

## Lesson B1–1

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# Self-Understanding and Assessment

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**Unit B.** Employability in Agricultural/Horticultural Industry

**Problem Area I.** Developing Personal Skills

**Lesson I.** Self-Understanding and Assessment

### **New Mexico Content Standard:**

**Pathway Strand:** Leadership and Teamwork

**Standard: XI:** Use leadership skills in collaborating with others to accomplish organizational goals and objectives.

**Benchmark: XI-E:** Embrace attitude, exercise, goal setting, planning, self-discipline, sense of balance, persistence and respect to develop personal growth.

**Performance Standard:** 1. Practice healthy eating habits. 2. Respect one's own body. 3. Discipline self to lead an active, healthy life.

**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. Discuss the factors that affect the development of self-concept.
3. Identify how to develop a positive self-concept.
4. Describe 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 resources may be useful in teaching this lesson:

**Recommended Resources.** One of the following resources should be selected to accompany this lesson:

Hunter, Sharon, et al. *Developing Leadership and Personal Skills*. Danville, Illinois: Interstate Publishers, Inc., 1997. (Textbook, Chapters 1 and 2)

Ricketts, Cliff. *Leadership: Personal Development and Career Success*. Albany, New York: Delmar Publishers, 1997. (Textbook, Chapter 13)

**Other Resources.** The following resources will be useful to students and teachers:

*Human Relations in Agricultural Business* VAS Unit 6003. Urbana, Illinois: Vocational Agriculture Service.

VAS Slidefilm 392 *Human Relation in Agricultural Business*. Urbana, Illinois: Vocational Agriculture Service.

## List of Equipment, Tools, Supplies, and Facilities

Writing surface  
Copies of Student Lab Sheets  
Overhead projector  
Transparencies from attached masters  
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.

*One approach would be to show the VAS Slidefilm 392 “Human Relation in Agricultural Business” and then discuss it afterwards. You could also lead a brainstorm activity where students list techniques for developing and using a positive self-image.*

## 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. When your self-concept improves, your personality and performance improves.
  - A. **Self-concept** is the act of respecting yourself.
    1. You must be aware of both your strengths and your weaknesses.
    2. You must believe in yourself and accept yourself.
    3. As your self-concept increases, there will be less and less that you have to prove to yourself.
    4. A person with a positive self-concept is pleasant, secure, and content.
  - B. Having a positive self-concept is the most important factor toward success.
    1. By believing in yourself, you will gain the respect of your peers.
    2. As a leader, to gain the respect of others, you must first be able to prove worthiness to yourself.
  - C. A positive self-concept has many rewards.
    1. More confidence
    2. Trust in ideas, skills, knowledge
    3. The ability to capitalize on opportunities
    4. Using mistakes as a learning experience
    5. Being a more dynamic and interesting person
    6. Becoming more focused on bigger goals
    7. Being more emotionally secure
    8. The ability to control your personal future—creating circumstances instead of following circumstances
    9. The ability to cope with success
    10. A positive feeling for others
    11. Being able to handle challenges
  - D. There is a difference between self-concept and conceit. **Conceit** is the excessive feeling of one’s own worth.

1. The primary difference is the excess in conceit.
  2. A conceited person is boastful and arrogant.
  3. A person with a positive self-concept does not brag or voice his or her own personal self-satisfaction of his or her worth.
- E. The ingredients of a positive self-concept include self-esteem, self-image, self-confidence, self-determination, and self-responsibility.
1. **Self-esteem** is your feeling as to how you feel about yourself. It is how you accept yourself and perceive your worth as a person.
  2. **Self-image** relates to self-acceptance and presenting yourself in a confident manner.
  3. **Self-confidence** is being secure with your abilities and the opportunity to face new challenges.
  4. **Self-determination** involves motivation from within. **Motivation** is the energy that allows you to meet new challenges. To be self-determined is to be in charge of your fate.
  5. **Self-responsibility** is the ability to accept consequences for any effort, good, bad, or other. To be self-responsible, you must be **resilient**, or have the ability to bounce back.

*Many techniques can be used to help students master this objective. Students need text materials to help understand the importance of self-concept. Chapter 13 in Leadership: Personal Development and Career Success is suggested. Use TM: B1–1A to show the traits developed from a positive self-concept. Use LS: B1–1A for students to do a self survey of this personal characteristic. Use LS: B1–1B for students to evaluate their personal appearance, feelings, and habits.*

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

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

- II. There are three types of factors that 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 adult.
    1. The self-concept formed in childhood lays the foundation for your attitudes toward work, future success, and abilities.
      - a. Parents do not actually teach self-concept, but they mold and shape it through positive or negative actions.
    2. Adolescence development involves comparing yourself to others as you mature.
      - a. Typically, you become less happy with who you are. Often, you wish to be like others.
      - b. Media plays a big role in the self-perception of adolescents.
      - c. Television and movie characters often portray unreal images to adolescents.

