



Grade 10 Sample Lesson Plan: Unit 9 – Building Self-Esteem & Self-Image

SOLs

- 10.1 Q Describe the health benefits of positive self-esteem, balance, flexibility, resilience, and healthy relationship with others.
- 10.2 K Explain the value of positive self-image, self-esteem, and self-control when faced with peer pressure.

Objectives/Goals

- The student will analyze the role of individual responsibility in enhancing health.
- The student will demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Materials

- Building Self-Esteem & Self-Image slideshow
- [Analyzing Influences Web](#)
- [Body Biography](#)
- [Thinking Outside the \(Crop\) Box](#)
- [I am Awesome](#)

Procedure

- Use the Body Image & Building a Positive Self-Concept slideshow to guide the lesson and build a class understanding of body image and factors that contribute to feelings of self-worth.
- Hook - Show this short 3 min clip to introduce the topic of Teens & Body Image -

<https://www.youtube.com/watch?v=PpFBKeuKf7M>

- After the clip, explain to the class that one of your main goals is to get students to understand their own thinking and feelings about themselves and to analyze and understand factors that make them feel the way they do about their own bodies and own self worth. By the end of the lesson, you want students to have some tools to begin work on building positive self-worth.
- Ask students, *What does the term “body image” mean to you?*
 - Answers will vary. Put some ideas on the board. Show slides 4 and 5 with some other possible definitions.
 - Ask students a rhetorical question: *On a scale of 1-10, 10 being very positive, where do you stand when it comes to your own body image?*
 - Show slide 6 and tell students that most of us fall somewhere in the middle but it is something that can vary each day, over time, etc.
- Instant Activity - **Body Image Walk & Talk**. Students will find a partner and have about 5 minutes to physically walk a designated route while discussing the following questions/statements. It is important to emphasize your expectation of staying on topic and being responsible. If you are uncomfortable with this idea, you could do more of a *Graffiti Wall* activity where you post these questions on butcher paper around the room and have students go around individually or in partners answering the questions and reading what others wrote.
 - **AGREE or DISAGREE** - Boys and girls are equally affected when it comes to body image.
 - **AGREE or DISAGREE** - Students at our school care about their image.
If so, what do they care about? Is there a difference for boys and girls?
 - **AGREE or DISAGREE** - When posting pictures on social media I try to make myself “look good”.
 - **AGREE or DISAGREE** - Selfies and other flattering photos of myself boost my self-confidence.
 - **AGREE or DISAGREE** - Getting “likes” or positive comments on social media boosts my self-confidence.
 - What factors or influences impact you when it comes to body image and self-concept?
 - What are three things someone can do to improve their self-esteem and create a more positive body image?
- Next, you can have a class discussion about the statements/questions from above. Pick and choose the ones you think are most important for your students.
- Next, ask students *What does the term self-image mean to you?*
Self-Image is a mental picture of yourself. It includes:

- how you look (body image)
- your skills and abilities
- and your weaknesses

This is something that forms over time and is influenced by your life experiences and interactions with others.

- Next, ask students the following questions:
 - *What does the term self-esteem mean to you?*
 - *Self-esteem describes how you feel about yourself. It is related to self-image.*
 - *Why is self-esteem important?*
 - *It has a major impact many aspects of your life (school, making friends, managing disappointments, coping with stress, etc.)*
 - Tell students that *people with high self-esteem*
 - better cope with mistakes and disappointments
 - view negative events and failures as learning experiences
 - are more comfortable asking other people for help
 - have better decision-making skills
 - feel good about themselves
 - trust their own judgement
 - follow their own values
 - when pressured to go along with the crowd, have more courage to make the right decision
 - *People with low self-esteem*
 - often worry about what other people think of them
 - are more vulnerable to peer pressure
 - feel unable to resist pressure to engage in unhealthy behaviors
 - *The good news is it is something we can improve. Building self-esteem can happen as people learn to work through issues and accept who they are.*
 - Next ask, *What are some factors that affect self-esteem? (slide 19)*
 - Media
 - Personal Perceptions
 - Life Events
 - Environments
 - Body Image
 - Social Interactions
 - You can explore any one of these further, but a relevant topic that is worth discussing is looking at and analyzing media's affect on self-image and self-esteem. Show the short clip from Dove (slide 20) . Here is a link -

