

Self-Esteem: Making Champions of our Young People

SELF ESTEEM is a belief in oneself, a sense of self worth, self respect. It comes from thoughts, feelings, sensations and experiences. Self esteem reflects the extent to which a person believes they are capable, significant and successful.

SUGGESTIONS that apply to children and teenagers:

- Call the child or teen by name.
- Use effective praise (4 to 1 ratio), identifying their skills.
- Listen to your children, looking into their eyes.
- Comfort them when they need comforting.
- Ask for and respect their opinions.
- Accept your children as they are right now.
- Provide an orderly and stimulating environment.
- Provide activities that neither bore nor frustrate them.
- Give them an appropriate level of responsibility.
- Use positive forms of discipline, practice corrective teaching.
- Be consistent.
- Set reasonable limits on their behavior and explain your expectations. With teenagers, these can be set through mutual discussion.
- Give your children some control by providing options and choices.
- Make promises and follow through.
- Spend time doing things together.
- Help your children learn how to get along in a group.
- Catch your children doing things right!
- Teach them life skills: everything from decision making and planning to dancing and cooking!

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Practical Skills

Effective Praise

- Show approval of the behavior or action
- Describe the positive – using specific descriptions
- Give a reason why the behavior or action is good

Preventive Teaching

- Describe the specific behavior you want or expect
- Give a reason why this behavior is important
- Have your child acknowledge that they understand what you expect
- Practice the behavior taught
- Praise the child when acting appropriately

Corrective Teaching

- Stop the problem behavior
- Give a consequence appropriate to the behavior
- Describe the appropriate behavior
- Have the child acknowledge that they understand
- Practice the appropriate behavior
- Praise the child when acting appropriately

Common Sense Parenting: A Practical Approach, Boys Town Press

LUANN

GREG EVANS



40 Developmental Assets



Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

EXTERNAL ASSETS

Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries and Expectations

11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

INTERNAL ASSETS

Commitment to Learning

21. **Achievement motivation**—Young person is motivated to do well in school.
22. **School engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values

26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity

37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

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