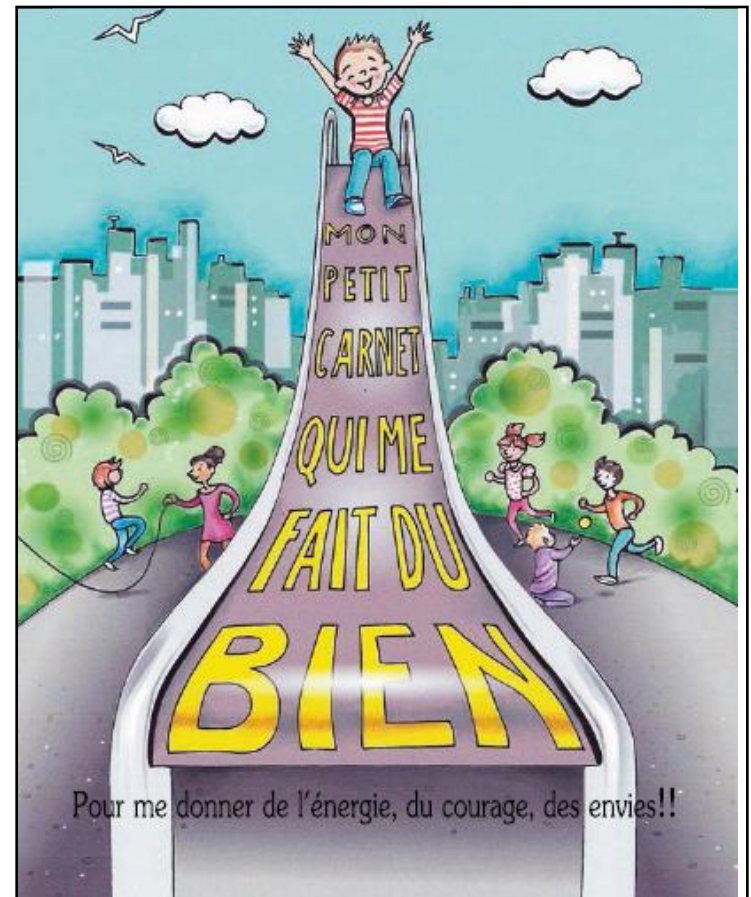


My little notebook that makes me feel better

How to support self-esteem in children aged 6 to 10

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Introduction



Self esteem is a very popular subject, since everyone yearns for a good self-esteem and wants to be happy in life.

If you want your house to fear neither the wind nor the storms, it must have good foundations, and the materials that make it up firmly assembled.

In the same way, having a good self esteem comes easier when built solidly right from the beginning of life.

We all want our children to feel comfortable with their body, to be happy about themselves and to reach their full potential. But....

Concretely, how to proceed ?

I suggest thinking about it together by adressing the following points:

1 - Definition of self esteem

2 – Self esteem with Cystic Fibrosis

3 – My little notebook that makes me feel better

Conclusion



Definition of self-esteem

Building self-esteem is a dynamic process that lasts all your life.

According to Danielle Laporte and Lise Sevigny, from Saint Justine's Hospital in Montreal, « Having a good self esteem is not showing kindness, but rather being aware of our strengths and weaknesses and accepting ourselves as an individual person. This means taking responsibilities, being assertive, knowing how to meet our needs, having goals and doing what it takes to achieve them. Having a good self esteem is to respect ourselves while having consideration for others.



On the other hand, low self-esteem leads to anxiety, ill-being and difficulties in the relations with others. If the loss of self-esteem is intense and prolonged, then it becomes a major element of a depressive syndrome.

From 0 to 10 years old

- As a baby : relevance of parent's care
- 18 months - 2 years old : exploring the surroundings
- School period : inside and outside the family
- Why we chose this age :
« I am what I am able to do »

E. Erickson



Self esteem and CF

Diagnosis announce

The outbreak of the disease will shake all the new family construction up, and parents will have a different look on their new born.

Even if they fight it, the concern, the desire to protect their child and the fear of doing wrong will be even more important than if the child had been healthy.

Autonomy might then happen later, and the child might interpret his parents anxiety about him as « I am not able to »



My little notebook

Booklet intended for children aged 6 to 10
Created with the help and support of the french association against CF and the GETHEM (CF Therapic Education Group) wich brings together professional people from different CF centers in France.

