

- Holl, K. D. (1984). *Footprints up my back*. New York: Atheneum Publishers. (expectations of self, responsibility)
- Moser, A. (1991). *Don't feed the monster on Tuesdays*. Kansas City, MO: Landmark Editions. (building positive attitudes)
- Olofodotter, M. (1993). *Sofia the heartmender*. Minneapolis, MN: Free Spirit Publishers. (self-esteem and feelings)
- Parkinson, J. (1994). *Pequena the burro*. Shawnee Mission, KS: Marsh-media. (self-discovery)
- Slote, A. (1989). *Make believe ball player*. Philadelphia, PA: J.B. Lippincott. (self-esteem, lack of friendship)
- Yarborough, C. (1989). *The shimmershine queens*. New York: Putnam Berkley Group. (accepting self, feelings of inferiority)
- Ages 12 and Up**
- Adler, C. S. (1989). *The lump in the middle*. Boston: Clarion Books. (feelings of inferiority)
- Ames, M. (1989). *Who will speak for the lamb?* New York: HarperCollins. (search for identity, self-confidence)
- Carter, A. R. (1990). *Robodad*. New York: Putnam and Grossett Group. (weight control, concern about appearance)
- Chambers, J. W. (1985). *The colonel and me*. New York: Atheneum Publishers. (self-esteem, boy-girl relationships)
- DeClements, B. (1983). *How do you lose those ninth grade blues?* New York: Viking Penguin. (parental rejection, attitude toward self)
- Gilmore, H. B. (1985). *Ask me if I care?* New York: Ballantine Books. (family relationships, boy-girl relationships)
- Greene, C. C. (1988). *Monday I love you*. New York: HarperCollins. (body concept, feeling different)
- Irwin, H. (1987). *Kim/Kimi*. New York: Margaret K. McElderry Books. (feeling different)
- Rabinowich, E. (1983). *Underneath I'm different*. New York: Dell Publishing. (body concept, adolescent mental illness)
- Walker, M. A. (1988). *Brad's box*. New York: Atheneum Publishers. (self-esteem, boy-girl relationships)

**Figure 11.2.** (Continued) Resources for use with and by children in Self-esteem Management Support Group.

## SESSION I—GETTING READY TO GROW

### BRIEF OVERVIEW OF SESSION

This session will provide an opportunity for children to begin to focus on the purpose for the group, to become aware of group ground rules, and to begin to see the structure for the eight sessions on self-esteem.

### GOALS

1. To help children understand their reasons for involvement in the group.
2. To encourage children to become acquainted with the other members of the group.
3. To present information on the four conditions of self-esteem.

### MATERIALS NEEDED

1. Name tags (see samples on Activity Sheet 11.1)
2. A green plant
3. Chart with the four conditions of self-esteem (connectiveness, uniqueness, power, and models) written on it
4. Crayons or markers

### PROCEDURE

1. Introduce yourself and have each of the group members introduce himself or herself by first name. Talk about the fact that this is a group where we will begin to look for the good things about us. During the course of our eight sessions, we will try to identify many things that make us special—things that we can do well—and people who are an important part of our lives either because they are special to us or because they help us be the kind of people we want to be.
2. Begin to set the stage for the group by inviting a brainstorming session on group rules. Examples of possible initial group ground rules may include the following:
  - a What is said in the group, stays there (confidentiality).
  - b No put-downs are allowed.
  - c Only one person talks at a time.
  - d It is important to attend all sessions.

*Note:* If children do not suggest these group rules, you as facilitator should bring them up as part of the brainstorming session.

