
Self-Understanding and Assessment

Unit: Employability in the Horticulture Industry

Problem Area: Developing Personal Skills

Lesson: Self-Understanding and Assessment

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Discuss the importance of self-concept and its ingredients.**
- 2 Describe the factors that affect the development of self-concept.**
- 3 Explain how to develop a positive self-concept.**
- 4 Identify the characteristics of people with a high self-concept.**
- 5 Explain how leaders can raise the self-concept of others.**

- **List of Resources.** The following resource may be useful in teaching this lesson:

E-unit: *Self-Understanding and Assessment*. Danville, IL: CAERT, Inc.
<www.mycaert.com>.

- **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Writing surface
- ✓ Overhead projector
- ✓ Copies of sample test
- ✓ Visuals from accompanying masters
- ✓ Copies of student lab sheets
- ✓ Slide projector

■ **Terms.** The following terms are presented in the lesson (shown in bold italics):

- ▶ anxiety
- ▶ attitude
- ▶ conceit
- ▶ desire
- ▶ doubt
- ▶ fear
- ▶ motivation
- ▶ resilient
- ▶ self-concept
- ▶ self-confidence
- ▶ self-determination
- ▶ self-esteem
- ▶ self-image
- ▶ self-responsibility

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Lead a brainstorming activity in which students list jobs related to the horticulture industry. Students should identify those jobs that require motivation, self-determination, self-confidence, etc. Would one job require these traits more than another? Why or why not? Continue the discussion as long as is necessary for students to understand the importance of these concepts.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Discuss the importance of self-concept and its ingredients.

Anticipated Problem: Why is it important to have a good self-concept, and how is it achieved?

- I. **Self-concept** is the knowledge and understanding a person has of his or herself. It involves recognizing both personal strengths and weaknesses.
 - A. Self-concept influences personality. A person with a positive self-concept is pleasant, secure, and content. A person with a poor self-concept is often

unpleasant, insecure, and unhappy. When your self-concept improves, your personality and performance improve.

- B. A positive self-concept is the most important factor influencing success. Belief in oneself leads to respect from peers. People who have a positive self-concept are readily accepted as leaders.
- C. A positive self-concept has many rewards.
 - 1. People with a positive self-concept tend to be more confident individuals who trust in their ideas, skills, and knowledge. These people eagerly capitalize on opportunities, handle challenges, and learn from mistakes.
 - 2. People with a positive self-concept are more dynamic and interesting.
 - 3. People with a positive self-concept are more emotionally secure, have positive feelings for others, and are able to cope with success.
 - 4. People with a positive self-concept become more focused on bigger goals and have the ability to control their personal future by creating circumstances instead of following circumstances.
- D. The ingredients of a positive self-concept include self-esteem, self-image, self-confidence, self-determination, and self-responsibility.
 - 1. **Self-esteem** is a person's overall self-appraisal of his or her worth. It is reflected in a person's behavior.
 - 2. **Self-image** is a mental picture a person has of him or herself. It relates to self-acceptance and presenting oneself in a confident manner.
 - 3. **Self-confidence** is being secure with one's abilities and the opportunity to face new challenges.
 - 4. **Self-determination** involves motivation from within.
 - a. **Motivation** is the energy that allows a person to meet new challenges.
 - b. To be self-determined is to be in charge of one's fate.
 - 5. **Self-responsibility** is the ability to accept consequences for any effort—good, bad, or other. To be self-responsible, a person must be **resilient**, or have the ability to bounce back.
- E. When one's self-esteem is inflated, he or she becomes conceited.
 - 1. **Conceit** is the excessive feeling of one's own worth. Conceited people are boastful and arrogant.
 - 2. A person with a positive self-concept does not brag or voice self-satisfaction of his or her worth.

Begin the lesson with an interest approach. State the learning objectives, and introduce new terms. Use LS-A for students to do a personal survey of how they see themselves. Use LS-B for students to evaluate their personal appearance, feelings, and habits.

Objective 2: Describe the factors that affect the development of self-concept.

