

Grade 2: Self-Esteem

Lesson 7: Self-Esteem: Saying Yes to My Health

Objectives:

- ✓ Students will identify things to think about when making choices.
- ✓ Students will relate healthy choices to their life and wellbeing

Materials:

- 3 x 5 cards
- Colored building blocks
- Double stick tape or plastic adhesive (removable)

Activity Summary:

In this lesson, students will explore helpful questions in making choices, and how making good choices affects them.

Background information for the teacher:

Not necessary for this grade level information.

Vocabulary:

Choice – picking one thing instead of another

Good character – positive ways we act and talk EVEN when no one is looking

Encourage – words and actions that help myself or another person

Risky – something that may be unsafe or harmful

Engage:

1. Put a small clear class jar of candy on the desk so all the students can see. Ask: ***“What do you want to do?”*** (*Eat the candy.*)

2. Engage students in the following dialogue:

Q: ***“Do we have a SCHOOL RULE about candy?”***

A: (*No candy except on special occasions.*)

Q: ***“What would you do if the candy sat here all day and I said you couldn’t eat it because of the school rule? What are your options?”***

A: (*Eat the candy; not eat the candy.*)

Q: ***“So you are saying we have TWO choices. Do we ALWAYS have choices? What would happen if I caught you eating the candy after I had specifically told you not to?”***

A: (*Could get in trouble and have to go to the principal’s office.*)

Q: ***“Why was the choice of whether or not to eat the candy difficult?”*** (Because I really like candy, and there’s the possibility I might not get caught and no one would ever know.)

3. Write two lists on the board: **Why I SHOULD Eat the Candy**
Why I SHOULDN’T Eat the Candy
4. Have the students list all the reasons they can think of.
5. Repeat this activity for all of the topics listed below (Be Healthy, Be Safe, and Shows Good Character.) *Examples:*

- **Be Healthy by Playing a Game Outside OR Watching Television**
- **Be Safe by Wearing a Bicycle Helmet OR NOT Wearing a Bicycle Helmet**
- **Exhibit Good Character by Asking the New Student to Play with You OR Ignoring the New Student**

6. As a large group discuss each example, listing the pros and cons of each decision. Through discussion and questions LABEL each group with the overall topics of **“Be Healthy, Be Safe, and Shows Good Character”**.

7. Reinforce this message by saying:

“Sometimes making choices can be hard. It is important for each of us to make good choices for ourselves. Good choices help us to Be Healthy, Be Safe, and Show Good Character.”

Explore:

1. Have the entire class brainstorm situations where they have to make **choices**. Encourage them to think of situations involving **Exercise, Hygiene, Nutrition, and Self Esteem**.
2. Give each student a 3 x 5 card. Have each student describe a situation on one card.
3. Place all the cards in a basket and set aside. (They will be used later in the Extend activity.)
4. Organize students in groups of five, giving the groups a handout (**See Figure 1**). Have each group of five come up with **one question** that requires making a choice and list the reasons WHY you might answer “yes” or “no.” (See example below.)
5. You may also have **Figure 1** copied onto an overhead projector film. Each group will need to think of one question that involves making a choice and list “Why” reasons. Next, groups will take turns putting their question on the overhead question, addressing their question to the larger group and having each student respond “yes” or “no.” Each student will also vote for one “why” or “why not” reason.
6. After each group has had the opportunity to ask the entire class their question, have students again break into their original small groups and graph the responses to their questions. Two graphs will be needed: the first to show the number of “yes” and “no” votes, and the second to indicate how many students chose each “why” option.
7. Students can either be required to graph the information as a group or individually. You may also require each group to present their graphed information to the entire class, including the responses to their questions. NOTE: If you opt to have the students do presentations assign **roles** within each group:
 - 1) Designer for graph #1
 - 2) Designer for graph #2
 - 3) Question writer
 - 4) Reporter
 - 5) Supply Manager
8. As an example, go through one question together as a group (see example on next page):

<p>Question: Are you going to brush your teeth tonight?</p> <p>Yes _____ No _____</p>		
<p>Why?</p> <p>___ Because my Dentist wants me to.</p> <p>___ Because my Parents want me to.</p> <p>___ Because I like having clean teeth.</p> <p>___ Because it's FUN to brush!</p>	<p><u>Group Tally:</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Class Tally:</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Why Not?</p> <p>___ I only brush in the morning.</p> <p>___ I don't like to brush my teeth.</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>Questions to Answer Together as a Group:</p> <ol style="list-style-type: none"> 1. Will my choice harm others? 2. Am I breaking a rule or a law? 3. Do I like doing this? 4. Is this healthy for me? 5. Will this hurt me? 		

Explain:

With the Explore activity, help students understand there are **many things to think about when we have to make a choice**. Some of these things are more important than others.

1. Ask: ***“How do we know what is important when we are trying to make good choices for ourselves?”*** (We can ask ourselves

questions to help us figure it out: “Is it healthy?” and “Is it risky?” are two good questions to ask.)

