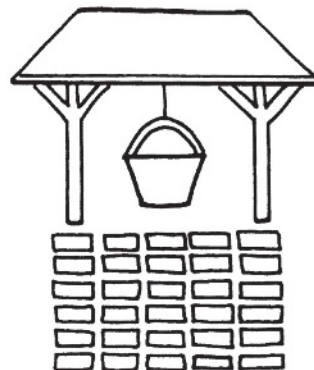


1 **Teacher** **Empowerment**

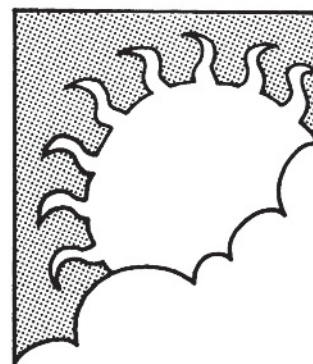
1-1. GIVE ME A LITTLE MORE R-E-S-P-E-C-T

YOU are the well that students draw from. What if YOU are in a DROUGHT STATE?

1. Rescript your self-talk. Turn negative thoughts into positive thoughts by picturing the way you would like it to be, then rewording the thought. **Example:** "I am only a teacher." (*negative self-talk*) "I have the ability to positively influence these thirty plus children for life." (*positive self-talk*)
2. Listen to empowering tapes on the way to work. Attend professional seminars and inservice training. Read educational journals. Welcome new knowledge.
3. Make sure you have MUSIC (many different kinds) in your room daily. Play music as students enter the room—classical, rock, country, etc. Notice how noise level will soften as students hear background music. Share some of their music favorites also!



4. Select a piece of clothing with two pockets. Put a quantity of paper chips in one pocket. Each time during the day that you say something negative to yourself, put a paper clip in the other pocket. At the end of the day, tally your negative comments. Use this activity to measure your response to a colleague, student, or loved one.
5. Be proactive. Be the one at your school to be *positive* in the staff room about other students, parents, and colleagues. Try to avoid being with consistently negative colleagues. Camaraderie is too often built around mutual negativity. It can be a partly sunny day or a partly cloudy day—it's up to you.
6. Ask yourself, "What have I done lately to lean toward the risk or to get out of my comfort zone?"
7. Model high self-esteem. Teachers who feel good about themselves are more successful at producing students with high self-esteem. They try to bring out the best in each student. They encourage students to set goals and reach their true potentials because they have done so themselves. Conversely, a teacher with a low self-esteem often displays a negative self-attitude when dealing with students. If you need to criticize a colleague, friend, relative or student in order to feel positive about yourself, you probably need to raise your own self-esteem.



1-2. MY SUCCESSES

Directions: Divide your life into three equal age periods (for example, birth –15, 16–30, 31–45) and list three successes for each period on the spaces provided below. In the last section list three successes you would like to have in the next five years.

First Third:

1. _____
2. _____
3. _____

Second Third:

1. _____
2. _____
3. _____

Third Third:

1. _____
2. _____
3. _____

Next Five Years:

1. _____
2. _____
3. _____

Success Symbol Activity:

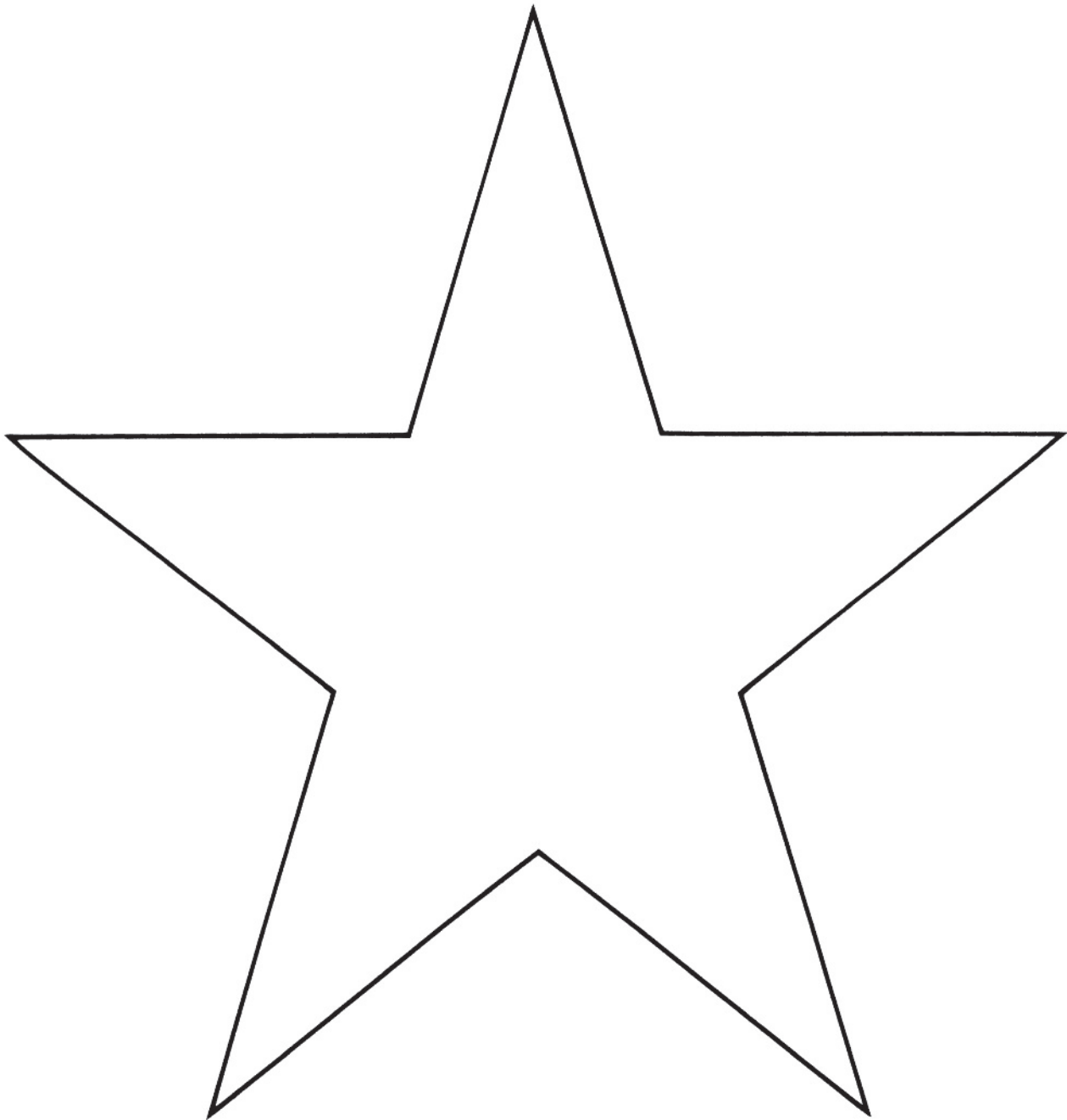
Form pairs. If you could bring one symbol to show your partner one of the times in your life when you felt successful, what would you choose? Some life successes cannot be represented by an object. If that is your experience, share with your partner your fond memory of a successful event.

*Jack Canfield, Self-Esteem Seminars
6035 Bristol Parkway, Culver City, CA 90230, 1-310-337-9222*

Used with permission.

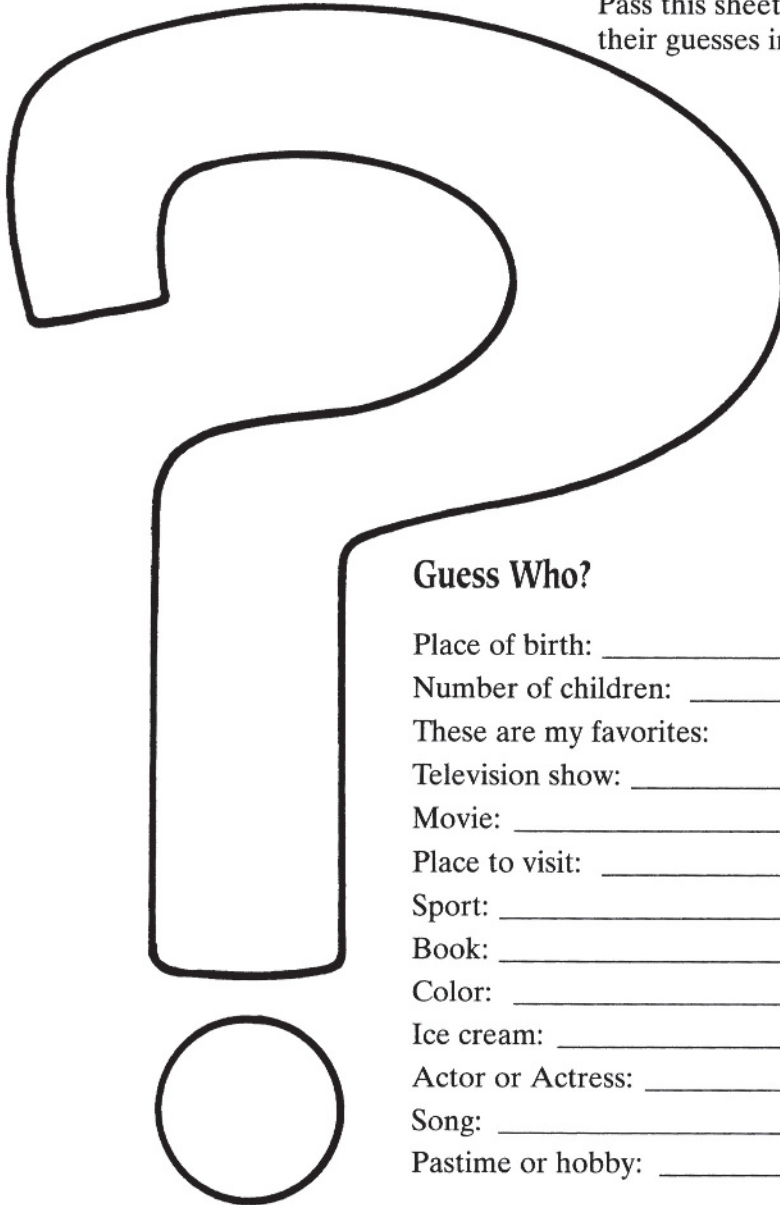
1-3. LET YOUR BEST POINTS SHINE!