It il all about valorizing the child through the recongnition of his talents, his qualities and skills, if possible with an adult able to reformulate and accompanying the child in this work of valorization.

After all, we realized that this booklet could be suitable for any child aged 6 to 10, if possible knowing how to read and write, with or without chronic illness !



Page 1 :

Presentation of the child, with a drawing or a picture, his name and his age. These are two important identifying features, defining the child as a person.

The barometer of the mood before the activity makes it possible to know his mood of the moment, in order to better welcome him

Moi!

Je colle ma photo ou je me dessine.

Je m'appelle _____

J'ai _____ ans.

Avant de compléter mon carnet, comment je me sens?

Heureux En Forme Fatigué Découragé Intéressé

Triste Rassuré Inquiet Excité

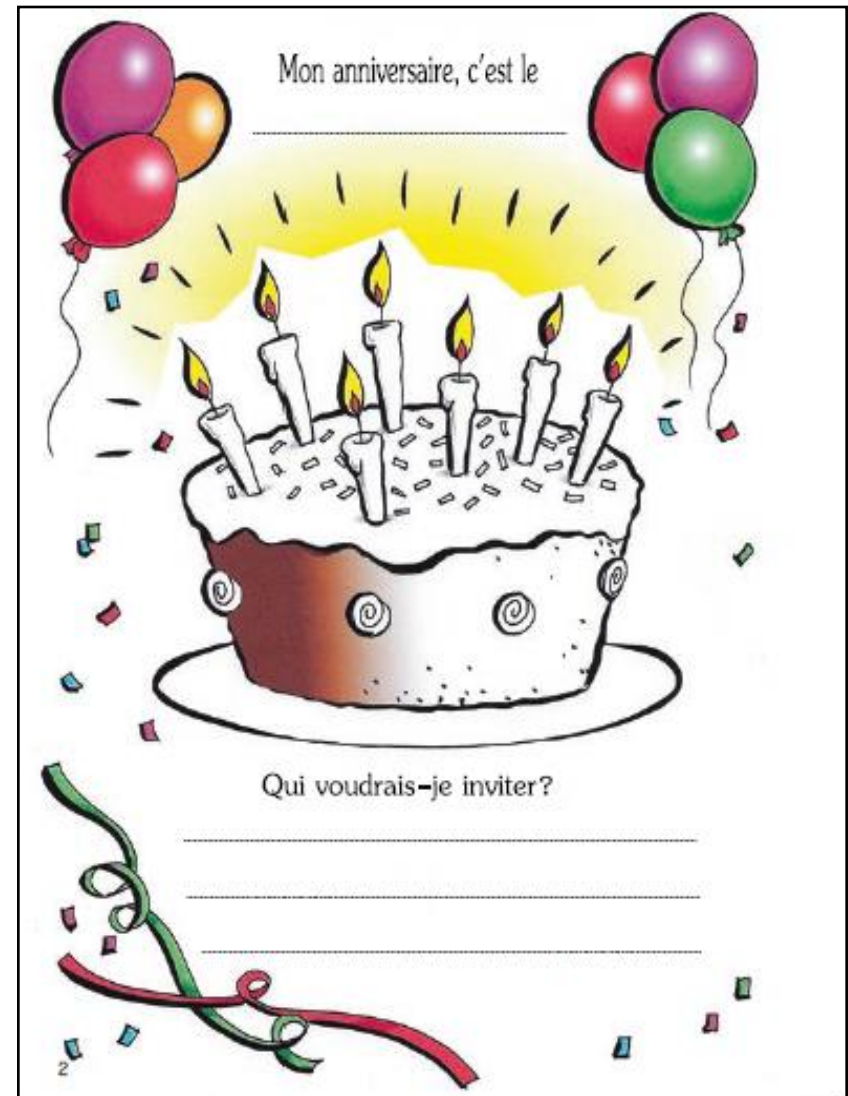
Où est ce que je me situe?

1

Page 2 :

My birthday is ...
who will come ?

Birthdays are times for
celebration and conviviality.
Is this the case for the child ?
This enables to approach the
topic of social relations and
friendship.

