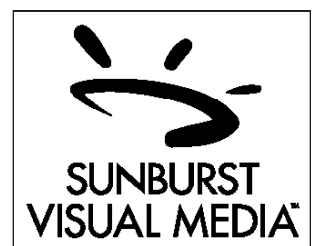


Proud to Be Me!
Building
Self-Esteem

Grades 3-5

health
character
respect
drugs
career
harassment
violence
bullying
responsibility
alcohol
conflict
anger

2545



Credits

Executive Producer

Susan Eikov Green

Video Production

Bossert & Company
New York, NY

Writer

Susan Eikov Green

Teacher's Guide

Ruth Grossman

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program running time: approximately 19 minutes

We highly recommend that teachers preview programs
before showing them in the classroom.

Program Overview

Why Should Students View This Program?

Faced by a problem they can't solve or a challenge they can't meet, children's frequent response is to go negative—put themselves and their abilities down. Instead of focusing on the areas in which they are competent, they dwell repeatedly on the things they can't do, to the detriment of their self-esteem. Making it clear that any kind of negative self-talk is self-defeating, **Proud to Be Me! Building Self-Esteem** shows students in Grades 3 to 5 the importance of thinking positive. What you need to do, the program tells viewers, is to concentrate on the things you do well and are proud of. When you think about what you can do, the program advises, instead of what you can't do, it empowers you to feel good about yourself and your ability to cope. Even better, the experience gives you the confidence to accomplish more. Through a series of engaging vignettes, the program demonstrates how persistence, competence, responsibility, and having the courage to do the right thing fosters self-esteem. To extend and reinforce the important lessons the program offers, this Teacher's Guide provides thought-provoking discussion questions, suggested activities, reproducible activity handouts, and a suggested reading list.

Learning Objectives

This program is designed to challenge students to:

- discover things they like about themselves that can serve as a source of pride.
- think positive, not about what they can't do, but what they can do.
- recognize that engaging in negative self-talk keeps them from feeling good about themselves.
- take responsibility for themselves as a path to developing self-esteem.
- understand that it sometimes takes courage to do the right thing.
- realize that concentrating on what they have already accomplished can give them confidence to accomplish more.
- understand that having self-esteem is not bragging, but is instead a feeling inside that makes you feel good about yourself.

Program Content

The kids in the Kids' Club, an afterschool group, keep engaging in negative thoughts about themselves. Pointing out to these kids that each of them is terrific and special, Chris, the club's leader, suggests they present a show for parents and visitors in which they demonstrate something they have done, something they are proud of. She challenges them to think positive about themselves, and the kids oblige. One youngster is proud of the collage she made for Grandma's birthday. Another feels good about helping out a neighbor. Two kids show persistence and finally finish the large jigsaw puzzle they previously had found too difficult. A boy is proud of finally becoming responsible. A girl is proud of having the courage to stand up against a bully. What all these kids learned, Chris explains to viewers, is that figuring out what they can do, instead of what they can't do, gives them the confidence in themselves that develops self-esteem and helps them accomplish even more.

Pre-Viewing Questions

- What do you think is meant by “negative self-talk”?
- Why do some people feel they can't do anything right?
- Have you ever had trouble thinking of things you do that you can be proud of? Why or why not?

Program Summary

As leader of the Kids' Club, an after-school group, Chris has been hearing a lot of negative self-talk from the kids in the club. Amy and Ryan are getting mad and frustrated as they try to work out a large jigsaw puzzle. Maya is being very vocal about her inability to get the picture she is painting just right. Unable to do his math homework, Derek labels himself "stupid." Hector can't figure out how to play a video game. "Why can't I do anything right?" Erica says aloud as she slams down the clay she is working on.

To counter this outburst of negativity, Chris sits the kids down in a circle to talk about the show they're planning in two weeks for parents and visitors. She suggests that for the show, each of them think of something they like about themselves and are proud of. You can present a story, a poem, a song or a picture, she explains, as long as it's something you're proud of.

But when Erica asks, "Suppose we can't think of anything?" Chris replies, "That's impossible." She knows them well, she says, and knows that there's something terrific and special about each of them, something they can be proud of. She challenges them to think positive, not about what they can't do, but about something they can do and have done.

Later that day, Maya tells her mom about Chris's idea for the show. The problem, she says sadly, is she can't think of anything she can do. Mom reminds Maya about how when Grandma's birthday was coming, Maya decided to make something for Grandma, instead of buying a present. When she tells Chris about the collage of family pictures she designed, which made Grandma so happy, Chris tells her she should be proud of what she did and that it would be terrific as her part of the show.

Hector arrives at the Kids' Club with a flyer. "I'm going to talk about this at the show," he tells Chris. The flyer announces that Hector's street is going to be repaved. But as Hector tells Chris, the flyer upset his neighbor, Mr. Rodriguez, who doesn't know much English. So by translating it for him into Spanish, Hector

helped his neighbor calm down. Chris tells Hector he should be proud of helping out his neighbor and also of being able to speak two languages.

As Chris tells viewers, a lot of times people just don't realize all the ways they can feel good about themselves. How you feel about yourself, she continues, how much you value yourself and your achievements, is called "self-esteem." You aren't born with self-esteem, she adds. It's something you develop by thinking about all the good things you do.

When Derek asks them what they are going to do for the show, Amy and Ryan don't know. They're putting all their energy into working on their puzzle. Derek, however, has decided what he'll talk about for the show—his hat. Pressed to explain, he tells Amy and Ryan that because he's already lost two hats, his dad refuses to buy him another one. Before he can get another hat, his father tells him—he must learn to act responsibly and take care of his things, feed the cat every day, clean his room, do his homework.

To Derek's dad, being responsible means doing all these things without having to be told. When you convince me that you're responsible, he tells Derek, then you can have a new hat. As Derek tells Amy and Ryan, both he and his dad kept their part of the bargain. His new hat says he's responsible, explains Derek, and that's why he's proud of it.

