

**BUILDING ON STRENGTHS: USING STRENGTHS TO CREATE A POSITIVE
SELF-CONCEPT AND SELF-ESTEEM**

Handouts

Subtheme 1.

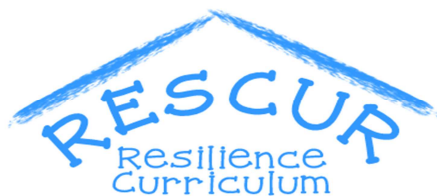
SET 1



Activity 3

My name

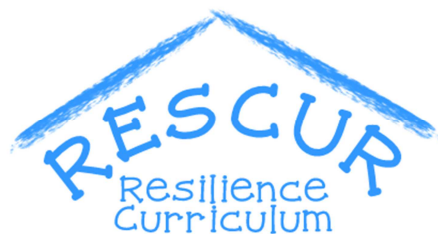
To parents: Please tell me why you gave me my name:



Activity 4

My name

To parents: Please tell me why you gave me my name:

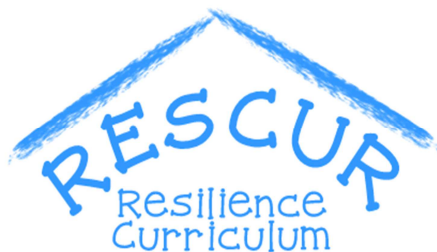


Activity 5

My name.

To parents:

Will you please help your child to find out the meaning of one or two names in your family or something about a person they are named after or any other information about the names.

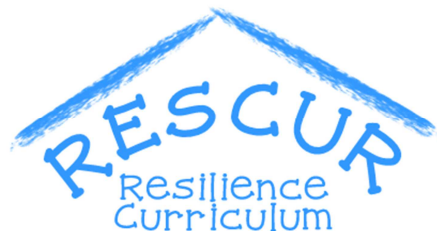


Activity 6

My name

To parents:

Please add positive things about your child. See how they have done it themselves and add as many as you can

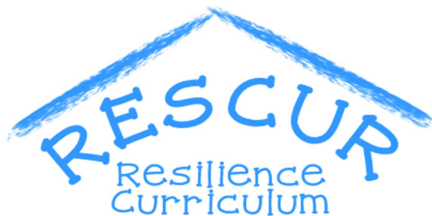


Activity 7

My name

To parents:

Please add positive things about your child. See how they have done it themselves and add as many as you can!

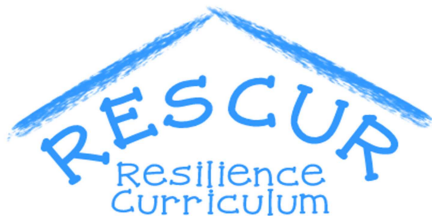


Activity 8

My name

Handout to parents.

Your child will show you the meaning of his/her name and other information about it. Did you know the meaning of your child's name? Do you think the meaning of your child's name fits the child? or Did you know this about the person your child is named after? Do you think the extra information about your child's name fits the child? Please talk to your child about this.



Activity 9

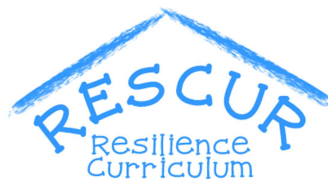
My name

To parents:

Will you please read this poem together with your child and discuss different kinds of names with your child. (daily, fancy and possibly secret)

The Naming Of Cats by T. S. Eliot

The Naming of Cats is a difficult matter,
It isn't just one of your holiday games;
You may think at first I'm as mad as a hatter
When I tell you, a cat must have THREE DIFFERENT NAMES.
First of all, there's the name that the family use daily,
Such as Peter, Augustus, Alonzo or James,
Such as Victor or Jonathan, George or Bill Bailey--
All of them sensible everyday names.
There are fancier names if you think they sound sweeter,
Some for the gentlemen, some for the dames:
Such as Plato, Admetus, Electra, Demeter--
But all of them sensible everyday names.
But I tell you, a cat needs a name that's particular,
A name that's peculiar, and more dignified,
Else how can he keep up his tail perpendicular,
Or spread out his whiskers, or cherish his pride?
Of names of this kind, I can give you a quorum
Such as Munkustrap, Quaxo, or Coricopat,
Such as Bombalurina, or else Jellylorum-
Names that never belong to more than one cat.
But above and beyond there's still one name left over,
And that is the name that you never will guess;
The name that no human research can discover--
But THE CAT HIMSELF KNOWS, and will never confess.
When you notice a cat in profound meditation,
The reason, I tell you, is always the same:
His mind is engaged in a rapt contemplation
Of the thought, of the thought, of the thought of his name:
His ineffable effable
Effanineffable
Deep and inscrutable singular Name.

