

Personal power

SPECIFIC OUTCOMES

Recognize that individuals can choose their own emotional reactions to events and thoughts

Establish personal guidelines for expressing feelings

Expand strategies for effective personal management

Identify personal skills

- realize that negative and positive thought patterns affect self-esteem
- understand that a positive self-esteem promotes a healthy lifestyle
- recognize personal strengths and work toward positive life outcomes

CONTENT AND TIME (45-MINUTE LESSON)

4.1 Opening activity: Personal progress report (10 minutes)

4.2 Class book: Student strengths and individual interests (30 minutes)

4.3 Review: Showcasing our strengths (5 minutes)

REQUIRED MATERIALS

HANDOUT 4.1: Personal progress report

HANDOUT 4.2: Student strengths and individual interests

8.5" x 11" pieces of manila tag for each student

Art supplies for illustrations (crayons, pencil crayons, felts, etc.)

personal photo (optional)

Notebooks



4.1 Opening activity: Personal progress report (10 minutes)

Have the class complete HANDOUT 4.1: Personal progress report. This activity involves the students in assessing personal strengths and areas where improvements could be made. Emphasize the importance of being honest. Also clarify the difference between negativity (thinking the worst about yourself) and self-improvement (identifying areas where further growth is needed). For example, saying to yourself, “I always worry!” can be negative; however, recognizing that you need to let go of something that is bothering you is a constructive way of seeking personal development.

You may want to go through one or two examples to ensure the students clearly understand the rating scale. After completing this activity, give the students an opportunity to express their thoughts about the connection between a positive self-esteem and discussions about drugs, alcohol and gambling. Ensure the students understand that young people who have a positive self-esteem are less likely to experience addiction. They have a strong sense of who they are and what they want in life. This helps guide them through difficult circumstances. They make decisions that help them achieve their goals; and therefore, they are less likely to look for an escape and put themselves at risk.

4.2 Class book: Student strengths and individual interests (30 minutes)

This activity can be done individually, following discussions in pairs or small groups. Cut out 8.5” x 11” pieces of manila tag. Photocopy a few pages of HANDOUT 4.2: Student strengths and individual interests. Have the sentence strips cut out and ready for distribution, as each group will receive an assortment. Tell the students that they will be creating a class book with an opportunity to showcase themselves and learn more about their classmates.

Explain that the groups will be given a variety of sentences. Each student will then select a sentence starter that he or she wishes to finish. Encourage everyone to choose something different from other group members, to avoid repetition.

Allowing choice for this part of the activity will be more effective, as some students may feel uncomfortable expressing their thoughts about a particular idea. Encourage the students to discuss ideas within their groups before recording.

For the next part of the activity, have the class work independently. The students will copy the sentence starter they have chosen, followed by a 3 to 5 sentence description of their strength or interest at the top of the manila tag. Encourage the students to include in their descriptions any community resources that enable them to build on their strength or interest (for example: community swimming pools, libraries, sports leagues, etc.). Underneath their sentences, they will then draw themselves, illustrating the strength or interest they wrote about at the top of the page. Alternatively, you could ask the students to bring in an actual picture of themselves from home a couple of days in advance. They would then glue this picture into the book and decorate the manila tag around it. Again, the picture should showcase the strength or interest they wrote about in the book. Encourage everyone to work neatly, as this book will be taken home to show to parents.

According to the Freedom of Information and Privacy Act, please note the following: if you wish to send this book home, (1) only the students' first names should be provided and (2) you will need written parental consent to include actual photographs.

Depending upon time, this activity may need to be completed at home or during other available class time. Once the students have finished, collect their work.



4.3 Review: Showcasing our strengths (5 minutes)

An extension to this activity is to create a class book. To do this, have a volunteer create a title page for the book. Make two holes at the top of each page and use binding rings to attach the work samples together. During the day, the book can be available in the classroom for students to read individually at appropriate times. The book can be sent home each night with a different student. The student reads the class book to his or her parents and returns it the next day. You might even include two or three back pages where parents can write comments about what they have read.

If this is simply too time consuming, have the students display their individual posters on the unit bulletin board, rather than creating a class book.

Spend the last five minutes of this lesson explaining how the class book will work, or inviting volunteers to display individual work samples.

Check the class envelope and respond to any questions asked.

Personal progress report

Evaluate yourself on how often you demonstrate the qualities below:

1. I am able to let go of something bothering me.
 Almost always Rarely Sometimes Usually Almost never
2. I believe in myself and my ability to do things well.
 Almost always Rarely Sometimes Usually Almost never
3. I trust others.
 Almost always Rarely Sometimes Usually Almost never
4. I am welcoming toward others.
 Almost always Rarely Sometimes Usually Almost never
5. I lean on a friend when I am down.
 Almost always Rarely Sometimes Usually Almost never
6. I am a good listener.
 Almost always Rarely Sometimes Usually Almost never
7. I recognize and appreciate that I am unique.
 Almost always Rarely Sometimes Usually Almost never
8. I celebrate my differences from others.
 Almost always Rarely Sometimes Usually Almost never
9. I am independent.
 Almost always Rarely Sometimes Usually Almost never
10. I learn from my mistakes.
 Almost always Rarely Sometimes Usually Almost never
11. I forgive others.
 Almost always Rarely Sometimes Usually Almost never
12. I praise people, rather than criticize them.
 Almost always Rarely Sometimes Usually Almost never
13. I accept people the way they are.
 Almost always Rarely Sometimes Usually Almost never

HANDOUT 4.1b

14. I am honest.
 Almost always Rarely Sometimes Usually Almost never
15. I like to just be myself, rather than somebody I am not.
 Almost always Rarely Sometimes Usually Almost never
16. I show my emotions.
 Almost always Rarely Sometimes Usually Almost never
17. I am happy for others, not jealous of them.
 Almost always Rarely Sometimes Usually Almost never
18. I express my feelings.
 Almost always Rarely Sometimes Usually Almost never
19. I stand up for my beliefs and values.
 Almost always Rarely Sometimes Usually Almost never
20. I am a loyal friend.
 Almost always Rarely Sometimes Usually Almost never
21. I make responsible decisions.
 Almost always Rarely Sometimes Usually Almost never
22. I keep promises to myself and others.
 Almost always Rarely Sometimes Usually Almost never
23. I avoid comparing myself with others.
 Almost always Rarely Sometimes Usually Almost never
24. I have realistic expectations for myself and others.
 Almost always Rarely Sometimes Usually Almost never
25. I am able to laugh at myself.
 Almost always Rarely Sometimes Usually Almost never

Look at your list and decide which three areas are strengths for you and which three areas need improvement. Think about the qualities that help you strengthen your self-esteem and build supportive relationships with others.

Student strengths and individual interests

Activities I am involved in are...

Special abilities I have are...

I feel determined to succeed when...

My accomplishments are...

In my neighbourhood I like to...

When I think about the future, I hope that...

At school I am good at...

At home, my interests include...

When I am alone I enjoy...

When I am with other people I often...

People compliment me about...

Responsibilities I have are...

HANDOUT 4.2b

Family is important to me because...

Friends are special to me for many reasons...

People like me because...

I think I make a difference by...

Three of my best qualities are...

I am a positive influence for others when I...

I like to relax by...

I am grateful for...

The time when I feel the happiest is...

The thing I like about myself the most is...

My greatest quality is...

Things that I value the most are...

I am a good listener when...