Taking responsibility for yourself is a very important way to develop self-esteem, Chris tells viewers. Since self-esteem means feeling good about yourself, she adds, when you live up to your responsibilities, you'll feel proud of yourself. It's a great feeling, she declares.

Both Amy and Ryan think it would be a nice feeling if they could finish their puzzle. When Chris walks by and notes their progress, she compliments them on being persistent, sticking with the job. Most things worth achieving take some effort, Chris tells the two. Not giving up because something is hard, and then succeeding, is a great feeling.

When Erica tells Chris she can't think of anything to be proud of, she reminds her of when she stuck up for her friend Amy at recess the other day. What happened was that playing hide-and-seek, Jessica appointed Amy to be "it," and then urged the other girls in the game to run inside school so that Amy wouldn't be able to find them. "It will be funny," Jessica had said.

Erica, however, didn't think Jessica's idea was funny. She told Jessica she thought it was mean and asked Amy to join her on the swings. Doing the right thing, standing up to Jessica and not letting her be mean to Amy, should make you feel very good about yourself, Chris tells Erica. Erica decides to talk about this incident in the show, but tell it through a poem without naming names.

Just as Chris is explaining to the kids how it takes courage to do the right thing, a big cheer erupts. Amy and Ryan have finished their puzzle at last! Chris compliments them. Sticking with something and not giving up, being persistent and cooperating together without friction—now that's something to be proud of, she says.

As the program concludes, Chris tells viewers that the show was a great success. What the kids learned, she says, is how important it is to think about what you can do, not what you can't do. When you concentrate on what you've already accomplished, he continues, you'll have the confidence to accomplish more. Having self-esteem doesn't mean bragging, she points out; it's a feeling you have inside that makes you feel good about yourself. And, she adds, "It's a great feeling!"

Guidelines for Discussion

Group discussion is an invaluable way to explore ideas and issues, foster creativity, and build communication and social skills in young students. The following guidelines can help you maintain a “discussion-friendly” classroom:

Create a climate of openness and acceptance.

Encourage students to show respect for the opinions of others and model this behavior yourself.

Establish ground rules.

Students can participate in formulating the rules for discussion. Rules will vary, but should include some of these general principles:

- No putdowns, ridicule or sarcasm.
- Everyone may speak without interruption.
- Everyone has the right to pass.

Guard against inappropriate self-disclosure.

An intense discussion may lead students to reveal inappropriate information about themselves or others. Sensitivity and vigilance can help you head off such revelations.

Probe behind the neat and tidy answers.

Children are good at telling adults what they think adults want to hear. To find out what students really think, it is often helpful to prolong discussion time and encourage greater depth. Offer a “What if...?”; bring out issues such as fairness, justice, intent or lack of it, and so on. Children have a remarkable capacity to discern complexities and subtleties, and their discussions can be very rich.

Discussion Questions

Questions marked with an asterisk (*) appear on screen in the DVD version.

- (1) What is negative self-talk? Give some examples. What does it mean to think positive? Give some examples.
- (2*) What happens when you keep saying negative things about yourself? Why is that not a good thing?
- (3*) What happens when you say positive things about yourself? Why is that a good thing?
- (4) When Derek calls himself “stupid,” and Erica says aloud she can’t do anything right, what do you think they are thinking?
- (5) What do you think is going on in Erica’s mind when she asks Chris, “Suppose we can’t think of anything?”
- (6) After Erica says this, Chris tells her, “That’s impossible.” What makes her so sure?
- (7) Do you ever have trouble thinking of something you’re proud of? Why or why not?
- (8*) Why is it important to self-esteem to think about what you can do, rather than what you can’t do?
- (9) What does Maya do that Chris tells her she can be proud of? Why do you think the collage she makes for Grandma contributes to her self-esteem?
- (10*) Hector says that speaking two languages is “no big deal.” Why do you think that people sometimes don’t realize all the things they do that they can feel good about.

-
- (11) Do you agree with Maya that it's "cool" to be able to speak two languages? Why or why not?
 - (12) Chris says that sometimes people don't realize all the things they do that they can feel good about. Explain what she means.
 - (13*) How does Chris define "self-esteem"? How would you define self-esteem?
 - (14) Is self-esteem something people are born with? Why or why not?
 - (15) What are some things that help someone develop self-esteem?
 - (16) What does Derek's dad mean by Derek's doing what he's supposed to do?
 - (17) "Living up to your responsibilities." What does this phrase mean? If you do the things you're supposed to do only when reminded, are you being responsible? Why or why not?
 - (18*) How does being responsible contribute to self-esteem?
 - (19*) Define "persistence." What makes it a good quality to have?
 - (20) Chris says, "Most things worth achieving take some effort." Explain what he means.
 - (21) Erica felt that Jessica was being mean to Amy by telling everyone to hide inside school. Have you ever been present when a mean trick was being played on someone? Describe your feelings about the situation, what you did, and how it turned out.
 - (22*) What does "doing the right thing" mean? How does doing the right thing help in building self-esteem?
 - (23) Why does it take courage to do the right thing?

-
- (24) Erica didn't want to make Amy feel bad by singling her out as the person in her poem? How did she handle the situation?
- (25*) Chris says that accomplishing something not only builds self-esteem and gives you the confidence to accomplish more. Explain what she means.
- (26*) How is feeling good about yourself different from bragging about yourself?

Suggested Activities

Language Arts; Communication

To get your students thinking about the qualities that go into thinking positive, write the following set of statements on the chalkboard. Tell students that these statements are not necessarily true or false. Invite them to vote on whether they agree or disagree with each one. Invite them to support their positions, which should lead to some interesting class discussions. *(Note: As you are well aware, children are often enthusiastic about discussing their experiences and may inadvertently reveal personal information. Handle the discussion in such a way to ward off any inappropriate self-disclosure.)*

- If you keep saying bad things about yourself, you get to believe them.
- Everyone has done something they can be proud of.
- When you make a mistake, you should be able to learn from it.
- Being willing to take chances on doing something you haven't done before develops self-esteem.

