

**MY BEST ME:**  
All About Self-Esteem

DVD Version

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## **TEACHER'S RESOURCE BOOK LAYOUT**

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# DVD MENU



## MAIN MENU

### ➤ PLAY

### ➤ CHAPTER SELECTION

From here you can access many different paths of the DVD, beginning with the introduction and ending with the credits.

1. Introduction
2. All Your Talents
3. Your Best
4. Being Different Is Good
5. Choose Who You Listen To
6. Review and Conclusion

### ➤ TEACHER'S RESOURCE GUIDE

A file of the accompanying Teacher's Resource Guide is available on the DVD. To open the file you need to load the DVD onto a computer that has a DVD-ROM and Adobe Acrobat Reader. Right click on the DVD icon and then double click on the file titled "Teacher's Resource Book."

# INTRODUCTION



*You are unique. We all have something special to contribute. It's okay if you don't win, as long as you try your best.* As simple as these messages may seem, they are often difficult for children to understand. Children may worry that they are not “good enough” compared to their peers or siblings. It can be hard for them to understand that they are valuable in their own way.

Teachers of young children are in a position to do more than teach students reading, writing and math skills—they can also help students develop confidence and a sense of self-worth. One key lesson for elementary school children is to recognize their personal talents. Instead of worrying about keeping up with others, children should be encouraged to seek out their own strengths. A student may not be the next Picasso, but he may be great at spelling or have a talent for making people laugh. Appreciating one's talents is a vital step towards self-esteem.

Another message all children should learn is that putting in your best effort—not winning or losing—is what really counts. Students should be proud of their efforts even if they don't manage to achieve all their goals. When young people have the courage to try new things, they give themselves the opportunity to grow and improve.

All children should also take pride in what makes them unique. Special skills, cultures or family traditions deserve to be celebrated. Though children may feel pressured to fit in with the crowd, it's much better to embrace the things that make each student special. Once children understand how to value differences, they won't be afraid to be themselves.

Finally, young people should understand the importance of choosing supportive friends. Good friends are kind, accepting and uncritical. Students should learn that they are entitled to be accepted, and they should be encouraged to surround themselves with positive people.

These simple lessons form the basic foundation for good self-esteem. Using dramatic vignettes, *My Best Me: All About Self-Esteem* illustrates the value of recognizing personal strengths, trying one's best, embracing differences and choosing positive friends. The video and activities in this Teacher's Resource Book will encourage students to work on their self-esteem and develop the confidence that will help them successfully face the challenges of school, relationships and life to come.



# LEARNING OBJECTIVES

After viewing the program *My Best Me: All About Self-Esteem* and participating in the activities in this Teacher's Resource Book, your students will be able to:

- understand the concept of self-esteem
- realize that every person has special abilities and talents
- learn to respect the fact that all people are unique
- assess their own personal strengths
- feel proud of their own accomplishments
- recognize that it's important to try their best, regardless of the outcome
- appreciate the need to have supportive friends who encourage them
- understand how a positive attitude will help them feel good about themselves

# ABOUT THE PROGRAM



The *My Best Me: All About Self-Esteem* program is composed of four vignettes interspersed with comments from the narrator. The four vignettes are summarized below. A full script of the program is also provided for your reference.

## **1. ALL YOUR TALENTS**

This is the story of Mike, who worries that he lacks athletic prowess. After talking to his big brother, Mike comes to realize that he still has many other talents to be proud of. His brother advises Mike to be himself, and pursue the hobbies that he enjoys best. Assessing your own strengths and weaknesses helps give you a better sense of where you can excel, and feel good about yourself.

## **2. YOUR BEST**

This episode introduces Lauren, who learns that although her science project didn't win first prize, she should still be satisfied that she tried her best. Her mother and cousin encourage her to recognize that you don't have to be the best, but you should always try your best.

## **3. BEING DIFFERENT IS GOOD**

Eva's story points out the value of self-acceptance. Rather than trying to blend in with the crowd, Eva learns to take pride in her ethnic heritage and gains the approval of her peers in the process. Taking pride in your personal identity is an important way to gain good self-esteem.

## **4. CHOOSE WHO YOU LISTEN TO**

Tim's tale illustrates why we need to rely upon the people who accept us, rather than listen to those who criticize or belittle us. Tim enjoys gymnastics, but almost gives up when his friends tease him about his hobby. His coach reminds Tim that he should listen to the people who encourage him, and never let other people's negativity keep him from pursuing his goals.



# TEACHER TIPS

The following tips will help you make the most of the messages presented in the *My Best Me: All About Self-Esteem* program:

1. The most effective way to ensure that students understand the concepts presented in the program is to show one vignette, and then pause for discussion if class time allows before moving onto the next vignette.
2. Send the *Family Letter* home and encourage parents to participate in the lesson by working on self-esteem with their children.
3. Set up a reading nook devoted to books about self-esteem. See the *Suggested Reading* sheet for some book ideas.
4. Your students may enjoy role-playing scenes from the program. Choose one of the vignettes, or let your students make their own choice. Use the *Script* to “direct” the scenes. (Students can also write their own vignettes to perform.)
5. Have students brainstorm their own class rules about how to foster positive self-esteem, and create a poster or bulletin board where these rules are prominently displayed. See the *Positive Self-Talk* sheet for more information.



