
LEARNING ACTIVITIES /TEACHING STRATEGIES -CONT'D:

4. Identify skills that lead to an understanding of self, including:
- Review factors affecting self-concept.

4.a-1 The Stonecutter Story

To introduce this story, bring a large rock, a chisel, and a hammer, and begin by chiseling the stone briefly. Then read the story, **THE STONECUTTER** (page I-A-56), to the students and have them answer the following discussion questions:

- What was the stonecutter looking for?
- Why did his image of the "perfect lifestyle" keep changing?
- What lessons should he have learned by this experience?
- Why do people frequently want to be something or someone different?
- Why do we often perceive others' situations to be easier or better than our own?

4.a-2 Play Dough or Clay Creations

After the discussion is completed, give each student the same amount of play dough or clay. Instruct the students to create something from the clay--it can be anything they choose. They are limited only by their own imaginations. Allow five minutes for their creative endeavors and then have each student participate in sharing their creations with the rest of the class. After the sharing time, have each student create a basket (or anything that is the same product) from their clay and be prepared to share their baskets with the class.

Implications from activity:

- Teenagers, like the play dough or clay, come in different colors, shapes, sizes, and wardrobes. And it's OK!
- Each play dough creation was different and unique, just like people.

Follow-up discussion questions:

- Why do we often think someone else's creation is better than ours?
- Was it a challenge for you to design and share with other class members?

4.a-3 Self-Concept Review

Review the basic information regarding self-concept from Topic 3: Self-Concept of the Technology-Life-Careers Home Economics/Health Occupations curriculum published by the Utah State Office of Education.

Self-Concept: The way you perceive yourself
(Overhead transparency pattern available on page I-A-57.)

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

4.a-4 How Strong is My Self-Concept?

The students will complete the **HOW STRONG IS MY SELF-CONCEPT?** student activity guide (page I-A-58).

This activity is designed to examine the self-concept level of adolescents. Emphasize the importance of truthful answers for accurate analysis. No one else needs to see the results--only the individual student. Upon completion, the students can figure their own scores, using the key on page I-A-59. (If the answer key is put on a poster board or an overhead transparency, it can be used repeatedly.)

Have the students write a brief evaluation of their personal self-concept based upon the results of the activity. If scores are low, have the students make a personal plan for improving their self-esteem.

b. Differentiate between self-concept and self-esteem.**4.b-1 Self-Concept and Self-Esteem**

Using the teacher background information on page I-A-60, explain the difference between self-concept and its components, self-esteem and self-image.

Self-Concept: The way you perceive yourself; the whole picture; changes slowly

Self-Esteem: The way you think or feel about yourself; fluctuates from moment to moment

(Overhead transparency patterns available on page I-A-61.)

Have the students begin the student activity guide, **HIGH ON SELF-CONCEPT**, (page I-A-64) as the information is presented.

4.b-2 Self-Esteem Characteristics

Introduce the students to the definitions of high and low self-esteem as well as the various characteristics of self-esteem as noted below:

High Self-Esteem: Feeling positively about yourself, your actions and your future.

Low Self-Esteem: Feeling negatively about yourself, your actions and your future.

(Overhead transparency patterns are available on pages I-A-62 and I-A-63.)

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

High Self-Esteem Characteristics: Smiles a lot, tries new things, mostly lives within his/her value system, is friendly and trusting, exhibits a positive outlook on life, is open and communicative.

Low Self-Esteem Characteristics: Rarely smiles, may be shy and quiet in class or loud and obnoxious, has few friends, keeps head down, has a sad expression, is ashamed of actions, may have guilty or inferior feelings, may be difficult to communicate with.

The teacher can help the students realize that low self-esteem can be exhibited through loud, rude actions, vandalism, violent crimes against people, classroom behaviors that are inappropriate, calling attention to oneself at inappropriate times and places, and putting others down to elevate himself/ herself.

Have the students complete the student activity guide, **HIGH ON SELF-CONCEPT**, (page I-A-64) as the information is presented.

4.b-3 Vocabulary Terms in Envelopes

Using the teacher background information on page I-A-60 and the vocabulary terms listed below, prepare the following activity for the students:

- Write the definition of the term on the outside of an envelope.
- Inside the envelope, place individual letters to spell out the vocabulary terms.
- Pass one envelope to one table or group of students.
- Each group will try to unscramble the letters to make the vocabulary terms.
- Then have the students pass the envelopes to a new table until all students have worked with each vocabulary term.

Pull the class back together for questions and summary.

Self-Concept:	The way you perceive yourself.
Self-Esteem:	The way you think about yourself; it fluctuates regularly.
High Self-Esteem:	Feeling positively about yourself, your actions and your future.
Low Self-Esteem:	Feeling negatively about yourself, your actions and your future.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

4.b-4 Mattie's Smile

Read the story, **MATTIE'S SMILE**, (pages I-A-65 to I-A-69) to the students. Upon completion, lead the students in a discussion using the following questions. (These questions could also be used as a quiz.)

