



High School

National FFA Organization

Lesson HS.28

UNDERSTANDING SELF-WORTH

Unit.

Stage One of Development—ME

Problem Area.

How Do I Begin to Grow?

Precepts.

K1: Cope with life's trials.

National Standards.

NPH-H.9-12.5 — Using Communication Skills to Promote

Health — Demonstrate ways to communicate care, consideration, and respect of self and others.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define “self-worth.”
- 2 Analyze the factors used to describe one's self-worth.
- 3 List factors that help to increase and decrease one's perception of self-worth.



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Time. Instruction time for this lesson: 50 minutes.

Resources

National FFA Organization's Essential Learnings Materials, 2003



Tools, Equipment, and Supplies

- ✓ A Day in My Life HS.28.AS.B
- ✓ Colored Pencils, Crayons, & Markers
- ✓ Masking Tape
- ✓ Overhead Projector
- ✓ Transparencies HS.28.TM.A–E
- ✓ Poster Paper
- ✓ Self-worth Commercials HS.28.AS.A—one per student
- ✓ Student Evaluation HS.28.Assess—one per student
- ✓ Student Notebooks
- ✓ Writing Surface
- ✓ Writing Tools

 **Key Terms.** The following term is presented in this lesson and appears in bold italics:

▶ Self-worth



Interest Approach

Hang sheets of poster paper around the classroom, prior to the students' arrival. Each sheet should bear one of the following headings: School, Family, Peer Relationships, and Work.



Around the room you will find posters bearing the labels of different parts of your lives. Record the contributions you can offer to each area of your life. Add at least one contribution to each sheet. Examples include: volunteering as a tutor or doing chores without being reminded. Allow your creativity to freely move you about the room for the next two minutes. Dig deep! *Have students resume their seats and while pointing to the posters, say the following:*



Everyone has a whole host of abilities they regularly contribute to others. By making those contributions, we increase our confidence level. That confidence is critical to the success we enjoy. People considered to be leaders in our society have a healthy concept of self-worth, knowing they have something to offer others. As we discover the importance of self-worth to our lives, open your minds to the possibility of becoming a confident, self-worthy leader.



Objective 1. Define self-worth.



We know our contributions are directly related to our perception of self-worth but exactly what is self-worth? As inquisitive learners, let's add the following to our notebooks.

Have students capture the following content in their notebook and show HS.28.TM.A.

I. What is self-worth?

A. **Self-worth:** value one places on self and contributions.

1. Everyone possesses a perceived level of self-worth.
 - a. Self-worth differs from person to person.
 - b. One's perception of self-worth is in a constant state of change.
 - c. Personal growth is affected by one's believed self-worth.
 - d. The greater one's perceived self-worth, the greater their potential for success and enjoyment of life.

Have students create a thirty-second commercial, enticing others to “buy” self-worth. Each commercial must contain the elements included in Self-Worth Commercials Activity Sheet HS.28.AS.A. Place students into groups of four and write those names at the top of each sheet.



When I say, “commercial” use the information you have received from today's discussion to brainstorm possible marketing strategies with your group. Include the product's features and benefits. Include the elements stated on the hand out in the commercial. Prepare a visually enticing, yet informational thirty-second commercial. You will have three minutes to create. I will give regular time warnings to help us maintain our focus. When you see my hand raised, raise your hand and cease speaking. Keep your hand raised until the class is focused and ready to continue. Commercial!

Provide students with regular reminders of the time left to create. Announce things like “How are we doing toward reaching our goal.” and “Let's keep our eyes on the finish line, team!” to keep them going. At completion, raise your hand to signify the end of the creation time and the beginning of the presentation time. Students will mirror action.



Without talking, turn all chairs to face the front of the room. Prepare to view the newly developed commercials.

Call on each group to present their commercial. Use Self-Worth Commercial Rubric HS.28.AS.A to evaluate the effectiveness of each group's commercial.





Simply amazing! I would love to see commercials like those displayed today, air on prime-time television. Self-worth is critical to our success as a leader. Unless we possess confidence in our abilities and ourselves, few others will have confidence in us.

Objective 2. Analyze the factors used to describe one's self-worth.

Encourage students to direct their thoughts about self-worth, inward. Have the class spend fifteen seconds brainstorming a list of five factors they use to measure their own self-worth against. Have them write those factors down in their notebooks. Call on five to ten students to share their ideas with the class. Capture their responses on a public writing surface. Have the class add three factors to their lists they did not already come up with. Use the class-generated responses or the factors on HS.28.TM.B.