# TEACHER TIPS CONTINUED



6. Read the *I'm Special* essay aloud to students. Ask students to close their eyes and listen as you read the essay aloud. For older students, you may want to distribute copies for them to decorate and save.
  
7. Work with your students to design a *Certificate of Achievement* for your classroom. You can use the template provided here, or your students can devise their own certificate. This “award” should be given to students who demonstrate that they are genuinely working on their self-esteem. They can show they are working on this skill in many ways, including:
  - Not getting upset if their work is not perfect
  - Showing pride in their work
  - Congratulating others on a job well done
  - Discussing things that make them unique
  - Continuing to pursue interests and hobbies even if others make fun of them



# POSITIVE SELF-TALK

Children often need to be reminded of ways they can encourage themselves and each other. Positive self-talk helps people feel better when they are unhappy. The affirmations below make excellent bulletin board starters. Model how you might use these affirmations yourself in the classroom. Encourage students to draw pictures or write stories that reflect these points.

Explain to students:

*An important tool for having good self-esteem is “positive self-talk.” Self-talk is a conversation you have with yourself inside your head. Certain kinds of thoughts tend to make you feel worse about yourself, while other types of thoughts can make you feel better.*

*There are many things you can say to remind yourself that you are a good person. Here are some examples:*

- I am a good person no matter what anyone does or says.
- It is okay to make mistakes because everyone does.
- I do not give up. I keep trying.
- I think about what is good in my life.
- I can do it!
- How I act is more important than how I look.
- I am lovable.
- I can do many things well.
- I am unique, one of a kind.
- When I feel sad, I think of things I like about myself.
- Each new day brings a chance to do better.
- I will change what I can and accept what I cannot change.
- I treat others the way I want to be treated.
- What I learn today will help me in the future.

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# I'M SPECIAL



I'm special. In the entire world, there's nobody like me.

Since the beginning of time, there has never been another person like me. Nobody has my smile. Nobody has my eyes, my nose, my hair, my hands, my voice. I'm special.

No one can be found who has my handwriting. Nobody anywhere has my tastes for food or music or art. No one else sees things just as I do. In all of time there's been no one who laughs like me, no one who cries like me, and what makes me laugh and cry will never provoke identical laughter and tears from anybody else, ever. No one reacts to any situation just as I would react. I'm special.

I'm the only one in all of history who has my set of abilities. Oh, there will always be somebody who is better at one of the things I'm good at, but no one in the universe can reach the quality of my combinations of talents, ideas, abilities and feelings. Like a room full of musical instruments—some may excel alone, but none can match the symphony sound when all are played together. Me? I'm a symphony. Through all of eternity no one will ever look, talk, walk, think, or do things like me. I'm special.

I'm rare. And, just as with all rare things, I have great value. Because of my great value, I need not attempt to imitate others. I will accept—and yes, even celebrate—my differences.

Why? That's easy. Because I'm special.

—Author unknown



# BINGO INSTRUCTIONS

1. Photocopy enough *Self-Esteem Bingo* templates for your class.
2. Distribute one sheet to each student.
3. Write the following phrases on the blackboard:

**THINK POSITIVE THOUGHTS.  
IGNORE NEGATIVE THOUGHTS.  
BUILD SELF-ESTEEM.  
BE PROUD OF YOURSELF.  
RESPECT DIFFERENCES.  
BE WHO YOU WANT TO BE.  
IDENTIFY YOUR STRENGTHS.  
TRY YOUR BEST.  
CHOOSE WHO YOU LISTEN TO.  
TALK ABOUT YOUR PROBLEMS.  
VALUE YOURSELF.  
STICK UP FOR YOURSELF.**

4. Instruct students to pick eight phrases from the list and write one phrase in each of the blank boxes on their bingo sheets. This will ensure that all the bingo sheets are unique.
5. When all students have filled in their blank spaces, begin playing Bingo. Choose a word from the blackboard list, and tell students to mark it off on their sheet.
6. The first student to get three spaces in a row should call “Bingo!”

# FAMILY LETTER



Dear Family Members,

Our class has viewed a program called *My Best Me: All About Self-Esteem*. We have learned that self-esteem is determined by how much we value ourselves and our abilities. The program is composed of these four vignettes:

- 1. ALL YOUR TALENTS:** Mike worries that he lacks athletic skill but soon realizes that he has many other talents. His brother advises Mike to pursue the hobbies that he enjoys best. Assessing your own strengths and weaknesses helps give you a better sense of where you can excel, and feel good about yourself.
- 2. YOUR BEST:** This episode introduces Lauren, who learns that although her science project didn't win first prize, she should still be satisfied. Her mother and cousin encourage her to recognize that trying her best is what really matters.
- 3. BEING DIFFERENT IS GOOD:** Eva's story points out the value of self-acceptance. Rather than trying to blend in with the crowd, Eva learns to feel good about her ethnic heritage and gains the approval of her peers in the process. Taking pride in your personal identity is an important way to gain good self-esteem.
- 4. CHOOSE WHO YOU LISTEN TO:** Tim's tale illustrates why we need to rely upon the people who accept us. Tim enjoys gymnastics, but almost gives up when his friends tease him. His coach reminds Tim that he should never let other people's negativity keep him from pursuing his goals.

Ask your child what he or she learned from watching the program. Which story did your child like best? Why? Discuss how the information learned in the program can be used at home.

Talk to your child about what self-esteem means. Share your own experiences with your child. Have you ever experienced low self-esteem? What helped you regain your self-esteem? Are there things that your child wishes to improve? Work together to develop a reasonable, step-by-step action plan that will help your child use his or her strengths.

Read a book on self-esteem together. There are many children's books on this topic which your child might enjoy. I would be happy to provide you with a suggested reading list.

Thank you for helping us as we examine this important topic!



# SUGGESTED READING

**Don't Feed the Monster on Tuesdays!** by Adolph Moser and Dave Pilkey, 1991.

**Don't Pop Your Cork on Mondays! The Children's Anti-Stress Book** by Adolph Moser and Dave Pilkey, 1995.

**Earl's Too Cool for Me** by Leah Komaiko, 1989.

**Genie in the Jar** by Nikki Giovanni, 1998.

**I Am Not a Dinosaur** by Mary Packard and Nate Evans, 1997.

**I'm Gonna Like Me!** by Jamie Lee Curtis and Laura Cornell, 2002.

**I'm Like You, You're Like Me: A Child's Book About Understanding and Celebrating Each Other** by Cindy Gainer, 1998.

**Ignis** by G. Wilson, 2001.

**Jag** by LeAnn Rimes and Richard Bernal, 2003.

**Joe Lion's Big Boots** by Kara May and Jonathan Allen, 2005.

**Molly's Hair** by Emma Damon, 2001.

**Something Else** by Kathryn Cave and Chris Riddell, 1999.

**Superdog: The Heart of a Hero** by Caralyn Buehner and Mark Buehner, 2004.

**The Magic Locket** by Elizabeth Koda-Callan, 1988.

**The Rainbow Tiger** by Gayle Nordholm and Jennifer Frohwerk, 2002.

**Things That Make You Feel Good** by Todd Parr, 1999.

**Verdi** by Janell Cannon, 1999.

# SCRIPT



HOST

What makes you feel good about being you?

KID 1

When I score a goal for my soccer team.

KID 2

When I get a good grade on a test I studied hard for.

KID 3

When I got the part in the play I really wanted.

HOST

All those good feelings help make you feel good about being you. But there are also things that can make you feel bad about yourself.

KID 2

I struck out with the bases loaded. I felt like a loser.

KID 1

When I got a D on my science project. I felt so stupid.

KID 3

My friends made fun of my new jacket. I felt embarrassed.

HOST

There are lots of little things that can make us feel good or bad about ourselves. Added all together, those little things can determine how confident we are in our abilities and how much we value ourselves—it's called self-esteem. And that's what this program is all about. Do you have good self-esteem? How do you get it? What do you do if your self-esteem is low? Is there something you can do about it? Let's find out.

## **"ALL YOUR TALENTS"**

HOST

Now let's take a closer look at self-esteem and how it works. This is Mike. He goes to basketball practice twice a week and plays a game every weekend. Mike doesn't think he's very good at basketball. He's kind of glad when each game is over. Why does Mike feel so bad? Well, quite frankly, he's not too good. What makes Mike feel even worse is that Mike's older brother John, was a star basketball player.

JOHN

Hey. You guys won today?



# SCRIPT CONTINUED

MIKE  
Yeah.

JOHN  
Why so down? You won.

MIKE  
But it's not because of anything I did.

JOHN  
Well, I saw you didn't score many points, but you really hustled.

MIKE  
I didn't do anything.

JOHN  
Whoa. What's wrong?

MIKE  
Nothing.

JOHN  
Oh, come on.

MIKE  
I stink. And look at all these trophies you have. I'll never be as good as you at basketball.

JOHN  
Are you serious? That's what's bothering you?

MIKE  
Yeah.

JOHN  
Mike, you know what, let's say that's true. Say I am better than you at basketball. So what? Do you know how many things I wish I could do as well as you?

MIKE  
Yeah, right. Like what?

JOHN  
Well, playing an instrument, for one.

MIKE  
Yeah, I'm not too bad at music I guess.

JOHN  
I can't play at all. I tried.

MIKE  
Okay that's one thing.

JOHN  
Or how about how you always get lead parts in the plays. I always wished I could have done that.

MIKE  
Really?



# SCRIPT CONTINUED



JOHN

Yep. basketball's just one thing. And you are so good at a lot of things, not just one thing.

MIKE

But Mom and Dad are so proud that you're good at sports.

JOHN

They're just as proud of you for what you can do. Trust me.

MIKE

You think?

JOHN

Listen, we all have different things that we do well. Do you even like basketball?

MIKE

It's okay. I'd rather be practicing the guitar.

JOHN

Then do that. You usually like to do what you're good at. Don't wish to be like me. Be you!

MIKE

I never thought of that before.

JOHN

You have to like yourself for who you are.

MIKE

Yeah, maybe you're right.

HOST

Mike's brother is right. Mike can't compare his talents to his brothers. They're different. Mike has to recognize his own strengths and value them. That's a first step towards having positive self-esteem.

## **"YOUR BEST"**

HOST

This is Lauren. She tries really hard in school. Right now she's feeling bad because she didn't get first place in the science fair. Her mom and her cousin Allison came to take a look.

LAUREN'S MOM

Wow, so this is really how plants make oxygen?

ALLISON

I love how this diagram came out. Hey, Lauren.



# SCRIPT CONTINUED

LAUREN'S MOM

We're talking to you, medal winner.