- d. Ages 12–18 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.
  - a. 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 home environment plays an important role in the development of a person.
    - a. Birth to 18 years of age are considered the formative years. During these years, the family environment is highly influential in a person’s development.
    - c. 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.
    - a. Relationships exert certain influences on self-concept, either consciously or unconsciously.
    - b. The friends you choose reflect your level of self-concept.
    - c. Friendships sometimes mirror yourself in feelings, thoughts, likes, or dislikes.
  3. School is where you spend the majority of your time from age 5–20.
    - a. Education can play an important role in developing self-concept, offering constant challenges and obstacles to overcome.
    - b. Peer pressure can be demanding and challenging.
  4. The world of work provides you with the opportunity to display self-concept.
    - a. Companies desire people with a high self-concept because they possess more tools.
- C. The specific internal factors that affect self-concept are fear, doubt, and anxiety.
  1. **Fear** is one of the basic emotions. It is caused by an overwhelming anticipation or awareness of danger.
  2. **Doubt** is the state of questioning your ability to learn, think creatively, accomplish, and succeed.
  3. **Anxiety** is having an uncomfortable feeling or uneasiness about a solution or event. Sometimes referred to as “having butterflies.”

*Use a variety of techniques to help students master this objective. Providing text material will enhance their learning and Chapter 13 in Leadership: Personal Development and Career Success is recommended. Use TM: B1–1B to illustrate the factors that affect the development of self-concept. TM: B1–1C can be used to identify phases that reflect a positive or negative concept.*

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

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

- III. There are five areas that will help in developing a positive self-concept.
- A. The first step to developing self-concept is to accept yourself as you are. This is called restoring and nurturing a healthy self-concept.
1. You can only control the future, not the past.
  2. Practices in developing a healthy self-concept include:
    - a. accepting limitations
    - b. making a list of talents
    - c. making decisions for yourself
    - d. not procrastinating
    - e. finding a mentor
    - f. dressing successfully and using positive language
    - g. always learning and accepting new challenges
    - h. choosing friends and associates carefully
    - i. learning from successful failures
    - j. going the extra mile
    - k. finishing every job that is started
    - l. believing in yourself and doing good for others
- B. Having a genuine desire to change is the next step in the development of a positive self-concept.
1. **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.
1. **Attitude** is a state of mind with respect to feelings, beliefs, or outlook (positive or negative) on an event.
  2. As the attitude stays positive, desire can be maintained.
  3. Be aware of attitudes of those with whom you associate.
  4. You determine your own attitude.
- D. There is a direct relationship between goals and self-concept.
1. A person must develop a purpose or direction through the establishment of goals.
  2. Goals are usually categorized into short, medium, and long term.
  3. Setting goals includes these steps:
    - a. Define the goal.
    - b. Establish a time frame—short, medium, or long term.
    - c. Make an agenda. List the steps involved in reaching the goal and test the possible obstacles.

- d. Be realistic in goal setting.
  - e. Evaluate to check progress.
  - f. Adjust and be flexible after evaluation.
  - g. Reward when the goal is reached.
- E. The last step is taking action.
- 1. Without action, all you have are good intentions.
  - 2. Action is sometimes the hardest step to achieve because it requires both physical and mental energy.
  - 3. When you take action you become vulnerable to both external and internal factors that affect self-concept.

*Chapter 13 in Leadership: Personal Development and Career Success is recommended as text material for students to master this objective. Use TM: B1–1D to illustrate the five steps in achieving a positive self-concept. TM: B1–1E is used to explain the steps in setting and accomplishing goals.*

**Objective 4:** Describe 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 several 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.
    - a. Accept compliments or gifts graciously
    - b. Laugh at mistakes without self-ridicule
    - c. Enjoy being by themselves without being lonely
- B. Ways to present a positive self-concept include:
- 1. smiling
  - 2. having a neat appearance and dress

3. being polite and considerate of others
  4. being an active listener
  5. taking pride in work
  6. having independence
  7. making the best of every situation
  8. making wise decisions
- C. Physical characteristics of positive self-concept include:
1. bright and alert eyes
  2. relaxed face and natural color
  3. holding the chin high
  4. relaxed jaw and erect shoulders
  5. relaxed and graceful hand movements
  6. relaxed and balanced posture
  7. a purposeful walk
  8. a voice controlled with clear pronunciation

