

Unit #1 Title: Who Am I and How Do I Fit Into the World?

Lesson Title: Assessing Self-Concept

Lesson 3 of 4

Grade Level: 11

Length of Lesson: One class period

Missouri Comprehensive Guidance Standard:

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Grade Level Expectation (GLE):

PS.1.A.11.a.i: Practice and modify the skills necessary to exhibit and maintain a positive self-concept.

PS.1.B.11.a.i: Identify and utilize resources to help balance family, school, work, and local community roles.

PS.1.C.11.a.i: Build upon activities and experiences that help the individual student become a contributing member of a global community.

American School Counselor Association National Standard (ASCA):

Personal and Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others
- B. Students will make decisions, set goals and take necessary action to achieve goals

Materials (include activity sheets and/ or supporting resources)

Scale
 Weights
 “My Self-Concept Report Card” worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10 Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Completion of activity sheet.

Discuss the consequences of maintaining a negative view of self as well as the benefits of maintaining a positive self-concept.

Lesson Preparation

Essential Questions:

How would a positive self-concept help you grow?

Could this growth occur with a negative self-concept?

What suggestions could you give to someone who has a negative self-concept?

Engagement (Hook):

Demonstrate, with the scale and weights, how negative comments, activities, and situations weigh down a person's self-concept. How might someone's negative view of self be cancelled out by positive self-talk and positive comments? Students may participate by placing a weight for every negative comment and removing a weight for every positive comment.

Procedures

Instructor Procedures:	Student Involvement:
1. Instruct students to complete the "My Self-Concept Report Card" worksheet.	1. Students complete the worksheet
2. Discuss the worksheet and write student's	2. Students share responses.

responses on the board.	
3. Have students make a personalized list of the things they would use (could draw from examples listed on the board) to improve or maintain their positive self-concept.	3. Students will make a list on the back of their worksheets.

Teacher Follow-Up Activities

Teacher may have students discuss the use of the activities as they happen within the classroom. Periodically, teacher will review the “My Self-Concept Report Card” worksheet and ask for positive reinforcement examples observed in the student’s lives.

Counselor reflection notes (completed after the lesson)

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Lesson 3 Handout

Name: _____

Date: _____

My Self-Concept Report Card

What grade would you give yourself in the following areas? Only you will see your answers.

- A= Always**
- B= Most of the Time**
- C= Sometimes**
- D= Rarely**
- F= Never**

AREA	GRADE
Positive Attitude	
Ability to express my feelings/thoughts accurately to others	
Ability to develop good relationships with others	
Positive self-talk	
Taking care of myself physically	
Taking care of myself emotionally	
Respect for myself	
Ability to set boundaries in a relationship (stay out of “drama”)	
Ability to disregard rumors or gossip	
Ability to cope with false statements about me	

What are some ways I would be able to bring up my grade in the areas I scored poorly?

Make a personal list of ways to improve or maintain your positive self-concept.
