

Self - Esteem

getting
Connected

BUILDING RESILIENT YOUTH | GROWING STRONG COMMUNITIES



An Introduction

Welcome to Getting Connected. Within this resource you will find seven topics, each with a number of learning Units.

Each Unit has the following components:

1. Points to Remember

These are the core teaching outcomes for the work unit. They are designed to be simple so that each child will have the opportunity to internalise the content.

2. Summary

An explanation of the core points for teacher information.

3. Activities

Each work unit will have some form of activities divided into the categories (borrowed from multiple intelligences theory) listed below:

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

Dramatic/Interpersonal

These activities will challenge students to explore a topic through roleplay or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Kinesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge.

There will usually be a follow-up process of de-briefing in order to process the learning activity.

Linguistic/Intrapersonal

These activities will usually be completed individually by students. They will be predominantly work-sheet or journal based activities that encourage the student to reflect and learn.

Topic: **Self Esteem**

Units:

1. You are an Individual
2. Self Esteem and Self Respect
3. Respect in Diversity

Theory Component

Although there are many complex definitions of self esteem, the simplest one is that self esteem satisfaction with one self. Self-esteem begins to develop early in life. Children quickly learn to describe characteristics about themselves, physical attributes, weaknesses and strengths. Contrary to popular belief, people have not one but many perceptions of their selves, encompassing most aspects of life, such as academic ability, attractiveness, romantic appeal and job adequacy.

Self-esteem has two components. The first one is “earned self-esteem” which is associated with the satisfaction people gain through their own accomplishments. It is based on success in meeting the challenges of everyday life and measuring up to standards at home and in school. The second component is “global self-esteem”. This refers to a sense of pride in one self which is not grounded in a particular skill or performance. However, a pitfall of global self-esteem is that it may create an exaggerated and unrealistic sense of power and encourage people to engage in negative behaviours such a bullying and truancy.

Some approaches perceive self-esteem and self-respect and respect to others to be intertwined. When we respect ourselves we consider that our values, emotions and ideals – as well as others’ - are legitimate and worthy of acknowledgement. Respect to others includes showing sensitivity and fair behaviour towards people who are different from us in gender, age, ethnic background, social economic status, intellectual functioning, learning and physical abilities.

The media plays a significant role on the formation of self-esteem and respect. It is often criticized because it glorifies unrealistic beauty as well as behaviours that encourage poor respect to one self and others. Because young people perceive images of glamour, power and beauty to be realistic and attainable, they are more likely to emulate the images depicted in the media.

Self Esteem

Unit 1: You Are An Individual

Learning Focus Points

Each person has value

I am not perfect but some things about me are OK

There is no perfect person, regardless of what the media says

Summary

Having a positive self-esteem means you are comfortable with most of your traits or personal characteristics. For example, you may feel good when you pass a test or win a tennis game.

On the other hand, low self-esteem means you have a poor perception of yourself and of who you are. For example, you may feel your peers dislike you because you are unattractive or you have a learning difficulty.

The media has a powerful impact on how we perceive ourselves. TV shows, music videos and magazines dictate what to wear, how to look and how to behave. The media also encourages us to believe that there are perfect and flawless people and that we should inspire to be like them.

Even though there are some physical features and personality traits we can not change about ourselves, we can value our own personal qualities, as well as those of our peers. We need to acknowledge how poor self-esteem affects our lives and set goals to enhance our perception of self.

You are an Individual Classroom Activities

Visual/Spatial

Activity - Silhouettes

Time: Approx 30 – 40 min

Brief: *Make silhouettes of their friends and then guess who is who*

Materials: Each person will need one A3 piece of paper (black looks great), a texta, and small portion of blu-tack. You will need a powerful torch or an overhead projector for each team.

Divide your class into two teams, who will go to opposite ends of the room. Each team member tapes their piece of paper to the wall at seated head height and sits in a chair in front of it. Another team member directs the torch light on the sitter's profile while a third team member draws around the shadow onto the paper. Seat the 'model' a short distance from the wall.

