



One Hundred Tools for Teachers for Building Self Esteem in Children

A Radio Broadcast by
Lionel Hartley, PhD



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A transcript of a radio broadcast by Lionel D C Hartley

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You Cannot Sing, Wilhelmina Stitch, Silver Linings, Methuen, London, 1947 p6

A Sponge Knoweth No Discrimination - A fable by Lionel Hartley

The Lion and the Mouse, Sunday School Times - cited in Knights Master Book of New Illustrations, Wm B Eerdmans, Michigan 1956. p73

Children Learn What They live -Used with permission © Dorothy Law Nolte, May 1954

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One Hundred Tools for Teachers For Building Self Esteem In Children

BEGIN TRANSCRIPT

You cannot sing? Well, others can.

You cannot dance? but others do.

And ever since the world began there have been

certain folk like you who cannot dance, and cannot

sing, nor weave a play nor write a book.

But you can sew? Most anything? And you are quite

an expert as a cook?

And you can draw a little bit, amuse your friends with

pen and ink?

You make folk laugh - this you admit. You have a lot

of gifts, I think.

Oh, foolish one, to sigh and fret because you're not

as some folk are.

Suppose a plant of mignonette withered because

'twas not a star!

Be what you are, dear girl (dear boy/dear friend),

Tracking:

with pride.

Tracking:

Accept your limits with good grace; the world is varied, very wide; for each of us there is a place.

Tracking:

Within your sphere be quite content, be proud of work that is your own, and to life's complex

Tracking:

instrument with sweetness add your mite of tone.

Tracking:

Whether you are a school teacher, a Sunday or

Tracking:

Sabbath school teacher, a cub or scout leader, a

Tracking:

parent, a care-giver - these ways a teacher can build

Tracking:

self esteem in children can be modified to boost the children in your life.

Tracking:

Address the children by name. Use their name often

Tracking:

throughout your conversations with them.

Tracking:

Greet children at the door.

Tracking:

Seek their opinion and show an interest in their

Tracking:

advice and ideas.

Tracking:

Put their work in special categories on the wall to get

Tracking:

more work on the wall.

Put more stickers on work handed in, using colourful stamps or stickers with abandon.

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Continually demonstrate an attitude of gratitude: A slave named Androcles once escaped from his master and fled to the forest. As he was wandering about there he came upon a Lion lying down moaning and groaning. At first he turned to flee, but finding that the Lion did not pursue him, he turned back and went up to him. As he came near, the Lion put out his paw, which was all swollen and bleeding, and Androcles found that a huge thorn had got into it, and was causing all the pain. He pulled out the thorn and bound up the paw of the Lion, who was soon able to rise and lick the hand of Androcles like a dog. Then the Lion took Androcles to his cave, and every day used to bring him meat from which to live. But shortly afterwards both Androcles and the Lion were captured, and the slave was sentenced to be thrown to the Lion, after the latter had been kept without food for several days. The Emperor and all his Court came to see the spectacle, and Androcles was led out into the middle of the arena. Soon the Lion was let loose from his den, and rushed bounding and

Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	roaring towards his victim. But as soon as he came
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	near to Androcles he recognised his friend, and
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fawned upon him, and licked his hands like a friendly
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dog. The Emperor, surprised at this, summoned
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Androcles to him, who told him the whole story.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Whereupon the slave was pardoned and freed, and
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	the Lion let loose to his native forest. An attitude of
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	gratitude is no platitude, but an exactitude, which
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prevents solitude.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create strength acknowledgement circles. - Focus on
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	one person for one or two minutes, sharing things
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	you have liked most about that person during the
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	week. Rotate.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create a journal of positive things they do - praise
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	them
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make a personal list of positive expressions, words
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	of encouragement, honest recognition statements,
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	etc. to draw upon as needed.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Help them to belong to a team or group by
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	encouraging team-work. Once upon a time it
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	occurred to the Members of a certain Body that they

Tracking:

were doing all the work and the Belly was having all the food. So they held a meeting, and after a long

Tracking:

discussion, decided to strike work till the Belly

Tracking:

consented to take its proper share of the work. So for

Tracking:

a day or two, the Hands refused to take the food, the

Tracking:

Mouth refused to receive it, and the Teeth had no

Tracking:

work to do. But after a day or two the Members

Tracking:

began to find that they themselves were not in a very

Tracking:

active condition: the Hands could hardly move, and

Tracking:

the Mouth was all parched and dry, while the Legs

Tracking:

were unable to support the rest. So thus they found

Tracking:

that even the Belly in its dull quiet way was doing

Tracking:

necessary work for the Body, and that all must work

Tracking:

together or the Body will go to pieces.

