



Positive and Healthy Self-esteem - part 2

This session aims to support a positive and healthy outlook on self - esteem. This means that participants have a strong sense of worth, celebrate strengths and value themselves as an individual. This session will support participants to identify their own, and others, positive qualities and attributes.



Part of the 'Making Connections that Count'
www.youthcymru.org.uk



70 minutes
approximately



Self-esteem,
confidence



8 -12 participants



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.



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

- Identify and understand what is meant by self-esteem.
- Demonstrate skills to address negative thoughts and situations in their life.
- Recognise positive attributes in ourselves.
- Devise coping strategies to support positive and/or healthy self-esteem to overcome barriers.



Suitable for 14 + (key stage 4 and above)



Foundation

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 The "if you" questions asks 6 questions to the participants to think about positives	Whole group	An opportunity to introduce feelings into the main session	Ice breaker section resources chosen by facilitator and /or participants
15	Part 1: a story about low self-esteem -	Whole group	Understand impact of low self esteem.	Paper & pens Flipchart facilitator sheet provided
15	Part 2: positive words and phrases	Whole group	Recognise positive attributes	Part 2 -Activity Sheet 1 and cut out sheet - resources sheet 1
15	Part 3: what is self-esteem? reflection.	Whole group	Reflection on self-esteem	Pens, video participant Part 3 activity sheet 1
5	Part 3: has this session matched the outcomes.	Whole group	Confirm that outcomes have been met.	Session plan or outcomes, flipchart & pens
5	Evaluation -The people Tree	Whole group	How did the young person feel about the session went?	From the evaluation section resources

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5	Evaluation -The people Tree	Whole group	How did the young person feel about the session went?	From the evaluation section of resources

Overall Session 4: 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 the part 2 participants activity sheet 1 and part 3 participant activity sheet 2 as evidence of them engaging in the session.

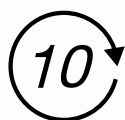
All resources sheets are available as a presentation and an images can be enlarged to meet the needs of your session and used with a projector another device that can display in the landscape orientation.

Hints and tips:

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

Resources sheets:

- **Icebreaker:** we recommend the "if you" questions
- **Part 1:** a story about feeling low self-esteem.
- **Part 2:** positive words and phrases. Resource sheet 1 and participant activity sheet 1.
- **Part 3:** what is self-esteem? Reflection - **activity sheets provided.**
- **Part 4:** has this session achieved the intended learning outcomes?
- **Evaluation:** we would recommend - the people tree - attached to this session.



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 so activity sheets 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:

- Please remember, although Youth Cymru have viewed the video 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 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. \(heyugly.org\)](#)



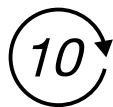
- Pens/ pencils / flipchart paper / plain paper and Post-it notes
- Activity sheets 1 & 2
- Tablet / laptop / projector
- Wi-fi/data

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.

Ice breakers



We recommend using 'the 'if you' question?' - from our Ice breaker section.

The "If you..?" question

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The "If you...?" question:



1. If you had any pet in the world, what would it be?
2. If you could play an instrument, what would it be?
3. If you could go anywhere in the world, where would it be?
4. If you had one wish, what would it be?
5. If you could eat one meal every day, what would it be?
6. If you could learn something new today, what would it be?

To support the icebreaker, also ask participants 'why'?

In this activity, participants are asked to access a room that can accommodate all the participants to sit in a semi-circle. Activity sheet 1 and 2 to be given out to each participant and is a useful prompt to consider whether they would like to work on their own or in smaller groups.



Facilitator discussion

How would you feel if you were Alix at 9:30 / 10:30 / 1:00 pm onwards.

Can participants describe a time where they felt like Alix?

Now think about Alix, were they right to 'fear the worst' because they were late?

9:00am. Alix woke up late today for their college work placement because they didn't put their phone on charge and their alarm didn't go off. Their dad knocked on their bedroom door and shouted, 'GET UP YOU'RE LATE, YOU'RE LETTING PEOPLE DOWN'. Their brother (aged 4) heard their dad and opened Alix's bedroom door and jumped on their bed. Alix hid under the blankets, hoping that everyone would just go away. Alix felt tired and didn't want to get out of bed. Alix screamed 'get out of my room, I'm not dressed yet' and quickly jumped out of bed throwing their yellow socks at their brother. Alix was really upset that they had missed their alarm, they had been shouted at, and their brother was in their room without asking.

