

Self-Esteem

Activities to Build Self-Worth



Grades 2-3

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Foreword

Addressing self-esteem and social resilience in students is fundamental to creating a safe, happy learning environment. *Self-Esteem, Grades 2 to 3* is a resource for investigating personal and social issues faced by elementary school-aged students. The activity topics in this book have been carefully selected to address issues specific to lower

elementary-aged students with a view to building self-worth and establishing resilience in challenging situations. All activities are suitable for whole-class instruction or for use with individuals or small groups with particular needs. Other titles in this series are:

Self-Esteem, Grades 4 to 5
Self-Esteem, Grades 6 to 8

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Recognizing Skills And Talents

Indicators

- Identifies personal skills and talents.
- Appreciates his/her skills and talents.
- Understands that people can be "specialists" or "all-rounders."

Pre-Lesson Focus Discussion

Encourage the students to "show and tell" something they are particularly good at or that is unique to them; for example, singing a song, sharing a collection, or showing an award.

Discuss why some people are good at some things and some are good at others.

Talk about how it makes them feel to be particularly good at something.

Interview the students who have identified their special "thing" to find out how it became special for them.

Using the Student Activity Sheet

1. Read the text in the speech bubble with the students. Discuss what makes Sam believe he is good at spelling and how he became good at it.
2. Encourage the students to share with their peers the things they are good at. Construct a list of "Things We Are Good At" and keep it on display for the students. Have selected students demonstrate their skills and talents if they would like to.
3. Read Question 1 with the students and have them write on the ladder examples of things they are good at. Ensure the list constructed earlier by the class is available for them to view and assist them in completing the task.
4. Ask the students whether they have one very special thing they are good at or if they are good at many things. Allow them to mark "one" or "many" to complete Question 2. Explain that often children do not find out what they are very good at until they are much older, and many people become good at lots of things rather than becoming very good at one thing.
5. Read Question 3 as a class and allow the students time to draw a picture of themselves doing something that is or could be special for them.

Follow-Up Suggestions

Have "specialists" in different fields come to the class to speak with the students about their "special" thing and how they became very good at it; for example, singers, artists, computer technicians, athletes, medical people.

Encourage the students to develop a step-by-step chart to help them become a "specialist" at something, using the activity sheet on page 11.

Sensitivity Issues

Many students may be discouraged if they have not identified a special skill or talent yet. Ensure the students understand that we need to try many things before we can determine what we really like doing or are really good at. Introduce the concept of being an "all-rounder"—someone who is not a "specialist" at anything but is good at many different kinds of things. This will encourage students to keep trying and appreciating new things. Being an "all-rounder" should be valued equally with being a "specialist."

Activity Links

- Let's Celebrate!pp. 20–21
 Step-by-Step.....pp. 22–23
 Being My Bestpp. 24–25
 Doing Your Best.....pp. 82–83

Answers

Teacher check

I'm Sam. I won this ribbon at a spelling bee. I really enjoy spelling and practice hard to get better by studying words.



We can be good at lots of things.

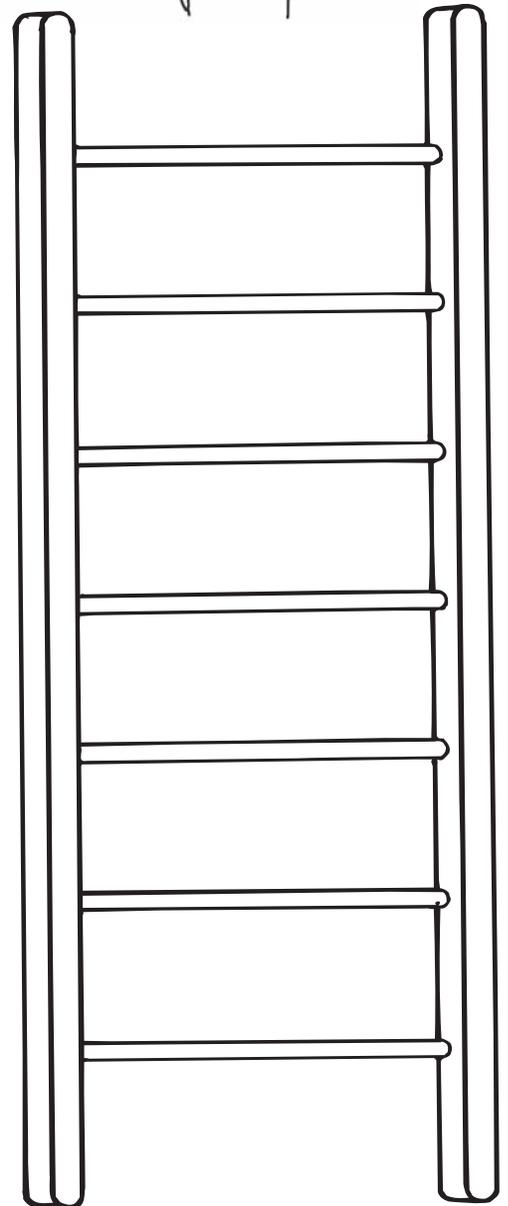
1. Think of some things you are good at. Write them on the ladder.

