



QUAGLIA INSTITUTE

STUDENT GUIDE TO SELF-WORTH

This guide is designed for early secondary students

Self-Worth flourishes when students know they are valued members of the school community, have people in their lives they can trust and learn from, believe they have the ability to achieve, and know their efforts and hard work are recognised and celebrated in a variety of ways—academically, personally, and socially.

PART 1. REFLECT: Who am I? Part 1 is designed to help you think about your current actions and ideas. Be honest and truly examine who you are.

PART 2. BUILD: Who do I want to be? Part 2 challenges you to think about how to foster your own aspirations. You can reach your highest potential and be whoever you want to be.

PART 3. GROW: Who am I becoming? Part 3 asks you not only to dream about your future, but also to take action now to make your future dreams come true by using the 8 Conditions as a goal-setting guide.

Students can choose to work on this guide on their own, or with a teacher's guidance.

SCORE YOURSELF ON THE FOLLOWING STATEMENTS RELATED TO BELONGING, HEROES, AND SENSE OF ACCOMPLISHMENT.

SECTION I

Score yourself for each of the following statements using the scale below:

Always **4** | Most of the time **3** | Sometimes **2** | Seldom **1** | Never **0**

1. I am comfortable being myself at school. _____
2. I have friends at school. _____
3. I interact with all different types of students. _____
4. I don't rush to judge other students' actions. _____
5. I accept students who are different from me. _____
6. I share my ideas and opinions in class. _____
7. I make sure my teachers know me as an individual. _____
8. I do not bully other students at school. _____

Total Score _____

SECTION II

Score yourself for each of the following statements using the scale below:

Always **4** | Most of the time **3** | Sometimes **2** | Seldom **1** | Never **0**

1. I positively interact with students in different grades. _____
2. I know I can be a positive role model for others. _____
3. I avoid gossip and negative talk about others. _____
4. I know many students would call me their friend. _____
5. I show respect to adults at school. _____
6. I am willing to do group work with many different students. _____
7. I am comfortable sitting with different students during lunch. _____
8. I have a positive influence on my friends. _____

Total Score _____

SECTION III

Score yourself for each of the following statements using the scale below:

Always **4** | Most of the time **3** | Sometimes **2** | Seldom **1** | Never **0**

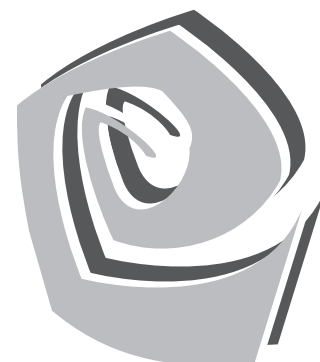
1. I put forth effort even if a task is not graded. _____
 2. I am willing to redo tasks to improve my work. _____
 3. I put forth effort to be a good citizen. _____
 4. I try my best during group work and tasks. _____
 5. I am proud of my accomplishments. _____
 6. I seek help when I struggle academically. _____
 7. I participate in class discussions. _____
 8. I try my best on projects and tests. _____
- Total Score** _____

SELF-SCORING INVENTORY INTERPRETATIVE CHART

TRANSFER THE TOTAL SCORES FROM ABOVE TO THE GRID BELOW.

SECTION	SCORE	8 CONDITIONS THAT MAKE A DIFFERENCE®
I		BELONGING
II		HEROES
III		SENSE OF ACCOMPLISHMENT

Choose one of your highest scores and one of your lowest scores.
With a partner, discuss why you rated yourself this way.



BELONGING



WHAT DO WE MEAN BY BELONGING?

Belonging is about being a valued member of your school and community while still maintaining your individuality. Your uniqueness and individuality is what makes you a special and important part of the school. It is important for you to feel a sense of Belonging in order to be truly who you are and who you want to be.

Understanding Belonging

RESPOND TO THE QUESTIONS BELOW:

What does it **feel** like to be different? _____

How do you **see** students expressing their individuality at school? _____

Why do you **think** some students exclude others who are different? _____

What can you **do** today to be more accepting of other students? _____

What can you do to **develop** the condition of Belonging for yourself?

WHAT DOES BELONGING FEEL LIKE?

Think about a day at school. Would you be able to say these statements?

I am excited to see my friends at school.

I am not intimidated in the hallways.

I have friends to sit with during lunch.

I feel physically and emotionally safe on my way to school.

I know my ideas and opinions are valued.

I am proud of my school.

I make sure students and adults know my name.

