



Self-Esteem Strategies

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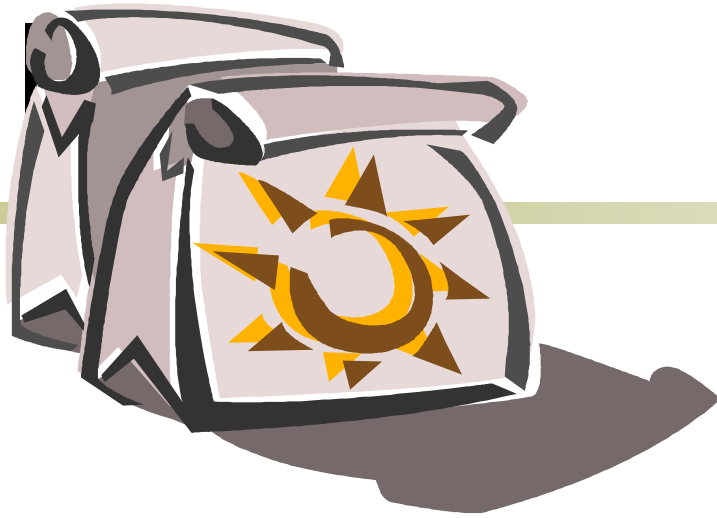
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The Take Away:

You will be encouraged to...



- Infuse interactive self-esteem activities
- Incorporate hands-on learning into health education units
- Implement strategies which correspond to several dimensions of wellness and National Health Education Standards
- Utilize techniques adaptable to a variety of audiences
- Plan lessons that incorporate multiple intelligences and multiple domains
- Adapt and evaluate unique and creative self-esteem strategies
- Plan, implement and evaluate valid lessons
- Involve members of the comprehensive school health team (school nurse, counselor, etc.)
- Emphasize the importance of self-esteem and connections to many health behaviors



1. Draw yourself in middle of paper, leaving a 1-2” border.
2. Put your name on your paper bag.
3. Using the stickers provided, write 10 positive non-physical qualities of people (examples include “nice” “fun” “funny” “caring”, etc.). (Your students would write one about each classmate.) **DO NOT UNSTICK.**
4. Decorate outside of bag if time and if other students are still working.

