

## SELF - ESTEEM

Teaching would be a joy if everyone in your class felt good about themselves. However, self-esteem problems are common among children. These problems can undermine a child's ability to succeed in and derive satisfaction from school. Success does not lead to self-esteem; children need high self-esteem.

You can have a positive influence on students in your day-to-day interactions with them. Here are some great ideas for boosting self-esteem.

### SHY WITHDRAWN CHILDREN

\*Initiate verbal or physical contact, but don't force the child to respond. Say hello, rather than how are you.

\*Increase opportunities for children to help you personally with classroom chores.

\*Pair children up with partners during practice drills in spelling, math, memorization etc.

### DEPENDENT, CLINGING OR DEMANDING CHILDREN

\*Initiate verbal or physical contact only when the child is not bothering you or someone else.

\*Establish conditions for relating to the child, i.e. "I'll talk to you when you have completed three problems."

\*Give the child something personal to keep at his or her desk, i.e. a stuffed animal, special pencil or some other lucky charm.

### CHILDREN WHO GIVE UP EASILY

\*Help the child decide how much of a task he or she will complete before starting the task.

\*Ask the child to make decisions about everything. "Are you going to have a good day or a bad one?" "Are you going to do 8 or 10 math problems?"

\*Refer to the child's past accomplishments as often as possible, i.e. "I remember when you couldn't add a column but now you know how."

### CHILDREN WHO ARE CHRONIC RULE BREAKERS

\*Ask the child to write a list of rules he or she would like to break. Discuss this list with the child privately and determine whether he or she is aware of the consequences.

\*Find anything for which to praise the child. Praise the child positively and in an unusual way i.e. leave a positive note in a book and tell the child to look in that book for a surprise.

\*Give the child a list of virtues: courage, fortitude, loyalty, patience etc. Make sure the child understands what each word means and how these characteristics are exemplified.

### CHILDREN WHO ARE EASILY CONFUSED

**\*Give the child simple directions but do so frequently.**

**\*Divide worksheets or assignments into small sections with a felt-tip pen and have the child work one section at a time.**

**\*Periodically ask the child, "What are you doing now and what are you planning to do next?"**

### **HERE'S HOW TO RAISE SELF-ESTEEM IN THE CLASSROOM**

**\*Design a class insignia or logo. Use it on a banner, make badges for children to wear, print it on assignments or use it as a prize.**

**\*Allow the class, as a whole, to earn time off through some major accomplishment. Use time off for a party or free time.**

**\*Establish a rotating Class Council that sets and monitors rules, plans parties or outings and takes responsibility for classroom chores.**

**\*Encourage children to work together as often as possible. Pair them up for spelling drills, cooperative art projects, chores etc.**

**\*Redecorate the room with children's work. Be willing to sacrifice beauty for evidence of productivity.**

**\*Develop humorous slogans and use them frequently; "The Ms. Jackson faction takes action." "Thinking makes brains strong." etc.**

**\*Measure different parts of each child's body. Use this information to explain similarities and differences among children.**

**\*When your class is working diligently and quietly, interrupt or congratulate them for being hard working.**

**Give small rewards but do not explain their purpose. This permits you to reward someone for any reason you choose. Children will be motivated to think about why rewards are given.**

**--Reynold Bean**