

# SELF-CONCEPT: WHAT IS IT?



**COMPETENCY**

**CATEGORY:** Personal Skills

**CATEGORY**

**NUMBER:** F.37

**COMPETENCY:** Develop a healthy self-concept for home, school and work.

**OBJECTIVE:** Upon completion of this module, students will be able to develop a healthy self-concept for home, school and work.



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**Note to Specialist: Prepare transparencies of the following quotes for use at any point in the module: "I and I alone am responsible for what**

**I am and for what I do. I shall not blame you for my failures or for my untapped potential, because the challenge to make my life a meaningful and successful experience is not yours, but it is mine!!” (Unknown)**

**“You are special! You are designed for greatness. There is nothing that you cannot do, if you commit yourself to doing it. Your potential is limitless—restricted only by the artificial limitation imposed by yourself. Believe in yourself! You can do it!” (Unknown)**

## INTRODUCTION

- Have written on the board the name of the module and the objective.
- Also have written on the board the terms **self-concept**, **self-confidence** and **self-esteem**. Have three different students look up these three words in a dictionary and share the definitions with the class.
- As the definitions are being shared, have different students write them on the board.
- Begin a discussion on the relationship between self-concept, self-confidence and self-esteem.

## ADMINISTER PRE-ASSESSMENT

**Note to Specialist: Refer to other modules in the JAG curriculum that are related to this module. For example, F.36- Demonstrate a Positive Attitude, G.48- Demonstrate an Openness to Change, as well as others.**

## OUTLINE

### A. Self-concept

1. Concept is:
  - a. A view.
  - b. An opinion.
  - c. An idea.
  - d. A notion.
2. Self-concept is a view, an opinion, an idea you have about **yourself**.
3. Your view or opinion can change depending on the environment (home, school, or work).
  - a. You may have a healthy self-concept about home, but not about school (or vice versa).
4. Your self-confidence affects your self-concept.

**Note to Specialist: List the following four points about self-confidence on the board.**

### B. Self-confidence

1. Self-confidence is faith in one's ability.
2. Self-confidence is reliance on one's own powers and resources.
3. Self-confidence is the belief that you are competent to handle a task or a situation.
4. Self-confidence is believing you are able to cope with problems and challenges in your life.

**Note to Specialist: Using the four points above as a guide, lead a discussion by asking your students for examples of how they have displayed self-confidence. Encourage various examples from home, school, and work.**

**COMPLETE LEARNING ACTIVITY F.37-1  
"SELF-CONCEPT JOURNAL"**

- C. A person can have self-confidence in one area of his/her life and not in other areas.
  - 1. Usually, self-confidence gained in one area of life helps to provide more confidence in other areas of life.
  
- D. Self-confidence varies depending on what is happening in your life at home, school, work, or with your peers.
  - 1. Self-confidence also varies depending on your self-esteem.
  - 2. Self-esteem is a key ingredient in self-confidence.
  
- E. Self-esteem
  - 1. Self-esteem is:
    - a. The feelings one has about oneself.
    - b. A personal judgment of self-worth.
  - 2. Self-esteem influences:
    - a. All decisions that you make.
    - b. The goals that you pursue and achieve.

**COMPLETE LEARNING ACTIVITY F.37-2**  
**“MY SLOGAN AND SYMBOL”**

F. Self-confidence and how you feel about yourself is displayed by:

1. The way you talk.
  - a. Do you mumble or do you speak clearly?
  - b. Do you speak softly or do you speak loudly enough so that people can hear you?
  - c. Do you speak with a lot of slang or “cuss” words or do you use mature language?
2. Your body language.
  - a. Do you slump in a chair or sit up straight?
  - b. Do you walk with your shoulders slumped over or with your back straight?
  - c. Do you avoid eye contact or do you look others in the eye?
3. The way you relate to people.
  - a. Are you argumentative or do you keep an open-mind and allow others to have their opinions?
  - b. Do you interrupt others and talk over them or do you listen to what they are saying?
4. How you handle situations.
  - a. Are you vulnerable to peer pressure or do you follow your own values?
  - b. Do you overreact to criticism and/or disappointment or do you stay open-minded and accept responsibility?



