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Dedication

This book is dedicated with love to my sons Jason, Adam and Zachary. Each of you, just because you're you, has brought constant joy and meaning to my life. May each year give you even greater awareness of what incredibly special and unique individuals you are. You are my Esteem Builders!

Acknowledgements

ESTEEM BUILDERS is the culmination of seventeen years of research and development in finding ways to enhance students' self-esteem. A project of this scope involves countless special people who have guided or supported me through the years.

In particular I owe thanks to the following people:

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To Ione Farmer, my master teacher, and to Aileen Fredrickson, my first teacher, who will always be my inspirations of how to apply esteem building to kids.

To Bradley Winch, my publisher, for his dedication to self-esteem and unflinching support on this project from start to finish. Michael Heilpern, project manager, for giving this book the look I wanted. And especially to Binah Taylor-Mcmillan, editor, for organizing the text, giving invaluable feedback and making it run smoothly. Thanks to all of them for their amazing tenacity and vision, and for helping me put it all together.

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To the hundreds of teachers and parents who have shared their ideas and techniques in esteem building with me at the seminars I have conducted.

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And especially to my husband, Craig, the creative idea force and my personal esteem builder who has continually filled my days with encouragement and love while keeping my thoughts of tomorrow bright.

Foreward

Comparison of Desired Character Education Outcomes With the *Esteem Builders Complete Program* Pilot Study Research Results

In 2000, Dr. Mary Williams and Dr. Edward DeRoche of the International Center of Character Education at the University of San Diego formulated a set of DESIRED OUTCOMES to be obtained from the implementation of a Character Education Program. At the time that these “desired outcomes” were presented, number crunching had already begun on a one year pilot research study of the *Esteem Builders Complete Program*. Comparing the “research data” to the “desired outcomes” seemed to be a logical step to take. The results of this comparison are shown below.

Desired Character Education Outcomes

- Better student behavior at school
- Better student behavior in the community
- Fewer classroom disruptions
- More examples of students respecting adults and each other
- More students doing homework
- Understanding multiple perspectives
- Demonstrating concern for the welfare of others
- Applying skills of ethical decision making to solve problems
- Demonstrating skills of social cooperation
- Demonstrating responsibility for their own learning
- Exhibiting a positive attitude towards learning and school

Esteem Builders Complete Program

Research Results

An extensive research study was conducted to measure the impact and effectiveness of the *Esteem Builders Complete Program* on student character development. Both qualitative and quantitative data were collected in this year long study which involved 1,040 students. Statistical consultants from Wright State University analyzed the results and cited these findings.

Decreases in Physical and Verbal Aggression and Detentions

- 46% reduction in detention incidences
- 39% reduction in verbal aggression incidences
- 41% reduction in physical aggression incidences

Increases in Academic Self-Concept Behaviors

- Willingness to undertake new tasks
- Make decisions and establish goals
- Takes criticism or corrections in stride
- Company is sought by peers
- Acts as a leader in group situations
- Refers to self in genuinely positive terms
- Readily express opinions
- Self direction and independence in activities
- Ask questions when doesn't understand
- Comfortably deals with mistakes or failures
- Initiates new ideas relative to classroom activities

Increases in Prosocial Behaviors

- Students spoke more positively — 100%
- Students were more respectful and tolerant of each other — 95%
- Students were more caring and supportive of each other — 93%
- Students were more cooperative — 93%
- Students were more courteous — 93%
- Greater proficiency in friendship making skills — 91%
- Ability to solve problems and resolve conflict — 89%

What *Esteem Builders* Does

When the results of the research for the *Esteem Builders Complete Program* are compared to the “Desired Outcomes”, it is apparent that all of the “Desired Outcomes” are satisfied, and then surpassed.

- Character Building
- Resilience
- Enhance Student Achievement and Behavior
- Skill Building
 - Life skills to survive
 - Study skills to learn
 - Social skills to connect
 - Character skills to grow
 - Conflict skills to cope
- Positive School Climate
- Esteem Enhancement
- Social Competence
- Emotional Intelligence
- Alcohol and Drug Abuse Prevention

Esteem Builders Pilot School Study

Research Study Results Summary by Michele Borba, Ed.D.

