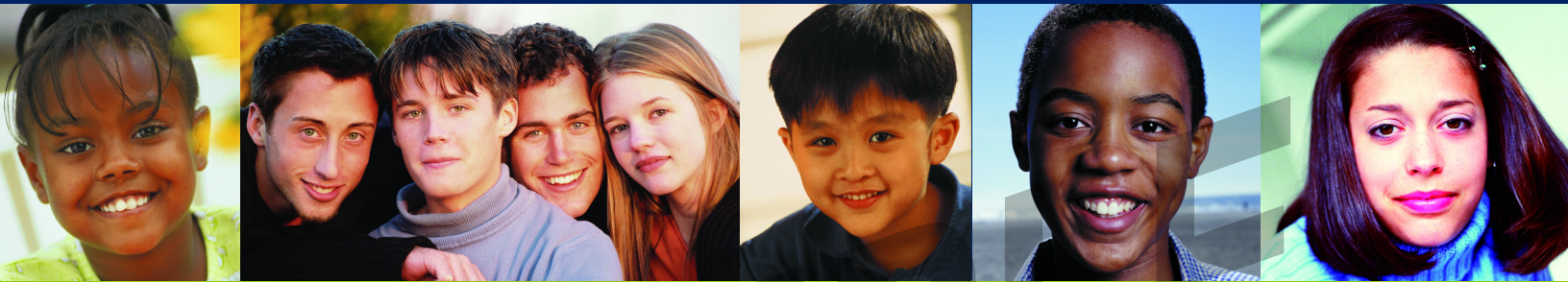


The Myth of Self-Esteem



RESOURCE GUIDE



CONNECT WITH KIDS

- Self-Esteem Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions

Character Traits

All Connect with Kids programs address these 26 character traits:

Caring/Compassion

Civility

Cooperation

Courtesy

Freedom

Helpfulness

Honor

Justice/Fairness

Loyalty

Peace

Respect

Self-Control

Tolerance

Citizenship

Conviction

Courage

Diligence

Generosity

Honesty

Integrity

Kindness

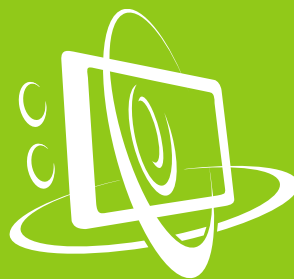
Patience

Perseverance

Responsibility

Togetherness

Trustworthiness



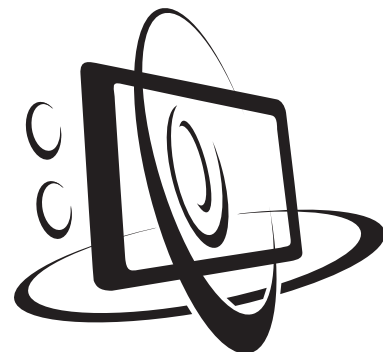
CONNECT WITH KIDS

The Myth of Self-Esteem

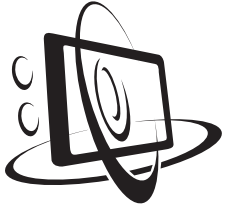
Should every kid on the team get a trophy just for showing up, regardless of effort or performance? Should parents praise children who get mediocre grades? Or, should kids actually have to put forth effort, or accomplish a goal or behavior, before parents and other adults offer praise? Backed by new research, some experts believe the practice of giving kids constant praise and rewards – with no connection to real work or success – can be a serious child-rearing mistake. *The Myth of Self-Esteem* examines how parents praise their children, and offers various ways to approach praise without building false self-esteem.

This resource guide is designed to accompany the video entitled “The Myth of Self-Esteem.” This resource guide includes:

- Self-Esteem Fact Sheets
- Parent Tip Sheets
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions



CONNECT WITH KIDS



CONNECT WITH KIDS

The Myth of Self-Esteem

Self Esteem Fact Sheet

Self-esteem is the collection of beliefs or feelings that we have about ourselves. It is usually based on how we have handled past situations. People who believe they have handled themselves well and have done their best typically have higher self-esteem than those who doubt their decisions and previous actions. According to experts at *Not My Kid, Inc.*, a non-profit organization specializing in youth behavioral health issues, self-esteem also refers to the way children define themselves and their expectations about how others will accept and value them. Therefore, our sense of self influences how we interact with others.

