

The Self Esteem Series

Book 1

**Examining Self Esteem
in the Young**

By Lou Thompson and Tim Lowson



Written by Lou Thompson & Tim Lowson. Illustrated by M. Parker. © Ready-Ed Publications - 1994.

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Section 2 - Activity Pages

The 'LEVELS' indicated for these activity pages should be taken as guides only. They are determined by the possible reading/comprehension abilities of children according to age as shown.

However, a reminder is given that while the activities are roughly graded according to age, there is no reason why they could not be interchangeable between age groups. For this reason age references are avoided on the sheets themselves, unless this is part of the actual activity.

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ABOUT THIS BOOK

This book aims at helping teachers and carers understand how the children in their care think and function. It does this by inviting users to firstly gain insight into their own understandings and attitudes, and secondly by working with the children through a series of activities designed to highlight aspects of children's self esteem - how they view themselves, and how they would like to see themselves.

In attempting to help teachers and carers gain this vital information the book has been organised as follows:

1. The Introduction

This is the basis upon which the book is written.

- ☐ It outlines a framework for considering children's self esteem needs.
- ☐ It indicates the key processes in the development of a healthy self esteem.
- ☐ It explains the '**self esteem wall**' - the behaviours children exhibit when they feel that they aren't able to meet the expectations that are part of their ideal image.

(NOTE: Activities designed to help children 'climb the self-esteem wall' are contained in Book 2 of the Self Esteem Series.)

2. Enhancing Self Esteem: The Carer's Role

- a) How can you, as a teacher or carer, help a child develop a healthy self esteem?
- b) A Checklist For Parents - a time for reflection.

3. The Shared Activities

These are displayed as 'Levels' which are determined by the possible reading/comprehension abilities of the children.

*i.e. **Level 1** - Introductory Activities - 6 to 8 year olds*

***Level 2** - Intermediate Activities - 9 to 10 year olds*

***Level 3** - Advanced Activities - 11 to 12 year olds*

It is important to note that while the language of the activities is graded to suit the age groups as above, there is absolutely no reason why activities shown as suitable for one age group could not be done by children in other age groups. Accordingly age references have been avoided on the photocopiable activity pages to allow them to be used with any primary aged child.

Prior to the commencement of the photocopiable activities section there is a set of explanatory comments which give some background to the relevant activities that follow.

SECTION 1

SELF ESTEEM:

Understanding A Complex Phenomena

Introduction

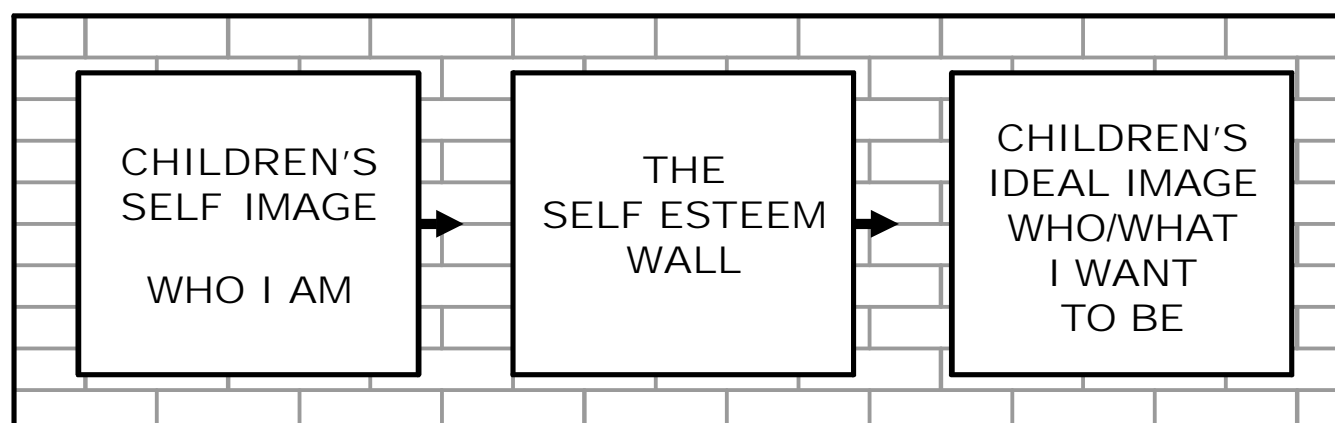
Teachers and parents understand that a healthy self esteem is vital to children's well being. They know that self esteem is somehow associated with children's current performance levels, their social development, their confidence levels, their ability to cope with failure, their ability to resolve conflicts, the manner in which they communicate with others and their ability to take appropriate risks. **BUT** just what do carers look for, what is it they need to encourage, discourage, build up or supplement?

