

2A. IS YOUR POT "ES-TEEMING?"

RATIONALE: "Where do we get self-esteem?" is the question Virginia Satir (1972) addresses in her chapter called "Self-Worth: The Pot that Nobody Watches." Using the analogy of a "full pot" or an "empty pot," Satir relates how a family can become aware of the importance of self-esteem.

ACTIVITY: Prior to having the student read Satir's chapter, ask them to think about this question: "Where would you go to get self-worth? Explain that they will read and discuss an article that answers that question.

Upon completion of the readings, the teacher can use the follow-up questions on the activity sheet entitled, "Points about Pot." These questions can be used for an in-class discussion or as guiding questions to a journal entry that might take place as a homework assignment.

In an additional activity, students write on small strips of paper one positive comment about each person in the group. Post the "Filling Your Pot" illustrations. Then each student will walk around the room, taping or gluing the compliments in the appropriate pots, thus creating a "full pot" for everyone in the class.

Students may choose to "personalize" their pots by using construction paper or poster board and laminating them with their names on them. For instance, a student may enjoy baseball, so his "pot" could take the shape and appearance of a baseball. Another student may decide to create a collage symbolic of his/her life. These pots could be left up on the walls of the classroom for additional positive comments throughout the year.

NOTE: You may want to use small/medium paper bags for "pots." Have students decorate them as a collage from various magazines.

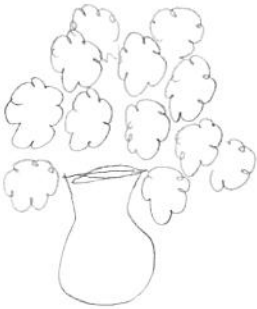
SUPPLIES: Strips of paper
Tape and/or glue

STUDENT

ACTIVITIES: Excerpts from "Self-Worth: The Pot that Nobody Watches"
"Points about Pot"
"Filling your Pot"

TEACHER

RESOURCES: "An Overview of Self-Concept Theory (Purkey)"
"A Word is Worth a Thousand Pictures"



THE POT: Student Activity

POINTS ABOUT POT

1. React to this statement: "I am convinced that the crucial factor in what happens both inside people and between people is the picture of individual worth that each person carries around with him in his pot." (Satir, 1972, p. 21)
2. List ten adjectives that describe "low pot."
3. Explain how Satir describes the development of self-esteem.
4. What role do nonverbal cues play in the development of self-esteem?
5. Write your "declaration of Self-Esteem" beginning with "I am me" and ending with "I am me and I am okay." (Satir, 1972, pp. 28-29)

THE POT: Teacher Resource

A WORD IS WORTH A THOUSAND PICTURES

Words. . .and periods of silence. . .play a major role in the development of self-concept. The influence is either positive or negative. We know the effects of screaming and ridiculing, of smiling and using gentle words; but what are the subtle effects of our verbal behaviors on the development of self-esteem?

NEGATIVE BEHAVIORS

1. Adults ignore children, sending the message that they have no interest in their activities.
2. Adults interrupt children who are speaking to them as well as children who are speaking to each other.
3. Adults discourage children from expressing themselves. "Tell me later"; "Not now, I'm busy."
4. Adults are sarcastic when speaking with children. "Most high school students already know this material."
5. Adults pay superficial attention to what children have to say. "Stop looking at your watch and listen to me."
6. Adults are judgmental when dealing with children and their issues. "You should try as hard as your sister."
7. Adults put down children's interest. "I'm sick of hearing how much you enjoyed that concert."
8. Adults give orders. "Sit down." "Come here." "Go there."

POSITIVE BEHAVIORS

1. Adults send messages that tell children that they value what they say. "It sounds as though you are really happy with the drawing that you just did."
2. Adults tell children that they enjoy being with them. "I haven't laughed this hard in ages."
3. Adults use the child's interest as the basis for conversation. "I've seen you jump rope at recess. What are some of the chants that you use?"
4. Adults take advantage of the "teachable moment." "I know you're feeling sad about your cat dying. Let's talk about it."
5. Adults avoid making judgmental comments to children. "I can see that you are feeling angry right now." "Tell me what's important to you in the story you wrote."
6. Adults accept the invitation from children. "Let's do it now! It sounds like fun!"

2B. SELF-ESTEEM INVENTORY

RATIONALE: Students are able to discover how their self-esteem is related to their feelings of success.

ACTIVITY:

1. The teacher should distribute copies of the self-esteem evaluation.
2. Students should complete the evaluation independently.
3. Add up points and score evaluation. Students also should review their answers before continuing.
4. Complete the evaluation summary. Review.
5. List priorities for areas of improvement. Discuss with a partner.

