

GLS 10
WILSON

PRESENTING

SELF-ESTEEM

WORK

PACKAGE

I'm Super!



INSTRUCTIONS:

- ① Read This!
- ② Answer:
 - i) p. 35, Q # 1-4
 - ii) p. 38, Q # 1-5
 - iii) p. 42, Q # 1-5
- ③ Ahhh!! This is so much work, though!
(No, it really isn't!)

Self-Concept—The Total You

The way you feel, the way you look, and the way you act are the total you. Your appearance demonstrates choices that you have made and often creates the first impression others have of you. Your behaviour shows the choices that you make in certain situations and, over time, creates a lasting impression. Your appearance and your behaviour combine to reflect your self-concept and determine the image others have of you.

- ✓ Describe self-concept.
- ✓ Distinguish between the inner you and outer you.
- ✓ Explain how the inner you determines the outer you.
- ✓ Why do individuals have differing self-concepts?

CHECK
Points

Reflections and Connections

1. Describe your self-concept, including your appearance and your behaviour, to someone else.
2. Discuss how your temperament influences how you respond to common situations (e.g., it is pouring rain at the end of the school day) compared to how others respond.
3. How has your heredity affected your self-concept?
4. List and prioritize factors in your environment which most influence the inner you.

Self-Concept and Behaviour

Your self-concept influences your behaviour. It serves as a gauge in making judgements of everything you do. How you see yourself in relation to your environment and your experiences creates either a positive or negative feeling about yourself. A positive self-concept can enable you to enjoy your social interactions and feel satisfied with your accomplishments in life. Often, poor behaviour is a result of a negative self-concept. A negative self-concept can make someone difficult to get along with.

Is Your Self-Concept Positive or Negative?

If you have a positive self-concept, you:

- accept who you are and feel good about yourself
- do not worry much about what other people say
- trust your own judgement
- tend to behave in an optimistic manner
- feel confident
- readily take on new challenges
- focus on the positive aspects of any situation
- participate collaboratively in groups

If you have a negative self-concept, you:

- may worry about your shortcomings and failures
- are often afraid to try new things
- tend to have a pessimistic outlook
- feel inadequate and undeserving of positive attention
- are unable to accept compliments
- are sometimes unco-operative
- tend to put yourself down
- often focus on the shortcomings of others

SELF-IMAGE OF TEENAGERS

Percentage Indicating How Well Statements Describe Them in 2000

	Very Well	Fairly Well	Not Very/ Not At All	TOTAL
I am a good person.				
Females	50	46	4	100
Males	53	43	4	100
I have a number of good qualities.				
Females	39	51	10	100
Males	50	43	7	100
I am well liked.				
Females	34	60	6	100
Males	36	56	8	100
I have lots of confidence.				
Females	20	43	37	100
Males	32	47	21	100
I can do most things very well.				
Females	16	61	23	100
Males	29	58	13	100
I am good-looking.				
Females	14	58	28	100
Males	22	57	21	100

Chart from *Canada's Teens* © 2001 Reginald W. Bibby. Reprinted by permission of Stoddart Publishing.

CATHY

by Cathy Guisewite



Do You Have a Positive Self-Concept?

Ask yourself: Do I...

- have a lot of good friends?
- like the way I look?
- find it easy to talk to people?
- look forward to the rest of my life?
- usually feel happy?
- have friends that often include me in their plans?
- like to try new things?
- see the good in people?
- laugh at my mistakes when I fail?

Developing a positive self-concept begins in childhood. As children learn new things, they feel good about their accomplishments. Suppose a child is learning how to do up the buttons on her sweater. With each try, she is praised by family members and encouraged to keep trying. When she is finally successful at doing up all the buttons properly, she will be complimented about her skills. She will feel proud of her accomplishment. Experiences in childhood provide the foundation for a positive self-concept.

Self-Esteem—If You Build It, Success Will Follow!

The way you define yourself is your self-concept. It is actually the picture or image that you see in your mind's eye when you imagine yourself. How you feel about that image is your self-esteem. Your self-concept shows the image while your *self-esteem* judges the value of that image. It is certainly tied to your self-concept, but it is even more. It is based on how you are treated by others and how you treat yourself. Self-esteem is developed over time. Your self-esteem can be high or low depending on how valuable you judge yourself to be. If those around you accept and praise your efforts, both your self-concept and self-esteem will be affected positively.

