



[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:

- 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 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.

National Health Education Standards:  
[www.cdc.gov/healthyschools/sher/standards/index.htm](http://www.cdc.gov/healthyschools/sher/standards/index.htm)

Self-esteem is about more than feeling happy. Having self-esteem means recognizing your accomplishments (what you have done) and your potential (what you can do). The **WH** activities will help your students understand what self-esteem is.

## Related KidsHealth Links

### Articles for Kids:

#### The Story on Self-Esteem

[KidsHealth.org/en/kids/self-esteem.html](http://KidsHealth.org/en/kids/self-esteem.html)

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

[KidsHealth.org/en/kids/feel-better-about-body.html](http://KidsHealth.org/en/kids/feel-better-about-body.html)

#### Talking About Your Feelings

[KidsHealth.org/en/kids/talk-feelings.html](http://KidsHealth.org/en/kids/talk-feelings.html)

#### Shyness

[KidsHealth.org/en/kids/shy.html](http://KidsHealth.org/en/kids/shy.html)

#### The Scoop on Gossip

[KidsHealth.org/en/kids/gossip.html](http://KidsHealth.org/en/kids/gossip.html)

#### How Cliques Make Kids Feel Left Out

[KidsHealth.org/en/kids/dique.html](http://KidsHealth.org/en/kids/dique.html)

#### Dealing With Peer Pressure

[KidsHealth.org/en/kids/peer-pressure.html](http://KidsHealth.org/en/kids/peer-pressure.html)

#### Why Am I So Sad?

[KidsHealth.org/en/kids/sadness.html](http://KidsHealth.org/en/kids/sadness.html)

## Discussion Questions

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

1. When have you felt proud of yourself? What is self-esteem? How is self-esteem related to feeling proud?
2. When is it OK to make mistakes? If a friend makes a mistake, what would you say? If you were in that situation, what would you want people to say to you?
3. Have you ever done something because a friend did it, even though you knew it wasn't right? When you have choices to make, how do you decide if they're good choices?



## Activities for Students

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

### Who's in the Mirror?

#### Objectives:

Students will:

- Recognize aspects of having good self-esteem, including valuing who you are and what you can do
- Distinguish between interests and achievements and identify how both contribute to one's self-esteem

#### Materials:

- Mirror, Mirror handout (available at: [KidsHealth.org/classroom/3to5/personal/growing/self\\_esteem\\_handout1.pdf](http://KidsHealth.org/classroom/3to5/personal/growing/self_esteem_handout1.pdf))
- Magazines
- Art supplies (colored pencils, markers, crayons)
- Glue

#### Class Time:

45 minutes

#### Activity:

What achievements are you proud of? What are you good at? What are you interested in? What would you like to do better? Think about who you are and what you can do - you're worth a lot! Using magazine pictures or your own drawings, create a collage that shows your interests, your skills, and your accomplishments. Think of it like a mirror: When you see your reflection, who is the person you see in the mirror and what is great about that kid? When you are finished with your collage, share it with your classmates.

#### Extensions:

1. "Your clothes look great!" "You're a good listener." "Have a nice day." "I didn't remember that part of the book. Thanks for teaching me something new today." All of these phrases are nice things to say to someone, but which statements could affect a person's self-esteem? Discuss ways you can compliment someone and encourage positive self-esteem.
2. Working hard can help you achieve your goals, but sometimes trying to be perfect or to do things in a perfect way can become a problem. Discuss the pros and cons of perfection.



## Write a Fable

### Objectives:

Students will:

- Demonstrate an understanding of what peer pressure is and how it can affect decision-making
- Identify strategies for making healthy choices and supporting others

### Materials:

- Computer with Internet access
- Art supplies (colored pencils, markers, crayons)
- Fable Storyboard handout (available at: [KidsHealth.org/classroom/3to5/personal/growing/self\\_esteem\\_handout2.pdf](http://KidsHealth.org/classroom/3to5/personal/growing/self_esteem_handout2.pdf))

### Class Time:

2 hours

### Activity:

You have been asked to explain to younger students what peer pressure is and offer advice on how they can make good choices, even in difficult situations. Write a fable in which the main character learns a lesson about dealing with peer pressure. Fables are short stories or tales that describe a moral or teach a lesson. Often animals are the main characters in fables. (You may remember fables like “The Tortoise and the Hare,” in which the moral is “Slow and steady wins the race.”)

Before you start, check out some of the articles on KidsHealth that discuss peer pressure, bullying, and how kids feel about themselves (self-esteem). When you’re finished, you can share your fable with a group of younger students.

### Extensions:

1. With a partner, role-play how you would respond to a friend who says, “I don’t get this assignment. I don’t see how this is going to help me at all. Let’s go watch some TV.” How would you address your friend’s frustrations?
2. Discuss how you would respond to a friend who says, “I never say anything in class because it just doesn’t come out right.” What might you say to him or her? Make a card with some encouraging advice.