Music; Creative Expression

Ask students, have they ever shown a sibling or friend how to do something, or helped another person by being useful to him or her? Invite students to write lyrics for a song describing how when they teach someone a skill, or offer their help, their action can not only make a difference, but develop their confidence. Students can work on their own, with a partner, or as a group, and then perform their song for the class. If they wish, they can add a dance or include their song in a brief skit.

Art; Creative Expression

Invite the class to make a “Think Positive” mural for display in the classroom. Attach a large roll of white paper to a wall. Have students draw pictures of something special about themselves that they can be proud of, something they can do and have done. Have them write a short description of what they have done underneath their picture. The description can be in the form of a poem, slogan, or short essay.

Art; Creative Expression

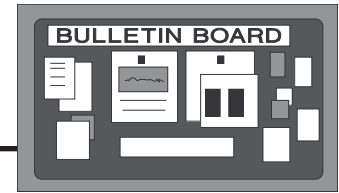
Living up to your responsibilities builds self-respect and plays an important role in developing a healthy self-esteem. But what does a healthy self-esteem look like? Invite students to draw a portrait of how they think they look after they act responsibly. Have them write a brief explanation of their drawing at the bottom of their picture describing what they did to give them their sense of accomplishment. Display the pictures on the bulletin board.


Language Arts; Reading


Invite students to select and read one of the books of fiction in the Suggested Reading section, or a book on self-esteem suggested by your school or local librarian, and give an oral or written report to the class. Tell students that as they read, they should think about the following questions:


- What was the problem the main character faced?
- Did the main character have negative feelings about him/herself?
What were they?
- In your opinion, what was special and/or terrific about the main character?
- What did the main character do to feel proud of him/herself?
- What was the outcome of the story?


Bulletin Board Starters



-  Distribute sheets of white paper and drawing materials, and invite students to draw a picture of something they did, an action they took, or a choice they made that they are proud of. Have them write a short paragraph underneath their picture describing what they did and why they are proud of it. Display the pictures on the bulletin board.

-  Create a concept web of self-esteem. Tack a large sheet of posterboard to the bulletin board. In the center, draw a large circle and print inside it the words “Self-Esteem” in large block letters. Invite students to discuss what qualities go into helping people develop self-esteem. Have them think up positive words or phrases they associate with it. Distribute circles of paper to students on which to write their suggestions. Have them post their circles around the larger center circle, drawing lines to it. Leave the concept web in place for a week for students to add to it if they wish.

-  Write the word, “R E S P O N S I B I L I T Y” in capital letters at the top of a large sheet of posterboard, and tack the sheet to the bulletin board. Tell students that many smaller words can be made from the word “responsibility.” Invite them to think of words they can spell with these letters and write them on the posterboard. This can be an ongoing activity, with students adding new words to the list as they think of them.

-  Invite students to think of and discuss reasons why it’s important to stick to something and not give up just because it’s hard. Distribute large cutouts of book jackets, and invite each student to create a catchy title for a book on being persistent and not giving up, write it on their book jacket, and then decorate the covers. Display the jackets on the bulletin board.

Send-Home Page



Dear Family Member,

Your child has viewed a program called **Proud to Be Me! Building Self-Esteem**, designed to challenge students to concentrate on what they can do, rather than what they can't do. By doing this, students learn, they gain the confidence they need to feel good about themselves and accomplish even more. Most things worth achieving take some effort, the program advises viewers. It then goes on to make clear the roles played by persistence, competence, responsibility, and the courage to stand up for what's right in fostering children's sense of self-esteem.

Here are some of the things your child learned from the program:

- self-esteem isn't something you are born with, but is a feeling you develop inside by doing the things that make you feel good about yourself.
- negative self-talk is self-defeating; positive self-talk helps you feel good about yourself.
- everyone has something they like about themselves and can be proud of.
- people don't always realize how many things they do that they can feel good about.
- taking responsibility for your choices and actions gives you pride in yourself.
- persisting in a difficult task—not giving up—contributes to pride in yourself.
- standing up for what you know is right is something to be proud of.

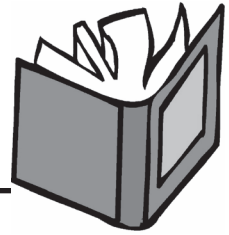
Talk to your child about what he/she learned from the program. The ability to feel good about oneself results in the heightened self-confidence that leads to better choices and a willingness to take risks. Reading books together about self-esteem can expand your child's understanding of how these qualities are developed. Here are two suggestions:



Stick Up for Yourself: Every Kid's Guide to Personal Power and Positive Self-Esteem by Gershen Kaufman, et al.

Don't Feed the Monster on Tuesday: The Children's Self-Esteem Book by Adolph J. Moser.

Take-Home Book



Draw pictures to go with the words, then cut on the dotted lines and staple the pages together to make a book.



1 <p>Alex has lost his new baseball glove. It's the third one he's lost. He begs his dad to buy him a new one.</p>	2 <p>His dad tells him, "No more gloves until you learn to be responsible for your things without being told."</p>
3 <p>"Once you show me you can be responsible," his dad says, "and do what you say you'll do, I'll buy you a new glove."</p>	4 <p>Alex thinks it over and decides to be more responsible. He keeps his room clean and takes care of his things.</p>
5 <p>Since Alex kept his part of the bargain, his dad did the same.</p>	6 <p>Taking responsibility for himself not only makes Alex feel good, but now he has a brand-new glove.</p>

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All handouts may be copied for class distribution.



Negative or Positive?

What kind of things do you say to yourself when you mess up? Do you put yourself down in a negative way, or try to be positive about it? Here are some things people might say to themselves. In each box, put an “**N**” if you think the statement is negative self-talk and a “**P**” if you think it is positive self-talk.

