The Difference Between Self-Esteem and Self-Confidence

"Esteem" is derived from the Latin aestimare, meaning "to appraise, value, rate, weigh, estimate." Self-esteem is how we value or view ourselves cognitively and emotionally, both inside and out. Students with high self-esteem do not need to prop themselves up with externals such as materials, grades, or status. These students treat themselves with respect and take care of their health, community, and environment. They are also resilient and can bounce back from setbacks, failures, and disappointments.

"Confidence" comes from the Latin fidere, "to trust." Students with high self-confidence trust themselves, particularly in their ability to engage successfully with the world. This student is ready to rise to new challenges, seize opportunities, deal with difficult situations, and take responsibility if and when things go awry.

Continued on page 3
What is Cyberbullying?
Cyberbullying is the same as traditional bullying but it occurs primarily online and in social media. Traditional bullying typically only occurs throughout the school day and stops at the end of the school day. However, with Cyberbullying, there is no escape from it. Many students in this current day have access to the internet and social media in a variety of ways. From computers to smartphones, many students have the ease of accessibility to either torment and harass or to be tormented or harassed via the internet. Cyberbullying is also far more serious an issue because the bully can hide behind the anonymity of the internet. It’s far easier to say terrible, mean things to another person when you don’t have to look them in the eye, face to face.

Tips to Prevent Cyberbullying:

- Educate yourself to what cyberbullying actually is and looks like.
- Be aware of what your students are looking at and experiencing, if you are an educator. If you are a student, be aware of your friends.
- Protect your passwords and never share private information with others. Try not to save passwords on public computers.
- Remember, whatever you place on the internet, will forever be on the internet. Only post or send “PG” pictures of yourself. Before sending or posting something, try to imagine what your grandmother would say if she saw this picture or read this post.
- Do not post anything that may compromise your reputation. People will judge you based on how you appear to them online. They will also give or deny you opportunities (jobs, scholarships, internships) based on this.
- Never open an email or read a message from someone whom you already know to be a bully. Sometimes things are better left unread. Delete them.
- Don’t be a cyberbully yourself! Treat others how you would want to be treated. This includes responding to social media, etc. Just because you cannot see the other person, doesn’t mean your words are not hurtful.
Fostering Self-Esteem and Self-Confidence in the Classroom

Understandably, students with high self-confidence and self-esteem can function successfully in many domains of their lives. Furthermore, these attitudes about the self are being molded continuously throughout development. This means that teachers can help children foster a healthy sense of self-confidence and self-esteem with intentional effort. Here are a few activity ideas to help you wield your creativity:

- **Focus Skill: Teaching Others.** Children can build self-assuredness and develop confidence by demonstrating newly-learned skills when interacting with others. Dedicate time for your students to present a special talent or skill to their classmates (i.e., playing an instrument, doing a magic trick, showing their YouTube videos, making slime, or anything they’re proud of!).

- **Focus Skill: Care of Environment.** Taking on a consistent role can be a huge responsibility but also a huge confidence booster. To promote your child’s confidence, have them pick out a special chore. They could be in charge of watering the plants, wiping the tables (in light of COVID-19), or sweeping the floor. Compliment them for good, consistent behavior with specific praises such as, “The plants look nice and healthy because you’ve been watering them regularly” or “Thank you for wiping the tables every day. You’re helping everyone stay safe!”

- **Focus Skill: Problem-Solving I.** Problem-solving is one of the best self-esteem activities. Give your students an open-ended challenge and let them brainstorm ways to create solutions. One great exercise is to give them several items from the recycling bin—milk jugs, cans, cardboard, jars—and challenge them to build a boat. Provide tape, glue, string, and nothing else! Let them experiment with different ways to put together their boat. Then test their creation in a bucket of water, sink or pond. This is also an excellent group activity.

- **Focus Skill: Problem-Solving II.** Develop your students’ confidence in their cognitive skills by giving them a problem-solving challenge. For example, ask them to brainstorm ways to maintain social distance and other safety procedures during COVID-19, both in and out of the classroom. You can also have them think about a multi-step challenge, such as planning a classroom celebration. This task forces your students to think about many different things at once: selecting activities/games, assigning roles/responsibilities, creating a list of needed supplies, decorating the room, etc. This activity encourages multi-step planning and gives students the confidence that they can solve an open-ended challenge.

Continued on page 5

CONGRATULATIONS!

Beth Byrnsde was named Alpharetta High School's 2020 Professional of the Year!
What To Do When Cyberbullying Happens:

Keep an eye out for warning signs. It doesn’t matter if you are a parent, teacher, or a student; it’s up to all of us to stop cyberbullying and to support each other properly. Remember, cyberbullying is still a form of bullying, and adults should take the same approach to address it:

- Support the student being bullied
- Address the bullying behavior of the bully
- Show everyone that cyberbullying is taken seriously and not tolerated

However, because cyberbullying happens online, responding to it requires some additional approaches. Advise students to:

- Keep a record of what is happening and where. Be diligent with this and take screenshots of harmful posts or content, if possible.
- Most social media platforms and schools have clear policies and reporting processes. Report cyberbullying, of yourself or a classmate, to a teacher or school staff.