Self-esteem is not only developed internally, it is also influenced by the feedback of others. For example, if a child believes he/she is a good reader and is told he/she is a good reader, he/she will likely look for opportunities to improve his/her reading skills. If, however, he/she believes him/herself to be a poor reader, he/she will likely avoid reading or give up more easily when required to read. This type of behavior will apply to nearly every area of a child's life.

Self-esteem is a lifelong developmental process, but its roots are established in early childhood. Children's senses of identity are developed through their view of acceptance, love, competence and moral virtues. Children play an active role in their self-development, as do parents, friends, siblings, teachers and classmates. Teaching children coping skills and problem-solving techniques reinforces positive self-esteem by enabling them to think strategically and to achieve personal goals.

WHAT YOU NEED TO KNOW ...

Self-esteem fluctuates during different stages of your child's life. And there are specific ways that you can boost your child's self-esteem in each phase. Experts at Not My Kid have developed the following information for early development,

middle years and adolescence.

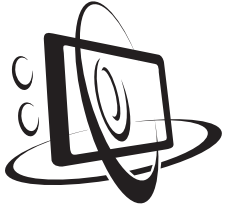
Early Childhood

Children up to the age of two are not aware of how to behave and are used to hearing, "no." At this stage, the parents' goal is to help their child become autonomous, acknowledging that the child is an individual. Although this is often the stage of the "terrible twos," keep in mind that a child's rebellious behavior does not demonstrate disrespect, but rather is an attempt to be separate from parents. Parents can help by adjusting a child's environment to fit his/her growing needs, and by eliminating as many frustrations as possible. For example, child-proofing the home is one way to remove obstacles for the child. Also, allowing adequate time to switch tasks will help your child succeed. Give advance notice for a child to brush teeth, get dressed, leave the house, etc.

Even young children feel a sense of accomplishment when they master a new skill, and they begin to develop a sense of their own capabilities. By ages three to six, children realize they receive attention from others when they accomplish new tasks. At this age, they begin forming ideas about themselves based on other's input, too. That's why parental support is so important. Children have a certain level of mastery for specific tasks, and assigning a child tasks beyond that level can lead to feelings of incompetence. Age-appropriate tasks include using a step stool to reach light switches, hanging up clothes on low-placed hooks and setting the table with plastic dinner dishes. A sense of accomplishment helps develop self-esteem.

Middle Years

The middle years are an extension of early



CONNECT WITH KIDS

The Myth of Self-Esteem

Self Esteem Fact Sheet *(cont.)*

childhood. While children ages six to twelve continue to develop their identity from family reflections, they also are defining themselves based on input from outside the family (friends and classmates). Overall acceptance from peers and mastery of physical and social skills add to a child's growing sense of self. Children ages eight to 10 need an adult role model of the same sex to mirror positive behaviors and provide feedback. If a role model is not readily available, children may seek out a scout leader, television hero or same-sex sibling, but it is important to have a positive adult model to follow.

The middle years are a time when children develop physical, social and academic competence. Parents should become familiar with their child's activities at school and support good homework habits. Encourage your child to interact socially with other children and to join activity groups that interest them. Allow your children to invite friends to your home and make them feel welcome. It is important to give children age-appropriate chores to build skills and responsibility. However, refraining from assigning too many chores can allow your child to spend time with friends and develop skills, nurturing his/her growing sense of self.

Adolescence

During adolescence, children continue to define their identities and are even more influenced by people outside the family. A parent's primary roles start to fade and peers begin to replace parents as the most important reference point in their lives.

Although many parents have negative reactions to the word "teenager," the major developmental task for adolescents is to evaluate who they are and how their bodies

and identities are changing. This is the time in their lives when they establish further independence from the family and try to become their own person. They struggle to understand the meaning of life and with how to interact with the opposite sex. Adolescents begin to define their future – preparing for college or an occupation. How they see and feel about themselves strongly influences their options for the future.

Adolescents desire group acceptance more than they did during their middle years, and often they become more aware of their insecurities. Teenagers are faced with peer pressures, such as conforming to group opinions in order to "fit in." Withstanding peer pressure is easier for adolescents who feel they are adequate and worthy, which demonstrates their level of self-esteem. Parents must remember that rebellion and disrespect is not just a part of adolescence, but a need for independence. Even while parental influence takes a backseat, parents should continue to provide love, support and positive reinforcement for their teenager's sense of self and autonomy.

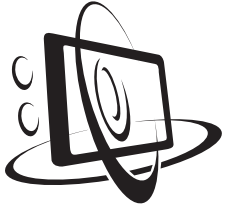
RESOURCES

Not My Kid, Inc.

U.S. Department of Health

American Academy of Family Physicians

American Social Health Association



CONNECT WITH KIDS

The Myth of Self-Esteem

Parent Tip Sheet

WHAT YOU CAN DO ...

The first step in improving your child's self-esteem is to identify whether or not your child has low self-esteem. Experts at the National Association for Self-Esteem (NASE) have compiled a list of signs that may indicate your child may have low self-esteem. Ask if your child identifies with any of these symptoms. If the answer is yes, you can learn steps to improve self-esteem.

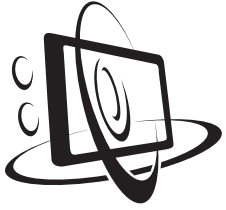
- You think about yourself a lot and analyze why you are the way you are.
- You feel stressed or fearful about challenges or new situations.
- You feel alienated from or opposed to parents and authority figures.
- You do not smile easily. You have a negative, hopeless view of yourself, your family or society.
- You are tired a lot. You feel unwilling or unable to set and achieve goals.
- You keep to yourself. You prefer being alone to meeting new people.
- You have trouble making and keeping friends.
- You avoid looking into people's eyes. You have difficulty with trust, intimacy and affection.
- You don't take risks. You have a tendency to cling or to fake intimacy and affection.
- You create negative situations. In extreme cases, you can be anti-social or violent.
- Things you do that others can't observe include: you talk to yourself negatively; you don't tell the truth or keep your word; you do not forgive yourself or others; you often lack empathy, compassion or remorse.

Raising self-esteem requires changes in behavior, which can occur with intention and practice. Self-esteem is an achievement – a process that empowers, energizes and motivates. It is not something that we're born with, but is the result of our experiences, accomplishments and how we feel about ourselves. Self-esteem is the experience

of being capable of meeting life's challenges and being worthy of happiness.

The best way for parents to help children with low self-esteem is to take action. The NASE has developed a list of things your child can do to help build self-esteem. You can also encourage your child to do these things by first doing them yourself:

- Be on time for everything. This shows respect for others and encourages others to trust you. Those who respect others do not cheat, deceive or steal.
- Be clean. Groom your body and organize your space. Taking care of yourself and your things shows self-respect and worthiness, and promotes self-confidence.
- Say only supportive things to yourself. Stop negative thoughts and think positively about yourself and others.
- Keep your conscience clean. Talk to someone you trust. Confessing begins a healing process.
- Have courage to do the right things and you will build a good reputation.
- Take responsibility for your actions and choices.
- Have realistic expectations. Forgive yourself and others.
- Put your desires in writing. You must know what you want to achieve it. Clarity makes you powerful.
- Be aware and appreciate the good in your daily life. This keeps you in the present and helps you be grateful.
- Share your knowledge with those who wish to know. Contributing and participating can bring joy in your life.
- Do what you love to do; be where you want to be. Tell yourself you deserve to be happy.
- Do what you say you will do, when you say you will do it – whether you feel like it or not. Keep your word and you will be reliable and trustworthy.



CONNECT WITH KIDS

The Myth of Self-Esteem

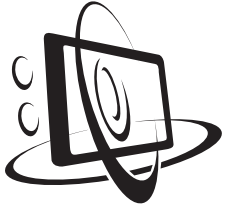
Parent Tip Sheet *(cont.)*

For the Classroom

- Tell the truth in the moment. Don't wait for the "right" time. You are accountable for your choices.
- Be calm and alone for at least 24 minutes daily (one minute for every hour of the day). Pray, meditate or experience nature and you will be peaceful.
- Let children know that you believe in them and expect them to do well.
- Provide activities in which children are likely to succeed.
- When a child misbehaves, separate the misbehavior from the child. For example, say, "I don't like it when you throw toys, but I still like you. I know you will do better tomorrow."

