



## **QUAGLIA INSTITUTE STUDENT GUIDE TO SELF-WORTH**

This guide is designed for upper primary 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.*



# **Self-Worth Guidebook**

This guidebook is designed to be fun and enlightening for all students, to help them understand and put into practice Self-Worth. Teachers can use the guidebook in many creative and unique ways. Some teachers may choose to use the guidebook during class meetings, after lunch, or at the end of the day, while others may integrate it into parts of the curriculum.

This guidebook is divided into three sections, each representing one of the Self-Worth Conditions (Belonging, Heroes, Sense of Accomplishment) that affect student aspirations. Each section contains the following components:

## **Let's Go! Understanding and Exploring**

Students are provided the definition of one of the Conditions. Students are asked to think about what the Condition means to them.

## **Let's Go! Thinking**

Students are asked to think about the Condition on a personal level. Students also create ways to improve this Condition for themselves and others.

## **Let's Go! Challenge**

Students are provided a series of challenges related to the Condition being studied. There are also classroom challenges for all the students to do together.

## **Let's Go! It's Okay... or Is It?**

Short statements related to the Condition are provided for students to think about and respond.

## **Let's Go! Unscramble Words**

Students unscramble words and think about synonyms and antonyms. The words relate to the Condition studied in the section.

# BELONGING



## **What do we mean by Belonging?**

Feeling like you are an important  
part of a group, while knowing  
you are special for who you are.

# Understanding Belonging



Respond to the questions below:

- What makes you special?
- Why is it important to be yourself?
- What does it feel like to be part of a group?
- When do you feel valued at school?
- What will you do to be more accepting of other students?

## Let's Go! Exploring

Community is

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Individuality is

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Diversity is

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Acceptance is

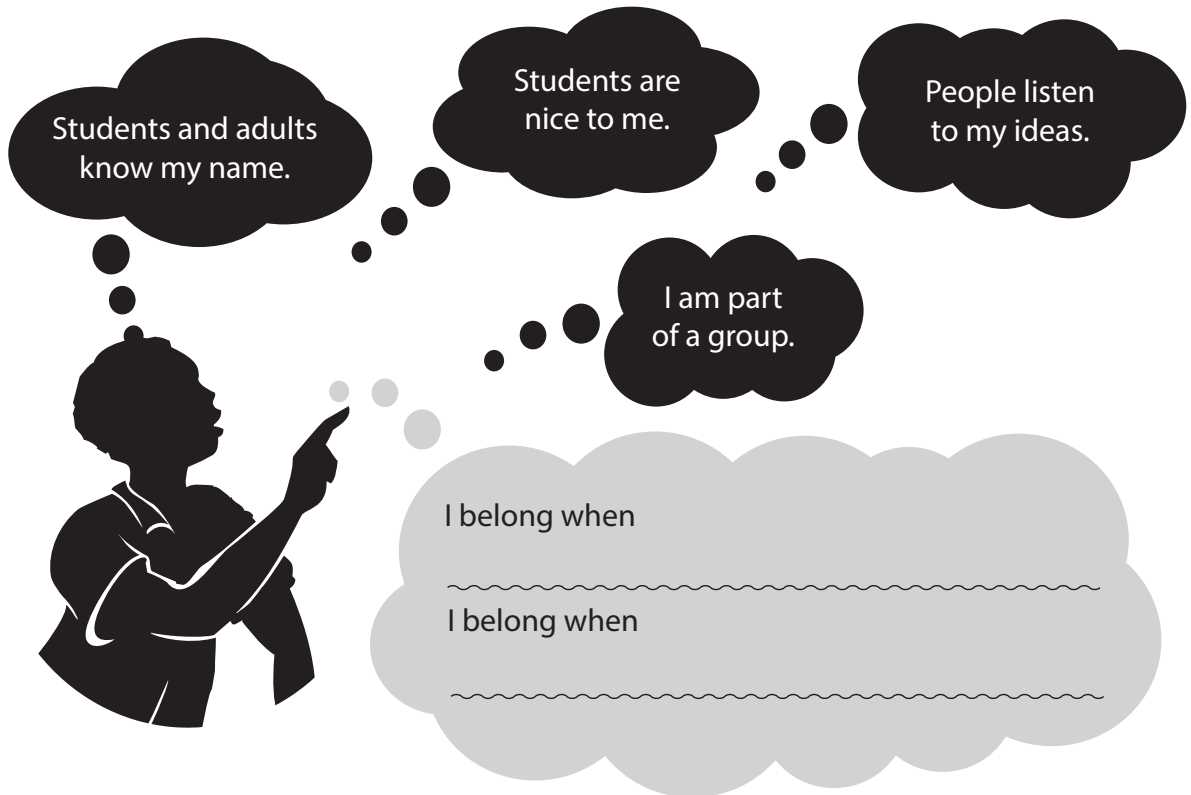
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# Let's Go! Thinking

Think about what it feels like to belong.

Read the examples and then write your own statements.



