



[KidsHealth.org/classroom](http://KidsHealth.org/classroom)

## Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

## Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

Your state's school health policies:  
[nasbe.org/HealthySchools/States/State\\_Policy.asp](http://nasbe.org/HealthySchools/States/State_Policy.asp)

You can't touch it, but it affects how you feel. You can't see it, but it's there when you look in the mirror. You can't hear it, but it's there every time you talk about yourself. What is this important but mysterious thing? It's your self-esteem. The following discussion questions and activities will help your students understand the significance of healthy self-esteem, and discover ways to improve their self-esteem.

## Related KidsHealth Links

### Articles for Kids:

#### The Story on Self-Esteem

[KidsHealth.org/kid/feeling/emotion/self\\_esteem.html](http://KidsHealth.org/kid/feeling/emotion/self_esteem.html)

#### How Can I Feel Better About My Body?

[KidsHealth.org/kid/talk/qa/feel\\_better\\_about\\_body.html](http://KidsHealth.org/kid/talk/qa/feel_better_about_body.html)

### Articles for Teens:

#### How Can I Improve My Self-Esteem?

[KidsHealth.org/teen/your\\_mind/mental\\_health/self\\_esteem.html](http://KidsHealth.org/teen/your_mind/mental_health/self_esteem.html)

#### Body Image and Self-Esteem

[KidsHealth.org/teen/your\\_mind/body\\_image/body\\_image.html](http://KidsHealth.org/teen/your_mind/body_image/body_image.html)

## Discussion Questions

*Note: The following questions are written in language appropriate for sharing with your students.*

1. What is self-esteem? Where does self-esteem come from? Describe specific scenarios in which self-esteem can be built or broken down.
2. Does having good self-esteem mean that you think you're perfect? Why or why not?
3. Has your best friend ever said something to you about how you looked that really hurt your feelings? Is your dad super-critical of your math test scores? Discuss how family and friends can influence a person's self-esteem.



## Activities for Students

*Note: The following activities are written in language appropriate for sharing with your students.*

### Self-Esteem Makeover

#### Objectives:

Students will:

- Recognize the signs of low self-esteem
- Identify ways to improve self-esteem

#### Materials:

- Computer with Internet access
- Self-Esteem Makeover handout (available at: [KidsHealth.org/classroom/6to8/personal/growing/selfesteem\\_handout1.pdf](http://KidsHealth.org/classroom/6to8/personal/growing/selfesteem_handout1.pdf)) or plain paper

#### Class Time:

45 minutes

#### Activity:

As the self-esteem makeover artist to the stars, you've boosted the self-esteem of famous actors, athletes, and politicians. Now, you're looking for a character in a favorite book, TV show, or movie with low self-esteem to be your next challenge. Using the Self-Esteem Makeover handout, describe the "before" self-esteem of your character. What characterizes him or her as someone with low self-esteem? What is this character doing to hurt his or her self-esteem? Then, using the information at KidsHealth for guidance, generate a plan for your character's makeover. Describe in detail at least three steps that your character could take to improve his or her self-esteem. Finally, describe the character's "after" self-esteem. What specific changes occurred? How has the character's life changed now that he or she has better self-esteem?

#### Extensions:

1. What if your character doesn't want a self-esteem makeover? With a friend, role-play a conversation in which you convince your character of the importance of healthy self-esteem. In your discussion, include at least three reasons why building self-esteem is worthwhile.
2. Now that you're an expert on the self-esteem makeover, develop a personal plan for improving your own self-esteem! First, assess the strength of your self-esteem. Then, generate at least five strategies you could use to boost your own self-esteem in the future.



## Smile and Say Self-Esteem!

### Objectives:

Students will:

- Recognize the signs of good self-esteem
- Identify the importance of healthy self-esteem

### Materials:

- Computer with Internet access
- Camera
- Plain paper
- Art supplies (colored pencils, markers, crayons)
- Glue

### Class Time:

1 ½ hours

### Activity:

People talk all the time about the importance of good self-esteem, but what does that actually look like? Go behind the lens of a camera to find out! First, read some KidsHealth articles to learn more about self-esteem. Next, take photographs of good self-esteem in action - in your neighborhood, at home, at school. Collect these pictures in a photo essay, in which you write about why you think each picture reflects good self-esteem and how the people in the pictures are influenced by their self-esteem.

### Extensions:

1. If you were going to take a self-portrait of your self-esteem, what would it look like? Describe how you would capture your self-esteem on film.
2. Your friends may not always appear in a photo essay about good self-esteem. They may go through phases of low self-esteem depending upon what's going on in their lives. Brainstorm a list of ways to support a friend with low self-esteem.

## Reproducible Materials

### Handout: Self-Esteem

[KidsHealth.org/classroom/6to8/personal/growing/selfesteem\\_handout1.pdf](http://KidsHealth.org/classroom/6to8/personal/growing/selfesteem_handout1.pdf)



Name:

Date:

Instructions: Pick a character in a book, TV show, or movie who has low self-esteem. Describe the “before” self-esteem of your character. What characterizes him or her as someone with low self-esteem? What is this character doing to hurt his or her self-esteem? Next, generate a plan for your character’s makeover. Describe in detail at least three steps that your character could take to improve his or her self-esteem. Finally, describe the character’s “after” self-esteem. What specific changes occurred? How has the character’s life changed now that he or she has better self-esteem?

### Before

Describe your character's self-esteem before the makeover.

1

### Makeover Plan

Describe your plan for boosting your character's self-esteem.

2

### After

Describe your character's self-esteem after the makeover.

3