



Positive and Healthy Self-esteem part 1

This session aims to support a positive and healthy outlook on self - esteem. Allowing participants to understand what positive and healthy self esteem is by exploring the theme through celebrities and utilising engaging video and activity resources. The session also gives the opportunity for participants to focus on others allowing for a more critical view (without focus on the individual in the session).



60 minutes approximately



Self-esteem, confidence



8 -12 participants



By the end of this activity participants will be able to:

- Identify and understand what is meant by self-esteem.
- Recognise positive attributes in others



This activity will help build confidence and resilience in participants to reach their goals and develop skills to deal with challenges and/ or negative thoughts.



Suitable for 14 + (key stage 4 and above)

Part of the Making Connections Count

www.youthcymru.org.uk



Session overview: Positive and healthy self - esteem

Session 3



Part of the 'Making Connections Count'
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Time	Activity description	Group set up	Aim(s)	Resources
5	Introduction to session/project group contract setting	Whole group	To set group culture and provide session context	Flipchart/ pens Space!
10	Ice breaker 'Our mask' an arts based activity to get participants to think about internal feelings and perspectives	Whole group	An opportunity to introduce feelings into the main session	Ice breaker section resources chosen by facilitator and /or participants
15	Part 1: what is self-esteem	Whole group	Introduce the concept of self esteem	Self- esteem video, flip chart and pens
15	Part 2: I admire...	Whole group	Who can have self-esteem?	Flipchart paper/pens Participant activity sheet
15	Part 3: why is positive /healthy self-esteem important?	Whole group	Understand importance of positive self esteem	Paper/pens
5	Part 4: has this session matched the outcomes.	Whole group	Confirm that outcomes have been met.	Copy of session plan or outcomes, flipchart and pen
10	Evaluation - Young persons evaluation questionnaire.	Whole group	How did the young person feel about the session went	From the evaluation section resources



- Pens/ pencils / flipchart paper / plain paper and Post-it notes
- Activity sheets 1 & 2
- Tablet / laptop / projector
- Wi-fi/data

Overall Session 3: Resources list explainer

[Youth Achievement Award \(YAA\)](#) or "Participant Journal" - if a participant is taking part in completing a journal or an accreditation such as a [Bronze Youth Achievement Award](#), please ensure that young people are aware they are to keep the copies of activity sheet 1 and 2 as evidence of them engaging in the session.

All resources sheets are available as a presentation and an images can be enlarged to meet the needs of your session and used with a projector another device that can display in the landscape orientation.

Hints and tips:

- You can save the videos to your computer/tablet or phone to view offline with participants.
- Be sure when offering information and guidance that you show the participants that you have listened and empathise with them.

Resources sheets:

- **Ice breaker:** we recommend "our mask"
- **Facilitator notes** - Overall session
- **Part 1:** what is self-esteem?- facilitator notes provided.
- **Part 2:** I admire - facilitator notes provided.
- **Part 2:** participant activity sheet
- **Part 3:** why is positive and healthy self - esteem important?
- **Evaluation:** we would recommend - young people's session evaluation



This symbol represents how many minutes (approximately) to spend on an activity.

If participants are working away from the main group, print and send out the session resources, evaluation and other sessions you are planning to use.

If you have the required skills and equipment, this session works well using the findings from the mind-mapping exercises in **Participant Activity sheet for part 2 is a .PNG (image) file** so can be uploaded to a [Whiteboard/Jamboard](#) or another platform as a background image for a digital adaptation, if you have the skills and resources to do so.

Padlet: can be a great resource for many online activities and for this one its perfect! Facilitators can create a wall where participants can collectively collaborate in the physical space and /or online.

Key points:

- Remember, although Youth Cymru have viewed these videos and rated them appropriate for the intended age group of 14+, the content of the videos and the session may be too mature or unfamiliar to some participants. **Please review content of videos prior to session delivery before showing them to your participants.**
- Remind the participants that the views expressed in this session are for the group attending and some discussion may provoke strong reactions. Having support opportunities for participants, such as referral pathways, regular breaks and opportunities to leave the session without judgement to a safe space is advised.

