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– His Holiness Radhanath Swami



Self-esteem & Self-awareness

presented by



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AVANTI HOUSE
PRIMARY SCHOOL

Housekeeping

- ▶ Please feel free to keep your videos on
- ▶ Please be muted
- ▶ Let's have an interactive session!
- ▶ At various points, we will be asking you for your opinions and suggestions!

Learning Objectives for the session

- ▶ Define self-esteem and self-awareness.
- ▶ Explain why having positive self-esteem and self-awareness is important for children.
- ▶ Identify and describe the strategies to help children develop self esteem and self awareness.

Define self-esteem/self-awareness



Belief that they can do the right thing
Confidence determination loving oneself
Being aware of your actions
Self belief
Confident and mindfulness
thinking of how you react to things
Emotional intelligence
For self awareness is knowing when you are the narrator of mind. But then also understanding who is the mind.
Confidence around others
Positive, confident and feeling valued
Confidence
Self respect
Understanding of the true self
Have a conscious and awareness of oneself and others around you
Self confidence
A sense of self value and worth to have the confidence to deal with any situation
Confidence
To be able to feel good about yourself even in trying circumstances and even after making mistakes
how much you appreciate and like yourself.
Self esteem is having the security and confidence in ones self, sense of own worth. Self awareness is knowi...
confidence
a sense of determination
boundary
Respect yourself.have faith in your abilities. Positive mindset. Aware of your actions and choices
Understanding, feelings
Self Esteem is loving one self and to standup for oneself .
Emotions
Feelings
To help my children develop well and grow into healthy people
Independence
Being aware of your actions, thoughts, reactions
Self esteem is how you feel about yourself... as a parent with high self esteem, this would indicate you ar...
A sense of your own worth and those around you
Confidence
One's reflection and understanding of their actions, their feelings and their thoughts.
Self worth
To have confidence and no fear
Confidence

What is Self-esteem and Self awareness?

- ▶ Self-esteem is how:
 1. a child feels and thinks about herself/himself.
 2. she/he feels accepted by others.
- ▶ Self-awareness is the ability to tune in to your feelings, thoughts, and actions.
- ▶ Being self-aware also means being able to recognize how other people see you.

‘A child whose self-esteem/self-awareness is...’

HEALTHY

- ▶ Enjoys interacting with others
- ▶ Is comfortable in social settings
- ▶ Is comfortable doing things on his/her own
- ▶ Faces challenges
- ▶ Doesn't belittle him/herself
- ▶ Is optimistic
- ▶ Is aware of own strengths and areas of development

UNHEALTHY

- ▶ Is afraid to try new things
- ▶ Speaks negatively about him/herself
- ▶ has a low frustration tolerance
- ▶ Gives up easily
- ▶ Is easily disappointed in herself/himself
- ▶ Is pessimistic
- ▶ Views setbacks as permanent and devastating

How children with low self-esteem might think in situations?

- ▶ I might make a mistake, and feel embarrassed



- ▶ All other children can read aloud perfectly



- ▶ I feel really bad I shouldn't try



- ▶ Everyone thinks I'm rubbish/stupid, and they're right

How children with high self-esteem might think in situations?

- ▶ I might make a mistake, and feel embarrassed



- ▶ Never mind, everyone makes mistakes



- ▶ I'll try my best anyway, and I might even enjoy it



- ▶ If someone laughs or calls me stupid/rubbish, it because they are mean, not because I'm stupid.

Why is it important to have strong self-awareness skills?

- ▶ If children understand themselves better, it is easier to build positive self-esteem.
- ▶ Children who are self-aware do a better job at self-monitoring. That means they're able to keep track of what they're doing (with schoolwork or socially) and figure out what's working and what's not working.
- ▶ Self-awareness also leads to self-reflection—thinking over things that happened to find ways to make things work better next time.

