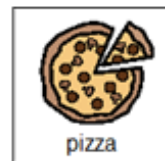
Close worksheets are a great informal assessment. This unit has 10 questions that are a general review of emotional health, plus 5 questions on self-esteem.

Answer key included.

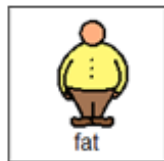
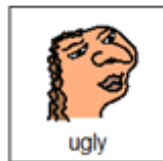
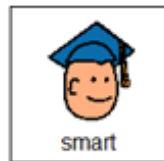
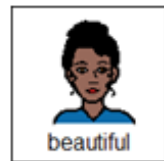
1. Being able to cope with change and difficult feelings is part of:



2. Being emotionally healthy means being able to ask for:



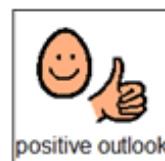
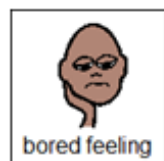
3. Circle all the positive words someone could say about themselves:



4. This calming technique has you sit quietly with your eyes closed and try to think about nothing:



5. When you feel certain things will work out, you have a:



FINALLY the assessment!! There are 3 versions. This version has 10 questions with 3 picture choices for each question.

Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 3



beautiful



smart



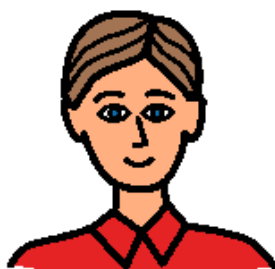
ugly



fat



strong



handsome

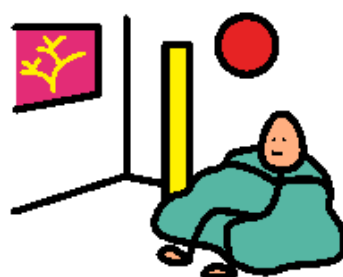
Q 4



meditation



dancing



relaxing

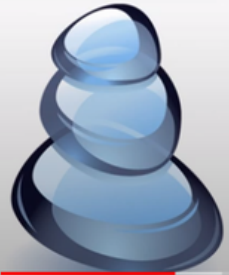
With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. Being able to cope with change and difficult feelings is part of:
  - A. Physical health
  - B. Emotional health
  - C. Social health
2. Being emotionally healthy means being able to ask for:
  - A. Ice cream
  - B. Pizza
  - C. Help
3. Circle all the positive words someone could say about themselves:

A. Beautiful	D. fat
B. Smart	E. strong
C. Ugly	F. Handsome
4. This calming technique has you sit quietly with your eyes closed and try to think about nothing:
  - A. Meditation
  - B. Dancing
  - C. relaxing
5. When you feel certain things will work out, you have a:
  - A. Bored feeling
  - B. Positive outlook
  - C. dream
6. Practicing something you are good at builds your:
  - A. Barn
  - B. Worry
  - C. Confidence

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*

Being emotionally healthy means that you are able to recognize how you feel and are able to deal with those emotions in an appropriate way.



▶rista 5:29 / 8:36 for Special Kids

People who have positive self-esteem usually feel liked by others and accepted.



▶ Joy 1:05 / 3:53 Special Kids










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*This unit also includes digital versions of the activities.*

*Students can watch a movie book version of both books rather than print them out.*

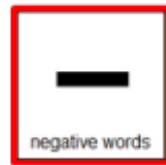


Place the picture in the circle map about self-esteem.













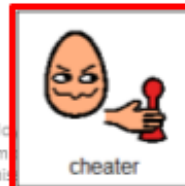
 happy	 positive words	 confidence	 co
 goals	 friends	 cope	
 family	 unique		

Each activity is set up so students can click and drag answers. No typing is required.





Look at the pictures below and decide if you think they would be a good or not so good way to improve your emotional health. If you are not sure or think it could be both, place it on the middle line.

 beautiful	 fat	 nice	
 smart	 friendly	 wonderful	
 handsome	 unfriendly	 ugly	
 help	 stinky	 cheater	

The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.

*This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:*

- *15 days of lesson plans*
- *Emotional Health activities in color*
- *Emotional Health activities in black and white*
- *Voice-recorded PowerPoint show*
- *Emotional and Mental Health book (PowerPoint) to use with activities*
- *Self-Esteem book (PowerPoint) to use with activities*
- *Links and directions to digital activities*