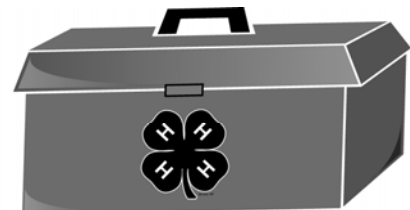


2

"Self-Esteem" Lesson Plan





Learning Objectives

1. To understand the concept of self-esteem.
2. To recognize healthy and unhealthy self-esteem in youth.
3. To identify how to assist youth with the development of healthy self-esteem.



Supplies & Resources Needed

- Lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Copies of "Self-Esteem" quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Copies of "Self-Esteem" fact sheet



References

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Green, Stephen (2006). *Fostering Children's Self-Esteem*. *Family Child Care Connections*, 15 (2). Retrieved October 29, 2007, from http://fcs.tamu.edu/families/child_care/newsletters_family/fcc_wologo/fccvol15_2wologo.pdf.

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Myers-Walls, J.A. (2005). *Self-concept terms*. Part of the course curriculum for *CDFS 441: Working with Parents*, Child Development and Family Studies, Purdue University, W. Lafayette, IN.

Purdue University Extension Fact Sheet; Child Development and Family Studies, *Encouraging Positive Self-Concepts in Children* by Myers-Walls, Judith, et.al. (1984).

Nuttall, P. (1991). *Self-Esteem and Children*. Retrieved October, 29, 2007, from <http://www.nccc.org/Guidance/self.esteem.html>.

Ryals, Diane (2006). *Help Kids Feel Good About Themselves*. Retrieved October 29, 2007, from <http://parenting247.org/article.cfm?ContentID=754&AgeGroup=3>.



Projected Length

40 minutes

Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.
- Begin "Self-Esteem" PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation to guide you during the presentation.
- Review the purpose and objectives for this lesson plan.
- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute "Self-Esteem" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants.

Methods/Content



Information found on Slides #1-3.

Introduction



Within the "Mastery" concept of the eight Essential Elements of 4-H Youth Development, we find the idea that, "In order to develop self-confidence, youth need to feel and believe they are capable..." As we will see, self-esteem is a part of self-confidence. Children's self-esteem can determine their level of involvement, achievement, and satisfaction with their 4-H experiences. This lesson will emphasize the importance of healthy self-esteem in youth. As adults who can impact the lives of youth in the 4-H Youth Development program, it is critical that we are equipped to assist youth with the development of a healthy self-esteem.

Here are the objectives that we will discuss in this lesson:

Objectives

1. To understand the concept of self-esteem.
2. To recognize healthy and unhealthy self-esteem in youth.
3. To identify how to assist youth with the development of healthy self-esteem.

Objective 1

To understand the concept of self-esteem.



Information found on Slides #4-12.





Self-esteem is a concept that is defined differently by experts. One definition found in the dictionary states,

"self-esteem is a realistic respect for or favorable impression of oneself."

Some experts view self-esteem more broadly.

According to the National Network for Child Care, a widely accepted definition of self-esteem comes from Dr. Nathaniel Branden, a psychotherapist. Dr. Branden defines self-esteem as

"the experience of being competent to cope with the basic challenges of life and of being worthy of happiness."

Dr. Branden contends that self-esteem is composed of two components:

1. Self-efficacy - confidence in one's ability to think, learn, choose, and make appropriate decisions; and
2. Self-respect - confidence in one's right to be happy and in the belief that achievement, success, friendship, respect, love, and fulfillment are appropriate to us (Branden, 2006).



It is important to note that although the terms self-esteem and self-concept have been used interchangeably by some individuals, experts view the terms as different. Dr. Judith Myers-Walls of Purdue University says,

"Self-concept can be seen as an overall term that includes all ideas a person has about him/herself."

