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Assess Your Self-Esteem and Empowerment

TRANSITION OBJECTIVE

Students will complete a pre-test to assess their strengths and weaknesses prior to participating in a series of lessons to enhance self-esteem.

RELEVANCE TO SUCCESSFUL TRANSITION

Personal power is comprised of a set of characteristics learned throughout life that influence self-esteem. Personal power is gained by ongoing self-assessment of characteristics such as integrity, respect and attitude.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I am most powerful when . . .

❑ STEP 2: Convene Roundtable

"High self-esteem is important because ____."

❑ STEP 3: Advance Organizer

"Today you will complete a self-esteem assessment and discuss your areas of strength and those that need work."

in life. Explain that everyone will complete the **Personal Power Self-Assessment** so that each person can see where their strengths and weaknesses lie. This pre-test provides information that will be used to set personal growth goals. To complete the **Personal Power Self-Assessment**, read each statement to the class as students mark the appropriate answer. Clarify and explain any unfamiliar words.

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PERSONAL MANAGEMENT: Unit 1 LESSON 6

PERSONAL POWER SELF-ASSESSMENT

Pre-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.

WORTH	Yes	Sometimes	No
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	Yes	Sometimes	No
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	Yes	Sometimes	No
1. When someone gives a wrong answer, you say "he's brattiest"	<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 hard 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

The first unit of this curriculum is entitled "Winning with Personal Power" and emphasizes the need to build self-esteem and empowerment in order to be successful

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PERSONAL MANAGEMENT: Unit 1 LESSON 6

PERSONAL POWER SELF-ASSESSMENT

Pre-Test

INTEGRITY	Yes	Sometimes	No
1. You usually don't feel like finishing things you start	<input type="checkbox"/>	<input type="checkbox"/>	<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	Yes	Sometimes	No
1. You always think of ways to do things better the next time	<input type="checkbox"/>	<input type="checkbox"/>	<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 silly 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 the 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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Each answer box on the self-assessment has a value from one to three. To score each section, have students add the numbers for each box they check and enter the total at the end of the section. Scores will range from 6 to 18. The lower the score, the more work

the student needs in this area. At the end of the assessment, students add their scores for each section. Scores will range from 30 to 90. Scores over 70 indicate strong personal power.

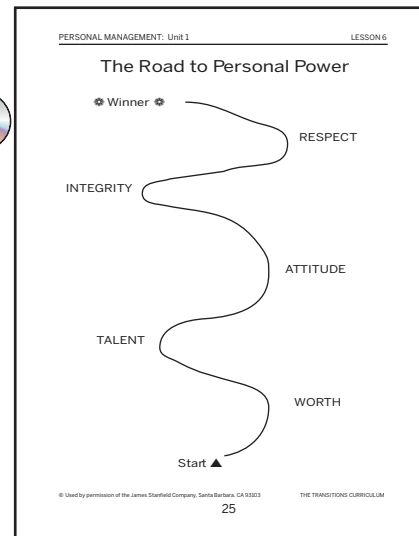
□ STEP 5: Activity - 15 Minutes

After each pre-test is scored, ask students to turn to **The Road to Personal Power** handout. For each self-esteem characteristic with a score of more than 14, the students draw a star or symbol on that section of the road to indicate an area of strength. Have students share their strength areas and give examples of these strength areas to a partner. To end the class session, have students share their areas of personal power with the large group. Congratulate students for their skills and encourage them to continue to gain more personal power skills. Explain to the class that they will learn more about personal empowerment over the next few weeks. Students also will have an opportunity to take this self-assessment again as a post-test and compare their growth.

□ STEP 6: Evaluate Outcome

My strongest area of personal power is "_____."

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□ STEP 7: Connecting Activity

Have students look for and identify strong areas of self-esteem in a TV character and report the findings verbally or in a written report using hard copy or computer. Students must justify or explain their conclusions.

KEY WORDS

talent

worth

attitude

integrity

respect

MATERIALS AND PREPARATION

- Student Handouts: **Personal Power Self-Assessment**, pages 23-24; **The Road to Personal Power**, page 25.
- Become familiar with the handouts.
- Complete the pre-test to use as an example.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Math, Writing, Listening, Speaking
- Thinking Skills: Decision-Making, Reasoning
- Personal Qualities: Self-Esteem, Self-Management, Integrity/Honesty