

SELF-ESTEEM

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THEME This workshop will assist parents in enhancing their self-esteem, and, in turn, help build the self-esteem of their children.

FACILITATOR PREPARATION Prior to conducting this workshop, the facilitator should:

✓ Read: Reading Materials provided for this workshop

✓ Gather: Flipchart
 Magic markers
 Tape
 Chairs
 Writing paper
 Pencils
 Crayons or color markers
 Drawing or white xerox paper

✓ Do: Set chairs in a circle

WORKSHOP TIMELINE

ACTIVITY A:	Icebreaker Exercise: Introductions	20 minutes
ACTIVITY B:	Guided Discussion I: Overview of what is Self-Esteem	20 minutes
ACTIVITY C:	Guided Discussion II: How to Deal with Negative Feedback	15 minutes
ACTIVITY D:	Guided Exercises	15 minutes
ACTIVITY E:	Wrap-up: Homework Assignment	<u>20 minutes</u>
Total Time		90 minutes (1 hour, 30 minutes)

ACTIVITY A ICEBREAKER EXERCISES: INTRODUCTION

TIME LIMIT  20 minutes


- OBJECTIVES**
- To learn what an **icebreaker exercise** is meant to accomplish
 - To introduce the group members to each other
 - To put the group members at ease

PREPARATION □ Have sufficient paper and pencils for all participants


FACILITATOR DIRECTIONS

1. Start by introducing yourself to the group. If there are two facilitators, have each facilitator introduce the other to the group.
2. Advise the group that the first exercise will be an **icebreaker exercise**. Advise them that an **icebreaker exercise** is an activity that makes the members of the group feel more comfortable with each other. It is usually done at the beginning of a meeting and is a fun activity in which everyone can get involved.
3. Pass each member a piece of paper and a pencil.
4. Ask group members to take five (5) minutes to write down the three accomplishments that mean the most to them. For example, they might be proud of the fact that they are a good mother, father, wife, or husband. At the end of five (5) minutes, have each of them share one (1) of their accomplishments with the group. This activity serves as a positive opening to the workshop.
5. After completing the first short activity, ask group members to introduce themselves to a participant whom they do not know. Group members should ask each other three (3) questions each to make the conversation more focused. Sample questions may be:
 1) Where are you from originally? 2) How many children do you have? 3) Have you ever been involved in school activities before?
 Advise the group members that they have five (5) minutes each to get to know their partner. Then, have all group members introduce their partners and tell what they have learned about each other.

ACTIVITY B GUIDED DISCUSSION I: WHAT IS SELF-ESTEEM?

TIME LIMIT  20 minutes

- OBJECTIVES**
- To discuss the importance of self-esteem
 - To teach parents how to enhance their self-esteem
 - To teach parents how to enhance the self-esteem of their children

PREPARATION  Make sufficient copies of the Reading Materials for the workshop entitled, "Self-Esteem," to hand out to the group at the end of the workshop.

FACILITATOR DIRECTIONS

1. Advise the group that this will be a **guided discussion**. Advise them that a **guided discussion** is when you, the facilitator, encourage dialogue and use challenging questions to channel the discussion. **Guided discussions** require some understanding of the issues by the participants. This is a learning process that encourages full participation.
2. Explain to the group what self-esteem is, how we develop it, and the ways in which we can enhance it (refer to the Reading Material).
3. Explain to the group the importance of positive thinking. Group members should be reminded that self-esteem involves believing in yourself, and knowing that you are capable of achieving those things which are important to you. Encourage group members to focus on positive things that people have told them about themselves, as well as positive things which they have told other people. Ask group members to think of one (1) positive comment someone has recently made to them and ask them to share it with the group.
4. Explain how to use daily actions to boost your self esteem. Tell the group that daily actions are an important way to keep a positive outlook about yourself. Advise the group to think positive thoughts and to say positive things to their children as well. Use a few statements from the checklist in the Reading Material as examples of daily actions.