Tracking:

Have children set goals they can actually reach. -

Tracking:

Long ago, as the fable goes, the mice had a general

Tracking:

council to consider what measures they could take to

outwit their common enemy, the Cat. Some said this,

and some said that; but at last a young mouse got up

and said he had a proposal to make, which he

thought would meet the case. "You will all agree,"

Tracking:

said he, "that our chief danger consists in the sly and treacherous manner in which the enemy approaches

Tracking:

us. Now, if we could receive some signal of her

Tracking:

approach, we could easily escape from her. I

Tracking:

venture, therefore, to propose that a small bell be

Tracking:

procured, and attached by a ribbon round the neck of

Tracking:

the Cat. By this means we should always know when

Tracking:

she was about, and could easily retire while she was

Tracking:

in the neighbourhood." This proposal met with

Tracking:

general applause, until an old mouse got up and

Tracking:

said: "That is all very well, but who is to bell the

Tracking:

Cat?" The mice looked at one another and nobody

Tracking:

spoke. Then the old mouse said: "It is easy to

Tracking:

propose impossible remedies." Goals need to be

Tracking:

easily achieved. Keep a tally of the goals achieved,

Tracking:

both short and long-term goals. Draw on this tally to

motivate and praise when appropriate.

Keep track of positive statements they make and the

positive behaviours they display.

Make a note of when they carry out expected tasks

without being reminded and when they carry out

Tracking:

unexpected tasks without being asked.

Tracking:

Have each child build a file of strengths on index cards and every time they think of something they

Tracking:

are good at, encourage them to write it down.

Tracking:

Share with the children some of your own processes of development - provide a healthy role model for

Tracking:

them. One fine day two Crabs came out from their

Tracking:

home to take a stroll on the sand. "Child," said the

Tracking:

mother crab, "you are walking very ungracefully. You

Tracking:

should accustom yourself, to walking straight forward

Tracking:

without twisting from side to side." "Please, mother,"

Tracking:

said the young one, "if you can set the example

Tracking:

yourself, I will follow you." Example is the best

Tracking:

precept.

Tracking:

Discipline patiently, creatively, firmly. Be consistent

Tracking:

and kind. The Wind and the Sun were disputing

Tracking:

which was the stronger. Suddenly they saw a

traveller coming down the road, and the Sun said: "I

see a way to decide our dispute. Whichever of us

can cause that traveller to take off his cloak shall be

regarded as the stronger. You begin." So the Sun

Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	retired behind a cloud, and the Wind began to blow
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	as hard as it could upon the traveller. But the harder
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	he blew the more closely did the traveller wrap his
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	cloak round him, till at last the Wind had to give up in
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	despair. Then the Sun came out and shone in all his
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	glory upon the traveller, who soon found it too hot to
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	walk with his cloak on. Kindness has more of an
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	effect than severity.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Show love and appreciation with appropriate
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	affection.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use powerful praise: -That was really great! -Good
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	work, Johnny!
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use specific praise: -Your homework had every
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	single answer correct and was really neat.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use descriptive praise: -Your's was a model for other
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	assignments.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use affective praise: tell how it effected you, -I loved
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	it when...; -I was inspired by...
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share your feelings and interests, your secret self
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make rules which build connectiveness and not
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	barriers -You can, if... (when)

Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage decision making and wise choosing.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Deliberately create situations where intelligent choices can be made. The frog - he had a problem.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	His pond was far too green. Another's pond was bluer (He heard the birds had seen). But Froggie had an answer: he'd suck up all the green, and so he bought a bath sponge - the biggest ever seen! Well, sponges have no manners. They suck up good and bad. And very soon an empty pond was all that poor frog had. A sponge does no deciding - only you can choose. Expose your mind to evil, and you will surely lose. By choosing what you see and hear; what you eat and do, then you control the input and you won't get sucked in too!
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Set up ways for the children to share and then acknowledge them for it - even if corny Eg. a standing ovation in class.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use awards, certificates & diplomas with due pomp and ceremony.
Tracking:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage children to be able to be different and to

