

Connect!

LEARNING ACTIVITIES TO STRENGTHEN ASSETS

II



Self Esteem

WRITTEN AND COMPILED BY:
ELLEN SERFUSTINI & JILL PAPPAS



Authors

ELLEN SERFUSTINI, MS, CFCS USU Extension Associate Professor/County Director

JILL PAPPAS, MED Executive Director of Elementary Education,
Rock Hill Schools- South Carolina

Acknowledgements

RILEY HOWARD Technical Editor; USU Extension Iron County Office Manager
SARA SCHWARTZ Technical Editor; USU Extension Iron County Office Program Assistant
CAROL ANN DOWNS YFP Program Accountant
KEVIN KESLER USU Extension Faculty; Educational Consultant; YFP State Director
CRAIG DART YFP State Mentoring Specialist
UTAH STATE UNIVERSITY YFP Administration and Support
STATE OF UTAH YFP Funding and Support
OJJDP YFP Funding and Support

Copyright 2015 Utah State University

Kathleen Riggs: (435)586-8132; kathleen.riggs@usu.edu
Ellen Serfustini: (435) 636-3236; ellen.serfustini@usu.edu

Permission to copy and distribute this material for non-commercial, educational purposes is hereby granted.

Introduction

THE CONNECT! II LEARNING ACTIVITIES TO STRENGTHEN ASSETS

Curriculum is centered around strengthening the “Developmental Assets” of Youth. These 40 “Developmental Assets” as identified by the Search Institute of Minneapolis have proven to be crucial building blocks that youth and families need in order to succeed in life.

Throughout the country, organizations and schools recognize that these assets can be built and strengthened in our youth with the quiet revolution termed “mentoring.” A mentor is defined as a “wise and trusted friend; or someone that shows the way.”

In the 1997 Summit on America’s Future, leaders from all across the country hailed mentoring as one of the necessary solutions to help ensure a stable future for America’s youth. They were supported by research proving that mentoring works. Goals were set to find and enlist 2,000,000 mentors by the year 2000. That goal has been met!

Volunteer mentors come with a variety of education and experience. Asking mentors to work in a structured program to build or strengthen “Developmental Assets” in youth without prior training, raises serious concerns.

In order for meaningful interaction to occur between mentors and youth, a basic asset-related curriculum was needed. **CONNECT! II...** was developed out of this necessity. **CONNECT! II...** is a supplement of activities that apply to additional developmental assets from The Search Institute.

CONNECT! II... is designed to give meaningful interaction during the time mentors spend with their youth. It is designed to be flexible enough to be conducted informally on a one-on-one basis, or with a small group of mentors and mentees, or it can also be used during family trainings or family activity nights. The activities are designed to help the youth develop life-long competencies based on the “Developmental Assets” model.

From the volunteer/mentor perspective, **CONNECT! I** and **II...** provide readily available materials and activities that can be prepared and used quickly. **CONNECT! I** and **II...** will help mentors effectively meet the individual needs of each youth.

Using This Book: To The Mentor

Each of the units/chapters in this curriculum is dedicated to one of the “40 Developmental Assets” as identified by the Search Institute. The Individual units or chapters are designed to: 1) identify the asset or quality that you would like to work on with your youth, 2) give specific instructions for fun, active learning activities, and 3) follow up with concrete discussion questions that will help the youth achieve higher level thinking and processing skills. Each unit is self-contained. Activities can be printed off for to be used individually by one or several sets of mentors and their youth.

Goal And Objective Page

Following the title page is a goal and objective page. This page lists the asset or quality, followed by the goal the youth is expected to meet if successfully achieving that quality. Each goal is broken into three concrete objectives for you and your youth to work on. To the right of each objective is a list of activities that can be completed by you and your youth.

Activity Page

The activity pages are written so that at a quick glance, you can see:

1. Topic of the activity
2. Whether the activity is better as a one-on-one or as a whole group activity
3. Time required to complete the activity
4. Necessary materials
5. How to set up the activity
6. Detailed directions to conduct the activity
7. Discussion topics to focus and reinforce the purpose of the activity
8. Specific questions to guide the youth’s thinking and processing

Checklist Page

Following each set of activity pages, is a Checklist page. After completing the activities, use this page to evaluate the progress your youth is making on a particular asset. Mentally answer the questions. If the youth is not ready to move on to the next objective, additional activity and resource suggestions are included.

Handouts

At the end of each set of activities are related activity sheets or handouts. Make as many copies of this material as you need.

SELF ESTEEM

ASSET #38

GOAL: The youth will feel good about themselves.