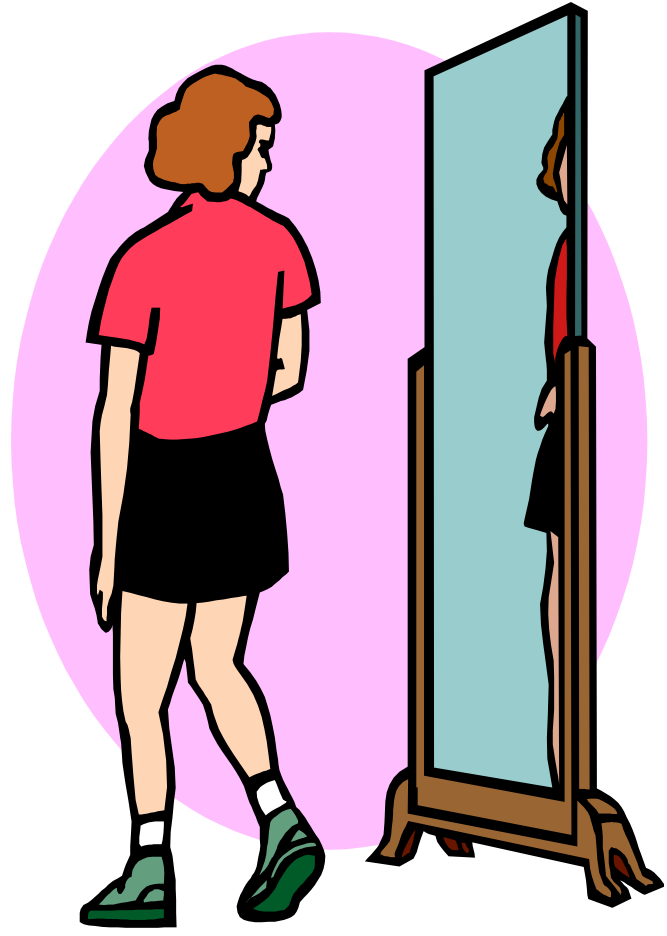
Maslow's Hierarchy of Needs



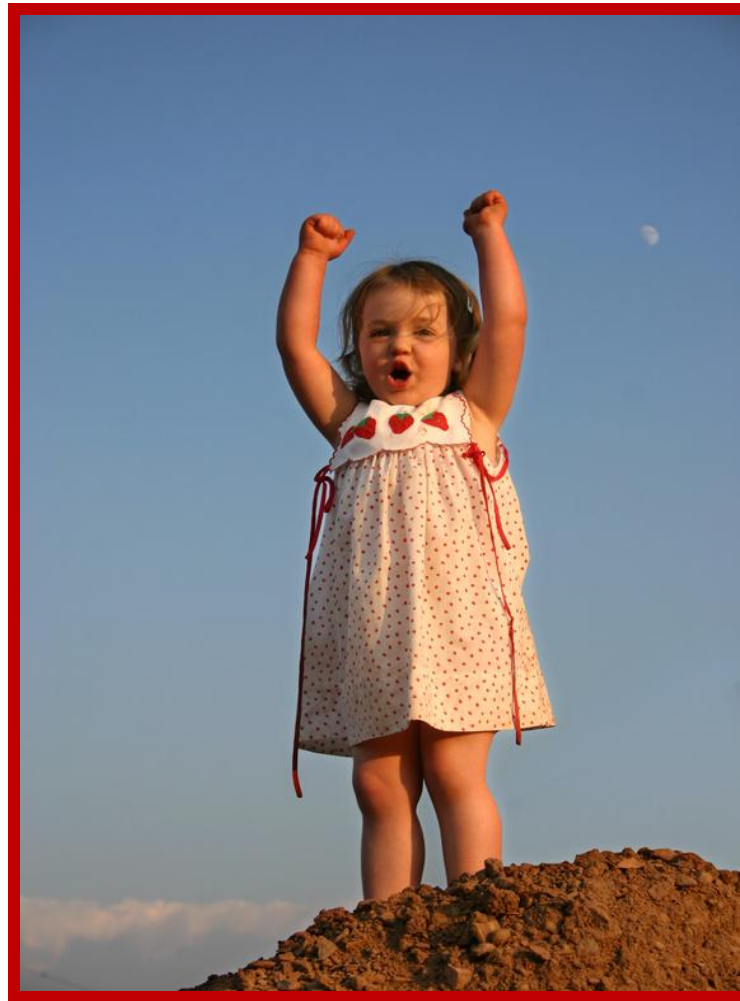
SELF-ESTEEM



How we feel about ourselves.
How we value ourselves.



Responding to the Challenges of Life Competently and Enthusiastically! (Branden)



Components of Self-Esteem



- Uniqueness
- Connectedness
- Internal Locus of Control
- Role Models

(Clemes, Bean & Clark, 1990)



Improving Self-Esteem Will (Seaward)

- Create healthy responses to stress
- Help form healthy relationships
- Help prevent ATOD abuse and addiction
- Assist in navigating academic and extracurricular challenges
- Help maintain good mental health

What is the latest, but not so greatest?

Students who experienced cyberbullying, both as a victim and an offender, had significantly lower self-esteem than those with little or no cyberbullying experience (Patchin & Hinduja, 2010)



The self-esteem nurturing teacher

(Branden, 1994)



- Conviction that students are capable
- Refuses to accept a student's poor self-concept at face value
- Empathetic
- Builds responsible vs. obedient students

Like parents we can give...



- Touch
- Love
- Acceptance
- Respect
- Visibility
- Nurturance toward autonomy
- Attention

What teachers can do (cont.)...