The study was conducted to determine the effectiveness of using the self-esteem program, *Esteem Builders*, on elementary students' behavior and academic self-concept. The program was implemented schoolwide over a one-year school period on 1,040 K-6 grade students at three diverse public school sites with high at-risk populations: Brooklyn Park, MN, Surrey, BC, and Hays, KS. Both qualitative and quantitative measures were used to determine program effectiveness including anecdotal comments, teacher surveys, student aggression reports and a norm-referenced instrument assessing self-concept behaviors. *Esteem Builders*, developed by Dr. Borba after ten years of research and field-testing, is based on five elements essential in enhancing human potential

and personal and social responsibility. They are:

Program Base: Five Building Blocks

Security: emotional and physical safety; trust

Selfhood: identity; building on strengths

Affiliation: belonging and social competence

Mission: purpose and internal locus of control

Competence: capableness and self-efficacy

Study Criteria

To maintain study control, five requirements were created:

1. The self-esteem curriculum, *Esteem Builders*, would be the only self-esteem program used through the study.
2. Teachers would implement a minimum of three weekly activities directly from *Esteem Builders* and log all activities.
3. All students exposed for eight months would be pre and post assessed by their teachers using a standardized rating scale (BASE: Behavioral Academic Self-concept; Consulting Psychologists Press) and teachers would complete an exit questionnaire regarding student behavior changes.
4. Each site would choose an esteem building theme each month to reinforce in their classrooms and schoolwide.
5. Each site would conduct monthly staff trainings in the esteem builder model and create a staff cadre to plan activities based on the selected esteem building themes and integrate subject content.

Study Results

Decrease in Physical/Verbal Aggression and Detentions.

At the Minnesota study site with a high population of "at-risk" and special education students, incidents of student verbal and physical aggression following one year of program implementation were significantly reduced. Verbal aggression was reduced 39%; physical aggression was reduced 41%. In addition, the number of student detentions for inappropriate school behavior was reduced 46% in one school year.

BASE Results (Academic Self-Concept)

Results analyzed by statistical consultants at Wright State University showed significant increases in 11 academic self-concept behaviors in all students at all sites (p-value <0.0001):

- a. willing to undertake new tasks
- b. able to make decisions and establish goals
- c. shows self-direction and independence in activities
- d. initiates new ideas relative to classroom activities
- e. asks questions when doesn't understand
- f. deals with mistakes or failures easily and comfortable
- g. takes criticism or corrections in stride without overacting
- h. company is sought by peers

- i. acts as leader in group situations
- j. refers to self in genuinely positive terms
- k. readily expresses opinions.

Results for Lowest Self-Esteem Students

Paired *t*-tests of the 228 "lowest self-esteem" students at all three sites showed an average increase in BASE total score of 12.0 (*df* = 227, *p*-value <0.001) indicating significant gains. Results showed that 68% of the students categorized as "lowest self-esteem" prior to program implementation were no longer in the lowest category at the completion of the study. This was further substantiated by teacher annotations.

Increase in Prosocial Behaviors

Eighty percent or greater of teachers at all sites perceived significant changes in students' prosocial behaviors as well as an increase in compliance with school rules and a reduction in physical aggression following eight months of using *Esteem Builders*. The majority of teachers perceived the greatest behavior increases occurred in the following student behaviors:

- a. students spoke more positively, 100%
- b. students were more respectful and tolerant of each other, 95%
- c. students were more caring and supportive of each other, 93%
- d. students were more cooperative, 93%
- e. students were more courteous, 91%.

Teachers also perceived a significant increase in their students' abilities to solve problems and conflicts, 89% and found greater proficiency in friendship-making skills, 91%. The majority of staff members at all sites also perceived significant changes in school climate, reporting: a. general school climate is more positive, 98%; b. fewer and less serious incidents of physical aggression, 82%, are occurring.

Results: Severely Disturbed Students

Fifteen identified severely emotionally disturbed students (Grades 1-6) in two self-contained special education classrooms at one pilot site were grouped for direct social skills instruction dependent on the first building block in sequence with a raw score of below 20 on *B-SET*. Direct instruction from *Esteem Builders* was then conducted for 28 days. Students were then reassessed and regrouped by building block if needed, followed by another 28 days of direct social skill instruction. Assessment on BASE showed an overall growth range from 64-98%, with final percentile ranks in a range from 44 to 90.

Results suggest that using *Esteem Builders* schoolwide to teach specific esteem skills can have significant impact on increasing students' academic self-concept and prosocial behaviors and lowering aggressive behaviors, particularly for at-risk youth.

Preface

ESTEEM BUILDERS is about a topic of vital importance for today's classrooms: how to increase the self-esteem of our students. Self-esteem, which is a key factor in improving student behavior and academic achievement, can no longer be ignored in education. Many educators recognize the urgency in these findings, but have been curtailed in their efforts to implement a program due to lack of effective self-esteem curricula. This book is designed to remedy this dilemma.

