



Self-Esteem: Internal Source

"I'm already learning to see myself better, it's what's on the inside that makes you beautiful on the outside."

Lynn

GOAL

To understand that the ultimate source of healthy self-esteem is internal rather than external.

OBJECTIVES

Activity 1: Share Information (5 minutes)

- To draw students in and help them focus their attention on the learning process.

Activity 2: Define Internal Source (5 minutes)

- To understand the Internal Source dimension of self-esteem.

Activity 3: Movie (time varies)

- To increase understanding about the source of self-esteem.
- To dramatize that appearance does not define worth.

Activity 4: Discussion of Movie (10 minutes)

- To articulate the points perceived from the movie.
- To differentiate between internal and external self-esteem.

**PREPARATION**

Activity 1: Select a story to read or tell.

Activity 2: Make an overhead of the filled in Internal Source chart on page 60.

Make each student a copy of the blank Internal Source chart on page 61.

Activity 3: Show a video that demonstrates the Internal Source attitudinal building block of Self-Esteem. You are looking for a movie that demonstrates it doesn't matter what someone looks like, but rather what they are like on the inside that gives them value and worth. A few suggestions include:

Video:**Order from:*****Armed With Hope***

A man born with no arms learns to be totally independent. He cooks, drives a car, and uses a computer – all with his feet. (running time 30 minutes)

John Foppe Seminars, Inc.
P O Box 94, Breese, IL 62230
www.johnfoppe.com
618-526-2011

The Bill Irwin Story

A blind man overcomes huge obstacles to hike the entire Appalachian Trail – 2,169 miles -- with only the assistance of his seeing eye dog. (running time 22 minutes)

Institute for Affective
Skill Development
P O Box 880, La Luz, NM 88337
www.iasd.com
800-745-0418

Mask

Cher stars in this movie about a teenage boy with severe facial deformities. Based on a true story. (running time 120 minutes)

Rent at any video store
or order online
www.amazon.com
ASIN: 6300184080

Activity 4: Make each student a copy of the Discussion Guidelines, Listening, on page 62.

ACTIVITY 1**Share Information****5** MINUTES**Step 1**

Tell or read the story you selected today for the class.

Share

**ACTIVITY 2****Define Internal Source****5** MINUTES**STEP 1****Explain
Internal
Source**

Today you'll be discussing the second attitudinal building block, an internal source. You'll be using the Internal Source overhead chart which is filled in on page 60.

Give each student a copy of the blank Internal Source chart on page 61. Have them fill in their charts with the information on your overhead as you go through the following material.

Say: *"The four lines under each continuum are where you will fill in the characteristics of people who are externally based and internally based in each area as I describe them.*

"Every human being has innate dignity, worth, and value not because of the kind of body they have, or the kind of job they have, or how much money they have, or where they live, or their cultural heritage, or what they have done in the past. Each of us has dignity and worth simply because we are a human being. And that's enough. Just BEING endows us with dignity, worth, and value.

"Unfortunately our society puts a lot of importance on external things like good looks, physical strength, and money. But those things can't give a person value and worth. It's what's on the inside that matters.

"When you are on the external end of the Internal Source continuum, you think your value comes from things outside you. Your self-esteem is based on:

- externals;
- looks, money, clothes, etc.;
- what others say about you; and
- how others treat you."

Point to each separate item on the chart as you talk and have students write it on their charts.

Say: *"As you claim your self-esteem, you realize your value is based on qualities inside you. You move more and more toward the internal end of this continuum. Your self-esteem is based on:*

- internals;
- inherent value as a human;
- what you say about self; and
- how you treat yourself.

"It is interesting to note that when you accept that you have dignity, worth, and value simply because you are a human being, then you must also grant that same dignity, worth, and value to every other human being. They, like you, have it simply because they are human beings."

**ACTIVITY 3**

Movie

TIME VARIES

STEP 1Introduce
Film

Tell class today you'll show a movie about the internal source of self-esteem. It shows our dignity and worth are not dependent on what we look like or what others say about us, but on our internal qualities.

STEP 2Show
Film

Show the film.

ACTIVITY 4

Discussion of Movie

10 MINUTES

STEP 1Introduce
Activity

Tell class you're going to discuss what the movie had to say about self-esteem.

STEP 2Complete
Question
Sheet

List these questions on the board.

1. What did the movie say about self-esteem?
2. What was the point of the movie?
3. What are some examples you see around you of externally based self-esteem?

4. How does this issue of externally based or internally based self-esteem apply to your life?

Assign partners.

Tell them they have about five minutes to work with their partners to answer the questions on the board. After that they will discuss their answers as a class. Allow four or five minutes.



STEP 3

**Discussion
Guidelines**

Explain that during this discussion they will use the Listening part of the Discussion Guidelines. Give each student a copy of the Listening sheet on page 62.

Tell students they are to tally each time they find themselves listening to what another person was saying, or allowing another person to finish before speaking. Remind them their goal is to have lots of marks by each item at the end of the discussion.

Note: You may need to prompt students in using the guidelines.

Hints for prompting include the following.

- Prompt each student at least once.
- Prompt immediately when the behavior occurs.
- Prompt individual students rather than the whole class.
- Prompting with a hand signal or head nod is less disruptive than a verbal prompt.

STEP 4

**Discuss
Film**

Ask each of the questions on the board. Give as many students as possible a chance to respond to each question. Accept all responses.

STEP 5

**Review
Behavior**

Tell students to reflect on their discussion behavior and complete their Discussion Guidelines for the day by jotting down something positive about their behavior.

THE SECOND BUILDING BLOCK OF SELF-ESTEEM

INTERNAL SOURCE

EXTERNALLY BASED



INTERNALLY BASED

- Source is outside self
- Looks, money, clothes, etc.
- What others say about you
- How others treat you

- Source is inside self
- Inherent value as a human
- What you say about self
- How you treat yourself



THE SECOND BUILDING BLOCK OF SELF-ESTEEM

INTERNAL SOURCE

**EXTERNALLY
BASED**



**INTERNALLY
BASED**

- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____



DISCUSSION GUIDELINES

LISTENING _____ listening to what another was saying
 _____ allowing another to finish before I speak

BODY POSTURE _____ leaning forward to the speaker
 _____ visually following the flow of discussion
 _____ hands resting on lap or on desk

EYE CONTACT _____ looking at the speaker
 _____ looking at others while I speak

SPEAKING _____ expressing opinion, idea
 _____ asking question to clarify information
 _____ staying on the subject

What I liked best about my discussion behavior today is:
