

Building Self-worth

Objectives

Being aware and assessing oneself, in both broad and specific terms, is the foundation of any self-actualized person, good leader and a goal accomplishing individual. The idea of self-worth can be expressed in many different terms. The goal for this lesson is to build upon a healthy, natural and flexible picture of weaknesses, strengths and ability to learn, grow and change.

1. Explore the concept of self-esteem, self-confidence and self-worth.
2. Students will analyze their personal strengths and weaknesses in both areas of interpersonal and outdoor experiential aspects.
3. Consider the role self-esteem plays in a leadership role and in a healthy life.

Materials

For long and short day hikes, activities and classroom work:

- Appropriate clothes: i.e. sport clothes or clothes which allow for easy movement.
- Back pack, hiking shoes, food, water and [the ten essentials](#).
- OLP journal, writing utensils and group project materials.

Introduction/Engager

1. Show fitting in [cardboard](#) by Ze Frank (see resources for the link),
2. Does this represent how you feel about school or life? Why or Why not?
3. Write a letter to yourself about all of your good qualities and attributes, both physical and mental.
4. Write a couple of paragraphs in your journal discussing the results of your self-esteem test. What do you think is worrisome? What do you think is important about self-worth?
 - Link to: [The self-esteem test](#).

Procedures

Building a healthy sense of self-worth requires a realistic look at personal strengths, weaknesses, likes and dislikes. Students then understand what goals are realistic to pursue, what aspects of

their personality and lifestyle require some improvement, self-identifications of their weaknesses without worrying about how others perceive them.

1. Group students in small numbers and ask each of them to define the term self-worth. Write or draw their ideas on a large piece of paper. Each group will have one piece of paper to present their ideas.
2. Have students write or draw about areas they feel competent in, areas they consider important and how they react to other people's negative impressions of them.
3. During outdoor trips take time to discuss the 'inner voice' and how this voice can be destructive and unrealistic.
4. After a number of group activities show, [What is self-confidence](#) so that students can understand the mechanics of self-worth, self-awareness and self-confidence.
5. For the final activity to self-worth, introduce students to techniques, types and the value of meditation.
 - What does silence say when it is allowed to speak?
 - Video link to: [Introduction to meditation](#)
 - Video link to: [Doing time doing vipassana](#)

Conclusion/Reflection Discussion Questions

Development of meta-cognitive process of self-worth with outdoor activities.

1. Lead students through the practice of a 30 min silent, unmoving meditation.
2. Have students reflect on what they learned about themselves from the inventory: do you think you have high self-esteem or low self-esteem? What is one thing you can do to build your self-esteem?
 - Students should understand that they need not share this information with anyone.

Adaptations

Developing and working on non-cognitive skills within an outdoor leadership program requires the group, instructor and participants to have a safe and trusting relationship. While working on interpersonal skills like self-worth and self-discipline it is very important that clear, appropriate boundaries must be put into place before these types of subjects are presented and developed.

Extensions

For advanced or interested students

For students who are struggling with self-worth concepts, applications and maintenance, have them create joint activities in which they feel confident, so that they can continue to work on the skills outside of class within a non-challenging activity. These activities can be things like the outdoor club, sports, tutoring younger children, or working in community programs. Students

should look for signs of improved ability within their activities, so that they can shift into a growth mindset.

Links to resources

The ten essentials <http://www.wta.org/hiking-info/basics/ten-essentials>

Fitting in cardboard <http://youtu.be/LwNJZUZft-U>

The self-esteem test http://www.getesteem.com/Files/Sorensen_Self-Esteem_Test.pdf

What is self-confidence <http://youtu.be/w-HYZv6HzAs>

Introduction to meditation <http://youtu.be/q-jpqsq9ewA>

Doing time doing vipassna <http://youtu.be/WkxSyv5R1sg>

Suggesting readings

[Self Esteem Secrets: 12 Steps to Success](#) by Karl Perera

[104 Activities That Build: Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills](#) by Alanna Jones

[Self-Help Stuff That Works](#) by Adam Khan

[Breaking the Chain of Low Self-Esteem](#) by Marilyn Sorensen

Nevada Physical Education Standards

Outdoor Education does not currently fall under its own set of specific standards, there is enough cross curriculum content and skills that the Nevada physical education standards apply to these outdoor leadership programs objectives.