We are born into this world as shining stars. If the lustre fades a bit, we need to renew its splendor. **Directions:** Write your name on the top of this sheet. Pass your star to those who will write one of your “bright points” *inside* the star points. Then, add in the center of the star what *you* think makes you shine so brightly!



1-4. GUESS WHICH COLLEAGUE IS THIS?

Pass this sheet to colleagues and place their guesses in the question mark.



Guess Who?

Place of birth: _____

Number of children: _____

These are my favorites:

Television show: _____

Movie: _____

Place to visit: _____

Sport: _____

Book: _____

Color: _____

Ice cream: _____

Actor or Actress: _____

Song: _____

Pastime or hobby: _____

Finish each sentence:

I love to: _____

I have never: _____

I would like to visit: _____

One thing you may not know about me is: _____

1-5. CANDLE QUOTATIONS

Here are quotes you can cut out and attach to copies of the candle pattern.

“I cannot think of a single psychological problem—from anxiety to depression, to fear of intimacy or success to suicide and crimes of violence—that is not traceable to the problem of poor self-concept. Positive self-esteem is a cardinal requirement of a fulfilling life.”

DR. NATHANIEL
BRANDEN

**“When one door closes,
another opens.”**

HELEN KELLER

“Sure, it’s vital to teach Johnny and Mary how to read and write and think and compute—but if they don’t learn to love themselves and each other, the rest isn’t worth anything. Self-esteem and the capacity for loving are the most basic skills each human being has the need and right to learn about.”

JOSEPH M. BROOKS

“We all make mistakes. But to commit a wrong, to lower the dignity of a child and not be aware that the dignity has been impaired is much more serious than the child’s skipping of words during oral reading.”

C. MOUSTAKAS

“You need not worry about whether you will make a difference in your students’ lives. This is a given. The question is whether you will make a positive or a negative difference.”

TONY ARMENTA

“No one can make you feel inferior without your consent.”

ELEANOR ROOSEVELT

1-5. CANDLE QUOTATIONS

Here are quotes you can cut out and attach to copies of the candle pattern.

“Once you see a child’s self-image begin to improve, you will see significant gains in achievement areas, but even more importantly, you will see a child who is beginning to enjoy life more.”

DR. WAYNE DYER

“You may be disappointed if you fail, but you are doomed if you don’t try.”

BEVERLY SILLS

“Self-esteem is learned. If it is learned, you can teach it.”

DR. MICHELE BORBA

“Spread love everywhere you go; first of all in your own house. Give love to your children, to your wife or husband, to a next door neighbor. . . . Let no one ever come to you without leaving better and happier.”