*Use a range of teaching strategies to describe the characteristics of people with high self-concept. Text materials will enhance students learning. Chapter 13 in Leadership: Personal Development and Career Success is recommended.*

**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 the best out of other people. This includes developing a positive self-concept.
- A. By raising your own self-esteem, you increase the level of others around you.
  - B. Give people opportunities to practice self-responsibility.
  - C. Give reasons for rules and guidelines when they are not self-evident. Do not dictate directions and instructions.
  - D. If you err in dealing with someone, admit it and apologize.
  - E. Let people see that it's human to make mistakes or not know all the answers.
  - F. Describe undesirable behavior without blaming.
  - G. If someone does exceptional work or makes an excellent decision, challenge them to determine how and why it happened.
  - H. Praise in public and correct in private.
    - I. When the behavior of someone creates a problem, ask that person to propose a solution.
    - J. Give people the resources, information, and authority to do what you have asked them to do.

- K. Find out what the central inference of people are and when possible, match tasks and objectives with individual dispositions.
- L. Ask people what they need in order to feel in more control of their work and then try to provide it.
- M. Stretch people, assigning tasks slightly beyond their known capabilities.
- N. Encourage people to view problems as “challenges and opportunities.”
- O. Support the talented nonteam player. Even team players benefit from seeing respect for individuality.
- P. Write letters of commendation and appreciation to high achievers and ask others to do likewise.

*Several teaching techniques can be used to help students understand this objective. Text materials will aid in student mastery. Chapter 13 in Leadership: Personal Development and Career Success is recommended.*

**Review/Summary.** Focus the review and summary of the lesson around the student learning objectives. Call on students to explain the content associated with each objective. Use their responses as the basis for determining any areas that need to be covered again. Questions at the ends of the chapters in the recommended textbooks may also be used as a review process. Use the lab activities in reviewing and reinforcing student learning.

**Application.** Application can involve one or more of the following student activities using the attached lab sheets:

How I See Myself—LS: B1–1A

Evaluating My Personal Appearance, Feelings, and Habits—LS: B1–1B

**Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is attached.

## Answers to Sample Test:

### Part One: Matching

1=g, 2=a, 3=h, 4=e, 5=c, 6=b, 7=d, 8=f

### Part Two: Completion

1=Doubt

2=desire

3=goals

4=short, medium, and long

**Part Three: Short Answer**

1. Set goal.
2. Establish a time frame.
3. Make an agenda.
4. Set realistic goals.
5. Evaluate.
6. Adjust.
7. Reward.

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# Test

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## Lesson B1–1: Self-Understanding and Assessment

### Part One: Matching

*Instructions.* Match the term with the correct response. Write the letter of the term by the definition.

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

- \_\_\_\_\_ 1. Excessive feeling of one's worth.
- \_\_\_\_\_ 2. The act of respecting yourself.
- \_\_\_\_\_ 3. Your feeling as to how you feel about yourself.
- \_\_\_\_\_ 4. Deals with motivation from within.
- \_\_\_\_\_ 5. The ability to bounce back.
- \_\_\_\_\_ 6. The energy that allows one to meet new challenges.
- \_\_\_\_\_ 7. One of the basic emotions caused by an overwhelming anticipation or awareness of danger.
- \_\_\_\_\_ 8. Ability to accept consequences for any effort.

### Part Two: Completion

*Instructions.* Provide the word or words to complete the following statements.

1. \_\_\_\_\_ is the state of questioning the ability to do something.
2. A wish or craving for something is called \_\_\_\_\_.
3. There is a direct relationship between \_\_\_\_\_ and self-concept.
4. Goals are categorized as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ term.