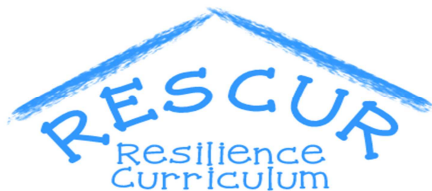


**BUILDING ON STRENGTHS: USING STRENGTHS TO CREATE A POSITIVE
SELF-CONCEPT AND SELF-ESTEEM**

Handouts

Subtheme 1

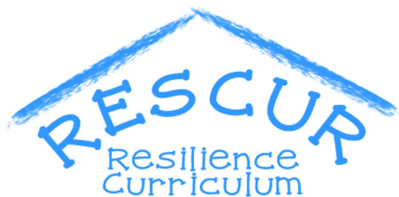
SET 2



Activity 1

Things I am good at

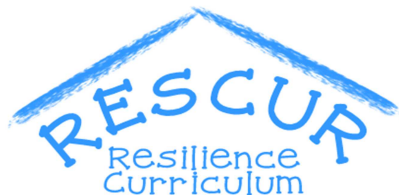
I am good at/proud of.....,



Activity 2

Things I am good at.

To parents: Please tell your child what you are proud of, in yourself or in your family. Please write it down on this handout.



Activity 4

Things I like about myself

Activity 4

Things I am good at

Draw your flower with 6 petals!

To parents: Please, in the petals, fill in three things you think your child is good at.



Activity 5

Things I am good at

My hand

To parents: Please add something special about your child like: Anna the great cyclist or Peter the fantastic drawer, or Anna who gives lovely hugs or Peter who is good at comforting others, at the top of this page, where your child's name is.



(Activity 6 and activity 7 early primary, advanced level, late primary basic level.)

My strengths and things I am good at

THE SUITCASE



To parents: Please add one or two things you think should be in the suitcase

Activity 8

My unique qualities

Qualities
in my
family

My qualities

Activity 8 Handout 2,

Qualities (examples)

warm	curious	assertive
dutiful	devoted	passionate
caring	bright	deep
empathetic	devoted	joyous
happy	natural	tolerant
lovely	clever	easy-going
thoughtful	coherent	lovable
earnest	sincere	willing
honest	helpful	capable
daring	playful	adventurous
brave	artistic	impressive
perseverant	amiable	outgoing
unafraid	orderly	meticulous
attentive	crafty	competent
idle	affectionate	intelligent
serious	stable	steady
mature	charming	curious
frank	friendly	gentle
musical	cheerful	confident
energetic	hearty	kind outspoken
lively	smart	sweet

Activity 9,

My quality flower

Draw a flower with five petals

BUILDING ON STRENGTHS , POSITIVE SELF-CONCEPT AND SELF-ESTEEM

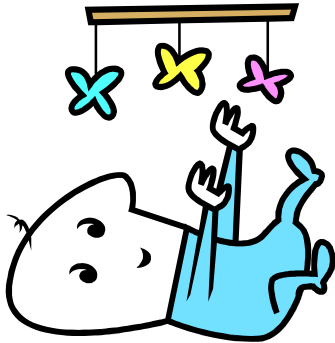
Handouts

Subtheme 1

SET 3



Activity 1



When I was little

To parents:

Please write down what your child liked to eat when he/she was younger. Maybe he/she remembers. If not, please help him/her.



Activity 2

When I was little

To parents:

Please talk to your child about what favorites they had when they were younger (food, toy and game) Please write them down.

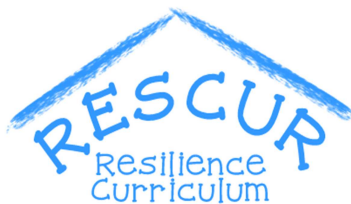


Activity 3

Expressing feelings

To parents:

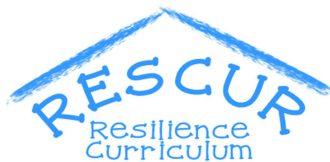
Please talk to your child about how he/she expressed feelings when he/she was younger and also how you think he/she will show them when he/she is older. Please write it down.



Activity 5

Favorites

To parents: Talk to your child about what you liked to do when you were their age and also talk about how this has developed or changed. Please write a few things down.