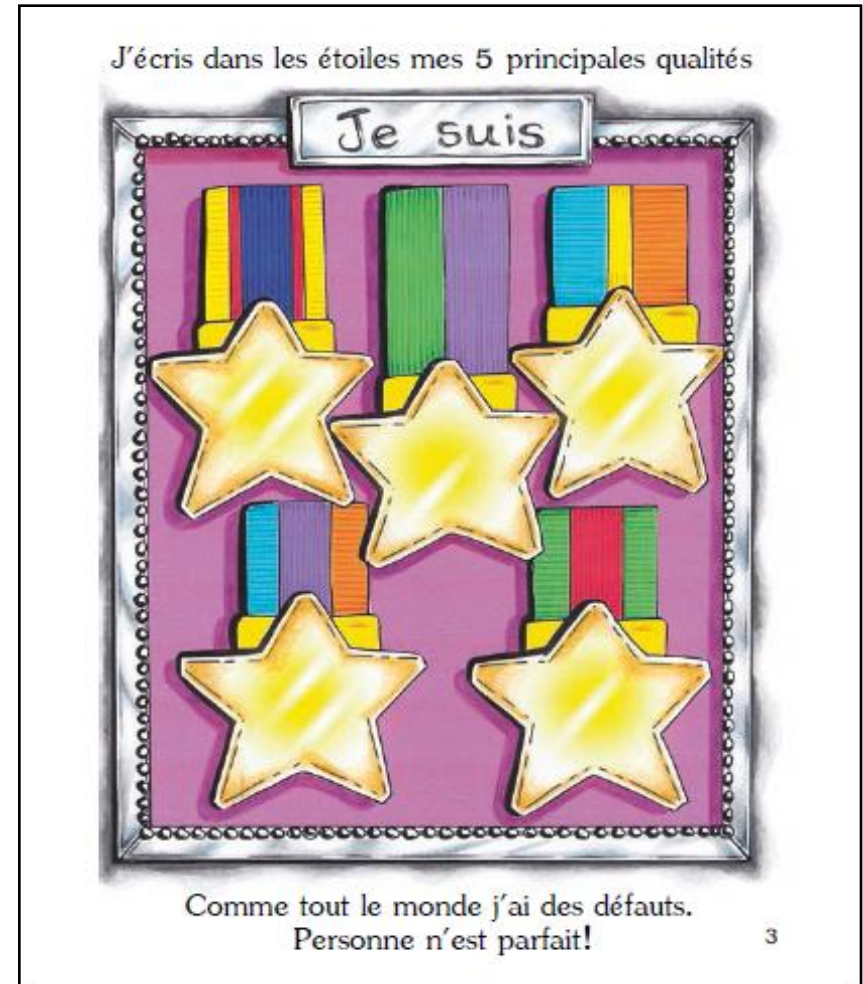


Page 3 :

I write in stars my first qualities...I am...
But I know that nobody's perfect !

The child names his qualities. Putting them in writing makes it easier to confirm and internalize them.

If he can't find any, or too few, then go to page 4 before coming back to page 3.



I drew up my qualities

Je souligne mes qualités.



Sportif(ve), Calme, Amical(e),
Fidèle, Dynamique,
Honnête, Joyeux(se)

Raisonnable

Affectueux(se), Discret(e)
Drôle, Gentil(le),
Généreux(se), Sensible,
Soigneux(se), Ordonné(e)

Tolérant(e), Efficace,
Créatif(ve), "Bon élève",
Courageux(se), Franc(he)

Bricoleur(se), Joueur(se),
Adroit(e), Optimiste,
Malin(e), Poli(e),

Autre(s)?.....

.....



From a list of qualities, the child chooses those who best characterize him.

Rather than talking about faults, this activity allows to perceive the positive sides of his personality.


This page is about the talents of the child.

Can he name it ?

It can be very concrete activities :
Cooking, cycling, drawing, singing....

Je cultive mes talents.


J'écris dans chaque cerceau une chose que je réussis bien.





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I recognize my emotions


Je reconnais mes émotions:
Termine ces phrases:

 La dernière fois que j'ai eu peur, c'était.....
.....
.....

La dernière fois que j'ai été triste, c'était.....
.....
..... 

