

## MODULE #6: Values and Self Esteem

### Objectives

- Participants will identify a personal value and examine their own value system.
- Participants will increase their self-esteem.
- Participants will give and receive positive feedback.
- Participants will have an opportunity to look at those parts of themselves they like, and also those parts of themselves they would like to improve.
- Participants will build relations among group members through positive interactions and to increase self-esteem by receiving thoughtful gifts from others.

### Context



*Having a positive self-image is one of the most important traits of a leader. A leader has to be confident. Believing in yourself impacts your relationship with others. In fact, a positive self-image opens up communication with everyone around you. Youth who have positive self-esteem are less likely to struggle with issues of identity and more likely to embrace their cultures.*

### Handouts & Resources Needed:

Handout 6.1: Ingredients for a Positive Self Image

Handout 6.2: Definition of Values

Handout 6.3: Values Survey

Handout 6.4: What Do I Enjoy Doing?

Handout 6.7: Looking at Myself Chart

Pens/pencils

Tape

Sheet of paper – one for each participant

Journals – one per student

### Activity #1: Building self esteem (30 min)

#### Procedure:

- Icebreaker
- Tell participants that having positive self-esteem is important as leaders; thus, examining the way we view ourselves is essential for changing self-destructive ideas and thoughts.
- Ask participants to brainstorm on ways that may be helpful for youth to maintain a positive self-image. Take notes on the flit chart or chalkboard
- Provide and discuss, “Ingredients for Positive Self Image” (Handout 6.1).

- Engage in discussion by asking what stood out from this activity.
- Debriefing

Activity #2: Society and values (55 min)

Procedure:

- Icebreaker
- Just like our self-esteem can be influenced by society, our values are as well. Refer to Handout 6.2A and explain what values are. Explain that there are personal and cultural values.
- Ask participants to identify values in their culture that are different from the dominant culture (ex: individualism, wealth building, and competition). This activity can also be tied to current events such as in politics.
- Provide values survey (Handout 6.2B) and ask participants to arrange the tasks/values in order of importance to them.
- Ask for volunteers to share their top five values.
- Discuss their personal and cultural values.
- Explain that knowing our values is important for making important decisions. Tell them, that in the Career Awareness Module, they will see an example of how our values can influence career choice.
- Debriefing

Activity #4: What Do I Enjoy Doing? (55 min)

Procedure:

- Icebreaker
- Explain to participants that values can be reflected on what we like to do.
- Provide handout "What Do I Enjoy Doing?"
- Ask participants to list 10 activities that they like to do (Handout 6.4).
- Once they have completed the list, ask them to examine it and see if any themes or patterns are apparent in their values or what they like to do.
- Discuss and share answers with larger group.
- Debriefing

### Activity #5: Talking Behind Your Back – Positive Reinforcement (55 min)

#### Procedure:

- Icebreaker
- This activity serves to build participants' self-esteem.
- Supply participants with blank sheets of paper and a piece of tape.
- Ask participants to put their names in the center of the sheet of paper and tape it to the wall.
- Ask participants to go around and write positive things about each person on the sheet of paper. For example, positive descriptions may include completing homework and being honest and friendly. (Note: They must write positive statements-no negativity allowed.)
- After all participants have finished writing a statement on all sheets of paper, ask participants to read what others have written about themselves.
- Ask participants to discuss positive things they learned and didn't know about themselves.
- Debriefing

### Activity #6: Giving Positive feedback (55 min)

#### Procedure:

- Icebreaker
- The purpose of this activity is to allow participants to compare their self-perceptions of themselves with the perceptions of fellow group members.
- Set one chair in the middle of the room and ask participants to place their chairs in a circle around that chair.
- Tell the volunteer sitting in the chair to receive only positive statements from peers.
- Once directions are given, provide a signal (bell is recommended or other similar prop) to begin the activity. Clarify that if anyone makes a negative statement during the feedback period, the volunteer in the chair is to ring the bell as an indication that the comment is out of order.
- Participants (one by one) will verbalize their positive feedback to the volunteer until all comments have been exhausted.
- Repeat these steps with other volunteers as needed.
- Engage participants in a discussion based on these questions:
  - How did you feel about receiving only positive feedback?
  - How might you explain your reaction?
  - How did you feel about giving only positive feedback?
  - Did you agree or disagree with the feedback you received? Why?
- Debriefing