**ACTIVITY C GUIDED DISCUSSION II: HOW TO DEAL WITH NEGATIVE
FEEDBACK**


TIME LIMIT  15 minutes

- OBJECTIVES**
- To help group members identify negative feedback
 - To teach group members how to channel negative feedback into positive feedback
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**FACILITATOR
DIRECTIONS**

1. Ask group members to think of examples of criticisms they have heard from family members or friends.
2. After each member has identified a negative comment that they have heard or been told recently, ask them to think of ways that the comment could have been changed to a more positive one. For example, a comment such as, "You don't do anything right," may have been better expressed as, "Perhaps I can show you how to do that correctly." Explain to them that negative feedback is a definite factor in weakening one's self esteem. The same types of negative comments that discourage adults may also discourage children and have lasting effects. Negative remarks only serve to hinder the child's self esteem, and unless they are encouraged in other ways by other role models, the child may never feel good about who they are and what they may be able to achieve.
3. In order to put positive feedback into practice, parents should:
 - . Imagine a situation in which they were discouraged by someone's negative comments
 - . Think about how they felt when they were told something negative, or when they were put down by a friend or family member
 - . Imagine how a child must feel in this same situation
 - . Think of ways in which they, as parents, can always encourage their children to build up their sense of self-worth

ACTIVITY D GUIDED EXERCISES

TIME LIMIT  15 minutes

OBJECTIVES To motivate group members' self-esteem

PREPARATION Have sufficient paper, pencils and color markers (or crayons) for all participants

**FACILITATOR
DIRECTIONS**

1. Provide each group member with paper, a pencil, and color markers (or crayons)
2. Ask group members to draw a picture or pictures of some things they like about themselves, something they have created, or something they have made of which they are proud.
3. Ask each group member to share and explain their drawing with the rest of the group.
4. Now, ask group members to write down names of people who have been good role models in their lives.
5. Have each group member share the names of their role models and why they consider them role models.

ACTIVITY E WRAP-UP

TIME LIMIT  15 minutes

- OBJECTIVES**
- To learn what a **wrap-up** is meant to accomplish
 - To summarize what was discussed during the workshop
 - To allow group members to share what this process was for them
 - To announce/schedule the next workshop
 - To encourage homework on "building self-esteem and the self-esteem of their children"

FACILITATOR DIRECTIONS

1. Advise the group that the last exercise is a "**wrap-up**." Advise them that a **wrap-up** exercise is when the person conducting the meeting (or members of the group) summarizes (a) what happened during the meeting; (b) what decisions were made; and (c) what, if any, are the group's next steps.
2. Summarize the accomplishments of the workshop. Ask the group what they learned about themselves. Be sure to include:

What icebreaker, guided discussion, and wrap-up exercises are meant to accomplish

The importance of self-esteem for themselves and their children

The need to change negative feedback to positive feedback

The benefit of daily positive actions

The importance of them giving their children positive messages daily

3. Provide parents with copies of the Reading Materials for the workshop.
4. Encourage parents to make a daily effort of telling themselves a positive action.

READING MATERIAL FOR WORKSHOP ONE**SELF-ESTEEM**

"Self-esteem is the foundation of productive personality development. It is fragile, easily destroyed, and in need of constant renewal. Throughout your children's lives, and especially during their years at home, your aim should be to communicate constant affection and support to them. The means are utterly simple: a smile, a loving spoken or written word, and a hug.

Not everyone will find it easy to follow these suggestions. The childhood backgrounds of some fathers and mothers have been stressful, conflicted, and emotionally deprived. Without having personally experienced loving, tender, supportive care from their own parents, these persons lack effective models for expressing affection to their youngsters, verbal or otherwise. Others may be afraid to let themselves go in expressing their feelings. A third group find it difficult to view their children positively, or to see any qualities that they feel they can praise or approve.

Such persons are usually uncomfortable and inadequate in the parental role. Having unresolved problems and little self-esteem, they can unwittingly deprive their own children of the necessary psychological support. These parents can profit from professional help. Such counsel may never succeed in solving all the adult's problems but it may indirectly benefit the children. Good parenting is tremendously rewarding, but at times it can be emotionally draining even for persons in the best of mental health." (Gillmore, John V. and Eunice C., Give Your Child a Future, New Jersey: Prentice-Hall, 1982.)

A way in which parents can raise their own sense of self worth and ultimately, the self esteem of their children is by using positive actions on a regular basis. These actions serve to make parents feel good about themselves. Some positive thoughts that you may want to say to yourself are listed below:

- ✓ "I am a wonderful (good, caring) person."
- ✓ "I am a good parent."
- ✓ "I can do it."
- ✓ "I am a good role model for my children."
- ✓ "I am feeling better about myself everyday."
- ✓ "I like who I am."

One of the main goals of using positive thoughts is to be able to be satisfied with yourself when you look in the mirror.

Building self-esteem is an ongoing conscious process. By becoming a better person, you will become a better parent to your children. So be patient with yourself. "You can do it!"