Dr. Myers-Walls explains that the self-concept can be seen as having four components:

1. Self-image - the way a person describes him/herself and the groups to which a person feels s/he belongs.

The self-image includes descriptions without value attached, for example: smart, tall, athletic, organized, etc., and the groups we believe we are a part of - such groups as 4-H, female, middle class, a particular political party or denomination, etc.

2. Self-esteem - the value a person gives to those characteristics or how a person evaluates the self-image.

For example: a person may see him/herself as too short/tall, the best athlete, brilliant rather than smart, knowing "the" way to organize as opposed to "a" way.

3. Self-efficacy - the amount of influence a person feels s/he has over the things in his/her environment or the power a person feels s/he has over what happens to him/her.

Self-efficacy can be seen as a sense of or lack of empowerment. For example: 4-H club members might feel a lack of empowerment if they are not allowed to participate in decisions that are made for the club.



4. Social-identity - how a person feels society and others around him/her feel about people in the categories into which that person falls.

Social-identity involves the values we believe others have about the groups we belong to. For example: 4-H members may believe that other youth feel that being involved in 4-H is "cool."

Whether a narrow or broad definition of self-esteem is used, a child can have a healthy or an unhealthy self-esteem. Children's self-esteem can determine their level of achievement, their behavior and how they view or feel about themselves and others.

Objective 2

To recognize healthy and unhealthy self-esteem in youth.



Information found on Slides #13-17.



Self-esteem can be healthy or unhealthy. It has to do with what children think of themselves, not what anyone else thinks of them. Children's attitudes and behaviors can reflect their healthy or unhealthy self-esteem.

Here are some traits youth with a healthy self-esteem may exhibit:

1. They are more likely to take positive risks - they know they might fail, but they also know they might succeed.
2. They are less likely to take negative risks - they respect themselves and avoid dangerous situations.
3. They are more likely to resist negative peer pressure.
4. They are less likely to go along with the crowd just to fit in.
5. They are strong and can cope with the changes and challenges of life.
6. They are resilient and can bounce back when they experience problems, disappointments, or failures.
7. They set goals and strive to reach them.
8. They feel free to explore their creativity.
9. They have a positive attitude toward life.



A child with a healthy self-esteem may sometimes feel badly about performing in specific areas. For example, a child might feel he is a "good" student, but feel badly about receiving a poor grade on a test. Another child may feel confident in her ability to play sports, but uncomfortable with performing in a play.





Information found on Slides #18-21.



Here are some traits youth with unhealthy self-esteem may exhibit:

1. They are less likely to take positive risks - they fear failure and may be paralyzed with self-doubt and self-distrust.
2. They are more likely to take negative risks - they don't respect themselves and may not avoid dangerous situations.
3. They are less likely to resist negative peer pressure.
4. They are more likely to go along with the crowd just to fit in.
5. They do not feel strong enough to cope with the changes and challenges of life.
6. They are not resilient and are less likely to bounce back when they experience problems, disappointments, or failures.
7. They are less likely to set goals.
8. They do not feel confident enough to explore their creativity.
9. They have a negative attitude toward life.

Objective 3

To identify how to assist youth with the development of healthy self-esteem.



Information found on Slides #22-27.



Adults who are important to children have a great affect on their development of self-esteem. Parents, teachers, 4-H Leaders, and others have the opportunity to assist youth with the development of healthy self-esteem.

Here are some practical ways adults can assist with the development of a child's healthy self-esteem:

1. Let them know they are loved and appreciated.
2. Respect their feelings and abilities.
3. Spend time with them.
4. Praise their effort.
5. Provide them with opportunities for success.
6. Accept them as they are.
7. Allow them to make meaningful decisions.
8. Focus on what they do right.
9. Discipline in a positive way.
10. Help them cope with occasional negative feedback and frustrations.
11. Model healthy self-esteem for them.
12. Encourage their curiosity.



Just as adults can impact a child's healthy self-esteem, adults can also affect a child's development of unhealthy self-esteem.