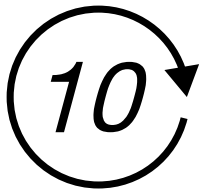
For suggested further reading on self-esteem:

- [Palladino, C \(1990\), Developing Self -esteem: A Guide for Positive Success Kogan Page Ltd.](#)
- [About self-esteem | Mind, the mental health charity - help for mental health problems](#)
- [Raising low self-esteem - NHS \(www.nhs.uk\)](#)
- [Hey U.G.L.Y. \(heyugly.org\)](#)

Potential difficulties:

Self-esteem can be subjective and based on the individual, and as a result there may be confusion if not properly explored fully.

Anyone can have low self-esteem. This can be used as motivation to succeed but at the same time be a burden. Please see session 2 on control circles to support this session.



MINUTES
APPROXIMATELY

Our Masks

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Ask young people to draw on or make masks out of pieces of paper – one side of the face is how the young person feels now the other is what they think how other people see them.

This task is an opportunity to talk about internal feelings and perspectives of each other.

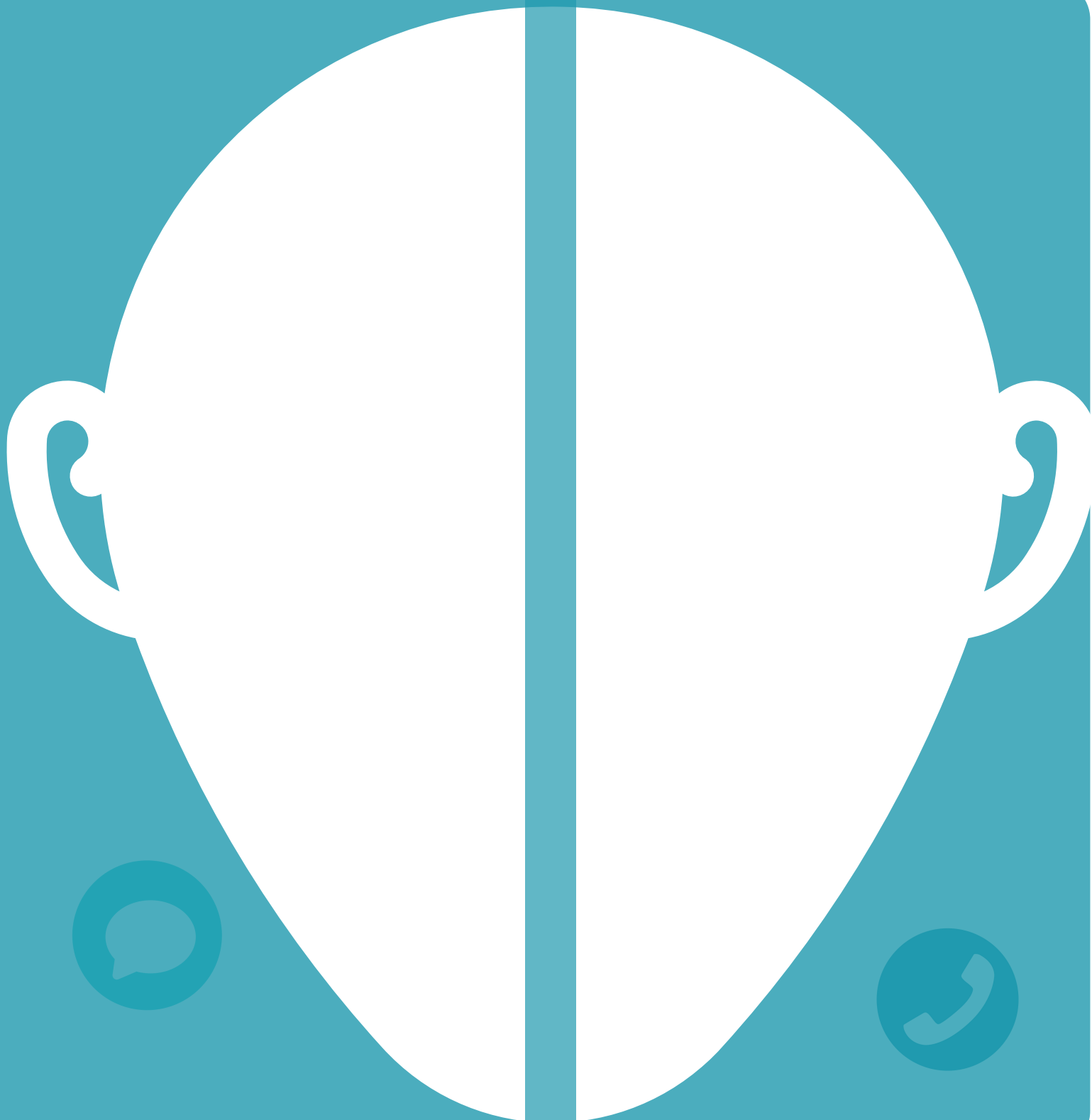
Remember to take a picture of the drawn faces (so they can be revisited and/or used as evidence).