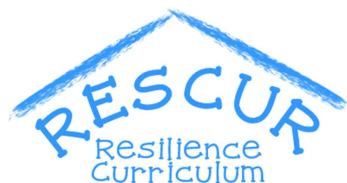
Activity 6

When I am 20

When I am 20 I would like to.....

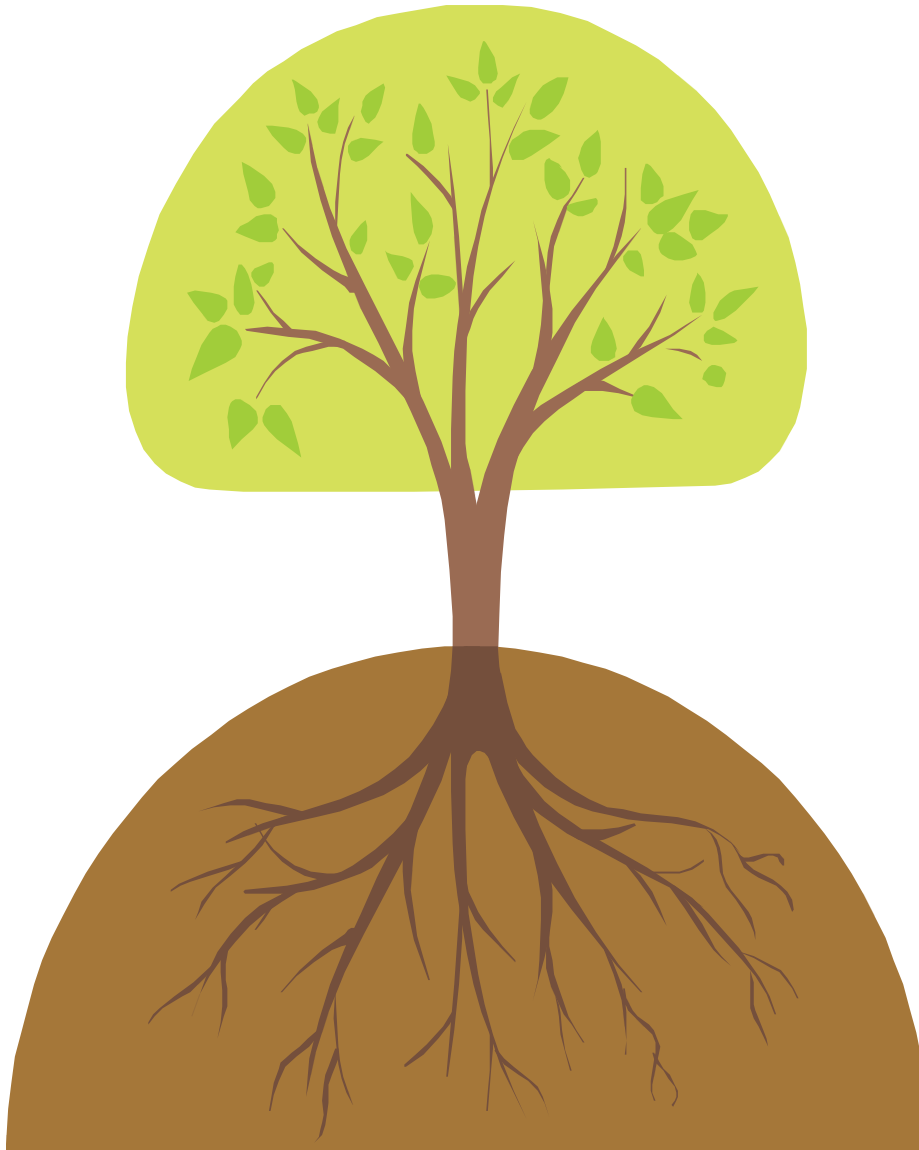
Qualities I have which will help.....

For parents: Please talk to your child about the following: What dreams/hopes did you have when you were young? Have any of them come true or close to true? What helped/thwarted your dreams?



Activity 7

The tree



For parents: Please talk to your child about your family, the past, the present and the future of the family.

Activity 9

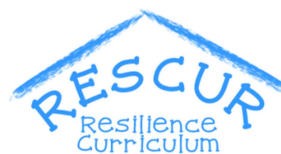
My governing board



Subtheme 2

BUILDING ON STRENGTHS, use of strengths in academic and social engagement.