MOTHER TERESA

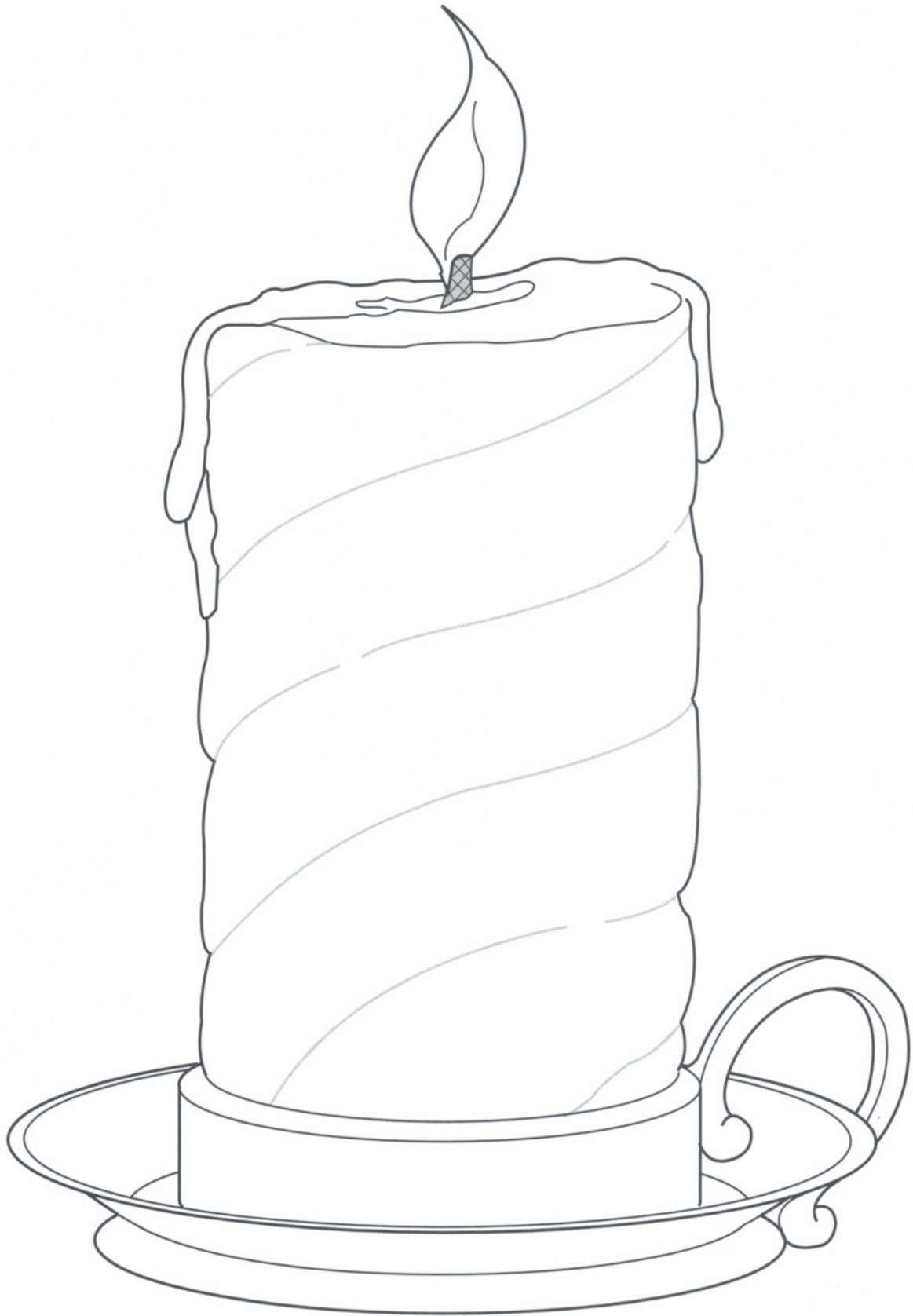
“Teaching self-esteem, after all, is simply a way to help students overcome their negative ideas about themselves and to discover their unique potentials. But the success of such education is absolutely dependent upon the educator knowing his or her own essential self-worth so he or she can communicate that feeling of self-worth to others.”

JACK CANFIELD

“To create and build may take the devotion and energy of a life time. To destroy can be the thoughtless and inconsiderate act of a moment.”

WINSTON CHURCHILL

1-5. CANDLE QUOTATIONS ACTIVITY



1-6. ONE AT A TIME



A friend of ours was walking down a deserted Mexican beach at sunset. As he walked along, he began to see another man in the distance. As he grew nearer, he noticed that the local native kept leaning down, picking something up, and throwing it out into the water. Time and again he kept hurling things out into the ocean.

As our friend approached even closer, he noticed that the man was picking up starfish that had been washed up on the beach and, one at a time, he was throwing them back into the water.

Our friend was puzzled. He approached the man and said, "Good evening, friend. I was wondering what you are doing."

"I'm throwing these starfish back into the ocean. You see, it's low tide right now and all of these starfish have been washed up onto the shore. If I don't throw them back into the sea, they'll die up here from lack of oxygen."

"I understand," my friend replied, "but there must be thousands of starfish on this beach. You can't possibly get to all of them. There are simply too many. And don't you realize this is probably happening on hundreds of beaches all up and down this coast? Can't you see that you can't possibly make a difference?"