Anticipated Problem: What factors affect the development of self-concept?

- II. Three types of factors affect the development of self-concept: chronological, external, and internal.
 - A. Chronological development of self-concept can be divided into three segments: childhood, adolescence, and adulthood.
 1. The self-concept formed in childhood lays the foundation for your attitudes toward work, future success, and abilities. Parents do not actually teach self-concept, but they mold and shape it through positive or negative actions.
 2. Development during adolescence involves comparing yourself to others as you mature. Typically, you become less happy with who you are. Often, you wish to be like others.
 - a. The media play a big role in the self-perception of adolescents. Television and movie characters often portray unreal images to adolescents.
 - b. Ages 12 to 18 are critical years in the development of self-concept because adolescents are also dealing with physical change, peer group relationships, confusing identity, loss of childhood, and the assumption of adult responsibilities.
 3. When you reach adulthood, your self-concept has been formed by past experiences. Adults tend to define themselves in terms of things they possess, in terms of what they do for a living, or in terms of an internal value system and emotional makeup.
 - B. External factors affecting self-concept include family, relationships, school, work, and social activities.
 1. The years from birth to age 18 are considered the formative years. During this time, the family environment is highly influential in a person's development. Family environment provides the basic needs of survival, safety, and security.
 2. Contacts outside of family provide a network of past, present, and future relationships. Relationships exert certain influences on self-concept, either consciously or unconsciously. The friends you choose reflect your level of self-concept. Friendships sometimes mirror you in feelings, thoughts, likes, or dislikes.
 3. School is where you spend the majority of your time from age 5 to age 20. Education can play an important role in developing self-concept, offering constant challenges and obstacles to overcome. Peer pressure at school can be demanding and challenging.
 4. The world of work provides you with the opportunity to display self-concept. Companies desire people with a high self-concept because they tend to be more productive than those with a low self-concept.
 5. Social activities offer you the chance to display self-concept as you interact with others who may or may not have similar interests.

- C. The specific internal factors that affect self-concept are fear, doubt, and anxiety.
1. **Fear** is an overwhelming anticipation or awareness of danger. It is one of the basic emotions.
 2. **Doubt** is the state of questioning your ability to learn, think creatively, accomplish, and succeed.
 3. **Anxiety** is an uncomfortable feeling or uneasiness about a solution or event. Being anxious is sometimes referred to as “having butterflies.”

Lead a discussion during which students are required to take notes. Use a PowerPoint presentation as a teaching tool.

Objective 3: Explain how to develop a positive self-concept.

Anticipated Problem: How do you develop a positive self-concept?

- III. Five steps lead to the development of a positive self-concept: accept yourself, desire change, create an environment for change, set goals, and take action.
- A. The first step to developing a positive self-concept is to accept yourself as you are. Recognize that you can control only the future, not the past.
- B. Having a genuine desire to change is the next step in the development of a positive self-concept. **Desire** is a wish or craving for something.
- C. When the second step is completed, you need to create the proper environment to allow desire to grow. Your attitude will play a major role in this.
1. **Attitude** is a state of mind with respect to feelings, beliefs, or outlook (positive or negative) on an event. Desire can be maintained with a positive attitude.
 2. Determine your own attitude. Be aware of attitudes of those with whom you associate.
- D. A direct relationship exists between goals and self-concept. You must develop a purpose or direction through the establishment of goals. Goals are usually categorized into short, medium, and long term.
1. There are three parts to setting a goal: define the goal, establish a time frame (short, medium, or long term), and make an agenda. List what’s involved in reaching the goal and test the possible obstacles.
 2. Be realistic in goal setting. Evaluate the progress toward a goal. After evaluating your progress, make adjustments as needed. Give yourself a reward when the goal is reached.
- E. The last step is to take action. Without action, all you have are good intentions. Action is sometimes the hardest step because it requires both physical and mental energy. When you take action, you become vulnerable to both external and internal factors that affect self-concept.

Lead a discussion on the five steps to achieving a positive self-concept.

