

BUILDING A POSITIVE SELF-CONCEPT

113 Activities for Adolescents

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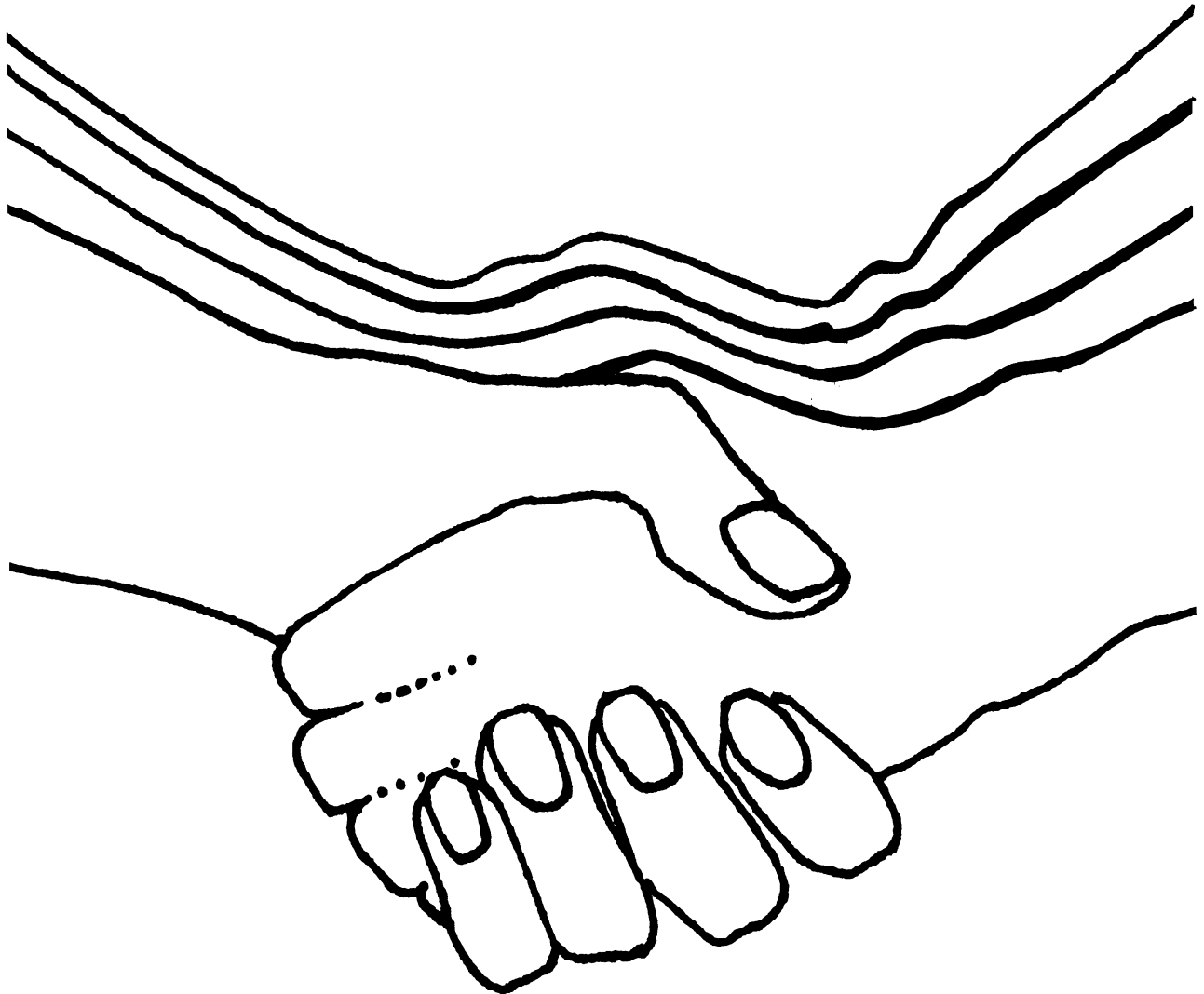
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CHAPTER 1

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.

