

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify at least two ways to improve or maintain his/her self-concept.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

The student will complete an activity sheet and participate in a class discussion of the consequences of maintaining a negative view of self in contrast to the benefits of maintaining a positive self-concept.

Lesson Preparation

Essential Questions:

How would a positive self-concept help you grow?

Could this growth occur with a negative self-concept?

What suggestions could you give to someone who has a negative self-concept?

Engagement (Hook):

Demonstrate, with the scale and weights, how negative comments, activities, and situations weigh down a person's self-concept. How might someone's negative view of self be cancelled out by positive self-talk and positive comments? Students may participate by placing a weight for every negative comment and removing a weight for every positive comment. Counselor will use positive and negative statements based on the *My Self-Concept Report Card* examples.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none">1. Instruct students to complete the “My Self-Concept Report Card” worksheet.2. Discuss the worksheet and write student’s responses on the board.3. Have students make a personalized list of the things they would to improve or maintain their positive self-concept.	<ol style="list-style-type: none">1. Students complete the worksheet2. Students share responses.3. Students will make a list on the back of their worksheets.

Teacher Follow-Up Activities

Teacher may have students discuss the use of the activities as they happen within the classroom. Periodically, teacher will review the “My Self-Concept Report Card” worksheet and ask for positive reinforcement examples observed in the student’s lives.

Counselor reflection notes (completed after the lesson)

Name: _____

Date: _____

My Self-Concept Report Card

What grade would you give yourself in the following areas? Only you will see your answers.

- A= Always**
- B= Most of the Time**
- C= Sometimes**
- D= Rarely**
- F= Never**

AREA	GRADE
Positive Attitude	
Ability to express my feelings/thoughts accurately to others	
Ability to develop good relationships with others	
Positive self-talk	
Taking care of myself physically	
Taking care of myself emotionally	
Respect for myself	
Ability to set boundaries in a relationship (stay out of “drama”)	
Ability to disregard rumors or gossip	
Ability to cope with false statements about me	

What are some ways I would be able to bring up my grade in the areas I scored poorly?

Make a personal list of ways to improve or maintain your positive self-concept.
