



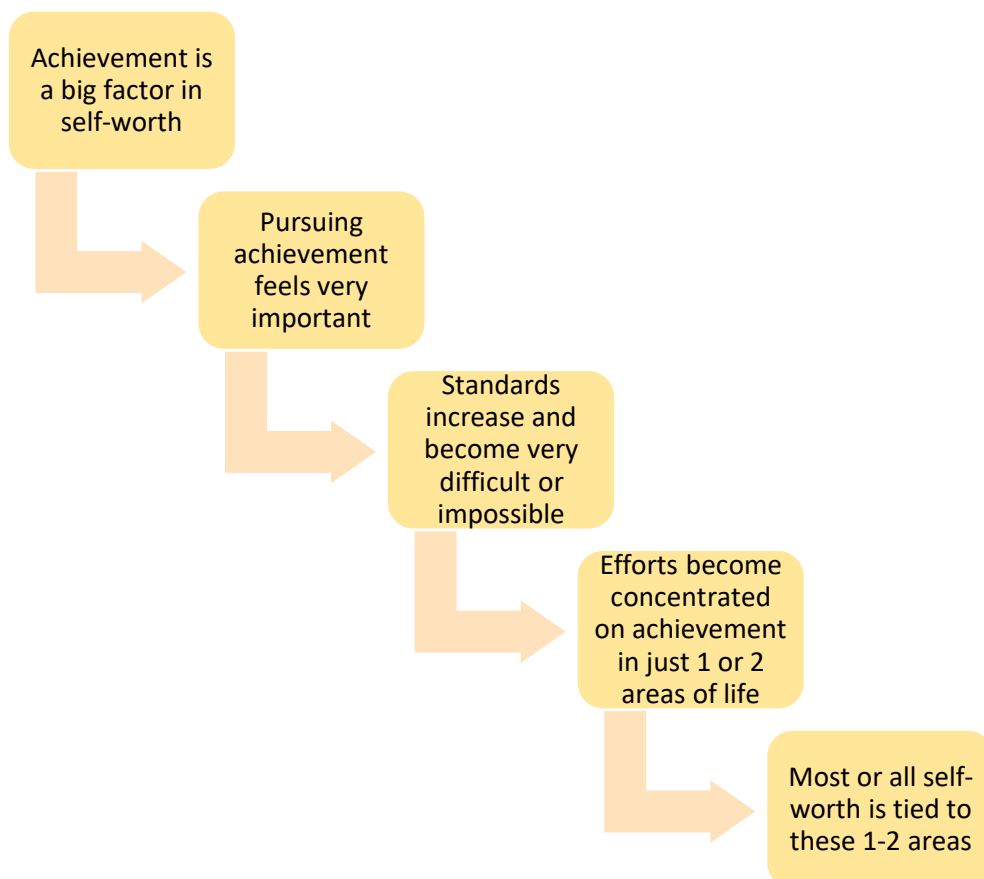
## Module Six: Expanding Self-Worth

This module will cover:

- The problem with self-worth being so strongly influenced by achievement in people experiencing perfectionism.
- How to expand the factors that contribute to a sense of self-worth.
- A review of progress since you started this program.

### Self-worth, mental health, and achievement

A strong sense of self-worth or self-esteem is associated with better outcomes in mental health and academic achievement. All the unhelpful thoughts and behaviours we see in perfectionism can be traced back to the issue of self-worth being tied to achievement.



If the person with perfectionism is achieving well in those 1-2 areas that really matter to them, they might feel okay about themselves. However, if they aren't meeting their standards, which will happen more often over time as their standards for achievement become increasingly difficult, their sense of self-worth will deteriorate.

If your self-worth is based on achievement in 1-2 areas, and given that we are unable to completely control all the outcomes in our lives (e.g., professional athletes who sustain a freak injury that ends their career), your self-worth becomes a victim to circumstances outside your control, no matter how much effort you put into the parts you can control.