In addition, the National Network for Child Care (NNCC) suggests the following to help build self-esteem in your child:

- Praise your child's successes (even very small ones). Praise for effort and actions, not just for outcomes. However, do not over-praise or give empty praise (i.e. praise for "just showing up" or for mediocre grades). Children recognize the difference.
- Give sincere affection. Let children know that you love them and want them.
- Show interest in your child's activities, projects and problems.
- Tell children what to do instead of what *not* to do. This provides them with clear direction and pulls for their success. For instance, instead of saying, "Don't throw the ball," say "Roll the ball on the floor." Instead of, "Don't squeeze the kitten," say, "Hold the kitten gently."
- Let children know that mistakes are a natural part of growing up. Everyone (including adults) makes mistakes.
- Try to ignore temper tantrums and other negative behavior.
- Show appreciation when children cooperate, help others, say kind things, obey the rules and do other positive things. Reinforce positive actions with appropriate praise.
- Remember that learning new skills takes time and practice. Children do not learn new skills all at once.
- Respond affectionately when children behave well. Tell children what you like about their behavior.
- Also, try some of the following "quick tips" to enhance the self-esteem of children:
 - Notice them
 - Smile at them
 - Listen to them
 - Seek them out
 - Remember their birthday
 - Ask them about themselves
 - Look in their eyes when talking to them
 - Be honest
 - Be yourself
 - Share their excitement
 - Follow them when they lead
 - Send them a postcard
 - Know where they are
 - Delight in their discoveries
 - Discuss their dreams and nightmares
 - Suggest better behavior when they act out
 - Stay with them when they are afraid
 - Take time and concentrate only on them
 - Give them space when they need it
 - Kneel, squat or sit so you are at their level
 - Meet their friends and their friends' parents
 - Encourage win-win situations
 - Give them lots of true compliments
 - Praise more and criticize less
 - Ask for their opinion
 - Applaud their accomplishments
 - Inspire their creativity
 - Become their advocate
 - Include them in conversations
 - Show up at their concerts, games and events



CONNECT WITH KIDS

The Myth of Self-Esteem

Parent Tip Sheet *(cont.)*

For the Classroom

In addition, there are actions that can lower children's self-esteem and harm their views of self-worth. Take care to avoid the following harmful behaviors.

- Expecting too much or too little from children.
- Yelling at or criticizing children, especially in front of other people.
- Criticizing children more often than praising or showing appreciation.
- Calling children clumsy, thoughtless, stupid, lazy, etc.
- Telling children who have made mistakes that they are failures.
- Overprotecting or neglecting children.

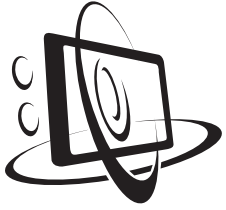
Experts at *Children and Families First* have developed a list of ways to improve self-esteem, designed specifically for teenagers. Have your teen read the following list and encourage them to put this advice into action.

- Remember, self-esteem involves much more than liking your appearance. Don't miss the inner beauty in yourself and others.
- Think about what you're good at and what you enjoy, and build on those abilities. Take pride in new skills you develop and talents you have. Share what you can do with others.
- Exercise! You'll relieve stress and be happier and healthier.
- Try to stop thinking negative thoughts about yourself. When you catch yourself being critical, counter it by saying something positive about yourself.
- Take pride in your opinions and ideas. Don't be afraid to share them.
- Each day, write down three things about yourself that make you happy.
- Set goals. Think about what you'd like to accomplish and then make a plan for how to do it.
- Stick with your plan and keep track of progress.

- Don't be a perfectionist! Are you expecting the impossible? It's good to aim high, but your goals for yourself should be realistic.
- Make a contribution to your community. Tutor a classmate who's having trouble, help clean up your neighborhood or participate in a walk-a-thon for a good cause. There are many ways you can make a difference, which can do wonders to improve self-esteem.
- Have fun! Enjoy spending time with the people you care about and doing the things you love.