Take turns until you have a complete set of silhouettes for each team. Write the sitters names on the backs. Don't let the opposing team see these.

When all drawings are complete, bring the two teams together again. Have them sit facing each other. The team leaders will take turns holding up a portrait from their collection. The opposing team may then confer before declaring who they think it is. At this stage just say 'Yes' or 'No' and proceed with the next portrait. You may like to keep score to see if either team gets all the identities correct. At the end they can identify themselves and their identities to each other.

Debrief:

- *How difficult was it to guess each other's profiles?*
- *Which ones looked the most similar to each other?*
- *What would the world be like if our profiles all looked the same?*

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

Self-Esteem

**Dramatic /
Interpersonal**

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Activity - Three-Way-Mirror

Time: Approx 10 – 20 min

Brief: *Write what others think of me*

Give each person a blank piece of paper. Ask them to place the paper horizontally, and draw a mirror with three sections. Encourage them to be creative, but to leave plenty of room in each section to write. Title each section with one of the following: 'Family, Friends, and Teachers'. Then have them write words in each category that they think their families, friends or teachers would use to describe them. Encourage them to think of at least three things in each category. Ask them to circle all the words they agree with.

Then divide the class into pairs and have the partners face each other. Ask each person to share one item they circled from each category and why.

Dramatic/Interpersonal

Activity - Five Minute Quote without Comment

Time: Approx 15 – 20 min

Brief: *Invite students to have a voice about issues that are important to them.*

People need to state publicly what they believe in, if their values are to grow. This process clearly demonstrates that you respect student's ideas. It is just one way of honouring their voice.

Announce to the class: "Today whenever any of you has something you want to say to the class about something important to you about school work or about an outside issue that concerns you - you may. I will give you a five-minute quote without comment. That means that I will let you come up the front and tell us anything you want. Up to five minutes worth. No one will be allowed to interrupt or comment after you have finished. It will be your time to share without fear or argument from the group, or me. The only thing I will stop is foul language or a sexual or racist topic. If that is the case, I will simply say, 'Thank you, please stop.'"

If no one comes up to speak, just have a worksheet ready for them to work on. Do not pressure students or make a big deal whether they do or don't.

Debrief:

- *What was it like for those who came up to speak?*
- *Did you find it interesting or valuable? How?*
- *How often do you get a chance to speak publicly and voice your own opinion?*

6

Activity - If-I-Were-An-Animal

Time: Approx 10 – 20 min

Brief: *Describe yourself as an animal*

The goal of this activity is to talk about our finest qualities and our uniqueness as individuals.

Divide your class into two groups. Have each group sit in a circle. Go around the circle and have each person share what animal is most like them together with the reason why. Have them say, If I were an animal, I'd be a _____, because _____.

Alternatively, after defining which animal they would be, you could have the person on their left guess why they picked that animal. (Stress that this is not a statement simply of an animal they like)...

Debrief:

- *Tell me about some of the animals?*
- *How many of you like the animals that you thought you were like?*
- *It is sometimes easier to like an animal than to like yourself? Why do you think that is?*

Kinaesthetic

Activity - Newspaper Man

Time: Approx 30 – 40 min

Brief: *Dress up in newspaper as a superhero*

The goal of this activity is to create a unique super hero who incorporates some feature from each person in the group who created him/her.

Divide students into groups of 4 – 8. Give each group plenty of newspapers, a couple pair of scissors, at several rolls of sticky tape. Ask each group to choose one person as the 'base model' of a super hero. This is the person they will dress in their super hero costume.

Then tell the group that their task is to create a superhero by dressing the base model with super hero clothes, weapons and accessories. The only requirement is that there must be something on the super hero that represents each person in the group. (ie... one might have a bionic ear because one of the group members is a good listener).

Decide when time is up and ask each team to parade their hero, telling about each unique part of him/her. If you can, video tape or photograph them and review them the next class period!