<https://www.youtube.com/watch?v=iYhCn0jf46U>

- Slides 21-27 show images of how women and men are affected by images they see in media (magazines, ads, social media, etc.)
- This ultimately can create a body dissatisfaction and impact one's self-esteem and self-image in a negative way.
- Slides 28-32 highlight the impact social media can have on one's self-esteem. The bottom line is that too much social media has negative effects on one's self-esteem. You could have various conversations from here.
- Slides 33-34 list ten actionable steps students could take to improve their self- esteem and self-image.
- Since self-esteem and self-image work is an ongoing journey and personally subjective, there are a four options you can use to have students personally apply the takeaways from the lesson and meet the SLOs above. See below.

Referencecs

- [Analyzing Influences Web](#)
- [Body Biography](#)
- [Thinking Outside the \(Crop\) Box](#)
- [I am Awesome](#)
- Andy Horne, 2015 National Health Teacher of the Year

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Social Media Thinking Outside the (Crop) Box

Directions - The purpose of this assignment is to explore social media in a more critical way. Your task is to select three pictures of other people you follow on social media and conduct an analysis of the pictures by answering the following questions below:

1. What do you think has been cropped or edited out of your friend's "perfect" pictures? Why do you think he/she did that?
2. Do you think your friends are really the people they appear to be online? How so? Explain.
3. Are you really the person who you appear to be online? Explain.
4. What is the purpose of posting a photo?
5. What is it about getting "likes" that feels good?
6. Does looking at social media affect your mood? How so? Explain.

Expanding Your Thinking - Think about your social media use when answering these questions.

7. On a 0-10 scale, if 0 is not in the least bit ready to change your behavior, and 10 is fired up as you can be, where are you when it comes to interacting with your social media account(s)?

8. Why is this number so high, so low, in the middle, etc?

9. What are the benefits of your _____ (pick a social media account) use?

10. How would you like things to be different?

11. How does your _____ (pick a social media account) use affect your well-being?

12. In what ways do you feel you could be doing better?

Name: _____

“I AM AWESOME!” Assignment

The purpose of this assignment is to reaffirm or perhaps think about what makes each of us special and to help build one’s self-esteem and self-image. Sometimes it can be hard for us to think about the positive qualities we possess and it is important that we do to develop and/or maintain higher self-worth.

1. I AM UNIQUE BECAUSE:

2. I HAVE A NATURAL TALENT FOR:

3. I AM PROUD OF MYSELF FOR:

4. PEOPLE WHO LOVE ME DESCRIBE ME AS:

5. THE PERSON I ADMIRE MOST IS:

6. I FEEL GOOD WHEN I:

7. GOALS FOR MY FUTURE ARE:

8. THE TRAITS I ADMIRE MYSELF FOR ARE:

9. PEOPLE SAY I AM A GOOD:

10. 5 WORDS THAT DESCRIBE ME BEST ARE:

Helpsheet for Change: My Needs for Change

Physical characteristics I need to accept more:

I need to _____

I need to _____

Negative body image thoughts that I most need to reduce or eliminate:

I need to _____

I need to _____

Situations I really need to feel more comfortable with:

I need to _____

I need to _____

Beliefs and behaviors I need to change to be less invested in my appearance for my self-worth:

I need to _____

I need to _____

Ways that I cope with my body image difficulties that I need to change:

I need to _____

I need to _____

Ways that I engage with social media that I need to change:

I need to _____

I need to _____

Analyzing Influences Self-Esteem & Selfimage

Directions: Create a web with your name and health issue in the center. Each spoke signifies an influence in your life (i.e. family, peers, social media, life events, body image, yourself, etc.) that impacts you in a positive or negative way in regard to self-esteem & self-image.

1. Identify at least 5 influences. Is it positive or negative? Is it Internal (you control) or something External (out of your control)?
2. Describe the message that you receive from each of those influences about drug use. Discuss HOW and WHY it influences you.
3. Draw a line connecting the source to yourself – the thicker and bolder the line, the more powerful you feel that influence is on your decisions and behaviors about this topic.

Influence:
Positive or Negative?
Internal or External?

Message:

Your Name

Reflection - Complete this after filling out the Web of Influence above...

After completing this activity, what is one thing you learned about influences impacting you in terms of my own self-esteem and self-image? What did you learn (if anything)?