3. Give each child the name tag that has been prepared beforehand and a marker or crayon. Ask each child to write his or her name down the left hand side of the tag, one letter per line. Example:

K  
A  
T  
E

4. When all children are ready to go on, ask them to describe some of their positive qualities by using the letters of their name. Again, it may be helpful to provide an example:

K—kind to others  
A—artistic  
T—takes turns with classmates  
E—energetic

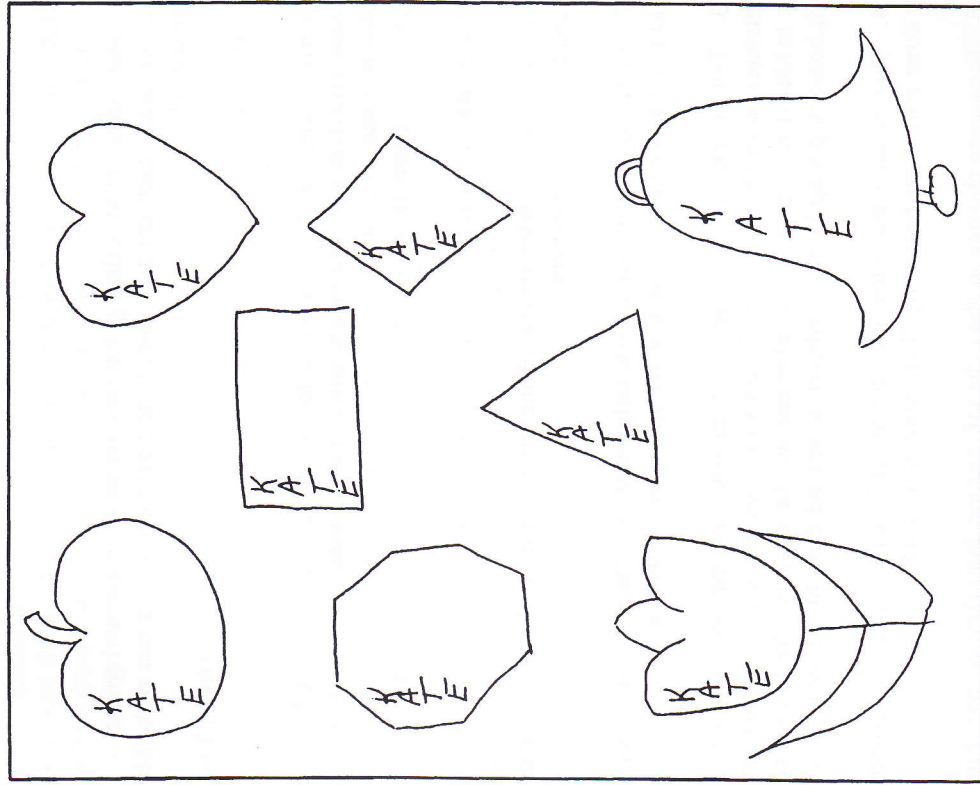
5. When the children have completed their name tags, allow time for sharing of the qualities. (If possible, display them in the group room during subsequent sessions.)
6. Show the children the green plant and ask them if they were to be given a plant such as this, what they would need to do to keep it growing. (Chances are all children will identify that the plant would need adequate amounts of sunlight, nutrients, water, and air.)
7. Then ask children if they know what four conditions would be necessary to help them grow and feel good about themselves. Share with them the four conditions of self-esteem and provide a brief explanation of each condition. Remind them that the remaining sessions will be focusing on identifying positive qualities of each of them based on these four conditions.
8. Provide time for questions or discussion if necessary.

## CLOSURE

Conclude this first session with a brief review of the four conditions of self-esteem and allow children to share their feelings about today's group.

## HOMEWORK

Remind the children that the next two week's sessions will deal with **UNIQUENESS**. For homework, they are to think of at least three things that make them unique.



Activity Sheet 11.1. Sample name tags. Use geometric or seasonal shapes as appropriate.

## SESSION II—THIS IS ME—I AM SPECIAL

### BRIEF OVERVIEW OF SESSION

In this session, children will have an opportunity to share with the group some things about themselves that they feel are special. Each child will do this by describing three special qualities about himself or herself.

### GOALS

1. To assist children in realizing that they are each unique and special.
2. To encourage each child to identify at least three things that make him or her special.