Self-esteem is the tool that can mold your success. People with high self-esteem believe themselves to be valuable. Therefore, they have more confidence and challenge themselves to get the most out of life. Having high self-esteem does not mean being conceited, however. If necessary, you can take action to improve your self-esteem. Improving your self-esteem will enable you to face challenges and experience success in life.



Where do your feelings of self-worth come from?

Take responsibility

- Learn to deal with the many demands of your daily life. Managing these demands successfully will boost your self-esteem.

Learn from your experiences.

- View mistakes as part of the learning process. Use them to figure out how you might do things differently in the future.

Accept praise.

- When someone pays you a compliment, allow yourself to feel good. Usually praise is well deserved.

Use your strengths to support others.

- Co-operating with others often provides a sense of accomplishment and helps you feel good about yourself.

Focus on your strengths.

- You know that there are certain things that come easily to you and that you can do well. Identify your skills and talents.

Accept yourself.

- We are all unique and no one is perfect. You accept your friends as they are—why not do the same for yourself?

Successful experiences that are recognized by others help to instill a positive self-concept.

To love oneself is the beginning of a lifelong romance.

Oscar Wilde

Self-confidence is the first requisite to great undertakings.

Samuel Johnson

Reflections and Connections

1. Think of someone you know who has a positive self-concept. How does that person interact with others?
2. How does another person's self-concept affect you?
3. What are some ways in which self-concept can affect behaviour?
4. Explain how a positive self-concept is formed.
5. Why do some people have poor self-esteem? What could you do to boost someone's self-esteem?

CHECKPOINTS

- ✓ Describe the relationship between self-concept and self-esteem.
- ✓ What are the characteristics of self-esteem?
- ✓ How might you recognize low self-esteem?
- ✓ What steps can you take to improve self-esteem?

You and Your Values

Your self-concept and your self-esteem are greatly influenced by what you believe in. The ideas and beliefs that guide your life are your *values*. When you value something, such as honesty, your behaviour shows it. For example, if you are given too much change in a store, you bring it to the attention of the clerk and return the money. Your values are part of the inner you, but they are reflected in all your actions and decisions.

Most values fall into two main groups. Tangible values are those things that you can see and touch. Tangible values might include clothes, money, and cars. Intangible values, such as love and honesty, cannot be touched or seen. You might think that you can see love, but what you are seeing is the behaviour that results from valuing love, such as a kind act or a warm embrace. Understanding the difference between tangible and intangible values is not often easy.

Tangible and Intangible Value

Tangible values

- house, car, pets, jewellery, books, money, stereo, clothes, video games, artwork

Intangible values

- trust, independence, friendship, education, love, religion, creativity, knowledge

Some values simply affect our personal preferences. For example, Nicki and Amita both wanted to be involved in school activities. Nicki values leadership so she joined the student council. Amita, however, values creativity, so she joined the art club. Values helped both girls make their choices. Were either of them right or wrong? better or worse? With these kinds of values, there is no right or wrong. They are both acceptable for making choices.

Learning Values

Your family, your friends, and your community all play a part in the development of your values. You began learning values from the moment you were born. During adolescence you are clarifying your values. You now have the opportunity to examine the influences of your family, your community, and your peer group in order to develop a personal value system. Your family provided the foundations for many of your values. For example, if parents value independence, they may focus on teaching children to do things for themselves at a very early age. If they value creativity, they may

Some values are not always clear. For example, you may believe that killing is wrong, but what about killing in self-defense? Or you believe strongly that people should not steal, but what if someone steals food for starving family members? When there are many human issues involved, values may be in conflict. Careful consideration of what is truly important to you will help to clarify your values.

Complex Values

Many values are viewed as either right or wrong. Most often these are the intangible values, such as honesty, dependability, trust. For example, love and patience are seen as positive values, whereas dishonesty and greed are seen as negative values. The interesting thing about values is that they are not always clearly positive or negative. Debating issues can help you to clarify your values.