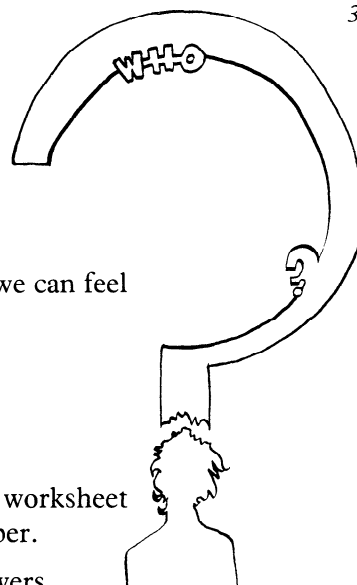
Worksheet
WHO ARE YOU?

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 _____

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:

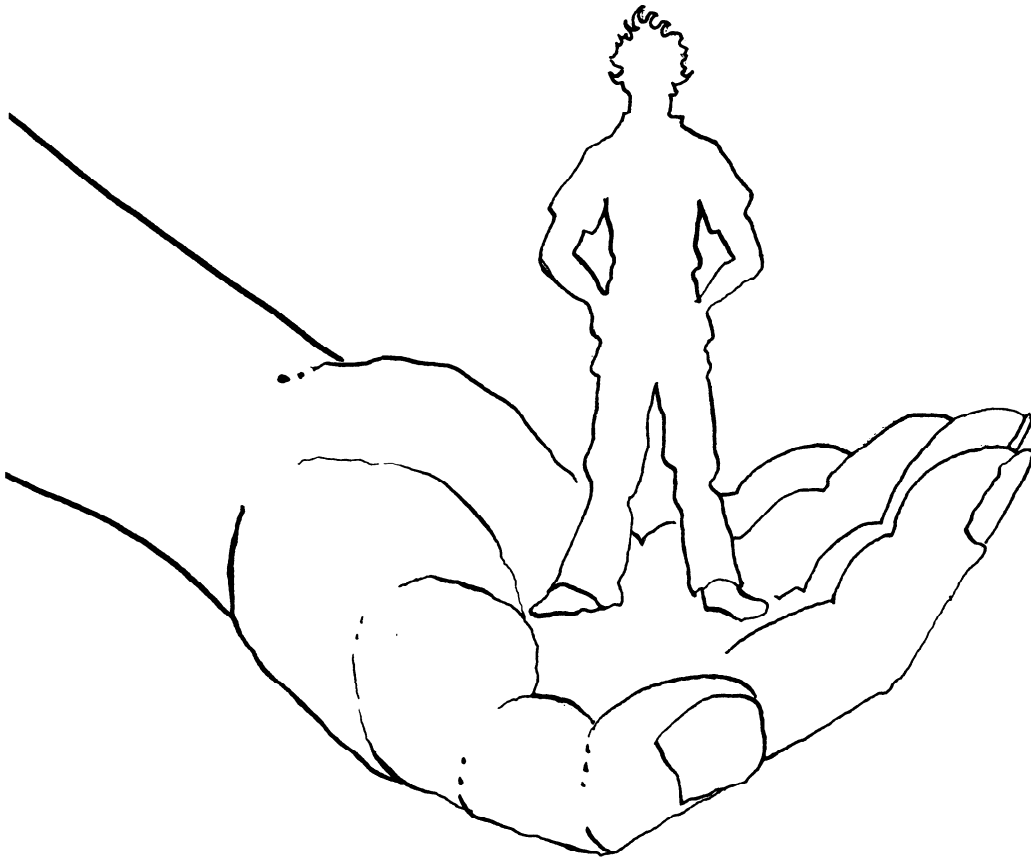
To make the class members feel special

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 | deceitful | 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):

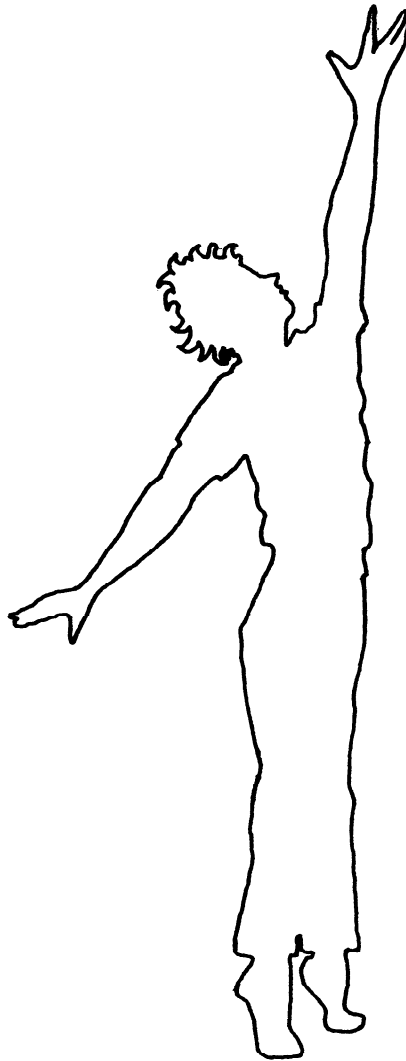
hating	nice	silly
helpful	nutty	sneaky
helpless	obnoxious	sorrowful
homesick	obsessed	spiteful
honored	odd	stupid
horrible	outraged	suffering
hurt	overwhelmed	sympathetic
ignored	panicked	talkative
imposed upon	peaceful	tempted
impressed	persecuted	tense
infatuated	pity	terrible
inspired	pleased	terrified
intimidated	pressured	threatened
jealous	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	scared	
nervous	settled	