OBJECTIVES

The youth will:

	PAGE
Evaluate their self-esteem	Activity 1 Self-Esteem Evaluation 6
	Activity 2 Pennies for Your Thoughts 8
Recognize how circumstances and perception affect self-esteem	Activity 1 Use It or Ooze It 11
	Activity 2 Deal With It! 12
Declare they have the capability to determine their level of self-esteem.	Activity 1 Attitude Determines Altitude 15
	Activity 2 I Declare 17

Self-Esteem Evaluation

GOAL: The youth will feel good about themselves.

Objective

The youth will evaluate their self-esteem.

Materials

- Copy of Self-Esteem Evaluation
- Pencils

Activity (30-40 minutes)

- Explain that self-esteem is defined as your feelings of worthiness or unworthiness about yourself. Tell the youth their self-esteem has a lot to do with how well they deal with people and situations in their life.
- Have the youth fill out the self-evaluation form.

Discuss

- Discuss areas of strength and weakness.
- Define what self-esteem means to you.

Ask

- What are some ways to strengthen weak areas?
- Why is it important to have a positive self-esteem?
- What are some important components of good self-esteem?
- What are some situations when your self-esteem is high? At a low? Why?

Self-Esteem Evaluation

	No	Sometimes	Yes
1. I believe that I'm a person of worth.	1	2	3
2. I believe I have many good qualities.	1	2	3
3. I believe I am capable of succeeding in life.	1	2	3
4. I believe I am able to do many things well.	1	2	3
5. I am proud of things I can do.	1	2	3
6. I have a positive attitude toward myself.	1	2	3
7. I respect myself.	1	2	3
8. I feel useful to others.	1	2	3
9. I am satisfied with myself.	1	2	3
10. I am lovable and capable.	1	2	3

Pennies for Your Thoughts

GOAL: The youth will feel good about themselves.

Objective

The youth will evaluate their self-esteem.

Materials

- 20 pennies, in the bank, for each participant
- 1 cup for the “bank”
- 1 set of self-esteem characteristic cards.

Activity (45 minutes)

- Cut apart self-esteem characteristic cards and place in a pile.
- The goal of the activity is for each participant to provide responses to the questions in order to recognize their special qualities.
- Have the first participant draw a card from the pile and give a response. If they are successful in the response, the bank pays them the amount indicated. Take turns until the bank is penniless.

Discuss

- Reflect on the number of pennies each participant had at the end of the game.
- Highlight which questions were harder to answer and explain why.

Ask

- Why is it important for us to recognize our own special qualities? Why is this sometimes hard to do?
- What are some things you learned from the other participants sharing their responses?
- What is an area you need to improve in order to have better self-esteem? What are some steps you can take to improve in this area?

Name two individuals with whom you have established a long-lasting relationship. Receive up to 3 pennies.

Name three good qualities you have that contribute to your friendships. Receive up to 3 pennies.

Give an example of a problem you had and the solution you came up with to solve the problem. If the team decides it was a good solution, receive 3 pennies.

Give an example of how you were able to deal with a difficult situation. If the team decides you used good coping skills, receive 4 pennies.

Share a time when someone criticized you. How did you handle it? If the team decides you handled it well, receive 4 pennies.

Give an example of how negative peer pressure didn't work on you. Receive 5 pennies.

Sharing your opinions and ideas with others is important. Give an example of when you've done this. Receive 3 pennies.

Provide an example of when you stepped out of your "comfort zone." Receive up to 3 pennies

Name three good physical qualities about yourself. Receive up to 3 pennies.

Name three good internal qualities about yourself. Receive up to 3 pennies.

Name a positive quality you have that makes you unique. Receive up to 3 pennies.

Improving your self-esteem will better your life. Name a way you are currently improving your self-esteem. Receive 4 pennies.

I accept responsibility for my actions and choices. Give an example. Receive 3 pennies.

A sense of humor, laughter and play are important for good self-esteem. Give example of how this relates to you. Receive up to 3 pennies

Name up to three personal accomplishments/ achievements you have obtained. Receive up to 3 pennies.

Self-Esteem

GOAL: The youth will feel good about themselves.

After completing activities 1 and 2, is the youth ready to move on?

1. Is the youth aware that caring is a way of behaving?	YES	NO
2. Has the youth completed the self-evaluation?	YES	NO
3. Has the youth broadened his/her definition of caring?	YES	NO
4. Has the youth identified feeling association with being a caring person?	YES	NO
5. Has the youth identified consequences of being a caring person? An uncaring person?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Have the student write a two-to three-minute television commercial. The topic is why someone should hire him/her. The commercial depicts the youth’s special qualities. Have him/her present the commercial in front of the group.
- Choose your favorite movie/book and identify the main characters involved. Analyze each character’s level of self-esteem by the characteristics that are present or missing.