Objective 4: Identify the characteristics of people with a high self-concept.

Anticipated Problem: How would you describe someone with a high self-concept?

- IV. Once self-concept is attained, enhanced, or improved, a person will exhibit positive characteristics.
- A. There are six primary characteristics of people with a positive self-concept.
1. They have a positive orientation. They do not waste time worrying about the past. Falling down doesn't mean failure; staying down does.
 2. They are able to cope with life's problems and realize that problems do not have to depress them or make them anxious. Problems are seen as challenges.
 3. They are able to deal with emotions. People cannot help the way they feel, but they can control the way they act. They are able to keep emotions from affecting the way they act.
 4. They are able to help others and accept help themselves. They are not threatened by helping others succeed, nor are they afraid to admit to a weakness. Secure people in leadership roles surround themselves with good people.
 5. They are able to accept people as unique, talented individuals for who they are and what they can do.
 6. They are able to exhibit a variety of self-confident behaviors. They accept compliments or gifts graciously. They laugh at mistakes without self-ridicule. They enjoy being by themselves without being lonely.
- B. There are many other ways to present a positive self-concept, including smiling, being neat in appearance and dress, being polite and considerate of others, being an active listener, taking pride in work, having independence, making the best of every situation, and making wise decisions.
- C. Some physical characteristics of positive self-concept include bright and alert eyes, relaxed face and natural color, chin held high, relaxed jaw and erect shoulders, relaxed and graceful hand movements, relaxed and balanced posture, a purposeful walk, and a voice controlled with clear pronunciation.

Lead a class discussion on the characteristics of people with a high self-concept.

Objective 5: Explain how leaders can raise the self-concept of others.

Anticipated Problem: How can leaders increase the self-concept of others?

- V. Good leaders bring out the best in other people. This includes a positive self-concept.
- A. By raising your own self-esteem, you increase the level in others around you.

- B. Following are some ways you as a leader can increase the self-concept of others.
1. Give people opportunities to practice self-responsibility.
 2. Give reasons for rules and guidelines when they are not self-evident. Do not dictate directions and instructions.
 3. If you err in dealing with someone, admit it and apologize.
 4. Let people see that it's human to make mistakes or not know all the answers.
 5. Describe undesirable behavior without blaming.
 6. If someone does exceptional work or makes an excellent decision, challenge the person to determine how and why it happened.
 7. Praise in public, and correct in private.
 8. When the behavior of someone creates a problem, ask that person to propose a solution.
 9. Give people the resources, information, and authority to do what you have asked them to do.
 10. Find the central inherence of people and, when possible, match tasks and objectives with individual dispositions.
 11. Ask people what they need in order to feel more in control of their work, and then try to provide it.
 12. "Stretch" people by assigning tasks slightly beyond their known capabilities.
 13. Encourage people to view problems as challenges and opportunities.
 14. Support the talented non-team player. Even team players benefit from seeing respect for individuality.
 15. Write letters of commendation and appreciation to high achievers and ask others to do likewise.

Lead a class discussion on how leaders can raise the self-concept of others.

- **Review/Summary.** Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be reviewed or taught from a different angle. The anticipated problems can be used as student review questions.
- **Application.** Use the included visual masters and lab sheets to apply the information presented in the lesson.
- **Evaluation.** Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. The sample written test can also be used.

■ **Answers to Sample Test:**

Part One: Matching

1. g

2. a
3. h
4. e
5. c
6. b
7. j
8. f
9. d
10. i

Part Two: Multiple Choice

1. b
2. b
3. a
4. c
5. a

Part Three: Short Answer

Any 10 of the following:

- ◆ Give people opportunities to practice self-responsibility.
- ◆ Give reasons for rules and guidelines when they are not self-evident.
- ◆ If you err in dealing with someone, admit it and apologize.
- ◆ Let people see that it's human to make mistakes or not know all the answers.
- ◆ Describe undesirable behavior without blaming.
- ◆ If someone does exceptional work or makes an excellent decision, challenge the person to determine how and why it happened.
- ◆ Praise in public, and correct in private.
- ◆ When the behavior of someone creates a problem, ask that person to propose a solution.
- ◆ Give people the resources, information, and authority to do what you have asked them to do.
- ◆ Find the central inference of people and, when possible, match tasks and objectives with individual dispositions.
- ◆ Ask people what they need in order to feel more in control of their work, and then try to provide it.
- ◆ Stretch people, assigning tasks slightly beyond their known capabilities.
- ◆ Encourage people to view problems as challenges and opportunities.
- ◆ Support the talented non-team player, since even team players benefit from seeing respect for individuality.
- ◆ Write letters of commendation and appreciation to high achievers and ask others to do likewise.

Self-Understanding and Assessment

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|-----------------------|------------------------|
| a. self-concept | f. self-responsibility |
| b. motivation | g. conceit |
| c. resilient | h. self-esteem |
| d. fear | i. attitude |
| e. self-determination | j. doubt |

- ____ 1. Excessive feeling of one's worth
- ____ 2. The knowledge and understanding a person has of his or herself
- ____ 3. A person's overall self-appraisal of their worth
- ____ 4. Deals with motivation from within
- ____ 5. The ability to bounce back
- ____ 6. The energy that allows a person to meet new challenges
- ____ 7. The state of questioning your ability to learn, think creatively, accomplish, and succeed
- ____ 8. The ability to accept consequences for any effort
- ____ 9. An overwhelming anticipation or awareness of danger
- ____ 10. A state of mind with respect to feelings, beliefs, or outlook (positive or negative) on an event

► Part Two: Multiple Choice

Instructions: Write the letter of the correct answer.

- ____ 1. What is being secure with one's abilities and the opportunity to face new challenges?
- a. self-concept
 - b. self-confidence
 - c. self-determination
 - d. self-esteem

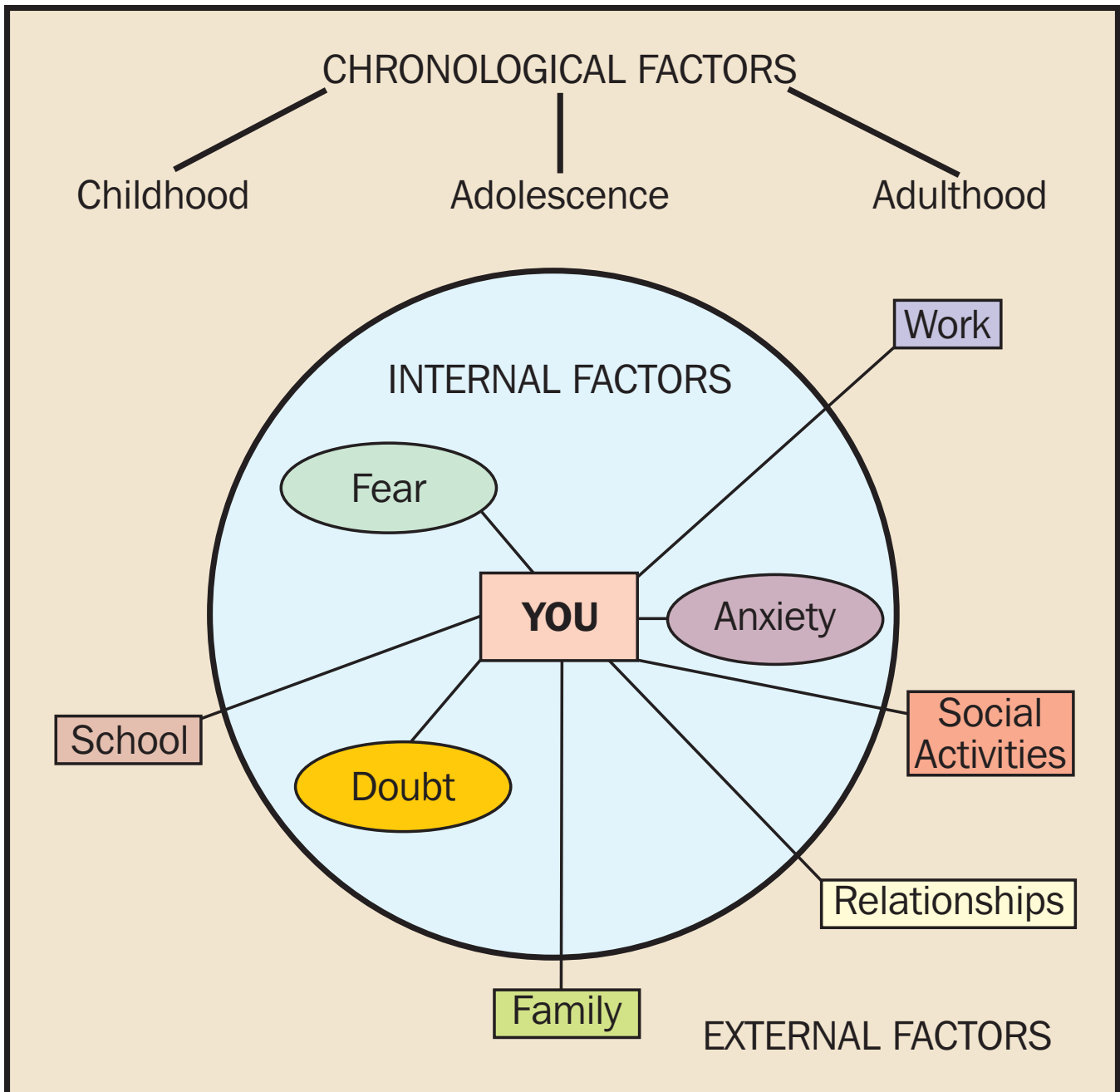
- _____ 2. Which factor affecting the development of self-concept includes family, relationships, school, work, and social activities?
- a. chronological
 - b. external
 - c. internal
 - d. motivational
- _____ 3. What is an uncomfortable feeling or uneasiness about a solution or event?
- a. anxiety
 - b. danger
 - c. doubt
 - d. fear
- _____ 4. Which of the following is a characteristic of people with a positive self-concept?
- a. They are very emotional.
 - b. They avoid helping others and decline help from others.
 - c. They are able to accept people as talented individuals.
 - d. They are unable to cope with life's problems.
- _____ 5. What is the first step to developing a positive self-concept?
- a. Accept yourself as you are.
 - b. Create an environment for the desire to grow.
 - c. Set attainable goals.
 - d. Take action.

► **Part Three: Short Answer**

Instructions: Complete the following.

List 10 ways leaders can raise the self-concept of others.

FACTORS AFFECTING DEVELOPMENT OF SELF-CONCEPT



PHRASES AFFECTING SELF-CONCEPT

You can do anything!

You're great!

Next time you'll do better.

You're a fast learner.

I know you did your best.

I like you just as you are.

You're so lazy.

Bad girl! Bad boy!

What's wrong with you?

You'll never learn!

It's all your fault.

Why can't you be more like...?

FIVE STEPS TO ACHIEVING A POSITIVE SELF-CONCEPT

1. Restore and nurture a healthy self-concept.
2. Develop a positive desire to change.
3. Create the proper attitude.
4. Establish goals.
5. Take action.

How I See Myself

Understanding your personal characteristics and traits is an important part of developing a positive self-concept.