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Activity - Brave New World

Time: Approx 30 – 40 min

Brief: *Group decision making about who will be left after world disaster*

Here is a simple version of an old and effective activity.
First tell the students this story:

You are all visiting a secret experimental space lab (which has been cleverly disguised as a school). The purpose of this lab is to save people from an end of the world disaster. Unfortunately we aren't ready soon enough because we have just received word that the world is going to self destruct and kill everyone in about 30 minutes. However we believe our experimental facility is ready enough to take five people. This means that these five people will be all that remain to repopulate the earth. You have 30 minutes (or whatever time you have in class) to decide which five from your group will be allowed in.

Divide students into groups of 7 – 10. Tell them that before they start this game, they will get to choose an entire new identity. Give each person a piece of paper and ask them to create a totally make believe character for themselves by deciding on the following:

- *What age will you be? (your gender will stay the same so people don't get confused)*
- *What occupation will you have?*
- *What special skill or hobby do you have?*
- *What is one physical problem or condition that you have?*

When each person has written the information on their paper, the game can begin. Each student will have to convince the group why he/she should be allowed in, and the group vote will stand.

However: Instruct them that there will be two rounds of playing the game to decide who gets in. In the first round (about 10 minutes) only allow characters to give the first two pieces of information (age and occupation). After the first round, make each group vote and bring their decision to you. THEN allow them to give the next pieces of information and argue some more about who gets to be in, before they have to vote for the final time.

Debrief:

- *OK... everybody can get out of character now. Did anyone get emotional or upset in this game? What happened?*
- *Was the decision easy?*
- *Did only the bossy people get in?*
- *Did only the popular people get in?*
- *Did the vote change when you got the second round of information about each other?*
- *What lessons can you learn from this game?*

Linguistic/Intrapersonal

Linguistic / Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Activity - Who Cares?

Time: Approx 10 – 20 min

Brief: *Write about the people who care about you*

This is a personal private writing exercise. Ask each student to take a piece of paper, make two columns and entitle them: People who Care for Me / What kind of things they say about me

Ask your students to write down all the people they can think of who care about them, and then imagine the kinds of things those people would say about them.

Then ask your students to privately note how they are going to convince themselves to believe the nice things that people say about them. Will they:

- 1 Write them in their diary
- 2 Write them on their arm
- 3 Write them on stickers and put them all over the house?
- 4 Put them on audio tape and listen to them whenever they feel down?
- 5 Get someone to make them repeat them back regularly, like learning your spelling?

Brainstorm other ways.

Activity - Personal Peptalk

Time: Approx 10 – 20 min

Brief: *Reflect on things you have done well*

Take your students through the following self-reflective exercise.

Write down some recent successes. Include anything you said or did that needed:

- Courage (eg. walking past an aggressive dog)
- Persistence (learning a difficult Maths equation)
- Common sense (I told a teacher about a bully)
- Thoughtfulness (My mum lied the hot drink I made for her)
- Muscles (I opened a jam lid that was stuck)

Say, "A pep talk is a talk that gives us a boost. Pep talks can really improve performance with sports teams. Create your own 'I-Can-Do-This', 'I-Am-Not-Afraid', 'I-Really-Like-Me' speech to yourself."

Self-Esteem

Activity - Shopping for Positive Feedback

Time: Approx 10 – 20 min

Brief: *Consider compliments received*

Guide the students through writing down answers to the following as you read them out:

- 1 Write down one person who gave you a compliment this week.
- 2 Write down a person you would really like to receive a compliment from.
- 3 Write down three compliments that you've received from others recently or three nice things that people have done for you in the past week (your family, friends, a teacher, a shop assistant..)
- 4 Write down three compliments you programmed into your mind, but forgot to save.
- 5 Write down a criticism that you have put in the rubbish bin (in other words you didn't take on board what they were saying because you didn't believe it to be true.)
- 6 Who did you forget to thank for saying something really nice to you?
- 7 Write down the last thing you did to help someone else without being told or paid to.