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.

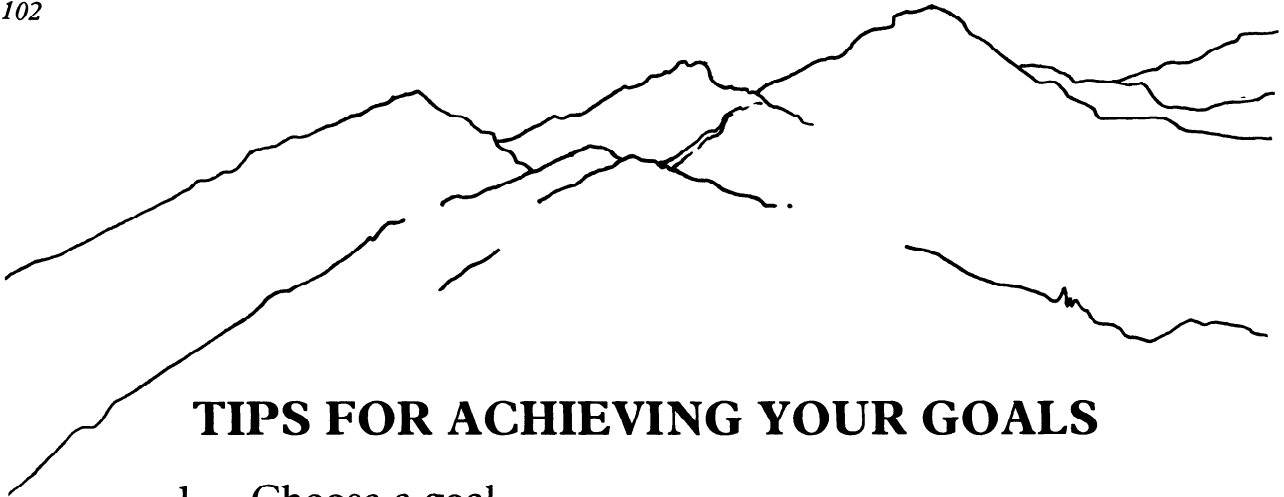
PLANNING THE TRIP TO “GOALSVILLE”

Learning Objective:

To develop a plan of action for reaching identified goals.

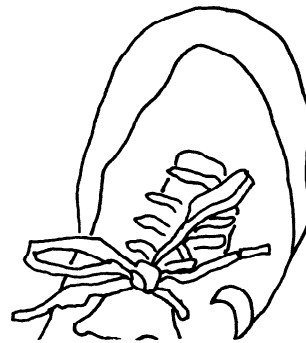
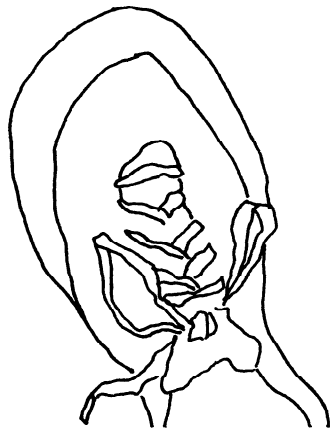
Procedure:

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.

30-Day Goal**What do you need
to do to accomplish
this goal?****How will you know
you have achieved
your goal?****Your reward**

30-Day Goal	What do you need to do to accomplish this goal?	How will you know you have achieved your goal?	Your reward



Worksheet

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

Long-Term Goal	What do you need to do to accomplish this goal?	How will you know you have achieved your goal?	Your reward
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