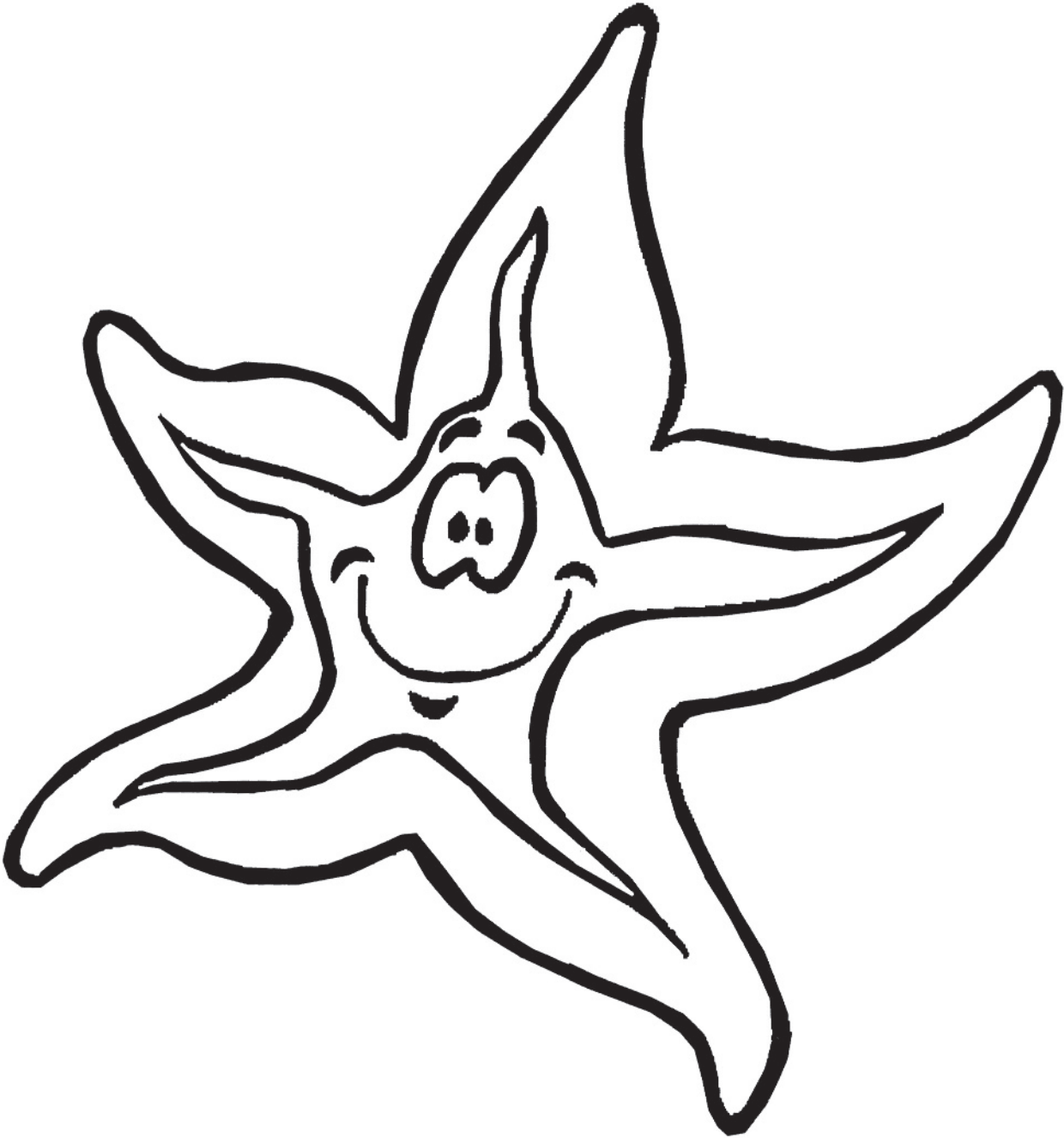
The local native smiled, bent down and picked up yet another starfish, and as he threw it back into the sea, he replied, "Made a difference to that one!"

JACK CANFIELD AND MARK V. HANSEN

Taken from *Chicken Soup for the Soul: 101 Stories to Open the Heart and Rekindle the Spirit* by Jack Canfield and Mark V. Hansen, 1993, Health Communications. Used with permission.

STARFISH ACTIVITY

Fill in the starfish names of at-risk, low self-esteem students, abuse victims, or any other discouraged child to whom you will make a difference. Place the starfish (or make a large starfish) in your faculty room and ask colleagues to sign their names of a child to whom they *will make a difference!*



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