### MATERIALS

1. Polaroid camera and film (enough for two pictures of each child)
2. Poster board on which to mount one of the pictures
3. Glue or paste
4. Crayons or markers

### PROCEDURE

1. Begin with a brief review of the ground rules and a refresher of the four conditions of self-esteem.
2. Briefly discuss the homework assignment. Ask the children if they were able to think about three things that are special about themselves.
3. Tell the children that each of them will have the opportunity to have two pictures taken of them. One of them will be used to create a poster entitled "This Is Me—I Am Special"; the other one will be taken just for fun—they can take it home to put up in their bedroom to remind them how special they are.
4. Take pictures and allow time for the children to make their poster and write three statements beginning "I am special because. . ."
5. Encourage children to share the information from their posters. Encourage discussion, comparison of similarities, and so forth. If space permits, display the posters in the group room as a reminder of the special qualities of group members.

6. Provide a few moments for the facilitator and group members to identify one additional thing that is special about each member of the group by using the stem sentence, "My favorite thing about (John, Mary, etc.) is. . ."

### CLOSURE

The children will, no doubt, feel pretty positive about themselves after this activity. Remind them that each of them was able to identify at least three things that were special about himself or herself, and that they probably have many more special things that they had not even thought of. Also remind them that sometimes people do or say things that make them feel they are not special but that we always need to remind ourselves that each of us is a very special human being.

### HOMEWORK

The children actually will have two homework assignments for this week. The first will be to keep a running count of the times when others tell them they were special or valued in some way and when others put them down and make them feel that they are not special. At the beginning of next session, we will compare the numbers of positive and negative comments for each person.

The second homework assignment will be to begin to collect pictures and words from magazines that they could use to describe themselves in terms of their interests.

### SESSION III—"ME" COLLAGE

#### BRIEF OVERVIEW OF SESSION

In this session, the children will continue to work on the condition of uniqueness and will participate in an art activity designed to assist them in further exploring the things that make them special and unique.

#### GOALS

1. To provide an opportunity for each child to explore further his or her uniqueness by identifying interests, hobbies, and characteristics.
2. To enable children to express themselves through an art activity.
3. To begin to discuss coping skills that may be used when others make them feel "less special."

#### MATERIALS NEEDED

1. Old magazines and catalogs
2. Scissors
3. Glue or paste
4. Crayons or markers
5. Chart paper for each child

#### PROCEDURE

1. Begin by reviewing the special characteristics that were identified for each child last week. If the posters are displayed, take a moment to look at them again.
2. Encourage children to share their homework count of positive and negative comments from others during the past week. Discuss the feelings that accompanied the comments.
3. Briefly discuss the types of things one can do when someone says something positive (e.g., say thank you, smile, etc.) and when someone says something negative (e.g., ignore, refute the comment in some way, use positive self-talk, etc.).
4. Provide chart paper and other needed materials for the children to complete their "Me" Collage. Remind them that all of the items on their collage

should, in some way, tell something about them. (If some of the children are having difficulty, suggest that they could show an interest in reading by putting a picture of a book on their collage, an interest in TV by using a page from TV Guide or the local TV listings in the newspaper.) Also remind them that they may use crayons or markers to draw other special items on their collage.

5. When the collages are completed, allow time for the children to share themselves again with the other members of the group by showing and explaining their collage.

#### CLOSURE

Complete this session by reminding the children that they have proven again that they are very special and unique in their own way. Encourage them to take their collages home and display them in their room to remind them of this fact. Children use their unique attributes to connect with themselves, others, and their environments.

#### HOMEWORK

As a homework assignment for this session, ask children to think of as many interests as they can so that they can be prepared to write down at least 10 things that they really enjoy doing.

## SESSION IV—WEB OF CONNECTIONS

### BRIEF OVERVIEW OF SESSION

This session will provide a visual reminder to the children as to how they are connected to others in the group and how these connections help them feel that they belong.

### GOALS

1. To assist children in understanding that everyone feels more secure when they feel they belong, whether it be to a family, a school, a church, or any other group.
2. To show children how, by virtue of their interests, they can form connections with others in the group.
3. To provide an additional opportunity for children to identify at least 10 interests.