- Praise and Criticism
- Sanity in school
- Structure
- Time spent getting to know each other



Paper Bags



5. When everyone is ready, go around (table, classroom) and place these stickers in appropriate bags.
6. Return to your own bag. **CLOSE IT. NO PEEKING** 😊



Lessons from Literature

A great strategy for all ages!

Blind Courage by Bill Irwin (1992)



The 3-Legged Stool: What builds self-esteem?



- Feeling Appreciated
- Feeling Skillful
- Feeling Responsible

Multiple Intelligence (Gardner) and Self-Esteem Strategies



MI S-E Strategies

- **Existential:** Plan a charity event; volunteer; write a poem
- **Interpersonal:** Interview a peer and/or role model; be a discussion leader
- **Intrapersonal:** Write an autobiography; set personal goals; keep a diary; self-reflect
- **Kinesthetic:** Trust falls; charades; climb; low & high ropes (Challenge by Choice)

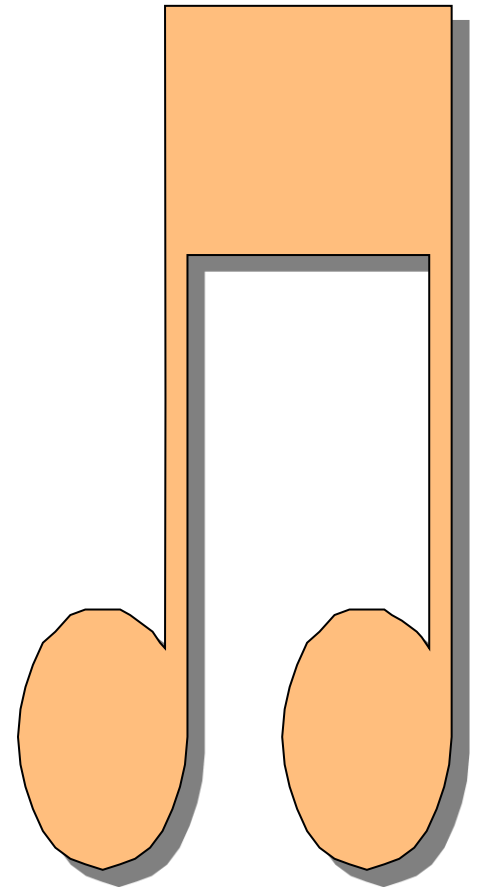
MI S-E Strategies

- **Visual Spatial:** Puzzle; board game; video production; painting
- **Musical / Naturalistic:** Song; ad; class cheer; music analysis; change of scenery
- **Logical / Mathematical:** Building
- **Verbal Linguistic:** Persuasive letter; poetry; debate

High on Me

**Wake Up Every Morning To A Breath Of Fresh Air
Living With A Family That Truly Does Care
Got A Good Group Of Friends
They're The Legs To My Chair
Self-Esteem Baby Like A Calm Water Stream
I Can See Clear Now Like I (Just) Took Visine
I Ainttt Meaaan I Am Niceeee
Like A Ray Alleen Thrice
Chances In My Favor When I(trizzle) Roll The Dice
Smile On My Face
Cuz My Life Is Outter Space
Not A Bad Day In Life But
My Life Filled With Taste**

Written by T. Silvia (2011)





Self Esteem Haiku

Please write a Haiku Self-Esteem poem. If you are not familiar with Haiku, you may do some research online. A couple of quick resources are www.wikihow.com/define-love
www.wikihow.com/writ-a-haiku-poem

You will need to compose an original poem. You may not borrow any of it from previously composed work. It must have the 5/7/5 syllables. It must represent the 3 components of self esteem that you learned in class, but should not merely list the 3 components. It should include nature (an element in Haiku poetry). It should be creative and easy to understand. If reader cannot easily detect the themes, you may not receive full credit.

Please type your Haiku and put your name on your paper. Staple this handout to your work. Bring to class on _____.

