



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

## Teacher's Guide

This guide includes:

- Standards
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- Reproducible Materials

## Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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

Self-esteem is the value you put on yourself and how important you feel. It's not about bragging about your accomplishments - it's quietly knowing that you are important and talented. A healthy self-esteem gives you the courage to try new things and make good choices. Students will acknowledge their talents and recognize ways that can help them achieve and keep a healthy self-esteem through the following discussion questions and activities.

## 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)

#### Dealing With Peer Pressure

[KidsHealth.org/kid/feeling/friend/peer\\_pressure.html](http://KidsHealth.org/kid/feeling/friend/peer_pressure.html)

#### Talking About Your Feelings

[KidsHealth.org/kid/feeling/thought/talk\\_feelings.html](http://KidsHealth.org/kid/feeling/thought/talk_feelings.html)

#### Why Am I So Sad?

[KidsHealth.org/kid/feeling/thought/sadness.html](http://KidsHealth.org/kid/feeling/thought/sadness.html)

#### Saying You're Sorry

[KidsHealth.org/kid/feeling/home\\_family/sorry.html](http://KidsHealth.org/kid/feeling/home_family/sorry.html)

## Discussion Questions

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

1. It's important to feel good about yourself. Some children feel very good when they learn how to do something well, like being able to skate without falling down. What kinds of things do you do that make you feel good?
2. How do you feel when people say something nice about you? Does it make you feel happy and important? What kinds of things do they say?
3. Mary was trying to ride her bicycle for the first time. She kept losing her balance and falling. And that hurt! Soon she started to cry, not just because she was hurt, but because she was angry that she couldn't ride the bike the way her older sister did. If you were Mary's friend, how could you help?
4. What makes you sad? Angry? Share a story with the class about a time when you were frustrated because you couldn't do something or get something right. What happened? Were you able to find an answer to your problem? How?



## Activities for Students

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

### The Garden of Greatness

#### Objectives:

Students will:

- Recognize their personal talents
- Understand that a healthy self-esteem is a personal feeling of importance and value

#### Materials:

- Art supplies (pens, markers, crayons)
- Large, traceable circle and other shapes
- Construction paper
- Scissors
- Glue

#### Class Time:

40 minutes

#### Activity:

What are you good at doing? Playing a certain game? Making your bed? Making your mom smile? Things that you are good at doing are called your talents. What are your talents? For example, you might be talented in the way you take good care of your pet. Knowing that you have a talent or are good at doing something makes you feel good. That good feeling is part of your self-esteem, or the way you feel about yourself. A talent can make you have such good self-esteem that it can give you courage to try new things and to make good choices.

Make your own personal flower to add to a classroom display called the Garden of Greatness. This display will showcase everyone's talents! Using art and drawing supplies, make a flower that has pictures of you and all of your talents. Trace a large circle on a sheet of construction paper for the head of a flower. Draw and color a picture of you inside the flower and cut it out. Then, draw or trace leaves and petals for the flower. On each leaf and petal, draw and color a talent you have. Cut out those pieces, make a green construction paper stem, and glue all the flower parts together. Finally, attach your flower on a bulletin board to stand with your friends' flowers and talents.

#### Extensions:

1. Play a guessing game with your friends. On a sheet of paper, write down three clues that tell something special about you and your talents. The teacher will read the clues and students will guess who has those talents.
2. Make a "Marvelous Me" collage to celebrate being you! Look through old magazines and newspapers and cut out pictures and words that describe you. Paste them on a sheet of paper to make a collage.
3. Helping your family, neighbors, and friends makes you feel good about yourself. What kinds of things do you do for them and for your school? Pick up garbage that is blowing across the soccer field? Protect library books by carefully putting them in the return box? Make a class book that shows the neat things everyone does to help out in your class.



## Chain of Compliments

### Objective:

Students will:

- Recognize how compliments can make a person feel valued

### Materials:

- Chain of Compliments handout (available at: [KidsHealth.org/classroom/prekto2/personal/growing/self\\_esteem\\_handout1.pdf](http://KidsHealth.org/classroom/prekto2/personal/growing/self_esteem_handout1.pdf))
- Art supplies (pens, markers, crayons)
- Tape or glue

### Class Time:

30 minutes

### Activity:

How can you be a good friend and classmate? How do you feel when you make someone happy or cheer someone up? Being helpful and friendly to others should make you feel important and good on the inside. One way that makes everyone feel good is to tell a classmate something nice about him or her. Those nice words are called a compliment.

Make a chain of compliments with your class and get some practice giving and receiving compliments. Read each sentence in the Chain of Compliments handout. Each sentence is a compliment with missing spaces where you can draw or write words and names to complete the sentence. Fill in the blanks and share your compliments with the class. Be sure to thank the people who compliment you. Then cut out all of the sentences and tape or glue them together in interlocking circles to make a chain.

### Extensions:

1. Share your day's lows and highs with this class activity. Sit with your friends in a circle. Share something that happened to you today that made you feel sad. Then share an event that made you feel happy. Continue around the circle. Practice good listening and friendship skills as all of your friends share.
2. A skit is a very short performance or play. Make up a skit that shows an event where two friends get into a disagreement that leaves them both sad and angry. Then make up a skit about the same event where both friends work together to come to an agreement and feel happy. Perform both for the class and talk about the changes that the friends made so that they both felt good.

## Reproducible Materials

### Handout: Chain of Compliments

[KidsHealth.org/classroom/prekto2/personal/growing/self\\_esteem\\_handout1.pdf](http://KidsHealth.org/classroom/prekto2/personal/growing/self_esteem_handout1.pdf)



Name:

Date:

## Chain of Compliments

Instructions: Read each compliment. Then, fill in the blanks with a name and/or skill to make it a complete sentence. Do you have other compliments you'd like to make? Use the last two blank lines to write your own original compliments. Then, cut along the dotted lines and attach the ends together to make a paper chain.

\_\_\_\_\_ is very good at \_\_\_\_\_ .

When I need to \_\_\_\_\_, I can ask \_\_\_\_\_ for help.

\_\_\_\_\_ is the best at \_\_\_\_\_ .

\_\_\_\_\_ makes me happy when he or she \_\_\_\_\_ .

\_\_\_\_\_

\_\_\_\_\_