- G. Research has shown that low self-esteem is at the root of crime, drug abuse, alcoholism, and welfare-dependency.
- H. Experts believe that low self-esteem is often a major factor in early drug use, unwanted pregnancy, and even suicide.
- I. Advertisers find they can make big sales to consumers with low self-esteem.
  - 1. Many people buy expensive clothing, cars, cosmetics and other products to make them feel more secure.

**Note to Specialist: Your students will use the following seven points for Learning Activity F.37-3: “My Self-concept for Home, School, and Work.”**

- J. Building self-confidence can be a long process. Techniques to help build confidence are:
  - 1. Accept yourself.
    - a. We all have strengths and weaknesses.
    - b. Learn to accept yourself realistically—the good with the bad.
    - c. Don’t be consumed by comparing yourself with others.  
  
Example: Average height for women is between 5’3” and 5’4” (not model minimum height of 5’9”).
    - d. Raising your self-esteem puts you in a better mood, and your good mood then reinforces a positive self-image.

2. Think positively.
  - a. Focus on the positive side of things.

Example: Sharon blew up at her Mom this morning. She realized she shouldn't have reacted that way and she apologized to her Mom for losing her temper. Sharon has never apologized to her Mom like that. Sharon realized that was a big step for her to apologize. This is an example of looking on the bright side of things and growing from a situation.

- b. Focus on strengths.
- c. Statements out loud or thoughts to yourself should be positive affirmations and image-building statements.

Examples:

1. I can pass this test.
2. I'm going to do well in the interview.
3. I am good at preparing dinner.

3. Set goals.
  - a. Have a purpose and direction.
  - b. Defined, realistic goals and an action plan towards achieving the goals help build confidence.
  - c. Small successes are building blocks toward achieving goals.
  - d. Procrastination is an enemy of self-confidence. You must have action towards your goals.
  - e. Follow-through!

- f. Write a “to-do” list before going to bed each night. This helps clear the mind and helps you keep in focus the things that are important.

**Note to Specialist: Discuss a project/activity that the students have been focusing on in their career association. An example could be the Initiation and Installation ceremony. Using the board, walk through the steps “a-f” from above and show how each of these have been applied with a career association project/activity. Ask your students how their confidence was impacted by the participation they played in the project/activity. Emphasize “c” small successes and “e” follow-through.**

4. Practice effective decision-making.
  - a. Get information and input.
  - b. Think about the consequences of each alternative.
  - c. Making decisions on your own can give you a feel of independence and control.

Example: It is a Friday night and one of your relatives is sick. Instead of going out, you choose to visit with him/her and maybe even cook some chicken noodle soup.

5. Develop skills.
  - a. If you are gaining new skills, you will see yourself as more capable.
  - b. Skills can be career related, school related, sports related, or just for fun.

**Note to Specialist: Go around the room and have each person state one skill at which they excel.**

6. Visualize success.

- a. Picture yourself as confident and competent.

**Note to Specialist: Ask your students to close their eyes and use their imagination to visualize what you are going to read to them. “Imagine you are going on an interview. You have pulled into the parking lot of the place of business and you feel very confident. As you walk up to the door, your shoulders are back and your head is held high. You open the door and walk up to the person at the desk. With confident eye contact and a strong voice, you introduce yourself, state who you are there to see and why you are there. He/she instructs you to take a seat, that it will be just a moment. As you ease yourself into the chair, you are sitting up straight and thinking confident thoughts. There is an air of confidence about you. The interviewer walks up to you and you stand up, look the person in the eyes and introduce yourself. Your handshake is firm and your voice is steady and strong. You proceed through the interview with ease....”**

7. Rely on yourself.

- a. Rely on yourself for approval, not others’ approval.
- b. Resist conforming to peer pressure.
- c. Listen to your own values and positive inner thoughts.