Analyzing Influences Web Assessment Rubric

Number of Connections	I made 5 or more connections. (5 or more lines)	I made 4-5 connections. (4-5 lines)	I made 3 connections. (3 lines)	I made 2 or fewer connections. (0, 1, 2, lines)
Quality and Depth of Connections	<p>The connections I created are explained thoroughly. The HOW and WHY are described and the message is evident.</p> <p>I am able to “think outside the box” and make thoughtful connections to the influence and how it impacts me</p> <p>Reflection is thorough with specific example(s)</p>	<p>My connections are accurately explained The HOW and WHY are described in each connection and the message is mostly clear/evident.</p> <p style="text-align: center;">AND...</p> <p>Reflection is thorough with specific example</p>	<p>My connections are accurate, but are not explained in complete sentences. The how and why are not clear in most cases. The message is clear in some cases and lacking in some.</p> <p style="text-align: center;">AND/OR...</p> <p>Reflection is vague or not evident</p>	<p>My connections are inaccurate and are not clearly explained. Or, lacking evidence.</p>
Assessment Level →	Wow! (10 pts)	Got It! (9 pts)	Getting There! (8 pts)	Not Yet! (5-6 pts)

Body Image Reflection - WALK & TALK

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7. What are three things someone can do to improve their self-esteem and create a more positive body image?

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13. What factors or influences impact you when it comes to body image and self-concept?
14. What are three things someone can do to improve their self-esteem and create a more positive body image?

A Personal Mission Statement

A personal mission statement is like a personal credo or motto that states what your life is about. It is like the blueprint to your life. So why not write your own personal mission statement? They come in all types and varieties. Some are long, some are short. Some are poems and some are songs. Some have used their favorite quote as a mission statement. Others have used a picture or photograph.

So what can writing a mission statement do for you? Tons! The most important thing it will do is *open your eyes to what's really important to you and help you make decisions accordingly.*

A personal mission statement is like a tree with deep roots. It is stable and isn't going anywhere, but it is also alive and continually growing. You need a tree with deep roots to help you survive all of the storms of life that beat you up. As you've probably noticed already, life is anything but stable. Think about it. People are fickle. You are best friends one day and enemies the next. Think about all of the events you can't control. You have to move. You lose your job. Your parents are getting divorced. Fads come and go. Sweaters are popular one year and on their way out the next. Rap music is the thing. Rap music stinks. While everything about you changes, *a personal mission statement can be your deep-rooted tree that never moves. You can deal with change if you have an immovable trunk to hang on to.*

YOUR BODY BIOGRAPHY

ADAPTED FROM *BODY IMAGE WORKBOOK FOR TEENS* (TAYLOR, 2014)

Your body tells a unique story- its own biography. You are more than your looks; you are a collective masterpiece of genes and memories and experiences that nobody else has. It's easy to get caught up in a trap of wishing and wanting to look like someone else, or comparing your body to unrealistic images that you see all around you. Creating a body biography will help you understand the story of your physical features and help you accept you for you.

FIRST STEP: EXPLORE!

Look through family photos, old and new, talk to your parents, grandparents, old friends, anybody that has been around you growing up about your ancestors. Journal about childhood memories and piece together a history of yourself. While looking at the pictures and talking with your family members, if you can, answer the following questions:

1. What did you first notice about your resemblance to other family members?
2. Where do your eyes come from?
3. Whose hair do you have?
4. Whose build do you have?
5. Whom do you act like?
6. Where do your mannerisms come from?
7. What parts of you are completely unique?

SECOND STEP: CREATING YOUR BODY BIOGRAPHY

Draw an outline of a body a butcher paper provided. With markers provided, label each area of your body with family names, memories, and so on. You can even add pictures of you and your family if you'd like.

Fill the outline of your body with memories that have shaped your perception of the world. *When I was younger, I loved to help my mom in the garden. We never wore gloves, and our hands got really dirty. We didn't care about the dirt or the world around us- we just dug and planted and talked and enjoyed each other.*

Step back and appreciate your work. You are more than your looks; you are made up of your history, your memories, and the generations of those who came before you.

THIRD STEP: 10 POWERFUL TRUTHS

Around the edges of your body biography, add 10 powerful truths about yourself. These could include descriptions of your character, your dreams, your desires, your goals, your passions, or your talents. *Who is the I that resides in this body?*