Grade level: 9-12

Subject area: Outdoor education/physical education

Standard:

Content Standard 1.0: Students understand and apply movement concepts and principles to the learning and development of motor skills.

Benchmarks:

1.8.4 Recognize physiological benefits of exercise during and after physical activity.

1.12.3 Analyze personal performance and apply results for improvement (i.e. lower target heart rate).

1.12.4 Analyze and compare health and fitness benefits derived from various physical activities.

Standard:

Content Standard 2.0: Students demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks:

2.12.3 Apply scientific principles to weight transfer and balance movements.

Standard:

Content Standard 4.0: Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.

Benchmarks:

4.12.3 Analyze a personal healthy lifestyle independent of teacher intervention.

4.12.4 Evaluate physical activity for injury potential.

Standard:

Content Standard 5.0: Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

Benchmarks:

5.8.1 Analyze potential consequences when confronted with a behavior choice.

5.12.1 Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.

5.12.2 Accept leadership responsibility in a group setting.

5.12.3 Evaluate role of physical activity in a diverse society (i.e. skill level, gender, race and disability).

Developing non-cognitive skills rubric					
	Level 0 (0-49%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Outdoor Skills	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • performs outdoor skills with limited competence • during course activities, including trips, performs movement skills with limited competence • with assistance may describe key elements of an outdoor skill 	<ul style="list-style-type: none"> • performs outdoor skills with moderate competence • during course activities, including trips, performs movement skills with moderate competence • with encouragement can describe key elements of an outdoor skill 	<ul style="list-style-type: none"> • performs outdoor skills with considerable competence • during course activities, including trips, performs movement skills with considerable competence • able to describe key elements of an outdoor skill independently 	<ul style="list-style-type: none"> • performs outdoor skills with high degree of competence • during course activities, including trips, performs movement skills with high degree of competence • able to describe key elements of an outdoor skill and is able to teach others effectively
Fitness Level	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • fitness level limits active participation in outdoor activities • seldom works to improve personal fitness level for outdoor activities 	<ul style="list-style-type: none"> • regularly able to participate actively in all outdoor activities • occasionally works to improve personal fitness level for outdoor activities 	<ul style="list-style-type: none"> • consistently able to participate actively in all outdoor activities • consistently works to improve or maintain personal fitness level for outdoor activities 	<ul style="list-style-type: none"> • always able to participate actively in all outdoor activities • always strives to improve or maintain personal fitness level for outdoor activities
Self-Reflection	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • basic understanding of non-cognitive skills both weaknesses and strengths. • with encouragement able to connect outdoor concepts to real outdoor activities 	<ul style="list-style-type: none"> • good understanding of non-cognitive skills both weakness and strengths. • on occasion able to connect outdoor concepts to real outdoor activities 	<ul style="list-style-type: none"> • proficient understanding of non-cognitive skills both weakness and strengths. • consistently able to connect outdoor concepts to real outdoor activities 	<ul style="list-style-type: none"> • excellent understanding non-cognitive skills both weakness and strengths. • with high degree of efficiency able to connect outdoor concepts to real outdoor activities
Communication	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • with encouragement uses proper outdoor ed terminology • with encouragement communicates properly with peers and teachers in a school/outdoor ed setting • seldom, when in activity in the community, uses language that represent self and school in a positive manner • seldom allows others to communicate freely without judgement 	<ul style="list-style-type: none"> • usually uses proper outdoor ed terminology • usually communicates properly with peers and teachers in a school/ outdoor ed setting • with encouragement, when in activity in the community, uses language that represent self and school in a positive manner • with encouragement allows others to communicate freely without judgement 	<ul style="list-style-type: none"> • consistently uses proper outdoor ed terminology • consistently communicates properly with peers and teachers in a school/outdoor ed setting • consistently, when in activity in the community, uses language that represent self and school in a positive manner • consistently allows others to communicate freely without judgement 	<ul style="list-style-type: none"> • always uses proper outdoor ed terminology • always communicates properly with peers and teachers in a school/ outdoor ed setting and encourages other to do the same • always, when in activity in the community, uses language that represent self and school in a positive manner • always allows and encourages others to communicate freely without judgement