Follow-Up Questions

- Why is it important to become aware of ways you exhibit good self-esteem?
- What are some additional ways you can exhibit good self-esteem that you learned from the other participants?
- How does your self-esteem affect your life?

Additional Resources

- www.goodcharacter.com
- Character Counts Curriculum (<https://extension.usu.edu/>)

Use It or Ooze It

GOAL: The youth will feel good about themselves.

Objective

The youth will recognize how circumstances and perceptions affect self-esteem.

Materials

- Paper cup filled with water and labeled “Self-Esteem”
- Large bowl or tray to capture water
- Small needle

Activity (45 minutes)

- Mentor will explain that self-esteem can be compared to a cup of water. It starts out full when we’re born, but whenever we develop negative beliefs about ourselves, it’s like poking little holes in that cup and our self-esteem drips out.
- Taking turns, each youth will share a real or possible situation when his/her self-esteem has been or could be punctured. As each share, have them poke the paper cup with the needle. Continue until a considerable amount of water has been lost.
- Have the youth observe what is happening to the cup of water (self-esteem).

Discuss

- Compare the effect on your self-esteem when someone you admire makes a negative comment about you –vs. – when someone you don’t really care for makes a negative comment about you.
- Describe ways the “holes” in self-esteem could be patched.

Ask

- Why do we allow people or situations to puncture our self-esteem? Who is in control?
- How can we better control or protect our self-esteem?
- How do you feel when you puncture someone’s self-esteem? Are you always aware when you do this?

Deal With It

GOAL: The youth will feel good about themselves.

Objective

The youth will recognize how circumstances and perceptions affect self-esteem.

Materials

- Coping Skills Cards (cut and placed in a pile)

Activity (30-45 minutes)

- Have participants sit in a circle with the Coping Skills Cards (page 13) placed in the middle.
- Taking turns, each participant will turn over a card, read the situation out loud and tell how they would cope with the situation.
- Allow time for the group to discuss other positive options that would enhance, rather than hinder, their self-esteem.
- Continue until all the cards have been discussed.

Discuss

- Talk about your strategies for reacting positively in a negative situation.
- When people put you down enough, you begin to believe it. Discuss when this happened to you.

Ask

- Where do your negative beliefs come from? How accurate are they?
- Can we sometimes be too critical of ourselves? What happens when we do that?

You just got your hair cut and your friend giggles and points at you as she walks by. How are you going to deal with this situation?

A new girl in your classroom invites everyone but you to her house for a pool party. How are you going to deal with this situation?

You tried out but didn't make the baseball team. How are you going to deal with this situation?

You just finished your solo in the school play and you hear a "boo" from the audience. How are you going to deal with this situation?

You studied really hard for a test but failed it anyway. How are you going to deal with this situation?

You're at a dance and your friends got asked to dance, leaving you standing alone. How are you going to deal with this situation?

You are walking down the hall at school and trip over someone's foot. All eyes are on you as you hit the floor. How are you going to deal with this situation?

You made a cake for your mother's birthday. As you take it out of the oven, the middle of the cake falls. How are you going to deal with this situation?

You go fishing with your family. Everyone catches their limit and you catch none. How are you going to deal with this situation?

Your teacher accuses you of cheating, but you're not guilty. How are you going to deal with this situation?

Your art work is displayed in the hallway. Compared to everyone else's, you think yours is the ugliest. How are you going to deal with this situation?

Your team's behind by one point. Bases are loaded, you get up to bat and strike out. The game is over! How are you going to deal with this situation?

Self-Esteem

GOAL: The youth will feel good about themselves.

After completing activities 1 and 2, is the youth ready to move on?

1. Can the youth explain what lowers self-esteem?	YES	NO
2. Can the youth give strategies to mend low self-esteem?	YES	NO
3. Does the youth realize they are in control of their self-esteem?	YES	NO
4. Is the youth currently working on coping with negative situations in a positive way?	YES	NO
5. Is the youth currently looking at themselves in positive ways?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Highlight one participant at a time. Have the other participants take turns giving sincere compliments to that person.
- Have each participant write down five things they do well. Sharing is encouraged, yet optional.

Follow-Up Questions

- What causes low self-esteem?
- What are some ways to repair our bruised self-esteem?
- Why is it important to repair self-esteem as quickly as possible? What if it is left bruised for long periods of time?
- When you make really bad choices for yourself, how does that make you feel? What effect does it have on your self-esteem?