When children have strong self-awareness skills, they also:

- ▶ Recognize their strengths and challenges
- ▶ Can figure out what they need to do to complete a task
- ▶ Notice mistakes in schoolwork and make edits or changes
- ▶ Can understand and talk about feelings
- ▶ Recognize other people's needs and feelings
- ▶ See how their behaviour affects others
- ▶ Have a growth mindset
- ▶ Are resilient and willing to learn from their mistakes

Self-Awareness and Academic Skills

- ▶ Self-awareness is an important skill in the capacity to assess one's overall holistic wellbeing.

Reading:

- ▶ Self-awareness skills are an important part of making inferences and connections about content while reading.
- ▶ Self-awareness helps children monitor and assess their comprehension of what they have read.

Writing:

- ▶ Self-awareness is an important aspect of understanding one's audience and the type of writing assignment at hand.
- ▶ Self-awareness helps children develop a willingness to reflect on, and edit their work.

Self-Awareness and Academic Skills

- ▶ Self-Awareness helps children become proficient at spell checking techniques, proof-reading, and other revision activities.

Maths:

- ▶ Self-Awareness helps children to explain their mathematical reasoning in words.
- ▶ Self-Awareness is vital when self-evaluating and checking one's work for errors.

Let's take time to think...

- ▶ Do you remember a time during your childhood/youth where you maybe struggled with self-esteem and self-awareness?
- ▶ Do you remember how it was dealt with/or was it ever dealt with?

Strategies to build self-esteem

- ▶ Share with us the strategies that you have used with your children to build their self-esteem and self-awareness.
(Please unmute yourself and share with us or you can share in the chat).
- ▶ Are the strategies effective/not effective. How can you tell?

Model strategies of effectively building self-esteem and self-awareness

- ▶ Help your child learn to do things. At every age, there are new things for children to learn.
- ▶ When teaching children how to do things, show and help them at first, meaning scaffold their learning to enable them to understand and apply.
- ▶ Praise your child, but do it wisely.
- ▶ Be a good role model.
- ▶ Avoid using harsh criticism and stop putting fear in their minds.
- ▶ Focus on strengths.
- ▶ Allow them to make mistakes.
- ▶ Develop your child's Growth Mindset (explained in the next slide)
- ▶ Encourage them to be independent learners, yet, asking for help without fear.

Fixed Mindset verses Growth Mindset by Carol Dweck



▶ FIXED MINDSET

- ▶ A fixed mindset is a belief that intelligence cannot be changed in any meaningful way. The starting point is that people have an innate amount of intelligence which is fixed and there's little one can do to change this.
- ▶ A child with a fixed mindset might say 'I did well on that test because I am clever' or conversely 'I am no good at maths which is why I got all the questions wrong.'

▶ GROWTH MINDSET

- ▶ A growth mindset is a believe that basic abilities are not fixed and that intelligence can be developed over time. Through effort and determination, intelligence and basic qualities can grow.
- ▶ A child with a growth mindset might say 'I did well on that test because I worked hard' or conversely 'I got all the maths questions wrong but I understand why and next time I will not make the same mistakes again.'