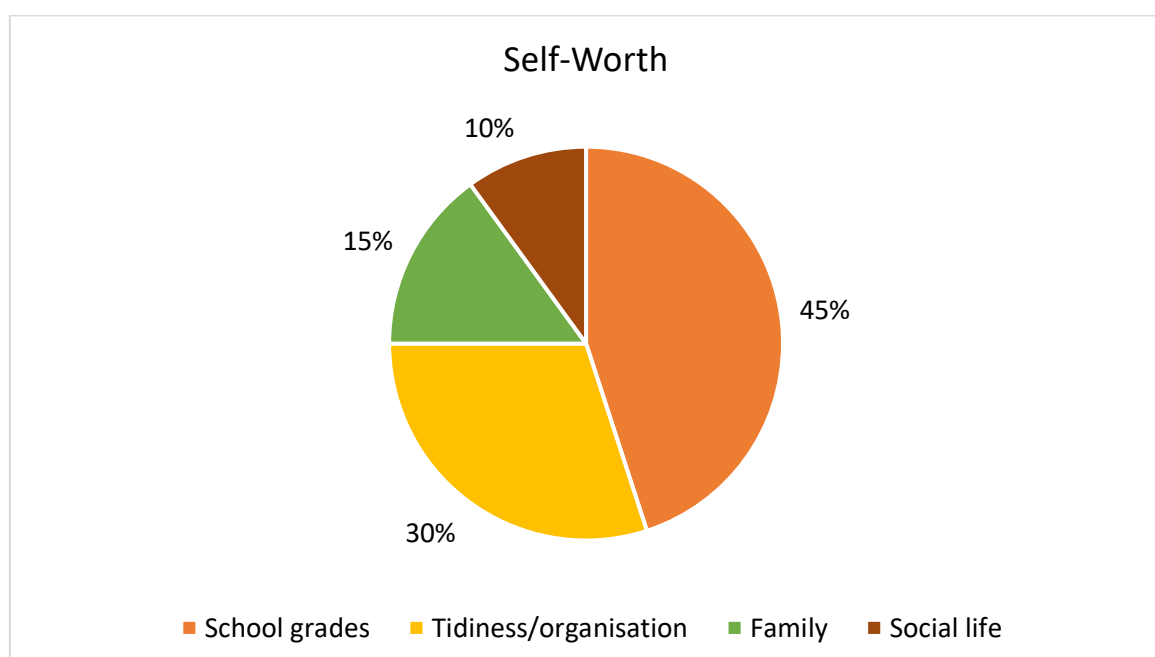


**The key issue is this:** a sense of self-worth that is too strongly impacted by achievement in 1-2 domains of life leaves your self-worth incredibly vulnerable to variations in achievement. That is, it's like putting all your self-worth eggs in one basket!



### The pie chart of self-worth

One way we can get an overview of the things that contribute to our sense of self-worth is to create a pie chart. The slices that are included in the pie chart represent any area of life where we notice that we either feel really *good* when things *are* going well OR feel really *bad* when things *aren't* going well. The following pie chart shows the factors that contribute to self-worth in a fictional child, who is perfectionistic about their achievement at school and in tidiness and organisation:



We can see in this example that the great majority of this child's self-worth is based on getting good grades at school and being tidy and organised. They do care about things going well with their family and friends, but to a much lesser extent. This child's sense of self-worth would be very strongly impacted by barriers to achievement at school and being tidy and organised – for example, if they came down with a significant illness and were unable to attend school and keep up their tidying routines.

For this module's homework, you will develop your child's pie chart with them. To help you practise this, let's start here by putting together your own pie chart for self-worth.

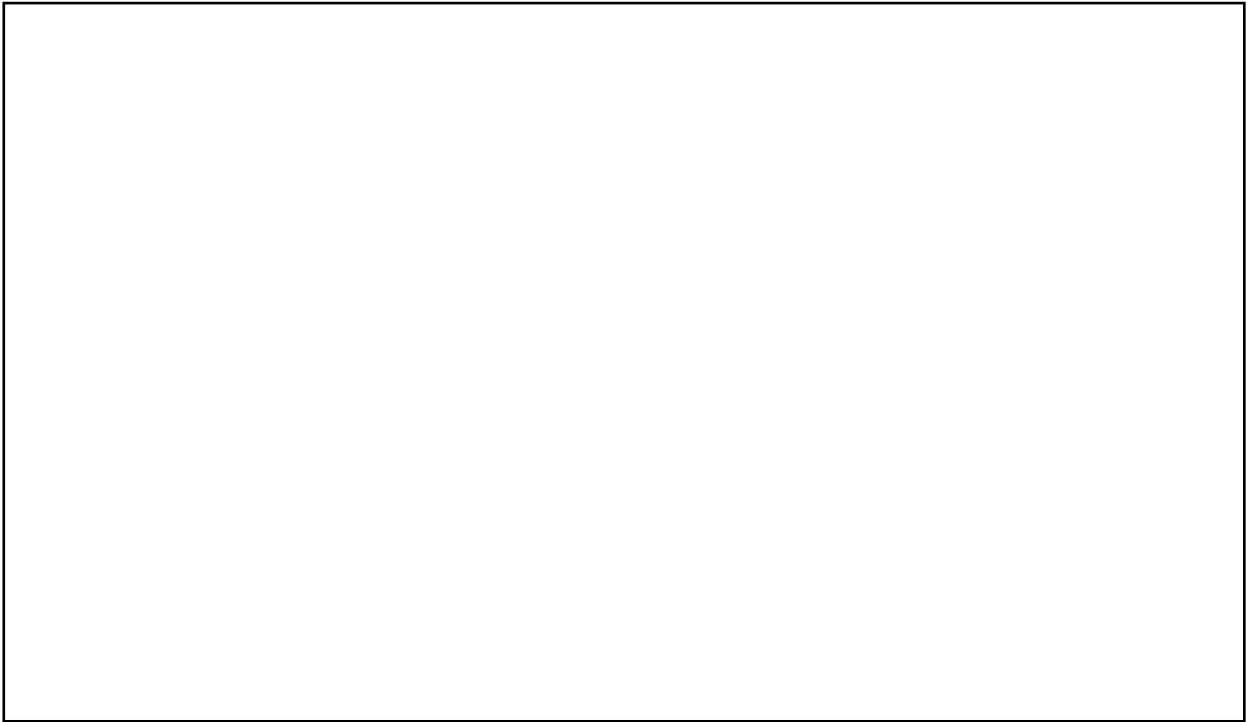


To start, please consider what has happened over the past few days – what events were associated with you feeling especially good or especially bad about yourself? Next, try to assign those events to a particular domain of life. Finally, make a note of the thoughts and feelings you experienced when those events happened, and how strong those feelings were. This will help us to figure out a) which domains of life contribute to your self-worth and b) which of those domains are associated with stronger feelings (so may be more significant contributors to your self-worth). Please fill out this table – we have included one example, and there is extra space on the next page.

What happened that made you feel especially good or bad about yourself?	What domain of life does this represent? <ul style="list-style-type: none"> <li>• Parenting</li> <li>• Social life</li> <li>• Work</li> <li>• Education</li> <li>• Finances</li> <li>• Religion or spirituality</li> <li>• Hobbies</li> <li>• Fitness or health</li> <li>• Something else?</li> </ul>	What did you think?	What emotion did you feel? Rate how strong the emotion was from 0 to 100.
<i>Example: Boss was happy with the report I submitted.</i>	Work	<i>I'm so glad they didn't ask me to make any changes!</i>	<i>Happy (85) and proud (90).</i>

What happened that made you feel especially good or bad about yourself?	What domain of life does this represent? <ul style="list-style-type: none"> <li>• <i>Parenting</i></li> <li>• <i>Social life</i></li> <li>• <i>Work</i></li> <li>• <i>Education</i></li> <li>• <i>Finances</i></li> <li>• <i>Religion or spirituality</i></li> <li>• <i>Hobbies</i></li> <li>• <i>Fitness or health</i></li> <li>• <i>Something else?</i></li> </ul>	What did you think?	What emotion did you feel? Rate how strong the emotion was from 0 to 100.

Now, review the table and make a list of the domains of life that have recently impacted your self-worth. You can add in any that didn't come up over the past few days, but which you know are important to your sense of self-worth.



Now you have a list of the domains that contribute to your sense of self-worth, try to rank them in order from most to least impact on self-worth. To help you with this, you can consider the types of thoughts associated with them or the strength of the emotions linked to them. Please write the ranked list in the box below:



Then, go back through the ranked list on the previous page and write a percentage next to each domain that represents how much of the “pie” of your self-worth is made up by that domain. Try to make sure that the percentages add up to 100% at the end.

Finally, you can use the list of domains and their percentages to put together your own pie chart! Please draw it on a piece of spare paper. Don’t worry about getting it perfect – the main point is for you to understand how this exercise works so you can do it with your child.



### Expanding your sense of self-worth

You can help your child to develop a more resilient sense of self-worth by assisting them to expand their pie chart. That is, by helping them to diversify the areas of life on which they base their self-worth and to increase the importance they attribute to areas of self-worth that are not related to achievement. The effect of these two things is that the slices of the pie that relate to achievement will necessarily get smaller.

One approach is to go through a list of other domains that can contribute to self-worth and get your child to identify the domains that they would like to spend more time thinking about and putting effort into. For example:

Social life	School & grades	Relationship with family	Contributing to the community
Religion or spirituality	Hobbies	Fitness or health	Cleanliness or tidiness

You can then work together to identify actions they can take each day/week to invest more time and effort in those domains, so that over time they will start to make up a larger slice of their self-worth pie.

Another approach is to have a discussion with your child about their values – that is, what is important to them in life, or the kind of person that they want to be. You can then use those values to inform the actions they can take to broaden their sense of self-worth.



What are your values? Please read the following list and tick 3 to 5 that matter to you the most. You can consider what you admire in other people, the kind of life you want to lead, how you would like people to remember you, or the kind of person you aim to be.

- ☐ **Adventure** – going after new experiences, curiosity for the world
- ☐ **Kindness** – being nice to others, generosity, helping people during tough times
- ☐ **Bravery** – doing things even if they seem intimidating
- ☐ **Fun** – seeking out enjoyable experiences, seeing the fun parts of normal life
- ☐ **Gratitude** – appreciating the good parts of life and yourself
- ☐ **Humour** – being able to laugh about things, wanting to make others laugh
- ☐ **Closeness with others** – making connections with other people, sharing your life
- ☐ **Persistence** – resilience, keeping going even when times are tough
- ☐ **Self-care** – showing yourself kindness, taking care of your mental and physical health
- ☐ **Growth** – trying to learn new things or skills, trying to be the best version of yourself
- ☐ *Insert your own value:*
- ☐ *Insert your own value:*
- ☐ *Insert your own value:*



What would your life look like if you lived more in line with these values? What changes could you make to your routine and/or behaviour to live in line with your values? Are there small changes you could make each day? Write a reflection in the box below.

## Program review

Phew – you’ve almost reached the end of the program! We’d like you to take some time now to reflect on your participation in this program and think ahead to next steps.



Please review Module 1, where you noted any worries or fears you had about your child changing perfectionism – did any of those fears come true? Please write a reflection.



What three things do you want to do as a parent/caregiver after completing this program to continue assisting your child to reduce perfectionism? These could be things you want to start doing or things you want to do more of. An action step could also involve setting a time to return to the materials in this program to refresh your memory of the strategies we've covered. Please write your three action steps in the boxes below.

No.	Action steps after the program
1	
2	
3	

**That's it – the end of the sixth and final module!** On the next page, we present the key points to take away.



## Key points from Module 6

- A stronger sense of self-worth is associated with more positive mental health outcomes and better academic achievement. People with perfectionism often have a very vulnerable sense of self-worth because it is too strongly influenced by achievement in just one or two areas of life.
- To support your child to develop a more resilient sense of self-worth, you can help them to identify the factors that currently contribute to their self-evaluation, then to identify other areas of life that they would like to pay more attention to, and the steps they can take to invest more time and effort in those areas.



**How do these key points relate to your child?** Write any reflections you have here. The reflection could include things you learned or things you already knew but have a greater understanding or appreciation of.



## Module Six Homework Exercises

This module's homework has two parts.