## Reproducible Materials

### Handout: Mirror, Mirror

[KidsHealth.org/classroom/3to5/personal/growing/self\\_esteem\\_handout1.pdf](http://KidsHealth.org/classroom/3to5/personal/growing/self_esteem_handout1.pdf)

### Handout: Fable Storyboard

[KidsHealth.org/classroom/3to5/personal/growing/self\\_esteem\\_handout2.pdf](http://KidsHealth.org/classroom/3to5/personal/growing/self_esteem_handout2.pdf)

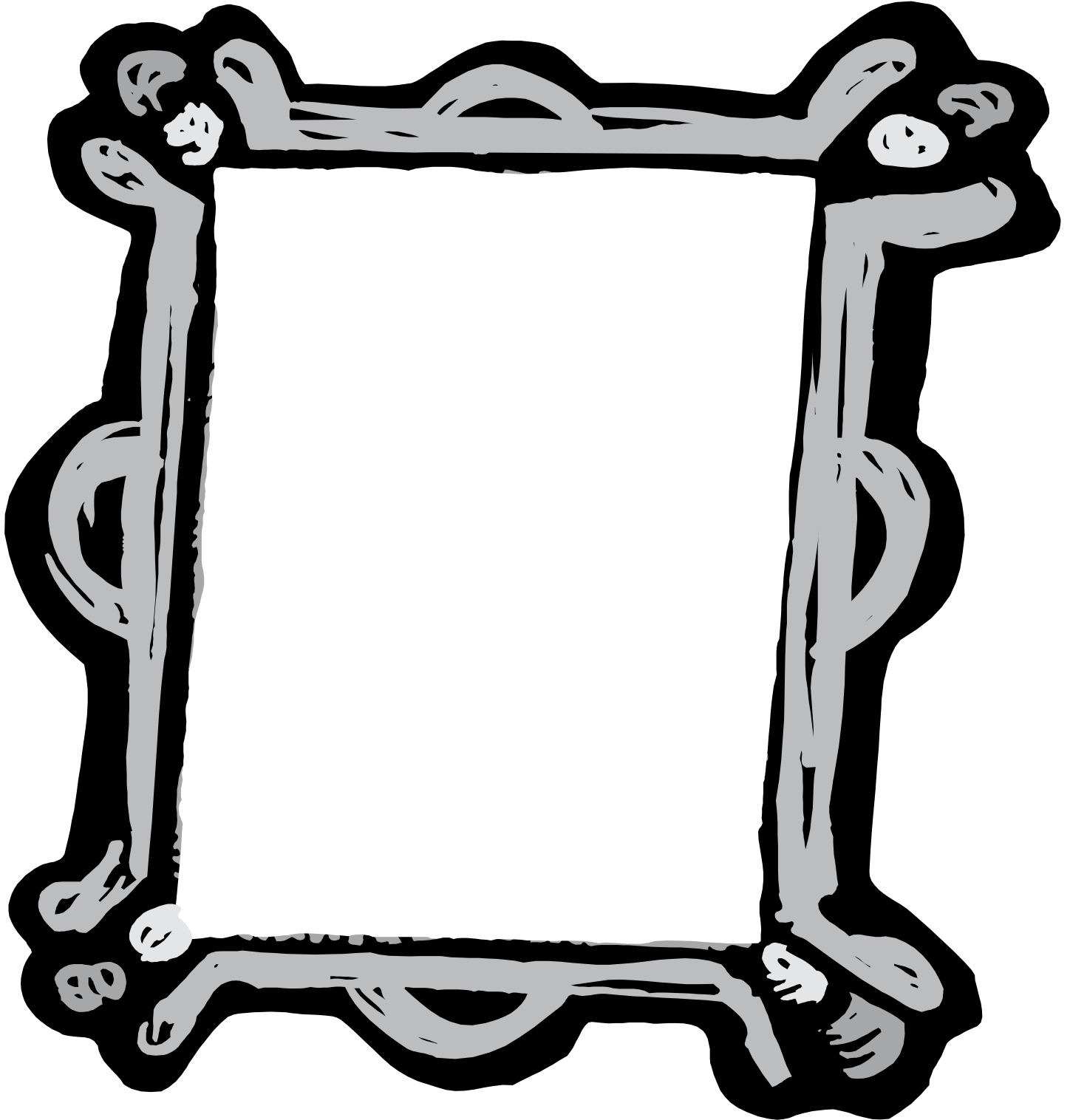


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Mirror, Mirror

Instructions: Using magazine pictures or your own drawings, create a collage inside this mirror that shows what you see when you see your reflection: your interests, your skills, and your accomplishments.





Name:

Date:

## Fable Storyboard

Instructions: Use this storyboard to write and illustrate your fable about peer pressure and self-esteem.

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