Lesson Plan: Self-Concept

School Counselor: <u>Rochambeau Counseling Department</u>
        Date: <u>September 2019</u>

Activity: <u>Masks and Self-Concept</u>

Grade(s): 8th (4eme), 9th (3eme)

ASCA Mindsets & Behaviors (Domain/Standard):
<u>Social Domain</u>
<u>M-1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</u>
<u>B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions</u>
<u>B-SS 1: Use effective oral and written communication skills and listening skills</u>

Competences Socle Commun 4:
<u>D2.C.2: Apprécier la fiabilité des informations recueillies en croisant différentes sources.</u>
<u>D3.C.4: Distinguer la perception subjective de l'analyse objective</u>

Learning Objective(s) (aligns with competency):

1. <u>Students will be able to identify how self-concept works and the role of deciding which traits to integrate into it</u>
2. <u>Students will be able to distinguish between traits that they see in themselves and that others see in them</u>
3. <u>Students will be able to share their beliefs about themselves and others in a clear manner</u>

Materials: PowerPoint, <u>Mask handout or paper plates, Pre- and Post-Surveys, markers/colored pencils/crayons, pencil, shield worksheet</u>

Procedure:
1. Instruct students to clear their desks except for a writing utensil

2. Provide each student with a pre-test handout

3. Ask the students to answer the pre-test questions; pass around a sign-in sheet while this is being done or determine the number of students present by asking the teacher or counting (for Process Data).

4. Introduce the topic of self-concept by explaining Johari's window.
What is something that you know about yourself?
How do you know that?

Using Simba as an example, we can use Johari's window to map out traits about him. There are the obvious ones – Simba has always been playful, and now he's grown up to look like his father. Everyone, including Simba knows that. However, Simba has a blind spot – everyone else knows that he is capable of being king and is the rightful king of Pride Rock. Simba doesn't know this. There are things Simba knows or thinks about himself that no one else knows – he's afraid of being a failure, he blames himself for Mufasa's death and no one else knows that. He doesn't think he is a worthy King. Finally, there are things that we don't know about Simba – traits we haven't discovered yet. We don't know whether he'll be a leader or bossy, we don't know whether he's good at fighting and protecting his pride.

Our 'selves' are made of a lot of different factors. Some we're aware of, some we aren't. Johari's window is used to illustrate all of those different factors. For example, everyone knows basic things like what your hair color is or how tall you are. Similarly, we all have traits about ourselves that are clear for everyone to see. You know you work hard because you study every night and other people can tell too. Similarly, you might be very athletic. If you're the star athlete, you know you're athletic and so does everyone else.
We also have traits that we don't always see in ourselves but others notice – this is our blind spot. You might not think you're very funny but when someone asks your best friend to describe what you're like, that's the first thing they say about you. Others can help us learn more about ourselves.

There's also things about ourselves that we know but no one else does. Maybe when you go home after school, you love watching sad romance movies and crying but you never mention that at school. Or maybe you like to write while you're alone and are good at it. These things are our façade, the me nobody knows.

Finally, there's things about us left to be discovered that no one knows yet. Maybe you could be really good at playing the xylophone. Or maybe we haven't quite figured out whether you're introverted or extraverted. There could be a future opera singer in our midst and we just wouldn't know

5. Introduce activity: "Now that we have talked about the idea of self-concept and all the traits that are part of it, we are going to reflect on how this applies to ourselves. I am going to hand

out a 'mask' to each of you. On the outside/front side of the mask, write what you think others know about you or think about you. On the inside/back side of the mask, write things that you know about yourself that others probably don't know. We are going to take 5 minutes to do this part of the activity.

6. Have volunteers pass out the papers and markers.

7. After 5 minutes, ask the students to stop working on their masks.

8. "I am going to put each of you into pairs. When you come together, I would like you to talk about yourself - your passions, what others might assume you like to do, your personality, what others might assume about your personality, how you do in school, how you think others think you do in school...If you feel comfortable, have your partner write their impressions and observations on the front side of your mask."

9. "When doing this activity, it is important to keep two things in mind: 1. We need to be respectful of each other. If your partner lets you write on their mask or share your impressions of them, you need to be kind and positive. Everyone has good and bad traits. We're focusing on the good ones. 2. Everyone has different comfort zones. Please share only what you are comfortable sharing about your masks."

10. Put students into pairs randomly (by having them count off, draw numbers, etc.)

11. Give students time to discuss with their partner and do the activity.

12. If there's time, ask students to return to their seats and reflect on a group on the activity: "What did you think of the activity?" "What did you learn about yourself?" "How can we continue to learn about ourselves this year?"

13. Hand out post-survey and ask students to fill them out. Collect all papers.

Plan for Evaluation: How will each of the following be collected?

Process Data: Sign-in sheet/Count of students present

Perception Data: Pre-Test / Post-Test

Follow-Up: Second lesson on Johari's window