

## Section 2

# I Feel Good About Me

Helping to develop  
self-esteem

# I Feel Good About Me!

### Aim:

The aim of this section is to increase the child's sense of worth and esteem.

It is designed to highlight all the reasons the child has to feel proud of his or her self.

It also seeks to emphasise to children that it is important to feel proud and like the person they are.

## Notes:

**I Feel Good**

**About Me!**



# Guidelines for using

## 'The Things That Make You Special!'

The important thing to achieve through this exercise is to emphasise as many positives to the child as possible. To reinforce this, you could say something like, "How am I going to fit all the things that make you special in such a small space?" (Obviously to say something like this involves you having a positive relationship with a child otherwise this could be interpreted as insincere or sarcastic.)

In order to gain the best results, it is necessary to give reasons as to why you have written a particular positive in order for the child to fully understand what you mean. However, some children find it difficult to receive compliments, especially if they are used to hearing negative responses to their 'unwanted' behaviour. If this is the case, don't spend too much time talking to the child about what you have written. Instead, leave it to be taken home and digested in private.

Notes:

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# The things that make you Special!

EVERYONE IS **Special** - INCLUDING YOU!

SOMETIMES YOU MAY NOT FEEL **Special**  
IF YOU ARE DISAPPOINTED OR UPSET.

IT MAKES YOU **Feel Good About Yourself** WHEN PEOPLE SAY  
WHAT IT IS THEY LIKE ABOUT YOU!

THE ADULT WORKING WITH YOU WILL NOW MAKE YOU  
**Feel Good About Yourself**  
BY TELLING YOU WHAT THEY THINK IS  
**Special**  
ABOUT YOU!



WRITE THEM ON THE ROSETTES...

# Guidelines for using 'The Certificate'

This should represent another chance to celebrate the positive aspects of the child. If a child is finding this exercise difficult because he or she can't imagine what they would receive a certificate for, it might be useful to refer back to the positives you wrote on the previous worksheet. You could then ask the child to design the certificate in relation to one of those positives.

Remember to give children lots of praise and encouragement regarding the content of the certificate.

## Notes:



IMAGINE YOUR HEADTEACHER GAVE YOU A CERTIFICATE FOR BEING

**Special**

WHAT WOULD YOU BE **Special** FOR?

MAKE YOUR OWN CERTIFICATE FOR BEING **Special**

GET THE ADULT YOU ARE WORKING WITH TO HELP YOU!

# Guidelines for using

# 'The Newspaper Article'

This is an opportunity to celebrate further the things that make the child special. It also allows the child to continue to feel good about him or her self. It is an extension from the certificate activity on the previous page. Children can use the same example as for the certificate or, ideally, you could try to encourage them to think of something different. The more positives children can realise about themselves the better.

If a child cannot think of anything, but you know of something he or she is good at, then suggest that the article is written based on this.

