

19 Evaluate Your Self-Esteem Growth



TRANSITION OBJECTIVE

Students will complete the Personal Power Self-Assessment post-test and compare the results of this with their pre-tests.

RELEVANCE TO SUCCESSFUL TRANSITION

To grow and change, one must evaluate one's progress. This process of personal growth is a step towards self-determination.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

To grow means . . .

❑ STEP 2: Convene Roundtable

"I want to grow because ____."

❑ STEP 3: Advance Organizer

"Today you will have a chance to evaluate your personal growth by completing the **Personal Power Self-Assessment** post-test and compare your scores with the pre-test."

image, if necessary. Students choose one area and demonstrate both the negative or low self-esteem behavior and the positive or high self-esteem behavior. For example, in the area of attitude, students might show how a person who puts himself down in front of others could learn to use positive self-talk. After students have developed and practiced their skits, they present them to another group or to the whole class if time allows.

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PERSONAL MANAGEMENT: Unit 1 LESSON 19

Choosing Personal Power

Low Self-Esteem (Others are in Control) High Self-Esteem (You are in Control)

YOUR WORTH
The way you look is most important
You value what others think of you
How others treat you is important

YOUR TALENT
You do not know your talents & gifts
You compare yourself with others
You have a Win/Lose attitude

YOUR ATTITUDE
You put yourself down
You are critical of others
You use put-downs & sarcasm

YOUR INTEGRITY
You do not keep your word
You do not do your best
You are dishonest with others & yourself

YOUR RESPECT
You blame others
You hold grudges
You do not want to grow

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PERSONAL MANAGEMENT: Unit 1 LESSON 19

PERSONAL POWER SELF-ASSESSMENT Post-Test

Read each statement and mark yes, sometimes, or no. Be honest. This information will be used only by you to assess yourself and choose your personal growth goal.

	Yes	Sometimes	No
WORTH			
1. You worry about what someone will think of you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. You think you are a good person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. You're embarrassed to raise your hand in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. You feel comfortable speaking in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You often feel bad about yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When someone compliments you, you say thank you and feel good about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add the numbers next to the boxes you checked and write the total on the line.			TOTAL: _____
TALENTS			
1. You avoid people who disagree with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. You don't worry about winning the game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. You wish you could be more like other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. You can name three things you do well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You want to be better than the next person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. You play to have fun, and feel that it's OK not to win	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add the numbers next to the boxes you checked and write the total on the line.			TOTAL: _____
ATTITUDE			
1. When someone gives a wrong answer, you say "he's backless!"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If a classmate dropped their books, you would help them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. You are sarcastic and had on someone who makes a mistake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. You compliment others when they do something well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You often put yourself down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. You usually tell yourself you did the best you could	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add the numbers next to the boxes you checked and write the total on the line.			TOTAL: _____

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❑ STEP 4: Activity - 20 Minutes

In groups of four, students should develop a short skit illustrating one of the five areas from the **Choosing Personal Power** handout. Go over the handout using an over-head/screen

❑ STEP 5: Activity - 25 Minutes

Have students work individually to complete the **Personal Power Self-Assessment** post-test. After completing the post-test, students will compare the scores with their completed

pre-test from Lesson 6. Have students mark new strength areas on the **Road To Personal Power**, from Lesson 6. Students have three minutes to share their strengths and then three minutes to share those areas that need further work.

❑ STEP 6: Evaluate Outcomes

I have grown in the area of “_____.”

❑ STEP 7: Connecting Activity

Students discuss their strengths with a family member or friend.



PERSONAL MANAGEMENT: Unit 1 LESSON 19

PERSONAL POWER SELF-ASSESSMENT
Post-Test

INTEGRITY

1. You usually don't feel like finishing things you start	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
2. You are serious about homework and do your best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. You don't always get your chores and homework done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. You always do what you say you will do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You often tell stories to sound better than they really were	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. You do not exaggerate when you talk about yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add the numbers next to the boxes you checked and write the total on the line. TOTAL: _____

RESPECT

1. You always think of ways to do things better the next time	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
2. When something goes wrong you blame it on someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When someone hurts your feelings you talk and get over it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Someone who hurts you will not get another chance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If you did something else in class you would laugh at yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. You get mad and put yourself down after making a mistake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add the numbers next to the boxes you checked and write the total on the line. TOTAL: _____

SECTION TOTALS

In each section, add the number next to the boxes you checked. Write your total score for each section on the lines below. Add the section totals and write this total on the line for a grand total.

WORTH _____ ATTITUDE _____ INTEGRITY _____ TALENTS _____ RESPECT _____

Section Totals:
A score of 14 or above in any section indicates strength in that area of Personal Power.
A score between 11 and 13 in any section indicates some skill and is an area to target for growth.
A score of 10 or below in any section indicates weakness and is an area to target for growth.

GRAND TOTAL _____

Grand Total:
A total score of 70 or above indicates strong Personal Power.
A score between 51 and 69 indicates some skill with a need for continual growth.
A score of 50 or below indicates growth is needed to develop your Personal Power.

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KEY WORDS

regard

favor

admiration

honor

MATERIALS AND PREPARATION

- Student Handouts: **Choosing Personal Power**, page 50; **Personal Power Self-Assessment**, pages 51-52.
- Prepare a discussion and an overhead/screen image of the handout **Choosing Personal Power**.
- Prepare to discuss the **Personal Power Self-Assessment Pre- & Post-Test**.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing
- Personal Qualities: Self-Esteem, Sociability, Self-Management, Integrity/Honesty