

“Self-Esteem: Being the Real Me” *

Grades 3 - 5

Unger Productions

HOW TO INTRODUCE THIS VIDEO TO YOUR CLASS:

Who knows what the word “potential” means? It means “all the things you can become in your life.” What are some of the things you’ve thought about becoming? (answers) What will help you reach those goals? (answers) This video will help you learn how to reach your goals, and be the best you can be. It’s called “Being the Real Me.”

SUGGESTIONS FOR ACTIVITIES AFTER VIEWING THE VIDEO:

1. Draw a picture of what you “see” yourself doing 20 years from now, when you’re an adult.
2. Play the “Boo - Yea” game in class. Play it everyday!
3. Write a story, or song, or poem about the times when you feel good about yourself.
4. During your morning circle / sharing time, play the “share” game: pass a nerf ball around the circle; whoever is willing to share takes it and tells when they feel good about themselves, then they pass it on.
5. Pair-up students in class to find the answers for the “Observe yourself objectively” and the “Appreciate what you do well” work sheets.
6. Send home one work sheet per day and get help in answering the questions and doing the activities from a family member at home.
7. Make the work sheets a classroom activity.
8. Post the “mini-posters” where students can regularly see them.

THIS STUDY GUIDE CONTAINS:

- ESTEEM CHECK LIST
- VIDEO SYNOPSIS
- VOCABULARY DEFINITIONS
- BIBLIOGRAPHY
- 5 STUDENT WORK SHEETS FOR REPRODUCING
- 4 MINI-POSTERS TO REPRODUCE

*** Being the Real Me ... is acknowledging my natural intelligence, capabilities and potential
... it’s being responsible to myself and caring of others ...
it’s feeling good about who I am and living fully in the world.**

A SELF-ESTEEM CHECKLIST

A Child with HIGH self-esteem:

1. Is proud of his or her accomplishments
2. Can act independently
3. Assumes responsibility
4. Can tolerate frustration
5. Approaches challenges with enthusiasm
6. Feels capable of taking charge of situations in his or her own life
7. Has a good sense of humor
8. Has a sense of purpose
9. Can postpone gratification
10. Seeks help when needed
11. Is confident and resourceful
12. Is active & energetic, and spontaneously expresses his or her feelings
13. Is relaxed and can manage stress

A Child with LOW self-esteem

1. Plays it safe by avoiding situations that require taking risks
2. Feels powerless
3. Becomes easily frustrated
4. Is overly sensitive
5. Constantly needs reassurance
6. Is easily influenced by others
7. Frequently uses the phrase "I don't know" or "I don't care."
8. Is withdrawn
9. Blames others for his or her failures
10. Is isolated, has few friends, is preoccupied
11. Is uncooperative and angry
12. Is uncommunicative
13. Is clingy, dependent
14. Is constantly complaining
15. Has a general negative attitude

**from “Raising Ethical Children,” 1994
Steven Carr Reuben, Ph.D.
(adapted from H. Clemes & R. Bean,
“Self-Esteem: The Key to Your Child’s Well-Being,” 1981)**

VIDEO SYNOPSIS

QUOTATION from psychologist William James:
“The deepest principle in human nature is the craving to be appreciated.”

FEELING GOOD ABOUT YOURSELF (Time in: :52)
Classroom teacher and students in their morning circle.
Program host. Host/writer Ruby Unger introduces the program.

BABIES LEARNING TO WALK.(Time in: 2:08)
Natural instincts are applauded; everyone encourages risks in the attempts to improve.

O.A.S.I.S. (Time in: 2:36) Ruby suggests that we be our own “oasis” of support. Pictures of a real desert oasis are shown. For our purposes, a meaning is given to each letter that spells oasis. These letters are the teaching points of the video.

QUOTATION by actress & activist Whoopi Goldberg: (Time in: 4:26)
“If you’re alone with the knowledge that you are a viable, good human being, regardless of how and where you live, it makes it a lot easier to carry the force with you, to go beyond it.”

O = OBSERVE YOURSELF OBJECTIVELY (Time in: 4:42)
Students write lists at home, in school; alone, with adult help, or with a partner.

A = APPRECIATE WHAT YOU DO WELL (Time in: 5:41)
Students interview each other and make classroom reports.

QUOTATION from an anonymous source: (Time in: 6:21)
“Our dreams and goals are like orchards: the more energy we put into them, the more they bear fruit.”

S = SET A GOAL (Time in: 6:32)
“Goals” are defined. Alanah tells her goal of being a children’s book author.

DREAM STREAM SEQUENCE (Time in: 8:03)

Students breathe to relax, and then use their imaginations & five senses to picture a goal.

STUDENTS TELL THEIR DREAMS (Time in: 9:30)

QUOTATION from singer/actress Cher: (Time in: 10:35)

“If you really want something, you can figure out how to make it happen.”

I = IMPROVE BY GETTING HELP AND THEN PRACTICE! (Time in: 10:44) Students tell what they want to improve and who will help them. They advise us to “practice!”

SUMMARY TO THIS POINT (Time in: 12:33)

The meanings of the first four letters of O.A.S.I.S. are summarized. Self-Talk is the final “s.”

QUOTATION from Frances Hodgson Burnett, author, ‘The Secret Garden.’ (Time in: 12:57)

“You learn things by saying them over and over and thinking about them until they stay in your mind forever.”

S = SELF-TALK OUT LOUD ... OVER & OVER & OVER (Time in: 13:10)

Self-talk can program our brains to succeed. Clear, positive images are needed for best results.

THE THREE SECRETS OF SELF-TALK (Time in: 13:33)

- 1. It’s always an “I” statement.**
- 2. It’s always in the present.**
- 3. It’s always positive.**

Students say, “DELETE!” out loud, when they hear something negative about themselves.

CLASSROOM LESSON IN POSITIVE SELF-TALK (Time in: 14:52)

Arturo chooses a specific self-talk message that will help improve his writing.

POSTING NOTES AT HOME (Time in: 15:48)

Children write & post notes to remind them to regularly say their self-talk messages.

DISCUSSION OF FINDING GOOD IN THE BAD. (Time in: 16:34)

THE BOO / YEA GAME (Time in: 17:03)

This classroom game shows how we can see the positive in what only looks negative.

MISTAKES & REPORT CARDS (Time in: 18:03)

Students tell why it’s OK to make mistakes, and that report cards don’t tell everything about a person.

QUOTATION from athlete Michael Jordan (Time in: 18:34)

“I believe that the ability to achieve starts in your mind.”

OUR ADVICE (Time in:18:42)

Students tell how they visualize their goal, and what they say to themselves to stay motivated. They, and Ruby, offer positive advice to the viewers.

QUOTATION from Marian Wright Edelman, The National Children’s Defense Fund (Time in: 20:30)
“Your life is filled with possibility. Reach high, look forward, and never give up.
The world is waiting for you.”

“WHAT DO YOU WANT TO BE WHEN YOU GROW UP?” (Time in: 20:43)

Students answer. Program ends with a SOCCER GOAL.

BEING THE REAL ME title and **CREDIT ROLL**.

(TRT- 21:27)

VOCABULARY

ACKNOWLEDGE

Dictionary definition: to admit to be real or true; to recognize the existence, truth, or fact of.
How it’s used in the video: notice and pay attention to yourself, and to others.

APPRECIATE

Dictionary: to be grateful or thankful for; to value or regard highly; to be fully conscious of.
How it’s used in the video: recognize and value what you do well

BEING THE REAL ME

Dictionary definition of “being”: conscious, mortal existence; life.
How it’s used in the video: The “real me” has natural intelligence, capabilities and potential.

GOAL

Dictionary: the result or achievement toward which effort is directed; aim; end.

How it's used in the video: something to work toward, in the near and distant future, the doing of which will improve your self-concept.

OBJECTIVELY

Dictionary: not influenced by personal feelings, interpretations, or prejudice; based on facts.

How it's used in the video: looking fairly, honestly at who you are. Work sheet is designed to have students "quantify" objectively, rather than "qualify" by subjectivity.

POTENTIAL

Dictionary: possible, as opposed to actual; capable of being or becoming.

Video: Potential is what you could become someday. We are all born with potential.

SELF-ESTEEM

Dictionary: a realistic respect for or favorable impression of oneself; self-respect.

California Task Force to Promote Self-Esteem: appreciating ones own worth and having the character to be accountable for oneself and to act responsibly toward others. Self-esteem develops in the context of social relationships: self-to-self, self-to-others, self-to-the unknown world.

Video: how we feel about ourselves, which comes from paying attention to / acknowledging our worth as beings, working toward achieving goals, and reaching out to help others.

SPECIFIC

Dictionary: explicit, definite, precise or particular.

Video: one particular thing, a small part of a bigger whole, a detail.

VISUALIZE

Dictionary: to recall or form mental images or pictures.

Video: "dreaming" of a picture of yourself doing something to see if you might want it as a goal.

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Esteem and Personal and Social Responsibility
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(copies available for \$5, plus sales tax: Calif. Dept of Ed., P.O. Box 271, Sacramento,
CA 95812-0271 -- or call: 916-445-1260 to order)

*Be Your Own
O.A.S.I.S.*

Observe yourself objectively

1. Use a tape measure or ruler to measure yourself. Please fill in the blanks.

My height is _____(in.)_____ (cm) My arms are _____(in.)_____ (cm)
My waist is _____(in.)_____ (cm) My feet are _____(in.)_____ (cm)
My chest is _____(in.)_____ (cm) My legs are _____(in.)_____ (cm)

2. Stand in front of a mirror to help you answer the following:

My hair color is _____.
A strand of my hair is _____(in.)_____ (cm) long from the top of my head.
The color of my eyes is _____.
My eyes are _____(in.)_____ (cm) apart.
My nose is _____(in.)_____ (cm) long.
My mouth is _____(in.)_____ (cm) wide.

3. List the family members you live with; include pets.

_____ Total
number: _____

4. List the time you get up in the morning, and when you go to bed at night.

I get up at _____ a.m. I go to bed at _____ p.m.

5. What do you do to help around the house?

My jobs at home are _____

6. Where do you go after school?

After school, I go _____

7. I enjoy myself when _____

8. Today's date is _____. I was born on
_____(mo.)_____(date)_____(yr.)

*Be Your Own
O.A.S.I.S.*

***A**ppreciate what you do well*

Make a list of the things you do well. It could be in your schoolwork, or in sports, drama, art, music, singing, dancing, helping others, getting along with others, etc. List as many things, below, that you can think of. Ask a friend, teacher or parent to help you remember all the things you do well. Be specific (detailed).

I DO WELL IN:

What would you like to improve about yourself? Be specific (detailed). For example, if it's "math," what part of math. If it's "understanding instructions," what part of that: listening? asking for help? Divide the "whole" into smaller parts. That's the way to achieve your goal: "divide and conquer!" Make a list, below, of things you want to improve.

I WANT TO IMPROVE:

*When you know what you do well, AND what you'd like to improve,
you're paying attention to yourself. You're moving forward ... to reach your goals.*

*Be Your Own
O.A.S.I.S.*

Improve by getting help and then practice, practice, practice

Choose one goal you want to achieve this year from the list you wrote on your "Set a goal" work sheet. Can you divide that goal even more? For example, if you want to get better at math, what part of math? If you want to improve at basketball, what part of basketball? ... free throws? using the back board? Choose just one thing to work on and write what it is, below.

I WANT TO IMPROVE:

Now, relax and imagine how you will learn to do it better, how you will improve. Where will you go to get help? Who will you ask? ... a friend? ... a "pro"? ... a family member? ... a teacher? When do you think that person will have time to help you? ... after school? ... during recess? ... after supper? Why do you think they will help you? How many people do you know who could help? List them below.

NAME OF HELPER

WHEN THEY CAN HELP

WHY THEY'LL HELP

What other way can you get help to improve? Answer, below.

I CAN ALSO GET HELP FROM:

*Start small ... get support ... PRACTICE to make it a new, improved habit ...
say what you're doing out loud to help stay focused.*

*Be Your Own
O.A.S.I.S.*

Self-Talk out loud ... Over and Over and Over

Self-talk out loud helps you program your brain to succeed. The more you do it, the faster you'll reach your goal. The brain can't see a picture of "don't," or "won't." The brain needs an action picture.

TAKE THE GOAL YOU CHOSE for this year from the "improving" work sheet. See yourself achieving that goal. Make a statement telling your brain that you've done it. For example, "I make 8 out of 10 baskets in basketball!" Your brain will get your message, and your actions will follow!

USE THE FOLLOWING SECRETS to write your self-talk statement, below.

The 3 Secrets of Self-Talk

1. It's always an "I" statement
2. It's always in the present
3. It's always positive

MY SELF-TALK STATEMENT IS:

When will you say that during the day? (Hint: it works best if it's at a regular time, like when you're walking to school, or brushing your teeth, or going to bed, etc. The more times you can think to say it, the faster it will become a habit.) Write your answer, below.

I SAY MY SELF-TALK WHEN:

*We become what we think we are. Our thoughts become words,
our words become actions, our actions become habits,
our habits become character, our character becomes our destiny.*