ESTEEM BUILDERS is the culmination of seventeen years of research and exploration in the area of self-esteem. Each year has brought new reflection and refinement until this work finally evolved.

The research really started in a classroom at Congress Spring School in Saratoga, California, while I was a special education teacher. Instead of teaching, however, I found myself more often being caught up in two quite different kinds of roles: either behavior management technician or counselor—or both. If I wasn't interrupting my lesson plans to intervene in a behavior dispute, I was wearing the hat of "amateur counselor" and trying to encourage students that they could indeed do the activity if they'd just give it a try.

While brewing over my dilemma in the faculty room one afternoon, I came upon an article in an educational journal that described the correlation between how students feel about themselves (their self-esteem), their academic performance and their behavior. I can still hear myself saying, "Aha, that's it!" From that moment on, my goal was to develop research-based activities and strategies that could be used to build self-esteem in a school or classroom. The most successful of these were field-tested and published in two volumes, co-authored with my husband, Dr. Craig Borba.¹ The books are still used by educators worldwide and formed the basis of an educator seminar on building student self-esteem that I've conducted nationally and throughout Canada for the past six years.

ESTEEM BUILDERS really was formed by the invaluable feedback offered by teachers at these seminars. Although the activities were widely accepted and praised, more and more educators voiced the need for a framework in which to use the strategies. "Where do I start?" was a commonly voiced concern, as was the need to have a system by which to identify students with possible low self-esteem.

These concerns were certainly legitimate. If self-esteem is to become a viable component used in classrooms on an everyday basis, it must consist of elements that are found in any other "serious" subject area. Therefore, it should consist of a research-based curriculum, daily lessons from a sequential plan, a developmental framework from which to teach, grade level activities categorized by subject area, a plentiful supply of easy-to-use activities and, finally, an evaluation tool to determine growth. Obviously much reflection, research and reorganization went into developing such a framework; but it certainly would never have been achieved without the constant support and feedback from educators across the country.

1. Borba, Michele and Craig. *Self-Esteem: A Classroom Affair; 101 Ways to Help Students Like Themselves* (San Francisco: Harper & Row, 1981), Vol. 1.
 _____, *Self-Esteem: A Classroom Affair; More Ways to Help Students Like Themselves* (San Francisco: Harper & Row, 1983), Vol. 2.

A major source of inspiration for the building blocks in ESTEEM BUILDERS must go to my friend and colleague, Robert Reasoner. His work, *Building Self-Esteem*,² identifies five components that individuals with high self-esteem appear to possess. These include the feelings of security, identity, belonging, purpose and competence. All my research concurred with Reasoner's findings; therefore, I have used his components as the basis for my model, which comprises Security, Selfhood, Affiliation, Mission and Competence. Bob's contributions both to the field of self-esteem and to me are enormous.

Once the activities and framework for ESTEEM BUILDERS were designed, classroom effectiveness had to be proved. All the strategies have been field-tested for twenty years and used in over 70,000 classrooms covering a wide range of student abilities. To list the hundreds of teachers and counselors who used the activities would be too lengthy; these activities have been used in preschools through middle schools (as well as alternative high school programs), in public and private settings, and in regular classrooms as well as special education and gifted programs. Over 2 million students worldwide are benefiting from these activities, including students in New Zealand, Hong Kong, Finland, and the United Kingdom. The evidence points to the ease with which they can be incorporated into classroom settings.

At present too many students exist in the shadows. Their potential and capabilities will never shine because they are clouded by self-doubt or by lack of self-worth, which affects all aspects of their being. Such self-defeating attitudes certainly are not left at home or in the hallway but quickly find themselves inside the classroom door, and pollution of learning occurs. Low self-esteem has been cited over and over again as a key factor in behavior problems as well as poor academic performance.

We now know, however, that the forecast need not be so gloomy—that the sunlight can shine through. This is what ESTEEM BUILDERS is about: to provide a curriculum that raises the self-esteem of our students and thereby increases the likelihood of success and happiness both inside and outside the schools walls, which in turn positively affects our students' future endeavors.

The real success of the program, though, rests on YOU. As an educator you are in an incredible position of being able to invite students to see themselves as capable human beings. You have the power to turn the tide of your students' lives by helping them reach their potential as learners. Keep in mind a key principle: self-esteem can be changed both positively and negatively. Your role as an esteem builder is critical in making this distinction. Henry Adams perhaps best summarized the immense power and significance you hold with students when he said:

"A teacher affects eternity; he can never tell where his influence stops."

Don't ever stop. Just keep influencing. What a difference you'll make!