When encouraging your child to build self-esteem, don't focus on immediate results. Self-esteem improvements are made throughout a lifetime, not overnight. If you and your child have been working to improve self-esteem, you should begin to notice some of the following, according to the NASE:

- You are generally not thinking about yourself and not over-analyzing yourself.
- You feel good most of the time. When you feel bad, it doesn't last long. You are resilient in the face of diversity.
- You smile a lot.
- You have positive belief systems.
- You have lots of energy. You are able to set and accomplish most of your goals.
- You are friendly. You enjoy meeting and being with others.
- You draw people to you.
- You make long-term friendships.
- You look others in the eye. You are trustworthy and able to be intimate and affectionate.
- You are independent and autonomous.
- You have positive effects. You have behavioral and academic success in school.
- Things others can't observe include: you talk to yourself positively, tell the truth, keep your word and feel grateful to be alive.
- You are able to forgive yourself and others. You are empathetic, compassionate and you have a conscience.



CONNECT WITH KIDS

The Myth of Self-Esteem

Parent Tip Sheet *(cont.)*

For the Classroom

The NNCC lists the following as characteristics of children with high self-esteem. They ...

- Make friends easily.
- Show enthusiasm for new activities.
- Follow age-appropriate rules and are cooperative.
- Control their behavior.
- Play by themselves and with other children.
- Like to be creative and have their own ideas.
- Are happy, fully of energy and talk to others without much encouragement.

Some parents may ask, "Is it possible to have too much self-esteem?" According to the NASE, there's no such thing as having too much true self-esteem, because high self-esteem translates into better health and well-being. However, it is possible for individuals to have an over-inflated sense of self-worth or be over confident. Parents should focus on developing individuals with high self-esteem who are well-grounded in reality and balanced between an equal sense of self-worth and competence.

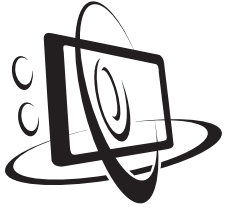
RESOURCES

Parent Education Network

Self-Esteem Learning Foundation

American Family Association

Life Treasures Foundation



CONNECT WITH KIDS

For the
Classroom

The Myth of Self-Esteem

Grades 3-5 Lesson Plan

Did I Deserve It?

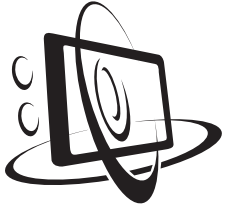
OBJECTIVES

Students will be able to ...

- Identify past accomplishments.
- Determine if past accomplishments were worthy of the praise they received.
- Correlate accomplishments with the appropriate praise.
- Write a friendly letter.

PROCEDURE

1. Begin this activity by asking your students to list things children can do that would be considered a real accomplishment. Record their answers on the board.
2. Ask your students the following questions about praise:
 - Have you ever been praised for doing something?
 - What was the “something” you did? Do you remember who praised you? What did they say or do?
 - Did you ever feel that you didn’t really deserve the praise? Why?
 - Why do you suppose people give praise for small accomplishments?
 - Is there anything wrong with giving a lot of praise for a small accomplishment?
 - What about the accomplishments you just listed? (Point to the accomplishments you wrote on the board.) Do all of these deserve praise?
 - If parents or teachers give a large amount of praise for a small accomplishment, how do you think they would praise a big accomplishment, such as the ones you listed here? (Point to the accomplishments you wrote on the board.)
3. Ask students to make a second list on the board of common words and phrases used to praise accomplishments. Make sure you write examples of small praise and “over-the-top” praise.
4. Distribute the *Did I Deserve It?* worksheet and explain to students that they will list things they have done, either at home or at school, for which they felt they were praised too much, or not enough. For each action, students will write how they think the action should have been praised.
5. When students complete their lists, ask if they would like to share some of their experiences with the class. Make sure to remind students that sometimes what seems like too much praise to one person might be just the right amount for another person, or not enough for a third. We all have different “praise intake” levels.
6. After the class discussion, explain that students will write a draft of a story about a time they felt they received too much praise OR too little praise for an accomplishment. They should be very specific about the task - what they needed to do to be successful and their actual efforts in completing the task. What reward (if any) was given for completing this action? Was it appropriate? What words of praise were offered? Were they appropriate? Do you feel you earned the praise and/or the reward? Why or why not?
7. When students have completed their drafts, they may either bring the draft to you for editing, use a checklist to edit the letter themselves or edit each other’s stories. Have students revise their stories on a clean piece of paper and turn in the revisions.



CONNECT WITH KIDS

The Myth of Self-Esteem

Did I Deserve It?