Example: You notice someone has dropped all of his books. Everyone seems to walk by and just look down at him as he is trying to gather up his belongings. You listen to your inner thoughts and do the right thing. You begin helping him pick up his books.

**COMPLETE LEARNING ACTIVITY F.37-3**  
**“MY SELF-CONCEPT FOR HOME, SCHOOL AND WORK”**

**Note to Specialist: As you state these words, write each of them on the board. After all of the words are listed, have students come up to the board and put an “X” through one and write a more appropriate word or statement.**

8. Another technique to help build confidence is to eliminate these words from your thoughts and your vocabulary:
  - a. I can't...
  - b. If...
  - c. I doubt that...
  - d. I don't think...
  - e. I don't have time...
  - f. Maybe...
  - g. I'm afraid...
  - h. I'll try...
  - i. If only...
  - j. I never...

**COMPLETE LEARNING ACTIVITY F.37-4**  
**“IF I WERE...”**

**Note to Specialist: Have your students answer the following questions on a sheet of paper. This will aid the discussion of this section.**

- K. Your friends influence your self-concept.
1. The way your friends treat you and how they talk to you influence how they make you feel.
  2. Your friends may have an impact on how successful you allow yourself to be.
  3. Answer the following questions on a sheet of paper:
    - a. Do your friends respect you?
    - b. Do your friends encourage you to improve?
    - c. Do your friends accept your failures and encourage you to accept them?
    - d. Are your friends the kind of people you respect?
    - e. Do your parents feel good about your friends?
    - f. If so, what are they seeing in your friends?
    - g. If not, why? What are they seeing?
  4. “We are the company that we keep.” (Unknown)

**COMPLETE LEARNING ACTIVITY F.37-5**  
**“GROWING PAINS”**

**COMPLETE LEARNING ACTIVITY F.37-6**  
**“GUEST SPEAKER”**

**COMPLETE LEARNING ACTIVITY F.37-7**  
**“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY F.37-8**  
**“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY F.37**  
**“TURN DOWN DAY”**

**COMPLETE MATH ACTIVITY F.37**  
**“IT’S PARTY TIME”**

**Administer Post-Assessment**

**LEARNING ACTIVITY F.37-1**  
**“SELF-CONCEPT JOURNAL”**

**OBJECTIVE:** To record thoughts that will create a healthy self-concept for home, school, and work

**RESOURCES:**

- Work Sheet—Learning Activity F.37-1
- Blank paper or notebook paper
- Yarn or string

**SUGGESTED TIME:** 30 minutes to develop journal; Two to three weeks to complete the journal

**DIRECTIONS:**

1. Distribute paper.
2. Tell your students they will be making a journal with the supplies given.
3. Distribute the work sheet for Learning Activity F.37-1. This will be one of the front pages of their journal.
4. Each day, they are to write in their journal at the beginning of your class time answering the questions from the Work Sheet.
5. At the end of the designated weeks, have a discussion.

**DISCUSSION QUESTIONS:**

1. How difficult was this for you?



2. How have you changed from the experience?

3. What are specific ways your confidence and self-concept have changed?

4. How has the journal writing affected your relationships?

5. How has the journal writing affected your attitude?

**LEARNING ACTIVITY F.37-1**  
**“SELF-CONCEPT JOURNAL”**  
**WORK SHEET**

**DIRECTIONS:** On a daily basis, write the following in your journal:

1. Five things (people, experiences...) for which you are grateful
2. Positive comments people make to you (family, friends, teachers, other adults, strangers, co-workers, customers...)
3. Two things you are proud of in relation to home, two things you are proud of in relation to school and two things you are proud of in relation to work. These could be accomplishments, something you said or did, the way you spoke to someone, you didn't procrastinate, task completed....

