



Includes
activity
guide for
adults

Feel Confident!

A book about self-esteem



Cheri J. Meiners ★ illustrated by **Elizabeth Allen**



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free spirit
PUBLISHING®



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To my beautiful and accomplished daughter Julia:
May you always feel confident with who you are
and who you are becoming.



I like being me—
a very important person!



At every age, each person is important
and has something to say.



You were
special. And
you still are!

Ways to Reinforce the Ideas in *Feel Confident!*

Feel Confident! teaches confidence and self-esteem—an outlook on one’s life that reflects what a person *is* (one’s inherent importance or worth), and what one *does* (including a belief that one is *able* to learn and achieve). A realistic and healthy sense of self can lead to improved mental and physical health, better school performance, greater feelings of fulfillment, improved relationships, and a greater sense of control over one’s life—all of which lead to greater happiness. Children’s confidence can increase as they become more aware of their own unique identity and attributes, and as they incorporate principles learned in the book. In addition, the activities on pages 33–35 can encourage children’s appreciation of both their worth and their abilities and can assist in developing skills that nurture children’s self-esteem. Here is a quick summary of confidence skills, most of which are mentioned in the children’s text:

1. Take care of yourself.
2. Be happy with how you look.
3. Focus on things you do well.
4. Make decisions for yourself.
5. Face challenges and try to solve them.
6. Keep trying when things are hard.
7. Speak up for your needs.
8. Compliment others.
9. Be kind and treat others with respect.
10. Expect things to work out.

Words to know:

Here are terms you may want to discuss:

able: having the power to do something

accept: to feel that you belong and are okay just the way you are



belong: to be an important part of a group of people, like a family

confident: believing in oneself; feeling strong, sure, and trusting

imagine: to have a picture in your mind about something

trust: to believe that something is true

As you read each spread, ask children:

- What is happening in this picture?
- What is the main idea?
- How would you feel if you were this person?

Here are additional questions you might discuss:

Pages 1–7

- What does your family say you were like as a baby? Why do you think you are special to your family? (*Help children see that being who they are makes them special, apart from anything they might be particularly good at.*)
- What does it mean to be important? (*It means that people care about you, and you matter to them.*)

- What does it mean that each person “has something to say”? (*We all have feelings, ideas, and things we like that matter to us and to someone else.*) What do you think are things that young children have to say? (*Babies and young children have things to say like, “I want to be held” or “I’m happy.”*) How might a person “say” things without talking? (*People can share the things they feel and think about without using words. They can use their hands, their bodies, or sounds to “say” things, too.*)
- What does your name mean? How do you feel when someone knows your name and uses it?
- What is something special about your family?
- What does it mean to belong? What do people in your family need you for?
- What is something you like about the way you look?

Pages 8–17

- What things have you learned to do to feel strong and happy? What do you do to take care of yourself? How often do you do these things?
- What are some things you can do for yourself? What can you do now that you couldn’t do when you were younger?
- Is there something about yourself or your life that you wish you could change? Why is it helpful to accept things that you can’t change?
- What does it mean to look someone in the eye? When you stand straight and look people in the eye, how do you feel? How do you think other people feel when you smile and look them in the eye?

Pages 18–31

- What is something you can decide for yourself? How do you feel when you do what you think is best?
- Can you think of a problem you were able to solve by yourself? When was a time you needed help? Who are some grown-ups you can talk to when you need help?

- Did you ever do something hard? How did it feel to do that? Did you have to try more than one time? How did it feel to keep trying? Did you feel more confident after doing it?
- When has it been hard for you to speak up and say how you feel? What could you say the next time?
- When is a time you told someone how you feel, or what you want? Do you think you were kind? How did it turn out?
- Tell about a time when you complimented (*said something nice to*) someone. What did the person do or say? Did that make you feel more confident? If yes, why do you think so? If no, why not?
- What are some important things you can do?
- What makes you feel confident about yourself?

Games and Activities for Feeling Confident

Read this book often with your child or group of children. Once children are familiar with the book, refer to it when teachable moments arise, both those involving healthy self-esteem and those relating to low self-esteem or discouragement. In addition, use the following activities to reinforce children’s understanding of self-esteem and self-confidence.

Name That Important Person

Preparation: Send home a note to families asking them to discuss with the child the significance of the child’s name and why the child received it.

Materials: Large index cards for name tags; hole punch and yarn; crayons or markers

Directions: Have each child make and decorate a name tag. Help children punch holes and thread and tie yarn so they can hang the name tags around their neck. While wearing their name tags, children can tell the group how and why they received their name or what makes their name special.