### MATERIALS NEEDED

1. A 5" x 8" card for each group member
2. Pens or pencils
3. A ball of yarn

### PROCEDURE

1. Begin this session by informing the children that we are now moving on to the second condition of self-esteem, connectiveness. Tell them that, when they leave group today, they will be aware of several "connections" that they have within the group.
2. Provide a card and pencil for each child and ask them to write down the 10 interests they identified in their homework assignment.
3. When the children have completed their cards, remind them to keep them on their lap during the activity so that they can refer to them as we begin to spin the web of connections.
4. This exercise begins with the ball of yarn in the facilitator's hand. The facilitator then names one of the interests from his or her card and asks if any other children in the group have that particular item written on their card. (There

probably will be at least one other person; if not, the facilitator should identify the second interest on the card and continue on until another group member also has the same interest.)

5. At the point where a common interest is found, the facilitator should hold an end of the yarn and throw the ball to the person with the common interest. If there is more than one, the second person should hold a piece of the yarn and again throw the ball to the new connection.
6. When all of the persons with the initial interest area have been connected, the last person with the ball of yarn names another interest from his or her card and again connections are noted. The ball of yarn continues to be thrown (with everyone still holding their piece of yarn to complete the web).
7. At the conclusion of the activity, allow time for the children to view the web of connections they have made with other members of the group. Remind them to keep in mind that they share many "interest connections" with fellow group members.
8. If time permits, untangle the web by throwing the ball of yarn in reverse order to form the ball again. This will give the children one more opportunity to maintain visual contact with their "interest connections."

### CLOSURE

Allow time for children to share feelings and comments about the activity. Again, reinforce the idea that one of the ways we make connections with others is through sharing of common interests.

### HOMEWORK

Encourage the children to think of other interest connections they have with children outside the group. Ask them to think of at least two ways they can use these interests to form friendships with other children.

## SESSION V—CONNECTIONS ARE “COOL”

### BRIEF OVERVIEW OF SESSION

This session will help children identify the numbers of people connections they have through their involvement in school, sports, activities, church, and family. Through a brief experiment, they will see that many connections are indeed “cool.”

### GOALS

1. To assist children in identifying the many “people connections” they have through their involvement in groups and activities.
2. To discuss ways persons can make more “people connections.”
3. To help children develop some basic socializing skills.

### MATERIALS NEEDED

1. Card stock paper or other similar weight paper cut into 1" × 4" strips
2. Stapler
3. Pencil
4. Chart paper and markers or chalkboard and chalk

### PROCEDURE

1. Briefly review the interest connections the children made last session. Remind them that today we are going to continue identifying connections, but this time we are going to talk about “people connections.”
2. Provide each child with at least eight paper strips and a pencil or marker. Ask each child to write down the name of a family member on one of the strips.
3. Then instruct the children to “fan” themselves with the paper strip fan. (Point out that very little air can be felt from just one strip.)
4. Continue with this activity by allowing the children to put the names of other “people connections” on the strips of paper and add them to their fan by stapling them at the bottom and placing them in the shape of a “fan.” Again instruct them to “fan” themselves. (After a few additions, someone will, no doubt, point out that the fan now produces much more cool air with each addition.)

5. Allow time for the children to name persons who make up their “people connections” and add the strips to make the complete fan. Point out that numerous connections are really “cool.”

6. Provide opportunity for sharing from those group members who wish to do so.

7. When children have completed the sharing, pose the following question, “What are some do’s and don’ts for making more connections?” As children share ideas, list them on a chart and talk about how each of the ideas could contribute to the development of more positive connections. Some of the types of suggestions that the children may share could include the following:

#### Do’s

- Share
- Smile
- Be willing to help
- Take turns
- Show good sportsmanship

#### Don’ts

- Hit others
- Take things without asking
- Call names
- Talk about people behind their backs
- Tell lies about others

8. If time permits, role-play some of the do’s of making positive connections. (Be sure to ask for volunteers to do the role-plays.)

