

## SELF-AWARENESS

### 10th GRADE

**OBJECTIVE:** To get the students to begin exploring their self-concept and to give the teacher a chance to get to know his/her students.

**MATERIALS:** paper and pencils

I. Begin by finding out what they feel their self-concept is? Ask them if they ever thought about who they are? After getting their response (hopefully writing their words on the board) offer the following definition:

*"your self-concept is simply what you feel and think about you self. Many different ingredients go into forming your self-concept. It changes constantly and is important because it effects how you see yourself and how you relate to others."*

II. Now tell the class that you are going to involve them in a little survey. Write the following information on the board:

**4=if the statement is totally true.**

**3= if it's mostly true.**

**2= if it's partly true.**

**1= if it's hardly true.**

**0= if it's not true at all**

III. Then read the following statements out loud and ask the students to rate themselves on the scale from 1 to 4. Tell them to use the numbers as indicated on the board.

1. I enjoy waking up in the morning.
2. I'm usually in a good mood.
3. Most people like me.
4. When I look in a mirror, I like what I see.
5. If I were a member of the opposite sex, I'd find me attractive.
6. I'm intelligent.
7. I enjoy school.
8. There aren't very many things about myself I'm ashamed of.
9. I feel comfortable about the number of my friendships.
10. I have plenty of energy.
11. I'm basically an optimistic person.
12. I can laugh at my mistakes.
13. If I could live my life over, there isn't much I'd change.
14. I'm an interesting person.
15. Other people care about me.
16. There's nobody quite like me.
17. There's not much I'd change about my appearance.
18. I'm a kind person.
19. The people I care about value my opinions.
20. I'm not afraid to express my feelings.
21. If there really was a heaven, I'd go there after I die.
22. I feel comfortable in a conversation.

23. I can make of my life whatever I want.
24. There aren't many people I'd trade places with.
25. I have an interesting life.
26. Nothing is too good for me.

Now ask students to tally their scores: Then read the following results:

**IF THE STUDENT SCORED 85 OR ABOVE:** Congratulations, If you've answered the questions truthfully you've an especially positive self-concept. However, if your score is above 95 you may be kidding yourself. It's uncommon for people to feel totally good about their personality, and you may be overlooking some personal shortcomings. If you're overestimating yourself you may find others being put off by your inflated ego.

**IF THE STUDENT SCORED 62 to 84:** If your score falls within this range you're probably one of those lucky people who really like themselves. Although you know you're not perfect, you believe in yourself enough to make it through almost any personal problem and keep growing.

**IF THE STUDENT SCORED 38-61:** You have mixed feelings about yourself. You're aware of some of your strengths, but you might be paying more attention to what you see as your weaknesses. Probably your biggest problem is that you don't try as hard as you might to overcome your shortcomings--you can change if you want to.

**37 OR BELOW:** You're not very happy with yourself. Maybe you're just going through a low period like we all do occasionally: but if you're always this down on yourself, your self-image is probably no more accurate than that of a very conceited person. You might talk your feelings over with a friend, classmate, or your teacher and see how they perceive you. Maybe you're selling yourself short.

#### **IV. SUGGESTED DISCUSSION QUESTION:**

1. How accurate did you think this survey was in relation to what you think about their self-concept?

If a discussion arises--go with it, if not ask the students to write three questions of their own that would determine how they felt about themselves? Then have each student read his/her questions aloud.

**V. WRAP-UP:** Ask the class to pick an animal that best represents their self-concept. The animal should represent the best possible qualities that student has. For example: "*I see myself as a bird, because I am a gentle and fast.*" Always give examples so the students get an idea of what you are looking for.

**NOTE TO TEACHER:** There is a connection between a student's self-concept and qualities that student may have. One of the easiest ways to get to know what students think of themselves is to ask them directly or indirectly what qualities or characteristics they possess.