Michele Borba
Palm Springs, California
March 2003

2. Robert W. Reasoner. *Building Self-Esteem: A Comprehensive Program* (Palo Alto, CA: Consulting Psychologists Press, 1982).

An Outline of ESTEEM BUILDERS

ESTEEM BUILDERS is a complete curriculum for enhancing student self-esteem and is divided into the following sections:

INTRODUCTION

Laying the groundwork; the background and research-based data as to why esteem building is essential for today's students.

COMPONENTS OF SELF-ESTEEM

An explanation of the five building blocks of self-esteem.

ESTEEM BUILDER'S GUIDE

A detailed plan of daily, weekly, monthly and yearly activities that are grade level specified and cross-referenced to all major curriculum areas.

SECURITY

Activities and strategies to build the student's feelings of trust, safety and security.

SELFHOOD

Activities and strategies to build the student's feelings of individuality and acquisition of self-knowledge.

AFFILIATION

Activities and strategies to increase the student's feelings of belonging as well as enhance social skills.

MISSION

Activities and strategies to help the student gain a sense of purpose and aim in his/her life. Covers goal-setting, measuring past performance and decision-making skills.

COMPETENCE

Activities and strategies to help the student recognize successes and internalize feelings of accomplishment.

CONCEPT CIRCLES

Activities in which students work as cooperative teams to build each of the five feelings within themselves and others. These may be done in large groups, small teams or pairs. Of use especially for counselors and psychologists, but also for educators favoring team- or group work.

JOURNAL WRITING

Daily language development assignments and topics. Covers all the five components and is especially compatible with Concept Circle work.

SCHOOL-WIDE ESTEEM BUILDERS

Activities done on a school-wide basis to increase each of the five self-esteem components. Presents spirit and climate energizers as well as activities for principals.

To facilitate application, each activity in ESTEEM BUILDERS has been coded as to grade level appropriateness and major curriculum areas.

In addition, a companion volume to ESTEEM BUILDERS is available. Titled HOME ESTEEM BUILDERS, it overviews parent/school cooperation and how this can be so effective in enhancing a student's self-esteem. There are 40 activities for students to do at home with their parents.

The Building Blocks of Self-Esteem

The following building blocks, based on the five feelings found in students with high self-esteem, are the sequential esteem-building steps incorporated in the curriculum.

BUILDING BLOCK (Acquired Feeling)

STEPS FOR ESTEEM BUILDER (Adult Functions)

SECURITY

A feeling of strong assuredness. Involves feeling comfortable and safe; knowing what is expected; being able to depend on individuals and situations; and comprehending rules and limits.

1. Build a trusting relationship.
2. Set reasonable limits and rules that are consistently enforced.
3. Create a positive and caring environment.

SELFHOOD

A feeling of individuality. Acquiring self-knowledge, which includes an accurate and realistic self-description in terms of roles, attributes and physical characteristics.

1. Reinforce more accurate self-descriptions.
2. Provide opportunities to discover major sources of influence on the self.
3. Build an awareness of unique qualities.
4. Enhance ability to identify and express emotions and attitudes.

AFFILIATION

A feeling of belonging, acceptance or relatedness, particularly in relationships that are considered important. Feeling approved of, appreciated and respected by others.

1. Promote inclusion and acceptance within the group.
2. Provide opportunities to discover interests, capabilities and backgrounds of others.
3. Increase awareness of and skills in friendship making.
4. Encourage peer approval and support.

MISSION

A feeling of purpose and motivation in life. Self-empowerment through setting realistic and achievable goals and being willing to take responsibility for the consequences of one's decisions.

1. Enhance ability to make decisions, seek alternatives and identify consequences.
2. Aid in charting present and past academic and behavioral performances.
3. Teach the steps to successful goal-setting.

COMPETENCE

A feeling of success and accomplishment in things regarded as important or valuable. Aware of strengths and able to accept weaknesses.

1. Provide opportunities to increase awareness of individual competencies and strengths.
2. Teach how to record and evaluate progress.
3. Provide feedback on how to accept weaknesses and profit from mistakes.
4. Teach the importance of self-praise for accomplishments.