I am involved in school clubs and organisations.

I know it is okay to be different.

I think it is important to be myself at school.

After reading the above statements, think about whether the condition of Belonging exists for you.

BUILDING BELONGING

What three ideas do you have to better support Belonging for yourself at school?

- 1) _____
- 2) _____
- 3) _____

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

“The best thing about my school is that other students like me for who I am.”

— Kyle 8th grade



PEER CONVERSATIONS

Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- It is okay to be different.
- Some students choose not to fit in at school.
- It is better to be your own person, rather than be like everyone else.
- Bullying is something that happens; it is no big deal.
- Most students like school.
- There is no peer pressure at our school.
- I am proud of my school.

BELONGING ACTIVITY

steps to understanding me

Think about all your traits that make you unique and wonderful. Fill in the blanks with your answers.

Three things I want everyone to know about me are:

One of my dreams is:

I like to learn about:

I am proud of myself because:

My greatest strength is:

I am unique because:

Speak Out!

Share what makes you unique with your teachers.
Be proud of who you are.



HEROES



WHAT DO WE MEAN BY HEROES?

Heroes are real people who help you in real ways every day. They are people who care about you as an individual and help guide you through school and life. This condition is about respecting others and others respecting you. It is important for everyone to have Heroes they can depend on during good and bad times. You are a Hero, too. You can be a Hero to your friends, family and other students. The actions and words you choose help decide what type of Hero you are to the people around you.

Understanding Heroes

RESPOND TO THE QUESTIONS BELOW:

What does it **feel** like to be a Hero? _____

How do you **see** students being Heroes at your school? _____

Why do you **think** it is important for students to respect each other? _____

What can you **do** today to be a Hero to someone at school? _____

What can you do to **develop** the condition of Heroes for yourself? _____

WHAT DOES IT FEEL LIKE TO HAVE HEROES?

Think about a day at school. Would you be able to say these statements?

I have adults in my life who believe in my potential.

I feel that my ideas are respected and acknowledged.

I have someone I can talk to about important issues.

I have friends who want what is best for me.

I have supportive and positive friends in my life.

I feel cared about at school.

I feel valued as a person at school.

I know where to go if I need help.

I know I can be a role model to students at school.

I have people in my life who know my hopes and dreams.

After reading the above statements, think about whether the condition of Heroes exists for you.

BUILDING HEROES

What three ideas do you have to better support Heroes for yourself at school?

- 1) _____
- 2) _____
- 3) _____

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

“Emily is my hero...she knows everything.”



PEER CONVERSATIONS

Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- Respect is something you must earn.
- Students need to respect each other.
- It is hard to trust adults and teachers.
- I can't change the way other students act or behave.
- Real heroes are very popular.
- It is important to be a role model for younger students.
- I can't respect someone who does not respect me.

HEROES ACTIVITY

Everyday Heroes

Think about all the heroes in your life who help you everyday. They might include an adult who supports you, a relative who cares about you, and a sister who always listens. Keep in mind that support comes in many forms.

List five **people who support you** and the type of support they provide

Person

Type of support

What do these people have in common?



Speak Out!

Think of several different ways you can show people you appreciate their support and guidance. Speak out and give them thanks!

SENSE OF ACCOMPLISHMENT

.....

WHAT DO WE MEAN BY SENSE OF ACCOMPLISHMENT?

Sense of Accomplishment is about recognizing and celebrating the importance of effort, perseverance, and citizenship as signs of your success. This condition is about trying repeatedly and facing challenges rather than giving up. Sense of Accomplishment is about all your talents and skills rather than just skills that are measured by tests and grades.



Understanding Sense of Accomplishment

RESPOND TO THE QUESTIONS BELOW:

What does it feel like to persevere? _____

How do you see students putting forth effort at school? _____

Why do you think it is important for students to be good citizens? _____

What can you do today to be a better citizen at school or in your community? _____

What can you do to develop the condition of Sense of Accomplishment for yourself? _____

WHAT DOES SENSE OF ACCOMPLISHMENT FEEL LIKE?

Think about a day at school. Would you be able to say these statements?

I am recognised for a variety of things I do.

I redo my tasks to improve my work.

I have adults in my life who help me persevere during difficult times.

I try to do my best at school.

I know that a good education means more than just good grades.

I participate in community service activities.

I ask for feedback on tasks and tests.

I think being a good citizen is as important as being a good athlete or scholar.

I know my effort and hard work are appreciated.

