

THE
13
LIFE HACKS



Hack 11
Me, Myself and I:
Teacher Notes

A project of



Government Criteria Alignment Chart

Framework	Criterion / Theme	Covered in Hack 11
PSHE (Health & Wellbeing)	H1: Recognise and talk about emotions	Students explore feelings of low self-worth and how this affects thoughts and behaviour.
	H2: Understand the impact of emotions on behaviour	Shows how insecurity or shame can lead to negative self-talk or unkindness toward others.
	H4: Understand how negative experiences (e.g. bullying, discrimination) can affect wellbeing	Did you know?box explaining how hate, discrimination, and unkindness often come from others' low self-worth.
	H6: Strategies for maintaining mental wellbeing	Provides tools like positive self-talk, reframing, kindness to self, and growth mindset exercises.
	H9: Setting goals and aspirations	Activities encourage focusing on realistic personal goals rather than harmful comparisons.
	H11: Strategies for resilience and confidence	Exercises on bouncing back from setbacks and building self-compassion.
	RSHE (Relationships)	R1: Positive relationships based on trust and respect
R10: Challenging stereotypes, prejudice, and discrimination		Includes discussion of discrimination and how self-worth affects behaviour toward others.
R13: How to recognise and challenge bullying, abuse, or unkind behaviour		Links low self-esteem to bullying tendencies and encourages recognising and resisting harmful behaviour.
R15: Seeking help and advice if worried about own or others' wellbeing		Promotes reaching out for support when struggling with self-esteem.
Safeguarding	Recognising signs of distress and unhealthy behaviour patterns	Identifies low self-worth patterns and encourages early help-seeking to prevent escalation.
SMSC	Moral development	Students learn the ethical value of recognising everyone's worth and acting kindly.
	Social development	Explains how secure self-esteem reduces jealousy, competition, and hostility.
British Values	Mutual respect and tolerance	Shows that understanding your own value helps you respect and value others.

Learning Focus

This chapter helps students understand what real self-worth is and how it differs from external measures such as popularity, looks, or achievements. It equips them with psychological and emotional tools to build lasting confidence, including reframing negative self-talk, practising self-compassion, and recognising their intrinsic value. Through stories, metaphors, and guided reflection, students learn that true self-worth is the foundation for resilience, kindness, and healthy relationships.

Key Themes

- Real self-worth is internal — not based on popularity, appearance, or success.
- People with low self-esteem may put others down to feel stronger.
- Feeling secure in yourself leads to kindness, respect, and resilience.
- Self-criticism damages confidence — but self-compassion builds strength.
- Self-worth grows when we treat ourselves like a best friend, not a harsh critic.
- Everyone has strengths and value, even if they sometimes fail.
- True confidence allows you to accept differences, resist peer pressure, and bounce back from setbacks.
- Torah values emphasise that every person has innate worth and dignity.

Discussion Prompts

1. Understanding Self-Worth

- “What’s the difference between being popular and having real self-worth?”
- “How can achievements or looks sometimes give a false sense of value?”
- “What’s one thing about yourself that makes you valuable, no matter what?”

2. Self-Esteem and Others

- “Why do people with low self-esteem sometimes criticise or bully others?”
- “How does feeling good about yourself make it easier to be kind?”
- “Have you ever noticed someone putting others down to feel better?”

3. Negative vs. Positive Self-Talk

- “What kinds of things does your inner critic say?”
- “How would your ‘best friend voice’ respond instead?”
- “Why do you think self-compassion is a more powerful motivator than harshness?”

4. Self-Worth in Relationships

- “How can low self-esteem affect friendships or family life?”
- “Why is it important not to compare yourself constantly to others?”
- “What makes someone a ‘secure’ and reliable friend?”

5. Handling Failure

- “Why does failing at something not mean you are a failure?”
- “Can you think of a time you bounced back stronger after a setback?”
- “What’s a healthier way to respond when things don’t go your way?”

Discussion Prompts

6. Discrimination & Kindness ([link to Did You Know? box](#))

- “Why do you think hate or discrimination often comes from people who don’t feel good about themselves?”
- “How does building your own self-worth change how you treat the world?”
- “What’s one way you can show kindness that reflects your inner confidence?”

7. Labels & Identity

- “Have you ever been given a label (lazy, shy, loud, smart)? Did it feel true or unfair?”
- “What happens when we start to believe negative labels about ourselves?”
- “How can we rewrite labels into something more balanced and positive?”

8. Comparison Trap

- “Why is it so easy to compare yourself to others at school or online?”
- “Does comparison usually make you feel better or worse?”
- “What’s one way to shift focus back to your own progress instead of others?”

9. Uniqueness & Strengths

- “If every person has something unique to contribute, what’s yours?”
- “Why do we often notice our weaknesses more than our strengths?”
- “What’s one strength you can practise appreciating this week?”

10. Best-Friend Technique

- “What advice would you give a best friend who spoke badly about themselves?”
- “Why is it harder to speak kindly to yourself than to others?”
- “What would change if you treated yourself like your best friend?”