Additional Resources

- www.educationworld.com
- www.teachers.net

Attitude Determines Altitude

GOAL: The youth will feel good about themselves.

Objective

The youth will declare they have the capability to determine their level of self-esteem.

Materials

- Handout of “Attitude Determines Altitude”

Activity (30 minutes)

- Complete the “Attitude Determines Altitude” page by listing your positive attributes and talents.
- Have the youth display it in a visual place as a daily reminder.

Discuss

- Discuss the relationship between the “I CANs and I AMs” and positive self-esteem.
- Analyze your activity and determine what you value most about yourself. What does this tell you about yourself?

Ask

- Is it easier to find positive attributes/talents about yourself or in others? Why?
- What are some of the things you can do that show you value yourself?
- Would it be easier to list “I CANTs and I’M NOTs”? Why or why not?
- If someone else filled out the “I CANs and I AMs” list for you, would it look different? If so, how?

Attitude Determines Altitude

I CAN

I CAN

I AM

I AM

I CAN

I CAN

I AM

I AM

I CAN

I CAN

I AM

I AM

I CAN

I CAN

I Declare

GOAL: The youth will feel good about themselves.

Objective

The youth will declare they have the capability to determine their level of self-esteem.

Materials

- A copy for each participant of “My Declaration of Self-Esteem”

Activity (15 minutes)

- Read “My Declaration of Self-Esteem” together.
- Discuss its meaning.
- Have the youth read it again with strong conviction.
- Have the youth display it in a place they will see daily.

Discuss

- Talk about the power we have within ourselves.
- Discuss any sections of the declaration that you are not currently demonstrating or need to improve upon.

Ask

- How did you feel when you read the declaration out loud with conviction?
- Did the declaration help you realize you have power over your self-esteem?
- If you could add anything to your declaration, what would it say?

MY DECLARATION OF SELF-ESTEEM

I am me.

In the entire world, there is no one else exactly like me. There are people who are similar, but no one adds up exactly like me. Therefore, everything that comes from me is authentically mine because I alone chose it.

I own everything about me—My body, including everything it does; my mind, including all its thoughts and ideas; my eyes, including the images of all they behold; my feelings, whatever they may be anger, joy, frustration, love, disappointment, excitement; my mouth, and all the words that come out of it, polite, sweet or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others or to myself.

I own my fantasies, my dreams, my hopes, my fears.

I own my triumphs and successes, all my failures and mistakes.

Because I own all of me, I can become intimately acquainted with me. By so doing I can love me. I can then make it possible for all of me to work in my best interests.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solution to the puzzles and for ways to find out more about me.

However I look and sound, whatever I say and do and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting and keep that which proved fitting, and invent something new for that which I discarded.

I can see, hear, feel, think, say, and do. I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me.

I own me, and therefore I can engineer me.

I am me and I am great!

Adapted from Virginia Satir, "A Goal of Living"

Self-Esteem

GOAL: The youth will feel good about themselves.

After completing activities 1 and 2, is the youth ready to move on?

1. Was the youth able to list positive "I CANs and I AMs"?	YES	NO
2. Was the youth able to connect the "I CANs and I AMs" to self-esteem?	YES	NO
3. Is the youth aware of the control they have over their self-esteem?	YES	NO
4. Is the Declaration in a place where it can be seen every day?	YES	NO
5. Is the youth currently putting the Declaration into action?	YES	NO

If you answered "yes" to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Make up your own Declaration. Be creative. Maybe put it in a different style, such as a rap or poem.

Follow-Up Questions

- How can a positive self-esteem help you lead a successful life?
- What is the relationship between a high self-esteem and achievement?
- How do you have control over your self-esteem?
- What does it mean when people say, "The power lies within?"

Additional Resources

- Activities That Teach by Tom Jackson (Red Rock Publishing, 1993)



Utah's Youth and Families with Promise Program (YFP) is designed to address youth problems through early intervention with at-risk youth, ages 10-14, and their families. YFP is a mentoring program designed to reduce and prevent delinquent behavior. The program addresses three goals:

- 1) improve academic performance
- 2) increase interpersonal competence
- 3) strengthen family bonds.



The Youth and Families with Promise program is associated with the 4-H program in connection with Utah State University Extension. Utah State University Extension does not discriminate on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status in employment or program delivery.



This project was supported in part by grants No. 2000-JG-FX-K001 and No. 2012-JU-FX-0022 both awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs.

The opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the Department of Justice.



This material is based upon the work supported by the Cooperative State Research, Education, and Extension Service, US Department of Agriculture, and the Utah State University Extension Service, under special project number 99-EYAR-1-0559.4-H MENTORING Youth and Families with Promise.