After reading the above statements, think about ways to improve Belonging in your school.

To improve Belonging for myself, I will \_\_\_\_\_

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To improve Belonging for other students, I will \_\_\_\_\_

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To improve Belonging for everyone, we will \_\_\_\_\_

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# Let's Go! Individual Challenge

- **Have a conversation** with a student you do not know well.
- **Write a story** describing what makes you unique and special.
- **Make younger students** feel like they belong by saying “Hi” to them.
- **Take pride** in your school by cleaning the cafeteria, classroom, or playground.
- **Stick up** for someone who is being treated unfairly.
- **Think of your own** Belonging challenge.



# Let's Go! Class Challenge

## Class flag

Design a class flag. The class flag should contain a symbol and motto similar to a State flag. Think about how the flag can represent who you are as a group. Remember, be creative!

## Interview

Create three interview questions and interview your classmates one at a time. After interviews are completed, share your discoveries. The class might even create a newspaper or report from the interviews.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



# Let's Go! It's Okay... OR IS IT?

Discuss the following:

1. It's okay not to be friends with everyone... or is it?
2. It's okay to spend time alone... or is it?
3. It's okay to be like everyone else... or is it?
4. It's okay to be different... or is it?
5. It's okay to not include other students in your group of friends... or is it?



# Let's Go! Unscramble



Unscramble the words below.

Think of one synonym and one antonym for each word.

| WORD       | SYNONYM | ANTONYM |
|------------|---------|---------|
| EOGNINLB   |         |         |
| RECA       |         |         |
| NSPCOSIMAO |         |         |
| FENFCEERDI |         |         |
| AFIR       |         |         |
| HTEONYS    |         |         |
| RNTYIIGTE  |         |         |
| DOOG       |         |         |
| IETOLP     |         |         |
| EPERSCT    |         |         |

# HEROES



## **What do we mean by Heroes?**

An everyday person who encourages  
you to do your best. Someone you look  
up to and whom you can turn to for  
help when you need it.

# Understanding Heroes



Respond to the questions:

- How are you a Hero?
- Who do you know that is a Hero?
- What does it mean to respect people?
- When do you feel respected?
- What will you do to show your friends and teachers you care about them?

## Let's Go! Exploring

Respect is

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Caring is

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Trust is

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Support is

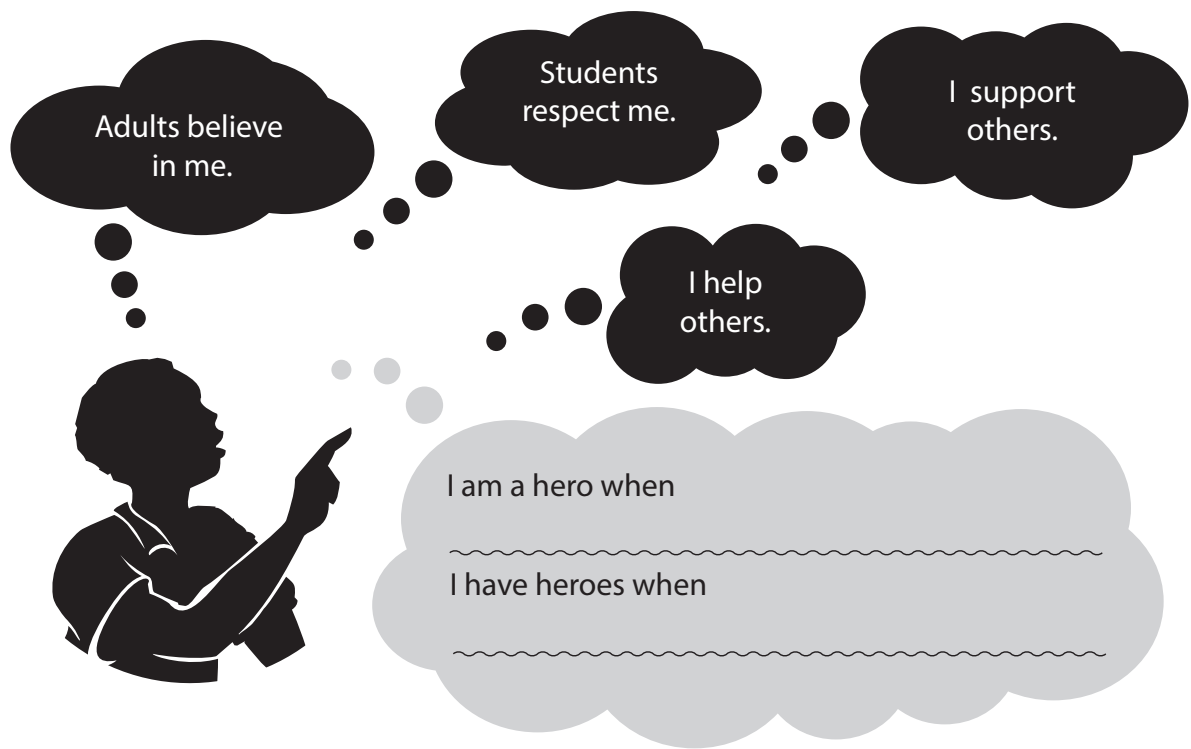
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# Let's Go! Thinking

Think about what it feels like to be or have a Hero.