**First:** Support your child to learn about self-worth and develop a plan to broaden the factors that contribute to their self-worth, using the following handouts:

1. The information sheet titled '*Self-Worth*', which your child can read with you to learn about the importance of self-worth and how this can be impacted in perfectionism.
2. The worksheet titled '*What's in Your Pie?*', which your child can complete with you to create a pie chart of the life domains that contribute to their self-worth and to develop a plan for expanding the factors that contribute to their self-worth.

**Second:** Do a review of progress since you and your child started this program, using the following handouts:

1. The worksheet titled '*Looking Back*', which your child can complete with you to reflect on what they have learned during the program and how they would like to continue to use what they learned during the program to reduce perfectionism.
2. Optional: If you think your child would enjoy receiving a certificate to celebrate completing this program, you can use the template titled '*Program Certificate*' – simply print it out and write your child's name in the space provided.

**Important Note:** It is not necessary to complete the module and homework exercises in one sitting. Dependent on your child's needs, you may want to work through the module and exercises in blocks throughout the week.

# Self-Worth

**Self-worth** is how you feel about yourself.

When you have good self-worth, you feel good about yourself. Maybe you think that you are clever or funny. Or you know that you are important and loved.

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People who don't have good self-worth will feel bad about themselves.



They might feel worried or afraid.



They might feel sad.



They might not have lots of friends.



They might find schoolwork hard.

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Everyone gets self-worth from different things.

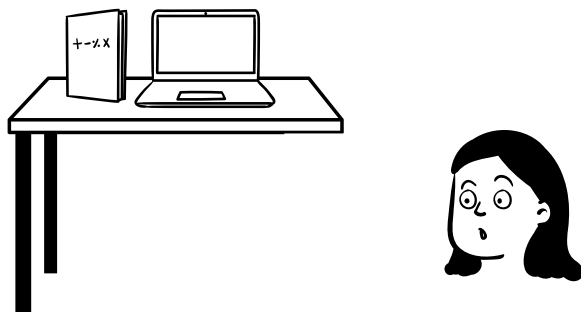
We can tell what gives us self-worth by thinking about when we feel really good and really bad about ourselves. Is it about...

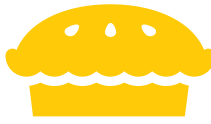
- School?
- Family?
- Friends?
- Hobbies?
- Sport?
- Religion?

People with perfectionism might not have many things that give them self-worth. Maybe only one or two things make them feel good about themselves.

If they are doing well at those things, they will probably feel okay about themselves. But, if things aren't going well in those one or two areas, they will probably feel really badly about themselves!

It's kind of like having a table with only 2 legs – it's a bit wobbly! We can make it safer though – by adding in more things that give you self-worth.





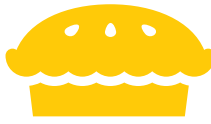
# What's in Your Pie?

We can think of the things that give you self-worth like slices of a pie! Let's have a go at making your self-worth pie. Your parent or caregiver can help you with this.

**First, think about the things that make you feel really good about yourself.** When did you last think really nice thoughts about yourself? What was happening?

**Check the box for the things that make you feel good about yourself** in the box below. There is also space for you to write some extra things if you want.

- School
- Family
- Friends
- Hobbies
- Sport
- Religion



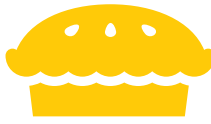
**Next, think about the things that make you feel bad about yourself.**

Do you get angry with yourself when you make mistakes? What kind of mistakes make you feel angry?

**Check the box for the things that make you feel bad about yourself**

in the box below. There is also space for you to write some extra things if you want.

- School
- Family
- Friends
- Hobbies
- Sport
- Religion



**Now, make a list of the words you circled or wrote down.** If you circled or wrote the same word more than once, only write it here one time. Once you're done, you'll have a list of the slices in your self-worth pie.

