

Level  
A

Module Five | Self Esteem



# Activity One

## Feeling proud of myself

This activity involves the younger students gaining assistance from the older students (buddy) to help complete the task. Students trace around their bodies to produce a life-size drawing of themselves. On the drawing, they record some of the accomplishments they have achieved so far; for example, tying up shoelaces. The activity is to give the younger student a more visual picture of their 'self' to highlight their self-esteem.

## Materials Required

- ✓ Large sheets of paper the length of a student and pens

## Step One

Provide students with extra large sheets of paper that is equivalent to the height of the student. Have the students pick a partner. Ask the first student in the pair to place their piece of paper on the ground and lie down on their back on top of the paper. Have the other student trace around the body outline of the student.

Reciprocate this with the other student so both students have a drawing of their body outline. For younger students who cannot read and write, this activity can be undertaken with their 'buddy'. Some schools adopt a buddy system where students in the top level of primary school are allocated a buddy in prep or grade 1. The buddy can act as the tracer and scribe.

**Step Two**

Ask the students to write their name on the top of the body outline. Next, ask students to write down all the things they can do that they are proud of. Buddies will act as scribes and prompt the younger students for this part of the activity. For example, I can tie my shoelace, I can do up my buckles on my shoes, I can count to ten, I can run really fast, etc. Write all these accomplishments on the body outline. Provide paints or colouring pencils for students to add personal features on the body outlines. If no scribes are available students can draw those things they can do that they are proud of. For example, if they can tie their shoelaces then a drawing of shoelaces on the feet can communicate this.

**Step Three**

Have each student hold up their pieces of paper to show the class and read out the things the students are most proud of.

Level  
A

Module Five | Self Esteem



# Activity Two

## Read aloud

There are many books written especially for this age where children can begin to develop an understanding of self and self-esteem. This activity requires teachers to select appropriate books that focus on the self and related feelings as well as helping students to differentiate between feelings and behaviour.

## Materials Required

- ✓ Suitable reading books - see below

## Step One

Read to the children a pre-selection of books you have chosen, on feelings. For example; 'When I'm feeling Kind' and 'When I'm feeling Angry' by Trace Moroney (2006, Five Mile Press, Victoria). These types of books help students identify their feelings. Moroney's books are easy to read and have easy to understand messages for children with delightful illustrations.

Mooney's books depict a rabbit who explains how the feeling 'feels' and what behaviour is associated with that feeling. These books also inform readers of strategies that can be used to deal with the feeling. Seek assistance from your librarian in locating these books or similar books.



## Step Two

After reading the story to students, ask the students to brainstorm all the feelings they can think of. Write these on the board and/or draw faces on the board that depict the feeling. This is a task in itself as this age level can have difficulty in differentiating between behaviour and feeling. So, clarifying feelings can help to differentiate them from behaviours that can be a consequence or response to the feeling.