<https://youtu.be/hiiEeMN7vbQ>

CHANGE YOUR WORDS CHANGE YOUR MINDSET

FIXED

I'M EITHER GOOD AT IT,
OR I'M NOT

IF I FAIL, I'M NOT GOOD

I DON'T LIKE TO BE CHALLENGED

I FEEL LIKE FEEDBACK IS PERSONAL

IF YOU SUCCEED,
I FEEL THREATENED

I GIVE UP IF I FIND SOMETHING
DIFFICULT

MY ABILITIES DETERMINE EVERYTHING



GROWTH

I CAN LEARN ANYTHING
I WANT TO

I LEARN FROM MY FAILURES

I want to challenge myself

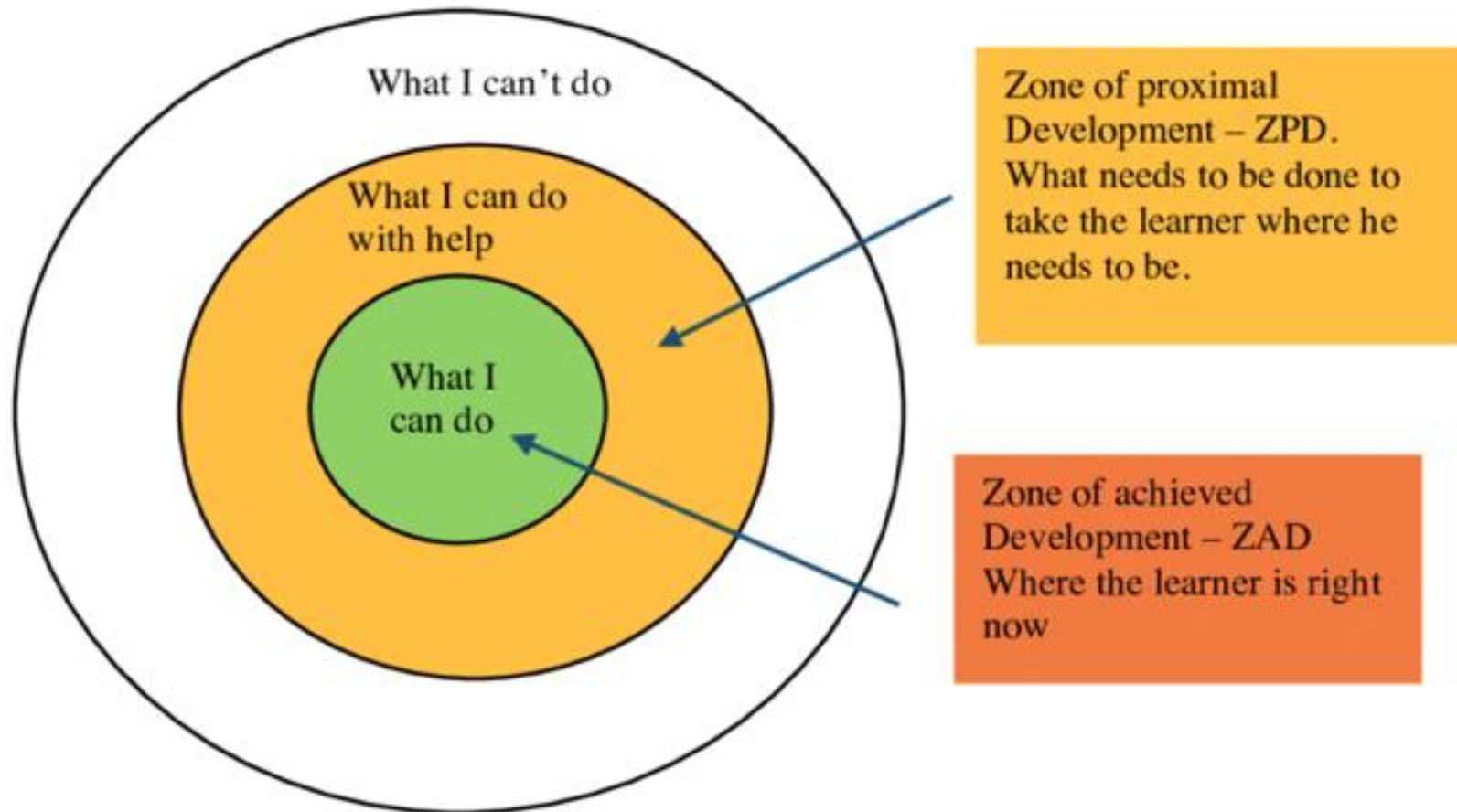
I FEEL LIKE FEEDBACK IS CONSTRUCTIVE

I AM INSPIRED BY
THE SUCCESS OF OTHERS

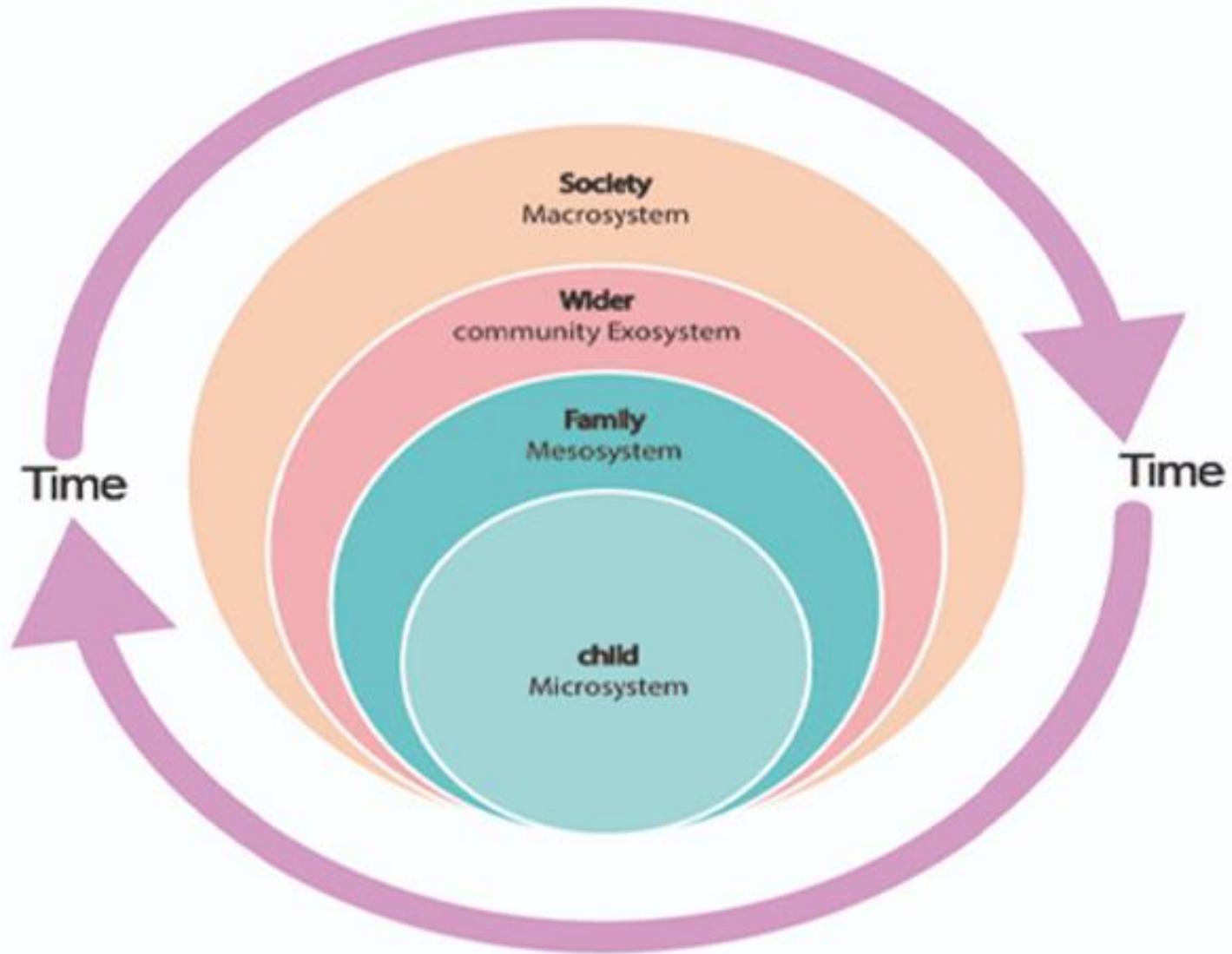
I ALWAYS PERSEVERE, EVEN
WHEN I'M FRUSTRATED

MY EFFORT AND ATTITUDE
DETERMINE EVERYTHING

Lev Vygotsky's *(Russian Psychologist)* Zone of Proximal Development



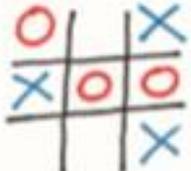
Urie Bronfenbrenner's model



How can we speak positively our children?