LAUREN

Stop it, mom. It's only honorable mention.

LAUREN'S MOM

What's wrong?

LAUREN

I thought I was going to get first place.

ALLISON

Lauren, you can't help what the judges decide.

LAUREN

I worked so hard on it though. And Stacy won first place just because her parents did everything for her. It's not fair.

LAUREN'S MOM

You've got to relax, Lauren.

LAUREN

Easy for you to say. You weren't the one who wasted all that time.

LAUREN'S MOM

It wasn't a waste of time Lauren. You learned about something new and got to

show everyone what you found out. It's okay for you to feel disappointed that it didn't work out how you wanted it to.

LAUREN

So?

LAUREN'S MOM

So, what medal you got is not what's important. What's important is that you did your best. I'm so proud of you.

LAUREN

You're just saying that.

ALLISON

No, she's not. Your mom's right.

LAUREN

You think?

MOM

Yeah. There are always things that you can't control. All you can do is your best.

ALLISON

You should be proud of yourself if you do that.

LAUREN

Thanks.

# SCRIPT CONTINUED



ALLISON

Besides, I think your project is way better than Stacy's.

LAUREN'S MOM

Even more important than what I think of you is what you think of yourself. Give yourself a break.

ALLISON

Yeah.

LAUREN

I think you guys are right. I did work really hard on this project. And I thought of everything myself!

LAUREN'S MOM

You're right.

LAUREN

I earned this honor all by myself!

ALLISON

You did. And you should feel proud of yourself.

HOST

We all have limits to what we can do. But if you can say that you did your very best, you won't ever disappoint yourself,

no matter what the outcome is. At the end of the day what you think of yourself is what counts the most.

## **"BEING DIFFERENT IS GOOD"**

HOST

This is Eva. Eva just moved to this country from the Dominican Republic. She speaks a different language at home and she has different traditions and ways of doing things. Sometimes being different is hard.

MIKE

Whoa. What's that?

EVA

Rice and beans.

MIKE

It smells gross!

EVA

No. It's good.

MIKE

Why don't you have normal food like everyone else? Like a sandwich or something?



# SCRIPT CONTINUED

HOST

Eva was learning that sometimes people make fun of other people's differences. And that made her feel bad inside. In fact, she felt so bad that she tried to hide anything that she thought others might see as being different. Like the day she was looking at a doll her grandmother had sent her.

KAREN

Hey, Eva.

EVA

Hello.

KAREN

Where are those dolls you had a second ago? Can I see them?

EVA

Oh no, they're nothing.

KAREN

Come on.

EVA

No, they're nothing.

KAREN

Please.

EVA

Okay.

KAREN

Those are beautiful.

EVA

My grandmother makes them. One every year for my birthday.

KAREN

Wow. That's so neat.

EVA

They aren't as nice as the dolls you must have.

KAREN

They're so different. I love their dresses.

EVA

I thought you would think they were stupid.

KAREN

No way. Why would you think that?

EVA

Because they're handmade and they're different.

KAREN

That's what makes them so cool. And you have more?

# SCRIPT CONTINUED



EVA  
Yeah.

KAREN  
I wish I had a doll like this. Can I show my friend Sandra?

EVA  
Sure. But why?

KAREN  
She collects dolls from all over the world. She'd love this one. Come on, let's go.

EVA  
Okay.

HOST  
Eva was learning not to hide what made her different. She was learning to appreciate and value the things that make her unique. That makes for healthy self-esteem.

MIKE  
I know that smell. Rice and beans again. Is that all you eat?

EVA  
No.

MIKE  
I'd take peanut butter and jelly, any day.

EVA  
It's too bad you guys won't try new things.

KAREN  
Yeah, then you'd see how good this really is!

## **"CHOOSE WHO YOU LISTEN TO"**

HOST  
Your self-esteem can be hurt by what others say. What do you do when someone makes you feel bad about things you like to do? That's something Tim learned. This is Tim. He started taking gymnastics lessons and now he's performing a routine in the school talent show. He felt great right after the show. However, the next day, his friends were not very supportive.

TIM  
Hi, guys.

SAM  
Hey, "flip" boy.



# SCRIPT CONTINUED

TIM

So what are you guys doing for recess?

OMAR

Nothing that you'd want to do.

SAM

Maybe you should go do your flips and dance with the girls.

TIM

All right, come on.

SAM

What are you going to do? "Flip" on us?

TIM

See you later.

HOST

When Tim went to gymnastic class that night, it was obvious that something was bothering him.

TEACHER

Tim, you seemed kind of out of it tonight. Is there something wrong?

TIM

Not really. I just don't think I want to do gymnastics anymore.

TEACHER

Really? I'm surprised to hear that. You're doing so well.

TIM

Yeah, well, I just don't think I should do this. That's all.

TEACHER

But you have a talent for this.

TIM

Well my friends don't seem to think so.

TEACHER

Tim, sometimes there are things about ourselves that others don't understand or accept right away. But you have to be able to see what talents you have. Don't walk away from your talent just because of what someone else says.

TIM

When they make fun of me, I don't feel like doing it any more.

TEACHER

Well, don't listen to what they say! Listen to what people who care about you think. You're parents are proud of what you're doing.

# SCRIPT CONTINUED



TIM  
Yeah, I guess so.