Debrief:

- *Did anyone have a difficult time thinking of positive things? What did you think of instead?*
- *Do you remember positive or negative things better?*
- *Does remembering positive things about yourself make you arrogant or 'up yourself'?*
- *How can remembering positive things about yourself make you more valuable to the people around you?*

10

getting
Connected

Self Esteem

Unit 2: Self Esteem and Self Respect

Learning Focus Points

- Self respect is associated with respect to others
- There is a media influence to glorify ourselves
- Self doubt and insecurity can lead to conceit and an image of self importance

Summary

Self respect is associated with respect to others. As we grow older we learn that how peaceful and joyful our life is depends much on whether we respect ourselves and others.

Often we respect others because they treat us with respect and we acknowledge or value their behaviour. We can also disagree with someone's point of view but still appreciate their ideas as having worth or importance which is independent of our perceptions and ideals.

However there are some types of thinking and behaviours that are not generally accepted or valued in our community. Unacceptable ways of interacting with others includes such actions as bullying, inflicting emotional pain in others, vandalising and cruelty to animals. Often people who engage in these types activities have a poor sense of self worth and engage in disruptive behaviour to hide their insecurities.

The media is often responsible for glorifying behaviours that encourage poor respect to oneself (e.g., drug abuse) and to others (e.g., abuse of power and egocentrism).

Self Esteem and Self Respect Classroom Activities

Visual/Spatial

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also include visual puzzles or problem solving activities.

Activity - Cartoon – Decorate a Jerk!

Time: Approx 15 – 25 min

Brief: *Draw a cartoon of a conceited person*

Allow students to be creative and have some fun exploring what it takes to be conceited, 'up yourself', arrogant, proud, self righteous, or any of the other similar descriptions of the attitude that is so unpleasant in a person.

Have students draw a cartoon (or if they don't have that ability, just a stick man will do) and think of as many attributes of a conceited person that they can think of and label them in the cartoon. (For instance, he might carry hair spray to touch himself up; or she might have extra large lips for kissing the mirror every morning...)

Take some of the funnier ones and make OHTs out of them and show them to the class next time.

Debrief:

- *It is interesting that we all hate when a person is conceited, yet it is a trap for all of us. Can you think of any times when you get a little conceited? Do you think arrogant or conceited people want to be that way? What makes them like that?*
- *Is being conceited the same as having good self esteem? What is the difference?*

Activity - Search for True Humility

Time: Approx 10 – 20 min

Brief: *Find a humble celebrity*

Have a classroom discussion on what humility is. Talk about being able to respect others and accept them for who they are. Talk about putting others first and trying to make a difference to the world around you. Talk about giving your life for a greater purpose. Talk about listening and learning instead of only giving your own opinions.

Ask students to go on a search for a celebrity with true humility for the next class period. They are to bring some kind of picture or article or story about that person to indicate humility. Discuss their choices in class.

Dramatic/Interpersonal

Activity - The Green Eyed Dragon

Time: Approx 15 – 30 min

Brief: *Discussion and skits about jealousy*

Jealousy is often called the green eyed dragon. We don't often think about it except in terms of being jealous about a boy or girlfriend. But jealousy is one of the opposite traits of respect. When we have respect for ourselves we can respect others. When we are filled with self doubt, we naturally try to build ourselves up by putting other people down. This is jealousy: the green eyed dragon.

Divide the class into small groups and talk to them about how we tend to put others down when we don't feel too good about ourselves. It is our natural way of trying to get on a level playing field.

Ask students to brainstorm as a class ways that happens in school. (ie... putting people down when they do well at something; criticizing people; being happy when something bad happens to someone; etc...)

Then have each group act out a skit about ways that jealousy is displayed by students sometimes.

Activity - Teaching Respect

Time: Approx 15 – 25 min

Brief: *Role play what respect looks like in the classroom*

People who have positive self esteem have self respect AND it shows in the way they respect others. Ask students to give you their idea about what respect is. Ask students for examples of teachers who show respect for students. (DO NOT ask students to talk about teachers who they feel don't show respect! Stay positive.)

Divide students into groups and ask each group to role play what respect looks like in the classroom (from both students and teachers). If you want some fun, let them first portray what respect doesn't look like – then finish with a positive role model of respect.

Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Self-Esteem

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Kinaesthetic

Activity - Staring Game

Time: Approx 5 – 15 min

Brief: *Staring competition*

Who has the most confidence to maintain eye contact? Divide your class into pairs and see who can outstare the other person.

Talk about how maintaining eye contact with others is an indication of confidence and self-respect.

Debrief:

- *Is being confident different than being conceited or arrogant? Explain how.*
- *When you're conceited, you are putting yourself up and others down. Does confidence do that? What does confidence do?*

Activity - Media Memory

Time: Approx 10 – 20 min

Brief: *Group game focused on the media*

Materials: A Soft ball or other soft tossable object.

Have students sit in a circle. Explain that you're going to play a memory game based on the Media. One person will name a TV show, movie or character played on TV or in a movie. That person will toss the ball to someone else who will name a character, TV program, movie etc of someone who's name begins with the last letter of the one just named. Eg. 'Narnia' could be followed by Amanda Bynes. Continue playing until someone gets stumped. Then you may like to begin again.

Debrief:

- *How much impact does the media have on our lives? How can you tell?*
- *What is the best way to evaluate the messages it gives us?*
- *What are some damaging messages the media bombards us with?*

Linguistic/Intrapersonal

Activity - We All Want a Little Respect

(Worksheet No. 1. See Appendix)

Time: Approx 20 – 30 min

Brief: Worksheet on Respect

This worksheet could be done in pairs or in groups, as well as individually. Go over the introductory paragraph with them and then let them work on ways to show respect.

Activity - Pride and Respect

(Worksheet No. 2. See Appendix)

Time: Approx 20 – 30 min

Brief: Worksheet

Go over the introduction with the students and encourage them to see and appreciate the best in the people around them.

Linguistic / Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Self Esteem

Unit 3: Respect in Diversity

Learning Focus Points

- Everyone is different and valuable simply because we are human
- Our environment (where we come from) affects who we are
- Community is built when we can accept, value and relate to those who are different

Summary

Respecting diversity means mutual respect and consideration as well as an appreciation of people's difference and a realisation that we are all different. In everyday school life, we encounter people of different gender, ethnic background, religions, intellectual functioning, learning and physical abilities.

Respecting diversity at school involves treating others with respect (regardless of their differences), in understanding and showing care and consideration to others, in making the school a safe and secure environment by learning to interact in a safe and cooperative way and in avoiding interfering with the rights of others to learn.

Unfortunately some people do not appreciate the positive characteristics of diversity. Instead they show prejudice. Prejudice means forming a negative opinion about a group based on a stereotype without knowing all the facts. These opinions may be based on race, gender, age, disability, religion, social status and education. Prejudice can lead to hatred and unfair treatment of a person belonging to a particular group.

Respect in Diversity Classroom Activities

Visual/Spatial

Activity - This International Community

(Worksheet No. 3. See Appendix)

Time: Approx 20 – 30 min

Brief: *Map where student family originates*

We don't often think of a school as an international community. We all live in the same state in the same country, right? Yet if you take a look around, you will find that your school – like most other schools in Australia, is an international community.

Discuss the concept of an international community with the students and see how many different nationalities you can find in the heritage of just the students in your classroom.

Hand out the worksheet map and have students mark on the map where the heritage of students from this classroom stems from. Give them each a second map and ask them to work in groups on a project to find people from as many different countries as possible in this school. Either the student or their parents has to have been born in that country.

Have students write the names of the students in the country where they are from and bring them back for a competition in the classroom.

Debrief:

- *What makes one country better than another country? Hitler thought his country was superior to all the rest and the world fought a war to prove him wrong. Do you believe that all nationalities are equal? Comment?*
- *If you have a heritage from a different country, are you proud of that, or do you only want to be known as an Australian? Explain?*
- *If you are Australian, would you be proud to remain an Aussie if you lived in another country? Explain?*
- *Comment on whether you think Australians have a healthy self esteem as a nationality.*

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also include visual puzzles or problem solving activities.

Activity - Imagine Me Different

Time: Approx 30 – 40 min

Brief: *Art work on what you might look like as a different nationality*

Start with this type of class discussion: If you looked different, as in a different nationality, would that change your self esteem? Would you think more or less of yourself if you looked like a completely different nationality?

For an art project, ask students to imagine they are super heroes – and their only power is to be able to 'morph' into a different nationality. They will stay the same gender, but they will be able to look like an obvious different nationality. The task is for them to collect six images of different nationalities that they will look like when they use this super power. They can paste the images on paper, or make them into a cube with a different one on each side.

To finish it off, ask students to pick a name for their super hero and bring the pictures to class.

**Dramatic /
Interpersonal**

Dramatic/Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Activity - What is an Australian?

Time: Approx 15 – 30 min

Brief: *Presentations on what makes you an Australian*

This is an 'argument competition'. Divide students into groups and ask them to define what makes a person an Australian. They need to provide a persuasive argument to prove that their definition of what makes a person truly an Aussie is the best one.

Challenge their thinking: Do you have to be aboriginal? Do you have to have a rebellious spirit like the early convicts? Do you have to have a passport? Do you have to be born here? Do you have to love this country? Do you have to support freedom?

Allow each group to present their argument, and after each one allow the other students to ask questions to challenge their presentation.

Debrief:

- *What have you learned about diversity of Australians? (The variety of people that make up this country)*
- *Is there another country you would rather belong to? Why?*
- *Are Australians 'proud' to be Australian? How could we increase our national self esteem?*
- *How important is it for you to feel like you are a part of a nation?*

Activity - Class Distinction – Sky High

Time: Approx 30 – 40 min

Brief: *Watch the movie and discuss class distinction*

This activity is based on the movie “Sky High”. It is the story of a high school (in the sky) that is only for children of super heroes. In this high school there are significant class distinctions and in the end, the ‘sidekicks’ (or the losers of the school) band together to use their unique abilities to save the school. This movie contains a powerful comment on class distinction in high school.

If you have time, watch the movie in class. If you can’t watch the whole movie with the class, show a few parts that portray the class distinction that often comes with high school life.

Debrief:

- *Class distinction is where people are labelled and put into categories. Is there some class distinction at this school? Are there some groups more popular than others?*
- *If there is, is it based on looks? Grades? Sports? Music? Boy/Girlfriends?*
- *Are there some of you who can sense class distinction but are not sure what it is based on? Explain?*
- *What can we do at our school to make people feel more valued?*
- *What can we do to encourage people to be involved?*
- *What can we do to respect and celebrate the diversity or uniqueness of people in our school?*
- *If you come up with some good ideas, take them to the student council or another avenue that could start a positive process of change.*

Kinaesthetic

Activity - Team Games No. 1 – The Mascot

Time: Approx 30 – 40 min

Brief: *Team challenge to make a mascot out of food*

NOTE: *This activity would be best done in a home economics lab*

Divide the class into small groups of 5 – 8 students. This is a competition between teams, just for the sake of building a team spirit for competition.

First ask each team to come up with a team name that somehow represents the unique individuals in the team. Next, ask each team to come up with a mascot that reflects the unique character and the name of the team.

Give each team a container with the following: toothpicks, pipe cleaners, a couple of sharp knives and...

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Food: potatoes, carrot, lettuce, sweet potato, zucchini, melon, etc... (Any food that is soft enough to be cut up and held together with toothpicks to form a shape.

An idea for getting the food would be to speak to a fruit/vege vendor and ask for leftovers)

The task is for the students to make their mascot out of the food you have provided. Have a judging competition at the end. (And be sure and clean the room immaculately!)

Debrief:

- Explain how your name and mascot reflects you as individuals

Activity - Team Games No. 2 – The Team Chant

Time: Approx 30 – 40 min

Brief: *Team challenges including a chant*

Divide the class into small groups of 5 – 8 students. This is a competition between teams, just for the sake of building a team spirit for competition. You may have already done 'Team Games No. 1. If not, have each team pick a team name that represents the unique members of the team.

For some warm-up competition try a few of these (and give points to teams for each one if you want to get them revved up):

- Who can yell the loudest and stop suddenly
- Who can join hands and spin once around a circle and sit down again the quickest
- Who can line up tallest to shortest the quickest
- Who can be the quietest on command

Now for the challenge:

Give each team time to come up with a team song (or chant). It will have to reflect the name of the team, be loud and in unison. Finish with each team performing their chant!

**Linguistic/
Intrapersonal**

Linguistic/Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Activity - Roots (Worksheet No. 4. See Appendix)

Time: Approx 15 – 30 min

Brief: *Worksheet*

This worksheet encourages students to explore their own personal heritage and note where their unique characteristics come from. You could start the worksheet in class, giving students some help in what it means. They will probably need to go home and work on it with their parents to finish it.

Activity - What is different about me?

Time: Approx 20 – 30 min

Brief: *Students write positive comments about each other*

Give each student a piece of paper. Have them trace their handprint and put their name on the paper. The students will pass the papers around and write a comment on each paper about that student.

Instruct the class that this is an activity of encouragement only. That may be a difficult thing for some students, so be clear about it and walk around the room as students are writing and check to ensure that every single comment is encouraging.

The students should write comments that answer questions such as:

- *What is it about this person that is different and makes him/her a unique person? (it could be a combination of things)*
- *What are the best traits or characteristics this person has?*
- *What do I like about this person?*
- *What does this person add to the class?*

When they are finished, it could be great if you could collect all of the sheets and laminate them for the students to take home and keep.

Self-Esteem

Notes...

22

getting
Connected

Self-Esteem

Appendix



We All Want a Little Respect

Respect happens when you can accept others for who they are without having to put them down or trying to lift yourself up. This means showing respect to the person in a position of authority and responsibility (like your boss, the principal, or your teacher) and also showing respect to the person 'below' you (like a younger student, or a little sister, or a young friend).

But what is the best way to show respect? Consider the following situations and write down some ways that you could show respect in each one.

Situation	Ways to Show Respect
An elderly lady asks you for directions	
You are late to class	
The principal calls you into his/her office	
A grade one student is lost in the school	
Your mother is doing the dishes	
You answer the telephone	
Someone gives you a compliment	
Your teacher corrects your work	
You don't know how to do a maths problem	
Your dad comes to school to pick you up	

This International Community



Roots

Every person is unique and valuable. You have been given a genetic and cultural heritage that makes you different from anyone else who has ever lived on this planet. That means you have been handed down traits (unique characteristics) from generations before you that have helped determine the way you look, how you speak, how you walk and act, what you value, what you good at... in fact, everything that makes you the person you are.

Of course what you do with all that is your own choice and will determine in part what your children are like.

So it is important to value who you are and where you have come from. You may need some help from your family on filling out this worksheet. Try to imagine everything that has been down to you and write it in the table below

	Looks Any physical characteristics – shape, size, ears, nose, hair, etc...	Skills Things you have learned, are good at, or pick up easily. Even things you are interested in, etc...	Attitudes The way you interact with people and things around you. Are you placid? Firey? Motivated? Fun? Etc...	Culture Your style and values. The things you think are important and the things you like. The way you dress, and choose to live, etc...
From my father I Get...				
From my father's mother I get...				
From my grandmother's ancestors I get...				
From my father's father I get...				
From my grandfather's ancestors I get...				
From my mother I get...				
From my mother's mother I get...				
From my grandmother's ancestors I get...				
From my mother's father I get...				
From my grandfather's ancestors I get...				

My name is . **All of what you see on this page makes me who I am.**

Self-Esteem

Notes...

28

getting
Connected