Tracking:

share their differences. The Hares were so

Tracking:

persecuted by the other beasts, they did not know

Tracking:

where to go. As soon as they saw a single animal

Tracking:

approach them, off they used to run. One day they

Tracking:

saw a troop of wild Horses stampeding about, and in

Tracking:

quite a panic all the Hares scuttled off to a lake near

Tracking:

by, determined to drown themselves rather than live

Tracking:

in such a continual state of fear. But just as they got

Tracking:

near the bank of the lake, a troop of Frogs,

Tracking:

frightened in their turn by the approach of the Hares

Tracking:

scuttled off, and jumped into the water. "Truly," said

Tracking:

one of the Hares, "things are not so bad as they

Tracking:

seem: There is always someone worse off than

Tracking:

yourself."

Tracking:

Increase outlets for creative expression - handing in

assignments recorded on cassette tape, video,

Computer animation (Eg. Microsoft® Powerpoint or

Lotus Freelance Graphics), drama, or song.

Encourage the positive use of the imagination -

constructive and reconstructive

When a wrong answer is given encourage them to

Tracking:

think of ways the answer could be right.

Tracking:

Allow children to assist in planning - class or family

Tracking:

council meetings. A Lion used to prowl about a field

Tracking:

in which Four Oxen used to dwell. Many a time he

Tracking:

tried to attack them; but whenever he came near they

Tracking:

turned their tails to one another, so that whichever

Tracking:

way he approached them he was met by the horns of

Tracking:

one of them. At last, however, they fell a-quarrelling

Tracking:

among themselves, and each went off to pasture

Tracking:

alone in a separate corner of the field. Then the Lion

Tracking:

attacked them one by one and soon made an end of

Tracking:

all four. In the unity of planning there is strength.

Tracking:

Share with the children how they can and do

Tracking:

influence others - -When you said this, I felt...

Tracking:

Encourage problem solving - support and encourage

rather than do it for them.

Chunk down problems into sizes they are able to do

and reward each step

Encourage the value of friendships and model how to

gain and retain friends. Once when a Lion was

asleep a little Mouse began running up and down

Tracking:

upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to

Tracking:

swallow him. "Pardon, O King," cried the little Mouse:

Tracking:

"forgive me this time, I shall never forget it: who

Tracking:

knows but what I may be able to do you a turn some

Tracking:

of these days?" The Lion was so tickled at the idea of

Tracking:

the Mouse being able to help him that he lifted up his

Tracking:

paw and let him go. Some time after the Lion was

Tracking:

caught in a trap, and the hunters who desired to

Tracking:

carry him alive to the King, tied him to a tree while

Tracking:

they went in search of a wagon to carry him on. Just

Tracking:

then the little Mouse happened to pass by, and

Tracking:

seeing the sad plight in which the Lion was, went up

Tracking:

to him and soon gnawed away the ropes that bound

Tracking:

the King of the Beasts. "Was I not right?" said the

Tracking:

little Mouse, "Little people can still have and be

friends and little friends may prove to be great

friends."

Teach and role model a diversity of responses of

emotion. Eg. disappointment - ask how each child

responds.

- Tracking: Create special responsibilities, e.g. a monitor system, and praise their efforts.
- Tracking: Give children feedback and acknowledgement on every they do. For every positive action there must be a positive and encouraging reaction.
- Tracking: Be an example of Christian living - It has been well said, -God has great and wonderful things to display if he finds suitable showcases.
- Tracking: Finally... Children learn what they live.
- Tracking: If a child lives with criticism, He learns to condemn.
- Tracking: If a child lives with hostility, He learns to fight.
- Tracking: If a child lives with ridicule, He learns to be shy.
- Tracking: If a child lives with shame, He learns to feel guilty.
- Tracking: If a child lives with tolerance, He learns to be patient.
- Tracking: If a child lives with encouragement, He learns confidence.
- Tracking: If a child lives with praise, He learns to appreciate.
- Tracking: If a child lives with fairness, He learns justice.
- Tracking: If a child lives with security, He learns to have faith.
- Tracking: If a child lives with approval, He learns to like

Tracking: himself.

Tracking: If a child lives with acceptance and friendship, He
learns to find love in the world.

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END OF TRANSCRIPT

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