

7 Choose Behaviors that Lead to High Self-Esteem

TRANSITION OBJECTIVE

Students will discuss the characteristics of high and low self-esteem, then identify self-esteem characteristics in themselves and classmates.

RELEVANCE TO SUCCESSFUL TRANSITION

The road to personal empowerment is paved with positive self-esteem. To develop positive self-esteem, students must identify the characteristics that are common among adults with high self-esteem.

INSTRUCTIONAL SEQUENCE

☐ STEP 1: Update Journal

High self-esteem is important because . . .

☐ STEP 2: Convene Roundtable

"I feel empowered when ____."

☐ STEP 3: Advance Organizer

"Today we talk about the characteristics of high and low self-esteem. Then we will make cards that list the self-esteem strengths we see in each other."

☐ STEP 4: Activity - 30 Minutes

Review Lesson 6 and go over the handout **The Road to Personal Power**. Tell students to look at each of the areas they marked as high on the handout. Next, go over the information on the handout **Choosing Personal Power**, using an overhead as you introduce the information one section at a time.

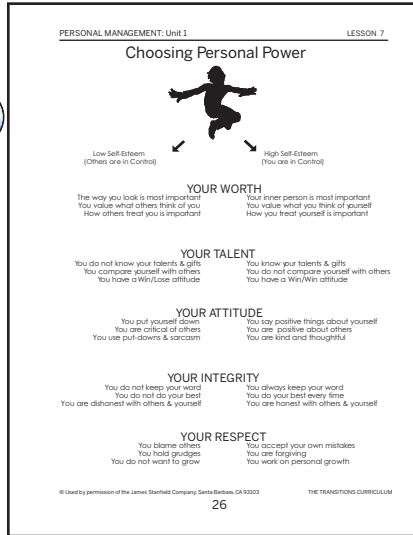
Start the discussion by explaining the difference between high and low self-esteem. Explain that people with low self-esteem often let other people control them while those with high self-esteem are in control of their lives. Go over the five areas on the handout starting with "Your Worth" and alternating with descriptions of low self-esteem compared to high self-esteem. Use personal examples and have students work in pairs to share examples. After you have discussed each area have students

look at their scores on the **Personal Power Self-Assessment**. Ask students to honestly evaluate themselves and share their level of self-esteem with their partner.

☐ STEP 5: Activity - 15 Minutes

Have each student put their name in the middle of a 5" x 8" card. Sitting in a circle, students pass their cards to the left. The person receiving the card writes one strength related to self-esteem that describes the person named on the card. Cards are passed to left again and another entry is made on the card. Continue to pass cards until each person has their original card. Be sure to have all of the words describing high self-esteem available on the board or screen image. Only positive statements may be written on cards and there may be repeats. Before ending the lesson tell students that accepting and being honest with themselves will help them gain high self-esteem and empowerment.

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STEP 6: Evaluate Outcomes

A high self-esteem characteristic I have is
 “_____”

STEP 7: Connecting Activity

Have students work in small groups to develop a skit demonstrating at least two areas from the handout **The Road to Personal Power**. As students perform the skit, the class will identify the self-esteem characteristic that is being demonstrated.

KEY WORDS

evaluate

reflect

control

forgive

characteristics

MATERIALS AND PREPARATION

- Student Handouts: **Personal Power Self-Assessment**, pages 22-24; **The Road to Personal Power**, page 25; **Choosing Personal Power**, page 26.
- Prepare a screen image of the **Choosing Personal Power** handout and examples of the five self-esteem characteristics.
- Have 5" x 8" cards for students.

SCANS FOUNDATION SKILLS

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