- ▶ ‘Have a go I'm here to help you’
- ▶ ‘You might need a few tries at that. Let's see how you get on’
- ▶ ‘You looked like you were enjoying joining in today’
- ▶ ‘Look how careful you can hold the plate’
- ▶ ‘Maybe you could show me or tell one of your friends’

Who am I resource?

<p>I am happy when ...</p> 	<p>I get angry when ...</p> 	<p>My favourite animal is...</p> 	<p>My favourite place is...</p> 
<p>I like to eat ...</p> 	<p>I hate eating ...</p> 	<p>I worry about ...</p> 	<p>When I am older, I want to be ...</p> 
<p>I like to play ...</p> 	<p>I like to watch ...</p> 	<p>My favourite toy is ...</p> 	<p>My favourite person is ...</p> 

Resource:

I feel good
when

I feel bad
when

My friend
would
describe me
as ...

I am looking
forward to ...

I was proud
when I ...

I am an
expert on

I want to
improve

I will take
care of
myself by....

25 WAYS TO ENCOURAGE

Thank you for helping with...

It makes mornings/dinner/outings easier when you.... thank you.

I really appreciate it when you...

Thank you for doing that... it means I/we can now...

We did it together!

Wow! You made a building/drawing/etc.

You did it on your own!

You did x and then y and worked it out.

You used lots of red paint/blocks/tape/etc.

You made it really big/small/colorful/complicated/etc.

That took you a long time, and you did it!

How did you do that?

You did x, what will you do now?

Can you tell me about it?

What is your favorite part?

How did you think of that?

I really enjoy doing this with you.

I love watching you create/help your sister/play soccer/ etc.

I'm so proud to be your mum, every day, no matter what.

Look how happy your friend is when you share/help/smile/etc.

You kept going, even when it was hard.

You look so pleased to have done that!

You made x feel so pleased when you did that.

It makes you feel good when you do x.

Say nothing - just smile.

Children Learn What They Live - by Dorothy Law Nolte, Ph.D.

- ▶ If children live with criticism, they learn to condemn.
- ▶ If children live with hostility, they learn to fight.
- ▶ If children live with fear, they learn to be apprehensive.
- ▶ If children live with pity, they learn to feel sorry for themselves.
- ▶ If children live with ridicule, they learn to feel shy.
- ▶ If children live with jealousy, they learn to feel envy.
- ▶ If children live with shame, they learn to feel guilty.
- ▶ If children live with encouragement, they learn confidence.
- ▶ If children live with tolerance, they learn patience.
- ▶ If children live with praise, they learn appreciation.
- ▶ If children live with acceptance, they learn to love.
- ▶ If children live with approval, they learn to like themselves.
- ▶ If children live with recognition, they learn it is good to have a goal.
- ▶ If children live with sharing, they learn generosity.
- ▶ If children live with honesty, they learn truthfulness.
- ▶ If children live with fairness, they learn justice.
- ▶ If children live with kindness and consideration, they learn respect.
- ▶ If children live with security, they learn to have faith in themselves and in those about them.
- ▶ If children live with friendliness, they learn the world is a nice place in which to live.

Questions or comments?

A lot of the problems with self esteem arise depending upon how we were treated when we were a child. If a parent is harsh towards the child, always criticizing the child, not giving proper encouragement or care to the child, then the child feels worthless and feels no inner value. But if a parent shows love for the child even when they make mistakes; disciplines the child, but in such a way that the child is always assured and reassured of their love, care and concern; invests so many encouraging words – ten, twenty, thirty times before they give one critical word – then child feels he or she is of value. Parents should also teach the child how to actually make decisions and not to depend on others for everything.

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