Self-Esteem Haikus

I'm good at surfing
People smile when I'm around
I try hard in school

**I draw really well
I take care of my pet cat
I help out the earth**

Haiku Rubric

| | <i>Outstanding 3 pts.</i> | <i>On Track 2 pts.</i> | <i>Getting There 1 pt.</i> | <i>A Start 0 pts.</i> |
|--------------------------|--|--|--|---|
| <i># of Syllables</i> | <i>Lines in 5/7/5</i> | <i>One line in error</i> | <i>Two lines in error</i> | <i>All lines in error</i> |
| <i>Legs of the Stool</i> | <i>All 3 elements easily detected</i> | <i>One element missing, hard to detect or incorrectly described</i> | <i>Two elements missing, hard to detect or incorrectly described</i> | <i>All 3 elements missing, hard to detect or incorrectly described</i> |
| <i>Nature</i> | <i>Use of nature very obvious and enhances meaning</i> | <i>Nature apparent</i> | <i>Nature misused or unclear</i> | <i>Nature missing</i> |
| <i>Comprehension</i> | <i>Easy to understand</i> | <i>Easy to understand</i> | <i>Challenging to understand</i> | <i>Very difficult to understand</i> |
| <i>Creativity</i> | <i>Very creative</i> | <i>Somewhat creative</i> | <i>Needs more creativity</i> | <i>No creativity</i> |
| <i>Presentation</i> | <i>On Track and shows extra effort in presentation</i> | <i>Paper is Typed Spelling and grammar is correct Name is on paper</i> | <i>Paper contains some spelling or grammatical errors or Name is missing</i> | <i>Paper is not typed and/or Contains spelling and/or grammatical errors and/or Name is missing</i> |

Those everyday opportunities..

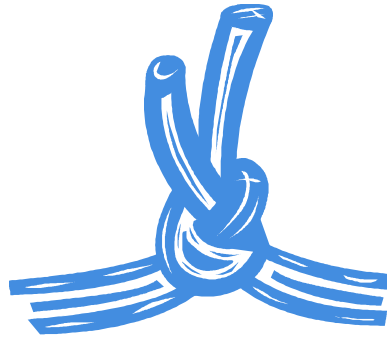
In The Classroom

- Give student teamwork tasks:
 - Attendance, question leader, paper distributor, paper collector, assignment reader, rules reminder, end-of-class motto leader, beginning-of-class announcement giver, discussion leader, class meetings ...LESS OF YOU...MORE OF THEM!
 - Your ideas....

Larger Suggestions

- Daily journaling
 - Self inventory, self reflection, critical thinking, empathy, positive self-talk, how will my thoughts & actions affect SE?
- Present to other classes
- Volunteering in the school
- Community Service
- Intellectual Health Days...

Intellectual Health Days...



Evolution Toward Autonomy

(Branden)