**LEARNING ACTIVITY F.37-2**  
**“MY SLOGAN AND SYMBOL”**

**OBJECTIVE:** To develop and display a healthy self-concept

**RESOURCES:** Art supplies (colored paper or construction paper, glue or tape and markers)

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Develop your own personal slogan that tells others about your self-concept. Examples: “The bright side of life is the right side of life.”  
“Exceptional effort is excellent.”
2. You can make it a general slogan or a specific slogan towards home, school or work.
3. Develop a symbol to go along with your slogan.
4. Display both in the room.
5. Once everyone has completed their slogan and symbol, each student should “present” his/her creation to the class.
6. Use some of the discussion questions below as they are presenting their slogan and symbol.
7. Have them take their slogans and symbols home to hang in their bedrooms. (This will be a positive affirmation for them daily.)

**DISCUSSION QUESTIONS:**

1. Why did you choose that symbol?

2. How does the symbol describe how you see yourself?

3. How does the symbol describe how others see you?

4. How is the slogan representative of you?

5. Is the slogan something you would be proud to tell a future employer? A future boyfriend/girlfriend? Your guidance counselor?

6. How are the symbol and slogan descriptive of your self-concept?

**LEARNING ACTIVITY F.37-3**  
**“MY SELF-CONCEPT FOR HOME, SCHOOL AND WORK”**

**OBJECTIVE:** To apply techniques in developing a healthy self-concept for home, school, and work

**RESOURCES:** Work Sheet—Learning Activity F.37-3

**SUGGESTED TIME:** 1-1/2 hours

**DIRECTIONS:**

1. Distribute the work sheet for Learning Activity F.37-3.
2. Ask a student to read the directions.
3. Break into pairs and complete the work sheet.
4. Discuss their answers out loud as a large group.

**LEARNING ACTIVITY F.37-3**  
**“MY SELF-CONCEPT FOR HOME, SCHOOL AND WORK”**  
**WORK SHEET**

**DIRECTIONS:** With your partner and the aid of your notes, describe how you can apply each technique in developing a healthy self-concept for:

- a. Home
- b. School
- c. Work

1. Accept yourself.
2. Think positively.
3. Set goals.
4. Practice effective decision-making.
5. Develop skills.
6. Visualize success.
7. Rely on yourself.

**LEARNING ACTIVITY F.37-4**  
**“IF I WERE...”**

**OBJECTIVE:** To analyze your self-concept for home, school and work

**RESOURCES:** Work Sheet—Learning Activity F.37-4

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Distribute copies of the work sheet for Learning Activity F.37-4.
2. Have students complete these individually.
3. After the students have completed the work sheet, divide them into small teams of 3-4.
4. Have each team discuss their answers within their teams using the questions on the work sheet as a guide.

**LEARNING ACTIVITY F.37-4**  
**“IF I WERE...”**  
**WORK SHEET**

**DIRECTIONS:**

1. Answer the statements and questions 1-5.
2. Break into your small team.
3. Share your answers with others in your team.
4. Use the small group discussion questions and write down other people’s feedback.
5. If I were a place outdoors, I would be a:  
\_\_\_\_\_

because...

6. If I were a type of clothing, I would be  
a: \_\_\_\_\_

because...

7. If I were music, I would be:  
\_\_\_\_\_

because...



8. What trends do you see with each of your answers?

9. What place outdoors, type of clothing, or music would you choose if you were answering the questions based on your concept towards:

a. Home?

b. School?

c. Work?

**Small group discussion:**

**DIRECTIONS:** Take turns and read your answers to questions 1-3.

1. Ask your small group if that is how they see you. If they see you differently, what do they see?

2. What trends are there in the way they see you?

3. Share with others in the group two of your answers from question five. Discuss the “why” behind your answers.

**LEARNING ACTIVITY F.37-5**  
**“GROWING PAINS”**

**OBJECTIVE:** To describe ways of resolving typical social problems

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Read the following situations to the class, one at a time.
2. Ask the questions listed and discuss each situation before going to the next.
3. Lastly, move to the general discussion questions.

**Note to Specialist: In place of the following situations, you may want to substitute examples that are more relevant to problems currently occurring in your school. Be cautious that the students do not mention names.**

**Scenario one:**

Felicia’s family doesn’t have much money and she wears clothes that are old and out of style. She can’t seem to make friends easily with other girls in class. They ignore her and don’t include her in any of their activities.

