

POSITIVE Affirmations



are Self-Esteem Boosters!



1. I like myself because _____

9. I consider myself a good _____

17. I am most happy when _____

2. I do _____

10. I like the way I feel about myself when I _____

18. My goals for the future are _____

_____ very well.

3. I feel good about _____

11. What I really enjoy most is _____

19. One of the many positive traits I have is _____

4. My friends would tell you I have _____
at _____

12. The person I look up to the most is _____

20. People often compliment me about _____

5. My favorite place is _____

13. The one person that always makes me feel good about myself is _____

21. My friends respect me because I always _____

6. _____

14. I look good when _____

22. I have a good sense of _____

_____ loves me!

7. People say I am a good _____

15. The color _____

23. The two things I do best are _____ and _____

8. I have been told that I have pretty _____

16. I have a natural talent for _____

24. I know that I will be successful in life because I will _____

GENUINELY LIKING WHO YOU ARE IS THE CORE OF YOUR SELF-ESTEEM!!!!



POSITIVE Affirmations

I. PURPOSE:

To increase self-esteem by acknowledging and accepting positive qualities about oneself.

II. GENERAL COMMENTS:

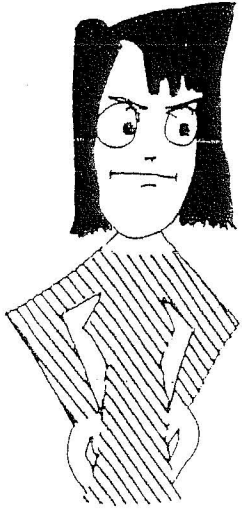
Affirmations can be a very powerful way of developing or restoring self-esteem. Acknowledging positive qualities in front of peers further augments one's self-esteem. It is important to differentiate between a healthy self-esteem and over-confidence or arrogance.

III. POSSIBLE ACTIVITIES:

- A.
 1. Prior to group photocopy handout and cut along perforated line, creating a deck of 24 cards.
 2. Explain the concept of positive affirmations.
 3. Arrange group members' seats in a semi-circle.
 4. Place a chair in the middle of the semi-circle facing the group. On the chair place a deck of cards from the handout and a bowl of treats, e.g., pretzels, candy, gum.
 5. Explain to the group that one by one, each group member will walk to the chair and pick the top card from the deck.
 6. Each group member must finish the sentence on a personal level by reading aloud his/her answer to the group.
 7. Initiate a round of applause after each group member has spoken.
 8. Encourage each group member to award him/herself with one treat after completing the sentence.
 9. Process by discussing the ease or difficulty group members experienced when doing this exercise. Ask how each group member can use positive affirmations in his/her personal life after the session is over.
- B.
 1. Distribute handouts explaining that developing or restoring a healthy self-esteem is an active process, rather than a passive one.
 2. Give group members five minutes to complete entire handout.
 3. Recruit volunteers to share the completed information using the 'WHO' Ice Breaker, page 59. As group members raise hands to respond to questions, ask each to read entire handout aloud, completing sentences. Make sure that all group members share (to ensure fairness) by adding additional 'WHO' Ice Breaker questions as needed. Applaud after each group member has spoken.
 4. Ask group members to consider the importance of self-esteem. How important is it to spend time with people who have positive self-esteem? How do others maintain a healthy self-esteem? What can a healthy self-esteem enable one to do? How are self-esteem and success related?
 5. Process by asking group members to set one realistic goal regarding the use of positive affirmations.

aggressive • **ASSERTIVE** • Passive

INES AGGRESSIVE:

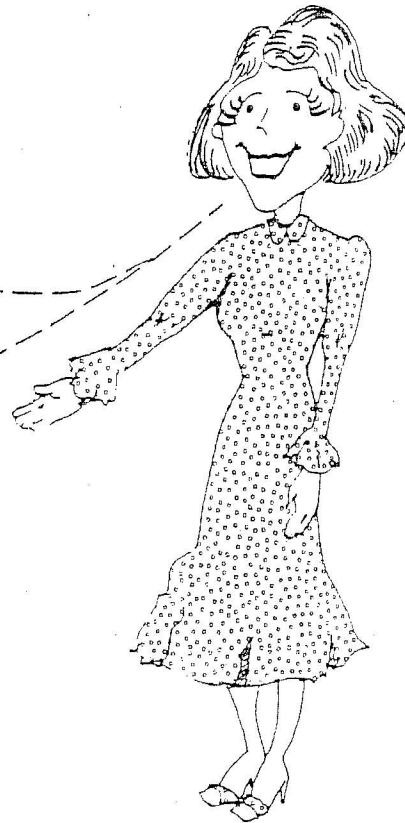


I'm loud, bossy and pushy.
I dominate and intimidate people.
I violate other's rights.
I "get my way" at anyone's expense.
I "step" on people.
I react instantly.

