

SEAL 4 parents

Developing self-awareness and high self-esteem

Knowing me and knowing you!

Session 3

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Session 3

Title: Developing self-awareness and high self-esteem

Introduction

This session focuses on the conditions children need in order to have high levels of self-esteem. In her highly acclaimed book "Full esteem ahead", Diana Loomans (1994), describes self-esteem as being like good nutrition - the more our children have it, the healthier and stronger they become. In education we recognise the links between self-esteem and achieving the five outcomes of the Every Child Matters agenda; how can you make a positive contribution, achieve and enjoy economic well-being if you don't feel good about yourself?

Session outline:

- 1. Starter:** Have a set of cards representing different feelings placed by the coffee/tea and ask them to pick a card that represents them today. Start the session by asking each person to share why they chose that card. After this activity, reflect on how in schools this kind of activity is used frequently to help students to recognise and talk about their emotions.
- 2.** Use the Session 2 PowerPoint™ presentation to introduce the session and guide you through it. Notes for explanation are included for each slide. Timings are approximate and dependent on interaction and delivery.
 - **Slide 1 'Introduction' (10 minutes).** Provides an opportunity to reflect on the previous week's session and share experiences related to the previous week's homework task.
 - **Slide 2 'Helping your child to grow' (15 minutes) Resource Sheet 3.1: Growing and Flourishing.** This slide and activity enables group members to consider what conditions their children need in order to flourish.
 - **Slide 3 'Self-esteem' (2 minutes).** Some comments illustrating why self-esteem is so important.
 - **Slide 4 'What makes up self-esteem?' (15 minutes) Resource Sheet 3.2a and b: High or low self-esteem?** This slide explains the three areas that make-up self-esteem and offers an opportunity to share with group members some examples of what the school does to develop self-esteem. It includes a 'quiz' on self-esteem. (Answers are on Resource Sheet 3.2b)

- **Slide 5 'Self-esteem is not about...'** (2 minutes). Offers an opportunity to emphasise the importance of putting boundaries in place
- **BREAK** for food and drinks (15 minutes)
- **Slide 6 'Multiple intelligences'** (15 minutes). The activity suggested allows parents three minutes each to talk to a partner about all of the things they are good at. It offers the opportunity to introduce the theory of Multiple Intelligences.
- **Slide 7 'How are you clever?'** (20 minutes) **Resource Sheet 3.3: Multiple Intelligence profile.** Parents will profile their own multiple intelligences.
- **Slide 8 'Maslow's Hierarchy of needs'.** This slide offers the opportunity to talk about the needs children (and adults) have within the framework of Maslow's hierarchy.
- **Slide 9 'Key Points'** (10 minutes) **Resource Sheet 3.4: Ten Top Tips for developing your child's self-esteem and 3.5: Poem.** The Resource Sheet offers useful tips on building self-esteem, and a moving poem to read out.
- **Slide 10 'Homework'** (5 minutes). Introduces the parent reflection task and the focus of the next session.

3. Evaluation completion (5 minutes) Resource Sheet 3.6: Evaluation

Learning outcomes:

- Parents will be aware of what self-esteem is and how they can positively affect it
- Parents will understand the theory of Multiple Intelligence
- Parents will be aware of their own MI profile
- Parents will be able to use the Multiple Intelligence profile on their child and will have a range of ideas on how to raise their child's self-esteem

Resources:

- Session 2 PowerPoint presentation, projector and screen
- Post-it notes
- Flip chart and pens
- Prizes and stickers

For each participant:

- Resource Sheet 3.1: Growing and Flourishing
- Resource Sheet 3.2a: High or low self-esteem?
- Resource Sheet 3.2b: High or low self-esteem? (Answers)
- Resource Sheet 3.3: Multiple Intelligence profile. Have one spare for each participant to take home.
- Resource Sheet 3.4: Top ten tips for developing your child's self-esteem
- Resource Sheet 3.5: Poem
- Resource Sheet 3.6: Evaluation

Parent reflection task:

- Take a Multiple Intelligence profile home with you for your child (this is one we use with students in school) and complete it together
- Get your child to think about famous people that they admire and what their areas of Multiple Intelligence would be
- Spend a little time every day with your child on your own doing something they want to do
- Read the top tips sheet!



Resource Sheet 3.1
Growing and Flourishing

What conditions do our children need in order to grow and flourish?



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Resource Sheet 3.2a High or low self-esteem?

True or false?

