

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.2.1**

Self-Concept and Motivation

Purpose:

The purpose of this lesson is to introduce students to the subject of self-concepts and the critical role it plays in their lives, including their level of self-motivation.

Quick Reference:

Time Required:

50 minutes

Objectives:

After completing this lesson, students should be able to:

1. Define self-concept and discuss its importance.
2. Define the items that make up self-concept.
3. Understand how to develop a positive concept.

Materials:

- ✓ Writing surface
- ✓ RNH.2.1.AS.A – one per student
- ✓ RNH.2.1.AS.B – one per student
- ✓ RNH.2.1.AS.C – cut points out for each student until all points have been distributed
- ✓ RNH.2.1.AS.D – one per student

Directions:

Before individuals can lead others, they must have a good sense of themselves. This lesson will cover self-concept and its role in how we act and the decisions we make.

1. Ask students to define self-concept. Encourage students by praising their appropriate input. Capture these definitions on a writing surface.
2. Display RNH.2.1.AS.A and define self-concept and the other terms that it encompasses. Then ask students to capture the definitions of the five additional terms. Discuss each item briefly.
 - a. Self-esteem – relates to how much you accept yourself and how you perceive your worth and value as a person.
 - b. Self-image – relates to accepting yourself and presenting yourself in such a manner that you show confidence.
 - c. Self-confidence – being secure with your ability to accept and accomplish new tasks and develop new skills.
 - d. Self-determination – deals with motivation from within; motivation is the driving force that allows you to seek out and accept new challenges and explore different areas that life presents.
 - e. Self-responsibility – ability to accept the consequences of an effort, good or bad.





3. Indicate that we often make decisions based on our self-concept— who we spend time with, tasks we undertake, goals to which we aspire, etc.
 - a. For example, if people don't consider themselves popular or attractive, they would probably not participate in cheerleader tryouts.
 - b. If people don't consider themselves athletic or coordinated, they will probably not try out for athletic teams. These examples are based on an individual's self-concept, not how others see them.
4. Discuss that when self-concept improves, a person's performance improves. You cannot consistently perform in a manner that is inconsistent with the way you see yourself.
 - a. For instance, if LeBron James, Dwayne Wade, and Chris Bosh didn't see themselves as great basketball players then they wouldn't perform at the level that they do in the NBA.
5. Ask students to give examples of people with a strong self-concept. These can include either national or local personalities. Be sure to point out individuals with strong self-concept that the students will know and whose strengths they will recognize.
6. Explain that we often become defensive and protect things about ourselves of which we are not confident.
 - a. For instance, if someone tells you that you have green hair and you are confident that you have brown hair, you can laugh it off and the statement won't affect you.
 - b. But if someone tells you you're not very smart and you harbor doubts about your intelligence, you're likely to become defensive and emotionally hurt.
7. Discuss with students the three factors that affect the development of self-concept:
 - a. Chronological: different stages in life (childhood, adolescence, adulthood)
 - b. External: things in your environment (family, relationships, school, and work)
 - c. Internal: how you feel, think, and act (fear, doubt, anxiety or faith, strength, confidence)
8. Display RNH.2.1.AS.B on the board for students to see. Pass out a copy to each student to capture points around each part of the ladder discussed.
9. Use RNH.2.1.AS.C and cut out each point and pass out to students.
10. Next have the students come up one at a time to put the phrase they have on RNH.2.1.AS.B that you have displayed on the board. After a student has placed their point around the part of the ladder that it goes with, discuss the point with the class and continue on until each point has been covered and all students have them written on their RNH.2.1.AS.B.
11. Distribute RNH.2.1.AS.D for homework. Have students return with completed work next class period and then discuss.



Optional Extended Activity – Ask each student to take out a blank sheet of paper and list the names of each student in the class leaving a space between each name. They should not write their own name on their paper. Ask them to think of the nicest thing they admire about each of their classmates and write it down. Collect each student's paper. After all have been collected and at a later time type each comment for each student on their own individual paper and present it to them at the end of the unit as a keepsake and a positive activity to build up self-concept. After passing them out, reinforce to the students the impact that positive and negative comments can have on individuals. Focus on making positive comments to others.

Connection Questions:

1. Looking back over your lifetime, what are some of the major influences in your life that have had positive or negative impacts on your self-concept?
2. How can you build on the positive impacts in your life? How can you learn from the negative and replace the negative with positive influences on your self-concept?
3. How can you be a positive impact on others' self-concept?

LifeKnowledge Connections

Precept(s) Addressed:

Action

A7. Invest in others by enabling and empowering them.

Relationships

B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability, and listening.

Character

D4. Respect others.