WORKING WITH YOUR CHILD

The same principles on building self-esteem apply to your children. You need to make a conscious effort to give your children a positive living environment by expressing them positive messages on a daily basis. And, if you hear them telling themselves something negative (perhaps they heard it from someone else) help them to change the message to a positive one, using the same technique you would use for yourself.

Teach your child that when they say mean things about themselves to say, "stop!" and, replace the mean thought with a positive thing about themselves, like:

- "I try to do my best in school."
- "I am a good student."
- "I believe that I can do well in school."
- "I am a nice person."
- "I like who I am."

Have them say it aloud and then to themselves.

Be sure to tell your child "I love you" and to "thank" them whenever they do something that deserves merit. Teach them to say "thank you" to other people as well. You also need to listen to your children's concerns, spend time with them doing activities such as reading, writing, drawing, or other activities which require good amounts of quality time together. One of the most important things that you can do for your child is **respect** them. By respecting them, you will inevitably teach them the importance of treating others like they wish to be treated.

Again, this is an ongoing process for the children too. However, if they get enough positive messages early on in life they will have high self-esteem and will be more likely to succeed.

Children learn what they live

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance & friendship,
He learns to find love in the world.

Dorothy Law Nolte

Los niños aprenden por el ambiente en que viven

Si el niño vive en un ambiente de crítica,
Aprende a condenar.

Si el niño vive en un ambiente de hostilidad,
Aprende a pelear.

Si el niño vive en un ambiente de ridiculez,
Aprende a ser tímido.

Si el niño vive en un ambiente de vergüenza,
Aprende a sentirse culpable.

Si el niño vive en un ambiente de tolerancia,
Aprende a tener paciencia.

Si el niño vive en un ambiente de estímulo,
Aprende a tener confianza.

Si el niño vive en un ambiente de encomio,
Aprende a apreciar.

Si el niño vive en un ambiente de equidad,
Aprende a ser justo.

Si el niño vive en un ambiente de aprobación,
Aprende a estar en armonía con sí mismo.

Si el niño vive en un ambiente de aceptación y afecto,
Aprende a hallar cariño en el mundo.

Dorothy Law Nolte

**SELF ESTEEM
PART II**

- OBJECTIVES:** By the end of this workshop, participants should be able to:
- describe the correlation between low self esteem and higher risk of alcohol and drug abuse.
 - list ways to develop high self esteem among children and parents.

MATERIALS NEEDED: ***FACILITATOR:** You may choose to administer this workshop in two sessions if you wish.

- notepaper
- self esteem reading materials
- poem by Dorothy Law Nolte

WORKSHOP TIMELINE:

(SECTION I)

ACTIVITY A: Discussion: Cultural Heritage and Self Esteem	10 minutes
ACTIVITY B: Discussion: Importance of Cultural Heritage	20 minutes
ACTIVITY C: Discussion: Popular Culture vs. Family Values	15 minutes
ACTIVITY D: Lecture: Self Esteem Study	10 minutes
TOTAL:	55 minutes

(SECTION II)

ACTIVITY E: Discussion: High Self Esteem vs. Low Self Esteem	20 minutes
ACTIVITY F: Discussion: Low Self Esteem vs. Drug Abuse	15 minutes
ACTIVITY G: Group Discussions: Positive Self Esteem	20 minutes
ACTIVITY H: Discussion: Community Reinforcement	10 minutes
ACTIVITY I: Wrap-Up Discussion: Unconditional Love	10 minutes
TOTAL:	1 hour, 15 minutes

SECTION I**ACTIVITY A - Cultural Heritage and Self Esteem***10 minutes*

- 1) Revise and recap last workshop discussion and tie up any loose ends

When considering self esteem, it is important to consider its relationship to the Latino experience, culture, and language. In the U.S., a high value is placed on self esteem. For Latinos the literal translation (of self esteem) implies vanity, or the idea that one is better or worse than one's peers. It is necessary to clarify that this term is used to express a positive attitude about oneself; to express that every person is equal and not better or worse than anyone else.

Latinos see humility as a good characteristic. We must emphasize that the idea of self esteem recognizes content of character, not superiority. Some instructors, instead of using the term "self esteem," use the terminology: "a good concept of oneself." To refer to this idea using other terms, we suggest: high self-concept, high self respect, and positive personal perception.

It is also important to stress that one must feel proud of one's cultural heritage. Personal growth and development will not happen if one has a negative sense of cultural, ethnic and family heritage.

