

F32-L1

Self Esteem	Core Competency:F32	Level 1, Introductory
Identify a self-value system and how it affects life		
Time to complete: 120 minutes		
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Learn about themselves and their classmates 2. Identify values in developing classroom guidelines 3. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect themselves and others. 	

Cross Competencies	C18 Follow directions G41 Apply critical thinking skills G47 Demonstrate techniques for building commitment by others
Core Standards	Career and Vocational/Technical Education: Content Standard 4 Workplace Competencies Content Standard 3

Materials in Lesson Plan	Other Supplies Required	Supplemental Resources
<ul style="list-style-type: none"> • F32L1ACT1 CD Cover • F32L1ACT2 Headbands • F32L1ACT3 Ugly Words Are Out 	<ul style="list-style-type: none"> • Access to computer or construction paper, markers, glue, old magazines • Heavy paper, string, marker 	http://www.powerupspeakout.org

MCA	Portfolio Project	Guest Speakers	Program of Work
		Have a guest speaker discuss self-esteem and its relationship to values.	
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
	F32L1ACT2 Headbands		

Suggested Instructional Approach		Notes
Introduction	<p>A healthy self-esteem is important since adolescents are trying to integrate many roles (child, sibling, student, athlete, worker) into a self-image under peer pressure. Self-esteem involves how much a person values him/herself and appreciates his/her own worth and importance. How we define ourselves hugely influences our values, motivations, attitudes, and behaviors.</p> <p>Values are things a person believes to be right, good, and important. They are standards that guide a person's actions. This unit will concentrate on self-esteem since it is difficult for teenagers to identify their own value systems until they value themselves.</p> <p>Self-esteem is the result of comparing how we'd like to be and what we'd like to accomplish with how we actually see ourselves. Everyone experiences problems with self-esteem at certain times in their lives--especially teens who are still figuring out who they are and where they fit into the world. Experiences at home, at school, and with peers can all build or diminish a person's esteem.</p> <p>Good self-esteem is important because it helps you to define and believe in your values in the face of pressure from others. Good self-esteem helps you make good choices about the values that are important to you.</p>	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	

<ol style="list-style-type: none"> 1. Present <u>F32ACT1 CD Cover Design</u>. This activity provides the students an opportunity to reflect on how they view themselves. 2. <u>F32L1ACT2 Headbands</u>. This activity allows the students to acquire the knowledge, attitude and interpersonal skills to help them understand and respect themselves and others. 3. <u>F32L1ACT3 Ugly Words Are Out</u> is an activity that allows your class to develop classroom guidelines while also learning the values of your students. 4. Hold group discussions after each exercise. Monitor progress of the students to ensure that the competency has been achieved. 	<p><u>Notes</u></p>
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<p>Assessment</p>	<p>Completion of activities</p>	
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<p>Supplemental Activities</p>	<ul style="list-style-type: none"> • Discuss how values change over the years in society. Compare some values of today with values of years ago, i.e., marriage, divorce, single parenting, working mothers, etc. • Divide the class into teams of two or three. Each team is to search the local newspapers for examples of values (both good and poor), such as compassion, fairness, cooperation, respect, self-discipline, loyalty, dependability, etc. Have the teams present a summary of the story/article and discuss the values portrayed in the article. 	
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