Purpose

The purpose of this activity is to determine your personal characteristics and traits.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure

1. Read the following list of characteristics and traits.
2. Check the 15 characteristics that best describe you.

How I See Myself

- | | |
|--|--|
| <input type="checkbox"/> Aloof | <input type="checkbox"/> Loud |
| <input type="checkbox"/> Shy | <input type="checkbox"/> Agreeable |
| <input type="checkbox"/> Clever | <input type="checkbox"/> Cooperative |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Courteous |
| <input type="checkbox"/> Stubborn | <input type="checkbox"/> Dependable |
| <input type="checkbox"/> Helpful | <input type="checkbox"/> Moody |
| <input type="checkbox"/> Fun-loving | <input type="checkbox"/> Sarcastic |
| <input type="checkbox"/> Serious | <input type="checkbox"/> Argumentative |
| <input type="checkbox"/> Sincere | <input type="checkbox"/> Domineering |
| <input type="checkbox"/> Unselfish | <input type="checkbox"/> Mature |
| <input type="checkbox"/> Modest | <input type="checkbox"/> Optimistic |
| <input type="checkbox"/> Strong-willed | <input type="checkbox"/> Practical |
| <input type="checkbox"/> Tactful | <input type="checkbox"/> Punctual |
| <input type="checkbox"/> Patient | <input type="checkbox"/> Self-controlled |
| <input type="checkbox"/> Loyal | <input type="checkbox"/> Militant |
| <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Broad-minded |
| <input type="checkbox"/> Tolerant | <input type="checkbox"/> Resourceful |
| <input type="checkbox"/> Conceited | <input type="checkbox"/> Shrewd |
| <input type="checkbox"/> Rude | <input type="checkbox"/> Vicious |
| <input type="checkbox"/> Jealous | |

Evaluating My Personal Appearance, Feelings, and Habits

Your appearance, feelings, and habits are important aspects in assessing self-concept.

Purpose

The purpose of this activity is to assess your appearance, feelings, and habits.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure

1. Answer the following questions by circling “A” for Always, “U” for Usually, “S” for Sometimes, or “N” for Never.
2. Review your answers, and determine the areas in which you need improvement.

Part I: Personal Appearance

1. Are you aware that personal cleanliness and neatness have an effect on those around you?
A U S N
2. Do you shower or bathe at least daily and after strenuous exercise?
A U S N
3. Do you use an effective deodorant daily?
A U S N
4. Do you brush your teeth at least twice daily?
A U S N
5. Do you keep your hair clean and well groomed?
A U S N

6. Do you wear clothes that are becoming to you and appropriate to the occasion?

A U S N

7. Are your clothes neat and clean?

A U S N

8. Do you keep your weight at the level recommended for your height and body frame?

A U S N

9. Do you eat a well-balanced diet each day?

A U S N

10. Do you exercise regularly?

A U S N

11. Do you get enough sleep each night?

A U S N

12. Do you maintain straight, correct posture when sitting, standing, and walking?

A U S N

Part II: Working with Others

1. If someone asks you for help, do you provide it cheerfully?

A U S N

2. Do you laugh at the mistakes of others?

A U S N

3. Do you enjoy gossip?

A U S N

4. Do you feel awkward around strangers?

A U S N

5. Do you try to see the other person's point of view?

A U S N

6. Do you take a sincere interest in those around you?

A U S N

7. Do you get along well with others?

A U S N

8. Do you make friends easily?

A U S N

9. Are you thoughtful of the feelings of others?

A U S N

10. Do people ask you for advice?

A U S N

Part III: Communication Skills

1. Do you organize your thoughts and ideas before speaking?

A U S N

2. Do you concentrate on the meaning you are trying to convey?

A U S N

3. Do you use clear, distinct speech?

A U S N

4. Do you have a pleasant speaking voice?

A U S N

5. Do you make grammatical and spelling errors?

A U S N

6. When listening to someone else, are you easily distracted by outside sights and sounds?

A U S N

Part IV: Personal Feelings and Attitudes

1. Do you try to have a positive attitude?

A U S N

2. Do you approach your work confidently?

A U S N

3. Are you willing to accept responsibility?

A U S N

4. Do you worry about past mistakes and failures?

A U S N

5. Do you control your temper?

A U S N

6. Are you able to keep your personal troubles to yourself?

A U S N

7. Do you persevere until you achieve success?

A U S N

8. Are you ambitious?

A U S N

9. Do you feel you are a unique and valuable person?

A U S N

10. Can you adapt to all situations?

A U S N