OVERVIEW

BIG IDEA
Self-concept is a major part of mental health. Our self-esteem dictates how we feel about ourselves, our self-image reflects how we believe others perceive us, & our self-efficacy sets the expectation for how we will perform.

OBJECTIVE
1.2 Distinguish between self-esteem, self-image, and self-efficacy.

AGENDA
1. Self-concept exercise
2. Defining self-concept
3. Reading
4. Labeling statements

HOMEWORK
Write statements that convey your personal self-esteem, -image, & -efficacy. Then write a reflection of how that process went.

LESSON **1.2**
Self-concept

SUMMARY:

This lesson will introduce students to the concepts underlying self-concept in mental health, including self-esteem, self-image, and self-efficacy. The lesson begins with an opportunity for students to reflect on their own self-concept to give them a concrete starting point of reference. After defining the terms, students will read a summary of a recent and relevant scholarly research study related to self-esteem and Facebook use. Finally, students will classify statements according to self-esteem, self-efficacy, or self-image and then connect these terms back to their initial list of statements about themselves.

Self-concept

PH1.2: Distinguish between self-esteem, self-image, and self-efficacy

DO NOW

1) Write down 5 words or phrases that describe you or represent who you are:

　　_____
　　_____
　　_____
　　_____
　　_____

2) Rank the 5 words or phrases you wrote above by placing the numbers 1 through 5 next to each one. The number 1 represents the word or phrase that is most important to your identity, while 5 is the least important, relatively.

3) Did this quick exercise reveal anything interesting or surprising to you?

DISCUSS

With a partner, share your responses. How is the way you each approached this task similar or different?

NEW INFO

Review: Think about the concept of mental health:
Mental health (MH): The WHO defines this as "a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community."

Mental health researchers have determined that **self-concept** is a major component of a person's mental health. Self-concept (also known as self-identity) can be thought of as a collection of beliefs about oneself. To simplify this big concept, we can think of it as the answer to the simple question of, "Who am I?" The complex answers to this question can tie in to any aspect of oneself, including one's physical, mental, social, and emotional self. It can include academic performance, gender roles and sexuality, and racial identity, and so much more. Self-concept includes our past, present, and future selves and encompasses our hopes, goals, standards, fears, and threats. It is associated with our behavioral and mental health outcomes, academic performance, and even our levels of happiness, anxiety, and life satisfaction.

Self-concept can sometimes be too broad of a term, so when people talk about mental health they often refer to the following three more specific terms:

DO NOW: Students may potentially write things that are personal or of sensitive nature, so it's best to discuss this upfront. It might be best to suggest upfront that students to only write down things they are comfortable sharing.

Since the Do Now prompt was intentionally left open-ended students will likely approach this from many different angles. Some may focus more on physical descriptions of themselves, while others focus on personality or skill such as athleticism or academic performance. Others may have tied in values or beliefs. Having student share responses will help illustrate the variety of concepts that can be a part of one's self-identify.

NEW INFO: Briefly review the three components of health from lesson 1.1 . especially mental health.　If students struggled in the previous lesson, it will be useful to clarify things here.

NEW INFO: Self-concept is a broad umbrella under which self-esteem, self-image, and self-efficacy will be organized. While self-concept does not exclusively deal with these three terms, for the sake of simplifying and clarifying the concepts, the information will be presented hierarchically.

1) **Self-esteem:** general feelings of one's worth or value
　　The answer to: "How do you feel about yourself?"
　　Example: "I feel good about the fact that I am a fast swimmer."

2) **Self-image** (also known as *self-schema*): mental picture of oneself (includes observable characteristics as well as ideas about oneself resulting from personal experience or internalizing judgement from others)
　　The answer to: "What do you think people think about you?"
　　Example: "They all must think I look great in this swimsuit."

3) **Self-efficacy:** belief in one's capacity to succeed at tasks
　　The answer to: "How do you think you will do?"
　　Example: "I am confident that I will place in the top three at this swim meet because I worked so hard."

READ

Read the following summary of a research study examining how Facebook profiles relate to self-esteem and behavior.

Facebook Profiles Raise Users' Self-Esteem and Affect Behavior

May 31, 2013 — A Facebook profile is an ideal version of self, full of photos and posts curated for the eyes of family, friends and acquaintances. A new study shows that this version of self can provide beneficial psychological effects and influence behavior.

Catalina Toma, a UW-Madison assistant professor of communication arts, used the Implicit Association Test to measure Facebook users' self-esteem after they spent time looking at their profiles, the first time the social psychology research tool has been used to examine the effects of Facebook. The test showed that after participants spent just five minutes examining their own Facebook profiles, they experienced a significant boost in self-esteem. The test measures how quickly participants associate positive or negative adjectives with words such as me, my, I and myself.

"If you have high self-esteem, then you can very quickly associate words related to yourself with positive evaluations but have a difficult time associating words related to yourself with negative evaluations," Toma says. "But if you have low self-esteem, the opposite is true."

Toma opted to use the Implicit Association Test because it cannot be faked, unlike more traditional self-reporting tools.

"Our culture places great value on having high self-esteem. For this reason, people typically inflate their level of self-esteem in self-report questionnaires," she says. "The Implicit Association Test removes this bias."

Additionally, Toma investigated whether exposure to one's own Facebook profile affects behavior.

"We wanted to know if there are any additional psychological effects that stem from viewing your own self-enhancing profile," says Toma, whose work will be published in the June issue of *Media Psychology*. "Does engaging with your own Facebook profile affect behavior?"

