**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Human Services |
| **Course** | Interpersonal Studies |
| **Lesson/Unit Title** | Building Family Strengths: Personal Identity and Self-Esteem |
| **TEKS Student Expectations** | **130.275. (c) Knowledge and Skills**  (2) The student evaluates factors related to personal development. The student is expected to:  (B) Analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Recognize how the family influences the development of personal identity * Identify factors which influence your identity * Summarize Erikson’s Psychosocial stages and how they relate to personal identity and self-esteem |
| **Rationale** | An individual’s positive identity and self-esteem begins to develop in infancy. It is an important part of early development. Developing a healthy self-concept is greatly influenced by how people respond to you. As a caregiver or a Counseling and Mental Health provider, it is important that you understand the importance of guiding children in a positive manner. Healthy self-concepts develop when caring adults treat children in a positive way. |
| **Duration of Lesson** | Two 45-minute class periods |
| **Word Wall** | **Guidance:** Assistance; showing direction  **Self-Esteem:** Term used in psychology to reflect a person’s overall emotional evaluation of his or her own worth  **Self-Identity:** Sense of individuality  **Self-Awareness:** The capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals  **Special Needs Child:** A child, who’s physical, mental, or emotional abilities or needs are different from those of other children and require special attention |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines for Internet access) * Presenter remote   **Materials:**   * Encouraging cards * Samples of awards or recognition certificates * Self-improvement books * Trophies   **Supplies:**   * CD player, iPod, or phone with Billy Joel’s song, “Just the Way You Are” * Paper * Pencils * Copies of all handouts   **PowerPoint:**   * Building Family Strengths: Personal Identity and Self-Esteem   **Technology:**   * Free iPad App:   + Affirmations! Daily self-esteem help solutions and life improvement complete guide The positive thinking affirmation tips and secrets for key success and happiness.<https://itunes.apple.com/us/app/affirmations!-daily-self-esteem/id328011102?mt=8> * Tedx Talk:   + How to know your life purpose in five minutes | Adam Leipzig | TEDxMalibu Adam Leipzig has overseen more than 25 movies as a producer, executive and distributor and has produced more than 300 stage plays and live events, and he was one of the founders of the Los Angeles Theatre Center.<https://youtu.be/vVsXO9brK7M>   **YouTube:**   * Ten Tips for Improved Self-Esteem Start improving self-esteem today using any one or all of these 10 Amazing Strategies!<http://youtu.be/Oc-B536E6MY>   **Graphic Organizers:**   * Building Family Strengths: Personal Identity and Self-Esteem Notes   **Handouts:**   * ABC’s of Positive Identity and Self-Esteem * Focus Sheet for Building Family Strengths: Personal Identity and Self-Esteem * Erik Erikson’s Psychosocial Stages * Erik Erikson’s Psychosocial Stages (Key) * Your Road to Self-Identity * 3-2-1 Lesson Closure |
| **Anticipatory Set** | **Before class begins:**  Obtain a recording of Billy Joel’s “Just the Way You Are” song. Print copies of the lyrics of the song for each student. Lyrics can be found at:<http://www.azlyrics.com/lyrics/billyjoel/justthewayyouare.html>  Note to teacher: Prior to this activity, have a discussion with the students about sharing positive statements with their peers. Monitor this activity carefully to ensure good classroom management of this activity.  Students will receive a list of positive descriptions about themselves from their peers and understand the importance of having a good self-esteem.  Instructions:   * Distribute copies of lyrics “Just the Way You Are” to each student. * Listen to “Just the Way You Are” while students follow along with printed lyric sheet. * Discuss the lyrics. * Have each student write their name at the top of a piece of paper. * Pass it to the person on their right. * Have them write two-three positive comments, descriptors of the person whose paper they have. * Continue to pass papers until each student has their original paper back. * Allow students the opportunity to read their lists if they wish.   Discuss the following questions:   * How does it make you feel to see the positive statements about you? * How can positive statements help strengthen the family? * What are some things you could say to your own family? * What is self-esteem? * What does it mean to have a positive self-esteem? * Explain how a person’s self-esteem can affect feelings of worth and importance. * How do families affect a person’s self-esteem? * What does it mean to have a positive identity?   For your personal use, print copies of “300 Ways to Praise a CTE Student”.  Make it an effort to genuinely praise your CTE students to help boost their self-esteem not only during this lesson but in a complementary manner in every opportunity. |
| **Direct Instruction with Special Education Modifications/Accommodations** | Introduce lesson objectives, terms, and definitions.  Distribute handout Building Family Strengths: Personal Identity and Self-Esteem Notes. Students will be expected to take notes while viewing the slide presentation. Teacher to determine the notes which will be recorded by students.  Note to teacher: Prior to beginning this PowerPoint, for background information on Erikson’s Theory of Socialization, please refer to the Education and Training lesson “A Look at Theories: Part II”.  Introduce PowerPoint Building Family Strengths: Personal Identity and Self-Esteem and begin the discussion with students. Allow for questions and answers to check for understanding.  On slide 15 – 10 Tips for Improved Self-Esteem, have students number their papers from 1-10 and copy the 10 tips from the video. You may wish to elaborate on the list by asking the students for additional tips.  YouTube video included in the PowerPoint:   * Ten Tips for Improved Self-Esteem Start improving self-esteem today using any one or all of these 10 Amazing Strategies!<http://youtu.be/Oc-B536E6MY>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing a copy of slide presentation |
| **Guided Practice with Special Education Modifications/Accommodations** | Distribute Erik Erikson’s Psychosocial Stages handout. With a partner, the students will research Erikson’s psychosocial stages and write how each stage contributes to a positive identity and self-esteem in each appropriate age in the life span.  Allow time for discussion of the topic.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow note-taker user additional time * use cue cards for steps of task * use study guides * provide study skills instruction |
| **Independent Practice/Laboratory Experience with Special Education Modifications/Accommodations** | Distribute Your Road to Self-Identity handout. Students will diagram their own life road, starting with infant years and as an older adult. In each box event, write what they remember occurred near the appropriate age. Also, add major events that they would like to happen to them or would like to experience in the future. Include the people in their life during each event and how they helped or will help mold their self-identity.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow extended time for writing assignments * provide more time for practice of certain tasks * provide computers for writing tasks * use readers |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Distribute handout 3-2-1 Lesson Closure. The lesson closures activity is an instructional strategy which allows students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and future. It also allows the teacher to evaluate the progress of the students and lesson. |
| **Summative/End of Lesson Assessment with Special Education Modifications/Accommodations** | Distribute ABC’s of Positive Identity and Self-Esteem handout. Individually, students will create words or phrases using the letters of the alphabet that promote a healthy self-concept. Students will list ways parents, caregivers or Counseling and Mental Health providers can help promote good self-esteem.  Allow students the opportunity to read their lists if they wish. You can elect to compile a class list of ABC’s of Positive Identity and Self-Esteem and select students to create a poster. Display the poster in the school counselor’s office.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * tape record lectures * break difficult tasks into smaller parts; teach each part separately if needed * provide student with optional quiet spot (possibly isolated) to do academic work or to avoid punishment * provide frequent teacher/student contacts to help student start and remain on task |
| **References/Resources** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft.   **Textbooks:**   * Brisbane, H. (2010). *The developing child*. Columbus, OH: Glencoe/McGraw-Hill. * Johnson, L. (n.d.). *Strengthening family & self*. 6th ed.   **YouTube:**   * Ten Tips for Improved Self-Esteem Start improving self-esteem today using any one or all of these 10 Amazing Strategies!<http://youtu.be/Oc-B536E6MY>   **Websites:**   * Child Development Institute Useful information on Building Your Child’s Self-Esteem. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Distribute Focus Sheet for Building Family Strengths: Personal Identity and Self-Esteem handout. Students will write new words or phrases from the text, article, or website. They will complete the chart by answering the statements and defining the words or phrases. * Draw connections between content and real life * Speak slowly and clearly in a normal tone of voice * Repeat key phrases * Stress the main words in a sentence |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about the importance of families encouraging positive self-esteem in children. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:  Self-Esteem: How to Help Children and Teenagers Develop a Positive Self-Image The development of a positive self-concept or healthy self-esteem is extremely important to the happiness and success of children and teenagers.<http://childdevelopmentinfo.com/child-psychology/self-esteem/> |
| **Quotes** | Wanting to be someone else is a waste of the person you are. **-Marilyn Monroe**  When you’re different, sometimes you don’t see the millions of people who accept you for what you are. All you notice is the person who doesn’t. **-Jodi Picoult**, *Change of Heart*  You yourself, as much as anybody in the entire universe, deserve your love and affection. **-Gautama Buddha** |
| **Writing Strategies** | **Journal Entries:**   * When you were younger, how did your parents build your self-esteem? * Recall a time when you were praised for a job well done. Explain the situation and the outcome. * Why is it important to model good behavior in front of children?   **Writing Strategy:**  RAFT Writing Strategy   * Role – Parent * Audience – Adolescent * Format – Letter * Topic – Need for Positive Self-Esteem |
| **Communication 90 Second Speech Topics** | * It is important to develop a positive personal identity and self-esteem with children because \_\_\_\_\_\_\_\_\_\_\_. * Personal identity is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | * Pretend you are a child with a special need. How do you think someone could build your self-esteem? What resources are available to you and your family that will help with this task?   Human ServicesInterpersonal Studies Writing Prompt:  Think about how the family influences the development of personal identity and self-esteem. Write an essay in which you state your position on how the family influences the development of personal identity and self-esteem of all family members, including those with special needs. (10th and 11th grade persuasive writing).  TED Talks:  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  How to know your life purpose in five minutes | Adam Leipzig | TEDxMalibu  Adam Leipzig has overseen more than 25 movies as a producer, executive and distributor and has produced more than 300 stage plays and live events, and he was one of the founders of the Los Angeles Theatre Center.<https://youtu.be/vVsXO9brK7M> |
| **Family/Community Connection** | Use a computer drawing program to create a family tree that includes you, your parents, grandparents, siblings and great-grandparents. Identify the events, characteristics or qualities in each family member that contributed to strengthening the family unit with positive self-esteem.  Interview a family member or adult about factors which contributed to strengthening the family unit. |
| **CTSO connection** | **Family, Career and Community Leaders of America (FCCLA)**  <http://www.fcclainc.org>  FCCLA Family First Project  The FCCLA Families First national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members. Its goals are to: help youth become strong family members and leaders for today and tomorrow and strengthen the family as the basic unit of society. To help members focus their projects, Families First offers five units. Members may complete projects in one or several units. There is no order to them; although, “Families Today” might be a good place to start. It covers topics that provide a general overview of families and related issues:   * Families Today: Understand and celebrate families * You-Me-Us: Strengthen family relationships * Meet the Challenge: Overcome obstacles together * Balancing Family and Career: Manage multiple responsibilities * Parent Practice: Learn to nurture children |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.<http://www.nylc.org/>  Interpersonal Studies students can volunteer at a local elementary after school program and practice their positive self-esteem/reinforcement skills. Students will be required to keep an updated log of their visits, observations and analysis.  After completion of project, students will write a personal reflection evaluating how their positive self-esteem/reinforcement techniques impacted the children.   * Do they feel they made an impact? * Did the project achieve its purpose? * What might they do differently next time? * What knowledge did they gain from this experience? |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)