Alternate teaching strategy: Make a classroom set of the story and have the students read the story themselves and answer the questions on **MATTIE'S SMILE** student activity guide (page I-A-70) before the class discussion.

1. How would you describe Mattie's self-concept at the beginning of the story?
2. What are three (3) physical characteristics that support your answers?
3. How would you describe Heather's self-concept at the beginning of the story?
4. How had Mattie's self-concept changed by the end of the story?
5. What physical characteristics support your answer?
6. What four (4) experiences in the story changed Mattie's self-concept?
7. How did Heather feel about herself at the end of the story?
8. What were three (3) reasons for the change?
9. What changes would you make to this story that would change the ending and not destroy anyone's self-concept?
10. Share an event that you are aware of when a person's self-concept or self-esteem was damaged by an event or several events that took place at school.

Major Concept: Self-esteem fluctuates on a daily basis. This fluctuation is normal, especially during the teen years. The students can identify causes of their fluctuations and ways to raise their own self-esteem when they are experiencing a "down" time. A person's self-esteem affects his/her self-concept.

4.b-5 The Picture of Dorian Gray

Read the story, **THE PICTURE OF DORIAN GRAY**, (pages I-A-71 and I-A-72) to the students. Illustrations for use when reading this story are provided on pages I-A-74 through I-A-77. These can be made into overhead transparencies or enlarged for posters. Upon completion of the story, lead the students in a discussion addressing the questions on the following page.

Alternate teaching strategy: Make a classroom set of the story and have the students read the story themselves and answer the questions on **THE PICTURE OF DORIAN GRAY** student activity guide (page I-A-73) before the class discussion.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

Discussion items:

1. Why do you think Dorian Gray wanted to remain young?
2. What did his picture represent?
3. Are there some things in your life that you would want expressed on canvas? Without getting too personal, what areas would you not want revealed?
4. How could you change things in your life that you did not like?
5. Can you feel good about yourself on the outside if you don't feel good about yourself on the inside? Why? or Why not?
6. Do you think that Dorian felt good about himself? Why?
7. What do you think the moral of the Dorian Gray story would be?

4.b-6 Needle through Balloon

Following the instructions provided on page I-A-78, use the needle through the balloon activity to illustrate the importance of having a strong self-concept.

c. Identify ways for building a positive self-concept and a high level of self-esteem.**4.c-1 Introductory Activity: Teacher Role Play**

As students come into class, single out a few to welcome to class and use various tactics to raise their self-esteem such as:

- Patting them on the back
- Greeting them warmly and looking them in the eye
- Complimenting them on the way they look, "Great outfit", etc.
- Complimenting noteworthy behavior, "You did really well in the assembly; I read your article in the school paper", etc.
- Laughing at their jokes

The previous day, arrange with a few students that you know have high self-esteem to treat them just the opposite, such as:

- Ignoring them as they come into class
- Not answering their questions and putting them off if they persist
- Referring to their work as sub-standard
- Speaking to them without patience for being tardy, no pencil, etc.

Keep this act going for about 10 minutes into the class period. Then ask the students you singled out to report to the class on how their self-esteem has changed since they came to class today. Ask them to explain why it changed. Discuss how comments or actions contributed to the changes in self-esteem.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

Analyze if the teacher's actions had any influence on how the rest of the class treated these students.

Note: The teacher should be careful that the compliments are sincere and honest, and in choosing the students to be impatient and cross with.

4.c-2 Self-Esteem Roller Coaster

Draw a line that looks like a roller coaster ride--up, down, up, down, etc., on the chalk board, a poster board, or a bulletin board.

Display the line and ask students what this wavy line has in common with their self-esteem.

Discuss the fact that during adolescence the way you feel about yourself goes up one minute and may go down very quickly the next.

There are many reasons why self-esteem goes up and down. As these reasons are mentioned, the teacher can write them on the wavy line poster in an "up" position or a "down" position as appropriate.

Using the teacher background information provided on page I-A-79, the students can complete the **MY SELF-ESTEEM ROLLER COASTER** student activity guide (page I-A-80).

4.c-3 Design a "Thank You" Card or Self-Esteem Certificate

One way students can raise their self-esteem is by "getting out of themselves" for a while and doing something nice and/or helpful for someone else. Two possible assignments are:

Project 1: Design a "Thank You" card. The teacher passes out one thank you card to each class member (a computer generated one works fine). Have each student write a note of thanks to someone who has recently done something nice for them or helped them in some way. Provide envelopes for the students to address in class and mail the same day.

Alternate teaching strategy: If computer resources are available, have the students design their own thank you cards.

Note: The teacher will probably need to have a copy of the local telephone book available for addresses.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

Project 2: Self-Esteem Certificate. Give each student a copy of the **SELF-ESTEEM CERTIFICATE ASSIGNMENT** (page I-A-81) and a copy of the **CERTIFICATE** (page I-A-82). Read through the directions with the students. After the students have completed the assignment, have the students report to the class about their activities and the responses received.