 La dernière fois que j'ai été en colère, c'était
.....
.....

La dernière fois que j'ai été content(e), c'était
.....
..... 

 La dernière fois que j'ai été fier(e) de moi,
c'était.....
.....
.....

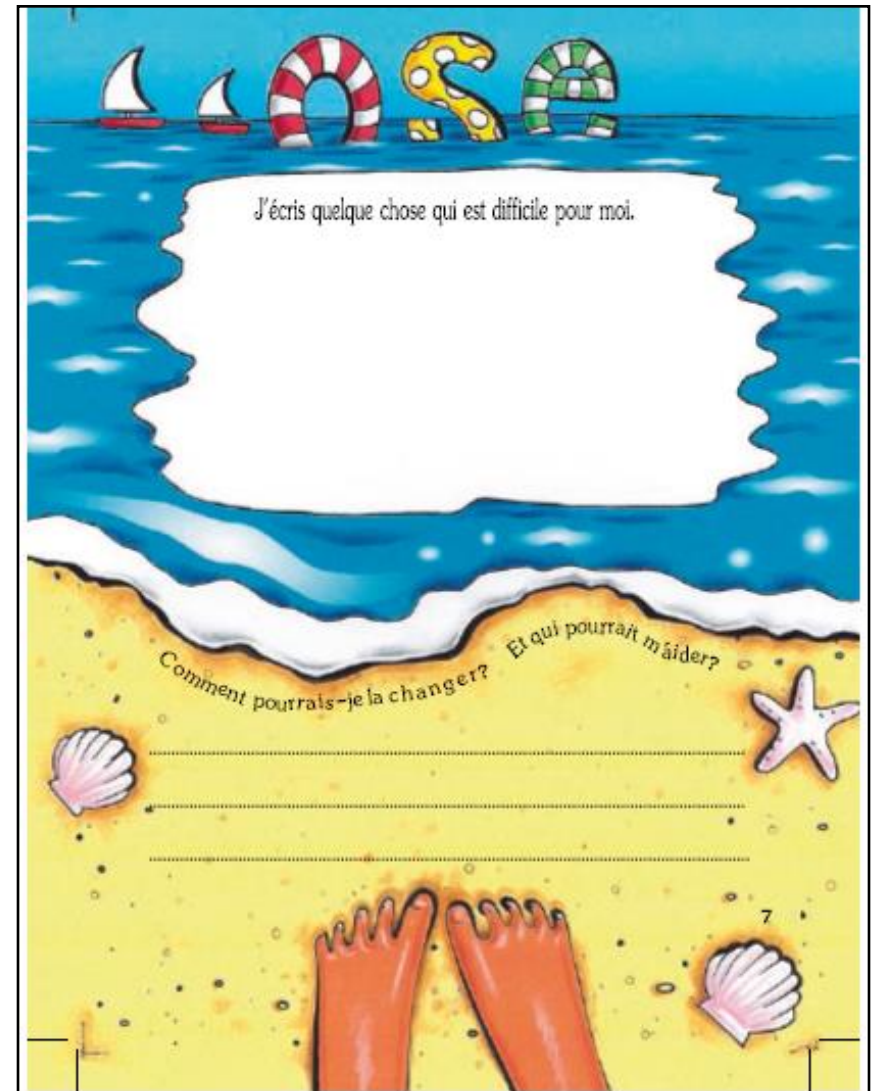
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The recognition of emotions is part of a good knowledge of oneself.

Here is a matter of spotting and identify them, without judgement.

