
INDEPENDENT LIVING SKILLS

TOPIC #2: Self-Concept

TIME PERIOD: 0-2 days

CORE STANDARD #1: Individual: The students will examine the principles of personal development related to self-awareness and relationships.

OBJECTIVE: Students will analyze the relationship between self-concept and self-packaging.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

- 20.001-0105 Define the term *self-concept*.
- 20.001-0106 Identify ways self-concept is reflected.
- 20.001-0107 Analyze importance of personal presentation.

LIFE SKILLS:

- * Lifelong Learning
- * Complex Thinking
- Effective Communication
- Collaboration
- Responsible Citizenship
- * Employability

RELATED CAREERS:

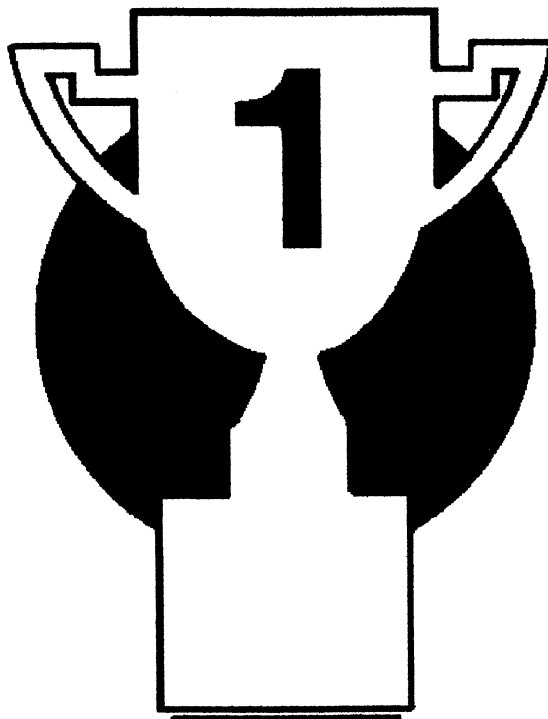
All

OCCUPATIONAL CLUSTERS:

All

**LIST OF STUDENT ACTIVITIES:****SUPPLIES REQUIRED:**

- | | |
|--|---|
| 1. Generic vs. Brand Name Products (Motivator) | One generic package and one brand name package of the same product
AND/OR
Unusual or out-of-fashion clothes |
| 2. Self-Concept Reflections | Small poster or overhead transparency of "Self-Concept" definition (2.9) |
| ◆ 3. Self-Packaging Activity | Lunch-size paper bags
Overhead transparency (2.10)
Copies of student activity guide (2.11)
Copies of student activity guide (2.13) |
| 4. Think Positive and Brighten Your Day | |
| 5. "The Outside and the Inside" Object Lesson | Two candy bars
(One with the contents removed and replaced) |





PROCEDURE

CONCEPT: The way we dress, or package ourselves, is one way our self-concept is reflected to others, as well as affecting our own self-concept.

1. **GENERIC VS. BRAND NAME PACKAGED PRODUCT (MOTIVATOR)**

Using a generic package and a brand name package of the same product, discuss with the students:

- a. Does appearance make a difference in the way you think the product will taste?
- b. Does appearance influence your choice when buying the product?
- c. Which product looks better? Why?
- d. Which packaging probably costs more?
- e. Which packaging took more time to prepare?
- f. Which packaging shows concern for the image of the product?

CAUTION: To eliminate the possibility of racial connotation, it is recommended that "Oreo-type" cookies not be used for this illustration.

AND/OR

The teacher could dress up for the beginning of class by wearing unusual or out-of-fashion clothes, boots, etc., and then discuss with the students:

- a. Does appearance make a difference in the way you see a person?
- b. How are the clothes we wear similar to the packaging on an item purchased in a store?
- c. Do you care about what people think of the way you dress? Why?
- d. Do your clothes represent some things you think are important?
- e. Does your appearance make a statement about you to others? How? Why or why not?