LK Lesson Suggestion:



MS.22 – Understanding Self-Image
HS.28 – Understanding Self-Worth
HS.30 – Factors of Self-Image



Self-Concept

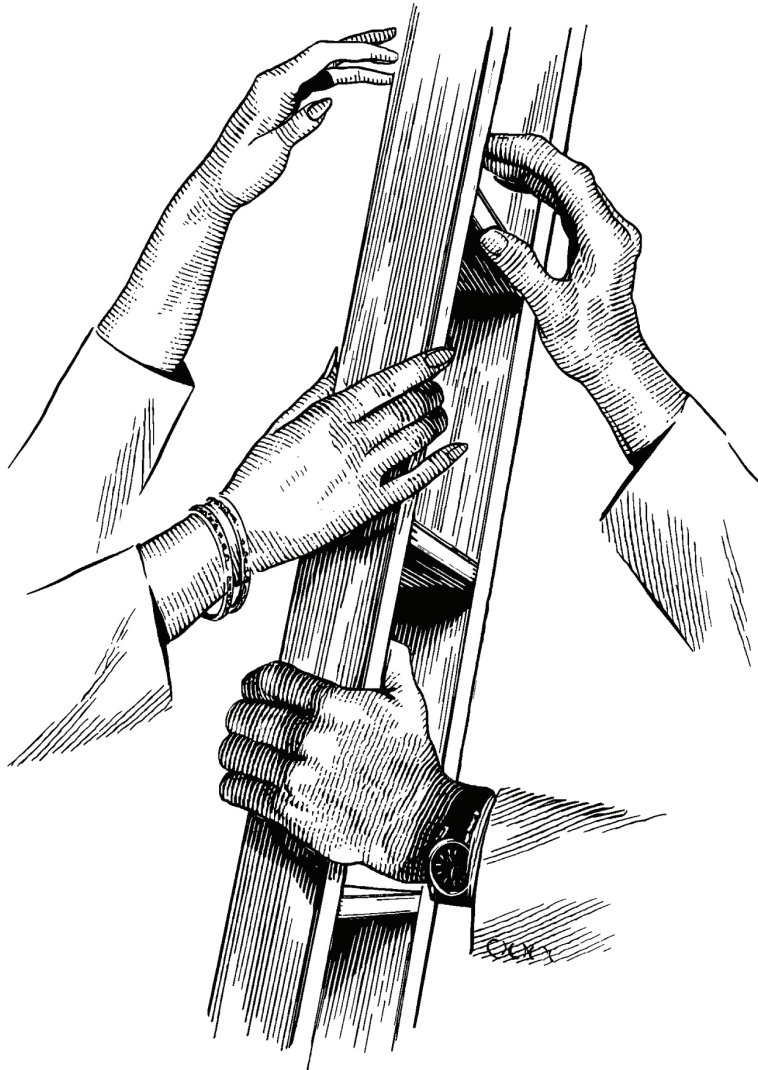
Self-concept is the way you see and feel about yourself. It is an overall term that encompasses:

- self-esteem
- self-image
- self-confidence
- self-determination
- self-responsibility



Name: _____

Date: _____





Cut each point out and give one to each student. Have each student place a point on RNH.2.1.AS.B around the point of the ladder where it belongs and discuss it with the class. Also have students capture the points on their RNH.2.1.AS.B.

Building and Nurturing

- Identify and accept your limitations.
- Learn to accept others.
- Make a list of your greatest talents.
- Make decisions.
- Stop procrastinating.
- Develop expertise in some area.
- Find a mentor.
- Avoid surface analysis of yourself and others.
- Dress successfully.
- Use positive self-talk.
- Continue to learn and be observant.
- Tackle the things you fear.
- Choose your friends and associates carefully.
- Learn from successful failures.
- Maintain or enhance your physical appearance/condition.
- Do quality work then compliment yourself.
- Smile and compliment others.
- Speak up and share your views.
- Forgive yourself as you would others.
- Seize the opportunity to learn new skills.
- Stand up for others.
- Go the extra mile to do your best.
- Believe in yourself.
- Do good for others.
- Make a list of your positive qualities and occasionally refer to it.
- Make a victory list of your past successes.
- Join an organization that requires your involvement.
- Look people in the eye when speaking.
- Don't let others make you feel inferior.
- Finish every job you start.
- Change enemies into friends.
- Learn etiquette and manners.
- Learn to love to read.

**Desire**

- Cultivate a desire to make positive changes.
- Envision how the changes will positively affect your life.
- Implement a series of small changes to reach your goal of larger changes (i.e., start running a mile a day to increase your level of physical fitness).

Attitude

- Recognize that attitude is a state of mind with respect to your feelings, beliefs, or outlook on events and situations.
- Choose to associate with people who have positive attitudes.
- Realize that often when people try to discourage you it is because they are insecure.

Goals

- Set goals in all the primary areas of your life based on your values.
- Write your goals someplace where you can and will see them often.
- Set long-term goals and then break them down into manageable steps by setting medium- and short-term goals.

Action:

- represents a state of motion, either physical or mental.
- is the hardest step.
- requires discipline to stay on track.
- requires that you accept new challenges that will stretch your abilities.



Name: _____

Date: _____

Self-Concept

1. List five people you know who you think have strong, positive self-concepts.

- _____
- _____
- _____
- _____
- _____

2. List the five items that make up self-concept.

- _____
- _____
- _____
- _____
- _____

3. List the five steps to developing a strong self-concept.

- _____
- _____
- _____
- _____
- _____



Self-Concept

4. List five things you can do to raise another person's self-concept.

- _____
- _____
- _____
- _____
- _____

5. Think of a situation you were in recently where you had to deal with someone who had a low or unhealthy self-concept. Answer these questions about that situation:

- How did you identify that the person had a poor self-concept?

- How did it affect your relationship or how you treated that person?

- Do you enjoy being around that person?

- What steps can you take to help that person build a stronger self-concept?