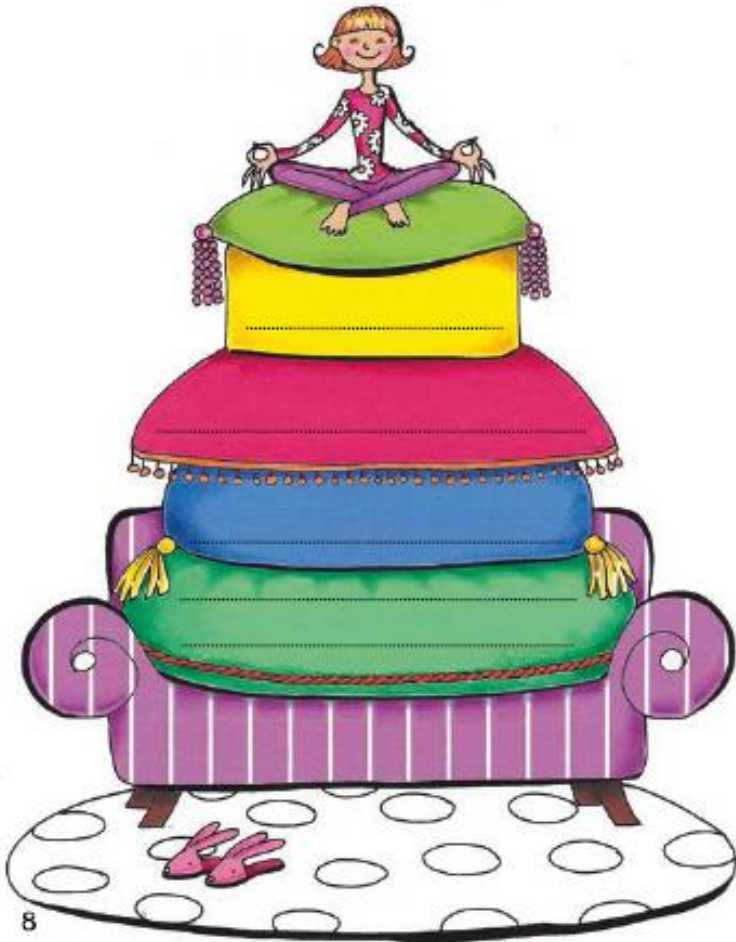
Emotions exist. Naming them and telling in what occasion they arose allow a psychic elaboration of the feeling.

Some actions seem difficult to achieve,
But if we talk about it,
they gradually seem less out of reach...



I write people's name who help me to feel good

J'écris le nom de ceux et celles qui me font du bien.



The child identifies the people around him who are positive for him.

He can also refer to animals...

What do you appreciate in me ?

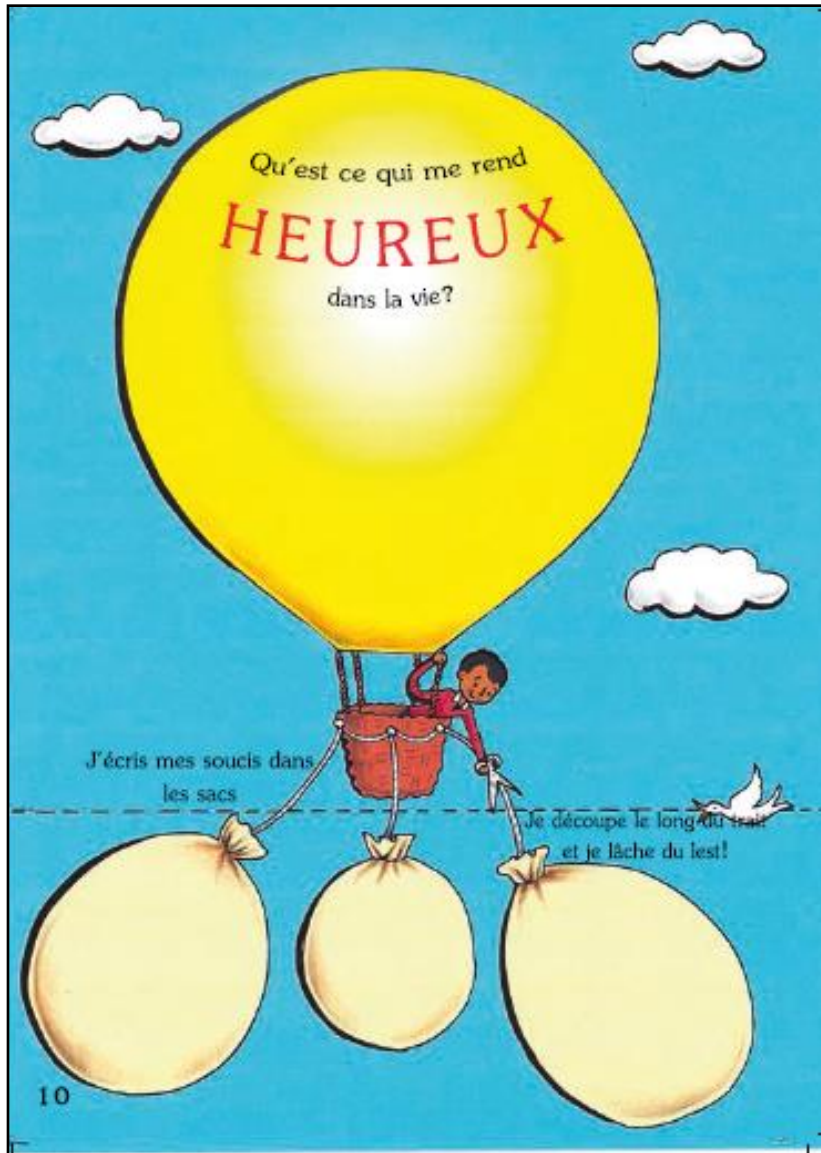
The benevolent look of people around him is essential for self-esteem building.