### CLOSURE

Conclude this session with a brief review of the people connections they have identified and point out that one feels good when he or she belongs to a group and is accepted by the others in that group. Remind the children that next session we will be moving on to the Power condition of self-esteem.

### HOMEWORK

Encourage the children to try at least two of the identified “do’s” before next session and be willing to discuss the results of their efforts with the group.

## SESSION VI—A PRIZE FOR POWERFUL ME

### BRIEF OVERVIEW OF SESSION

This session will enable the children to identify their power characteristics and to identify ways they can use this power and confidence to set and achieve goals.

### GOALS

1. To assist children in identifying at least three strengths that they have.
2. To help children realize that everyone has strengths, yet no one is good at everything.
3. To encourage children to see themselves in a positive light in regard to their strengths.

### MATERIALS NEEDED

1. Construction paper
2. Scissors
3. Paste
4. Markers

### PROCEDURE

1. Begin the session with a brief discussion of their homework assignment. How did the *do's* work for them in building additional connections? Allow time for brief sharing of experiences.
2. Ask the children to define what power means to them. Brainstorm a list of powerful people or animals. What makes them powerful? Spend some time talking about power as being likened to strength but not just physical strength. Point out that, when we feel powerful, we most often have a strong sense of self-confidence that we can do what we need to do to be successful.
3. Provide time for the children to each share three "powers" or strengths they have. If they are having trouble thinking of any, point out that such things as keeping ones room neat, being a good helper at home, being dependable, being a good friend, and doing well in math are all strengths. Explain to children that power comes from using their unique attributes (strengths) to build connections.

4. When the children have all shared their three strengths, give each child a piece of construction paper, scissors, and markers with which to design a prize ribbon for himself or herself for one of the strengths. Provide enough time for each child to complete the ribbon and share it with the class.

5. Display the prize ribbons on a bulletin board entitled "And the Winner is. . . ."

6. After the children have shared their ribbons, ask them to identify ways they can use the information from their particular strengths in everyday life and how they can develop additional strengths. Spend some time encouraging them to set goals and work toward developing additional strengths.

### CLOSURE

To bring closure to this session, ask each child to write down one goal that he or she would like to begin to work on in the next two weeks. (Find some time between now and the next group to discuss the personal goal with each child in the group.)

### HOMEWORK

For homework, encourage the children to begin to develop a plan for reaching their goal. Let them know that you will be talking individually to each of them sometime during the next week and prior to the next group session.

## SESSION VII—A SPECIAL MODEL FOR ME

### BRIEF OVERVIEW OF SESSION

In this session, the children will begin to identify people and things that are models in their life. Hopefully they will make the connection that these models have provided structure and a sense of purpose for them.

### GOALS

1. To assist children in identifying persons who have been models in their life.
2. To provide an opportunity for children to consider what types of beliefs and ideas have formed a structure for their behaviors and actions.
3. To encourage children to identify some additional models they would like to emulate.

### MATERIALS NEEDED

1. Copy of letter paper (Activity Sheet 11.2) for each child
2. Pencils or pens
3. Envelopes and stamps

### PROCEDURE

1. Allow a few moments for each child to share a goal and initial action plan for reaching that goal. If there is some sharing of suggestions or ideas, give a few extra minutes for this to take place. Compliment children on their efforts and encourage them to continue to goal attainment.
2. Ask the children to define "models." Help them understand that models may be in the form of either people whom we wish to emulate or other types of structures such as rules for good behavior and teacher's directions for doing an assignment. Encourage the children to talk briefly about some people or structures that have provided models for their life.
3. Provide time for each child to think about a specific person who has been a model in his or her life and think about what he or she would say to that person if the opportunity to express their appreciation arose. Allow time for the children to share some of the statements that they would use.

4. Give each child a piece of letter paper (Activity Sheet 11.2) and a pen or pencil with which to write a letter to express appreciation to that person for being a model.

5. If children wish to share their letters, provide time for this to take place. Stress that it would be a very positive step if they would want to send the letter to the person. Provide envelopes and stamps for those who wish to do so.