TEACHER  
And I think you can get even better if you think about all the positive things people say, not the few nasty comments you heard.

TIM  
What my friends said, I can't get it out of my head.

TEACHER  
You know what? Next time your friends say something that makes you feel badly, just tell them how you feel. If they really are your friends, they'll get the message.

SAM  
Hey, look, it's flip boy.

OMAR  
Gymnastics is for girls.

TIM  
Yeah, who says? Why can't I do gymnastics?

SAM  
Because it's like a girl thing.

TIM  
No, it's not. Ever watch the men gymnasts at the Olympics?

OMAR  
Well, I just never heard of any guys around here doing that.

TIM  
Oh, yeah? You started playing the flute last year. You're the only boy who plays the flute in the orchestra. Should I tease you about that?

OMAR  
Well—our music teacher said I should try it.

TIM  
It doesn't feel good to be made fun of. Does it?

OMAR  
No.

TIM  
I don't like it either.

OMAR  
Sorry. Actually I thought you were really good.



# SCRIPT CONTINUED

SAM  
Me, too.

TIM  
Well thanks... because I really like gymnastics.

HOST  
There will always be people who will try to bring you down with negative words. Sometimes you have to choose to ignore people, to be who you want to be. It's not always easy, but when negativity threatens who you are, think positive thoughts and be true to yourself.

So, what did we learn about self-esteem? When it comes to having positive self-esteem, we learned that it's important to recognize your own strengths and weaknesses like Mike did.

Having good self-esteem also means knowing that we always don't have to be the best. We should feel good about ourselves as long as we do our best. To have healthy self-esteem we have to respect our own differences and realize that it's our differences that make us who we are.

We found out that negative words from other people can make us feel bad. But it shouldn't influence or stop us from doing things we like or from being who we want to be. Having positive self-esteem can lead to self-acceptance.

Self-acceptance means accepting who you are, your strengths and weaknesses and being happy with who you are right now.



# **STUDENT ACTIVITIES**

Name: \_\_\_\_\_



# PRE/POST TEST

Read each sentence below. Circle "TRUE" if you think the statement is true. Circle "FALSE" if you think the statement is false.

1. Feeling good about yourself can only come from having good friends. TRUE / FALSE
2. Good self-esteem means having a positive feeling about who you are. TRUE / FALSE
3. If you have low self-esteem, there is nothing you can do about it. TRUE / FALSE
4. The best way to have good self-esteem is to be perfect at everything you do. TRUE / FALSE
5. Working on your personal strengths is one way to gain better self-esteem. TRUE / FALSE
6. Trying your best means being perfect. TRUE / FALSE
7. What you think about yourself matters more than what other people think about you. TRUE / FALSE
8. Being different is usually a bad thing. TRUE / FALSE
9. Hiding your special abilities will help you have good self-esteem. TRUE / FALSE
10. Mean words from other people can harm your self-esteem. TRUE / FALSE

Name: \_\_\_\_\_



# RIGHT AND WRONG

Put a check mark (✓) in the box next to the words that describe nice things that you try to do—things that make you feel good about yourself. Put an X in the box next to the words that describe things you shouldn't do—things that make you feel bad about yourself.

- |                             |                          |  |                          |
|-----------------------------|--------------------------|--|--------------------------|
| 1. Playing fair             | <input type="checkbox"/> | 7. Being kind to your pets               | <input type="checkbox"/> |
| 2. Telling lies             | <input type="checkbox"/> | 8. Using your manners                    | <input type="checkbox"/> |
| 3. Pushing ahead in line    | <input type="checkbox"/> | 9. Lying to your parents                 | <input type="checkbox"/> |
| 4. Using bad words          | <input type="checkbox"/> | 10. Sharing your toy with a friend       | <input type="checkbox"/> |
| 5. Helping around the house | <input type="checkbox"/> | 11. Picking up trash                     | <input type="checkbox"/> |
| 6. Losing your temper       | <input type="checkbox"/> | 12. Ignoring what your teacher is saying | <input type="checkbox"/> |

After you have finished, look at this list again. Do you do all the things that you marked with a check (✓)? Do you do any of the things that you marked with Xs?

On the back of this page draw a picture of yourself doing something that you marked with a check (✓).

Name: \_\_\_\_\_



# FACE YOUR FEELINGS

This list of words includes many common feelings that people have.

If the word describes a GOOD feeling—something that helps improve your self-esteem—then mark it with a “G” or draw a glad face like this:



If the word describes a BAD feeling—something that lowers your self-esteem—then mark it with a “B” or draw a frown face like this:



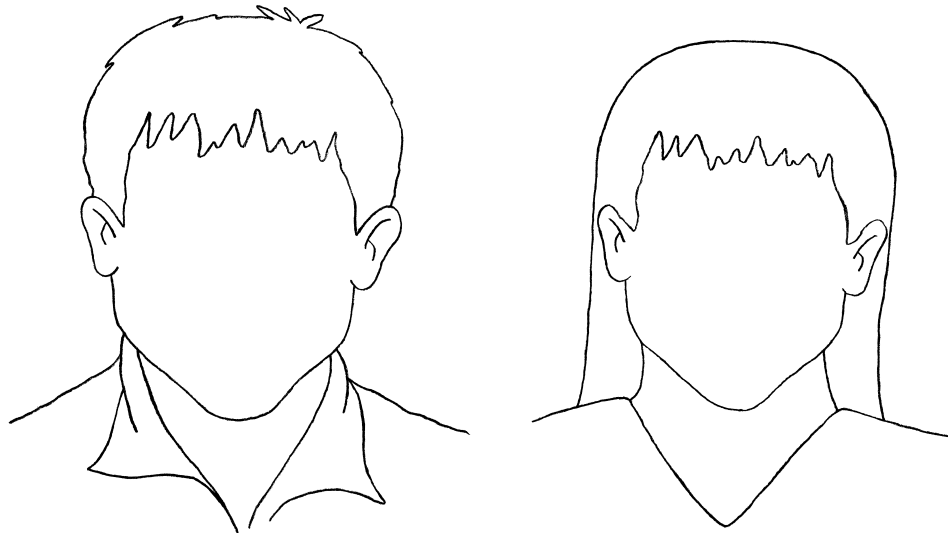
affectionate	_____	angry	_____	annoyed	_____
appreciated	_____	ashamed	_____	disappointed	_____
frustrated	_____	ignored	_____	happy	_____
hopeful	_____	lonely	_____	important	_____
jealous	_____	pleased	_____	loved	_____
sad	_____	silly	_____	proud	_____
understood	_____	wanted	_____	worried	_____

Name: \_\_\_\_\_

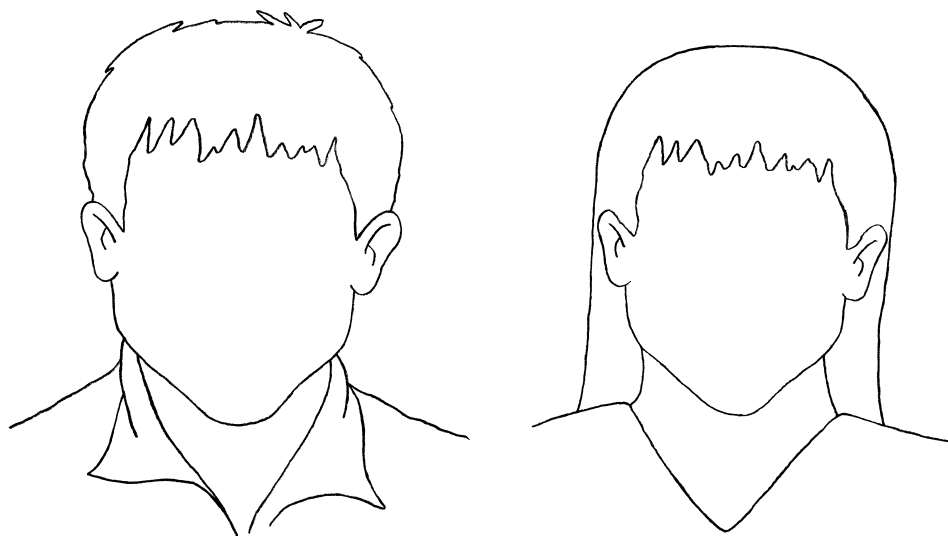


# FACE YOUR FEELINGS

Now choose two good feelings from the list. On the blank heads below, draw faces that express those good feelings. What feelings did you choose?



Now choose two bad feelings from the list. On the blank heads below, draw faces that express those bad feelings. What feelings did you choose?



THINK ABOUT THIS: What do your emotions tell you about your self-esteem?

Name: \_\_\_\_\_



# WORD SEARCH

All of the words or phrases below are related to what you are learning about self-esteem. Find these phrases in the word search below. As you look for the hidden words, remember that they can be horizontal, vertical, diagonal or even backwards!

## WORD BANK

**BEST  
POSITIVE  
SELF-ESTEEM  
TALENT**

**FEEL GOOD  
PRIDE  
STRENGTH  
TALK**

**RESPECT  
SHARE  
SUPPORT  
VALUE**

S					L	O	M	G	V				E		
		E	A	S	U	P	P	O	R	T	O	B			
	P	R	C	A	G	N	E	F	T	R	S	E	M		
	O	A	A	O	L	P	B	D	A	R	O	S	T		
H	S	H	C	T		E	R	E		E	N	T	L	S	
D	I	S	W	L		K	I	I		S	S	O	A	T	
G	T	E	B	U	D	A	Y	N	D	P	K	T	M	R	
C	I	I	S	E	L	F	E	S	T	E	E	M	U	E	
U	V	X			S	A	R	C	G	U	C		K	U	N
B	E				O	T	N	E	L	A	T			U	G
K	U	G			S	F	V	U	L				I	H	T
H	C	Z	Y	O						L	Y	A	G	H	
	Y	I	R	S	E					T	K	C	I	M	
		L	U	V	U	I	V	S	T	A	L	K			
		F	E	E	L	G	O	O	D	Y	R	L			
S		A	N	O	A	H	M	G	I	R	A	P			W
W					V	M	E	T	R						I

Name: \_\_\_\_\_



# CHOOSE TO BE POSITIVE

Having a positive attitude is a good way to build your self-esteem. Put “P” next to the sentences that show a positive attitude. Put “N” next to the sentences that show a negative attitude.