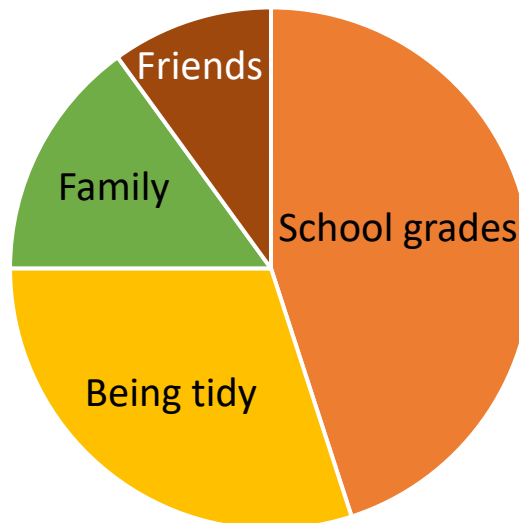
**Read your list and figure out which things are the most important.** Which things change how you feel about yourself the most? Draw a star next to one or two things that you care about the most.



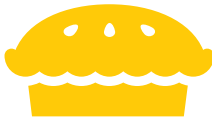
**It's time to draw your self-worth pie!** You can use coloured pencils or markers to draw the different slices. Use the list you just wrote to decide how big each slice of your self-worth pie should be. The ones that you drew a star next to should be the biggest slices, so you can start by drawing them. Then, draw the smaller slices. Don't forget to write the name of each slice!

Here is an example of a self-worth pie, so you know what it can look like at the end. There is an empty pie on the next page for you to draw your pie slices.