Note: The teacher will need to remove the page heading and page number from the certificate before reproducing it for the students.

The teacher may want to have the students bring the certificates back and put them on a bulletin board in the classroom.

4.c-4 Self-Esteem Graffiti (or Handwriting On The Wall)

Divide the class into small groups. Ask students to brainstorm methods for building a positive self-esteem and list as many as possible--20 or more. After 10 minutes, gather the students back together and have each group report some of their ideas to the rest of the class.

Hang a 6-8 foot piece of colored butcher paper or the paper printed like bricks lengthwise against a wall and have a student act as scribe, listing the possibilities reported by the groups from their brainstorming session. The brick patterned paper adds to the "graffiti" style of the activity.

Examples of some possibilities:

- Make a new friend; improve a friendship
- Do something nice for someone; help a cause
- Recognize your strong points
- Don't compare yourself to others for approval
- Set and accomplish goals, no matter how small
- Give yourself credit for your positive qualities
- Live within your value system
- Care about other people
- Learn a new skill
- Self-talk.

4.c-5 The Block of Marble

Read the story **THE BLOCK OF MARBLE** (page I-A-83) to the students. Upon completion, discuss the following implications with the students:

- People are much like the block of marble, sometimes feeling worthless, or being told by those around them that they are worthless.
- Often we feel "ruined or marred" in some way by something we have done or something that has happened to us.

LEARNING ACTIVITIES /TEACHING STRATEGIES - CONT'D:

- We need to remember that it took Michelangelo over two (2) years to carve his masterpiece.
- It might take some time, but inside each one of us, no matter how imperfect we seem now, the potential is there for a "masterpiece".

-Ask the students how they think Michelangelo looked, what his social life was like, etc. We assume that someone who created such incredible works as David, the Pieta, Moses in Chains, and the Sistine Chapel must have been good looking, with lots of friends, rich, well dressed, etc. In fact, Michelangelo was not a handsome man; people bothered him and so he was rude to others; and he lived in poverty because he sent almost all his earnings to his family.

Note: It is recommended that the teacher find a large picture of the sculpture, David, and the sculptor, Michelangelo, for the students to view during this activity. (A picture is worth a thousand words!) If pictures are not available, make overhead transparencies of pages I-A-84 and I-A-85.

4.c-6 T-Shirt Message

Have students pretend they are famous artists or philosophers and have been asked to design unique T-shirts which will be sold in stores throughout the United States. The T-shirts should express how they feel about life and/or want others to feel. Have the students determine what their shirts would say and/or what designs they would use. Provide colored pencils or markers and have the students complete the **T-SHIRT MESSAGE** student activity guide (page I-A-86). After the students have finished their T-shirt designs, have the students cut them out and hang them on yarn hung on the wall or bulletin board to resemble a clothesline. Students will enjoy seeing their "creations" on display.

Hint: Have the students work out their messages, graphics, and designs on scratch paper first.

Alternate Strategy: If the resources are available, it is fun for the students to actually put their messages on some real T-shirts. (This activity is also a good homework assignment.)

4.c-7 "The Great Love Experiment"

Have students watch "The Great Love Experiment" video related to self-concept/self-esteem and follow the viewing with a classroom discussion. This video is about some teens who take on an unpopular girl and transform her through positive reinforcement. (An After School Special)

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

4.c-8 Self-Talk: Postive Affirmation

Using the teacher background information, **SELF-TALK**, on page I-A-87, introduce the concept of self-talk and the value of same in the building of a positive self-concept and high level of self-esteem. A suggested assignment is provided at the bottom of that page. A list of possible positive affirmations is provided on page I-A-89 for the students' use.

Self-Talk: The inner voice.

(An overhead transparency pattern of this definition is provided on page I-A-88.)

Analogy: In order to build strong bodies, body builders must constantly exercise their muscles. (See overhead transparency on page I-A-90). The same is true for building a strong self-concept and a high level of self-esteem--we must constantly exercise our self-talk to build our self-concept and/or self-esteem.

d. Recognize the stages of personality development.**4.d-1 Introductory Activity: Teen Taters**

Follow the instructions on pages I-A-91 and I-A-92 for this activity and introduce the concept that all personalities are different and unique. A series of overhead transparencies that accompany Part II of the activity are provided on pages I-A-93 through I-A-108.

Should the students find any undesirable taters within themselves, instruct them to "mash them out!" The students may be able to think of additional Teen Taters to add to the list.

Note: If this activity has been used in the 8th grade curriculum, omit it or use another medium.

4.d-2 Theories of Personality Development

Use the teacher background information on page I-A-109 and I-A-110 as a guide for a discussion regarding various theories of personality development. A Chinese year calendar is provided on page I-A-111 for reference, the astrological calendar on page I-A-112, and the Greek Gods and Goddesses on page I-A-113.

4.d-3 The Ugly Duck

Use the verses of the song, **THE UGLY DUCK** (page I-A-114), by C. Daniel Litchford of Weber State University, to illustrate the development from the ugly