1. What is Felicia’s problem?

2. How do you think Felicia feels?

3. How do you think this affects her self-concept?

4. How would you feel if you were in a similar situation?

5. Can Felicia do anything about her clothes?

6. If you were in class, how would you treat Felicia?

**Scenario two:**

Manchester has been called into the principal’s office for fighting. In the past, Manchester has been a quiet student, but this year the kids are calling him names like “Fat Man,” “Lard Face,” and “The Whale.”

1. What is Manchester’s problem?

2. How do you think Manchester feels?

3. How would you feel if you were in a similar situation?

4. How would this affect your self-concept?

5. If you were in the class and were Manchester's friend, what would you do?

6. What do you think Manchester should do?

**DISCUSSION QUESTIONS:**

1. Have you ever had a problem similar to these?

2. Would you be willing to talk about it?

3. How can we build our self-concept when situations like this are trying to tear us down?

**LEARNING ACTIVITY F.37-6**  
**“GUEST SPEAKER”**

**OBJECTIVE:** To develop a healthy self-concept for home, school and work

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Invite the school guidance counselor or a counselor from the community to come and speak to your students about self- concept.
2. In advance, share with the guest speaker what you have covered with your students.
3. Have your students prepare questions in advance for the guest speaker.

**FOLLOW-UP ACTIVITY:**

1. Have your students write a paper on what they learned from the guest speaker.

**LEARNING ACTIVITY F.37-7**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment. (This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the Work Sheet.)



**LEARNING ACTIVITY F.37-7**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY F.37-8**  
**“SERVICE LEARNING”**

**OBJECTIVE:** Students will participate in a service learning activity assigned by the Specialist

**RESOURCES:** Learning Activity F.37-8

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

### TYPES OF SUPPORT LINKAGES

Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of vocational rehabilitation
		Job training partnership program

*(Source: Handbook for Vocational Support Service Teams in Maryland)*

## COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development.

Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

*(Source: Sarkees-Wircenski, M. & Scott, J. Vocational Special Needs)*

**SERVICE ACTIVITY ACTION PLAN**

<b>ACTIVITY/IDEA FOR IMPLEMENTATION</b>	
<b>STEPS FOR IMPLEMENTATION</b>	<b>RESOURCES NEEDED</b>

<b>PERSONNEL/AGENCIES/ COMMUNITY</b>	<b>REPRESENTATIVE INVOLVED RESPONSIBILITIES</b>
<b>POSSIBLE BARRIERS</b>	<b>CREATIVE SOLUTIONS</b>
<b>TIMEFRAME</b>	

**READING ACTIVITY F.37**  
**“TURN DOWN DAY”**

**OBJECTIVE:** To read for comprehension and recall

**RESOURCES:** Reading Activity F.37

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Distribute copies of Reading Activity F.37.
2. Have students read the story and answer the recall questions related to the story.
3. Have students complete the paragraph in Part II.
4. Review the definitions of selected words related to this reading activity.

## "TURN DOWN DAY"

I was hurrying down the hall from the gym when I saw Sam. "Hey Michelle, where's the fire?" Sam grinned at me as he slowly wrung out the big mop. He looked at me over his shoulder as he started to clean another part of the floor.

"Oh, hi, Sam! How've you been?" I was careful to walk around the patch of wet floor. That was how I met Sam. I walked straight across a floor he had just cleaned. He started yelling. I must have looked really scared because he started to laugh. We'd been friends ever since.

"Guess what, Sam! I made first cuts for the cheerleader tryouts!"

Sam kept right on with his work. "Is that a fact?" he said.

"Yeah," I said. "Second cuts are tomorrow. If I make those I'll be on the junior varsity squad. And next year I'll have a chance to be on the senior squad!" I wanted to be a cheerleader so much I could hardly stand it. It seemed like tomorrow would never come.

"This is really important, huh?" Sam asked. "Being a cheerleader and all that?"

"Oh yes!" I said, breathless. "We go to all the games. We get to ride on the buses with the teams. And once you're a cheerleader you're in with all the best kids."