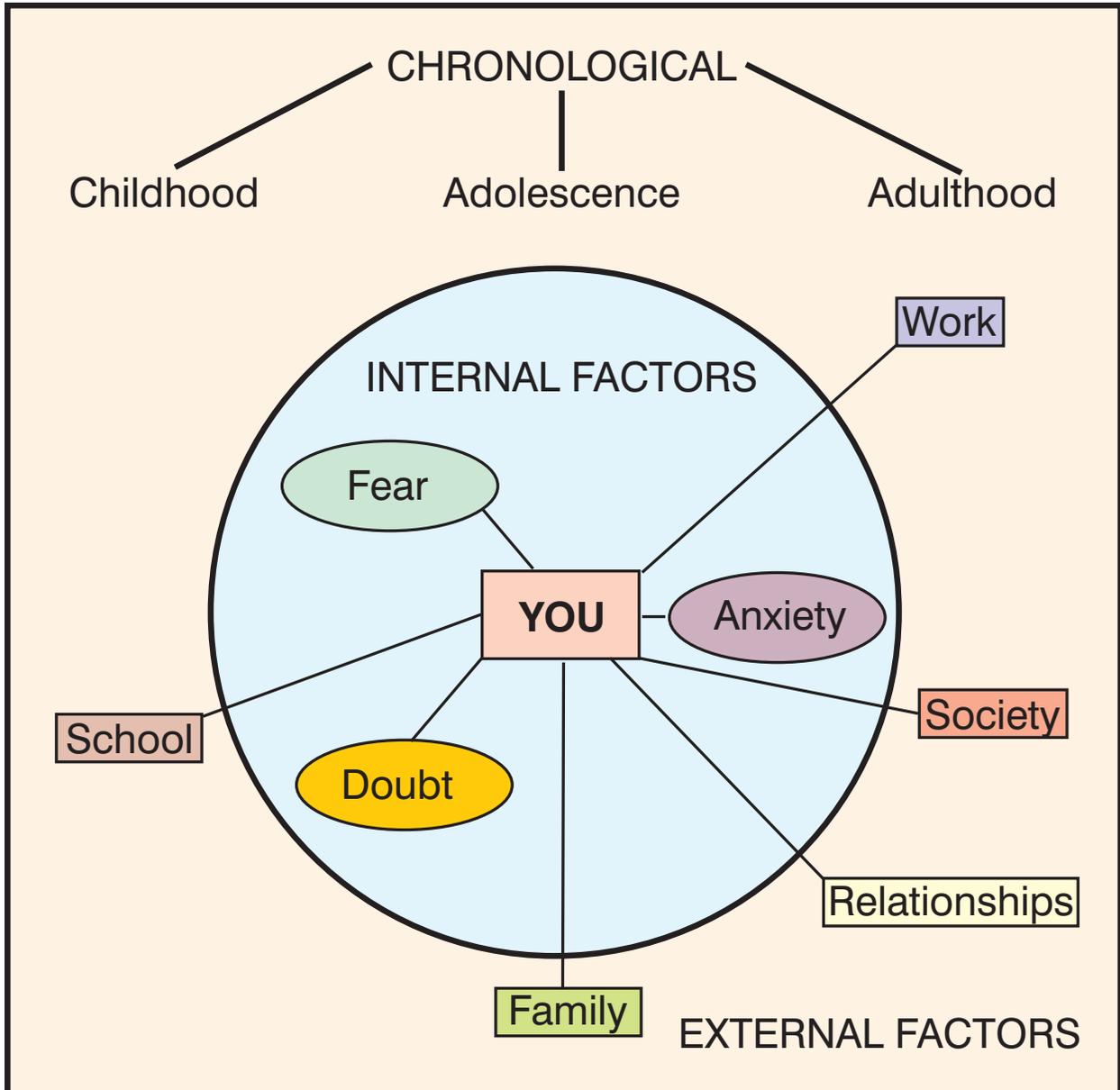
### Part Three: Short Answer

List the seven steps for setting goals.

# **A Positive Self-Concept Develops:**

- 1. More confidence**
- 2. Self trust**
- 3. Ability to capitalize on opportunities**
- 4. Ability to learn from mistakes**
- 5. A more dynamic/interesting person**
- 6. Focus on goals**
- 7. An emotionally secure person**
- 8. Control of personal future**
- 9. Ability to cope with success**
- 10. A positive feeling toward others**
- 11. Ability to accept challenges**

# 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.**

# Procedure for Setting Goals

- 1. Define a goal.**
- 2. Establish a time frame.**
- 3. Make an agenda.**
- 4. Set realistic goals.**
- 5. Evaluate results.**
- 6. Adjust goals based on evaluation.**
- 7. Reward for success.**

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# Lab Sheet

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## How I See Myself

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

**Purpose:** To determine your personal characteristics and traits.

**Materials:**

Lab sheet  
Writing utensil

**Procedure:**

1. Read the list of characteristics and traits listed below.
2. Check the 15 words or phrases 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       |  |

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# Lab Sheet

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## Evaluating My Personal Appearance, Feelings, and Habits

Your appearance, feelings, and habits are important aspects to understanding self-concept.

**Purpose:** 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 other'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