



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.

National Health Education Standards:
www.cdc.gov/healthyschools/sher/standards/index.htm

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 it? It's your self-esteem. These activities will help your students understand the importance of healthy self-esteem, and learn ways to improve their self-esteem.

Related KidsHealth Links

Articles for Kids:

The Story on Self-Esteem

KidsHealth.org/en/kids/self-esteem.html

How Can I Feel Better About My Body?

KidsHealth.org/en/kids/feel-better-about-body.html

Shyness

KidsHealth.org/en/kids/shy.html

The Scoop on Gossip

KidsHealth.org/en/kids/gossip.html

How Cliques Make Kids Feel Left Out

KidsHealth.org/en/kids/clique.html

Articles for Teens:

Self-Esteem

TeensHealth.org/en/teens/about-self-esteem.html

How's Your Self-Esteem? (Quiz)

TeensHealth.org/en/teens/self-esteem-quiz.html

How Can I Improve My Self-Esteem?

TeensHealth.org/en/teens/self-esteem.html

Body Image and Self-Esteem

TeensHealth.org/en/teens/body-image.html

A Guys Guide to Body Image

TeensHealth.org/en/teens/male-bodyimage.html

Help! Is This My Body?

TeensHealth.org/en/teens/help-body.html

Be Your Best Self minisite

TeensHealth.org/en/teens/center/best-self-center.html

Discussion Questions

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

1. Where does self-esteem come from? Name some situations in which self-esteem can be built up or broken down.
2. Does having good self-esteem mean that you think you're perfect?
3. Has a friend ever said something to you about how you looked that hurt your feelings? Is a parent super-critical of your grades? Discuss how friends and family 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) 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

