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## Build a Self-Empowering Vocabulary

### TRANSITION OBJECTIVE

To build high self-esteem, it is important to understand and use the concepts and vocabulary related to self-esteem and empowerment.

### RELEVANCE TO SUCCESSFUL TRANSITION

Often we find that adults with high self-esteem have developed the habit of assessing their strengths and weaknesses. Identifying self-empowering vocabulary is the first step toward developing this habit.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

I feel good about myself when . . .

### ❑ STEP 2: Convene Roundtable

"A person with high self-esteem is \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will practice using **Personal Power Key Words** in a game."



PREPARATION UNIT	LESSON 6
<b>Personal Empowerment Key Words</b>	
Use a dictionary to find and write definitions for each of the words below.	
1.	Self-Esteem
2.	Worth
3.	Talent
4.	Attitude
5.	Integrity
6.	Respect
7.	Character
8.	Regard
9.	Choice
10.	Responsibility
11.	Honesty
12.	Strength

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### ❑ STEP 4: Activity - 25 Minutes

Discuss the following with students: "Self-esteem defines how we value our own self-

worth based on our character. To have high self-esteem, we must see ourselves as worthy of high regard. To be empowered is to give ourselves power and authority over our lives. The most successful adults are those who can combine high self-esteem and self-empowerment. As our self-esteem becomes stronger, we become more empowered to take positive control over our choices and decisions."

To understand and use the concepts and vocabulary related to self-esteem and empowerment, students will define the vocabulary from the **Personal Empowerment Key Words** handout in the student Guidebook. Use the "Six Step Process for Better Vocabulary Instruction" on page xviii in the Key Words section.

### ❑ STEP 5: Activity - 20 Minutes

On small pieces of paper, write each of the Key Words. Have volunteers use these to play Charades with the class. After they draw their word, they will act out the meaning while the class guesses the word. The person who guesses can be the next to draw. If needed, give a demonstration. Before each turn, quietly ask if the student needs help and offer suggestions to increase success. Give students a time limit to keep the game

moving. To build more competition, have students work in pairs to act out their word.

❑ **STEP 6: Evaluate Outcomes**

Having high self-esteem means “\_\_\_\_\_.”

❑ **STEP 7: Connecting Activity**

In pairs, have students make a graphic or “wordle” illustrating the definitions of the Key Words or use an online program to make a “word cloud.”

## KEY WORDS

**self-esteem**  
**integrity**

**empowerment**  
**responsibility**  
**character**

**worth**  
**honesty**  
**regard**

**talent**  
**strength**  
**choice**

**attitude**  
**respect**

### MATERIALS AND PREPARATION

- Student Handouts: **Personal Empowerment Key Words**, page 7.
- Provide dictionaries for the vocabulary activity.
- Prepare for the **Charades** game by writing the key words, one each on small pieces of paper.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing, Reasoning
- Personal Qualities: Sociability