### Activity #7: Looking at Myself (30 min)

#### Procedure:

- Icebreaker
- Handout copies of “Looking at Myself” chart (Handout 6.7).
- Break the group into sub-groups of 3-4 and have each participant share at least three things she/he likes about her/himself and why.
- Have the participants share two things they are proud of doing.
- Once the groups have shared, open the discussion up by asking the following questions:
  - What did it feel like to share some of these things?
  - Is it hard to say positive things about yourself in a group?
  - Were you surprised by anything that was said?
- Debriefing

### Activity #8: Gift from the Heart<sup>1</sup> (55 min)

#### Procedure:

- Icebreaker
- Explain to participants that giving and receiving gifts often brings a good feeling. The giver expresses unconditional love. The receiver gets a token of affection and love. This activity allows peers to understand others and learn how others see them through the exchange of thoughtful gifts.
- Ask youth to form groups of 4 and have each member of the group choose an imaginary gift to give to each person in the group.
- Each gift is drawn or described on a piece of paper to be given to the recipient. The gifts should be thought out carefully so they represent the individuals who receive the gifts. The gifts may be deep and thoughtful such as “courage to face life’s difficulties”, for someone who has shared many deep problems with the group. Or the gifts may simply be something the receiver would enjoy, such as “a season soccer pass to go see your team’s games any time you want,” for someone who enjoys soccer.
- Once everyone has completed their gifts, let one person at a time give out his/her gifts to the others. When giving the gifts, the giver should explain what the gift is and why they chose to give that particular gift to the individual.
- Engage all participants in a discussion based on these questions:
  - How did you decide what gifts to give?
  - What did you think about the gifts you got?
  - Do you think there was a good match between the people and the gifts they received?
- Debriefing

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<sup>1</sup> Adapted from <http://www.gamesforgroups.com/index.htm>

## **Ingredients for a Positive Self-Image**

Having a positive self-image is one of the most important traits of a leader. A leader has to be confident and self-assured. Believing in yourself impacts your relationship with others. In fact, a positive self-image opens up communication with everyone around you.

### **1. Identification with Real Role Models**

-If asked who our role models are, many would probably say, Michael Jordan or President Clinton. But these are all people who we admire from afar. In order to really identify with a role model, look a little closer to home. Your parents, teachers, and older friends can provide the inspiration for you.

### **2. Responsibility for "Family" Processes**

-Always think of yourself as a member of a group, be it your family or your school. You should realize that your actions not only affect you, but everyone around you as well.

Therefore, you have a responsibility to put your best effort into everything you do. This 'social responsibility' gives you a sense of belonging. At this point you will realize that you are needed by those around you.

### **3. Faith in Personal Resources to Solve Problems**

-In order to overcome obstacles, you must recognize your own resources and learn how to use them effectively. You must be able to independently solve problems using your own intelligence, your own ingenuity, and your own hands.

### **4. Development of Interpersonal Skills**

-Leaders must learn how to look at their personality tendencies critically and honestly and grow from their discoveries. Self-examination leads to self-growth.

### **5. Development of Interpersonal Skills**

-Interpersonal skills are your ability to speak, listen, share feelings and opinions, and participate effectively in a group. If you are an aspiring leader, strong communication skills are a must.

### **6. Situational Skills**

-Situational skills provide you with the ability to analyze a situation and decide what the most appropriate behavior to respond with would be. Remember that a leader should be flexible and ready to adapt to the situation around him/her at all times.

### **7. Judgmental Skills**

-Judgmental skills give you the ability to recognize a situation, analyze what needs to be done, and apply good judgment to the decision you make.

## Definition of values<sup>2</sup>

**Personal values:** Values are a set of personal principles, standards, concepts, beliefs, and ideas that can be used to make everyday decisions.

Personal values develop from circumstances surrounding us, and can change over time. For example, people who apply their values appropriately regardless of arguments or negative comments from others are said to have integrity. Values are applied appropriately when they are applied in the right area. For example, it would be appropriate to apply religious values in times of happiness as well as in times of despair.

Understanding and recognizing our personal values and interests is important to assist us in making healthy and responsible decisions for our future.

Personal values are implicitly related to choice; they guide decisions by allowing for an individual's choices to be compared to the associated values of each choice. Personal values are not universal; one's [family](#), [nation](#), generation and historical [environment](#) help determine one's personal values. This is not to say that the value concepts themselves are not universal, but that each individual possess a unique view of them (i.e. a personal knowledge of the appropriate values for their own genes, feelings and experience).