Read the examples and then write your own statements.



After reading the above statements, think about ways to improve Heroes in your school.

To improve Heroes for myself, I will \_\_\_\_\_

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To improve Heroes for other students, I will \_\_\_\_\_

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To improve Heroes for everyone, we will \_\_\_\_\_

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# Let's Go! Individual Challenge

- **Write a thank you note** to someone who has helped you.
- **Show your support** to a student who needs special help.
- **Help a younger student** on the playground or in the hallway.
- **Make an effort** to show your classmates you respect them by not speaking when they are speaking.
- **Show respect** and appreciation by being polite.
- **Think of your own Hero challenge.**



# Let's Go! Class Challenge

## What's In a Name?

Many streets and schools are named after local Heroes. As a class, explore the history of your school and nearby street names.

## Appreciating Everyone

Identify two support staff Heroes in your school. (For example, custodians, administrative helpers, teacher assistants, and cafeteria staff). Create a card of appreciation for each person signed by the entire class. Invite them to your class to receive their cards.

1. \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_



# Let's Go! It's Okay... OR IS IT?

Discuss the following:

1. It's okay to be mean to someone who is mean to you... or is it?
2. It's okay not to respect everyone... or is it?
3. It's okay to think of yourself first... or is it?
4. It's okay only to play with close friends... or is it?
5. It's okay to make fun of students who deserve it... or is it?



# Let's Go! Unscramble



Unscramble the words below.

Think of one synonym and one antonym for each word.

| WORD      | SYNONYM | ANTONYM |
|-----------|---------|---------|
| RMDAEI    |         |         |
| NCNRCOE   |         |         |
| EAUONECRG |         |         |
| DEIFNR    |         |         |
| FPLLUHE   |         |         |
| REOH      |         |         |
| NSILTE    |         |         |
| ENIC      |         |         |
| CTSPEER   |         |         |
| STUTR     |         |         |

# SENSE OF ACCOMPLISHMENT



## **What do we mean by Sense of Accomplishment?**

Being recognized for many different types of success, including hard work and being a good citizen.

# Understanding Sense of Accomplishment



Respond to the questions:

- What does it mean to persevere?
- When do you try your best?
- When do you see students being good citizens?
- What does it feel like to be recognized for trying your best?
- How will you put more effort into your schoolwork?

## Let's Go! Exploring

Perseverance is

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Effort is

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Recognition is

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Citizenship is

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# Let's Go! Thinking

Think about what it feels like to have a Sense of Accomplishment.

Read the examples and then write your own statements.



After reading the above statements, think about ways to improve Sense of Accomplishment in your school.

To improve Sense of Accomplishment for myself, I will \_\_\_\_\_

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To improve Sense of Accomplishment for other students, I will \_\_\_\_\_

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To improve Sense of Accomplishment for everyone, we will \_\_\_\_\_

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# Let's Go! Individual Challenge

- **Challenge yourself** to do an assignment or problem you find difficult.
- **Help a friend** study for a test.
- **Take extra time** to do a better job on a homework assignment.
- **Congratulate a friend** who put forth extra effort on an assignment.
- **Become involved** in a community service project.
- **Think of your own** Sense of Accomplishment challenge.



# Let's Go! Class Challenge

## Keep Trying

Sometimes it is easier to give up than keep trying. This activity is a fun memory game. Sit in a circle. One at a time, share something you like. The first student, John, might say, "I like pizza." The second student, Elise, says the first student's name, repeats what he likes and then adds something she likes. For example, "John likes pizza and I like cats." This pattern continues. If someone forgets, let him or her stay in the game and keep trying.

## Community Service

As a class, brainstorm ways you can be more involved in helping the school community. Decide on a project and together work towards accomplishing the project.



# Let's Go! It's Okay... OR IS IT?

Discuss the following:

1. It's okay to give up if an assignment is too hard... or is it?
2. It's okay not to do homework assignments, if the teacher does not check the assignments... or is it?
3. It's okay not to do well on a test if you try your best... or is it?
4. It's okay to put forth effort only in subjects you are good at... or is it?
5. It's okay to get C's in school... or is it?



# Let's Go! Unscramble



Unscramble the words below.

Think of one synonym and one antonym for each word.

| WORD         | SYNONYM | ANTONYM |
|--------------|---------|---------|
| COSLHMPCAI   |         |         |
| TTMPEAT      |         |         |
| SNEZITCPIHI  |         |         |
| EOTRFF       |         |         |
| NERVSECAREPE |         |         |
| LOAG         |         |         |
| DRUPO        |         |         |
| CSCSEUS      |         |         |
| RTY          |         |         |
| KWOR         |         |         |