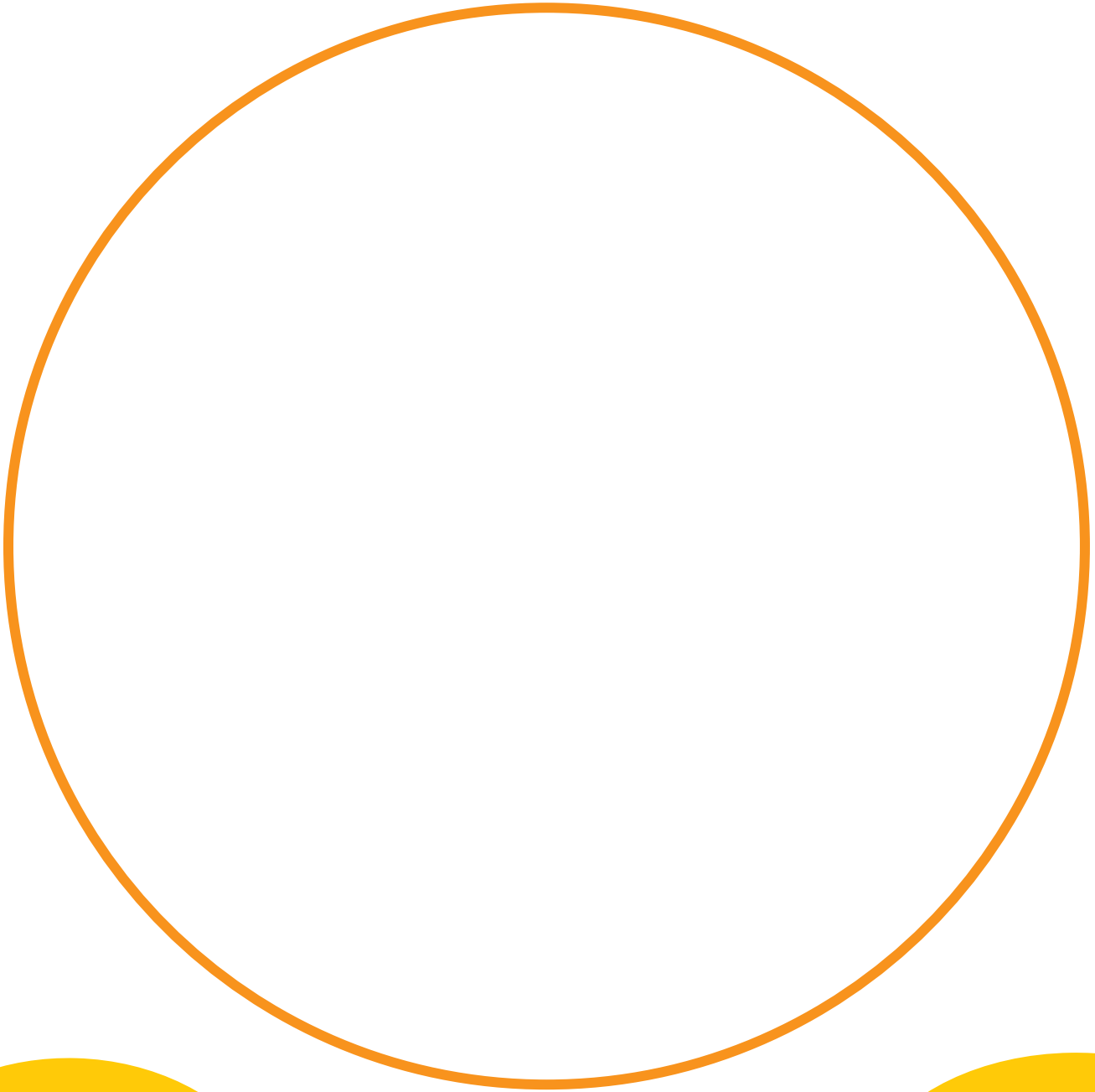
### Self-Worth Pie

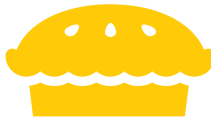






## Your Self-Worth Pie





**What do you think when you look at your self-worth pie?** Would you like it if your pie looked different? Some people wish that some slices were bigger. Other people wish they had more slices in the pie.

Talk about your self-worth pie with your parent or caregiver. They can help you think of things you can do to change your pie – like spending more time on other slices. You can write your plan down here. We have given you one example to help you think of ideas.

Pie slice	How can you make that slice bigger? Or add it into the pie?
Family	Play board games with my family every Sunday evening.



## Looking Back

The following are some questions you can ask your child to reflect together on what you have done during this program. There are spaces included for you to record their answers. Please have your answers to the handout ‘*Perfectionism Quiz*’ from the Module 1 homework with you – you will need to refer to it to answer some of these questions.

**“Do you remember when we started this program that I asked if you had any worries about changing perfectionism? Let’s look at what you said together and talk about whether those worries came true.”**

Additional prompts to help with this conversation (if needed):

- *“Do you think \_\_\_\_ happened? Can you tell me when it happened?”*
- *“Was \_\_\_\_ as bad as you thought it would be?”*
- *“Was there anything you thought would be scary, but it was actually okay?”*

Now, check what you and your child decided to focus on while doing the program – it should be recorded on the handout ‘*Perfectionism Quiz*’. We now invite you and your child to review the progress you made towards changing the thing they most wanted to change about their perfectionism. If your child is struggling to answer this question, you can point out any changes you’ve noticed and ask for their thoughts.

**“Do you think we made any changes to \_\_\_\_?”**

**Additional prompts to help with this conversation (if needed):**

- *“How is it different now?”*
- *“What have you learned that helps you with \_\_\_\_?”*
- *“Why do you think it was so hard for us to change \_\_\_\_?”*
- *“I’ve noticed you doing \_\_\_\_ less/more – what do you think of that?”*

Next, help your child to identify the most helpful thing about doing this program. Again, you can prompt your child if they struggle to answer this question, using your own observations.

**“What was the best part of this program for making you feel better?”**

Additional prompts to help with this conversation (if needed):

- *“What was one helpful thing you learned?”*
- *“Did you learn how to do anything that makes you feel better?”*
- *“What did you like the most about doing this program together?”*
- *“I thought you seemed happier when we tried \_\_\_\_ – what do you think of that?”*

Finally, discuss with your child what strategy or strategies from the program you would like to keep using, and make a brief plan for how you will keep this up. It’s okay if you want to keep using multiple strategies, but it would be ideal to choose one as your focus – this should make it less overwhelming than trying to stay on top of all of them.

We have included two spaces on the next page for this final part of the handout. In the first part, we have included a list of the main strategies from the modules. You can tick any strategy that you decide you want to keep using. There is also space for you to add your own strategy that we haven’t included. In case you plan to use more than one strategy, there is a column to mark off the strategy you want to focus on the most.

In the second part, we invite you to write a short plan for how you are going to remember to keep using the strategy you chose as the focus. We included an example to help you.

