

# 9

## Write a Self-Esteem Growth Goal

### TRANSITION OBJECTIVE

Students will identify, write about and monitor a self-esteem growth goal for the next six weeks.

### RELEVANCE TO SUCCESSFUL TRANSITION

Research supports the importance of setting goals. To ensure a successful outcome, it is important to write and monitor goals by assessing progress, planning next steps and appreciating each small success along the way to reaching the goal.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

One goal I have is . . .

### ❑ STEP 2: Convene Roundtable

"Accomplishing a goal makes me feel \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will select and write a Personal Growth Goal using the information you now know about self-esteem."

increases the chances of reaching that goal. Explain that each student will select and write a personal growth goal to work on for the next four to six weeks. Using an overhead/screen image, show your **Personal Power & Self-Esteem Growth Goal Contract** with the class and share how and why you chose this goal. Next, have students take turns reading through the story, **Eddy Takes Control**. Discuss the questions, in small groups or as a class, emphasizing the importance of goal setting.

30

PERSONAL MANAGEMENT: Unit 1 LESSON 9

PERSONAL POWER & SELF-ESTEEM  
GROWTH GOAL CONTRACT

To build my personal power and self-esteem, I will:

I will work on this goal during this period of time:  
From: \_\_\_\_\_ To: \_\_\_\_\_

I will evaluate and record my progress on the chart below.

I am committed to this growth goal.

Student Signature \_\_\_\_\_
Date \_\_\_\_\_

Daily Goals Chart

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							

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30

31

PERSONAL MANAGEMENT: Unit 1 LESSON 9

Eddy Takes Control

Eddy was never happy with himself. Wherever he went, he looked at how other guys his age dressed and acted. He was a good hitter on the baseball team but that still didn't satisfy him. Eddy compared himself to the other team members and never felt he was as good as they were. Instead of making him work harder, these feelings caused him to feel depressed. The longer he felt depressed and discouraged, the worse his hitting became.

Eddy compared himself to others at home and at school, too. In his opinion, Amber, his younger sister, received all of the attention from his parents. She was only five, but he felt that all she had to do was cry and they gave her what she wanted.

At school Eddy also felt a step behind the others. He didn't feel his clothes were as nice, his hair cut was out of style and the list went on. Eddy spent a large amount of time comparing himself with others, thinking he was not as good and feeling down.

When Eddy started thinking about a behavior he could change, he became aware of his "comparing" behavior. With the help of his teacher and work group, Eddy wrote a personal growth goal about this behavior. It wasn't easy for him to look at his behavior and admit to himself that he needed to change.

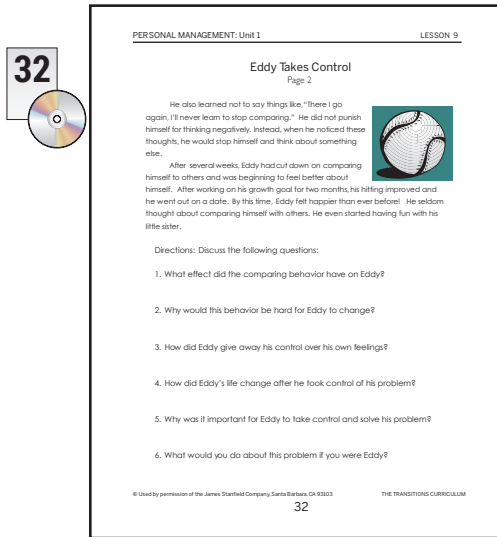
Once Eddy wrote his goal, he began to notice each time he was comparing himself with someone. As he noticed the behavior, he would stop and say to himself, "that's interesting," or "I wonder why I'm thinking about that." Then he would drop the thought.

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31

### ❑ STEP 4: Activity - 30 Minutes

Tell students that people with high self-esteem and personal power are usually looking for ways to improve and grow. In fact, research shows that setting a goal, writing it down, reading it over and thinking about it often



**Road to Personal Power** handouts (Lesson 6) to determine their personal growth goal. Help students identify an appropriate goal and provide assistance with spelling and vocabulary to complete the contracts. Assure students that this goal is personal and confidential. After students have written their growth goals, explain that the next step is to keep track of their progress on a daily basis. Go over the **Daily Goals Chart** and tell students that they will mark a "yes" or "no" to show their progress each day before class starts.

☐ **STEP 6: Evaluate Outcomes**

Personal growth goals are important because "\_\_\_\_\_."

☐ **STEP 5: Activity - 15 Minutes**

Give students time to complete the **Personal Power & Self-Esteem Growth Goal Contract**. Remind them that they may refer to the **Personal Self-Assessment** and

☐ **STEP 7: Connecting Activity**

Students will select a person they feel is successful and ask them about the goals they have set throughout life.

## KEY WORDS

growth

contract

personal  
confidential

goals

decision

## MATERIALS AND PREPARATION

- Student Handouts: **Personal Power & Self-Esteem Growth Goal Contract**, page 30; **Eddy Takes Control**, pages 31-32.
- Prepare an overhead/screen image of a sample growth goals contract.
- Plan to discuss the story.
- Prepare sample of **Daily Goals Chart**. Use handouts from student guidebook, Lesson 6.

## SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Decision-Making, Reasoning
- Personal Qualities: Responsibility, Self-Esteem, Self-Management