1. I like myself. \_\_\_\_\_
2. I am often bored. \_\_\_\_\_
3. I am an important member of my family. \_\_\_\_\_
4. I enjoy spending time with my friends. \_\_\_\_\_
5. I don't like the way I look. \_\_\_\_\_
6. I really do not like myself. \_\_\_\_\_
7. I enjoy going to school. \_\_\_\_\_
8. I have nothing to contribute to a group. \_\_\_\_\_
9. I don't think people like me. \_\_\_\_\_
10. I am proud of the ways that I am different from other people. \_\_\_\_\_

Write a positive statement that you often say about yourself.

Write a negative statement that you often say about yourself.

Think about how you can use more positive statements to make yourself feel better about yourself.

Name: \_\_\_\_\_



# YOUR COLLAGE

On a large piece of construction paper, create a collage that tells others about who you are. Be sure to put your name on the **BACK** of your collage.

Your collage can be made from all sorts of items that will give others clues about the things that are important to you:

Pictures you cut from a magazine

Your favorite song lyrics

Photos of people you admire

Postcards of places that you have visited

Your favorite foods

Pictures of places that you hope to visit in the future

Your favorite color

Careers that you hope to pursue

Pictures of things you are good at

When you are finished, your teacher will hang up all the collages around your classroom. Try to guess which collage belongs to each of your classmates!



Name: \_\_\_\_\_



# SELF-ESTEEM BINGO

Choose eight of the phrases below, and write them onto your bingo card in the blank spaces.

**THINK POSITIVE THOUGHTS.**

**IGNORE NEGATIVE THOUGHTS.**

**BUILD SELF-ESTEEM.**

**BE PROUD OF YOURSELF.**

**RESPECT DIFFERENCES.**

**BE WHO YOU WANT TO BE.**

**IDENTIFY YOUR STRENGTHS.**

**TRY YOUR BEST.**

**CHOOSE WHO YOU LISTEN TO.**

**TALK ABOUT YOUR PROBLEMS.**

**VALUE YOURSELF.**


**STICK UP FOR YOURSELF.**

When your teacher calls out a phrase that you have marked on your card, place an X over the words. When you have three spaces in a row filled, you win Bingo! Your row can be ACROSS, DOWN or DIAGONAL.

Name: \_\_\_\_\_

# SELF-ESTEEM BINGO



Name: \_\_\_\_\_



# A TO Z LOOK AT ME!

## CALLIGRAPHY (noun)

ca • lig • ra • phy: the art or skill of producing beautiful handwriting.

Your handwriting is just as unique as you are. For this activity, you'll get to draw your name in your very own calligraphy, or letter style. Take a look at these letter samples:

*A B C D E F G H I J K L M N O P Q R S T U V W X Y Z*

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Write your name in your own special way on a piece of colored paper. Decorate it with colored markers, paints, sparkles, or whatever will make your name look extra special.

Each time you look at your artwork, remember this: nobody on the planet is the same as you!

Name: \_\_\_\_\_



# YOUR FUTURE

Everybody has different talents. Maybe you're great at running, reading, helping others, cooking, babysitting, playing ball, drawing, spelling, doing math, singing, fixing things, doing puzzles or acting in plays.

Write down at least five things that you do well:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now think about what you want to do when you grow up. It's possible that you will choose a future career based on what you like to do now. Would you like to be:

- |                             |                     |
|-----------------------------|---------------------|
| a professional ball player? | a librarian?        |
| a chef?                     | a lifeguard?        |
| an engineer?                | a teacher?          |
| a doctor?                   | an actor or singer? |

Decide on a future career that you would like to have. What kind of job would you like to pursue?

\_\_\_\_\_

What talents will you need to help you in this job?

\_\_\_\_\_

\_\_\_\_\_

On a separate sheet of paper, draw a picture of yourself working at this job.

Name: \_\_\_\_\_

# FEEL-GOOD COMPLIMENTS



It makes us feel good when someone gives us a compliment or says something nice about us. Do you give compliments to other people? One way to help your friends have good self-esteem is to point out the things that you like about them.

Each of the scrambled sentences below is a compliment that you might tell a friend. Unscramble the letters to see what is being said.

1. That's a TREYPT shirt you're wearing today. \_\_\_\_\_
2. I really ELKI how you drew that picture. \_\_\_\_\_
3. You always tell the best SKOJE. \_\_\_\_\_
4. Can you CHETA me to play that game as well as you do? \_\_\_\_\_
5. I think your music collection is LOOC. \_\_\_\_\_
6. I wish I could do that as LEWL as you do. \_\_\_\_\_
7. I think you have a real NTTELA for this. \_\_\_\_\_
8. You're one of the TESB soccer players on the team. \_\_\_\_\_

Draw a picture of yourself giving a compliment to one of your friends on the back of this page.

Name: \_\_\_\_\_



# CERTIFICATE OF ACHIEVEMENT

This certificate is awarded to

\_\_\_\_\_

(your name here)

in honor of your excellent work at increasing your self-esteem and accepting yourself as a unique, special person in the world.

You are not the same as anyone else. You are YOU—with your own strengths and talents.

As a result of this award, you are entitled to:

- Be proud of yourself
- Appreciate and value your own strengths
- Feel good about trying your best
- Value the ways that you are unique and different from others
- Be respectful of other people's differences
- Ignore people who tease you about your talents
- Be true to yourself
- Accept yourself—your body, your mind and your talents
- Be happy with who you are right now

Name: \_\_\_\_\_



# SOLUTIONS

## Pre/Post Test on page 21:

The correct answers are (1) False, (2) True, (3) False, (4) False, (5) True, (6) False, (7) True, (8) False, (9) False, (10) True.

