
UNIT: SELF-CONCEPT
TOPIC: Self-Concept
TIMELINE: 1-2 days

OBJECTIVES:

After completing this unit the student will:

1. Identify feelings that comprise their self-concept.
2. Share positive thoughts about self-concept with others.
3. Identify inherited and acquired character traits.
4. Explain how self-concept influences relationships, careers, and attitudes.
5. Role play situations depicting the influence of a positive attitude versus a negative attitude.
6. Participate in activities to improve his/her self-concept.
7. Set goals on how to become the person he/she would like to be.

MOTIVATOR/INTRODUCTION:

A PAT ON THE BACK--Tape a piece of paper on the back of each student. Have class members walk around the room writing positive characteristics of each classmate on the paper pinned to his/her back. If they cannot think of a positive comment, they should not write anything, NO NEGATIVES ALLOWED.

INFORMATION:

1. **INHERITED/ACQUIRED TRAITS**--Discuss as a class what characteristics are inherited and which are acquired. This is a good time to discuss characteristics that we can control and those that we cannot control. Sit in a large circle. Toss a beanbag to each student, one at a time, calling out a trait. The student needs to respond with the type of trait the teacher has said (heredity or environment), or the teacher may call out "heredity" or "environment" and the student must name a trait under that category. Some examples are:

big nose	kind	quiet
shy	funny	tall
helpful	unkind	rebellious
dark hair	big smile	intelligent
2. **DISCUSSION**--Discuss as a class:
 - a. Why is it important to get to know and understand yourself?
 - b. How important is attitude to one's self-concept?
 - c. No one is perfect and free from making mistakes.
 - d. How can positive self-concepts be developed?
 - e. Why do people fear or dislike people who are different from themselves?
 - f. When is the perfect age? Each age has positive and negative aspects. It is more important to be happy in each stage than to continuously look toward an upcoming stage for life to be better.
 - g. How does a positive self-concept affect the relationships we have?
 - h. How will a positive self-concept influence our career performances in the future?

SELF-CONCEPT OVERVIEW CONTINUED

GUEST SPEAKERS:

Emotions influence lives so greatly that students must be taught how to deal with them correctly. It may be useful to invite a panel of people who help deal with emotions: a trusted teacher, school counselor, psychologist, physician, clergy, and parent. Discuss how this wide variety of emotions is normal, but not all are pleasant. On occasion, we may need to counsel with one of these people to help us understand our emotions.

INDIVIDUALIZED ACTIVITIES:

1. **PERSONAL ADJECTIVES**--Have students describe themselves using adjectives that begin with the letters found in their names. (see page 5)
2. **LEMONS OR LEMONADE**--Collect and number 10 pictures of people who look nice despite features which are not perfect. Have students analyze each picture, determining what the imperfection is and what the person has done to overcome the imperfection and record their responses on the worksheet, "Lemons or Lemonade". Have them complete the section of the worksheet evaluating themselves. Allow students to make lemonade, using 3/4 cup water, 2 Tbsp. lemon juice, and 2 Tbsp. sugar or artificial sweetener. (see page 6)
3. **21 DAYS TO CHANGE**--Have students complete the worksheet identifying a personality trait and a physical trait they would like to change or develop. (see page 7)
4. **I LIKE ME**--Have students identify traits they like about themselves. (see page 8)
5. **THE FUTURE ME**--Have students describe the future person they would like to be and how they plan to attain their goals. (see page 9)
6. **ME**--Have students write and illustrate a poem entitled "ME". It would be fun to remove their names from the poems and post them in the room and let other class members see if they can identify who the poems belong to. However, allow them to place a check on their paper requesting that no one see their poem, that request should be honored. (see page 10)
7. **CASE STUDIES**--Have students respond to the case studies, giving a typical response to each situation, then a better way to deal with the problem. Another option is to have the students volunteer to role-play the situations in front of the class or have the students work in pairs to complete the written assignment. (see page 11)

GROUP ACTIVITIES:

1. **EMOTION POSTERS**--Divide the class into two groups. Give each group a poster and a marker. Have one group list positive emotions and the other group list negative emotions. Share the lists with the class. Have the students identify (to themselves) the emotions they feel most often. Are they more positive or negative? What could they do to change the negative emotions? How do these emotions influence the way they feel about themselves?

2. **ROLE PLAYS**--Role play the following situations involving teens. First show how a teen with a negative attitude would react, then use the same situation to demonstrate how a teen with a positive attitude would react.
 - a. As Mary is approaching her friends, she sees them glance at her, turn away and whisper something quickly, then turn back to face her as she approaches.
 - b. Trevor has overheard his best friend planning a skiing trip with another friend. They have not invited him to go.
 - c. Jennifer was chosen last in her P.E. class when teams were chosen for softball, even though two of her friends were team captains.
 - d. Dirk and his group of five friends all tried out for the football team. Everyone made the team but Dirk.
 - e. Tara has had her eye on a good-looking ninth grade boy for a whole year. Her parents finally agreed to let her have a party. She makes sure that the boy she likes is invited. At the party, he spends all of his time talking to her best friend.
 - f. No matter how hard Brett works to get good grades, he just cannot seem to get A's. Brett's best friend doesn't even seem to study at all, yet pulls straight A's. One day Michael picks up Brett's report card, looks at it, and begins to laugh.

3. **CHARADES**--Discuss how emotions influence self concepts by having volunteers come to the front of the class one at a time and acting out an assigned emotion. Have students guess what emotion is being acted out:

angry	happy	frightened
sad	bored	anxious

CHALLENGE PROJECTS:

1. **INTERVIEW**--Interview a parent, guardian, trusted adult or older sibling of the same sex. Ask them to describe the types of emotions he/she felt as an adolescent about your age. Compare your feelings to those of the person you have interviewed. (see page 12)

2. **PERSONAL SCRAPBOOK**--Assign students to make a scrapbook about themselves. They should illustrate how they have grown and developed. They may include pictures, written information about themselves and their families, friends and important memories. (see page 13)

SELF-CONCEPT OVERVIEW CONTINUED

- 3. LEARN A NEW SKILL--Have students evaluate the things they like to do, the things they would like to do, then plan how to learn a new skill. (see page 14)

SUMMARY:

RESOURCES:
