BUILDING A POSITIVE SELF-CONCEPT

113 Activities for Adolescents

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illustrated by Noreen Shanafelt
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CHAPTER 1

Getting to Know Others
WHO ARE YOU?

Learning Objective:
To help students get acquainted

Procedure:
1. Divide the class into pairs.
2. Ask the students to interview each other using the form provided on the following reproducible page.
3. Then ask the students to introduce each other to the class.
4. Students’ worksheets may be posted on the bulletin board.
Worksheet

WHO ARE YOU?

This is all about:
Helping you to get better acquainted with your classmates so that we can feel more comfortable working together

What you will do:
1. Pair up with a classmate
2. Ask your partner for information that helps you fill out the worksheet blanks about him or her. Write down the answers on your paper.
3. Help your partner fill out his or her worksheet with your answers
4. Introduce your partner to the class

Introduction:
I would like to introduce ____________________________

Some of the schools he/she has been to
1. ____________________________
2. ____________________________

Family members include. ____________________________

________________________________________________________

Things that he/she cares a great deal about
1. ____________________________
2. ____________________________

Ideas or characteristics that he/she likes in friends
1. ____________________________
2. ____________________________

His/her favorite subjects:
1. ____________________________
2. ____________________________

Future ambitions are:
1. ____________________________
2. ____________________________

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Building a Positive Self-Concept
WHAT'S MY LINE?

Learning Objective:
To help students feel good about themselves

Procedure:
1. Ask students to list on a sheet of paper two things he or she does well.
2. Collect the papers and share each with the class
3. Students must guess who wrote each
4. Papers can later be posted

STRINGING ALONG

Learning Objective:
To assist students in planning ways to help new students adjust to the school

Procedure:
1. Hold a bundle of strings of yarn of equal length and different colors. Each student grabs a loose end to determine partners
2. Pose this question “What is one thing you personally could do to make a new student comfortable?”
3. Each pair plans four specific actions that they could do as a class or individuals to welcome a new student
4. All pairs exchange ideas with the class
5. Develop a class plan for helping new students feel comfortable. The plans can be shared with other classes or the Student Council

FEELING SPECIAL CODE

Learning Objective:
To make the class members feel special

Procedure:
1. Help the class create a simple code
2. Make sure each class member has a copy
3. Every few days, write a positive message on the board for students to decode
4. An artistic student may choose to illustrate the code or create a picture code
CHAPTER 2

Getting to Know Yourself
FEELINGS HERE, THERE, AND EVERYWHERE

Learning Objectives:
1. To have students identify and accept their feelings.
2. To encourage students to express their feelings to peers.

Procedure:
1. Ask the class to take two minutes to write as many feelings as they can on their papers.
2. Brainstorm a list of feelings on the board.
3. Introduce the concept of Four Basic Feelings: happy, sad, angry, and scared.
4. Divide the class into groups of four or five. Have each group classify the feelings listed on the board under the appropriate Basic Feeling and write down their choices. Encourage the students to discuss reasons for their choices.
5. Bring the class back into a large group. Discuss the small-group experience.

NAME THAT FEELING

Learning Objective:
To encourage students to identify their feelings by introducing students to words that describe feelings.

Procedure:
1. Distribute the list of words on the following reproducible page that describe emotions.
2. As you read a poem or selection from a short story or novel, have the students circle words on the list that correspond to feelings the story or poem describes.
3. List on the board the words students selected. Ask students to explain their choices.
4. Ask students to select two or three words from the list that seem to describe a particular emotion. Have students freewrite for five minutes about a dream or personal situation in which they experienced that emotion.
Worksheet
NAME THAT FEELING

This is all about:

Identifying your feelings.

What you will do:

1. Your teacher will read a poem or short story to you. Circle words in the list below that match some of the feelings the story or poem describes.

2. Your teacher will list on the board the words you and your classmates circle.

3. You will be asked to explain why you chose those feelings.

4. Select and circle two or three words from the list that seem to describe a particular emotion.

5. Freewrite for five minutes in your journal or on a separate paper about a dream or personal situation in which you experienced that emotion.