Here are some things to avoid:

1. Expecting too much or too little from the child.
2. Excessive and harsh criticism, especially in front of other people.
3. Not allowing children to make mistakes.
4. Trying to make them somebody else and not honoring their uniqueness.

Group Discussion



Information found on Slide #28.

Discussion Questions

(These are suggested questions. Other questions may be substituted.)

1. How might a child with unhealthy self-esteem act out?
2. How might not allowing children to make mistakes impact the development of unhealthy self-esteem?

Possible answers for Discussion Questions:

1. They might withdraw or behave badly rather than participate in an activity, because they believe they can't do anything right. They might create a conflict with another child. They might say the adult in charge is too strict or mean.
2. Children will not learn how to handle problems, disappointments, or failures when they are not allowed to make mistakes. Making mistakes is a part of the learning process. When children are not allowed to make mistakes, it can make them dependent on someone else's judgment and teach them not to rely on their own judgment. This can lead to self-doubt and self-distrust.

Conclusion and Quiz



Information found on Slide #29-31.



A child's self-esteem can be healthy or unhealthy. While self-esteem has to do with what children think of themselves, it is reflected in their behavior and how they see themselves and others. Important adults in a child's life can assist with the development of healthy self-esteem.

Distribute the "Self-Esteem" Quiz questions provided as a handout (Answer key is provided as a separate sheet.)

Review the references provided on Slides #30-31.

Distribute the "Self-Esteem" fact sheet for volunteers to use for future reference.

Thank the volunteers for their participation.

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“Self-Esteem” Quiz

1. Define self-esteem.
2. What are some indications that a child has healthy self-esteem?
3. What are some indications that a child has unhealthy self-esteem?
4. What are some ways we can help youth develop healthy self-esteem?



- KEY -
“Self-Esteem” Quiz

1. Define self-esteem.

- Dictionary definition: "self-esteem is a realistic respect for or favorable impression of oneself."
- Dr. Branden's definition: "the experience of being competent to cope with the basic challenges of life and of being worthy of happiness."
- Dr. Myers-Walls definition: "how a person evaluates the self-image, which is the way a person describes him/herself and the groups to which a person feels s/he belongs."

2. What are some indications that a child has healthy self-esteem?

Any of the following indicators would be acceptable.

- They are more likely to take positive risks -- they know they might fail, but they also know they might succeed.
- They are less likely to take negative risks -- they respect themselves and avoid dangerous situations.
- They are more likely to resist negative peer pressure.
- They are less likely to go along with the crowd just to fit in.
- They are strong and can cope with the changes and challenges of life.
- They are resilient and can bounce back when they experience problems, disappointments, or failures.
- They set goals and strive to reach them.
- They feel free to explore their creativity.
- They have a positive attitude toward life.

3. What are some indications that a child has unhealthy self-esteem?

Any of the following indicators would be acceptable.

- They are less likely to take positive risks -- they fear failure and are paralyzed with self-doubt and self-distrust.
- They don't respect themselves and may not avoid dangerous situations.
- They are less likely to resist negative peer pressure.
- They are more likely to go along with the crowd just to fit in.
- They are not strong and cannot cope with the changes and challenges of life.
- They are not resilient and are less likely to bounce back when they experience problems, disappointments, or failures.
- They are less likely to set goals.
- They do not feel confident enough to explore their creativity.
- They have a negative attitude toward life.

4. What are some ways we can help youth develop healthy self-esteem?

Any of the following methods would be acceptable.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Let them know they are loved and appreciated. • Respect their feelings and abilities. • Spend time with them. • Praise their effort. • Provide them with opportunities for success. • Accept them as they are. | <ul style="list-style-type: none"> • Allow them to make meaningful decisions. • Focus on what they do right. • Discipline in a positive way. • Help them cope with occasional negative feedback and frustrations. • Model for them a healthy self-esteem. • Encourage their curiosity. |
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