Introduction

Laying the Groundwork for High Self-Esteem and Solid Character

*"I regard self-esteem as the single most powerful force in our existence. . .
the way we feel about ourselves affects virtually every aspect of our existence:
work, love, sex, interpersonal relationships of every kind."*

—DR. NATHANIEL BRANDEN

The Psychology of Self-Esteem

As September draws around each year it would be difficult to find an educator who has not thought twice about the possible makeup of the "infamous" class list. And, if pressed, these same educators would admit to have a secret desire for the list to be filled with great, eager students. These are the students who track record alone puts them in the "winner" category and gives them high visibility even before they arrive in the classroom. They are motivated and eager, responsive to ideas and suggestions, and are caring and responsible. Above all, they are students who succeed in learning and in life. Judging by the comments in faculty rooms, such students are far fewer than could possibly fill the lists. Typical teacher statements are: "Students just aren't like they used to be," "More of my time is spent disciplining than teaching," "They're so unmotivated lately!" and "How can I make any difference when their home is the way it is?" Many students are far from the ones we dreamed about.

The student of the new millennium is a unique, educational challenge, because the economic and social factors of today contribute to breeding a far "different student" than just a few decades ago. Observe a few statistics depicting contemporary American youth:

- *Peer cruelty.* A study by the National Association of School Psychologists reports that one in seven children is either a bully or a victim.ⁱ National Education Association reports that every day 160,000 children skip school because they fear being attacked or intimidated by other students.ⁱⁱ The National School Safety Center has called bullying as "the most enduring and underrated problem in American schools."ⁱⁱⁱ
- *Substance abuse.* Heavy alcohol and drug use is increasing among our younger kids: recent studies found 22 percent of fifth-graders have been drunk at least once,^{iv} two-thirds of eighth graders have tried alcohol; the average age at which a child first uses marijuana is twelve.^{v,vi}
- *Hate crimes.* Figures show that our youth are displaying hateful, intolerant actions at alarming rates. Reports say that most hate crimes are committed by youth younger than nineteen. But reports show a clear trend that hate perpetrated-offenders are kids younger than ever.^{vii}
- *Violence.* The United States has the highest youth homicide and suicide rates among the

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26 wealthiest nations in the world.^{viii} In fact, our kids are ten times more likely to commit murder than comparably aged youths in Canada.^{ix} Over half of American teenagers report they can get a gun in an hour and one in four high school students say they took a weapon to school at least once in the past year.^x

- *Premature Sexual Activity.* Three million teenagers — about one in four of those sexually active — acquire a sexually transmitted disease every year. Teen pregnancy rates are much higher in the United States than in many other developed countries.

Alan Guttmacher Institute

- *Theft and vandalism.* In 10 years juvenile theft has increased 22%. *FBI* Almost half of middle and high schoolers admitted stealing from a store during the year; 25% said they did so at least twice. *Josephson Institute of Ethics*
- *Cheating.* Since 1969, high schoolers test cheating increased from 34% to 68%. A *U.S. News & World Report* survey found 84% of college students believe they need to cheat to get ahead in the world.
- *Lying.* 92% of high school students lied to their parents in past year; more than 1 in 4 said they would lie to get a job. *Josephson Institute of Ethics*
- *Rise in stealing & cheating.* A recent national survey of 10,000 high school students revealed that nearly twenty-five percent said they would lie to get a job; and seven in ten admitted to cheating on an exam within the previous twelve months.^{xi}
- *Low Motivation.* A ten-year research study of over 20,000 “average” teens from “average” high schools settings found more than one-third were emotionally disconnected from

their school exhibiting such behaviors as “psychologically absent, cutting class regularly, exerting little effort, failing to do work assigned, and cheating.”^{xii}

- *Increase in Suicide & Depression.* In the last four decades, adolescent suicide in our country has increased 400 percent, and depression has risen 1,000 percent.^{xiii}

Taking the above into account, the American educational system can be summed up as follows:

- A decline in national test scores;
- An increase in student drug and alcohol dependency;
- A decrease in student motivation;
- An increase in violence and vandalism in the schools;
- An increase in student behavior problems;
- An increase in juvenile crime both on and off campus;
- A decline in students’ emotional health;
- A decline in students’ character;
- An increase in the number of qualified teachers choosing to leave the field.

A Student-Centered Approach

Despite the fact that more money has been allocated to education than at any other time in history, the results have been less than satisfying. Some critical element, therefore, is missing from the endless lists of goals, objectives, checklist, progress charts, and test scores. . . something that just may hold the greatest educational promise. That something is *the student*.

Many educators now recognize that a student’s attitude toward learning can no longer be separated from the process. A powerful educational force is a thorough repertoire of knowledge and skills combined with a healthy belief in self and a solid sense of character.

