

## Lesson 5

# Deciding My Own Opinion of Me

**Goal:** To assist students to formulate their own opinions of themselves, and to reject assessments based on prejudice, bias, and the opinions of others.

**Materials:** Marker board, markers, chalk, pens, one copy for each student of "What Really is the Measure of a Young Man...or Woman?" handout, pens, art supplies (paper, paint, magazines, scissors, pencils.)

1. ▲ **Inform** the students that they will be learning more about self-esteem. **Ask** the class members to identify some of the groups of people that may be at high risk of low self-esteem due to the problematic ways that some members of our culture may treat them. **Elicit** responses such as the physically handicapped, ethnic minority group members, new immigrants, females, etc. **Explain** that sometimes members of these groups "internalize", or come to believe some of the bad things that are said about them; this helps create low self-esteem.

▲ **Distribute** the pens and the copies of the "What Really is the Measure of a Young Man...or Woman?" handout, and **ask** the students to complete the form as indicated in the handout directions. **Discuss** the completed form with the class, **assisting** the students to recognize that judging oneself or others based on factors such as skin color, eye shape or gender, is inaccurate.

2. ▲ **Ask** the students to rewrite the handout by

substituting better criteria than the factors shown. Write the improved items on the board, and include factors such as attitude, personality, accomplishments, disposition, hopes, dreams, etc. **Discuss** the rewritten forms with the class, **assisting** the students to consider using these items as the basis for evaluating their self-esteem.

3. ▲ **Ask** the students to create pictures that show how a person from a high risk group might feel before about him or herself "before and after." The "before" picture should portray how the person felt when they internalized some of the inaccurate assessments of others. The "after" picture should show how the person sees him or herself after using the revised, valid factors. **Discuss** and **display** the completed pictures.

4. ▲ **Review the major points of this lesson:**

- **Some groups of people may be especially at risk of low self-esteem because they may be viewed and treated quite negatively by others. These groups include ethnic minority group members, new immigrants and females.**

- **Some members of groups who are often treated negatively by others, may come to internalize or believe some of the bad things that are said about them. This contributes to the development of low self-esteem.**

- **Judging yourself or others on the basis of such factors as skin color, eye shape or gender, is inaccurate. There is much more to people than a few superficial characteristics.**

## What Really is the Measure of a Young Man...or Woman?

*Some groups of people may be especially at risk of having low self-esteem. In our culture, some groups of people, such as ethnic minorities may be treated in very negative ways. Members of these groups may notice a lot of negative things being said or done to them, and may come to "internalize" or begin to believe some of the negative things they hear. To help you sort out if there is any truth to the negative assessments made by others, decide if the following factors are complete, accurate and valid ways to rate a person. Fill in the blanks at the bottom of the page with two more factors you've heard, said or believed.*

The factors upon which members of some groups are sometimes judged by others, and may come to believe...	Can you ACCURATELY and FULLY measure a person's worth based on this?	Does this REALLY have anything to do with a person's worth?
The color of your skin		
The language you use		
Where your relatives came from		
Your culture's beliefs		
Your gender		
If you use a wheel chair		
If you wear glasses		
If you attend a special class		
If you are new to this country		
Your religion		
The shape of your eyes		
Your accent		
Your cultural traditions		
If you walk with a limp		
If your mom has a drinking problem		
That your dad doesn't live with you		
That your family is poor		
That you have a lisp		

## Lesson 6

# So What's So Good About Me?

**Goal:** To assist students to recognize more of their positive attributes.

**Materials:** Marker board, markers, pens, one copy for each student of "A Self-Esteem Scavenger Hunt Checklist" handout, art supplies (paper, poster board, newspaper, scissors, glue, tape, pencils, etc.)

1. ▲ **Inform** the students that they will be learning to notice their positive qualities. **Distribute** "A Self-Esteem Scavenger Hunt Checklist" to the class members, and **review** the instructions as shown on the form, then **ask** the students to complete the handout. **Discuss** the completed forms with the class, and **assist** the students to discuss one category at a time. **Ask** the students to direct their comments to the peer they are discussing, using phrases such as "I picked you for 'good listener' because you are always patient when people are talking." **Assist** the students to hear and acknowledge feedback by saying "thank-you" or otherwise acknowledging it.

2. ▲ **Ask** each of the students to identify if the feedback received was different from the way they view themselves. **Assist** the students to discover that it is normal to have differences in their self-view from the views of them that are held by others. **Discuss** the following points, as applicable, during the discussion:

- *Sometimes we see ourselves in a much harsher light than others may view us.*

- *Sometimes we overlook some of our own good*

*qualities.*

- *It can be hard to admit some of the positive things about ourselves if we're more used to hearing negatives.*

- *It can be easier to label ourselves as either very good or very bad rather than find a more balanced viewpoint that is somewhere in the middle, and a lot more accurate.*

- *All of us have both good and bad qualities. That's normal.*

3. ▲ **Ask** the students to create pictures that show how others view them vs. their own views of themselves. As appropriate, **discuss** and **display** the completed pictures.

4. ▲ **Review** the major points of this lesson:

- **It is normal to have differences between your self-view and the views that others have of you.**

- **Sometimes we see ourselves in a much harsher light than others may view us.**

- **Sometimes we overlook some of our own good qualities.**













- **It can be hard to admit some of the positive things about ourselves if we're more used to hearing negatives.**

- **It can be easier to label ourselves as either very good or very bad rather than find a more balanced viewpoint that is somewhere in the middle, and a lot more accurate.**

- **All of us have both good and bad qualities. That's normal.**

## A Self-Esteem Scavenger Hunt Checklist

*Find the student in your class who best fits each of the following phrases, then write that person's name in the space next to the phrase. Also, add in two more categories in the blank spaces at the bottom, and find the students who best fit these categories. If you can, use each student's name at least once.*

Calm 	
Good listener 	
Good leader 	
Good athlete 	
Great sense of humor 	
Patient 	
Good student 	
Kind 	
Artistic 	
Hard worker 	
Responsible 	
Good team player 	
_____	
_____	