<b>“What part of the program do you want to keep using?”</b> <i>If your child struggles to articulate a particular strategy they want to keep using, you can go through this list with them and ask them which ones they want to keep using.</i>	<b>Tick if wants to keep using</b>	<b>Main strategy?</b>
The Think, Feel, Do model (connecting thoughts, feelings, behaviours and outcomes of an event)		
Behaviour experiments (for testing beliefs)		
Incorporating more fun and restful activities		
Self-compassion (i.e., being your own friend)		
Problem-solving		
Broadening their self-worth pie (i.e., working to change what impacts their sense of self-worth)		
Other ( <i>please enter</i> ):		

Please note that there are additional resources available to ensure that you have handouts relevant to each of the strategies we included in the table above – these are detailed on page 43 of the modules document, under the heading ‘Where to from here?’.

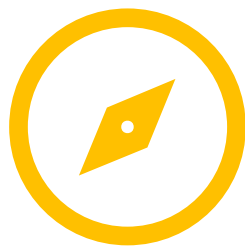
<b>“What can we do to make sure we keep using that skill?”</b>	<b>“When will you do it?” or “When will we do it?”</b>
Example: <i>Practise saying something nice to myself every day.</i>	<i>When we talk about our days together at dinner.</i>



# Certificate of Completion

This certificate goes to:

for trying out new ways of thinking and doing things in the Playing with  
Perfectionism Program!



## Where to from Here?

After completing this program, we suggest that you implement the ongoing action steps you identified for yourself when completing the final module and the steps you and your child identified together in the handout titled '*Looking Back*' as part of the final module's homework. We encourage you to keep a folder that contains all the materials from this program and store it somewhere you can find it, so you can refer to it as needed in future.

The following handouts, which appeared in the program modules, may be relevant to your and your child's ongoing goals for reducing perfectionism. We encourage you to keep using these to help you continue to apply strategies from the program:

1. '*What I Think, Feel, Do*', from Module 2, to practise applying the think, feel, do model to your child's experiences
  - a. Accompanying information resource: '*Think, Feel, Do*'
2. '*Let's Experiment!*' from Module 3, for setting up behaviour experiments
  - a. Accompanying information resource: '*You Can Be a Scientist*'
3. '*Fun Activities*' from Module 3, to help encourage your child to incorporate fun and restful activities into their life and give them ideas for activities to try
4. '*Being Your Own Friend*' from Module 4, for practising using self-compassion
  - a. Accompanying information resource: '*How I Talk to Myself*'
5. '*Problem Solved!*' from Module 5, to practise problem-solving
  - a. Accompanying information resource: '*What's the Problem?*'
6. '*What's in Your Pie?*' – for identifying factors contributing to your child's self-worth and developing a plan to expand their sense of self-worth
  - a. Accompanying information resource: '*Self-Worth*'



**Congratulations on getting to the end of the Playing with Perfectionism Program and being willing to try out some new ways of thinking and behaving with your child!** We hope it you have found it useful and have had some fun with your child along the way.



## Where to from here?

If you observe a consistent shift in your child's mood, emotional state, or conduct, or if you feel that your child may benefit from extra assistance in addressing their mental well-being, it is crucial to seek guidance from a qualified healthcare provider.

- **Medical Referral:** Visit your doctor for a referral to a mental health professional.
- **Local CAMHS Office:** Contact your local Child and Adolescent Mental Health (CAMHS) office.
- **CAMHS Connect:** Call CAMHS Connect at 1300 222 647.
- **Parent Helpline SA:** If your child is under 12, call Parent Helpline SA at 1300 364 100.
- **Online Resources:** Explore resources at <https://parenting.sa.gov.au/>.
- **Kids Helpline:** Contact Kids Helpline at 1800 551 800 or visit <https://kidshelpline.com.au/>.

For school-related support:

- **Health Care Plan:** If your child has a diagnosed mental health condition, create a health care plan with their medical professional. Find guidance at <https://www.education.sa.gov.au/working-us/service-providers/health-care-plans-individual-care-information-health-professionals>.
- **School Notification:** Provide a copy of the plan to the school or preschool, as they may need to establish a health support agreement to aid your child's learning. More information is available at <https://www.education.sa.gov.au/parents-and-families/student-health-and-disability-support/health-and-complex-needs-support-and-management/health-support-planning-children-and-students-education-and-care-settings>.

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