9:30am. (now 30 minutes late) Alix is late on the fourth day of work placement and knows they will be the last one there and that this can make a bad impression. Alix thought "all I do is mess things up," having experienced negativity towards them in the past from their parents and friends. Alix then heads off for the train in the rain (of course!). The train took ages as there was flooding on the line. Alix thought 'could I use this as an excuse?' and 'it's always me!'. The train line floods a lot in winter and is the main way out of the village (as Alix can't afford to drive yet and the buses are unreliable).

10:30am. (now 90 minutes late) Alix arrives to their work placement and all the other workers are on a break. Alix thinks 'everyone is looking at me'. Alix must speak to the manager - but they're in a meeting. Alix, thinks to themselves that 'the manager is going to shout at me too'.

1:00pm - The manager of the work placement asks Alix to come into the office and sit down. Alix thinks 'the manager is going to ask them to leave', but the manager asks if Alix is OK-as Alix was usually early for placement. Alix explains that they were looking after their 4-year-old brother last night, as their parents' work shifts and didn't go to bed until very late. Alix didn't hear their alarm, and the train was late due to the flooding. The manager explains that being late sometimes is OK as things happen in our life, but the policy says that they must phone in to let the team know. The manager explains that Alix on a work placement, so, they are here to learn. The manager says they can go over the induction and look at the policies and process, so Alix knows what to do in the future. The manager recognises that Alix usually arrives early and works hard, listens and seems to want to do their best - these are all positive things that employers look for in an employee.

The facilitator reads this statement:

Positives or successes are not always about winning the first time or achieving something as a reward (prize, money, etc.). It can be about the actions you take along the way, how you think about a situation and who you want to be and are. Taking part in activities like this with other (young) people is a positive step in dealing with feeling of loneliness and being isolated from others.

The facilitator reads out - when you see these positives, which ones can apply to Alix and their situation?

- Smart
- Caring
- Loyal
- Responsible
- Determined
- Honest
- Reliable
- Brave
- Survivor
- A talent - even if it's currently not known to others e.g., sports, arts, music, etc.
- Good memory of things I'm interested in
- Confident to make choices for myself
- I have a good relationship with my family
- My opinions and ideas are worthy
- I feel loved
- Helpful
- Patient
- Kind

Facilitator tip:

Cut out the resources available on the next page (statements) and have a copy for each participant, if required.

Smart

Caring

Loyal

Responsible

Determined

Honest

Reliable

Brave

Survivor

A talent - even if its
currently not know to others
e.g., sports, arts, music, etc.

Good memory of things I'm
interested in

Confident to make choices
for myself

I have a good relationship
with my family

My opinions and ideas are
worthy

I feel loved

Helpful

Kind

Patient

Part 3: Positive words and phrases

Prompts:

Now ask the participants to pick three or more of the positives that relate to them. For each positive, ask them to describe a time where they remember thinking about this positive statement. For example, "honest"- when I was coming out of a shop an older person dropped money and I picked it up and give it back to them - as it could be the only money they had.

Discussion?

Describe how you feel when you focus on things that are positive about you?

Describe how you feel when you focus on negative things about yourself?

Does your brain sometimes tell you that positives in your life or positive comments are a 'lie' and do you always believe it or challenge the thoughts?

Do you think more about negative things in your life, and would you consider changing your focus to positives?

The facilitator will give participants the following instructions:

Ask the participants to pick three or more of the positives that relate to them and for each positive write a time where they remember thinking about this positive statement. For example, "honest" - "when I was coming out of a shop an older person dropped money and I picked it up and give it back to them as it could be the only money they had".

- Describe how you feel when you focus on things that are positive about you?
- Describe how you feel when you focus on negative things about yourself?
- Does your brain sometimes tell you that positives in your life or positive comments are a lie and do you always believe it or challenge the thoughts?
- Do you think more about negative things in your life, and would you consider changing your focus to positives?

Note: there is an activity sheet provided if participants would like to record their answers or this can also be used as evidence for Youth Achievement Awards or for completing the Participant Journal.