SUPPLIES: Copies of Self-Esteem Evaluation

SELF-ESTEEM EVALUATION: Student Activity

IS SELF-ESTEEM RELATED TO YOUR FEELINGS OF SUCCESS?

Do you perceive yourself as successful? Are your thoughts consistent with your actions?
What aspects of your life need special attention?

Personal and School Evaluation Review

INSTRUCTIONS:

Place the number (in the space provided) that best describes how you perceive yourself at school. Then repeat the exercise by how you perceive yourself away from school. Disregard the letters in parentheses following each question.

Scale: Very High = 5
 Moderately High = 4
 Average = 3
 Moderately Low = 2
 Very Low = 1

<u>At School</u>	<u>Away From School</u>	
_____	_____	1. I feel successful at school. (D)
_____	_____	2. I feel satisfied with my present direction in school. (D)
_____	_____	3. I consider myself to be a risk-taker. (H)
_____	_____	4. I feel that continuing my education is important. (L)
_____	_____	5. I consciously look for the good in others. (B)
_____	_____	6. I can do most everything I put my mind to. (B)
_____	_____	7. I am comfortable in new social situations. (E)
_____	_____	8. I appreciate compliments from others. (E)
_____	_____	9. I feel comfortable speaking in front of others. (K)
_____	_____	10. I enjoy telling others of my successes. (A)
_____	_____	11. I am an optimistic person. (B)
_____	_____	12. I am goal oriented. (I)
_____	_____	13. I am comfortable making most decisions. (G)

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|-------|-------|---|
| _____ | _____ | 14. I am in good physical condition. (C) |
| _____ | _____ | 15. I am respected by others for who I am. (A) |
| _____ | _____ | 16. I project a positive self-image. (J) |
| _____ | _____ | 17. I am an active listener. (P) |
| _____ | _____ | 18. I like being responsible for projects and others. (P) |
| _____ | _____ | 19. I enjoy controversial discussions. (C) |
| _____ | _____ | 20. I find obstacles challenging. (H) |
| _____ | _____ | 21. I am able to ask for help without feeling guilty. (F) |
| _____ | _____ | 22. I can laugh at my mistakes. (H) |
| _____ | _____ | 23. I am responsible for my thoughts and actions. (F) |
| _____ | _____ | 24. I am direct when I voice my feelings. (F) |
| _____ | _____ | 25. I am leading a balanced life. (M) |
| _____ | _____ | 26. I am an enthusiastic person. (B) |
| _____ | _____ | 27. I use direct eye contact when talking to others. (N) |
| _____ | _____ | 28. I genuinely like myself for who I am. (A) |
| _____ | _____ | 29. I exercise daily. (C) |
| _____ | _____ | 30. I feel it is important to dress for success. (J) |

Add up your points and place your total in the space provided.

TOTAL POINTS: _____ At School
 _____ Away From School

SCALE

- (120-150) = Very High Self-Esteem
- (90-119) = Moderately High Self-Esteem
- (89-60) = Average Self-Esteem
- (31-59) = Moderately Low Self-Esteem
- (0-30) = Low Self-Esteem

** Before continuing, REVIEW your answers.*

PERSONAL AND SCHOOL EVALUATION SUMMARY

Instructions: Review the Self-Esteem Evaluation that you just completed and place an "X" next to each letter that you feel needs some work. Refer to the letters in parentheses next to each question on the Self-Esteem Evaluation to complete this exercise.

At School	Away From School	
_____	_____	A. Overall level of self-esteem
_____	_____	B. Positive mental attitude
_____	_____	C. Physical exercise program
_____	_____	D. Career focus/direction
_____	_____	E. Social/interpersonal skills
_____	_____	F. Assertiveness training
_____	_____	G. Decision-making
_____	_____	H. Risk -taking/overcoming fear
_____	_____	I. Goal setting strategies
_____	_____	J. Personal appearance/self-image
_____	_____	K. Public speaking training
_____	_____	L. Professional skills training
_____	_____	M. Balances personal and school life
_____	_____	N. Awareness of nonverbal messages
_____	_____	O. Negotiation skills
_____	_____	P. Leadership/management training

Review this list before proceeding to the next exercise.

PERSONAL AND SCHOOL EVALUATION SUMMARY II

Instructions: Using the information from the Personal and School Evaluation Summary prioritize what you feel needs immediate attention. Select no fewer than three and no more than six areas you want to improve.

IMMEDIATE ATTENTION

My priorities are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____