
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

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duck stage to the beautiful swan stage. This song identifies the awkwardness of growing up. The students can then complete **THE UGLY DUCK: SHED ANOTHER FEATHER** student activity guide (page I-A-115), and/or these questions could be used as a guide for classroom discussion. For extra emphasis, overhead transparencies could be made from illustrations in Hans Christian Anderson's book, The Ugly Duckling or the graphic on page I-A-116. (An audio tape of the song is available for purchase, if desired. Otherwise, read the song as a poem. Refer to the resource section in this topic.)

Everyone has basic needs of approval, acceptance, and appreciation. Yet, we are seemingly surrounded by suggestions that we aren't okay. We have to build in ourselves the reminder that it is okay to be who we are. This can be done by writing the word ugly vertically and then writing what the letters could represent.

U = Unusual
G = Guilt
L = Lingers about
Y = Yourself

This is an example of negative self-concept--always looking for the bad and never the good. We need to turn this around and look for something that is positive and complimentary like becoming a beautiful swan.

S = Sensing		S = Sense
W = What	or	W = What
A = A neat		A = Another
N = iNdividual I am		N = Needs

We need to continually practice looking for the good in ourselves and ways to assist others. Have the students take the letters and make a positive statement.

Major Concept: The power of suggestion is strong, but we have the ability to choose how we think about ourselves; the choice is ours.

A bulletin board to complement and support this activity could be developed by using an enlarged duck with feathers that could be removed to reveal a beautiful swan. The feathers could be labeled with some of the awkward stages of adolescence and teenage years.

4.d-4 Personality Fact Finding Interviews

Have students complete the **PERSONALITY FACT FINDING INTERVIEWS** student activity guide (page I-A-117).