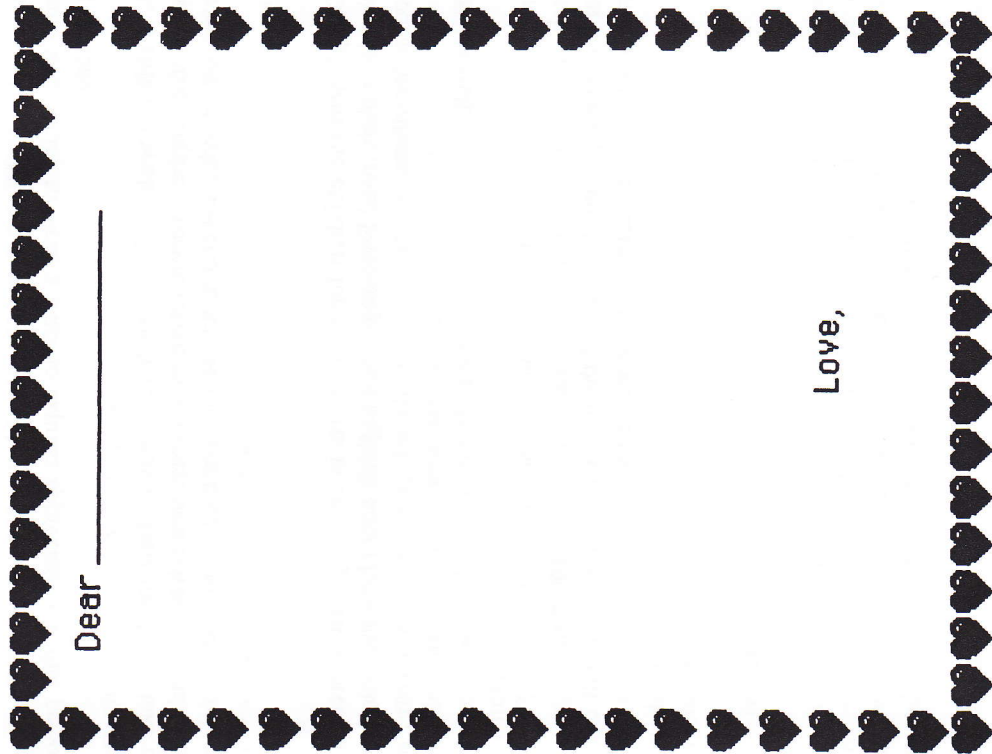
### CLOSURE

Compliment the children for their efforts in showing their appreciation to the models in their lives. Encourage them to think about how they can begin to be models for others.

### HOMEWORK

In preparation for the final session, ask the children to think of one item for each of the four conditions so we can begin to put all things together and look at the whole person that each of them is. Our final activity will deal with integrating all of the conditions into a very special person.





### SESSION VIII—PUTTING IT ALL TOGETHER

#### BRIEF OVERVIEW OF SESSION

This concluding session will enable the children to pull together all of the information they have gained during the previous sessions and will encourage them to utilize the qualities, connections, models, and strengths they have identified to live a more successful and productive life.

#### GOALS

1. To assist children in looking at their power, uniqueness, connections, and models and to discuss how they can utilize this information most effectively.
2. To encourage children to develop strategies to adapt this information to everyday life situations.
3. To bring closure to the group sessions.

#### MATERIALS NEEDED

1. Chart that was used in Session I with the four conditions for self-esteem listed
2. Copies of "Four Conditions" worksheet (Activity Sheet 11.3)
3. Pens or pencils
4. Evaluation sheet for each child

#### PROCEDURE

1. Allow a few minutes for children to talk about their feelings regarding the conclusion of the group sessions and to review the four conditions of self-esteem.
2. Remind the children about all the positive aspects of themselves that they have identified during the past seven weeks. Did they learn some things about themselves that they were not previously aware of?
3. Give a copy of the "Four Conditions" worksheet (Activity Sheet 11.3) to each group member and instruct the children to write at least one sentence under each of the four conditions to remind them of the qualities and strengths that they have identified.