The choices that you make reflect your personal values.





focus on helping their children to draw, paint, dance, and sing. All of the behaviours of your family members were based on their values.

Your community can influence your values. For some people, religious beliefs and practices provide guiding values. Your experiences at school may affect how you value education as well as your skills. Watching a specific movie, news item, or television commercial may influence what you believe to be important. Interaction with people who have strong cultural values, media that tries to influence what is important to you, and organizations which are seeking your participation all have an impact on what you choose to value.

Values are demonstrated by your peers' actions. Their behaviours may show that they value freedom, courage, or fairness. Many friends in your peer group may share your values; however, they may also hold differing values. These situations can cause conflict in groups. When your values are different than those of your friends, you might need to make a change. You might need to choose between changing your values, or finding new friends.

Families provide activities that reflect their values.

CASE STUDY

Alana's Story

Alana had made a new friend in her family studies class. Minh was really fun to be with. They shared many interests and liked the same fashions and TV shows. Frequently, Minh would meet a group of her friends at the food court in the mall. Alana was invited to join Minh and her friends.

Alana had a really good time with the group, but did not like the fact that they all smoked. Minh and her friends were constantly offering Alana cigarettes.

Alana, who had grown up in a smoke-free home, felt the pressure to smoke in order to be part of the group. She gave the decision a lot of thought. The next time Alana was with the group at the mall, she let them know that she did not mind if they smoked, but she was not a smoker and was not going to start. Some of the girls in the group teased her, but soon, it was no longer an issue. No one offered Alana cigarettes anymore and accepted that she was not a smoker.

What do you think?

1. What values did Alana take into account when she made her choice?
2. Do you think Alana's family had any influence on her values?
3. What risks did Alana take in making her choice?

Your Value System

During your adolescence you are developing a personal value system. You may feel pulled in many different directions by conflicting values. You will be faced with making decisions based on your values on a daily basis. There are many perspectives to consider when choosing your personal values:

- Is the value positive or negative? Will it bring harm or pain to me or to others? Always aim for the positive!
- Is the value something that is deeply rooted in my family? If so, carefully consider the importance of the value to you as a family member. Sometimes values shared by a family create a strong positive bond.
- Where does the value come from? Is it based on the common good or is it based on selfish motives?
- Is the value moral? Is your conscience telling you that the value is right?



Morals are principles of right and wrong that you live by. A strong sense of values helps you to choose the principles with which you will make moral decisions. Principles are higher values that summarize your beliefs of what is right and what is wrong for people in society. The values and principles that you hold make up your moral code.

Your value system is an important part of you. It affects who you are, but it also affects others. Once you have a strong value system in place, taking action will be easier because you will know what you believe in. Your family and friends are affected every day by the choices and behaviours resulting from your personal value system.

CHECKPOINTS

- ✓ What are values?
- ✓ Distinguish between tangible and intangible values.
- ✓ How do your values affect your life?
- ✓ How do people acquire their values?
- ✓ Why do people sometimes have conflicting values?

The decisions that your friends and family members make are also based on their value systems. Some of their value systems may differ from yours. These differences are sometimes difficult to understand. *Empathy* is understanding someone else's feelings or point of view. By practising empathy, you put yourself in the other person's shoes. Understanding the values of others can help to foster important universal values such as respect, tolerance, and compassion.

Conduct Social Science Research

What do your peers value? In order to understand the values that your peers hold, do some primary research. Design a questionnaire using information in this section. In your research you may include questions such as:

1. What is the most important belief or value that you hold?
2. What are the most important values held by your age group today?
3. How does your behaviour show your values?
4. What would you do if you won a million dollars?
5. What is more important, the economy or the environment?

Reflections and Connections

1. What values have you learned from your family? How did you learn them?
2. What values are emphasized in the curriculum at your school?
3. Think of a recent startling news item. Did it affect your values in any way? If so, how?
4. What values do you share with your peers? How do these values affect how you behave with your friends? Do some of your peers hold values that you find questionable?
5. Which do you believe to be more important, friendship or honesty? Why?
6. Describe a situation where it was important for you to understand someone else's values.