Young people can use these to reflect and create new ones over time!



Our Masks

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Part 1 introduction : what is self-esteem?

Ice breaker

10

We recommend using 'our mask' - from our Ice breaker section.

The facilitator will give the participants the following instructions:

15

Participants are asked to sit in a semi-circle space with the opportunity to view a projector screen and flipchart paper.

At the beginning of this session go through the ground rules/group contract and, if required, throughout the session briefly recap these to ensure that everyone knows what is expected of them.



- Self-esteem YouTube video
- Projector & screen
- Flipchart paper & pens.

(If you have the resources to do so)
The facilitator explains to the participants that they will be watching an introduction to a documentary called self-esteem that will take around 1 minute 50 seconds.

This discussion asks participants to consider what is meant by self-esteem? What can self-esteem affect? How does this relate to loneliness and social isolation? Explain that this session introduces the concept of self-esteem and discusses how participants can build a positive and healthy self-esteem in the future to deal with life events in an ever-changing world.

Facilitator alternatives resources

An alternative resource for Part 1 is available in the facilitator notes. This can be used to supplement the short video available in the facilitator notes or replace the video, as an alternative resource.



Self-esteem | documentary - YouTube by Marco Sander

[Self-Esteem | Documentary - YouTube by Marco Sander.](#) first 7 minutes (full documentary is 27 minutes). Please be aware: use of the word “sh*t” (at 1 minute 50) Youth Cymru does not endorse this video. Please follow your organisation's policy on use of media, parental consent, etc.

The facilitator will issue the following instructions:

Write the following questions on a flipchart paper. Ask participants (as a whole group) each question - adding their answers to the flipchart.

Ask participants these questions:

- A definition of self-esteem is provided at the beginning of this video - does this ring true for (young) people in our communities?
- Is the level of self-esteem someone has based on others' views or on their own views?
- How would you (the participants) define self-esteem?
- Can good self-esteem be achieved from 'winning' or 'success'- or is there more to it?
- What can affect our self-esteem?
- What is meant by positive self-esteem?

Support

Support for this section is available in the facilitator notes

Facilitator notes

Part 1: What is self - esteem?

Alternative resource for activity one and can be used to supplement the short video

What is self-esteem?

The definition of self-esteem can be defined in several ways. Connie D. Palladino a prominent author on self- esteem defines it as "a state of mind that addresses how we think and feel about ourselves and how others measure us by the way we act" (1990). NHS.uk sees self-esteem as simply "the opinions we have of ourselves".

- Self-confidence
- Feeling of safety
- Identify and image
- Sense of belonging
- Feeling of self- worth
- Self-respect.

What can self-esteem affect? (mind.org.uk)

There are many things, situations and choices in our lives that can be affected by how we deal with our self-esteem. Opposite are some examples of how self-esteem affects us every day.

- Making your own decisions
- How you value yourself as a person
- Whether you try new things
- Being kind to yourself
- If you stick to something if it's difficult
- You believe you're good enough
- You deserve happiness.
- Able to move 'past the past'.
- Able to accept one's own strengths and weaknesses
- How 'successful' you are.

Low self -esteem?

First, let's look at low self-esteem. It can also be a sign of something else going on such as mental health issues, difficult life events or past experiences. However, there does not always have to be a direct cause as low self-esteem can be a part of a person's personality. Some people are negative thinkers first ('glass half full') or have high expectations of themselves. Some people can use this as a way of driving themselves to achieve and, ultimately, may never feel that they have succeeded- even if others see them as successful.

High self-esteem/positive or healthy self -esteem?

Positive or healthy self-esteem (commonly referred to as high self-esteem) on the other hand isn't about thinking that you are perfect in every way or that you never fail. It's about accepting past actions, reflecting on your own needs, acknowledging elements of yourself that your proud of and elements that you can grow or change. High self-esteem is not about wealth, physical attractiveness, knowledge or how many relationships you have.