1. “Boy, am I stupid!”
2. “Of course I can do that!”
3. “Why can’t I do anything right?”
4. “I’m so dumb.”
5. “I just won’t give up.”
6. “What’s the matter with me?”
7. “Next time, I’ll try harder.”
8. “I stink at this!”



Define It!

Here are some words that have to do with self-esteem. Look each one up in the dictionary, write down the meaning, and then make up a sentence using the word.



confidence



dependability



self-respect



competence



All Mixed Up

Unscramble the letters in each sentence to spell out the word. If you need a hint, check the Word Box below.

- Ryan and Amy are T R D R E A T F S U by their puzzle. _____
- Derek can't figure out his math homework.
He feels D P S I U T . _____
- All the kids at the Kids' Club are being
very G I N A V E T E . _____
- Erica asks, "S P O P U E S we can't think
of what to do?" _____
- "That's S P O B S I L M E I!" says Chris. _____
- Maya is proud of the G L A O L C E
she made for Grandma. _____
- Helping out his B E G O N R I H made
Hector very proud. _____
- Derek proves he can take Y R I L E B S N O P S I T I . _____
- Most things worth achieving take F R O E T F . _____
- Self-esteem isn't bragging. It's something you feel
I E I D N S that makes you feel good about yourself. _____

Word Box		
negative	inside	impossible
collage	effort	frustrated
suppose	neighbor	responsibility
stupid		



Hector's Story

Draw pictures for a storybook about how helping his neighbor should make Hector feel proud.

<p>1</p> <p>Every house on Hector's street gets a flyer.</p>	<p>2</p> <p>The flyer says their street is going to be re-paved.</p>
<p>3</p> <p>Hector's neighbor is upset. He doesn't understand what the flyer says.</p>	<p>4</p> <p>Hector translates it from English into Spanish.</p>
<p>5</p> <p>Hector's help makes his neighbor feel much better.</p>	<p>6</p> <p>Maya says Hector should be proud of being able to speak two languages and help his neighbor. He is proud!</p>



Things I Can Do

Thinking about the things you can do, and not what you can't do, gives you confidence to accomplish more. In each of the boxes, describe one thing you think you do well.

I can...

I can...

I can...

I can...



Responsible or Not?

In the following situations, put an “**R**” next to those in which the person acts responsibly, and an “**N**” next to those in which the person does not act responsibly. Get together with a partner or small group to discuss your answers.

_____ Luke promised to get himself up every morning and be on time for the school bus. After the first day, his mother had to call him.

_____ Courtney was asked to draw pictures for her group’s science project. She made extra pictures so her group could choose those they liked best.

_____ Sheena is supposed to take out the garbage every night after dinner. Her dad has to remind her every night.

_____ Sam borrowed Timmy’s baseball mitt and promised to return it to him the next day at school. Timmy finds out Sam left the mitt at home.

_____ Caitlin is having trouble doing math problems. To bring up her grade, she decides to ask her teacher for extra help.

_____ Jenna is supposed to keep her room clean. Today she starts off well, but somehow ends up watching television and never gets the job done.

_____ Jake’s neighbor asks him to pick up her mail while she’s away. Jake is very careful to put the mail in a safe place so nothing is lost.

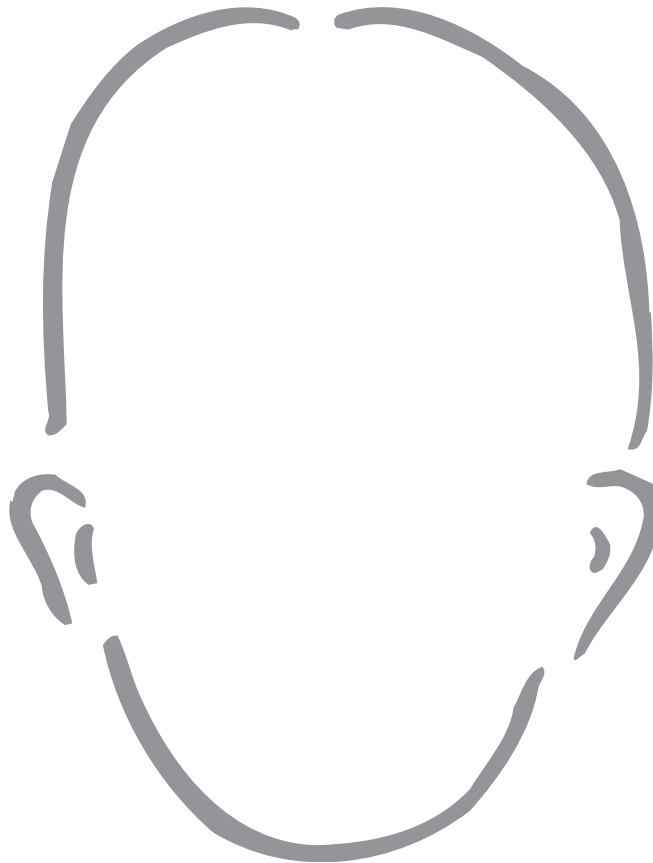


Doing the Responsible Thing

Write your own ending to this sentence:

Living up to your responsibilities is the right thing to do because...

Draw a picture of how Derek feels after he lives up to his responsibilities.





I Can Be Responsible!

Think about the things you can be counted on to do at home and in school without having to be reminded all the time. List them under each heading.

At HOME, I can be counted on to...

In SCHOOL, I can be counted on to...