ESTEEM BUILDERS

Too many students arrive at our school doors void of the essential feelings needed to build self-esteem: security, selfhood, affiliation, mission, and competence. In all too many cases the absence of these crucial esteem builders accelerates a downward spiral of low self-esteem and weak character. And the student becomes another all-too common tragic national statistic. The good news, however, is that this cycle need not continue its downward plunge because:

- Self-esteem and character development can be changed, regardless of age;
- The time spent with you in the classroom can provide the critical conditions of security, selfhood, affiliation, mission, and competence students need to counter negative home experiences and give them a fresh start on life;
- Self-esteem and solid character are learned; therefore, you can teach them.

By creating environments that engender security and develop strength, educators can help students acquire the feelings needed to build self-esteem and strong character. ESTEEM BUILDERS provides activities, suggestions, contracts, centers, activities in a sequential, research-based and proven process that helps students acquire healthier self-esteem and thus lay the foundation for solid character development. It is the combination missing in all too many of our students' lives and exactly what this program will provide.

¹ Study by the National Association of School Psychologists cited by Rohland, P. "Bothered by Bullies?" Central Penn Parent; family.com. [http://family.go.com/Features/family_1998_01/penn/penn18bully.html], 1998.

ⁱⁱ Research by the National Education Association quoted by Fried, S., and Fried, P. *Bullies and Victims*. New York: M Evans, 1996, p.xii.

ⁱⁱⁱ National School Safety Center quote on bullying reported by Mulrine, A. "Once Bullied, Now Bullies-With Guns." *U.S. News & World Report*, May 3, 1999, p. 24.

^{iv} American Academy of Pediatrics. "Underage Drinking." American Academy of Pediatrics, 2000. [http://www.aap.org/advocacy/chm98und.htm].

^v Statistic on starting drug use [marijuana; age 12] from the National Institute on Drug Abuse. *Peer Pressure: It's OK to Say No*. DHHS Publication No. (AADM) 83-1271. Rockville, Md.: National Institute on Drug Abuse, 1983 cited in Schaefer, C. and DiGeronimo, T.F. *How to Talk to Teens About Really Important Things: Specific Questions and Answers and Useful Things to Say* San Francisco: Jossey-Bass, 1999, p. 68.

^{vi} Associated Press, "Study: Many Teens Try Pot, But Fewer Use Drugs Often." *Desert Sun*, Sept. 1, 2000. Although illegal drug use continues to drop among adolescents, kids are still experimenting with marijuana in numbers not seen since the late 1970s.

^{vii} Data (most hate crimes are committed by youth younger than nine teen) cited by Duvall, L. *Respecting Our Differences: A Guide to Getting Along in a Changing World*. Minneapolis, MN: Free Spirit Press, 1994, p. 154.

^{viii} Data (U.S. youth homicide and suicide rates) reported by American Academy of Pediatrics. "New AAP Policy Addresses Violence and Children." [http://www.aap.org/advocacy/archives/janviol.htm]. AAP, Jan. 5, 1999.

^{ix} Data (homicide rates of U.S. adolescents ten times the rate of Canadian youths) in Blumstein, A. "Youth Violence, Guns, and the Illicit Drug Industry." Working Paper Series, H. John Heinz III School of Public Policy and Management. Pittsburgh, Penn: Carnegie Mellon University, 1994; Silverman, R.A. and Kennedy, L. *Deadly Deeds: Murder in Canada*. Scarborough, Ontario: Nelson, Canada, 1993.

^x Data on gun availability compiled by the Josephson Institute of Ethics and the CHARACTER COUNTS! Coalition. "1998 Report Card on the Ethics of American Youth: Survey Data on Youth Violence." May 1999. Online:[http://www.josephsoninstitute.org/98-Survey/violence/98 survey-violence.htm].

^{xi} Data on youth stealing, lying, and cheating was the result of a survey of over 20,000 middle and high school respondents compiled by the Josephson Institute of Ethics and the CHARACTER COUNTS! Coalition. "1998 Report Card on the Ethics of American Youth." October 19, 1998.

Online: [http://www.josephsoninstitute.org/98-Survey/violence/98 survey.htm].

Josephson Institute of Ethics and the CHARACTER COUNTS! Coalition.

^{xii} Laurence Steinberg, *Beyond the Classroom: Why School Reform Has Failed and What Parents Need to Do*. New York: Simon & Schuster, 1997, p. 71.

^{xiii} Statistics on teen suicide and depression increase cited in Cloud, J. "What Can The Schools Do?" *Time*, May 3, 1999, pp. 38-40.

ESTEEM BUILDER #4

Enhance Ability to Identify and Express Emotions and Attitudes

The importance and pervasiveness of emotions in our lives hardly needs debating. Emotions are fundamental to human nature; they enrich our lives and, when ignored, may cause problems or lack of interest in life. Exploring their emotions helps students better understand themselves and others.