Imaginative Group Tasks

1. Label Swap (Breaking Free from Negative Labels)

How it works:

Each group gets a set of “label cards” (e.g., lazy, bossy, shy, weird, clever, kind). They pick one negative label and brainstorm how to “swap” it into a more balanced or positive one (e.g., lazy → sometimes tired, but creative when motivated).

{See Appendix A for examples of label cards.}

Groups then present their swaps to show how words can change how we see ourselves.

Why it works:

Helps students challenge negative identities, shows the power of language, and encourages a growth mindset instead of fixed self-criticism.

2. Discrimination Role-Reversal (Understanding Kindness)

How it works:

Groups receive a short scenario card (e.g., “A student is left out because of how they look / speak / dress”).

{See Appendix B for scenario examples.}

Each group acts out the scene in two ways:

- The negative version — showing unkindness, exclusion, or criticism.
- The positive version — showing support, respect, and kindness.

They then reflect: “How did each version make you feel?”

Why it works:

Helps students recognise how discrimination and unkindness usually come from insecurity, while kindness builds strength and belonging. Links directly to the “Did you know?” box.

3. Comparison Trap Ladder (Escaping the Cycle)

How it works:

Groups role-play or draw a “ladder of comparison.” Step 1: noticing someone else’s success. Step 2: feeling jealous or “less than.” Step 3: criticising self. Then they flip it — building a “ladder of growth” instead (Step 1: notice → Step 2: get inspired → Step 3: set own goal).

Why it works:

Turns the abstract idea of comparison into a visual, memorable activity. Students practise shifting from jealousy to inspiration.

Imaginative Group Tasks

4. Best-Friend Mirror (Practising Self-Compassion)

How it works:

Pairs or small groups take turns role-playing: one plays “self” making a harsh comment (e.g., “I’m so dumb”), while the other responds as a best friend would. After a few rounds, they swap roles. Groups then share which kind of response felt more natural — harsh or kind.

Why it works:

Reinforces the “best-friend technique,” helping students feel the difference between self-criticism and self-compassion in real time.

5. Strengths Spotlight (Finding What Makes You Unique)

How it works:

Each group creates a “spotlight poster” where every member writes or draws one unique strength, talent, or positive trait about themselves. Groups then present their posters, showing that no two “spotlights” look the same.

Why it works:

Shifts focus from weaknesses and comparison to personal value and uniqueness. Builds group bonding and encourages positive identity-building.

Torah Perspectives

Theme in Hack	Source	Hebrew & English (in same cell)	Use in Lesson
Every person has infinite worth	Mishnah, Sanhedrin 4:5	כל המקום נפש אחת מישראל מעלה עליו הכתוב כאלו קים עולם מלא – Whoever saves one life is considered as if they saved an entire world.	Opens the hack with the idea that each student matters infinitely.
You are created with dignity	Bereishis 1:27	וַיְבָרֵא אֱלֹהִים אֶת־הָאָדָם בְּצַלְמוֹ – God created man in His image.	Core belief: self-value is rooted intzelem Elokim.
Every person has a unique mission	Reb Tzodok HaKohen, Tzidakas HaTzaddik 49	כל אדם יש לו שליחות מיוחדת שאין להאחר – Every person has a unique mission in life that no one else can fulfil.	Builds identity and confidence by showing no one is replaceable.
Don't erase your own value	Chovos HaLevavos, Sha'ar HaKeniah 7	ואל יבטל אדם מעלתו – A person should not nullify their own strengths.	Counters the destructive habit of self-erasure disguised as humility.
Self-esteem ≠ arrogance	Ramban, Iggeres HaRamban	וְכָל אָדָם גָּדוֹל מִמֶּךָ בְּעֵינֶיךָ – View every person as greater than you.	Teaches respect for others while keeping your own dignity.
Not to belittle yourself	Rav Yerucham Levovitz, Da'as Torah	שׂאִין לַפְחוֹת אֶת עַצְמוֹ לְבִלְתִּי מֵאוֹמָהּ, כִּי זֶה הַפֶּךְ הָאֱמֶת – One must not diminish themselves to nothing, for that is against the truth.	Reinforces that low self-esteem is not “truth” but distortion.
Permanent inner spark	Nesivos Shalom, Vayeira	יש לכל יהודי נקודה אלקית שאינה נכנעת – Every Jew has a Divine spark that cannot be destroyed.	Gives hope and resilience: your worth can't be erased, even after mistakes.
Balance: humility & truth	Vilna Gaon, Mishlei 22:4	עֲנוּהָ אֵינָה שְׁפָלוּת, אֲלֵא הַכְרָה בְּאֵמֶת – Humility is not self-erasure, but recognising the truth.	Clarifies the line between healthy self-esteem and arrogance.
Your deeds matter	Rambam, Hilchos Teshuvah 3:1	ראוי לאדם לראות את עצמו כאלו תצוי זכאי – A person should view themselves as if the world hangs in the balance.	Helps students realise their choices tip the scales of the world.
Faith in your own potential	Reb Tzodok HaKohen, Machshavos Charutz	אל יתיאש אדם מעצמו – A person must never despair of themselves.	Counters feelings of failure and reinforces enduring self-belief.
Inner battles define greatness	Mesillas Yesharim, Ch. 1	האדם עומד תמיד בתוך המלחמה היחידה – A person is always in the fiercest inner battle.	Shows that struggles don't reduce worth — they provestrength.
Self-respect = respect for others	Pirkei Avos 4:1	איזהו מכבוד? המכבד את הבריות – Who is honoured? The one who honours others.	Frames self-esteem as tied to how you treat others.