Fill in the Blanks

Use the words in the Word Box to fill in the blanks and tell the story of why sticking up for her friend Amy is something Erica should be proud of.

inside	funny	hot	swings	hides
playing	idea	shoulder	whispers	decides
outside	mean	explains	confused	chooses
joke	back	everyone	waiting	puzzled
playground		hide-and-peek		find

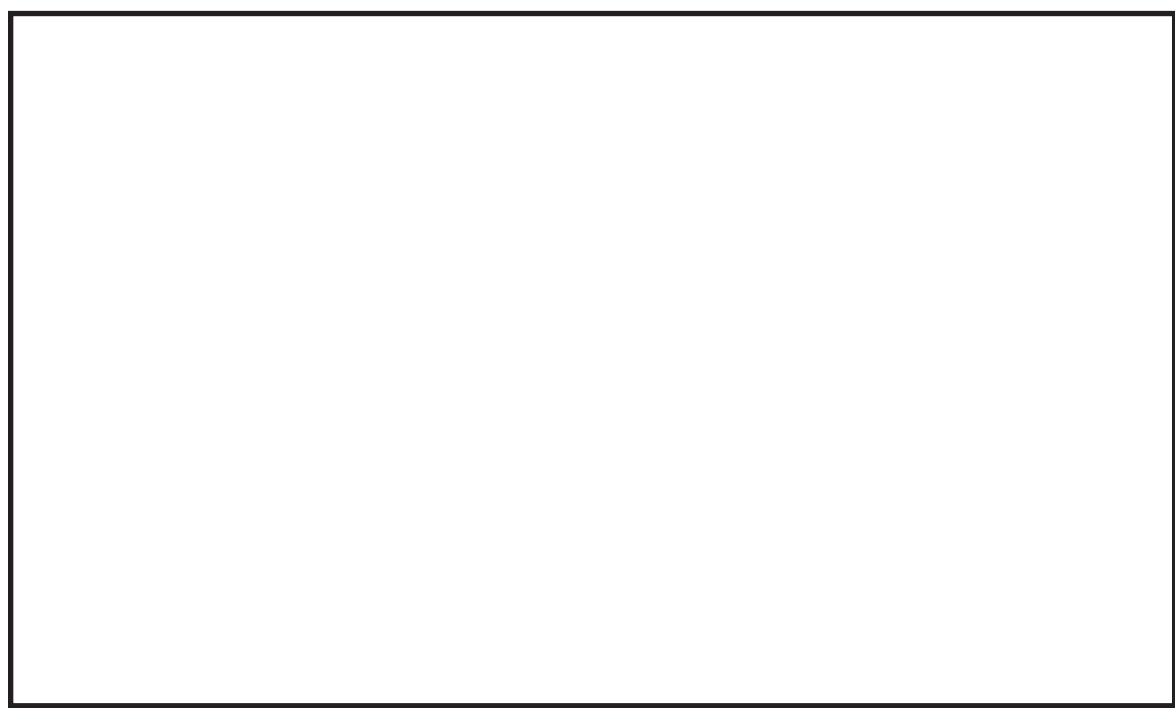
Jessica, Erica, Amy and some other girls are standing together at recess on the school _____. Jessica asks, "Who wants to play _____?" It seems _____ wants to. "Who should be 'it'?" Jessica asks. But without _____ for anyone to reply, she _____ Amy. As soon as Amy _____ her eyes and begins counting, Jessica _____ to the other girls, "Let's go _____ Ms. Muller said we could if it got too _____ out here." But Erica is _____. "What about Amy?" she asks. "She'll be looking for us _____." "That's the _____ part," Jessica says. "She won't be able to _____ us." Erica doesn't like this _____, and says so. "Why not?" Jessica asks. "It's _____." But Erica doesn't think it's funny, and _____ to stick up for Amy. "I think it's _____," she says. Turning her _____ on Jessica, Erica walks over to Amy and taps her _____. "Come on," she says to Amy, "Let's go on the _____." Amy is _____. "I thought we were _____ hide-and-peek," Amy says. "Game's over," _____ Erica gently.



What's Your Story?

Amy and Ryan were frustrated by the jigsaw puzzle, but they didn't give up. They persisted and completed it. Are you a person who sticks to a task and sees it through? Tell your story and its outcome. Then draw a picture of how you felt afterwards.



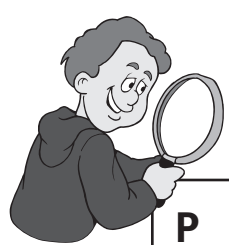




Hidden Words

All the words in the Word Box are hiding in the puzzle below. Circle each word that you find. Words can be found horizontally and vertically.

- | | | | |
|----------------|------------|---------------|-------------|
| responsibility | cooperate | courage | persistence |
| choices | negative | dependability | challenges |
| feeling | posiive | effort | confidence |
| competence | collage | translation | proud |
| achievement | accomplish | self-esteem | kindness |



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

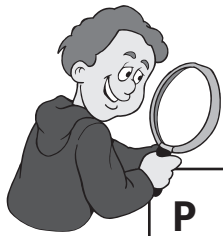


Hidden Words

Answer Key

All the words in the Word Box are hiding in the puzzle below. Circle each word that you find. Words can be found horizontally and vertically.

- | | | | |
|----------------|------------|---------------|-------------|
| responsibility | cooperate | courage | persistence |
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| feeling | posiive | effort | confidence |
| competence | collage | translation | proud |
| achievement | accomplish | self-esteem | kindness |



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

Suggested Reading

Reading for Educators and Parents

Hartley-Brewer, Elizabeth. *Raising Confident Boys: 100 Tips for Parents and Teachers*. Perseus Publishing, 2001. How to help boys through the crises of confidence that mark their formative years.

Hartley-Brewer, Elizabeth. *Raising Confident Girls: 100 Tips for Parents and Teachers*. Fisher Books, 2001. How to help girls through the crises of confidence that mark their formative years.

Leman, Kevin. *Bringing Up Kids Without Tearing Them Down*. Nelson Books, 2001. How to instill children with the a-b-c's of self-worth: acceptance, belonging, confidence.

Taylor, Jim, Ph.D. *Positive Pushing: How to Raise a Successful and Happy Child*. Hyperion, 2002. Defines true success, makes use of insights and strategies to show parents what they can do to motivate their child to excellence and a successful adulthood.