Handouts



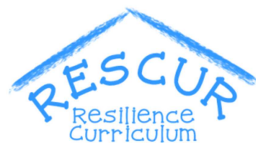
Set 1

Activity 2

Missing mother

When I am lonely I want to.....

To parents: Let your child show you how he/she can comfort him/herself when he/she feels lonely and also let them ask you how you can comfort yourself, write on this handout.



Activity 4



Games I like playing with my friends.

Games I like playing with my friends.....

To parents: Talk to your children about the games you liked to play when you were little.

Activity 5

Things I like to do

One thing I would like to do

Tomorrow I can

In a week I can

To parents: Help your child by suggesting things he/she can do tomorrow or in a week's time.

Activity 6

My plan

My plan is to

Today, I will

Tomorrow, I will

Next week, I will

These people can help me

I need

To parents: Please help your child to make a plan by giving suggestions.



Activity 8

My tone of voice

Shy	Angry	Nervous
-----	-------	---------

Strident	Happy	Curious
----------	-------	---------

Shy	Angry	Nervous
-----	-------	---------

Strident	Happy	Curious
----------	-------	---------

Shy	Angry	Nervous
-----	-------	---------

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Shy	Angry	Nervous
-----	-------	---------

Strident	Happy	Curious
----------	-------	---------

Shy	Angry	Nervous
-----	-------	---------



Activity 8

My tone of voice

Oh it is you. Where did you get that? Who were you with?

Oh it is you. Where did you get that? Who were you with?

Oh it is you. Where did you get that? Who were you with?

Oh it is you. Where did you get that? Who were you with?

Oh it is you. Where did you get that? Who were you with?

Oh it is you. Where did you get that? Who were you with?

Oh it is you. Where did you get that? Who were you with?

Oh it is you. Where did you get that? Who were you with?

Oh it is you. Where did you get that? Who were you with?

Oh it is you. Where did you get that? Who were you with?

Oh it is you. Where did you get that? Who were you with?



Set 2

Activity 1



My family, strengths we have

What I/we like about our family

To parents: Please tell your children about things you like in your family.

Activity 3

The flower

Draw a flower with four petals

Activity 4

Listening skills

To parents: Please ask your children about what they have learnt about listening skills. (both tone of voice and body language)

Encourage them to practice!

If you have time, please practice together with your child.

Activity 5

I -messages

I feel.....

when.....

because.....

I would like.....

Activity 5

To parents:

This is an I -message

I feel.....when.....because.....

I would like.....

For example I feel upset when you don't look at me when we talk because I think you don't care about what I say. I would like you to look at me when we talk.

The individual him/herself is responsible for his/her feelings, which is why it is very good to learn how to give "I-messages". In an I-message, you take responsibility for your own feelings; you are not blaming anyone else.

Please encourage your children to use I – messages.

Activity 7

Friendship



Things I would like to learn to be a good friend

..... can help me

My first step would be to.....

To parents: Please look at what your child has written and help them if you can.

Activity 8

Who I am

To parents: Please look at your child's sheet of paper where they have illustrated the settings they move in. They have also written three social strengths they have.

Please encourage your child's skills in this area and also add some qualities you think your child has in the different settings. Make sure your child knows that the same strength can be useful in more than one setting.



Set 3

Activity 3

Appreciation

Things I appreciate in myself, in my family, at school and in a friend

To parents: Please add things to your child's list.



Activity 5

What I want others to say about me

I want other to say

What I can do to make this happen.....

To parents: Look at what your child has written and feel free to add things after you have talked to your child about it.



Activity 5

All about me

MY NAME:

To parents: Please add one or two things to the list.



Activity 6

Me as a pupil



Skills I have

Skills I would like to develop

To parents: Please tell your child if you think he/she should add something. Please tell your child what you could do to develop skills you would like to have.

Activity 7

Setting goals

I would like to

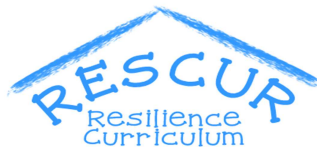
.....

.....

.....as a friend

I can develop these skills.....

To parents: Please talk to your child and discuss what skills your child can develop to reach his/her goal as a friend.



Activity 8

Strengths I have

Name:

To parents: Please add something to your child's list, also please help your child to reflect on what type of strengths they know have helped them in the past.



Activity 9

My goal

My goal:

Videos:

Tomorrow

Next week

Next month

Resources in me and around me that will help me reach my goal

People who can help me

To parents: Please look at your child's goal and think about the ways you can help your child to reach it.