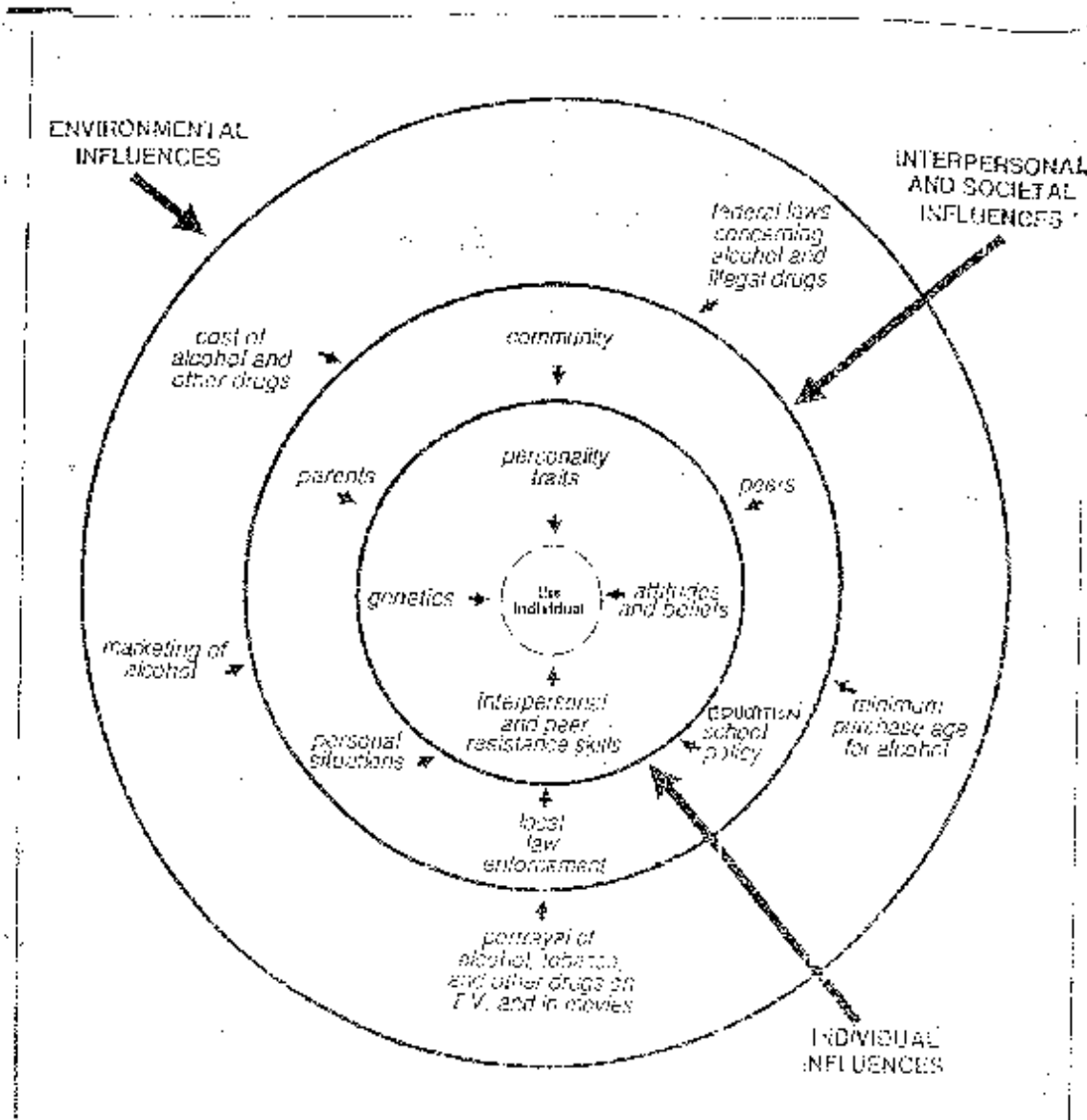


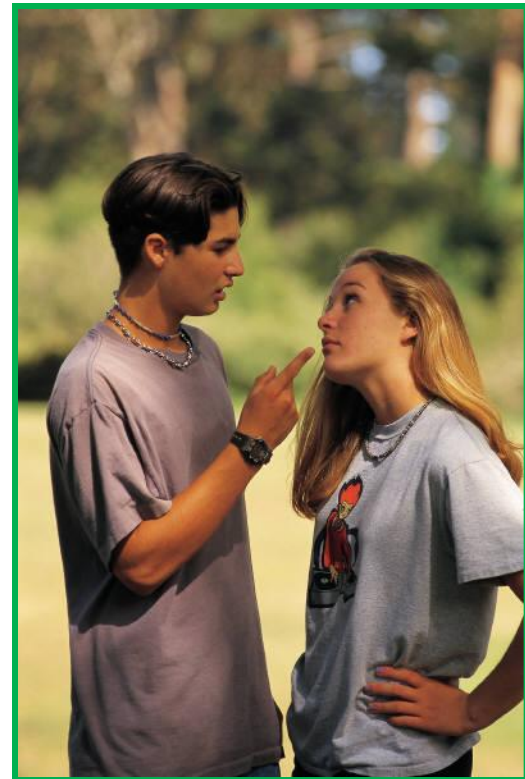
Figure 2.1 Factors that Influence Alcohol and Other Drug Use

Let's face it,
success is not guaranteed.