Sam laughed, but not as if he thought something was funny. "In, huh? What does it mean to be 'in'?"

"It means everything," I said, leaning against the wall. "It means I'll be invited to all their parties. It means maybe I'll get lots of dates. Already some of the cheerleaders are starting to be friends with me."

Sam went right on mopping. "Well, good luck, Michelle."



“Thanks, Sam!” I said as I ran on down the hall.

The next day in the gym there was a hush as Ms. Barker, the cheerleading coach, looked at her clipboard. “Ronda, Karen, Mindy, Lupe, and Betsy, please stay. The rest of you may leave. Thank you for trying out. We’re sorry we can’t use everybody.”

The five girls who had been picked were surrounded by cheerleaders. They were all jumping around and hugging each other. None of the cheerleaders came over to me to say they were sorry I didn’t make it. They had forgotten all about me.

I slowly gathered up my stuff and started down the hall. I have never felt this bad in my life. I wanted to be a cheerleader so much. I was sure I was just as good as any of the girls that had been picked. It wasn’t fair!

“Hey, Michelle, what’s up?”

I looked up and saw Sam. He was getting ready to go home for the night. “Hi, Sam,” I said, not even trying to sound cheerful.

“Have a bad day?” he asked.

I nodded. “The worst day of my life. I didn’t make the cheerleading squad. And none of the girls even said they were sorry I didn’t make it. They acted so friendly yesterday. Now, I won’t get to go to any of their parties!”

Sam was quiet for a long minute. Then he said, “Well, I guess this proves it!”

“Proves what?” I asked.

“That you’re human. Can’t think of anybody who likes being rejected. It really affects your self-concept, doesn’t it?”

I nodded.

“Not making the cheerleaders, that’s the easy part. So you didn’t make it. Think of all the poor girls that didn’t make the first cuts! Maybe you’ll get a chance for next year.”

“Yeah, maybe,” I said. “But I’ll miss out on all the parties and everything this year.”

“Do you mean to tell me the only kids in this school are the cheerleaders and the football players?”

“Well, no, but . . .”

“But nothing!” Sam said. “Don’t be so silly, girl! There are plenty of nice kids in this school. And you know lots of them. It doesn’t sound like those cheerleaders would make very good friends.”

Maybe Sam was right. I did have a lot of good friends who weren’t cheerleaders.

“Now I’m going home and get some supper. You better do the same. And instead of thinking all night about what you can’t have, think about all the things you’ve already got. You’ll feel better tomorrow. See if you don’t!”

## RECALL QUESTIONS

### PART I

**DIRECTIONS:** How well did you read? Complete the following sentences.

1. Michelle wanted to make the cheerleading squad because she
  - a. \_\_\_\_\_ needed the exercise.
  - b. \_\_\_\_\_ wanted to be "in."
  - c. \_\_\_\_\_ enjoyed sports.
  
2. Sam told Michelle to
  - a. \_\_\_\_\_ stop feeling sorry for herself.
  - b. \_\_\_\_\_ ask Ms. Barker if she could have another chance.
  - c. \_\_\_\_\_ not to go to any parties.

### PART II

**DIRECTIONS:** Fill in the blanks to complete the paragraphs below.

Michelle had made first \_\_\_\_\_ of the cheerleader tryouts. \_\_\_\_\_ was very excited. She \_\_\_\_\_ to be a cheerleader \_\_\_\_\_ much. If she was \_\_\_\_\_ cheerleader she would be \_\_\_\_\_ with all of the \_\_\_\_\_ and football players. She \_\_\_\_\_ get to ride on \_\_\_\_\_ buses with the teams. \_\_\_\_\_ would be invited to \_\_\_\_\_ their parties.

Michelle told \_\_\_\_\_ friend Sam about being \_\_\_\_\_ cheerleader. Sam didn't seem \_\_\_\_\_ understand about being "in." \_\_\_\_\_ asked if being in \_\_\_\_\_ really important.