2. **SELF-CONCEPT REFLECTIONS**

Using an overhead transparency or small poster, discuss with the students the definition of the term "self-concept" and the meaning thereof (page 2.9).

SELF-CONCEPT = HOW YOU FEEL ABOUT YOURSELF

Help the students to understand the role self-concept plays in the overall success of an individual. A brief discussion regarding the advantages of a good self-concept vs. the disadvantages of a poor self-concept might help the students understand the importance of a good self-concept.

Help the students recognize other ways one's self-concept is reflected by identifying some of them, such as:

- Our grades
- How we talk to others
- How our room looks
- How we treat our friends and family
- The books we read or the shows we see
- How we look and how we act.

3. **SELF-PACKAGING ACTIVITY**

Have the students take paper bags and design the exterior of the bags to give full information about the products (themselves). Have the students use the labels found on the PERSONAL LABELING INFORMATION student activity guide (page 2.11) to reveal their own personal contents. Encourage the students to decorate their self-packages in such a way that they would be attractive to themselves and others.

Make an overhead transparency of the PERSONALITY TRAITS AND CHARACTERISTICS teacher resource (page 2.10) to assist the students in finding accurate terms to describe themselves.

NOTE: This activity will be more successful if the teacher completes a self-package as an example prior to class and has some product packages for each group to observe as they work.

After the students have completed their self-packages, display the students' packages where class members can look at them. Ask students to share their packages with the class by reading one or more of their labels. Discuss with the students:



- a. Does this activity relate to your real life? (Yes, we "package" ourselves every day. The way we dress and speak are parts of our self-packaging.)
- b. Does your package reflect your self-concept? How?
- c. Did you have a hard time writing positive things about yourself?
- d. How does your "packaging" influence your life? Your school work? Your friends? Your career?
- e. Think of the way you "packaged" yourself the last time you went to a movie or the grocery store. What were you telling other people about yourself?
- f. Does an employer care about the way you are "packaged"? Why?
- g. How does a person's self-concept affect his/her performance on the job?

The teacher should help the students understand how a person's self-concept affects his/her ability to maintain a job and work at a career. Developing a positive self-concept will help a student prepare for whatever job he/she will have or career he/she will choose.

NOTE: This activity fulfills the collage activity recommended in the T-L-C Guidance and Counseling curriculum on page 12.

4. *ADDITIONAL ACTIVITY OPTION:*
THINK POSITIVE AND BRIGHTEN YOUR DAY

Have the students complete the student activity guide, THINK POSITIVE AND BRIGHTEN YOUR DAY, on page 2.13. The instructor will also need to use an overhead transparency of page 2.10 in this activity. When the students have completed the section on themselves, have them work in pairs and discuss the accuracy of their self-perceptions. Then have the students complete the second section on one of their friends or a family member. This activity steers the students into looking for the positive side of themselves and their friends or family members rather than always pointing out the negatives.

This activity could also be used as an extra credit or out-of-class option.

