Building Self Esteem and Dealing with our Emotions

Introduction to Self Esteem Course

EMPOWER

ENCOURAGE

ENABLE

TRANSFORMING LEADERSHIP
TRANSFORMING LIVES
Building Self Esteem and dealing with our emotions

Welcome to the course material. I developed the course in 2014 for young people and have been running small groups, one to ones and even large 70+ groups under trees abroad. During the year interest was also shown by adults and those with cognitive learning disabilities and the course has been successfully meeting their needs too. It has been amazing to see how it is evolving.

I hope that as you read through the course and look at all the attachments you will find a way to use it that is right for you and your situation. In regard to familiarising yourself with the material and understanding how it works, a good way is to personally complete the course in a small group setting aside a morning/afternoon with someone leading who runs the course with young people/clients.

One point to consider, the venue is very important. I use a Community cafe which has good quality food, drink, service and a modern decor. It means people are coming in and sharing lunch/coffee with you. Ours is an ice-cream parlour too which goes down well! Its not school grounds, counselling premises or even the local youth club, its neutral territory. I always say “the course has two arms, good quality course material and extravagant hospitality”.

Lindy Cameron
DBE Adviser for Work with Young People

Some questions

• Make drinks, and food part of each session. Can you arrange a venue that has these e.g. a cafe? Extravagant hospitality goes a long way to building self esteem.
• Modelling vulnerable leadership without glorifying your past, can you do that?
• Is your environment open and friendly?
• Can the young people/clients easily leave if they want to? (Is this appropriate for this group)
• Am I able to stay flexible and alert and not put the young people/clients under pressure to speak out.
• Challenge yourself. Can I Love, Listen, Serve and Respect the young people who are coming?
• Have I got a tool kit? (see appendix 5)
• Setting a manageable target why is that? (see appendix 3)
• Note taking? (see appendix 4)
• What are ‘visual markers’? (see appendix 2)
• Am I working outside my circle of knowledge? Do I need to refer a situation to a professional?
• Doing a risk assessment/how am I feeling? (see appendix 1)
• Have a folder with a notebook, pen and pencil in for each young person/client to keep their sheets in which will be theirs to keep at the end of the course

Week one:

• Hello, who are you?
• Introductions
• Sheet one (see separate handout)
• Reassurance and group guidelines. Explain the importance of trust and confidentiality
• Don’t forget to explain your policy on disclosure and safeguarding issues
Some questions

- Make drinks, and food part of each session. Can you arrange a venue that has these e.g. a cafe? Extravagant hospitality goes a long way to building self esteem.
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- Sheet one (see separate handout)
- Reassurance and group guidelines. Explain the importance of trust and confidentiality
- Don’t forget to explain your policy on disclosure and safeguarding issues
• Start to build relationships
• Their stories: gently does it. Sharing whatever they feel able, no pressure
• Be prepared to share yourself
• Have a tool kit! (see appendix 5)

Finish the session by getting the young people/clients to set a target for themselves (optional this week).

**Week two: Balloon fun! Learning to recognise the good things people say about us**

• Introduce suitable props for the students/mentees to play/engage with (see appendix 5)
• Reconnecting and additional introductions as necessary (welcoming a new member)
• Balloon work: Sheet two (see separate handout) inflated by positive language and affirmation.

Hand out balloons (a visual marker). Blow your balloon up each time the leader/someone is positive/kind/affirming to you. Tie up your balloon to represent keeping these things. Seeing the balloon inflated acts as a visible marker for us to remember the good things said about us amongst the negative. The leader has an inflated balloon (not tied up) ask the students to think of negative things to say to the leader. Reassure them that this is for demonstration only and you will not take offence or be upset. Encourage little things! Each time they say something deflate your balloon a little until it is totally deflated. With students who