The problem is that children's self esteem is a complex construct, most of which is an internalised set of perceptions, ideas and attitudes. Self esteem is very individualised and it is very dangerous for carers to attempt to fit the child into a generalised 'normalised' self esteem framework. Individual children's personalities, experiential background, attributes and developmental characteristics contribute to their having a uniquely individual self esteem.

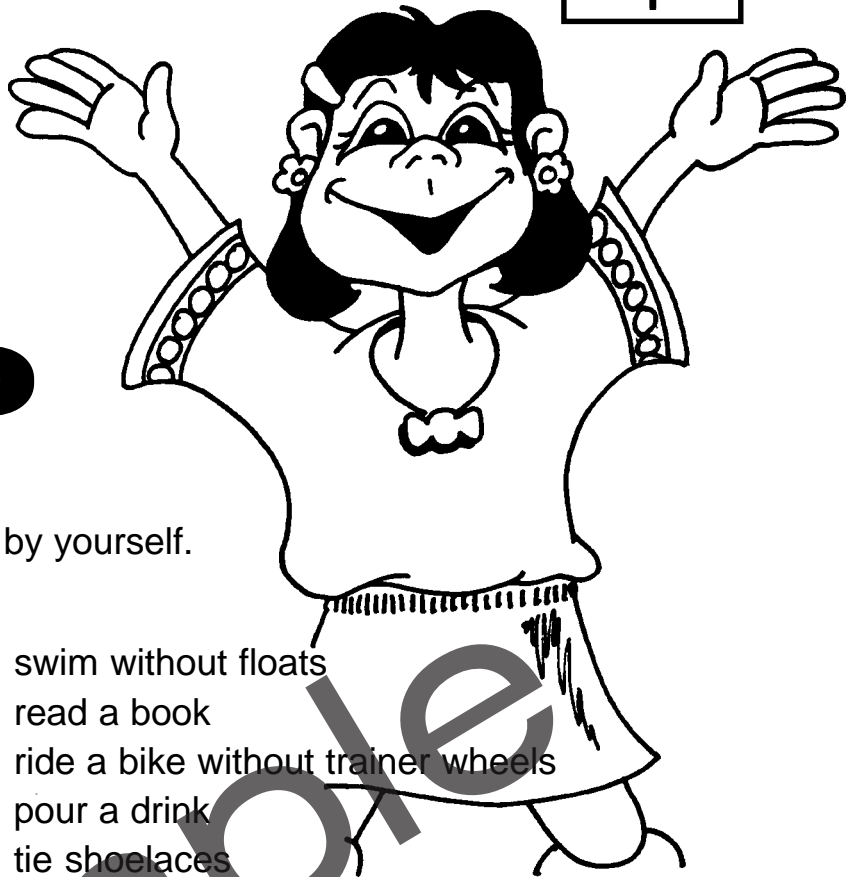
The following model and explanatory comments are drawn from an extensive examination of the literature and ten years of implementing programmes directed at enhancing children's self esteem. The points are offered in the hope that they will clarify, for teachers and parents, their understanding of this complex characteristic of children and what their role might be in enhancing children's self esteem.

The organisation of this book and the activities included in it have been influenced by the considerations shown in the model below and explained further on the following pages.

❑ A FRAMEWORK FOR CONSIDERING CHILDREN'S SELF ESTEEM NEEDS



What I Can Do



☐ Underline the things you can do by yourself.

walk home from school
walk to school
ride a bike with trainer wheels
make your breakfast
get dressed for school
write your name

swim without floats
read a book
ride a bike without trainer wheels
pour a drink
tie shoelaces
make a phone call

Make a list of things you like an adult to help you with.

☐ Draw a picture of something you have just learned to do and feel **really proud** about.

We talked about this page.

Signed: (Adult)

Signed: (Me)



Date:

LEVEL 1
2

I WAS GREAT WHEN ...

☐ When I was about four I could ...

☐ Now that I'm the age I am I can ...

☐ When I'm a bit older I will ...



We talked about this page.
Signed: (Adult)
Signed: (Me)