- Quality of relationships is vital (Coopersmith, S.)
 - Acceptance of thoughts, feelings and values
 - Balance of rules/freedom
 - Respect
 - Challenged to be the best they can be
 - ***Role models of self-esteem***

Self-Esteem and Communication Styles



Assertiveness Training

1. Validate the right to be assertive
2. Examples of communication styles
 1. Passive, assertive, aggressive
 2. Verbal, non-verbal
3. Problem defined & meeting arranged
4. Students practice writing problem and assertive statement
5. Assertive statement includes 3 "I"s.
6. Group share
7. Role play and evaluation.

[

“*Since first grade I have hated school. I don’t read well and I’m not very good at math. I make a lot of mistakes. My parents say I’m lazy – that I never try to do my best. I used to try. Now I just do everything I can to avoid work. I don’t want anyone to see how stupid I am, so I never turn in my assignments. I know I would fail anyway. I don’t know why they make dumb people like me go to school anyway.* --- Kara (from *What to do with a child like this?* by Tobin)

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A First Hour Need (Tobin, 1991)

- The need for encouragement
 - Child needing encouragement may seek reassurance
 - If afraid of failure, may say, “I can’t,” and avoid trying
 - If discouraged by failure, will say, “I won’t,” and refuse to try.

Meeting (one of) Their Needs

- “I can’t.”
- “I’m no good at..”
- “I’m a loser.”
- “Nobody likes me.”
- “I never win.”

Stinkin’ Thinkin’ (Tobin, 1991)

Find the occasions to answer these questions for each child:

- What is it you like about me??
- How am I unique??
- What do I do well??
- How can I affect my world??

POSITIVE INTRA AND INTERPERSONAL COMMUNICATION




Positive Talk Instructions:

- Create realistic prompts
- Allow them to add own
- Students brainstorm at least one brightside response for each prompt
- Sharing..Line them up square dance style, then move one line one person @ a time. Switch.

AFFIRMATION!



- You are what you believe!!
 1. Write a statement about yourself that is something you would like to improve.
 2. Write a POSITIVE and PRESENT affirmation
 3. Design / Decorate
 4. Display and Read Daily (cell phone, screen saver, journal, etc.)



Practicing “Chubness”

How did being included and accepted make the animals feel?

Shared and Unique

<http://www.youtube.com/watch?v=Z4a8QtvOkBQ>
<http://www.youtube.com/watch?v=Z4a8QtvOkBQ&feature=fvsr>