Too often does the child hear negative comments from adults (at home, at school...).

Here, this is about talking the positives sides of the child.

Je demande à des gens que je connais bien d'écrire dans les bulles ce qu'ils aiment de moi, mes qualités.





What makes me happy ?

...And...what is heavy to me ?

It is a symbolic act : writing the worries that « weight ». The child can also cut them to let the balloon fly away...

What is my dream ?

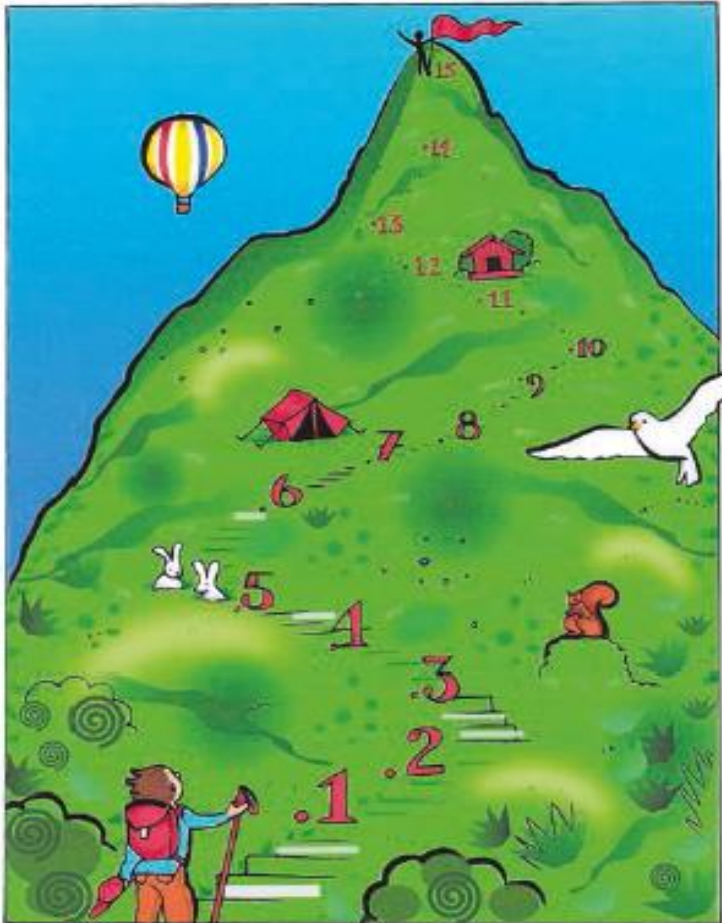
Naming a dream, talking about it and putting it in writing allows psychic elaboration, increases the motivation to heal : if you want your dream come true, you'd better be in good shape !



If you want to climb up on a mountain, begin with one step...

Small graphic activity and reading of a saying of wisdom...