List:

abandoned    cheated    eager
adequate    childish    empty
affectionate    clever    energetic
agonizing    combative    enjoying
ambivalent    competitive    envious
angry    confused    evil
annoyed    conspicuous    excited
anxious    contented    exhausted
apathetic    cruel    fearful
awed    crushed    foolish
bad    decicifull    frantic
beautiful    defeated    free
betrayed    delighted    frightened
bitter    depressed    frustrated
bold    destructive    glad
bored    determined    good
brave    different    greedy
calm    distracted    grief-stricken
capable    disturbed    guilty
challenged    dominated    happy

(continued)
List (continued):

hating          nice          silly
helpful         nutty         sneaky
helpless        obnoxious      sorrowful
homesick        obsessed       spiteful
honored         odd           stupid
horrible        outraged      suffering
hurt            overwhelmed   sympathetic
ingored          panicked      talkative
imposed upon    peaceful      tempted
impressed       persecuted    tense
infatuated       pity          terrible
ininspired       pleased       terrified
timidated       pressured     threatened
glealous         pretty        tired
joyful           proud         trapped
kind             quarrelsome  troubled
lazy             raging        ugly
left out         rejected      uneasy
lonely           relaxed       violent
loving           relieved      weepy
low              restless      wicked
mad              rewarded      wonderful
mean             sad           worrisome
miserable        satisfied     zany
mystical
nervous

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CHAPTER 4

Getting Ready for the Future
SUCCESS FANTASY

Learning Objective:
To help students learn how to use their own thoughts to identify their goals.

Procedure:
1. Take the class through a brief relaxation exercise.
2. Have students close their eyes and imagine that they are in a small auditorium sitting in their favorite comfortable chair. In front of them is a large television screen.
3. Ask them to imagine themselves on the screen receiving recognition for a success. Where are they? Who is there? What are they doing? How do they feel?
4. Have students share their success fantasies orally or in writing.

WHAT IS GOAL SETTING?

Learning Objectives:
1. To help students develop a definition for the concept goal.
2. To understand the difference between long-term and short-term goals.

Procedure:
1. Remind students of their success fantasies (see above).
2. Tell students that the things we want for ourselves, the changes we want to make in our behavior, the dreams we have for our future are our goals.
3. Have the class brainstorm a list of goals that someone their age could have. Write the goals on the board.
4. Ask students to identify any goals from the list that could be accomplished within thirty days.
5. Tell students that these can be called short-term goals, while the others are long-term goals.
PLANNING THE TRIP TO "GOALSVILLE"

Learning Objective:
To develop a plan of action for reaching identified goals.

Procedure:
1. Tell students that a goal is like a destination. For example, if you were going from San Francisco to New York, New York would be your goal.
2. Reaching the goal, being in New York, requires some very specific planning and action.
3. Brainstorm with the class and list students’ ideas on the board about what must be done for them to make the trip to New York.
4. Tell students that their suggestions are objectives, the specific actions needed to reach a goal.
5. To identify the objectives for a goal, tell students to think about these questions:
   A. What do I need to reach my goal?
      i. Information:
      ii. Materials:
      iii. Money:
      iv. People:
      v. Other:
   B. What do I need to do to reach my goal?
      i. Study/plan:
      ii. Write/call:
      iii. Buy/make:
      iv. Other:
6. Discuss with the class Tips for Achieving Your Goals on the following reproducible page.
TIPS FOR ACHIEVING YOUR GOALS

1. Choose a goal.
2. Write it down.
3. Be very specific.
4. List the things you need to reach your goal.
5. List the things you need to do to reach your goal.
6. Set a date for reaching your goal.
7. Plan how you will reward yourself when your goal is achieved.
8. Set new goals.
I’M GOING TO DO WHAT BY WHEN?

Learning Objective:
To give students a method for writing concrete and specific goals.

Procedure:
1. Share and discuss with the class the I’m Going to Do What by When? reproducible worksheet on the following page.
2. Ask the students to write on the worksheet one goal that they would like to accomplish in the next month.
3. Have the students make a list of the things they need to do to accomplish that goal.
4. Ask them how they will know when they have achieved their goal.
5. Ask students to write the reward they would like to receive for achieving their goal.
6. This same procedure can be used to teach students how to write long-term goals.
7. Suggested topics for goal exercises:
   A. Family Goals
   B. Relationship Goals
   C. School-Related Goals
   D. Career Goals
Worksheet
I'M GOING TO DO WHAT BY WHEN?

This is all about:
Giving you a method for writing concrete and specific goals.

What you will do:
Think of a goal you would like to accomplish in the next month. Write it down and complete the other sections on the chart listing what tasks you need to do to accomplish your goal, how you will recognize your accomplishment, and how you will reward yourself. Repeat this process for a goal that will take more than one month to accomplish.

<table>
<thead>
<tr>
<th>30-Day Goal</th>
<th>What do you need to do to accomplish this goal?</th>
<th>How will you know you have achieved your goal?</th>
<th>Your reward</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Worksheet**

**I'M GOING TO DO WHAT BY WHEN?** (continued)

<table>
<thead>
<tr>
<th>Long-Term Goal</th>
<th>What do you need to do to accomplish this goal?</th>
<th>How will you know you have achieved your goal?</th>
<th>Your reward</th>
</tr>
</thead>
</table>

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