



Developing a Positive Sense of Self

Lessons at a Glance
GRADE 7 | Unit 2

For all lessons in this unit: students will need paper and writing supplies. Expect to spend less than 5 minutes on each slide of the presentation, unless otherwise indicated.

	Lesson Title	Objective	Key Concepts	Vocabulary	Materials	Teacher's Notes
Lesson 8	What is Self-Concept?	Students will be able to explain what self-concept is and why it's important.	The way you see yourself affects your actions and decisions. It's important to have a positive self-concept.	Self-concept (n.) the way you see and think about yourself		Students should save their Warm-Up responses to reference at the end of the lesson.
Lesson 9	Your Self-Concept	Students will be able to describe two or more parts of their current self-concept.	There are many pieces to your self-concept; there are questions you can ask to learn more about them.	Multifaceted (adj.) having many pieces or parts		Students should save their Warm-Up responses to reference at the end of the lesson.
Lesson 10	Influences on Self-Concept	Students will be able to name at least one factor that influences their self-concept.	Thinking critically about what influences your self-concept can give you some control over them.		Sticky notes	The lesson focuses on influences that may be less obvious to students: comparison with others, media messages, and what they believe others think about them.
Lesson 11	Changes in Self-Concept	Students will be able to describe how their self-concept has changed over time.	You change over time and have new or different experiences, relationships, interests, and influences. This can shift or change your self-concept.			When students get in groups for the activity, make sure one member of each group is prepared to take notes, so the group can share later.
Lesson 12	Your Future Self-Concept	Students will be able to describe the self-concept they want to have in the future.	Your future self-concept is the mental picture you have of the person you want to become as you grow older.		Optional: art supplies or tech tools for creating future self-concepts	Students should spend 10–15 minutes creating their future self-concepts. They'll also need to save their future self-concepts for Lesson 13.
Lesson 13	Who Will You Become?	Students will be able to describe something they can do now to connect their self-concept to who they want to be in the future.			Future self-concepts from Lesson 12	



Performance Task: Who Will You Become?

In this performance task, students describe what they can do now to shape the self-concept they want in the future.

Instructions to Teachers

The performance task is an opportunity for students to demonstrate the skills and knowledge they acquired throughout **Unit 2: Developing a Positive Sense of Self**.

The rubric below can be used as a tool to guide you as you observe and listen to your students during the performance task. If you're uncertain

that students are meeting criteria, you can check their understanding by asking questions that encourage further elaboration or clarification. If students are struggling with criteria, you can provide support as needed. In addition, there are suggested resources for ways to reinforce or continue to practice the skills and knowledge.

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Describe a future self aligned to a positive self-concept	Understanding that a self-concept is a whole that has many different parts, such as: emotional, physical, social, and academic	The plan does not describe a future self-concept. OR The plan does not include multiple parts of their self-concept. OR The plan does not describe a positive self-concept.	The plan describes a future self-concept. AND The plan includes more than one part of their self-concept. AND The plan describes at least one part of their self-concept they feel good about.	<ul style="list-style-type: none">• L8: What is Self-Concept?• L9: Your Self-Concept• L12: Your Future Self-Concept
	Identifying at least one part of their self-concept they feel good about			
Describe actions they can take toward becoming their desired future self	Understanding factors that can influence or change self-concept	The plan does not name three actions. OR The plan names three actions but actions named are not ones they can start now. OR The plan names three actions but actions named are not aligned with their future self-concept.	The plan names three actions aligned with their future-self concept that they can start now.	<ul style="list-style-type: none">• L11: Changes in Self-Concept• L12: Your Future Self-Concept



Performance Task: Who Will You Become?

Performance Task Rubric
GRADE 7 | Unit 2 | Lesson 13

Additional Observation Notes