## Right and Wrong on page 22:

- |  |   |
|--|---|
| 1. Playing fair                          | ✓ |
| 2. Telling lies                          | X |
| 3. Pushing ahead in line                 | X |
| 4. Using bad words                       | X |
| 5. Helping around the house              | ✓ |
| 6. Losing your temper                    | X |
| 7. Being kind to your pets               | ✓ |
| 8. Using your manners                    | ✓ |
| 9. Lying to your parents                 | X |
| 10. Sharing your toy with a friend       | ✓ |
| 11. Picking up trash                     | ✓ |
| 12. Ignoring what your teacher is saying | X |

## Face Your Feelings on page 23:

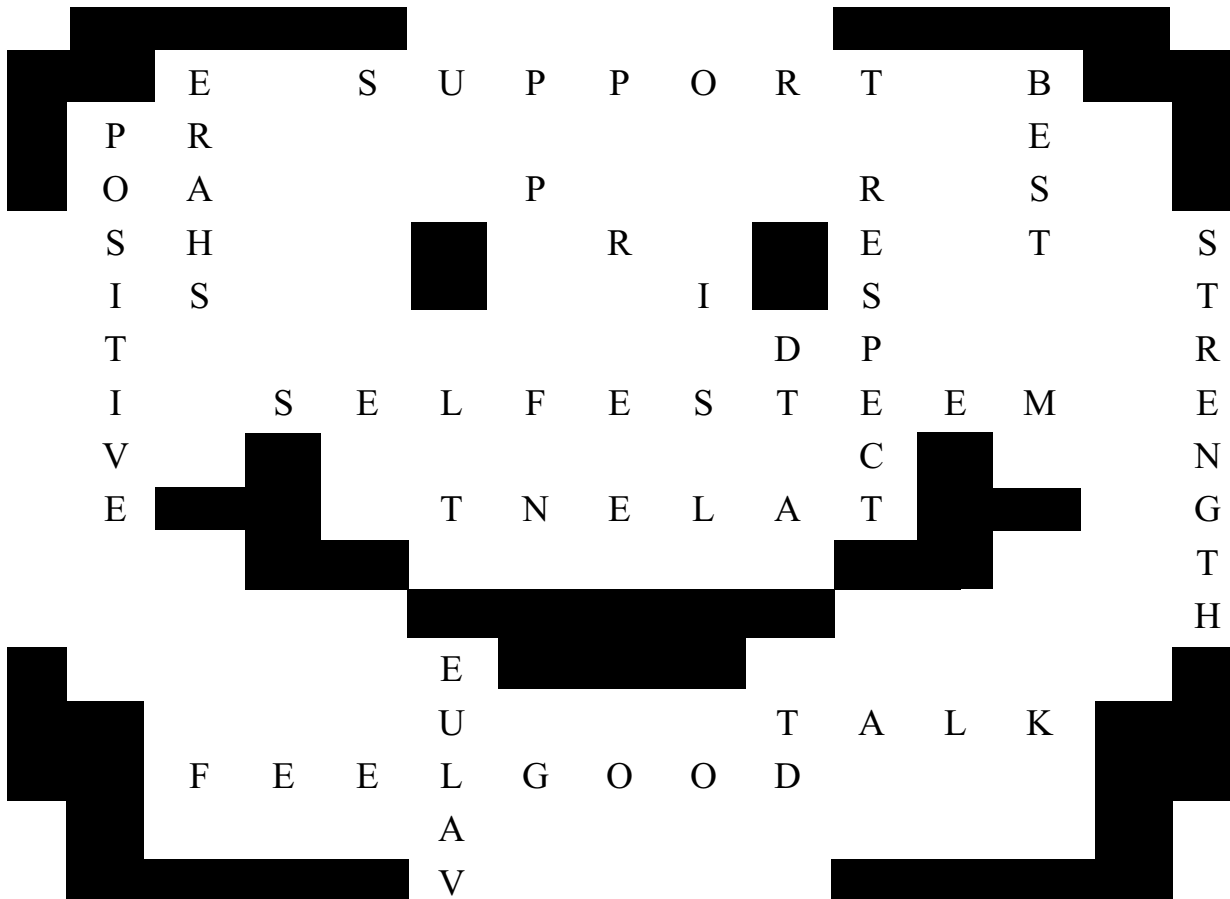
affectionate	😊 or G	angry	☹ or B	annoyed	☹ or B
appreciated	😊 or G	ashamed	☹ or B	disappointed	☹ or B
frustrated	☹ or B	ignored	☹ or B	happy	😊 or G
hopeful	😊 or G	lonely	☹ or B	important	😊 or G
jealous	☹ or B	pleased	😊 or G	loved	😊 or G
sad	☹ or B	silly	😊 or G	proud	😊 or G
understood	😊 or G	wanted	😊 or G	worried	☹ or B

Name: \_\_\_\_\_



# SOLUTIONS

Word Search on page 25:



Choose to Be Positive on page 26:

The correct answers are:

(1) P, (2) N, (3) P, (4) P, (5) N, (6) N, (7) P, (8) N, (9) N, (10) P.

Feel-Good Compliments on page 32:

(1) pretty, (2) like, (3) jokes, (4) teach, (5) cool, (6) well, (7) talent, (8) best.



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