Some people have one special thing they are very good at. Others have many things they can do.

2. Are you very good at one thing or good at many things?

One / Many

3. Draw yourself doing your special thing in the space below. If you don't have a special thing, draw yourself doing something you would like to be very good at one day.

A large, empty rounded rectangle with a thin black border, intended for a student to draw themselves performing a task.

Being Responsible

Indicators

- Understands that everyone is responsible for certain jobs, including them.
- Identifies his/her own responsibilities.

Pre-Lesson Focus Discussion

Discuss what a job is. Have the students relate jobs that their parents do and why they need to do the jobs. Talk about what might happen if adults did not do their jobs. Where would we go if we were sick? Would there be any schools? Where would we get food to eat?

Encourage the students to share their ideas on why doing a job is important. Introduce the concept of being responsible and how it would feel to be responsible for a special job.

Allow the students to share jobs they are responsible for at home and what would happen if they were not responsible and did not do them.

Using the Student Activity Sheet

1. Look at the drawing with the students. Discuss the job it illustrates.
2. Read the text in bold print at the top of the page with the students and have them answer the question "What are your jobs at home?" verbally. Encourage them to share their jobs with the class.
3. Read the school jobs on the "notice board" in Question 1. Ask the students to color the jobs on the notice board they have to do or have had to do in the past.
4. Discuss which jobs need to be done by everyone every day and which only need to be done sometimes. Have the students select three jobs they have to do every day and write them in the spaces provided to complete Question 2.
5. Refer the students back to the discussion held earlier about jobs they have to do at home before they complete Question 3.

Follow-Up Suggestions

Make a class chart of jobs to be done. Nominate different students to be "monitors" for the jobs every day.

Have a designated time during the day for doing "special" jobs to help the students remember. Praise the students for remembering special jobs without being reminded.

Make a checklist of responsible class behavior and keep it displayed for the students to refer to. Include things such as "I tidy the floor," "I am a good listener," "I finish my work."

Activity Links

- Playing Safe pp. 38–39
 Friends Chain pp. 76–77
 Be Careful! pp. 78–79
 Doing Your Best..... pp. 82–83

Sensitivity Issues

Students love to be given responsibility. Those who feel they can be trusted to do important jobs become confident and responsible. If some students are given preference, sensitive students who are left out may develop a sense of being mistrusted or irresponsible. Be careful to give equal opportunities to students who are known to be reliable as to those who need to work on becoming reliable. Team students in pairs so they can be accountable to one another.

Answers

Teacher check



Everyone has jobs to do. What are your jobs at home? We have jobs to do at school as well.

1. Read the jobs on the notice board. Color the jobs you have done at school.

cleaned the board	put away the play equipment	put trash in the trashcan	carried my school bag
wrote in my diary	passed out books	put my lunch box away	tidied up the floor
fed the class pet	sharpened pencils	watered the class plants	

Some jobs have to be done every day. Some jobs we only have to do sometimes.

2. Write two jobs you have to do at school every day.

3. (a) Draw a picture of yourself doing one of your jobs at home.

(b) What is the job?

(c) Who do you help by doing this job?

A large, empty rectangular box with rounded corners, intended for drawing a picture of oneself performing a job at home.