I put forth effort to complete homework tasks on time.

After reading the above statements, think about whether the condition of Sense of Accomplishment exists for you.

BUILDING SENSE OF ACCOMPLISHMENT

What three ideas do you have to better support Sense of Accomplishment for yourself at school?

- 1) _____
- 2) _____
- 3) _____

Choose one of your ideas and create a plan to make it happen.

My plan for action is _____

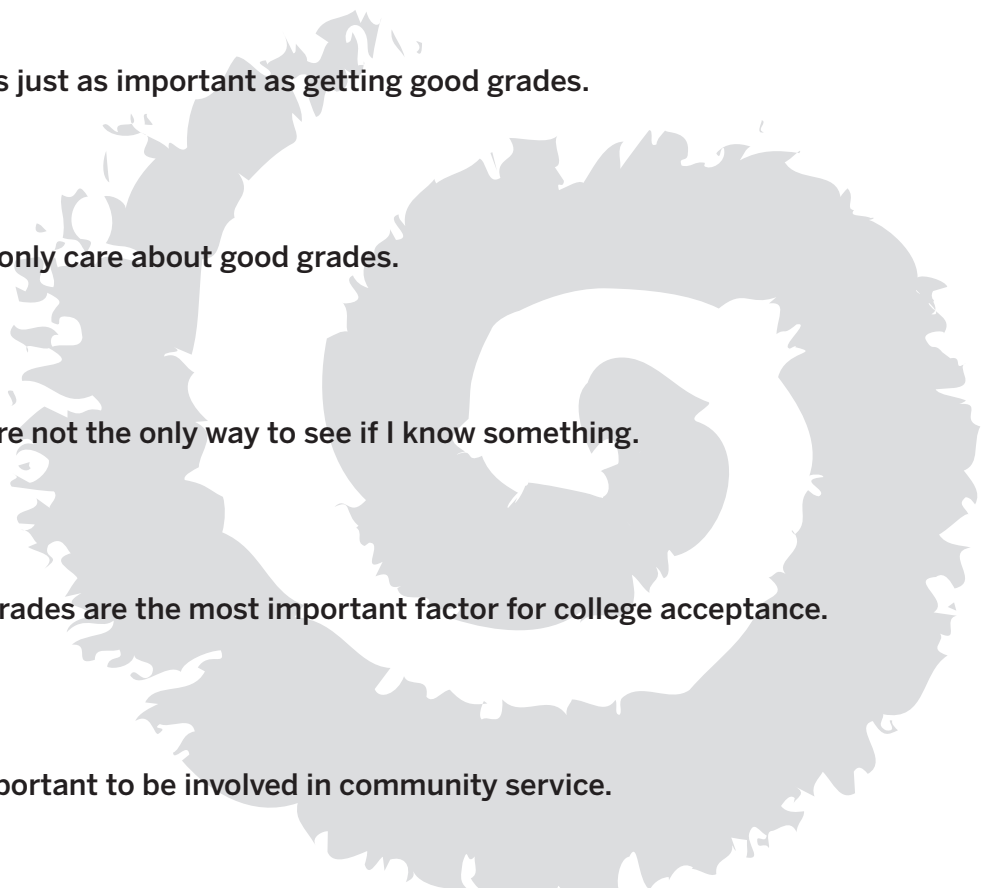
“I try my best just to prove to myself that I can do it.”

— Melanie 6th grade



PEER CONVERSATIONS

Read and discuss the statements below. Pay attention to whether your peers have different responses or ideas to each of the statements.

- 
- Effort is just as important as getting good grades.
 - Adults only care about good grades.
 - Tests are not the only way to see if I know something.
 - Good grades are the most important factor for college acceptance.
 - It is important to be involved in community service.
 - Trying harder does not mean I will do better.
 - Some students do well in school even though they put forth little effort.

SENSE OF ACCOMPLISHMENT ACTIVITY

Newspaper Headlines

Think about newspaper headlines. Headlines are quick and grab the reader's attention. Create a list of three eye-catching, realistic headlines related to citizenship and middle school students. For example, one headline might be "Middle School Student Saves Mother Earth" Next, write four facts that might follow each headline.

HEADLINE I:

FACT:

FACT:

FACT:

FACT:

HEADLINE II:

FACT:

FACT:

FACT:

FACT:

HEADLINE III:

FACT:

FACT:

FACT:

FACT:



Speak Out!

How can you be in the headlines for being a good citizen?
Share your ideas with your peers and teachers.