Facilitator Notes

Part 1 : What is self - esteem?

How does this relate back to loneliness and isolation?

Whilst being alone may be comfortable for some (young) people for a period of time, only certain relationships can help with reducing loneliness. This is sometimes determined by what you value such a trusted relationship from a friend. Having positive or healthy self-esteem provides a person with coping mechanisms and skills to build resilience, a positive attitude to change and ease separation from trusted relationships or if developing relationships to deal with challenges and setbacks.

Low self-esteem can also affect how reactive we are to situations:

- Building relationships
- Mood
- Strong reactions to emotions
- Sensitivity to rejection
- Increased awareness and sensitivity to being alone

Free space - facilitator notes:

Examples of celebrities who suffer from low self-esteem



Jay-Z



Nicki Minaj



Emma Watson



J Cole



Cameron Diaz



Chris Pratt



Lady Gaga



Arnold Schwarzenegger

Images are free to share and use commercially

The facilitator will give participants the following instructions:

- Name 3 people that you admire in the public eye (e.g. celebrities, sports personalities, influencers, content creators, etc.).
- List some of the things that you admire about them (e.g., clothing, how they look, how they act, the relationship they are in, how much they earn, etc.).
- Now let's consider some of their feeling of inadequacy or challenges they may face - examples can be shared with the group to support discussion.

Facilitator note:

There is an opportunity when identifying people that participants admire to use personal examples. This should only be done if participants are happy to share with the group as they will be considering their feeling of inadequacy.

Part 2: I admire ... Participant activity sheet (not required)

Name 3 people that you admire in the 'public eye' - celebrity, sports personality, influencer, or content creator, etc.:

Person 1

Person 2

Person 3

List some of the things that you admire about them (e.g., clothing, how they look, how they act, the relationship they are in, how much they earn, etc. Up to 4 things each for each person:

Person 1

Person 2

Person 3

1

1

1

2

2

2

3

3

3

4

4

4

Now let's consider some of their feeling of inadequacy or challenges they may face (up to 4 for each person):

Person 1

Person 2

Person 3

1

1

1

2

2

2

3

3

3

4

4

4

Facilitator notes

Part 2: I admire

Jay-Z - has struggled with self-esteem and dealing with the environment where he grew up.

J. Cole - his song 'Adolescence' tells the story of low self-esteem [explicit lyrics]

Cameron Diaz - has struggled with body image and low self-esteem

Chris Pratt - has struggled with body image and low self-esteem.

Nicki Minaj - uses her powerful persona on stage to hide her insecurities and at the 2014 BET awards, revealed to the crowds of her problems with self-esteem and depression.

Emma Watson - struggled with being on magazine front covers and did not think she looked like the image.

Lady Gaga - has reported that the outrageous clothing worn on stage was a way of removing the attention from the actual person performing.

Arnold Schwarzenegger - used to hide his legs, as he felt they were not big enough early on in his career. He would hide them away in photo shoots, until he felt comfortable.

Additional prompt!

Ask participants to do their own research at home exploring more celebrities with low self-esteem.



Self-esteem documentary - YouTube by Marco Sander

[Self-Esteem | Documentary - YouTube by Marco Sander.](#) # Play from 7minutes 25 seconds to 8 minutes 52 seconds. [Total time - 1 minute 30s]

Featuring: Cameron Diaz, J. Cole, Jay - Z

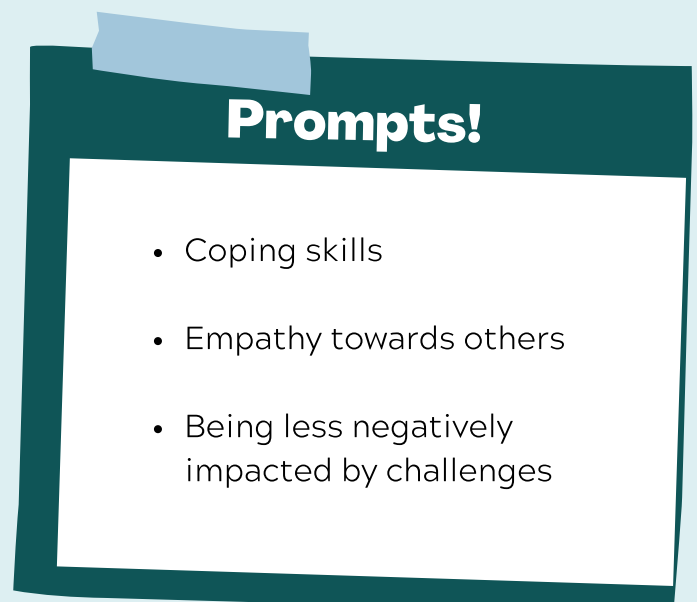
Discussion questions:

The facilitator will give participants the following instructions:

The facilitator writes the question below on a flipchart paper:

Why is positive / healthy self-esteem important?