## Notes:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



THE LOCAL NEWSPAPER IS WRITING STORIES ABOUT CHILDREN WHO ARE

## Special

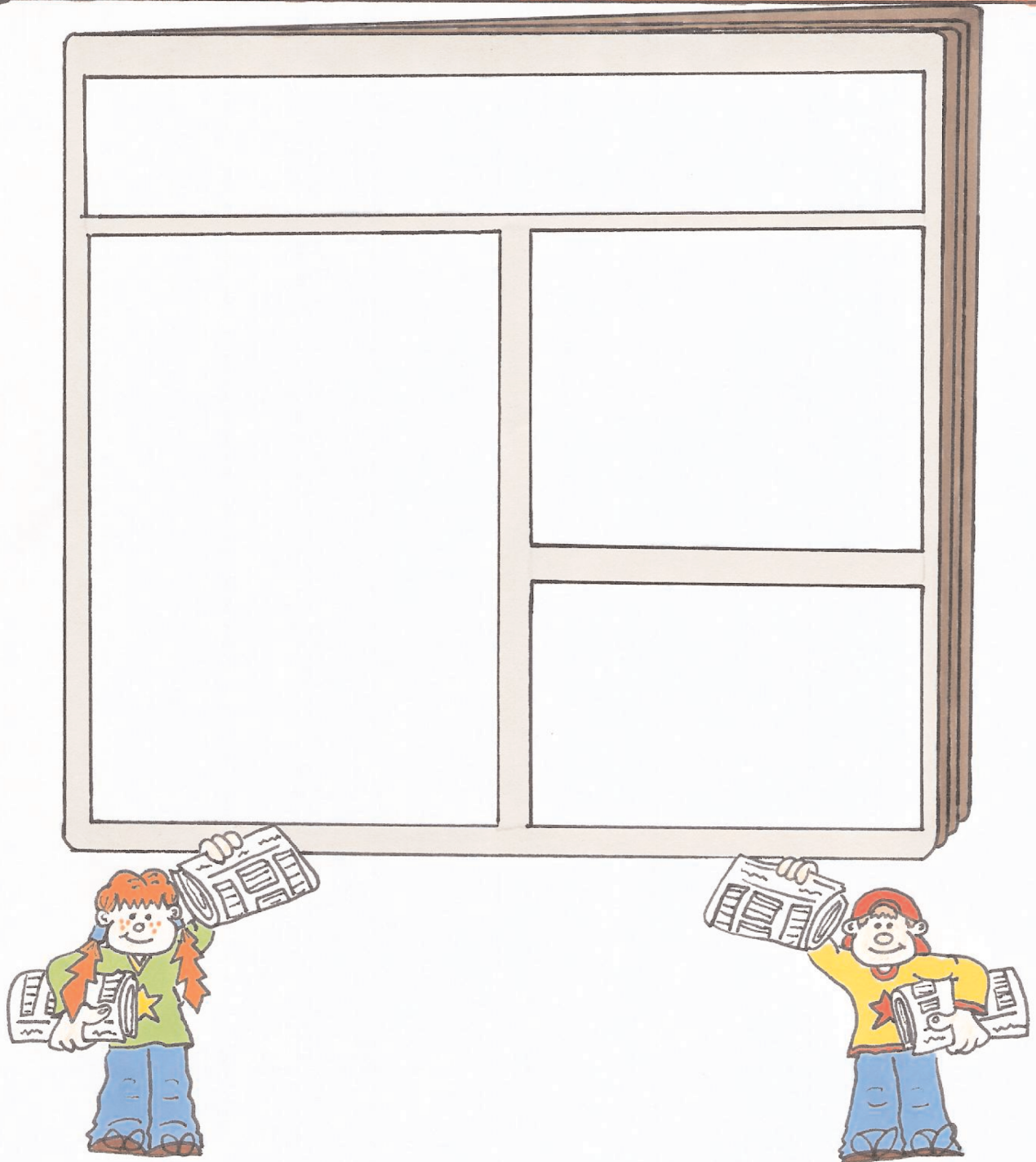
THEY WANT TO WRITE AN ARTICLE ABOUT YOU!

WHAT **Special** THINGS WOULD YOU LIKE TO SEE ABOUT YOURSELF IN THE ARTICLE?

THINK ABOUT YOUR SKILLS, YOUR PERSONALITY AND **Special** THINGS YOU HAVE DONE.

GET THE ADULT YOU ARE WORKING WITH TO HELP YOU WRITE THE ARTICLE.

YOU WILL NEED A HEADLINE, SOME WRITING AND A PICTURE!





I got this  
certificate  
just for being  
me!





**I got this  
certificate  
just for being  
me!**

# Transferring Skills

Outside of the sessions, it is important to keep up the child's sense of being 'SPECIAL'. During the period between sessions, it would be useful for other significant adults, in school and at home, to pick up on positive things the child does. It may be small things such as, "Well done, you put your book away nicely", or "You look nice today".

Sometimes, receiving compliments might be an extremely difficult thing to do. If this is the case, it may be easier for the child if you start by using non-verbal forms of compliments. Examples of these might be a 'thumbs-up' or a big smile! Once the child has become comfortable with receiving these forms of compliments, you could then move on to using verbal compliments. This transition will represent a positive development in the child's self-esteem.

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