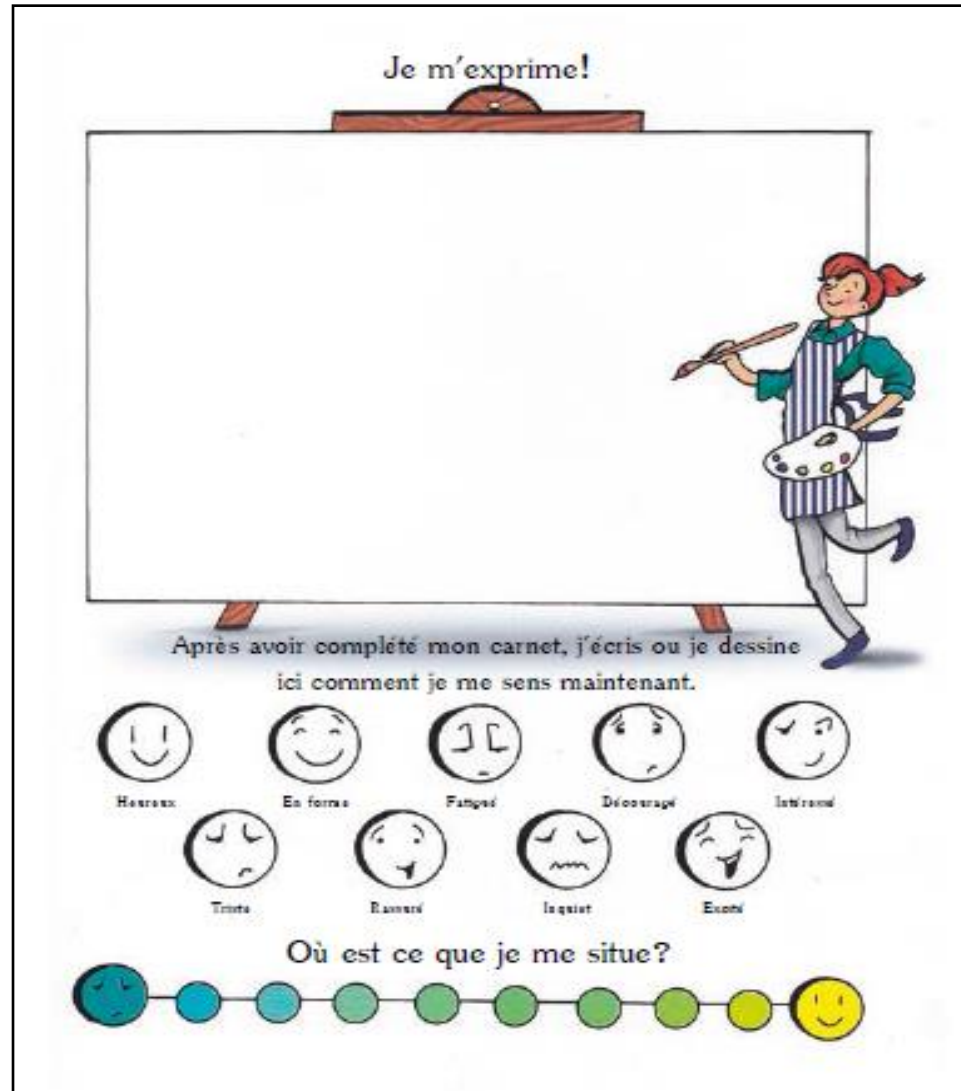
Je relie les points



Pour arriver en haut d'une montagne on commence toujours par faire un simple pas. (Paul Martin)

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Assesment of the activity



Collecting the child's emotions

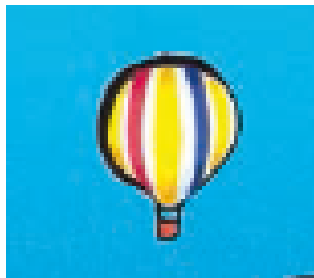
Conclusion

With this notebook, we tried to create a concrete tool and to implement the very difficult-to-define concept that is self-esteem, at the age of concret though according to Piaget. Self-esteem is being built all life long and this is only a small stone in its building, but all stones are important when building a house !

In our CF service, we use it when we feel that a child is sad or when he says some sentences as : « I'm not good...I can't dare whith...I am an idiot... » or when parents are worried about his habilities, or lack of motivation to do traitments.

You can find it in the GETHEM web site :

<http://www.etp.centre-reference-muco-nantes.fr/downloads/ETP-pratique/conducteurs-outils/competences-adapation/Monpetitcarnet.pdf>



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