

Session 5
Self-esteem: Feeling Good About Me!

Goals

- To stress the importance of believing in oneself.
- To expose students to different types of pressure and have the opportunity to practice overcoming them.

Materials

Activity 2
Activity 3
Activity 4
Worksheet 1

Procedure

Greet the students. Wait until the students are seated and quiet. Reintroduce yourself to the students if necessary. Briefly describe the goals of today's lesson.

Script

“Good morning. Today, we will talk about “Self-esteem: Feeling good about me!” Who can tell me the meaning of self-esteem? (Allow the students time to think and respond.) Self-esteem is defined as self-respect, the belief in oneself. It is how a person feels about himself/herself. It is the feeling of self-worth.”

“You are at a point in your development when you are experiencing many changes. There was a big change from elementary school to middle school, where everything was new and very different. You may have noticed some physical changes such as getting taller and other changes in your body; you are more concerned about your appearance and you are self-conscious about anything you perceive to be not quite right. Peers are very important; and due to hormonal changes, you may have developed acne. You may be moody at times and get upset more easily.”

“You are simply growing up!”

“There are some things that are hard for us to do and some that are easy, depending on how we feel about ourselves. (Pass out Activity #1: Is It Easy? Is It Hard?) Let's see how hard or easy some things would be for you to do.” (After students have finished, review with them. Discuss their responses as a class).

“People need to feel good about themselves. The way you see yourself influences most of your actions and behavior.”

“Let’s take a few minutes and do this activity to help you determine how happy you are with yourself now.” (Read the instructions and allow a few minutes for students to complete. Review with them if time permits.)

“Remember that self-esteem usually grows throughout adolescence. At first, it depends very much on being liked and accepted by friends, but with maturity, it comes more and more from personal achievement. You must strive to do your best and experience as many successes as possible.”

Closing the mentor session:

“Our time is almost up. Who would like to summarize our session today? Are there any questions before we go? I have really enjoyed meeting each of you. Thank you for allowing me to spend time with you today and I look forward to our next meeting.”

“I should see you again on _____ . Have a good day and a good week.”

Session 5 – Self-esteem

Activity 1: Types of Pressure

Read Worksheet 1 as a class. Then break the students into pairs. Allow each pair to pick a type of pressure. Have each pair come up with a creative way to handle the pressure type that they selected. Encourage the students to use real life examples of successfully handling pressure, if possible. Give the students 10 minutes to work in their pairs. Then allow the pairs to present and demonstrate their solutions for the rest of the class.

Activity 2: Is It Easy? Is It Hard?

For each of us, some things are harder to do than others. Read the items below. Mark them easy, medium, or hard.

Activity 3: Happy?

How happy are you with yourself? For each item, mark the appropriate column. Allow the students to discuss their reaction to the survey. Were they surprised at the outcome? Remind them to be proactive about any area(s) in which they would like to see improvement(s).

Activity 4: Myself – Parent/Adolescent Activity

Parents: Sit beside your child and have him or her read this poem to you. Together, discuss the message. Talk with your child for at least 20 minutes. Talk about some of your experiences.

Activity 5: Virginia Hero

Leland Devon Melvin (February 15, 1964, Lynchburg, Virginia) is an American engineer and a NASA astronaut. He recently finished a mission aboard Space Shuttle Atlantis as a mission specialist on STS-122.

His recreational interests include photography, piano, reading, music, cycling, tennis, and snowboarding. He attended the Heritage High School and then went on to the University of Richmond on a football scholarship where he received a bachelor's degree in Chemistry. In 1991, he received a Master of Science degree in Materials Science Engineering from the University of Virginia. His parents Deems and Grace Melvin reside in Lynchburg, Virginia.

Melvin began working in the Nondestructive Evaluation Sciences Branch at NASA Langley Research Center in 1989. His responsibilities included using optical fiber sensors to measure strain, temperature, and chemical damage in both composite and metallic structures. In 1994, he was selected to lead the Vehicle Health Monitoring team for the cooperative Lockheed/NASA X-33 Reusable Launch Vehicle program. In 1996, he co-designed and monitored construction of an optical NDE facility capable of producing in-line fiber optic sensors.

Leland Melvin was an outstanding wide receiver on the University of Richmond football team from 1982-85. Melvin is first on University of Richmond's career lists with 198 receptions for 2,669 yards (2,441 m). He is fourth on Richmond's career touchdown receptions list with 16. He was an AP honorable mention All-America selection in 1984 and 1985 and second team Apple Academic All-America in 1985. A team captain during his senior season, Melvin had his best year in 1985. Melvin caught at least one pass in every game he played as a Richmond Spider. He was a University of Richmond Athletic Hall of Fame Inductee Class of 1996-97.

He was chosen by the Detroit Lions in the 11th round of the 1986 NFL Draft, as a wide receiver. During training camp, he pulled his hamstring and was released from the team. He reported to the Dallas Cowboys the following spring but pulled his hamstring a second time, officially ending his professional football career. He has also participated in the Toronto Argonauts football training camp.

Selected by NASA JSC in June 1998, Mr. Melvin reported for training in August 1998. Mr. Melvin has served the Astronaut Office Space Station Operations Branch, the Education Department at NASA Headquarters, Washington, D.C, and the Robotics Branch of the Astronaut Office. As co-manager of NASA's Educator Astronaut Program, Leland Melvin traveled across the country, engaging thousands of students and teachers in the excitement of space exploration, and inspiring them to pursue careers in science, technology, engineering and mathematics. Mr. Melvin completed his first space flight on STS-122 in 2008 and has logged over 306 hours in space.

www.wikipedia.com

Activity 6: Stress Relief

Relaxation in a Box

Create a box that you can take out whenever you need peace of mind. Put items in the box that bring up relaxed memories and feelings. Contribute a shell from that wonderful trip to the beach, a picture of your pet, or a note of encouragement from a special friend. Sometimes relaxing can be as simple as re-experiencing a happy memory.

Activity 7: Virginia Fact

Virginia was named for England's "Virgin Queen," Elizabeth I.