You can also contact app or social media platforms to report offensive content and have it removed. If a student has received physical threats, or if a potential crime or illegal behavior is occurring, report it to the police.

It will take all of us, children and adults, to stop bullying because bullying is not only contained to schools or to those under the age of 18. Many adults also face bullies and cyberbullies. Be aware of each other and look out for each other, no matter your age. Good Luck out there!

Excellence In Action!

Take a look at what Fulton County school psychologists are doing!

- In November 2020, Mark Hartigan collaborated with Chris180 clinician Daniel Terminel to conduct online workshops on coping strategies for Sandy Springs MS parents dealing with the unique challenges brought on by the pandemic.
- In December 2020, Mark Hartigan collaborated with Sandy Spring MS counselor Charita Barber to lead multiple Signs of Suicide (SOS) prevention training groups with students.
- Melanie Blinder helped the counseling department deliver Signs of Suicide presentations to the freshman at North Springs HS on January 19th, 2021 and January 20th, 2021.
- Melissa Gordon was a guest judge for 3DE class projects at Northview HS.
- Cindy Vinson provided professional development to Cambridge HS special education staff on how to read and interpret a psychoeducational report.
- Stephanie Tranum supported the counseling staff at Autrey Mill MS with Signs of Suicide (SOS) lessons in the 8th grade classes.
- As part of the MTSS team at Autrey Mill MS, Stephanie Tranum is assisting with remote student support. She reaches out to two students twice a week to offer support/encouragement/check-in etc. to encourage engagement/online participation and emotional support.
Learn about your own culture. Talk about why you are who you are because of where you came from.

Know about the community in which you teach. What’s important or special about it? How does it connect to and reflect the cultures that lived there in the past and today?

Talk about stereotypes in the media and in the world around us.

Think through the instructional materials you use, with a specific eye toward the students in your class and the community you teach in. Are there positive examples of different races, roles, genders, and levels of affluence?

Take a look around your classroom. Do the décor and classroom materials reflect the students’ languages and cultures? If not, ask them to help you create something to add to the classroom. Student work makes for great decoration — and it’s free.

Think hard about your pedagogy. Do your teaching strategies make learning less or more accessible to some more than others? Are there specific things that you can do (or avoid doing) as you welcome all individuals into your room?

Teachers have the power, time (not discounting the fact that they have many other responsibilities aside from educating students), and opportunity to help students shape their confidence and self-esteem. Teachers are superheroes, powerful but also imparted with a grand responsibility. May we all encourage one another to take the initiative to influence the future of our generation, one child at a time.

Representation and Self-Esteem/Self-Confidence

"WHILE I MAY BE THE FIRST WOMAN IN THIS OFFICE, I WON'T BE THE LAST BECAUSE EVERY LITTLE GIRL WATCHING TONIGHT SEES THAT THIS IS A COUNTRY OF POSSIBILITIES."

These are the words of Kamala Harris, the newly elected Vice President of the United States. Kamala Harris highlighted that her new role allowed little girls to envision themselves as future Vice Presidents and Presidents of the United States. When Chloe Kim, the renowned snowboarder, won her first Olympic gold medal in 2018, young Asian girls realized that they, too, could one day become a famous athlete. These are only a few examples of how representation can influence an individual’s sense of self-worth (self-esteem) and self-confidence. Representation, however, is not limited to gender and race. It extends to socioeconomic status, culture, disability, family diversity, and gender identity. Teachers have the ability to incorporate representation within the classroom to intentionally foster students’ self-worth and confidence.

Strategies to Increase Representation in the Classroom

- Learn about your own culture. Talk about why you are who you are because of where you came from.
- Know about the community in which you teach. What’s important or special about it? How does it connect to and reflect the cultures that lived there in the past and today?
- Talk about stereotypes in the media and in the world around us.
- Think through the instructional materials you use, with a specific eye toward the students in your class and the community you teach in. Are there positive examples of different races, roles, genders, and levels of affluence?
- Take a look around your classroom. Do the décor and classroom materials reflect the students’ languages and cultures? If not, ask them to help you create something to add to the classroom. Student work makes for great decoration — and it’s free.
- Think hard about your pedagogy. Do your teaching strategies make learning less or more accessible to some more than others? Are there specific things that you can do (or avoid doing) as you welcome all individuals into your room?

Teachers have the power, time (not discounting the fact that they have many other responsibilities aside from educating students), and opportunity to help students shape their confidence and self-esteem. Teachers are superheroes, powerful but also imparted with a grand responsibility. May we all encourage one another to take the initiative to influence the future of our generation, one child at a time.

REFERENCES

https://www.edutopia.org/blog/why-representation-matters-laura-thomas
https://cft.vanderbilt.edu/guides-sub-pages/increasing-inclusivity-in-the-classroom/#why
https://soeonline.american.edu/blog/why-representation-matters-in-low-performing-schools
https://www.whitbyschool.org/passionforlearning/6-self-esteem-activities-to-help-your-child-develop-confidence
https://online.maryville.edu/healthcare-degrees/strategies-build-self-confidence-classroom-home/