Suggested 3 lesson plan

Lesson 1: Understanding Self-Esteem and Self-Acceptance

Learning Focus:

- Explore what self-esteem really means
- Recognise the danger of negative self-labels
- Learn how to reframe thoughts using the “best friend” technique

Key Themes Covered:

- Self-esteem = how you value yourself
- Self-acceptance = being your own best friend
- Negative labels damage confidence and identity
- Everyone has strengths and weaknesses

Discussion Prompts:

- What words come to mind when you hear self-esteem?
- Why do people give themselves negative labels?
- How would you speak to a best friend who said the same things about themselves?

Group Activity:

- **1. Label Swap (Breaking Free from Negative Labels):** Groups take a negative label and brainstorm how to flip it into a balanced/positive one.

Workbook Pages:

pp. 101–104

Lesson 2: Building Self-Efficacy, Kindness, and Confidence

Learning Focus:

- Understand self-efficacy as belief in your own ability to cope and succeed
- See how kindness and discrimination link to self-esteem
- Learn to move from comparison → inspiration

Key Themes Covered:

- Self-efficacy grows through action and persistence
- Kindness stems from inner security, discrimination from insecurity
- Comparing yourself to others can drain or inspire, depending on mindset

Discussion Prompts:

- Why does insecurity sometimes make people unkind?
- When have you felt jealous of someone — and how could you flip that to inspiration?
- What small win could you celebrate that shows you’re growing?

Group Activities:

- **2. Discrimination Role-Reversal (Understanding Kindness):** Act out negative vs. positive versions of a discrimination scene.
- **3. Comparison Trap Ladder (Escaping the Cycle):** Build a ladder showing jealousy → self-criticism, then flip it into inspiration → personal goals.

Workbook Pages:

pp. 105–108

Suggested 3 lesson plan

Lesson 3: Pulling It Together and Self-Value Quiz

Learning Focus:

- Consolidate lessons on self-esteem, self-acceptance, and self-efficacy
- Apply these tools to everyday life challenges
- Test understanding through a multiple-choice quiz

Key Themes Covered:

- Being your own best friend builds self-acceptance
- Challenging negative labels strengthens self-esteem
- Small steps and persistence grow self-efficacy
- A secure sense of value reduces comparison and discrimination

Discussion Prompts:

- What's one negative label you'd like to change?
- Where in your life do you want to build more self-belief?
- How does valuing yourself help you treat others better?

Group Activities:

- **4. Best-Friend Mirror (Practising Self-Compassion):** Role-play harsh self-talk vs. best-friend responses.
- **5. Strengths Spotlight (Finding What Makes You Unique):** Groups create posters highlighting their own unique strengths.
- **Multiple-Choice Recap Quiz** (download from masteringyourmind.today).

Workbook Pages:

pp. 109–112

Appendix A – Label Cards

(Label Swap: Breaking Free from Negative Labels)

Negative Labels

- Lazy
- Bossy
- Shy
- Weird
- Weak
- Stupid
- Annoying
- Ugly
- Awkward
- Useless
- Mean
- Selfish
- Clumsy
- Selfish
- Quiet
- Forgetful
- Angry
- Different
- Bad friend
- Failure

Positive / Balanced Labels

- Creative
- Caring
- Thoughtful
- Brave
- Independent
- Leader
- Funny
- Kind
- Honest
- Loyal
- Resilient
- Clever in my own way
- Sensitive
- Original
- Calm
- Supportive
- Determined
- Hard-working
- Unique
- Learning & growing

Appendix B – Scenario Cards

(Discrimination Role-Reversal: Understanding Kindness)

Scenario 1 – Appearance

A student is left out because of how they look or dress.

Scenario 2 – Accent / Speech

A student is teased because of the way they speak or their accent.

Scenario 3 – Background

A student is excluded because they come from a different background or family situation.

Scenario 4 – Learning

A student is mocked because they struggle with schoolwork or learn more slowly.

Scenario 5 – Abilities

A student is left out because they aren't good at sports or other activities.

Scenario 6 – Interests

A student is laughed at because they enjoy different hobbies or music.

Scenario 7 – New Student

A new student joins the class, and no one wants to sit with them.

Scenario 8 – Faith / Beliefs

A student is criticised because they have a different religious background.

Scenario 9 – Money

A student is excluded because their family can't afford the same clothes, trips, or gadgets as others.

Scenario 10 – Shyness

A student is ignored because they're quiet and don't speak up much