

<p>Unit #1 Title: Who Am I and How Do I Fit Into the World?</p> <p>Lesson Title: Assessing Self-Concept Lesson 3 of 4</p> <p>Grade Level: 11</p> <p>Length of Lesson: One class period</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectations (GLEs): SE.1.A.11: Practice and modify the skills necessary to exhibit and maintain a positive self-concept. SE.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles. SE.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Scale Weights <i>My Self-Concept Report Card</i></p>

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas 10 Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.</p>

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

Academic Content Area(s)	Specific Skill(s)
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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:
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<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.
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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.