Ask participants to think about the question (using the prompts provided) to invite conversation from participants. Participants should be invited to expand on these prompts.



Prompts!

- Coping skills
- Empathy towards others
- Being less negatively impacted by challenges

Rethinking & finisher for the main part of the session

5

• =

Part 4: Has this session achieved the intended outcomes?

The facilitator refers to the learning outcome(s) for this session. Do participants all agree on the outcomes have been met? The facilitator can 'test' that learning outcomes have been met by a 'pop' quiz with prizes, etc.

Two questions to ask participants to reflect on:

- What is meant by self-esteem
- On a scale of 1-5, How comfortable do you feel about identifying positive attributes in others?

If appropriate: a video created by the brand Dove & Cartoon network **Self-Esteem Project x Steven Universe | Body Functionality** | its a great video dependant on the participants being aware of the 'Steven Universe' series.



Self Esteem - Dove - Self-esteem project x steven universe -

<https://youtu.be/XwBAvQ-2Ubk>

Evaluation

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'Participant Session Evaluation' is one of our generic form for all the sessions within the all of the sessions used from the 'making connections that count' ReachOut 2.0 online resources. This is considered a more formative evaluation and is a great tool for participants, facilitators and our staff at Youth Cymru to understand the quality of the resources.

Note: if you would like to contribute to the development of this session please send any feedback including anonymised evaluations to communications@youthcymru.org.uk

Young People's Session Evaluation



@YOUTH CYMRU_REACHOUT

HOW DID WE DO TODAY?

WE ARE COMMITTED TO PROVIDING YOU WITH THE BEST YOUTH WORK SUPPORT AND EXPERIENCE POSSIBLE, SO WE WELCOME YOUR COMMENTS. PLEASE FILL OUT THIS QUESTIONNAIRE AS HONESTLY AS YOU CAN, AND REMEMBER YOUR ANSWERS ARE CONFIDENTIAL AND ANONYMOUS.

PLEASE RATE THE QUALITY OF THE SESSION/ACTIVITY:



DISAPPOINTING



NOT SO GOOD



NEUTRAL



GOOD



EXCEPTIONAL

PLEASE RATE HOW MUCH YOU ENJOYED THE SESSION/ACTIVITY:



NOT AT ALL



A LITTLE BIT



NEUTRAL



QUITE A LOT



VERY MUCH

DID/DO YOU FEEL THAT THE SESSION/ACTIVITY...

MADE YOU FEEL LISTENED TO?

YES | NO | UNSURE

MADE YOU FEEL SAFE AND SECURE?

YES | NO | UNSURE

HELPED YOU WITH YOUR EMOTIONS?

YES | NO | UNSURE

HELPED YOU MAKE PROGRESS?

YES | NO | UNSURE

UNDERSTAND AND RESPECT WHO YOU ARE?

YES | NO | UNSURE

WAS FUN AND ENGAGING?

YES | NO | UNSURE

HELPED YOU MAKE NEW FRIENDS/CONNECTIONS?

YES | NO | UNSURE



Foundation



Young People's Session Evaluation

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PLEASE FEEL FREE TO TELL US ANYTHING ELSE (WHAT YOU ENJOYED, ETC.):

[Empty text box for feedback]

IS THERE ANYTHING YOU WOULD CHANGE ABOUT THIS REACHOUT 2.0 SESSION/ACTIVITY?

[Empty text box for feedback]

PLEASE RATE YOUR OVERALL SATISFACTION WITH THE SESSION/ACTIVITY:

NOT SATISFIED

QUITE SATISFIED

NEUTRAL

VERY SATISFIED

EXTREMELY SATISFIED

THANK YOU FOR TAKING YOUR TIME AND COMPLETING THIS QUESTIONNAIRE.



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