1	A person has high self-esteem if they are always concerned about what other people think of them.	
2	Self-esteem means being proud of who and what you are.	
3	A person that cares about being healthy and living a long life has high self-esteem.	
4	Self-esteem means doing things that make other people happy no matter how it makes you feel.	
5	A person with high self-esteem cannot think of any good qualities or traits that they have.	
6	A person with low self-esteem has a difficult time being happy for others when they succeed.	
7	A person with low self-esteem will take risks without fear of the consequences.	
8	A person with high self-esteem can accept and learn from helpful criticism from others.	
9	A person with low self-esteem feels good after making fun of others.	
10	A person with low self-esteem often puts themselves down.	
11	A person with high self-esteem has no trouble voicing their opinion around others.	
12	A person with low self-esteem enjoys new experiences.	
13	A person with low self-esteem is stupid.	
14	High self-esteem means being conceited or having a 'big head'.	
15	Self-esteem means feeling good about yourself.	

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Resource Sheet 3.2b

High or low self-esteem?

1	A person has high self-esteem if they are always concerned about what other people think of them	False
2	Self-esteem means being proud of who and what you are.	True
3	A person that cares about being healthy and living a long life has high self-esteem.	True
4	Self-esteem means doing things that make other people happy no matter how it makes you feel.	False
5	A person with high self-esteem cannot think of any good qualities or traits that they have.	False
6	A person with low self-esteem has a difficult time being happy for others when they succeed.	False
7	A person with low self-esteem will take risks without fear of the consequences.	True
8	A person with high self-esteem can accept and learn from helpful criticism from others.	True
9	A person with low self-esteem feels good after making fun of others.	True
10	A person with low self-esteem often puts themselves down.	True
11	A person with high self-esteem has no trouble voicing their opinion around others.	True
12	A person with low self-esteem enjoys new experiences.	False
13	A person with low self-esteem is stupid.	False
14	High self-esteem means being conceited or having a 'big head'.	False
15	Self-esteem means feeling good about yourself.	True

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Resource Sheet 3.4

Ten Top Tips for developing your child's self-esteem

Adapted from "Full Esteem Ahead" Diana Loomans 1994

"Self-esteem isn't everything, it's just that there's nothing without it"

Gloria Steinem

- **Take time** to play with or spend time with your child each day. Listen to them properly and communicate with them with compassion. Let them know that how they feel is important.
- **Help** your child to 'reframe' negative thoughts - such as 'I hate Mondays!' Reframe: 'Mondays bring a new week of opportunity' or 'This is impossible - I can't do this Maths homework!' Reframe: 'This is hard but I am not going to give up; I will try my best'.
- **Plan** your days the night before! Spend a few minutes the night before as you are tucking them up into bed, planning in a positive way what the next day will bring. Visualise with them what you will do.
- **Get** on board with three main things 1) good nutrition 2) exercise 3) managing stress. Good nutrition brings an increase in energy, brain power for learning and better overall health. Improved levels of exercise increase motivation, improve energy levels and raise self-esteem all by itself as they feel better about themselves. Managing stress is important because all children will experience stress at some point and having a set of strategies for this will ensure that the stress doesn't inhibit their well-being.
- **Be** honest with your child and share a little bit of the real you. This will help to foster self-esteem. Be willing to learn from your child, share some of your own feelings, don't try to always have the answer, and share your own dreams and upsets.
- **Change** the way you think! Children pick up on how parents think about the world - weed out your own pessimistic thoughts and beliefs and plant some better ones.
- **Create** some clear agreements between you about rules in your house. Don't think of discipline as being a harsh punishment when your child is naughty - use preventative discipline to avoid the 'over-dog under-dog' relationship. You could make agreements about a range of things such as their bedtime, what they will eat, homework, tidying their room or being polite. Think about having a weekly meeting to review the agreed rules.
- **Teach** your child how to manage conflict in a peaceful way. Make sure that they always have a chance to be heard, that they take it in turns to speak, that they are listened to and that they can communicate their feelings and thoughts. Always have a belief that a resolution is possible.
- **Avoid at all times** getting verbal or physical with your child. Take time out yourself if you need it, call a friend if you need to or go outside for some fresh air. Your child will learn from you - if you get verbal or physical then that is what they learn.
- **Tell them** you love them, every day. Give them affection - a hug and a kiss goes a long way.

"There is nothing either good or bad, but thinking makes it so." - William Shakespeare

Resource Sheet 3.5

Poem

What all children want their parents to know

*Teach me to love and care for myself
Through your positive example.
I will learn much more from what you do
Than anything you could ever say.*

*Notice me often,
And take joy in my very existence,
So that I grow up to feel special
And know that I am loved.*

*Listen to me
With an open ear and a loving heart,
So that I learn to understand my feelings
And trust that my needs will be heard.*

*Play with me often.
Let down your guard and be more carefree.
The memories will last long,
And our connection even longer.*

*Focus on what I'm doing right,
And tell me when you appreciate me,
So that I learn to feel worthy
And motivated to do even more.*

*Tell me more about your life,
Your hopes, dreams and successes,
So that I come to know you as a person
And can call you my friend
As well as my parent.*

Diana Loomans with Julia Loomans
Full Esteem Ahead 1994