Many Latino parents need to be informed of self esteem because many are confused, isolated and unsure of themselves due to many factors including relocation to a new environment (not their native country), or changes in economic status and communication difficulties in a country where they do not speak the official language. Many of these parents are confronted by customs, communication barriers, and values which differ from their own and ultimately lead to confusion and uncertainty. Changes in economic status lead to changes in parents' roles. Women who once did not need to worry about working outside of the home now must work. Some men have trouble adjusting to the idea that they are no longer the primary breadwinner for their families and they may also feel that they cannot meet the daily needs of their children.

- 2) Discuss with the group other issues they feel are relevant to their individual experience.

ACTIVITY B - Importance of Cultural Heritage

20 Minutes

Ask the group to identify issues/things of special cultural significance them. Discuss the following:

- 1) What kind of body language, tone of voice, and facial expressions are being used to describe the above objects?
- 2) What effect does cultural heritage have on your family traditions?
- 3) What is the impact of cultural heritage on your self esteem?
- 4) Give the relationship between one's cultural heritage and one's self esteem. How do we pass on our heritage to our children?

ACTIVITY C - Popular Culture vs. Family Values

15 Minutes

Discuss the influence of popular culture on fashion trends, and one's physical environment. How does this popular culture differ from Latino values, culture, and family values?

- 1) What types of values are reflected in our popular culture? (i.e. newspapers, books, television, and fashion)
- 2) Keeping modern society in mind, what criteria serve as standards by which we measure self-value? (i.e. material goods, physical beauty by American standards, definition of success in terms of accomplishments, competition, and types of careers)
- 3) What impact do these criteria have on our feeling of cultural pride? on our self esteem? on our children's self esteem?

Remind participants of how the community as a whole affects sub-groups within the community such as extended family, community, and parents like themselves.

ACTIVITY D - Self Esteem Study***10 Minutes***

Tell the group that during this session you will focus on very important high risk factors contributing to alcohol and drug abuse among our children. By recognizing and identifying these factors, we can help our children develop high self esteem. Use the following information to show the correlation between alcohol and drug abuse and self esteem.

The results of a study conducted by Larry Didier shed light on two factors which play a significant role in the correlation between low self esteem and alcohol and drug abuse.

Lower levels of self esteem correlate to higher levels of personal and social problems.

One's self esteem level can indicate potential of future use and/or abuse of alcohol and/or drugs among teenagers.

Studies have proven that when comparing high self-esteem teens to low self-esteem teens, differences are quite obvious. Teens with high self-esteem are more effective, competent, independent, creative, and academically successful, and they are closely tied to their family and peers. On the other hand, teens with low self-esteem feel powerless, deserted, disabled, incompetent, ostracized and they have weaker ties to family and peers. These studies show that these students reflected self esteem levels similar to those of their parents. (Taken from Aly 1987; Hawkins, Catalano, 1988.) Excerpt from Prevention Forum, Springfield, IL, January 1989.

Among some Latinos, it is necessary to emphasize the importance of giving independence to their children without losing sight of limitations of this independence according to their personal value systems. You will want to encourage parents to approach their children's independence in different ways, according to a variety of factors including age, maturity, economic status, family acculturation level, and family customs.

SECTION II

ACTIVITY E - High Self Esteem vs. Low Self Esteem

20 Minutes

- * Brainstorm with the group about the benefits of high self-esteem and identify characteristics which display that someone has high self esteem vs. low self-esteem. On a blank sheet of paper, put together a list of your ideas.

ACTIVITY F - Low Self Esteem vs. Drug Abuse

15 Minutes

Discuss the following questions

Based on the aforementioned studies and your own experience, why do you think there is such a strong connection between low self-esteem and drug use? Please make sure to discuss issues such as parties, suicide, and other relevant issues.

ACTIVITY G - Positive Self Esteem

20 Minutes

- * Divide into small groups (or stay in one group if the group is small) and ask participants to give one or two examples of ways they try to develop positive self-esteem in their children. Perhaps you as a trainer will want to provide the first example. Give participants enough time to present each idea, but without spending too much time on any one issue. Please be sure to raise the following issues if they don't come up:
 - a) Provide children with opportunities to display their talents and/or interests such as sports, art, music, hobbies, etc.
 - b) Make sure that school is a positive experience for your child.
 - c) Frequently praise your child when he is doing well (in school, sports, or any activity).

