

LINX EDUCATIONAL INSTRUCTOR'S GUIDE

TEN STEPS TO POSITIVE SELF-ESTEEM WAYS TO BOOST YOUR SELF-CONFIDENCE

Viewing the video: Users may find it helpful to view each segment (10 steps) of the video separately. This allows for reflection, discussion, and determining individual needs to improve self-esteem.

10 Steps to Build Self-Esteem

1. WRITE AFFIRMATIONS (positive statements) ABOUT YOU.

* **Activity:** Write as many positive statements as you can about yourself. Consider what family and friends say about you as well as those positive things you think about yourself. This can include how you treat people, your work habits, your looks, intelligence, and so on.

2. ACCEPT COMPLIMENTS/REJECT PUT DOWNS.

* **Activity:** Role play responses to compliments and put downs. Work with a partner or in teams to show how to accept compliments and how to reject a put down. Have each team come up with their own compliments and put downs, then determine inappropriate and appropriate responses. These should be demonstrated in front of the group.

-Examples:

Compliment: "Your hair really looks good today."

Wrong Response: "Oh it always looks so frizzy."

Right Response: "Thank you."

Put Down: (sarcastically) "I never thought YOU would get a good grade on that test!"

Wrong Response: Sad face, hanging head, feeling the pain of the put down, walking away.

Right Response: (with confidence) "I studied hard and KNEW I could ace it!"

3. BUILD TRUSTING RELATIONSHIPS.

* **Activity:** Draw a small circle on a piece of paper; label it "TRUST/YES." Inside the circle write the names of family, friends and others who you trust. These should be people that bring out the best in you, or have your best interest at heart, and you could trust them with ANYTHING. This will likely be your smallest circle. These are the people you WANT to have in your life as they may help boost self-esteem. Next to this circle draw another circle labeled "DEVELOP." In it write the names of people you could trust up to a point, but don't feel totally committed to them or they to you. They may break a confidence or tell a secret you asked them not to tell. To the left or right of the circle list ways you could help to build trusting relationships with these people. Then draw a third circle labeled "AVOID." In it write the names of people in your life who aren't trustworthy or often give you put downs. These are the people you may want to avoid.

4. CLARIFY YOUR VALUES.

Values are what is important to you.

* **Activity:** List those things or people that are important to you. This varies from one individual to another. You may list family, education, money, a good job, a nice home, friends, your religion, and so on. List what is important to YOU. Put a \$ sign next to the items you value that involve money; put a P next to the people you value. Use this list to re-evaluate what is REALLY important in your life.

5. DECIDE ON CHANGES YOU WANT, THEN MAKE THEM.

* **Activity:** 1. list any changes YOU would like to make in your life. These could be changes in your APPEARANCE, PERSONALITY, ATTITUDE, learning NEW SKILLS, improving COMMUNICATION, being MORE RESPONSIBLE, improving RELATIONSHIPS WITH FAMILY MEMBERS, and so on. List ONLY those things you really WANT to change. 2. Beside each item write down what you can do to change and a time period when you expect to have accomplished the change.

-Example: Want to learn new computer skills. At mid-term will sign up for 6 week adult education evening courses in computer technology.

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6. GET MOTIVATED.

* **Activity:** Make a collage of activities, jobs, skills, places you want to travel and anything else that interests you. Use magazines and cut out things that will provide motivation for you.

Supplies needed: magazines, poster board or construction paper, scissors, and glue.

7. SET GOALS.

Goals are things you want to accomplish. These should be realistic and achievable. People who achieve their goals tend to have high self-esteem.

* **Activity:** 1. List 2 or 3 short term goals. These should be things to accomplish within a few days, a few weeks, or a few months. 2. List 2 or 3 long term goals to be achieved in a year or more. 3. Next to each goal, write the length of time until it can be accomplished and specific information needed to help achieve it. Optional: List any barriers that may keep you from achieving these goals. How can the barriers be removed so that goals may be accomplished?

8. TAKE RISKS.

Fear of failing often keeps people from taking risks. Yet achieving some goals or making changes often involves risk taking.

* **Activity:** Using the results of activities in #5, 6, and 7 determine the risks you may need to take to improve your self-esteem.

-Example: In #5 someone may risk embarrassment if they have NO computer knowledge when reporting for the computer class. In #6 a collage picture may be of someone skydiving, which involves an element of risk. In #7 a goal may be to change jobs; the risk may be that you won't like the new job.

9. DEVELOP A PERSONAL ACHIEVEMENT PORTFOLIO.

This portfolio is a way to show your accomplishments. It should focus on the POSITIVES in your life to help build self-esteem.

* **Activity:** Use a folder, scrapbook, or expandable file to collect anything positive about YOU. These could be PHOTOS of you, family members, boy/girl friends, working at your job, sports participation, on vacation, in community service, etc. Include LETTERS/NOTES of thanks, praise, commendation; CERTIFICATES of appreciation or accomplishment; and copies of DIPLOMAS, DEGREES, or LICENSES.

10. ACCEPT YOURSELF; LIKE WHO YOU ARE.

Viewers have watched the video and completed the activities to help build a positive self-esteem. It is important to accept yourself and like who you are. Individuals who like who they are have more self-respect and are more likely to achieve success and happiness.

OPTIONAL ACTIVITY:

The results of this activity will depend upon the participants involved. Instructor should determine in advance if this exercise will be a positive experience for the group.

-At the end of completing all the activities, give each participant a piece of paper. Ask each person to write the name of the person sitting next to them at the top of the paper. Then write a positive word or statement about that person; they will fold this over like a fan, to cover the statement, and pass it along to the next person who will also write a positive word or statement about the person whose name appears at the top, then fold it. This continues until all participants have written something positive about the person. (In large groups, this activity can be done among teammates.) Once the paper has made the rounds, give it to the named person. It should contain several positive words or statements that will boost that person's self-esteem and confidence.

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