\_\_\_\_\_ didn't make the cheerleading \_\_\_\_\_ . None of the cheerleaders \_\_\_\_\_ over to

say they \_\_\_\_\_ sorry. They all stood  
\_\_\_\_\_ the five girls who \_\_\_\_\_ the squad.

Michelle met \_\_\_\_\_ as he was getting  
\_\_\_\_\_ to go home. She \_\_\_\_\_ him  
she didn't make \_\_\_\_\_ squad. He told her  
\_\_\_\_\_ start thinking about all \_\_\_\_\_  
things she already had. \_\_\_\_\_ said there were plenty  
\_\_\_\_\_ nice kids in school \_\_\_\_\_  
weren't cheerleaders or football \_\_\_\_\_.

**MATH ACTIVITY F.37**  
**“IT’S PARTY TIME!”**

**OBJECTIVE:** To practice addition, subtraction, multiplication, and division of metric numbers

**RESOURCES:** Work Sheet—Math Activity F.37

**SUGGESTED TIME:** 1 hour

**Note to Specialist: It might be necessary to review the “basics” of metric numbers.**

**DIRECTIONS:**

1. Distribute copies of the work sheet for Math Activity F.37.
2. Review the directions and work out an example of using liters for your students.
3. Review the answers with your class.

**MATH ACTIVITY F.37**  
**“IT’S PARTY TIME!”**  
**WORK SHEET**

**DIRECTIONS:** After being rejected by the cheerleading squad, Michelle decides to have a party for some of her friends. As she makes up her lists and does the shopping, she realizes she has more friends than she thought she had.

1. Michelle invites 12 people to her party. She decides to make punch. She wants to have 3 glasses of punch for each of her guests.

a. How many glasses of punch does she need to make?

b. Each glass is 0.21 liter. How many liters of punch does she need to make?

2. Michelle goes to the store to buy soda for her punch. One brand is \$.99 for a 1-liter bottle. Another brand is \$.95 for a 0.95-liter bottle. Which is cheaper, the first one or the second one?

3. Michelle wants to bake brownies for her party. Her recipe makes 8 large brownies, but she has invited 12 people. She must double the recipe. Below are the ingredients in the recipe and the quantities for 1 batch. How much of each is needed for a double batch?

a. 1 egg

b. 1 1/2 cups milk

c. 2 cups sugar

d. 0.12 kg chocolate

e. 1/4 cup chopped nuts

f. 1/2 teaspoon salt

g. 1 tablespoon shortening

h. 2/3 cup flour

4. Michelle has invited 12 people to her party, 6 guys and 6 girls. The guys eat twice as much as the girls do. If the girls eat 1 1/2 dozen cookies, how many do the guys eat? How many cookies is that for each guy?

**PRE-ASSESSMENT**     **POST-ASSESSMENT**

**DIRECTIONS:**     Answer the following questions to the best of your ability. Some questions will have more than one answer.

1.    What is self-concept?

2.    What is self-confidence?

3.    What is self-esteem?



4. How do people display whether they have a healthy self-concept or not?

5. What are three techniques that build confidence and assist in building a healthy self-concept?

## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. What is self-concept?
  - A view, an opinion or an idea a person has about him/herself
2. What is self-confidence?
  - Faith in our own abilities
  - Reliance on our own powers and resources
  - Belief that we are competent to handle tasks and situations
  - Belief that we can cope with problems and challenges in life
3. What is self-esteem?
  - The feelings one has about him/herself
  - A personal judgment of self-worth
4. How do people display whether they have a healthy self-concept or not?
  - The way they talk
  - Body language
  - How they communicate and relate to others
  - How they respond to situations and peer pressure

5. What are three techniques that build confidence and assist in building a healthy self-concept?

- Accept yourself
- Think positively
- Set goals
- Practice effective decision-making
- Develop skills
- Visualize success
- Rely on yourself
- Eliminate negative words from vocabulary

**ANSWER KEY**  
**READING ACTIVITY**

**PART I**

1. Michelle wanted to make the cheerleading squad because she:
  - a. \_\_\_\_\_ needed the exercise.
  - b. **X** wanted to be “in.”
  - c. \_\_\_\_\_ enjoyed sports.
  