The behavior examined in the study was performance in a serial subtraction task, assessing how quickly and accurately participants could count down from a large number by intervals of seven. Toma found that self-esteem boost that came

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NEW INFO:
Self-esteem:　general feelings of one's worth/value
　　How do you feel about yourself?

Self-image: mental picture of oneself
　　What do you think people think about you?

Self-efficacy: belief in one's capacity to succeed
　　How do you think you will do?

NEW INFO: For an English-language learner or a struggling reader the differences in these three definitions (or the questions that lead to them) may be subtle. It will be important to distinguish them precisely when they are asked to categorize statements into these labels. By starting with the examples in this section of notes in the student workbook and expanding to have students share other examples, the differences may be understood sooner.

READ: The article may be read silently, in partners, by the teacher, or in round-robin read-aloud style.

from looking at their profiles ultimately diminished participants' performance in the follow-up task by decreasing their motivation to perform well.

After people spent time on their own profile they attempted fewer answers during the allotted time than people in a control group, but their error rate was not any worse. Toma says the results are consistent with self-affirmation theory, which claims that people constantly try to manage their feelings of self-worth.

"Performing well in a task can boost feelings of self-worth," Toma says. "However, if you already feel good about yourself because you looked at your Facebook profile, there is no psychological need to increase your self-worth by doing well in a laboratory task."

But Toma cautions against drawing broad conclusions about Facebook's impact on motivation and performance based on this particular study, as it examines just one facet of Facebook use.

"This study shows that exposure to your own Facebook profile reduces motivation to perform well in a simple, hypothetical task," she says. "It does not show that Facebook use negatively affects college students' grades, for example. Future work is necessary to investigate the psychological effects of other Facebook activities, such as examining others' profiles or reading the newsfeed."

University of Wisconsin-Madison. "Facebook profiles raise users' self-esteem and affect behavior." ScienceDaily, 31 May 2013.

DISCUSS

1) How does spending time looking at one's own Facebook profile impact self-esteem, according to this study?

2) Do you use social media? If so, how do you feel while spending time on Facebook or other social media websites?

3) Do you think spending time on Facebook might influence one's *self-image* and *self-efficacy*? Why or why not?

THINK

Label each of the following statements with Self-esteem, Self-image, Self-efficacy, or None of these.

_____ 1. I'll probably end up repeating freshmen year.

_____ 2. I have such a great sense of humor.

_____ 3. I can't stand my hair. It looks so frizzy.

_____ 4. I never gossip because I know it makes me a better friend.

_____ 5. I am able to make lots of friends this year.

_____ 6. My score on the science test was 82%.

_____ 7. I love wearing my new t-shirt—people think I look really great.

_____ 8. People are always staring at my pointy nose, I can't stand it!

_____ 9. I won't make the basketball team, I'm just not that skilled.

_____ 10. I have four brothers and two sisters.

DISCUSS: The first discussion question is a check for understanding. The second asks them to apply It to their own lives. The third asks them to predict results of a new study given their understanding of both the study and the new vocabulary/concepts.

DISCUSS Answers:
1) According to results from the Implicit Association Test, self-esteem increased after participants spend five minutes viewing own Facebook profile, possibly hinting at psychological benefits from this aspect of social networking. However, performance in a serial subtraction test diminished possibly due to decreased motivation.
2) Answers will vary. Point out to students that they may not be aware of their true feelings and reactions when using social networking sites, as the article pointed out that to more objectively detect changes in self-esteem, a scientific tool or test (like the Implicit Association Test) should be used, rather than asking people to self-report this information. We often fake it, or inaccurately report how we feel, for a variety of reasons. If time permits, students could spend a moment speculating about the many reasons why self-reporting is often inaccurate.
3) Again, answers will vary and there is no single correct answer. Scientists may not have studied this yet. Look for logical explanation to support students' responses.

THINK Answer Key: 1. –efficacy; 2. –esteem; 3. –image; 4. –esteem; 5. –efficacy; 6. –none of the above; 7. –image; 8. –image; 9. –efficacy; 10. –none of the above.

THINK: Review answers with the class. Allow students to share rationale and debate any questions with responses that were split between the class. Have students refer to the three questions that define each term if they are still struggling. The prompts (1-10) are answers to one of those questions, and the one that fits best should be clear.

DISCUSS

Now review your responses to the Do Now question. Categorize each statement you wrote down as Self-esteem, -image, -efficacy, or none of these. Add a few more statements so you have at least one that represents each term.

Take turns reading your statements to a partner one-by-one. Have your partner answer with the term (Self-esteem, -image, -efficacy, or none) they believe to be most fitting. Use this as practice and a chance to get to know someone better!

ASSESS

Label each of the following statements with Self-esteem, Self-image, Self-efficacy, or None of these.

_____ 1. I sound great to others when I sing in Music.

_____ 2. I'm a great musician with a beautiful voice.

_____ 3. I will get an A in music because I work hard.

_____ 4. I don't have any previous music experience.

HOME WORK

Reflect on your own self-concept. Write 3-5 statements about yourself that fit each concept below. Then write a paragraph reflection analyzing how this went for you. What was easy? What was difficult? What did you learn about yourself?

SELF-ESTEEM   SELF-IMAGE   SELF-EFFICACY

DISCUSS: Have students partner with a different person than they did earlier (during the Do Now), so they get to know a new person and hear a variety of different statements.

ASSESS **Answer Key:**
   1.–image;
   2. –esteem;
   3. –efficacy;
   4. –none of the above

HOMEWORK: The goal of the homework is for students to apply the 3 terms relating to self-concept in a reflective way. If students would like to put their creative energy into this assignment, you can suggest the opportunity to create a collage or other artistic expression in lieu of just listing out the statements.