Name: _____

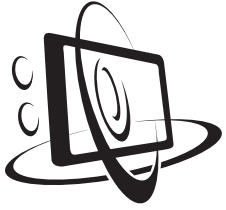
Directions: Answer the questions below to fill in each table. It is very important to remember be honest when answering these questions.

What is something I've accomplished of which I'm really proud?	Why am I proud of this accomplishment?	If my mother, father or teacher knew about this, how would I want him or her to respond?

What is something for which I've been praised?	How was I praised?	Did I deserve this amount of praise? Why or why not?

1. Do you feel there are times when you work hard to reach a goal, but no one seems to notice? _____
2. How does that make you feel? _____
3. Do you feel there are times when you are praised for things you consider to be "no big deal?" _____
4. How does that make you feel? _____
5. Why do you think you are praised for such things? _____
6. Do you think it's good or bad for a person to receive a lot of praise for small achievements? _____
7. Explain your answer. _____

Use the back of this paper to write a draft of a letter to someone who either gives you excessive praise for small accomplishments or not enough praise for major accomplishments. Find a respectful and caring way to share your feelings. Use the questions above as a guide for your letter. When you have completed your draft, edit and revise your letter on a clean piece of paper.



CONNECT WITH KIDS

For the
Classroom

The Myth of Self-Esteem

Grades 6-8 Lesson Plan

What's Your Goal

OBJECTIVES

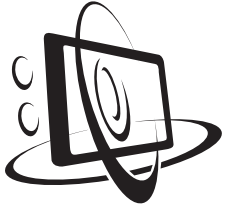
Students will be able to ...

- Set a long-term goal.
- Identify the resources necessary to complete the goal.
- Establish personal milestones to meet the goal.
- Maintain an awareness of proximity to a goal.
- Make a cumulative evaluation of a goal.

PROCEDURE

1. Begin this activity by explaining to your students that sometimes adolescents are praised for things that are really “no big deal.” Many times parents and teachers do this in an effort to raise an adolescent’s self-esteem. The result, however, is that parents and teachers exaggerate the significance of an accomplishment.
2. Ask your students to list things adolescents can do that would be considered a real accomplishment. Record their answers on the board.
3. Ask your students the following questions about praise:
 - Have you ever been praised for doing something?
 - What was the “something” you did? Do you remember who praised you? What did they do or say?
 - Did you ever feel that you didn’t really deserve the praise? Why?
 - Why do you suppose people give praise for small accomplishments?
 - Is there anything wrong with giving a lot of praise for small accomplishments?
 - What about the accomplishments you just listed? (Point to the accomplishments you wrote on the board.) Do all of these deserve praise?
4. Explain to your students that they will set a long-term goal (something they can accomplish in approximately one to two months) of which they can truly be proud. Distribute the **What’s Your Goal** worksheet.
 - If parents or teachers give a large amount of praise for a small accomplishment, how do you think they would praise such a big accomplishment, such as the ones you listed here? (Point to the accomplishments you wrote on the board).
5. Allow time for students to complete the worksheet.

Note: This activity requires students to set long-term goals. You should determine a deadline at least one month from the start date, by which students must accomplish their goals. Some students may select a goal that will take longer. You may either ask them to select a different goal or extend their deadline.
6. Require students to keep a journal of their progress, assigning due dates for their entries. Students should keep track of their specific efforts to meet their goals and be aware of meeting or not meeting the milestones they have set for themselves.
7. On the day of the deadline, ask your students the following questions:
 - Based on the amount of effort you put into accomplishing your goal, do you believe you deserve praise? Why or why not?
 - What did you learn about yourself as a result of your attempts to reach your goal?
 - Do you think you should receive praise every time you accomplish something? Why or why not?



CONNECT WITH KIDS

**For the
Classroom**

The Myth of Self-Esteem

What's Your Goal?

Name: _____ Deadline: _____

Directions: Fill in the blanks below to help set a long-term goal. Your goal should be something you can reach by the deadline above.

List skills you have and would like to improve.

a. _____ c. _____

b. _____ d. _____

List areas you have an interest in learning more about.

a. _____ c. _____

b. _____ d. _____

List activities in which you would like to participate.

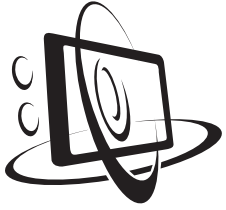
a. _____ c. _____

b. _____ d. _____

Based on your answers above, set a long-term goal. Make it something you feel as if you could accomplish in one or two months. On a separate sheet of paper, write a formal action plan including the following information:

- **Your Goal:** What are you planning to accomplish?
- **Your Resources:** What will you need to accomplish your goal?
- **Your Milestones:** What small events or other achievements will occur while you attempt to reach your goal? (This will help you to know how close to your goal you are).
- **Your Contingency Plan:** What will you do when problems arise?
- **Your Final Evaluation:** How successful were you in reaching your goal? What did you learn about yourself as a result of your attempts to reach your goal?

You may type or handwrite your action plan. Remember, however, that this is a formal writing assignment. Therefore, your final action plan should be free of spelling and grammatical errors.



CONNECT WITH KIDS

For the Classroom

The Myth of Self-Esteem

Grades 9-12 Lesson Plan

Working Toward A Goal

OBJECTIVES

Students will be able to ...

- Set a long-term goal.
- Identify the resources necessary to complete the goal.
- Establish personal milestones to meet the goal.
- Maintain an awareness of proximity to a goal.
- Make a cumulative evaluation of a goal.

PROCEDURE

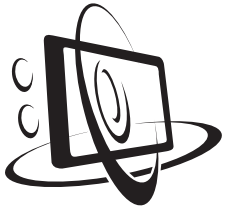
1. Begin this activity by explaining to your students that sometimes teens are praised for things that are really “no big deal.”

Many times parents and teachers do this in an effort to raise a child’s self-esteem. The result, however, is that parents and teachers exaggerate the significance of an accomplishment.

2. Ask your students to list things teens can do that would be considered a real accomplishment. Record their answers on the board.
3. Ask your students the following questions about praise:
 - Have you ever been praised for doing something?
 - What was the “something” you did? Do you remember who praised you? What did they say or do?
 - Did you ever feel that you didn’t really deserve the praise? Why?
 - Why do you suppose people give praise for small things?
 - Is there anything wrong with giving excessive praise for a small accomplishment?
 - What about the accomplishments you just listed? (Point to the accomplishments

you wrote on the board.) Do all of these deserve praise?

- If parents or teachers give a large amount of praise for a small accomplishment, how do you think they would praise a big accomplishment, such as the ones you listed here? (Point to the accomplishments you wrote on the board).
4. Explain to your students that they will set a long-term goal (something they can accomplish in approximately one to two months) of which they can truly be proud. Distribute the **Working Toward A Goal** worksheet.
 5. Allow time for students to complete the worksheet.
Note: This activity requires students to set long-term goals. You should determine a deadline at least one month from the start date, by which students must accomplish their goals. Some students may select a goal that will take longer. You may either ask them to select a different goal, or extend their deadline.
 6. Require students to keep a journal of their progress, assigning due dates for their entries. Students should keep track of their specific efforts to meet their goals and be aware of meeting or not meeting the milestones they set.
 7. On the day of the deadline, ask your students the following questions:
 - Based on the amount of effort you put into accomplishing your goal, do you believe you deserve praise? Why or why not?
 - What did you learn about yourself as a result of your attempts to reach your goal?
 - Do you think you should receive praise every time you accomplish something? Why or why not?



CONNECT WITH KIDS

**For the
Classroom**

The Myth of Self-Esteem

Working Toward A Goal

Name: _____ Deadline: _____

Directions: Fill in the blanks below to help set a long-term goal. Your goal should be something you will be proud of and that you can accomplish by the deadline above.

List skills you would like to improve.

a. _____ c. _____

b. _____ d. _____

List areas you would like to learn more about.

a. _____ c. _____

b. _____ d. _____

List activities in which you would like to participate.

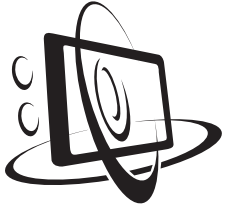
a. _____ c. _____

b. _____ d. _____

Based on your answers above, set a long-term goal, something you feel as if you could accomplish by the deadline above. On a separate sheet of paper, write a formal action plan to achieve this goal, including the following information:

- **Your Goal:** What are you planning to accomplish?
- **Your Resources:** What will you need to accomplish your goal? (i.e. lessons, practice, tools)
- **Your Milestones:** What smaller achievements or events will occur while you attempt to reach your goal? This will help you realize how close you are to your goal along the way. (i.e. a milestone might be achieving a new skill necessary to your goal; or the ability to perform a skill faster or longer than before.)
- **Your Contingency Plan:** What will you do when problems arise or you reach an obstacle?
- **Your Final Evaluation:** How successful were you in reaching your goal? What did you learn about yourself as a result of your attempts to reach your goal?