2. Sam told Michelle to
  - a. **X** stop feeling sorry for herself.
  - b. \_\_\_\_\_ ask Ms. Barker if she could have another chance.
  - c. \_\_\_\_\_ not to go to any parties.

**PART II**

Michelle had made first **cuts** of the cheerleader tryouts. **She** was very excited. She **wanted** to be a cheerleader **so** much. If she was **a** cheerleader she would be **in** with all of the **kids** and football players. She **would** get to ride on **the** buses with the teams. **She** would be invited to **all** their parties.

Michelle told **her** friend Sam about being **a** cheerleader. Sam didn't seem **to** understand about being “in.” **He** asked if being in **was** really important.

**Michelle** didn't make the cheerleading **squad**. None of the cheerleaders **went** over to say they **were** sorry. They all stood **around** the five girls who **made** the squad.

Michelle met **Sam** as he was getting **ready** to go home. She **told** him she didn't make **the** squad. He told her **to** start thinking about all **the** things she already had. **He** said there were plenty **of** nice kids in school **who** weren't cheerleaders or football **players**.

**ANSWER KEY**  
**MATH ACTIVITY**

1.
  - a. 36 glasses
  - b. 7.56 liters
  
2. First one
  
3. Michelle wants to bake brownies for her party. Her recipe makes 8 large brownies, but she has invited 12 people. She must double the recipe. Below are the ingredients in the recipe and the quantities for 1 batch. How much of each is needed for a double batch?
  - a. 1 egg
  - b. 1 1/2 cups milk
  - c. 2 cups sugar
  - d. 0.12 kg chocolate
  - e. 1/4 cup chopped nuts
  - f. 1/2 teaspoon salt
  - g. 1 tablespoon shortening
  - h. 2/3 cup flour

a. 
$$\begin{array}{r} 1 \text{ egg} \\ + 1 \text{ egg} \\ \hline 2 \text{ eggs} \end{array}$$

b. 
$$\begin{array}{r} 1 \frac{1}{2} \text{ cups} \\ + 1 \frac{1}{2} \text{ cups} \\ \hline 3 \text{ cups milk} \end{array}$$

c. 
$$\begin{array}{r} 2 \text{ cups} \\ + 2 \text{ cups} \\ \hline 4 \text{ cups} \end{array}$$

d. 
$$\begin{array}{r} .12 \text{ kg} \\ + .12 \text{ kg} \\ \hline .24 \text{ kg chocolate} \end{array}$$

e. 
$$\begin{array}{r} 1/4 \text{ cup} \\ + 1/4 \text{ cup} \\ \hline 1/2 \text{ cup nuts} \end{array}$$

f. 
$$\begin{array}{r} 1/2 \text{ tsp.} \\ + 1/2 \text{ tsp.} \\ \hline 1 \text{ tsp. salt} \end{array}$$

g. 
$$\begin{array}{r} 1 \text{ tbsp.} \\ + 1 \text{ tbsp.} \\ \hline 2 \text{ tbsp. shortening} \end{array}$$

h. 
$$\begin{array}{r} 2/3 \text{ cup} \\ + 2/3 \text{ cup} \\ \hline 1 \frac{1}{3} \text{ cups flour} \end{array}$$

4. Michelle has invited 12 people to her party, 6 guys and 6 girls. The guys eat twice as much as the girls do. If the girls eat 1 ½ dozen cookies, how many do the guys eat? How many cookies is that for each guy?

$$\begin{array}{r} 1 \frac{1}{2} \text{ dozen} \\ + 1 \frac{1}{2} \text{ dozen} \\ \hline 3 \text{ dozen cookies} \\ \text{for the guys} \end{array}$$

$$\begin{array}{r} 12 \text{ cookies} \\ \times 3 \text{ dozen} \\ \hline 36 \text{ cookies} \end{array}$$

6 cookies each  
6/36 cookies