2. Ask: **“What are some other questions we can ask to help ourselves make good decisions?”** (Will my choice to be harmful to someone else? Am I breaking a rule or a law? Does my choice demonstrate good character?)
3. **“Sometimes we have to think about a situation for awhile before we decide what the best choice is. It’s OK to think about it. It’s OK to ask for help, too. Sometimes it helps to talk about the situation with an older person before we decide. Think about a GOOD CHOICE you’ve made because it was healthy for you, even though it was difficult to do.”** (Possible answers: Deciding to wear a safety helmet, eating fruit as a snack instead of a cookie, wearing glasses or braces, doing homework before watching television, etc.)
4. Encourage students to give a variety of answers, including a few relating to things that affect their appearance. (Choose several of these situations to work with in the next part.) Write on the board: **“Saying YES”** and **“Saying NO.”**
5. Comment on one of the situations, telling the students that sometimes when we make a choice there are TWO parts to it. We may say “yes” to some things and “no” to others. Knowing what we are saying “yes” and “no” to can help us make good choices. For example, if you wear braces, you are saying “Yes” to healthy teeth. You are also saying “No” to unhealthy teeth. You are saying “Yes” to a wonderful smile for the rest of your life.
6. Reinforce this idea by saying, **“When we make healthy choices we say “Yes” to ourselves. We can feel good about ourselves for making good choices even when they are hard to make.”**
7. Ask: **“What are some POSITIVE things about wearing braces?”** (Possible answer: I like myself for making a good choice to wear braces. I like choosing to have healthy teeth. I’m saying “Yes” to healthy teeth.)
8. Using the rest of the situations, ask the students to think about what they are saying “Yes” and “No” to when they make good choices. Write the answers on the board under the appropriate column. Ask the students to think about how they can use this information to feel good for making good choices.

Extend:

1. Organize the students into teams of three or four.
2. Give each team a set of color blocks and adhesive or double stick tape. Each group should have enough blocks and adhesive to make a “healthy kid”: (two blocks for feet, two for legs, one for torso, one for shoulders, two for arms, and one for head.)
3. Pull one situation card from the basket. (Cards were created at the beginning of the Explore section.) Taking one team at a time, explain the “situation” to the team members. The team will then discuss the possible choices and make a decision. Finally the team will reveal their choice to the class, along with what they are saying “yes” and “no” to, and what is important to consider in making that choice. If the class agrees that the team has made a good choice, the team gets to start building their “healthy kid” by putting the two “feet” in place.
4. Continue as a round robin, pulling cards and having each team share their choice. Each group of students goes in turn and works with six different situations. Each time a team successfully completes their turn they can add another part of the “kid” (feet first, then the legs, the torso, shoulders, arms and head.)

Evaluate: “Choices Chart” (See Figure 2)

Have the students create a Choices Chart, on which students will list **two health choices** they are making for **each** category. For each choice, have them include what they are saying “yes” and “no” to, as well as how that choice affects them in the appropriate column. (Note: Examples are given in the chart layout below.)

What are four questions to ask myself?	1.	2.	3.	4.
Category	Health Choice	I Say Yes to . . .	I Say No to . . .	How does this healthy choice affect me?
Hygiene	1. <i>Brush my teeth 2x daily</i> 2.	1. <i>Healthy teeth</i>	1. <i>Cavities</i>	<i>I will have healthy teeth and gums for the rest of my life.</i>
Exercise	1. <i>Jump rope 3x a week</i> 2.	1. <i>Stronger heart</i>	1. <i>Watching television</i>	<i>I will increase stamina and endurance.</i>

Nutrition	1. Eat carrots as snacks 2.	1. Healthy food	1. Eating too much sugar	I will keep a healthy weight
Self Esteem	1. Glad I have braces 2.	1. Making my teeth straight	1. Feeling bad because I have to wear braces	I will like my smile.

Additional Web Resources:

www.boostkids.com – Features helpful information for parents

www.cyberparent.com - “ “ “ “ “

www.nncc.org – Website for the National Network for Child Care

kidshealth.org - Information and resources for parents

Missouri Standards:

Functions and Interrelationships of Systems

B. Social Systems

What All Students Should Know:

- 2. Family, friends, and peers can have a positive or negative influence on their well-being.

What All Students Should Be Able To Do:

- a. describe characteristics needed to be a responsible friend and family member

I. Health Maintenance and Enhancement

D. Life Management Skills

What All Students Should Know:

- 1. Basic life management includes skills in decision making, problem solving, goal setting, refusal and stress management.

What All Students Should Be Able To Do:

- c. Apply basic conflict resolution strategies to solve or prevent problems

Figure 1:

Group Names: _____

Question: _____

Yes _____ No _____

Total Yes _____ Total No _____

Why?	Tally	Total
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Questions to answer when making this choice...

1. Will my choice harm others?
Yes No

2. Am I breaking a rule or law?
Yes No

3. Do I like doing it?
Yes No

4. Is this healthy for me?
Yes No

5. Will this hurt me?
Yes No

Figure 2:

Choices Chart – Evaluation

Name: _____

What are 4 questions to ask myself?	1.	2.	3.	4.
Category	Health Choice	I Say Yes to . . .	I Say No to . . .	How does this healthy choice affect me?
Hygiene	1. 2.	1.	1.	1.
Exercise	1. 2.	1.	1.	1.
Nutrition	1. 2.	1.	1.	1.
Self Esteem	1. 2.	1.	1.	1.