Fiction for Grades 3 to 5

Ada, Alma Flor. *My Name is Maria Isabel*. Simon & Schuster Children's Publishing, 1995. Third-grader Maria Isabel, born in Puerto Rico and now living in the U.S., badly wants to fit into her new school, and gets her opportunity from a teacher's assignment.

Bauer, Marion Dane. *On My Honor*. Bantam Books, 1986. Joel lets his customarily strong sense of responsibility spin out of control, and the result is tragedy. A Newbery Medal Winner. For Grades 5 and up.

DiCamillo, Kate. *Because of Winn-Dixie*. Candlewick Reprint, 2001. Buoyed by the affection given her by newly adopted pooch, ten-year-old Opal gains the courage to ask her preacher-father about the mother who abandoned her. A Newbery Honor Book.

George, Jean Craighead. *My Side of the Mountain*. Penguin Young Reader's Group, 2001. After running away from the city to the solitude and danger of the mountains, Sam Gibley finds a side of himself he never realized.

Gutman, Dan. *Million-Dollar Kick*. Hyperion Books for Children, 2003. In this exciting sports story with a compelling message about individuality and self-confidence, Whisper Nelson must find a way to score a soccer goal and win one million dollars. For Grades 5 and up.

Hoffman, Mary. *Amazing Grace*. Dial, 1991. When Grace's classmates tell her that she can't play the role of Peter Pan because she's a girl and black, her grandmother tells her, "You can be anything you want to be, Grace, if you put your mind to it."

Konigsburg, E. L. *T-Backs, T-Shirts, Coat and Suit*. Atheneum, 1993. Taking her father's advice to "give the unexpected a chance," Chloe learns an invaluable lesson. A possible discussion-starter on the importance of commitment and personal values.

Lovell, Patty. *Stand Tall, Molly Lou Melon*. Putnam Publishing Group Juveniles, 2001. Having learned from her grandmother how to walk proud, smile big and sing loud, Molly Lou knows how to put a bully in his place.

Naylor, Phyllis Reynolds. *Shiloh*. Atheneum, 1991. Marty must decide whether keeping the dog he rescues from a mean man is the responsible thing to do. A Newbery Medal Winner.

Paulsen, Gary. *Brian's Winter*. Random House Children's Books, 1998. Armed only with his hatchet, 13-year-old Brian finds the courage and persistence needed to survive alone in the Canadian wilderness.

Polacco, Patricia. *Thank You, Mr. Falker*. Penguin Books for Young Readers Group, 1998. A very special teacher helps Trisha overcome her reading disability and discover the "sweetness of knowledge" her grandfather revered.

Sachar, Louis. *Holes*. Laurel Leaf, 2001. After Stanley Yelnats chooses Green Lake Camp over jail, he learns it is not a camp, isn't green, and doesn't have a lake, but can and does teach him the true value of friendship and loyalty, and helps him mature.

Spinelli, Jerry. *Loser*. HarperTrophy Reprint Edition, 2003. In this lively but moving story, Donald Zinkoff proceeds from the first to the sixth grade while evolving into a loser, a fact he is oblivious of because he basically likes himself.

Spinelli, Jerry. *Maniac McGee*. Little, Brown, 1999. A super-athletic teenager finds himself with several tasks to perform, some simple, some dangerous.

Voight, Cynthia. *A Solitary Blue*. Aladdin Paperbacks, 2003. Too eager to please because of his fear that he will be abandoned again, Jeff finds the strength to build a sense of security despite having been disappointed by the mother he had hoped would love him.

Nonfiction for Grades 3 to 5

Allen, Jeffrey S., M.Ed. *Ready...Set...RELAX: A Research-Based Program of Relaxation, Learning, and Self-Esteem for Children*. Inner Coaching, 1996. Equips children with tools for overcoming stress while promoting self-esteem.

Kaufman, Gershen, et al. *Stick Up for Yourself: Every Kid's Guide to Personal Power and Positive Self-Esteem*. Free Spirit Publishing, 1999. A self-help guide to making choices, learning about and liking yourself, and solving personal problems.

Mosatche, Harriet, Ph.D. *Girls: What's So Bad About Being Good? How to Have Fun, Survive the Preteen Years, and Remain True to Yourself*. Three Rivers Press, 2001. Help for girls in developing a positive image and maintaining healthy relationships with parents, friends, and boys.

Moser, Adolph J. *Don't Feed the Monster on Tuesday: The Children's Self-Esteem Book*. Landmark Editions, 1991. How to keep from having negative feelings about yourself, and develop and maintain both a healthy self-esteem and a positive attitude.

Internet Resources

<http://ohioline.osu.edu/hyg-fact/5000/5263.html>

For a fact sheet on building children's self-esteem

www.keepkidshealthy.com/parenting_tips/self-esteem.html

Tips on building children's self-esteem

<http://sites.target.com/site/en/kids/page-jsp?contentId=PRDo3-000322>

<http://health.enotes.com/children's-health-encyclopedia/self-esteem>

Related Materials from Sunburst Visual Media

“Should I Speak Up? Building Character”

13-minute program for Grades 3 to 5

“You Can Count on Me! Building Character”

15-minute program for Grades 3 to 5

“I Didn't Do It Because...Excuses, Excuses”

16-minute program for Grades 3 to 5

“I Can Be Responsible! Responsible Me”

pamphlet

Script

Proud to Be Me! Building Self-Esteem

CHRIS

Hi, my name is Chris. I'm the leader of this afterschool group—it's called the Kids' Club. Well, a few weeks ago I was walking around and I couldn't believe what I was hearing.

RYAN

I hate this! I can never do these puzzles!

AMY

Me too. I stink at them.

MAYA

This looks terrible. What's the matter with me?

DEREK

Boy am I stupid! Why can't I figure out the answer?

HECTOR

Ugh! This is impossible.

ERICA

Why can't I do anything right?!

