

J A N U A R Y
N E W S L E T T E R
INVITATIONS FOR LEARNING

FROM DAN HODGINS

DKJ5075@AOL.COM

Self Esteem, It's not something you Give

A child will do anything to avoid "feelings of failure".

That might include:

- hitting other children frequently
- refusing to try new experiences
- demanding attention
- screaming often
- disrupting play experiences of other children
- avoiding suggestions from other adults or children

A poster that I have in my office states, "*The major goal for all early childhood programs should be to nurture self-confidence in all children, so they can make it in spite of the CRAP.*"

My experience, working with young children , demonstrates that the more confidence a child has the easier it is to make better choices....

We need to become better observers of signs that might demonstrate low self-esteem.

The following are some indicators:

- children who portray few emotions
- children who show signs of depression
- children who cry excessively

- children who say "I Can't" frequently
- children who worry often
- children who say, "I love you" often
- children who frequently engage in challenging behaviors

Self- Esteem is not something we can give to children. It is not a gift. It cannot be purchased in a package. To often we give rewards that we think support positive self esteem for example, stickers, money for good grades, statements like "good job".

The best way to promote positive self esteem is by creating environments that nurture successful experiences.

For more information on workshops contact me at:
DKJ5075@aol.com.
or visit my website:
www.danieljhodgins.com

Nurturing Positive Self - Esteem

- *Create predictable early childhood settings (avoid frequent changes)*
- *Encourage risk taking (set up safe spaces for climbing high and building higher)*
- *Provide for consistent routines (keeping the times and events predictable)*
- *Introduce “real experiences” (everyday opportunities, for example using real tools for construction, real cooking, and taking apart and putting back together using real items)*
- *Provide choices (ex. do they have to come to circle time? do they have to sit down to eat?)*
- *Give acknowledgement not praise (make statements like, “You have decided to use lots of green paint” rather than “What a pretty picture”)*
- *Provide lots of opportunities for success (have no winners and losers)*
- *Make sure the curriculum ideas are driven by the child (observe what is interesting and relevant to children)*
- *Recognize children as individuals who happen to be placed in a group (call children by their names, greet children as they enter, avoid asking children to change their activity by calling them “friends”)*