II. How do I assess/value my self-worth?

A. Factors I measure for self-worth:

1. Appearance
2. Performance in school
3. Popularity
4. Ability to make sound decisions
5. Finances
6. Effectiveness as a speaker
7. Special talents

Using the Crayon Moment, supply students with colored writing tools to provide a visual hierarchy of the value they place on different factors.



When I say, “color,” gather three different colored writing tools from the supplies at your table. Use one color to mark those items you believe are extremely important measures of your self-worth. Use a second color to mark those factors you believe are not very important measures of your self-worth. Use a third color to mark those factors fitting somewhere in the middle. Create a key relating the color with the corresponding level of importance. Color!



Turn to the person next to you. Take turns sharing your visual representations. While one person shares, the other listens quietly and politely.



Thank you for sharing. I am proud of the focused learning we are experiencing today. We have learned a lot about our neighbors and ourselves. As we continue to build on our knowledge of how self-worth helps us to grow, focus in on the factors that help to build our sense of self-worth, as well as those serving to destroy it.



Objective 3. List factors that help to increase and decrease one's perception of self-worth.

 Self-worth is not indestructible, nor is it something we are automatically secure with. Fortunately, our perceptions of self-worth are in a constant state of change. The more we experience, the greater our opportunities for growth and change.

Have students capture the following content in their notebook and show HS.28.TM.C–E.

III. Give Me a Lift!

A. Factors that increase self-worth:

1. Standing up for your beliefs
2. Accepting your limitations and strengths
3. Having pride in your decisions
4. Setting long-term goals
5. Solving problems
6. Praise from loved ones

B. Factors that decrease self-worth:

1. Making the same mistake multiple times
2. Failing to make decisions
3. Not being honest with yourself
4. Dwelling on the negative
5. Abusive—physically and emotionally—relationships
6. Self-doubt

C. Rewards of a healthy perception of self-worth:

1. Greater confidence in own ideas
2. Greater ability to overcome obstacles
3. More likely to accept things as they are
4. Wider social acceptance
5. More likely to take part in opportunities

Prepare a materials table with poster paper and markers for the students to draw from. Explain the following to students:

 We now understand what we can do to build and destroy our perception of self-worth. Take this understanding one step further by discovering the activities we can regularly engage in to build our self-worth. Compose a list of activities we can do to build our views of our self-worth. When I say, “list,” move into groups of three. Send one representative to the materials table to pick up poster paper and markers. Spend three minutes developing a list to be presented to the class. Be sure to include all members of the group in the brainstorming to capture as many ideas as possible. Let's go wild! List!

Provide time warnings to keep students on task. At the end of three minutes, call for students to focus their attention toward the front of the room. Have students state their best three ideas



and be prepared to share. Call on each group to share their three best ideas with the class. Capture their ideas on a public writing surface. Have students capture at least five ideas in their notebooks. Possible ideas students should develop include: Embrace your talents, gain friends that accept you, accept compliments, accept criticism in the spirit of self-improvement, etc.



We have created an ample list of potential self-worth building activities. Each will undoubtedly help us to grow. Let's make a special effort to be confident in our abilities and ourselves throughout the week.



Review/Summary

Have students write one paragraph in their notebooks explaining how knowledge of self-worth can help them grow to become more effective leaders. Turn to a neighbor and state the two most important things they learned about self-worth.



Write one paragraph in your note book explaining how knowledge of self-worth can help you grow to become more effective leaders. Turn to a neighbor and state the two most important things you've learned about self-worth.



Application

►Extended Classroom Activity:

Provide students with a copy of A Day in My Life HS.28.AS.B. Have students keep a one-day log, recording their experiences which served to build and destroy their concept of self-worth. Complete the reflection statement at the base of the activity sheet before turning in.

►FFA Activity:

Encourage students to attend an FFA conference like Greenhand Conference, Made for Excellence, State Conference, and/or National Convention to learn more about, and apply the concepts of self-worth.

►SAE Activity:

Have students create an informational board about their SAE, highlighting the things they have learned about and improved on their projects. These may be displayed at a local fair, in local businesses, at a service club meeting, and at the FFA Awards Banquet.



Evaluation.

HS.28.Assess is included to measure Objectives 1, 2, and 3.