- d) Make sure that you praise your child in public, but discipline him/her privately. Do not humiliate your child in front of others.
- e) Make sure your child knows why he/she is being disciplined and make it clear that the punishment is being administered because of certain behavior, not because the child is a bad person.
- f) Make an extra effort to be nice, spontaneous, and generous, express your love with a multitude of hugs, uplifting the child by encouraging them, making them happy, or talking to them often.
- g) Train yourself to listen to your children objectively.
- h) Pay attention to your child's feelings. Help your child learn to express his or her feelings.
- i) Encourage your children to have dreams and to believe that we can all work towards making their dreams a reality.
- j) Encourage your children to use their own strength, betterment, and fortitude, so that these characteristics will serve as a foundation to build their self esteem, as opposed to relying solely on rewards and external recognition.
- k) Don't compare your child to other children; talk to them about their behavior in terms of how they have improved and the benefits that can come from you helping them to continue in their improvement.

ACTIVITY H - Community Reinforcement

10 Minutes

- * Ask participants to give an example of when they have helped someone else's child to feel good about themselves. Show how examples like these reinforce the importance of community involvement, and the proverb- "It takes a whole village to raise a child." Also, inform them about youth activities and programs in the community, and attach a community resource guide to this handout if you have not included it already. Tell them that their children's participation in these programs and activities can develop their self esteem and can also reinforce in them the concept of "the village."

ACTIVITY I - Unconditional Love

10 Minutes

- * End the discussion by asking participants what it means to give unconditional love to their children. Emphasize the importance of parents always giving unconditional love, even when the child's behavior may be disagreeable or unacceptable. Insist upon having this as an ideal, but realize that even the best parents may find it difficult from time to time to give unconditionally. When children behave in a manner which is undesirable or when they annoy you, explain your concerns to them, reminding them that you will always love them. When your child is furious with you or with another person, help them to separate their anger from their good feelings toward that person. Bring up conversations about this topic.

- * Ask participants to look for a form of sharing something with their children which is related to the family or to their cultural heritage before the next meeting. Distribute class materials and let them know that they should share some of these materials with their children and spouses if they are not participating in these classes. Explain that in the next session we will discuss ways in which we can improve our communication skills with our children, and that we can teach them these skills.

- * Distribute the evaluations. Ask two (2) or three (3) participants to bring in something which represents their cultural or ethnic heritage to the next meeting. (They should be different participants from those who have brought in something before). Remind them all to bring the next additional information session for the community resources guide.

READING MATERIALS
HOW TO HELP OUR CHILDREN TO BE PROUD OF THEMSELVES

As parents, we all want our children to be healthy and happy. We hope that they enjoy their youth, and that they feel loved by their family, and their circle of friends and companions. We are disturbed when we see that our children suffer because they feel different from other children. This may occur because: they are physically more or less developed than other children, because they live with only one mother or father or with their grandparents, because they have a different complexion or ethnic origin, because they have different religious beliefs, because they suffer from a physical handicap, or, simply because of another difference which makes them unique.

The following story is used to help our children understand that no two people are the same. These differences demonstrate that each one of us is an extraordinary and unique individual. It is important to teach children that they should feel special and should see their differences as positive differences, not as disadvantages.

Laura's Story

Laura was nine years old and she felt terribly unhappy with herself. She was unhappy because she was a little chubby, and because sometimes her classmates teased her because of her weight. Today, on the playground, a child was yelling at her: "Fatty, Fatty, Fattyface!" and Laura almost started crying.

Because of this, when she got home from school, she went directly to her room. When her mother saw her, she went and asked her if something had happened. Laura, who was sobbing, explained how she felt. "I am too fat," she told her. "Nobody in my class is like me. I feel so different! Perhaps I could hide somewhere and never go outside again!"

"Well, Laura," her mother told her, "if it bothers you this much, we can go to the doctor and see if he can come up with a special diet for you. The other kids make fun of you because you look different. But they will stop teasing you: we are all the same on the inside, but different on the outside."

"But I don't want to be different!"

"Dear, you will always be different. We all are. Besides, even if we put you on a diet, it may be difficult for you to lose weight. Your father and I both have fairly big bone structure, and soon you will probably have a growth spurt which will make you as tall as, or taller than we are. We are doing ok, after all, and we will do whatever we can to make you happy. If you ever feel differently, come and let me know.:

"I'll do that mom," Laura said. "I promise you."

Has anyone ever made fun of you because you were different?