

DEVELOPING YOUR CHILD'S SELF-CONCEPT

BEASLEY DAY WORKSHOP

EAST WANNEROO PRIMARY SCHOOL

TIME: 1:00 pm to 2:00 pm

DATE: 9th August, 1985.

TIME	ACTIVITY	ORGANISATION	RESOURCE
10 minutes	What is Self-Concept? Why is it important?	Lecture	Information from Denis Lawrence in KIDS HELPING KIDS.
10 minutes	An Overview of the Self-Concept Model.	Overhead	Handout of Model.
15 minutes	Overview of Maslow Model: Workshop: What activities do you dislike most intensely in your students? Classify those activities as being of a personal, interpersonal or community nature.	Small groups. Brainstorm on cards into 3 groups: ● personal ● interpersonal ● community	
15 minutes	Needs Assessment with respect to self-concept. 1) Set objectives. 2) Measure importance and present achievement of objectives. 3) Rank objectives in order of priority.	● Brainstorm objectives on cards. ● Cluster cards.	
10 minutes	How do we validate the existence of these needs?	Use of self-concept and school climate questionnaires.	
10 minutes	Setting a Classroom or School Theme. "What is it that we could do?..."	Brainstorm themes. Rank themes.	

TIME	ACTIVITY	ORGANISATION	RESOURCE
1 hour 15 minutes	How can we integrate the theme into the classroom curriculum? Evaluation: How can we evaluate the success of our programme?	Discuss each subject area and it's relationship to a theme.	

17 May

9 to 10.00 AM

Self Esteem Workshop Year 3 Teachers Greenfields PS

9.10-9.20 Warm Up

1. Introduce yourself in groups of 5
2. Prepare a report on 'What is Self-Esteem?'
3. Summarise 'What projects/strategies and practices have you used to develop self-esteem which have worked?'
4. Select someone to present your report to the whole group.

9.20-9.35 Report Back and Process as Whole Group

9.35-9.40 Lecture on the Theory Behind Self-Esteem

Self-esteem is a complex issue. More than 1000 terms have been found referring to self-esteem. Argyle describes self-concepts as the sum total of a person's psychological and physical characteristics and their evaluation of them. This global self-concept was divided into 3 parts; self-image, ideal self and self-esteem.

Self image is the ideas one gets of oneself from others, from one's school, family and friends. Its created by how others treat us and act towards us, either by acceptance or rejection. Our ideal self is a vision of socially accepted ways or behaviours such as being clean and tidy. It refers to images of physical strength or beauty, sports skills and mental attributes.

There is a discrepancy between our self-image and ideal self. Students move from their present position towards their aspirations. Students feel depressed if they stop progressing towards the ideal. These are 'at risk' students because they cannot achieve what they think they should. They may become worried and anxious about the pressure on them to reach the ideal. They feel there is something wrong with them and blame themselves. They feel guilty. Consequently, when presented with similar type tasks they try to avoid them. Eysenck suggests that when people are frustrated they move towards becoming introverts or extroverts by withdrawal or aggressive type behaviours. Thus there are two types of students with low self-esteem; those who are timid and withdrawn and those who show aggressiveness. These strategies both divert humiliation caused by failing.

At the other extreme are students under no pressure to reach the ideal. These students have good esteem but fail to work and achieve because they are unaware of their inadequacies.

Characteristics of self-esteem are:

motivates children
resistant to quick change
correlated with positive academic success

The best way to develop self-esteem is by:

role models. Teachers with high self-esteem have children with high esteem

quality positive relations through demonstrating empathy, acceptance and genuineness

developing a positive classroom by use of a class and student reward system, giving frequent praise for specific behaviours, and after giving instructions, looking for two students who followed the instructions before criticising those who haven't.

curriculum appropriate for kids with an emphasis on success
Provide and ensure the prerequisite skills needed for task completion. Break down tasks into small enough steps and provide adequate time for children to master the tasks. Ensure mastery of the tasks before moving on to the next task.

Self-concept is not something which comes from a book of strategies. It comes from teachers examining their own attitudes and behaviours in order to develop positive relations.

9.40-9.55 A Classroom Strategy For Developing Self-Esteem Developing An Action Plan

In new groups of 5 answer these questions individually, then share with other group members.

1. On a sheet of paper, write down the subject you most enjoy teaching.
2. In this subject, think of an activity you are really looking forward to taking with the children. Write it down.
3. Is this an activity in which you can take an active part?
yes/no How?
4. Can the activity be presented to the children as a special challenge? yes/no Write down the challenge.
5. Does the activity have an observable outcome? yes/no
Write this down.
6. Does the activity involve any of the following:
 - children being involved physically?
 - children sharing with others
 - children demonstrating sensitivity to needs of others

yes/no Write these down

7. Does the activity involve an opportunity to involve others such as parents or kids with special needs. yes/no. Write

-children demonstrating sensitivity to -----

yes/no Write these down

7. Does the activity involve an opportunity to involve others such as parents or kids with special needs. yes/no. Write these down.

8. Could the final project be displayed publicly such as public library? yes/no How

9. How can the outcomes be evaluated?

9.55-10.00 Share as Whole Group and Closure

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... at risk' students be ...
... think they should. They may become ...
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... feel there is something wrong with them and blame themselves ...
... They feel guilty. Consequently, when presented with similar ...
... to avoid them. Eysenck suggests