Include Emotions in the Classroom Curriculum

This would encompass the following:

- Increase students' awareness and sensitivity to the fact that not everyone reacts to the same experience in the same manner.
- Help them explore their own emotions and thereby further develop self-understanding.
- Encourage the use of constructive ways to deal with their feelings.
- Assist in conflict situations (a student who verbalizes feelings will be less likely to use physical means to resolve a relationship problem).
- Increase awareness of what is personally valued.

Emotion education is a critical esteem builder because it helps students clarify and sharpen their self-picture and thus develop a stronger sense of selfhood.

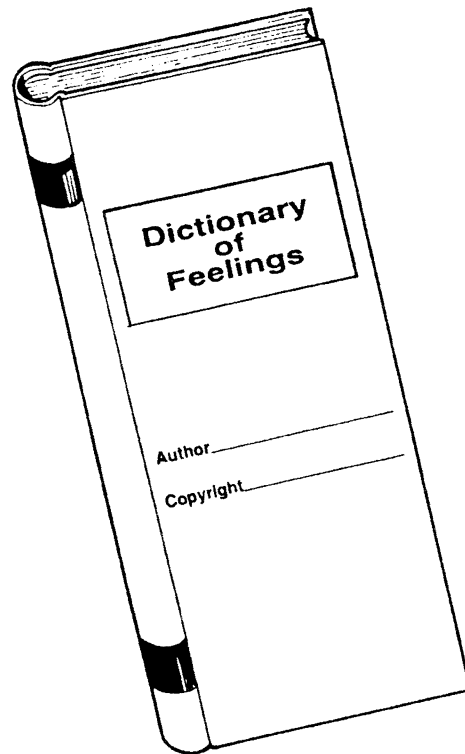
ACTIVITIES: GROUP 4

The following activities are designed to help students access their feelings and consequently clarify their self-image.

Grades K-3 Dictionary of Feelings SH45

Purpose: To help students learn the words that identify emotions and to increase awareness of feelings.

Materials: Colored Xerox paper for dictionary cover; crayons or marking pens; paste or glue; stapler and scissors.

*Dictionary Construction:*

1. Duplicate the SH45 Dictionary of Feelings sheets (marked 1-14) so that you have one copy of each page for every student. The cover page should be a bright color; the interior pages can be white. Photocopy so that pages 1/14 are on the back of the cover; 3/12 on the back of 13/2; 5/10 on the back of 11/4; and 7/8 on the back of 9/6.
2. Collate, fold in half and staple the book together along the center fold.

Procedure: Introduce the dictionary to the students, perhaps with a discussion about how important emotions are. Students fill out the cover with their name and the copyright date.

On the day that the students write about a specific emotion, discuss it with them and show them pictures that illustrate the feeling. You may also read a story that depicts the subject matter (see SH48 Booklist). Students then work on the page that correlates with the emotion discussed.

For each emotion, the following activities may be performed:

1. The class can formulate their own definition. (Consider having "real" dictionaries on hand as models.) A few ideas to incorporate in the definitions are:

- angry—mad
- happy—glad
- proud—feeling special
- lonely—being without company
- sad—unhappy
- scared—afraid
- silly—having fun

Write class definitions next to the emotion word.

2. Students illustrate the emotion by depicting themselves feeling that emotion.
3. Students write about a time they remember when they felt that way. Younger students dictate their stories.
4. On the facing page, students may paste or glue pictures from magazines that illustrate the emotion word.

Grades
K-3

Feelings Wheel SH46

Purpose: To increase students' sensitivity to the emotions of others, as well as make them aware of their own emotional fluctuations.

Materials: Light-colored construction paper or cardstock; two-pronged paper fasteners; hole-punch and scissors.

Procedure: Duplicate the top and bottom sections of SH46 Feelings Wheel onto heavy paper. Cut out the sections, placing them on top of each other. Connect the wheels together with a paper fastener.

Wheels may be kept on students' desks or worn (punch a hole at the top of the bottom wheel section and tie it with a 24" yarn length). Encourage students to identify their shifting emotions by moving the dial. Invite classmates to be sensitive to their peer's feelings by observing each other's wheels. Encourage sympathetic words and gestures when a peer's wheel indicates a troubled time.

Note: This activity also works well with Affiliation, Chapter 5.

Grades
3-8

Sending I Messages SH47

Purpose: To help students learn to cope with the emotions of anger and frustration. To provide opportunities for students to use appropriate emotional language.