You may type or handwrite your action plan. Remember, however, that this is a formal writing assignment. Therefore, your final action plan should be free of spelling and grammatical errors.



CONNECT WITH KIDS

The Myth of Self-Esteem

Discussion Questions

Students, educators and families can discuss self-esteem after viewing the show. Use these questions as a guide.

1. Why is healthy self-esteem an important quality for a person to have?
2. How can you help friends or family members who suffer from low self-esteem? What can you do to effectively build their self-esteem?
3. What is the difference between self-esteem and arrogance? What can you do to develop self-esteem without becoming conceited?
4. Do you feel that you have to prove yourself to have a high self-esteem? Is this right or wrong?
5. Is everyone entitled to have healthy self-esteem no matter what they have or haven't accomplished? Why or why not?
6. Is making good choices a contributor to having high self-esteem? Explain. How can self-esteem impact the decisions you make?
7. There are many examples of "popular" kids having low self-esteem. How can you explain that? Is popularity a contributor to high self-esteem? Why or why not?
8. Do you base your self-esteem on your friends, or do you pick your friends because of your self-esteem and theirs? Do you sometimes do a little of both?
9. Axel Munthe, a Swedish physician, psychiatrist and writer, once said, "A man can stand a lot as long as he can stand himself. He can live without hope, without friends, without books, even without music, as long as he can listen to his own thoughts." Do you agree with this statement? Why or why not?
10. Do you believe you are your own worst critic, or do you feel that others are harder on you? What changes, if any, do you need to make to change this? If you don't think you need to change this characteristic, why not?

For more information



CONNECT WITH KIDS

on *Connect with Kids* or *The Myth of Self-Esteem*,

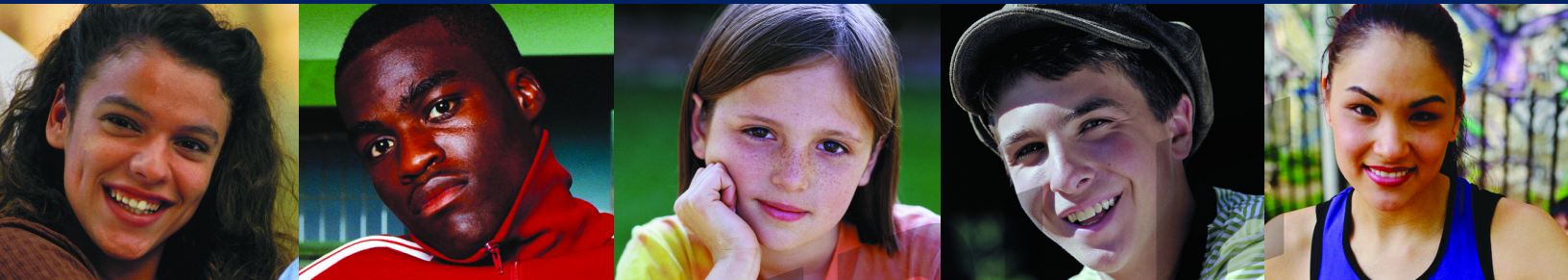
please call (888) 891-6020, ext. 1481 or

email to sales@cwknetwork.com

SAMPLE

self es·teem (self e stēm)

The feeling that you are someone who deserves to be liked, respected and admired; belief in oneself.



The Myth of Self-Esteem

Should every kid on the team get a trophy just for "showing up," regardless of effort or performance? Should parents praise children who get mediocre grades? Or, should kids actually have to put forth effort, or accomplish a goal or behavior, before parents and other adults offer praise? Backed by new research, some experts believe the practice of giving kids constant praise and rewards - with no connection to hard work or success - can be a serious child-rearing mistake. *The Myth of Self-Esteem* examines how parents praise their children, and offers various ways to approach praise without building false self-esteem.

This special program was produced by the acclaimed television and education team at CWK Network, Inc.