et

LICE ASSERTIVE:

I'm firm, direct and honest.
I respect the rights of others and recognize the importance of having my needs and rights respected. I speak clearly and to the point.
I'm confident about who I am.
I realize I have choices about my life.



Meet

PATSY PASSIVE:



I'm unable to speak up for my rights.
(I don't even know what my rights are!)
I get "stepped on" often.
I'm meek, mild-mannered and very accommodating.

Aggressive • **ASSERTIVE** • Passive

I. PURPOSE:

- To recognize these three types of communication styles.
- To increase awareness of the advantages of being assertive.
- To recognize how these styles present themselves in women.

II. GENERAL COMMENTS:

This is an overview of the three basic communication styles, including nonverbal communications, view of rights, and implications of these behaviors. Communication is most effective when assertive

III. POSSIBLE ACTIVITIES:

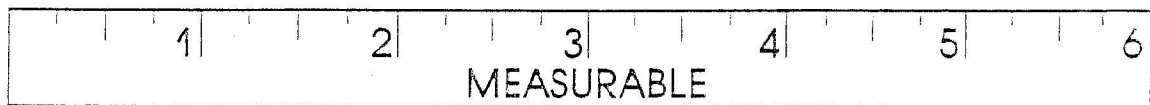
- A. Pursue discussion of the socialized role of women to be passive from childhood to adolescence to adulthood, and the consequences. (This is a particularly good handout for a women's group)
- B. This activity is designed to be used in conjunction with page 3 when both men and women are in the group. Divide group into 2 teams.
 - 1. Instruct volunteers from team #1 to role-play one style and team #2 to guess which style was being presented.
 - 2. The teams can repeat the process with team #2 role-playing and team #1 guessing.
 - 3. Continue alternating.

GOAL SETTING is one way to organize yourself and to get yourself moving in a positive direction.



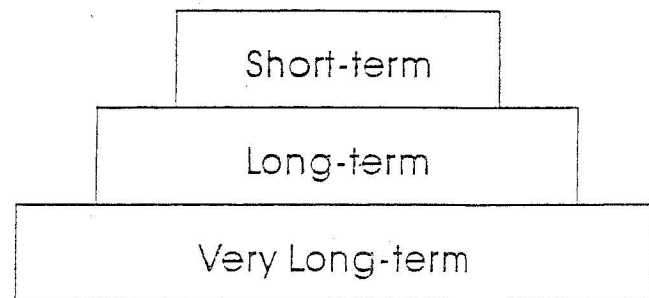
Must be...

REALISTIC &



Can be...

Career-oriented
Personal
Financial
Social
Educational
Other



Include...

1. What goal you really want to accomplish.

2. How you will evaluate/measure your progress.

3. How much time it will take to reach this goal.

GOAL SETTING is one way to organize yourself...

I. PURPOSE:

To increase knowledge about goals and benefits of goal setting, and learn to apply this information

II. GENERAL COMMENTS:

Setting goals and ultimately achieving them gives a sense of direction or control to an individual which can lead to increased self-esteem.

III. POSSIBLE ACTIVITIES:

A. 1. Review content of handout with group members.

a. CAN BE section—goals can be any combination of right-hand and left-hand columns.
e.g., professional long-term, educational short-term.

b. The terms short-term, long-term, and very long-term are subjective and relative terms depending on the population.

c. INCLUDE section provides a framework of 3 different criteria to include in every goal.

2. See GOAL SETTING PRACTICE SHEET (page 13).

B. 1. Write the following words on index cards: realistic, measurable, professional, personal, financial, social, educational, short-term, long-term, very long-term, and any others you choose to add.