Part 2: Participant activity sheet 1

Describe how you feel when you focus on things that are positive about yourself
(in less than 50 words):

Describe how you feel when you focus on negative things about yourself
(in less than 50 words):

Does your brain sometimes tell you that positives in your life or positive comments are a lie
and do you always believe it or challenge the thoughts (in less than 50 words)?

Do you think more about negative things in your life? Would you consider changing your
focus to positives (in less than 50 words)?

Recall a time when you felt confident and experienced a sense of self-worth (in less than 50 words):

- How would you describe the situation?
- What is happening?
- What physical sensations and feelings were you aware of?
- What did you do as a result of this?



Additional question

What were you saying to yourself about the situation ("internal chatter")?



What the voice inside your head says about you

We tend to assume that our internal monologue "speaks" in words – but it turns out that, for many of

Inner thoughts!

Not everyone has an active inner monologue

Recall a situation when you felt that your self-confidence was low (in less than 50 words):

- How would you describe the situation?
- What was happening?
- What physical sensations and feelings were you aware of?
- What did you do as a result of this?
- What could you do differently next time I am in this situation?
- What could I do that would help me feel differently?

Additional question:

What were you saying to yourself about the situation ("internal chatter")?

Part 3: Participant activity sheet 1 (not required)

Recall a time when you felt confident and experienced a sense of self-worth.

How would you describe the situation (in less than 50 words)?

What is happening (in less than 50 words)?

What physical sensations and feelings were you aware of (in less than 50 words) ?

What did you do as a result of this (in less than 50 words)?

Part 3: Participant activity sheet 1 (not required)

Recall a time when you felt confident and experienced a sense of self-worth.

What could I do differently next time I am in this situation? (50 words)

What could I do that would help me feel differently? (50 words)

Additional question:

What was you saying to yourself about the situation (internal chatter) for both situations? (50 words)

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.

Three questions to ask participants to reflect on:

- What is meant by self-esteem and what are the main characteristics of it?
- On a scale of 1-5, How comfortable do you feel about identifying positive attributes in ourselves?
- On a scale of 1-5, do you now feel comfortable about being prepared for negative situations and feelings to support a positive and healthy self-esteem?

Evaluation

10

'The people Tree' is based on the Blob tree, aimed at supporting participants to articulate their feelings. The tree represents a setting, situation or location and the varying people on it represent different actions and emotions - This is subjective and participants can interpret the people in different ways.

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

The People Tree

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ON THE PICTURE, CHOOSE WHICH CHARACTER BEST DESCRIBES YOU AT THE MOMENT.

OR

WHICH CHARACTER BEST DESCRIBED YOU BEFORE THE PROJECT AND WHICH BEST DESCRIBES YOU NOW AFTER THE PROJECT?

PLEASE FEEL FREE TO COLOUR IN YOUR CHARACTERS!!

WHICH OF THE PEOPLE ON THE TREE DID YOU CHOOSE HOW YOU FEEL BEFORE THE SESSION WHY? (YOU CAN HAVE MORE THAN ONE)



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The People Tree

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AFTER COMPLETING THE FIRST ACTIVITY WHICH OF THE PEOPLE ON THE TREE WOULD YOU CHOOSE WHY?

AFTER COMPLETING THE SESSION, WHICH OF THE PEOPLE ON THE TREE DID YOU CHOOSE & WHY?(YOU CAN HAVE MORE THAN ONE!)?

WHICH OF THE PEOPLE ON THE TREE WOULD BEST DESCRIBE HOW YOU WOULD WISH TO BE IN THE FUTURE WHY?

The People Tree

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The People Tree

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Success



Helping others up



Feeling loved



Helping others
over an obstacle



A part of a
friendships /
family



Falling but feeling
supported



Supporting
each other
through any
situation

wanting to support others



I need a break



Climbing up

Falling but want support



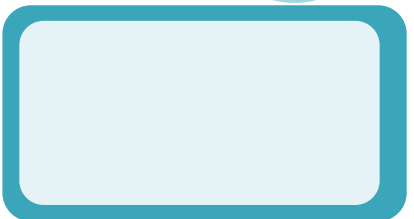
I have switched off



Growing with
others



Worried about
things



This list of actions / emotions are examples of how someone may feel, however, young people can change the meaning by writing next to the symbol or create their own at the bottom.



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Adapted from: The Blob Tree Tool