

SCENARIO 5

What Makes Up Self-Esteem?

	COURSE OF ACTIVITIES	TIME (in minutes)	FORMS AND MATERIALS
	<p>Meeting Topic and Objective Defined</p> <p>The facilitator greets participants and introduces the topic and purpose of the meeting.</p>		
1	<p>Paper Person</p> <p>The facilitator takes a piece of paper in hand that represents the outline of a human body. By folding its different parts, they show the group how to move. For example, when folding the bottom right corner of the paper—participants lift their right leg, when folding the paper in half—participants bend forward, and when moving the paper up and down—participants jump, etc.</p>	10'	<p>on the forum</p> <p>a sheet of paper</p>
2	<p>What Am I Like?</p> <p>Each child receives a card with characters and blank spaces to fill in with descriptions of appearance, interests, and personality traits. The task is carried out individually. A poster with various traits and descriptions can be prepared in advance. This will be a helpful prompt for those who have less insight into their competencies, a limited vocabulary, or significantly reduced self-esteem.</p> <p>Once everyone has filled out their cards, they set them aside. The facilitator smoothly transitions to the next task.</p>	15'	<p>individually</p> <p>a card for each participant, pens, markers</p>
3	<p>Debate: Why Do People Judge Each Other?</p> <p>The facilitator initiates a discussion with the group on the topic of judgment. They may moderate the conversation by posing the following questions:</p> <p>Why do people judge each other? Why do they assess their own behavior?</p> <p>Why, when thinking about their appearance, body, do we find things we don't like? Is it our own opinion then, or perhaps assessments heard from others? Why do we compare ourselves to others?</p> <p>Can we accept our flaws?</p> <p>Can we talk about our strengths?</p> <p>Is it easier to criticize or to praise?</p>	10'	<p>on the forum</p>

	COURSE OF ACTIVITIES	TIME (in minutes)	FORMS AND MATERIALS
4	<p>Hot Potato</p> <p>The children all stand up. The task involves throwing a ball to each other and simultaneously saying a word that describes personality traits, appearance, or behavior of people. The words should not be related to any particular person in the group. The rule is that the ball is hot. This means that it cannot be caught when the heard word is associated with a negative evaluation, or has a negative connotation, for example: A participant catches the ball when they hear: friendly, likable, kind, athletic, etc. The participant doesn't catch the ball when they hear: late, lazy, ugly, weak, etc.</p> <p>It's essential to emphasize that the words spoken are not directed at individuals but are meant to test reflexes and the ability to assess the value of words.</p>	10'	<p>on the forum</p> <p>softball</p>
5	<p>My Strengths</p> <p>The facilitator revisits the characteristics individually created on the cards in task number 2. Each child can add more traits and descriptions if they come to mind. Then, the facilitator distributes small colorful stickers to everyone. The completed cards are passed from hand to hand clockwise, and each child sticks at least one sticker next to a trait that they like, find important, or consider positive. The task continues until each child's card returns to them. The facilitator concludes the session, encouraging the group to share reflections on what they noticed, discovered, and experienced today.</p>	15'	<p>on the forum</p> <p>mini stickers</p>

**MULTIMEDIA**

NOTE: A set of multimedia screens and exercises has been prepared for the vast majority of scenarios. During the sessions, all of them can be used or only selected ones that fit the group and its needs. The materials complement the activities described in the lesson plan.

Multimedia screens can be found in the program, in the group of interactive exercises titled similarly to this scenario.

**PRINTABLE ELEMENTS**

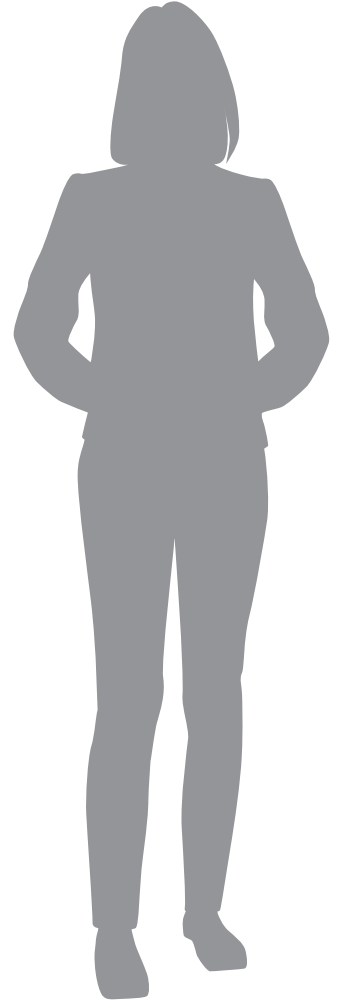
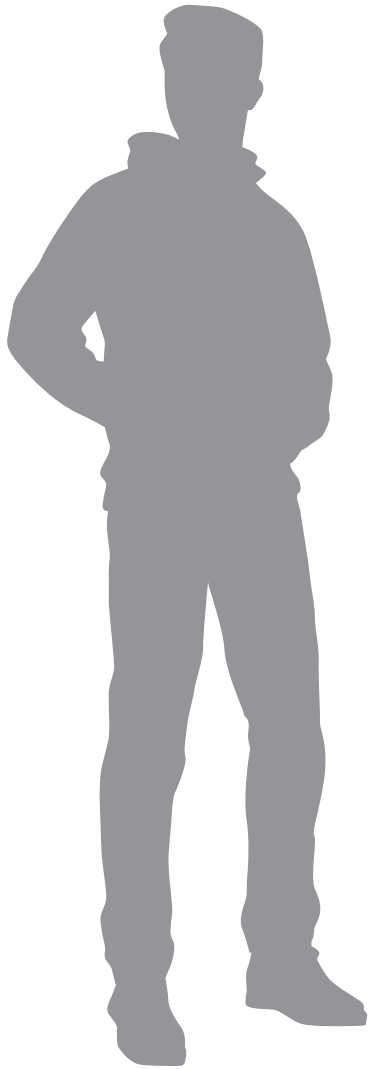
NOTE: A set of printable elements has been prepared for the vast majority of scenarios. During the sessions, all of them can be used or only selected ones that fit the group and its needs. The materials complement the activities described in the lesson plan.

Worksheets and other printable elements can be found in the program, in the group of interactive exercises titled similarly to this scenario.

What am I like?

appearance

What am I like?



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personality

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skills

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