2. Encourage each member to choose a card and define the term in his own words.

3. Process benefits of goal setting.

Goal Setting

Practice Sheet

CLUE: { the **task or objective** you want to accomplish.
how it will be measured or what **standard or target** will be reached.
time span.

EXAMPLES: { I will finish my GED, with 70% marks by next year at this time.
(task) (standard) (time span)
I will give up smoking by not smoking any cigarettes for one month.
(task) (standard) (time span)

OUR TURN:

1 _____

Can I really achieve this? (*realistic*) YES ☐ NO ☐

How will I know when I've achieved this? (*measurable*)

2 _____

Can I really achieve this? (*realistic*) YES ☐ NO ☐

How will I know when I've achieved this? (*measurable*)

Can I really achieve this? (*realistic*) YES ☐ NO ☐

How will I know when I've achieved this? (*measurable*)

Goal Setting



Practice Sheet

I. PURPOSE:

To practice "goal setting" by learning to use the 3 necessary criteria as indicated on top portion of this handout.

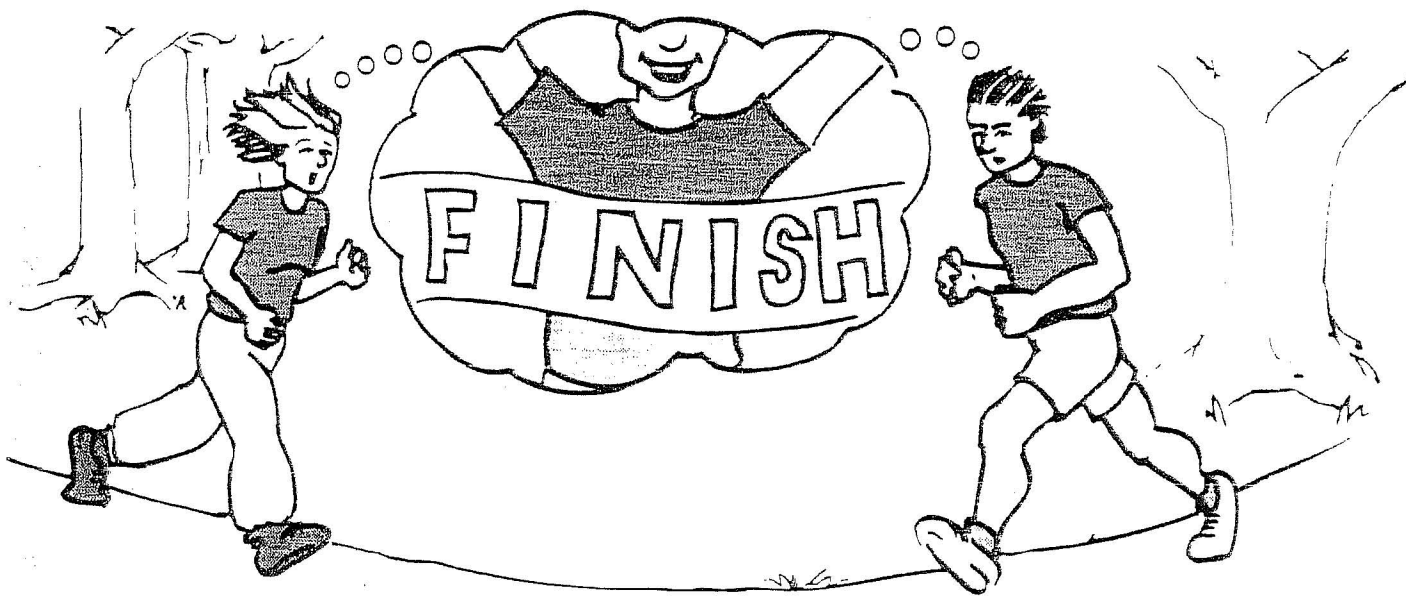
II. GENERAL COMMENTS:

It takes practice to write realistic and measurable goals. Examples are included as a visual tool and reminder, but there are many other formats which are correct as long as they include the 3 criteria.

III. POSSIBLE ACTIVITIES: This handout can be used in conjunction with GOAL SETTING IS ONE WAY... (page 12) and/or GOALS (page 14).