## Cultural values

Cultural values: Groups, societies, or cultures have values that are largely shared by their members. The values identify those objects, conditions or characteristics that members of the society consider important; that is, valuable. In the United States, for example, values might include religion, extended family, children, education, community, friendship, and collectivism.

The values of a society can often be identified by noting which people receive honor or respect. Values are related to the [norms](#) of a culture, but they are more general and abstract than norms. Norms are rules for behavior in specific situations, while values identify what should be judged as good or bad. Flying the national flag on a holiday is a norm, but it reflects the value of patriotism. They reflect the values of respect and support of friends and family.

Members take part in a [culture](#) even if each member's personal values do not entirely agree with some of the [normative](#) values sanctioned in the culture. This reflects an individual's ability to synthesize and extract aspects valuable to them from the multiple subcultures they belong to.

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<sup>2</sup> Adapted from [http://en.wikipedia.org/wiki/Value\\_\(personal\\_and\\_cultural\)](http://en.wikipedia.org/wiki/Value_(personal_and_cultural))

### **Handout 6.3: Values Survey**

*Below is a list of 18 values arranged in alphabetical order. Your task is to arrange them in order of their importance to YOU and as guiding principles in your life.*

- \_\_\_\_\_ A COMFORTABLE LIFE (a prosperous life)
- \_\_\_\_\_ RELIGION (freedom of religion)
- \_\_\_\_\_ TRUE FRIENDSHIP (long lasting close companionship)
- \_\_\_\_\_ EQUALITY (brotherhood, equal opportunity for all)
- \_\_\_\_\_ AN EXCITING LIFE (a stimulating life)
- \_\_\_\_\_ FAMILY (taking care of loved ones)
- \_\_\_\_\_ FREEDOM (independence, free choice)
- \_\_\_\_\_ HAPPINESS (contentedness)
- \_\_\_\_\_ INNER HARMONY (freedom from inner conflict)
- \_\_\_\_\_ MATURE LOVE (sexual and spiritual intimacy)
- \_\_\_\_\_ NATIONAL SECURITY (protection from attack)
- \_\_\_\_\_ PLEASURE (an enjoyable, leisurely life)
- \_\_\_\_\_ SALVATION (deliverance from sin, eternal life)
- \_\_\_\_\_ RESPECT (self and others, including elders)
- \_\_\_\_\_ A SENSE OF ACCOMPLISHMENT (making a lasting contribution)
- \_\_\_\_\_ SOCIAL RECOGNITION (respect, admiration)
- \_\_\_\_\_ WISDOM (a mature understanding of life)
- \_\_\_\_\_ A WORLD AT PEACE (freedom from wars and conflict)
- \_\_\_\_\_ A WORLD OF BEUTY (beauty of nature and arts)
- \_\_\_\_\_ COMMUNITY DEVELOPMENT (community service)
- \_\_\_\_\_ EDUCATION (a well rounded education)
- \_\_\_\_\_ HEALTH (lead healthy lives)

## Handout 6.4: WHAT DO I ENJOY DOING?

List 10 things you like to do, such as riding, entertaining, reaching, playing tennis, writing and so forth. Use the spaces provided under the word “Activities”.

	Activities	1	2	3	4	5	6	7	8	9
1.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

To the right of each activity:

In column 1, write a P if the activity is usually done, an A if it is usually done alone.

In Column 2, write a \$ if the activity costs more than \$5.

In column 3, write an O if the activity is usually done outdoors, an I if indoors.

In column 4, if you are a female write an M if your mother would probably have the activity on her list. If you are a male write an F if your father would probably have the activity on his list

In column 5, write an H if it is very important that your husband or future husband include this activity on his list. Write a W if it is very important that your wife or future wife include this activity on his list.

In column 6, write an O if you would do this activity often, an ST if you do it sometimes, and an R if it is done rarely.

In column 7, write a 2 if you would have listed the activity two years ago.

In column 8, write an A if the activity requires you to be active physically. Write a P if the activity is physically positive.

In column 9, rank the 5 activities you like best, in the order of importance from 1 to 5 (1=most important; 5=least important).



Now examine the table to see if any themes or patterns are apparent in what you like to do. Is there a pattern in the underlying values too?