Answers to Assessment:

Part One: True or False

1. True
2. True
3. False
4. True
5. False

Part Two: Short Answer

6. Two of the following:
 - Standing up for your beliefs
 - Accepting your limitations and strengths
 - Having pride in your decisions
 - Setting long-term goals
 - Solving problems
 - Praise from loved ones
7. Two of the following:
 - Making the same mistake multiple times
 - Failing to make decisions
 - Not being honest with yourself
 - Dwelling on the negative
 - Abusive—physically and emotionally—relationships
 - Self-doubt
8. Self-worth: value one places on himself and his contributions.
9. Two of the following:
 - Greater confidence in own ideas
 - Greater ability to overcome obstacles
 - More likely to accept things as they are
 - Wider social acceptance
 - More likely to take part in opportunities
10. Answers will vary.

Self-worth is shown to the world in the form of confidence. Knowing one's contributions matter and can make a difference, causes individuals to take more risks to try new things and grow.



UNDERSTANDING SELF-WORTH

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” in the blank beside the statement.

- _____ 1. Self-worth is different from person to person.
- _____ 2. One’s idea of his/her self-worth never stays the same.
- _____ 3. The perception of self-worth, has little to do with the success one enjoys.
- _____ 4. Appearance is a very common factor people measure their self-worth against.
- _____ 5. No matter how little we value ourselves, most people will still value us.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

6. List two factors that increase one’s perception of self-worth.
7. List two factors that decrease one’s perception of self-worth.
8. Define self-worth.
9. Name two rewards of possessing a healthy perception of self-worth.
10. How does building one’s perception of self-worth serve to facilitate growth.



WHAT IS SELF-WORTH.

Self-worth: value one places on self and contributions.

◆ Everyone possesses a perceived level of self-worth.

→ Self-worth differs from person to person.

→ One's perception of self-worth is in a constant state of change.

→ Personal growth is affected by one's believed self-worth.

→ The greater one's perceived self-worth, the greater their potential for success and enjoyment of life.



HOW DO I ASSESS/VALUE MY SELF-WORTH.

Factors I measure for self-worth:

- ◆ **Appearance**
- ◆ **Performance in school**
- ◆ **Popularity**
- ◆ **Ability to make sound decisions**
- ◆ **Finances**
- ◆ **Effectiveness as a speaker**
- ◆ **Special talents**



GIVE ME A LIFT!

Factors that increase self-worth:

- ◆ **Standing up for your beliefs**
- ◆ **Accepting your limitations and strengths**
- ◆ **Having pride in your decisions**
- ◆ **Setting long-term goals**
- ◆ **Solving problems**
- ◆ **Praise from loved ones**



GIVE ME A LIFT !

Factors that decrease self-worth:

- ◆ **Making the same mistake multiple times**
- ◆ **Failing to make decisions**
- ◆ **Not being honest with yourself**
- ◆ **Dwelling on the negative**
- ◆ **Abusive—physical and emotional—relationships**
- ◆ **Self-doubt**



GIVE ME A LIFT!

Rewards of a healthy perception of self-worth:

- ◆ **Greater confidence in own ideas**
- ◆ **Greater ability to overcome obstacles**
- ◆ **More likely to accept things as they are**
- ◆ **Wider social acceptance**
- ◆ **More likely to take part in opportunities**



Group Members: _____

SELF-WORTH COMMERCIAL

►Instructions:

Create a thirty-second commercial, enticing others to “buy” self-worth. Use the information you have received from today’s discussion to brainstorm possible marketing strategies. Each commercial must contain the elements stated below. Spend five minutes preparing a visually enticing, yet informational commercial.

Work within a group of four, as stated above. When you see the teacher’s hand raised, raise your hand and cease speaking. Without talking, turn your chairs to the front of the room to prepare to view the newly developed commercials.

►Required Elements:

Product Features

Product Benefits

How to use product

Why everyone needs to buy the product

►Evaluated Elements:

Content (accurate, complete)15 points

Presentation Style (volume, voice inflection, eye-contact, posture) 15 points

Equality of Group Member Participation (everyone has a part)10 points

Total:40 points



SELF-WORTH COMMERCIAL RUBRIC

►Required Elements:

Content (accurate, complete) 15 points

Presentation Style (volume, voice inflection, eye-contact, posture) 15 points

Equality of Group Member Participation (everyone has a part) 10 points

Total:40 points



A DAY IN MY LIFE

►Instructions:

Keep a log for one day. Record the experiences which served to build, as well as destroy your concept of self-worth. Upon completion, address the reflection statement at the base of the activity sheet before turning in.

Experiences that built my perception of self-worth.	Experiences that destroyed my perception of self-worth.

►Reflection:

Thinking back on your experiences, assess how your perception of your self-worth emerged at the end of the day. Was it an overall day of building. Did you experience a deficit with regard to the growth of your self-worth.