Activity Sheet 11.2. Letter paper. Permission is granted to enlarge and photocopy for classroom use.

4. Encourage the children to utilize this information to assist them in adapting strategies for being more successful in everyday life. Brainstorm ways this can happen. Some examples of the types of things they may identify include

- use an ability in art to help design sets for play,
- use a good communication ability to volunteer to be a peer helper,
- use a strength in getting along with small children to take a baby-sitting course, and
- use dependability to get an after school job.

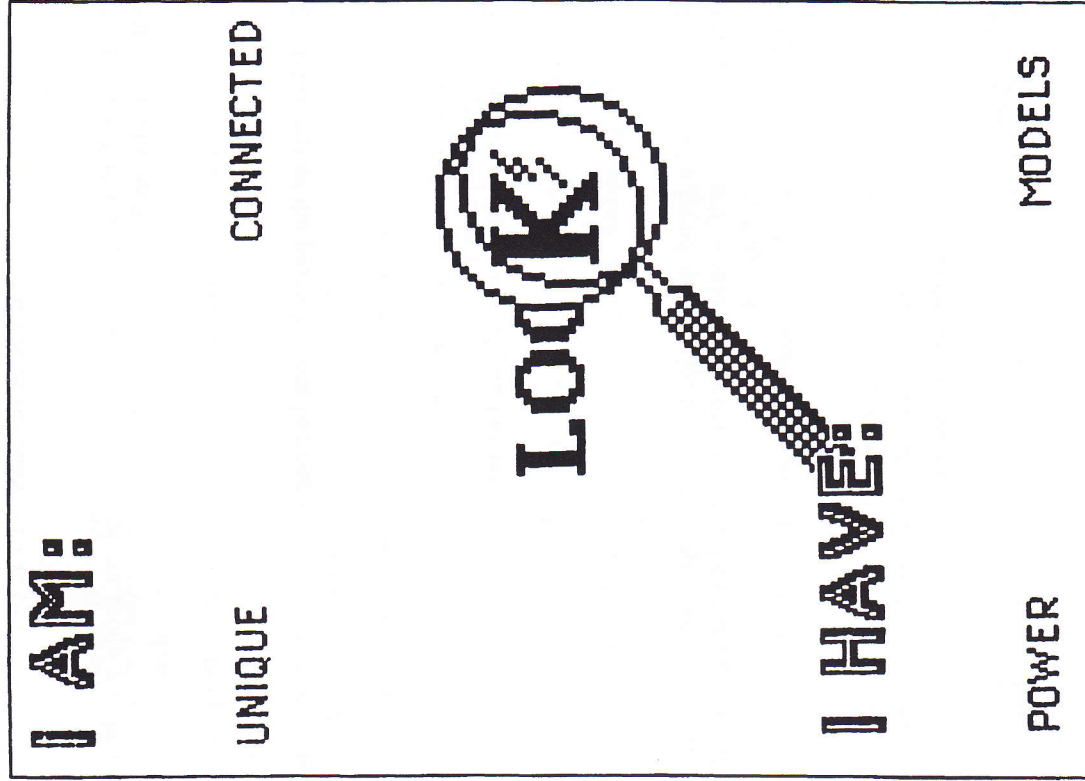
5. Stress to the children how important it is for them to keep and use the information they have learned from this group to lead a happier and more productive life.

#### **CLOSURE**

Since this is the final session, time should be allotted to permit the children to complete the evaluations and to have a few minutes to express their appreciation to every other group member. This can be done by having each child, in turn, sit in the center of the group and listen while every other group member tells him or her what he or she liked about having that child in the group.

#### **HOMEWORK**

There is no actual homework for this session but it would be very advisable for the facilitator to encourage the children to use what they learned in this group continually in the years to come.



**Activity Sheet 11.3.** Four Conditions worksheet. Permission is granted to enlarge and photocopy for classroom use.