CHRIS

Everyone was so negative. They all had bad things to say about themselves. I was really surprised because, to tell you the truth, these kids are pretty terrific. Sure, they're not perfect—I mean no one is, right? But if you listened to what they had to say, you would think there was nothing good about them. And you know what happens when you keep thinking negative things about yourself? You start to believe them. And that is not a good thing. So, I had an idea that I thought might change the way each kid thought about themselves. Here's what happened.

CHRIS

Hey everybody, let's all get together in a circle. There's something I want to talk to you about.

As you know, in two weeks we are going to have a show for parents and other visitors. And I think I have a great idea for the show. How about if each of you thinks of something about yourself that you like or that you're proud of. It can be anything—something you can do or a special thing you've accomplished. And then I want you to either write a story or a poem, or a song, or draw a picture of you doing that special thing.

ERICA

Suppose we can't think of anything?

CHRIS

That's impossible.

DEREK

Why's that impossible?

CHRIS

Because I know all of you and I know that there's something terrific and special about each one of you—something each one of you can be proud of. And if I can think of it, you can too. If you think the right way of course.

RYAN

What do you mean the right way?

CHRIS

Think positive. Don't think about what you can't do. Think about what you CAN do, and HAVE done. If you need help, just come to me and we'll talk it over. Remember now, the show is in two weeks.

• • •

MOM

Hey what's up?

MAYA

Huh?

MOM

What planet are you on?

MAYA

I was just thinking about something that happened at Kids' Club today.

MOM

What?

MAYA

Well Chris said that we have to do something for the Kid's Club Show. Like a sing a song, or read a poem. It has to be about something that we can do, or something that we did, that we're proud of.

MOM

That sounds like a great idea. So what's the problem?

MAYA

I can't think of *anything*.

MOM

Nothing?

MAYA

Nothing.

MOM

Well, I can think of something.

MAYA

What?

MOM

Let me see. I'll give you two words and then you see if you can figure it out.

MAYA

Mommmmm.

MOM

Grandma and birthday present.

MAYA

That's three words—actually four. But yeah, I think I see what you mean.

MOM

Do you remember how you came up with that idea? How bad you felt at first.

MAYA

Wow, Grandma's party is soon and I still don't have a present for her. What are you going to buy her?

MOM

Well, actually I'm not going to buy her anything. I'm going to make her something.

MAYA

What are you going to make?

MOM

Well not make—bake. I'm going to bake a birthday cake. And then I'm going to bake extra little cakes to give away to all the guests. She'll love it.

MAYA

Wouldn't she rather have something you buy—like a sweater or a necklace?

MOM

Those would be lovely too. But well, things are a little tight now—so I can't really buy anything. But I know that she'll really appreciate what I'm doing. And I know she'll like it, too.

MAYA

Well I really want to buy her something. But I don't have any money and I thought...well, that you'd give me money to buy her a present.

MOM

Sorry Maya, I can't do that.

MAYA

This stinks! What am I going to do?

MOM

You could make her something, too.

MAYA

Like what? I can't bake and I don't want to just give her any dumb old thing.

MOM

Well you think about it. I'm sure you can come up with something special.

MAYA

Mom I know what I can make for Grandma that she'll like.

MOM

No she won't like this...she'll love it! What a wonderful, wonderful idea.

• • •

MAYA

So I asked my grandma if I could borrow the collage and use it for the show and she said okay...but only if she's invited.

CHRIS

Of course she's invited. That's terrific. You really have something to be proud of. Not only did you make a great present for your grandmother, but you made her proud of you too!

How about you Hector? Have you decided what you're going to do at the show?

HECTOR

Yup, I'm going to talk about this.

CHRIS

What's that about? You had something to do with paving the street?

HECTOR

No, it isn't even mine. It belongs to my neighbor, Mr. Rodriguez. Well he's kind of my neighbor, he lives next door with his daughter and her husband.

MR. RODRIGUEZ

Hector, would you come here for a minute please?

HECTOR

Sure, is something wrong Mr. Rodriguez?

MR. RODRIGUEZ

Well yes, I found this paper stuck in the front door this morning. My daughter is away and well, see....my English isn't so good. I can't read a lot and I don't know what this says. Is it important? Is something wrong? I don't think I can call my daughter.

HECTOR

Oh, it's no big deal— it just says that they're going to pave the street next week.

MR. RODRIGUEZ

Pave? What does that mean? Pave? I don't understand.

HECTOR (in Spanish)

It says the road will be paved on Monday. So please don't leave your car in the street.

MR. RODRIGUEZ (in Spanish)

Oh, now I understand. Thank you so much Hector. Thank you. That was very good.

CHRIS

Good job! You really helped him out.

HECTOR

Yeah, he was so happy and it made me feel so good. I was proud of myself, too.

CHRIS

You should be, because you went out of your way to help out a neighbor. That was an act of kindness. Plus there's something else you should feel pretty good about.

HECTOR

What?

CHRIS

Well, you can speak English and Spanish—two languages!

HECTOR

That's no big deal.

CHRIS

Maybe not for you. But it would be for a lot of people.

MAYA

If I could speak two languages I'd think it was really cool.

HECTOR

I never thought about it. But I guess you're right, it is pretty cool.

CHRIS

See that's the thing, a lot of times people just don't realize all the things about themselves that they can be proud of. How you feel about yourself—

how much you value yourself and your achievements—is called “self-esteem.” Self-esteem isn’t something you’re born with. It’s something you develop. And you develop self-esteem by thinking about the good things you do. Like Maya making a collage for her grandmother, and Hector helping out his neighbor. Those are all things to be proud of.

SONG

DEREK

I can’t believe you guys are still working on that.

RYAN

I know.

AMY

I don’t think we’ll ever finish it.

DEREK

What are you going to do for the show?

AMY

I don’t know, I can’t think of anything.

RYAN

Me either. I think this puzzle gets more pieces every day.

AMY

I know, do you think it grows overnight?

RYAN

I hope no one’s feeding it! What are you going to do for the show?

DEREK

I think I’m going to talk about my hat.

AMY

Your hat!?

RYAN

It's a nice hat and all, but that's what you're going to say you're proud of?

DEREK

Not the hat—but how I got it.

AMY

I don't understand.

DEREK

See this isn't the first hat like this I've had. In fact, it's the third...

Hey Dad, look at this. It's just like my old one.

DAD

You mean your old *ones*.

DEREK

Well yeah, can I get another one?

DAD

No. You lost two already, I'm not buying you another one.

DEREK

But I won't lose this one. I promise.

DAD

Derek, when you can show me that you're responsible, that you know how to take care of your things and act responsibly, then....maybe, I'll think about it.

DEREK

What did you mean before when you said, I should act more responsible.

DAD

Well, things like taking care of your belongings, feeding the cat like you're supposed to, cleaning up your room, doing your homework, living up to your responsibilities.

DEREK

I do that stuff—sometimes

DAD

Maybe you do those things when Mom or I ask you to or remind you or after a lot of pestering and arguing. What I'm talking about is being responsible—doing what you're supposed to do, when you're supposed to do it without being asked or pestered.

See, this is what I mean. We decided that it was your responsibility to keep your room tidy, that clothes aren't laying all over the place.

DEREK

I'll do it.

DAD

Being responsible means doing it without having to be told all the time.

DEREK

So if I'm responsible, if I take care of myself...

DAD

If you do what you're expected to do, what you say you'll do...

DEREK

Okay, then I can get a new hat?

DAD

When you convince me that you're being responsible, then yes, you can have a new hat.

DEREK

Okay, it's a deal.

So, I kept my part of the bargain. I did what I said I would and Dad kept his part of the bargain.

RYAN

Cool, so that's why you're proud of your hat.

DEREK

Yeah, cause it says I'm responsible.

CHRIS

Taking responsibility for yourself by doing what you're supposed to do is a very important way to develop self-esteem. Remember, self-esteem is feeling good about yourself, being proud of who you are. And when you live up to your responsibilities and show that you're someone others can count on. It's a great feeling.

AMY

You know what I think would be great?

RYAN

Being able to finish this puzzle.

AMY

You got it!

SONG

CHRIS

How are you two doing?

AMY

Well, we're making progress.

CHRIS

Looks good, you guys certainly are persistent.

RYAN

What does that mean?

CHRIS

It means not giving up, sticking with the job, even when it's hard to do. And you guys sure are doing that.

ERICA

Chris, can I talk to you?

CHRIS

Sure.

ERICA

Remember the other day when you said if we couldn't think of anything for the show we should talk to you.

CHRIS

Sure.

ERICA

Well...I'm here to talk.

CHRIS

Can't think of anything?

ERICA

Nope.

CHRIS

Not one thing you did that you should be proud of?

ERICA

Not really.

CHRIS

Not something nice that you did for someone?

ERICA

No.

CHRIS

Just the other day...

ERICA

Oh you mean what happened with Amy and Jessica at recess?

CHRIS

Yes.

ERICA

That wasn't a big deal.

CHRIS

I wouldn't say that. I'd say doing the right thing and sticking up for your friend was a very big deal—and something to be very proud of!

JESSICA

Who wants to play hide-and-seek? Okay, who should be it? ...Amy you can be it.

AMY

Okay.

JESSICA

Count to 100.

Listen, let's all go back into the classroom. Ms. Muller said we could come back in if it was too hot to stay outside. So let's tell her we want to go back inside.

ERICA

I thought we were playing hide-and-seek?

JESSICA

We are.

ERICA

So let's hide.

JESSICA

That's what we're doing...only we're hiding inside.

ERICA

What about Amy?

JESSICA

What about her?

ERICA

She'll be looking for us outside here.

JESSICA

Yup, and we'll all just disappear. It will be funny.

ERICA

But she'll be looking outside.

JESSICA

That's the joke part, don't you get it? She won't be able to find us. She'll look so stupid. Come on.

ERICA

I'm not doing this!

JESSICA

Why not? It's funny.

ERICA

Well I don't think it's funny. I think it's mean.

Let's go play on the swings.

AMY

I thought we were playing hide-and-seek?

ERICA

Game over.

CHRIS

That was a really good thing to do. To stand up to Jessica and not let her do that to Amy.

ERICA

Amy would have felt so bad if we played a trick on her. I know I wouldn't have liked it.

CHRIS

Well, you should feel very good about yourself. Doing the right thing is something to be very proud of.

ERICA

Thanks. But do you think Amy will feel bad if I tell that story at the show?

CHRIS

Good point. How about if you draw a picture about it, and then you won't have to mention any names. Just say "a friend" and some other kids.

ERICA

I could probably do that.

CHRIS

Standing up for a friend, not going along with what you know is wrong is really something to be proud of. Sometimes it takes courage to do the right thing, but it's always worth it.

Hey, what's going on?

RYAN

Look!

AMY

We did it! I can't believe it!

CHRIS

Well, I guess we know what you guys are proud of. Talk about sticking with it and not giving up. And as far as I can tell, no yelling, no arguing, no fighting! Wow! Persistence and cooperation. Now that's something to be proud of!

Well, we had our show and it was great. Everyone had something to be proud of. Maya showed her collage. Hector talked about how he helped Mr. Rodriguez. He did it in English and Spanish. Derek sang a song about being responsible. He wore his hat, of course. Erica read a poem about helping out a friend. And I guess you know what Ryan and Amy said they were proud of.

The kids learned a lot about self-esteem and why it's important to think about the things you can do—not what you can't do. Because when you concentrate on what you have accomplished, then you have the confidence to accomplish more.

Having good self-esteem doesn't mean going around and bragging about yourself. It's really a feeling you have inside. A feeling that says there are things I can do and things I have achieved that make me feel good about myself. So think about the things you can do, and keep on doing those good things. It's a great feeling!

SONG

THE END