Procedure: Explain to students that we all encounter times of frustration and difficulty. There are appropriate and inappropriate ways of dealing with the frustration. How we verbalize our frustrations may make all the difference as to how the situation ends.

Begin by encouraging students to think of incidents among peers that generally cause feelings of anger. List a few of these on the chalkboard. Write additional incidents on a separate piece of paper and keep for future use. Examples may include:

- You're walking in the hall and someone trips you.
- You've been waiting a long time in the cafeteria line. Someone cuts ahead of you.
- You see a student across from you copying all your answers from your test.
- You see a student take your pencil and then walk away.
- Someone makes fun of you and calls you a name.
- Someone pushes you in the hallway.
- Someone walks by and slams your locker closed while you are trying to get books out of it.
- Someone is spreading rumors about you that aren't true.

Invite students to discuss how they usually handle these situations. Continue the discussion for a brief time. Then point out to students that there are alternative methods of responding to the "aggressor" without accelerating the situation to a new level. One way is to send "I" messages.

Sending I Messages

Begin the process of teaching students this strategy by choosing one of the incidents listed above or

asking a student to volunteer one. Read the incident aloud and then ask students how it would make them feel if it happened to them.

Example:

Incident: Someone pushes you in the hallway.

Teacher: *How does it make you feel?*

Student: *Angry...mad...frustrated...ticked off...furious...scared.*

Teacher: *Why don't you let him know how it makes you feel. Start with an "I" and tell him how it feels for him to do that.*

Student: *I feel MAD...*

Teacher: *Now tell him why it feels like that. What did he do that made you mad?*

Student: *He pushed me in the hallway.*

Teacher: *Tell him that's why you're mad. Start with "I feel mad..." and then tell him what he did to make you mad.*

Student: *I feel mad because you pushed me in the hallway.*

Continue role-playing incidents until students appear to understand the sequence. You may wish to make a poster depicting the "I Message" sequence as a reference for students.

To Send an I Message:

1. Start the statement with an "I."
2. Tell the person how you feel ("I'm mad..." or "I feel hurt...").
3. Tell the person what he or she did that made you feel that way. ("I'm mad because you took my pencil without asking.")

Make a ditto listing the incidents students suggested and use it in a following session:

Divide students into teams of three to five members. Give each team a copy of the incidents and include, if you wish, a form with the "I Message" sequence. Students take turns sending "I Messages" to one another by role-playing the incidents.

Adapted from Dr. Thomas Gordon, Effectiveness Training, Inc.

Grades K-8 Books to Enhance Identity SH48

Purpose: To gain awareness of how others acquired their selfhood.

Materials: One or more books from the list below appropriate to grade level. Either read aloud or assign as independent reading.

Primary Level:

The Bedspread, Sylvia Fair (William Morrow & Co., 1982).

Benji, Joan M. Lexau (Dial, 1964).

Crow Boy, Taro Yashima (Viking, 1955).

Dandelion, Don Freeman (Viking, 1964).

Faces, Barbara Brenner (Dutton, 1974).

Ferdinand the Bull, Munaro Leaf (Viking, 1977).

Hooray for Me, R. Charlip and L. Moore (Parents, 1975).

I Know What I Like, N. Simon (Albert Whitman, 1971).

I Like to Be Me, Barbara Bel Geddes (Viking, 1963).

The Important Book, Margaret Wise Brown (Harper & Row, 1949).

Leo the Late Bloomer, Robert Kraus (Windmill, 1971).

The Little Rabbit Who Wanted Red Wings, Carolyn Sherwin Bailey (Platt & Munk, 1978).

Max, Rachel Isadora (MacMillan, 1976).

The Mixed-up Chameleon, Eric Carle (Harper & Row, 1987).

Moths & Mothers, Feathers & Fathers, A Story About a Tiny Owl Named Squib, Larry Shles (Jalmar Press, 1989).

Petunia, Roger Duvoisin (Knopf, 1950).

The Rotten Chicken, Letitia Ursa Solomon (Henchanted Books, 1984).

Someday, Charlotte Zolotow (Harper & Row, 1965).

TA for Tots, Alvyn Freed (Jalmar Press, 1975).

TA for Tots, Vol. II, Alvyn Freed (Jalmar Press, 1980).

The Whingdingdilly, Bill Peet (Houghton & Mifflin, 1970).

William's Doll, Charlotte Zolotow (Harper & Row, 1972).

Intermediate Level or Advanced Listener:

Be a Perfect Person in Just Three Days, Stephen Manes (Clarion, 1982).