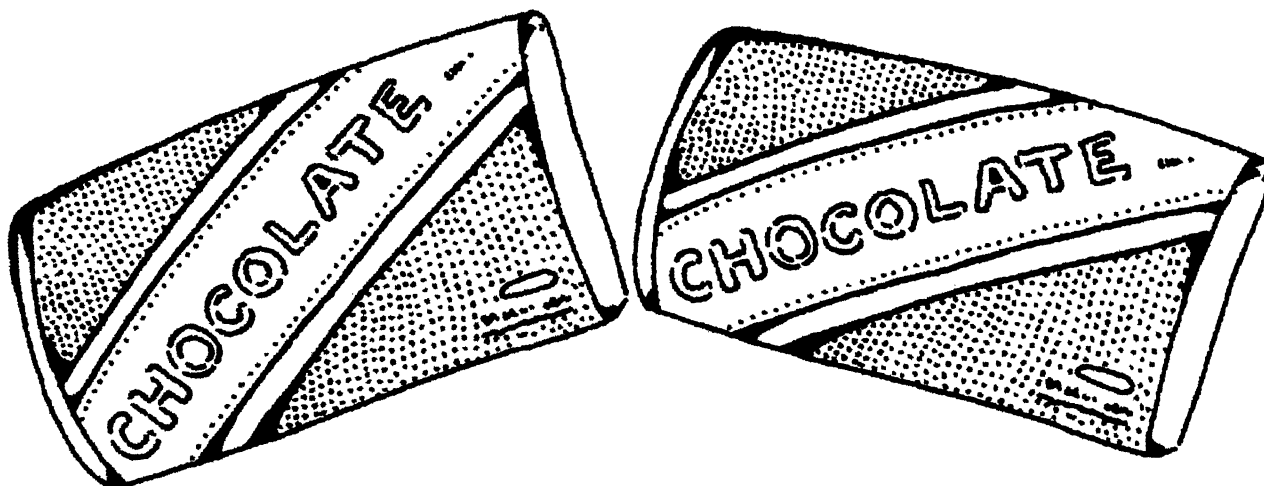
**5. THE OUTSIDE AND THE INSIDE OBJECT LESSON**

Using two of the same kind of candy bars (cookie bag, cracker box, etc.), leave one as you purchased it, and remove the ingredients (insides) of the other one and replace it with some sort of garbage, rocks, or sawdust, but retain the wrapper so it looks unchanged. Have two students pick the candy bars they would like to eat and allow them to open the bars in front of the class. Using the candy bars as an analogy, lead the class in a brief discussion regarding:

- a. The importance of the "inside" image as well as the "outside" image or packaging
- b. The fact that the "outside" image or packaging can only cover the "inside" image temporarily
- c. The concept that in order to sell one's self repeatedly, the "inside" image must also be attractively packaged
- d. The role one's "inside" image plays on one's self-concept.

SUMMARY:

The way we dress influences our self-concept and sends a message to others regarding the way we feel about ourselves.





CORE TEST QUESTION BANK

UNIT: INDEPENDENT LIVING SKILLS

TOPIC: SELF-CONCEPT

20.001-0105 Define the term self-concept.

1. "Self-concept" is:
 - a. How others feel about me
 - b.* How I feel about myself
 - c. How well I do things
 - d. How my family sees me

2. Having a good self-concept helps a person be more successful in life.
 - a.* True
 - b. False

3. Having a good self-concept is sort of like saying,
 - a. "I don't like myself"
 - b.* "I like myself"
 - c. "My parents are okay"
 - d. "I'm better than everyone else"

4. It doesn't make any difference if a person has a good self-concept or not because everyone grows up just the same anyway.
 - a. True
 - b.* False

20.001-0106 Identify ways self-concept is reflected.

1. Place a check by the four (4) items listed below that reflect one's self-concept:

___*__	a.	The grades I get
___*__	b.	The way I dress and how my room looks
___*__	c.	How I treat my friends and family
_____	d.	How close I live to the school
___*__	e.	Who my friends are
_____	f.	Who is the school principal

2. When we think about ourselves, we need to:
 - a. Consider only our good points.
 - b. Consider only our weak points.
 - c.* Consider our good points and our weak points.
 - d. Consider the good points of our parents.

**TEST QUESTIONS****20.001-0107 Analyze importance of personal presentation.**

1. The way we "package" ourselves each day influences:
 - a. How we act and feel about ourselves
 - b. How our friends and our families feel about us
 - c.* Both a and b
 - d. Neither a or b

2. Employers like their employees to come to work "packaged" neatly because:
 - a. The employees show more pride in their work
 - b. It gives the company a more professional image
 - c.* Both a and b answers are correct
 - d. Neither a or b answers are correct

3. "Personal packaging" is similar to:
 - a.* Advertising a product
 - b. Registering for school
 - c. Watching television
 - d. Helping with the housework

4. Our daily "packaging" includes:
 - a. How many books we own
 - b. How many clothes we have
 - c.* How we look and how we act
 - d. The school we attend