- A. 1. Encourage group members to complete handout with pencil (if goal is not realistic it can be erased and rewritten).
- 2. Allow group members to take turns reading their goals aloud, giving time for each to receive feedback.
- 3. Process need for goal setting, writing the goals, and strategically placing them as a positive reminder.
- B. 1. Encourage group members to brainstorm possible goals on the chalkboard.
- 2. Address each goal one at a time, considering the 3 criteria.
- 3. Process need for goal setting, writing the goals, and strategically placing them as a positive reminder.

MOTIVATORS



WHAT MOTIVATES ME?

Rank: #1 = most motivating to #12 = least motivating

- | | |
|--|---|
| <input type="checkbox"/> enjoyment/fun | <input type="checkbox"/> personal achievements |
| <input type="checkbox"/> family and/or friendships | <input type="checkbox"/> physical health/fitness |
| <input type="checkbox"/> independence/freedom | <input type="checkbox"/> power/authority/strength |
| <input type="checkbox"/> possessions | <input type="checkbox"/> school/career achievements |
| <input type="checkbox"/> mental health | <input type="checkbox"/> security/safety |
| <input type="checkbox"/> money/savings | <input type="checkbox"/> popularity/status |

Who can you tell that your #1 is a high-ranking motivator? _____

What benefit might you derive? _____

Who can you tell that your #2 is a high-ranking motivator? _____

What benefit might you derive? _____

Who can you tell that your #11 is a low-ranking motivator? _____

What benefit might you derive? _____

Who can you tell that your #12 is a low-ranking motivator? _____

What benefit might you derive? _____

Motivators

I. PURPOSE:

To develop an understanding of one's personal motivation by ranking the 12 motivators listed.

To recognize with which significant people this information might be shared to increase performance and satisfaction.

II. GENERAL COMMENTS:

Knowing what our motivators are and being able to express them may increase performance and satisfaction. *(As a facilitator, it is important to know what motivates our clients so we can be more therapeutic.)*

III. POSSIBLE ACTIVITIES:

- A.
 1. Prepare 12 slips of paper with 1 motivator written on each. Put them in a "hat."
 2. Encourage group members to choose one and describe the importance of their motivator to the group.
 3. Instruct group members to complete the handout as indicated.
 4. Process importance of this information.
- B.
 1. Instruct group members to complete the handout individually.
 2. Encourage members to create a magazine picture collage separated into two sections. On the right side of the paper, place pictures, words, and/or symbols representing high motivators. On the left, low motivators.
 3. Facilitate discussion of personal motivators by asking the following questions:
 - a. What do the "pictures" represent?
 - b. Why did you place them on that side of the paper?
 - c. What people in your life know that these are high or low motivators?
 4. Process importance of this information.

^{will}
I like myself **A** to **Z**!

A. _____ **K.** _____

B. _____ **O.** _____

C. _____ **P.** _____

D. _____ **Q.** _____

E. _____ **R.** _____

F. _____ **S.** _____

G. _____ **T.** _____

H. _____ **U.** _____

I. _____ **V.** _____

J. _____ **W.** _____

K. _____ **X.** *exceptional*

L. _____ **Y.** _____

M. _____ **Z.** _____

and
I like myself A to Z!

I. PURPOSE:

To increase self-esteem by acknowledging and accepting positive qualities regarding oneself.

II. GENERAL COMMENTS:

Positive affirmations can be created by using the alphabet as an outline. Acknowledging one's own positive qualities can be a powerful tool in boosting self-esteem.

III. POSSIBLE ACTIVITIES:

- A. 1. Instruct each group member to complete handout using the following format: "I will like myself because I am . . ."
2. After each letter, a phrase or word beginning with that letter (or sound, if you like) should follow to complete the sentence, e.g.:
R - receptive to new ideas
X - exceptional in drawing cartoons
3. Process benefits of positive affirmations and impact on self-esteem.
- B. 1. Distribute the handouts and ask each group member to put his/her name at the top of the page.
2. Collect and redistribute handouts so that everyone has someone else's paper.
3. Instruct members to insert one adjective or phrase after one letter of the alphabet, describing something positive about that individual.
4. Encourage each group member to put one positive comment on each of his peers' handouts, continuing to pass them around until 26 comments are on each and all are returned.
5. Invite each member to read his/her handout aloud to group.
6. Process benefits of positive affirmations and impact on self-esteem.