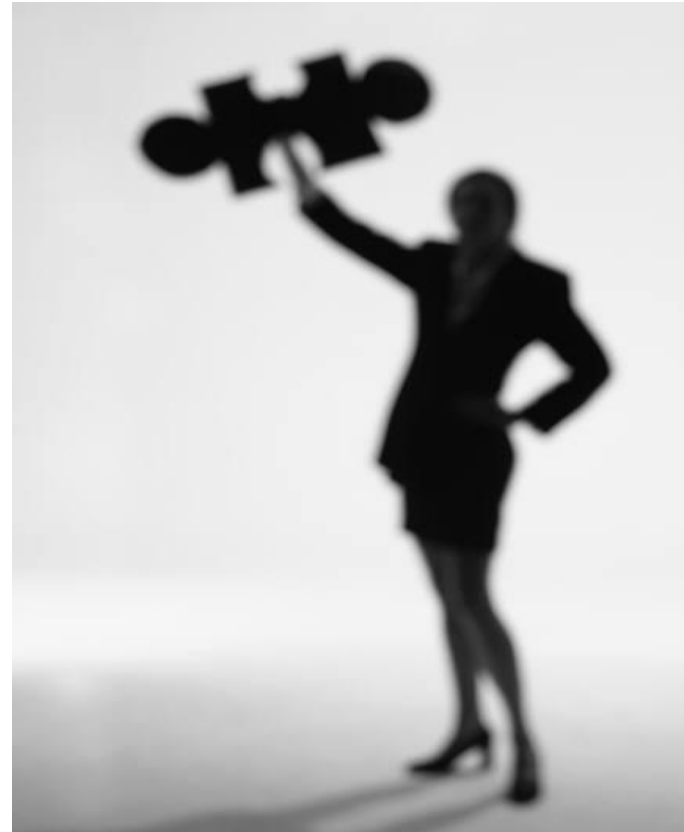
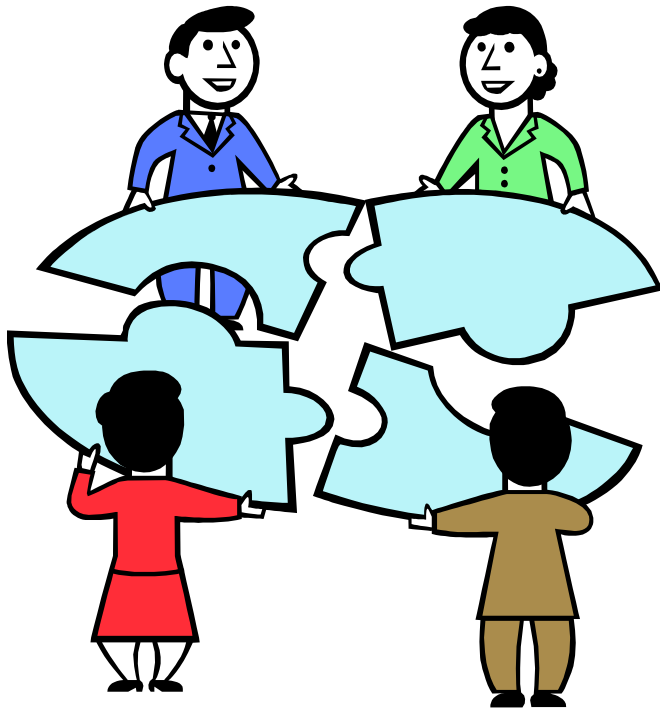


[A diversity-competent teacher]



Creates a learning environment that is conducive to development of students' self-confidence and competence

[Kushner's Puzzle]



THE CLASS PUZZLE



- Large poster board cut into puzzle pieces
- Students decorate their own piece
 - Photo (take b/w polaroid), acronym, unique attributes, etc.
- Assemble and display
- Other ideas: School, Stool, Globe, etc.

I AM...

- Write an autobiography
- Draw your dream life/path
- Design a collage
- Acronym
- For team building :
Roster
"nickname", etc.

- Smart
- Unique
- Sensitive
- Always Honest
- Nice

LOVE QUIZ

(Buscaglia – www.buscaglia.com/thoughts.htm)

- When you take the Love Quiz below, you will receive a customized affirmation statement, showing you your loving strengths and pointing out ways in which you can show even more love toward others. You can print out your statement for frequent reference... and re-take the quiz any time. Remember, this is one quiz you can never fail!
- **Did I leave any concrete evidence of my kindness, any sign of my love?**
Yes No
- **Did I try to think of someone I know in a more positive light?**
Yes No
- **Did I help someone to feel joy, to laugh, or at least, to smile?**
Yes No
- **Have I gone through the day without fretting over what I don't have and celebrating the things I do have?**
Yes No
- **Have I forgiven others for being less than perfect?**
Yes No
- **Have I forgiven myself?**
Yes No
- **Have I learned something new about life, living or love?**
Yes No

GIVING and RECEIVING



7. Retrieve stickers and place them on paper around drawing of yourself.
8. Reflect.

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THANK YOU