

Subject/Grade: Grade 5 Health

Lesson Title: The Importance of a Positive Self-Image

Teacher: Halle Reimer

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

USC5.4 Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image.

g) Reflect on self-image as “the way you see yourself as a result of what you believe about your appearance, abilities, and character”.

h) Discuss the influence of self and others (e.g., family expectations, family values and beliefs, culture, religion) on one’s self-image.

Key Understandings: (‘I Can’ statements)

- I can reflect on self-image as “the way you see yourself as a result of what you believe about your appearance, abilities, and character”
- I can describe what self-image is.
- I can discuss and describe the influence of self and others on one’s self-image.

Essential Questions:

- What is self-image?
- Who and what affects your self-image?
- Why is it important to have a positive self-image?
- Why is it important to create a positive self-image?

Prerequisite Learning:

Should have some prior knowledge about identity and personal identity

Instructional Strategies:

- Step by Step Strategy Instruction
- Group Discussion
- Cognitive Organizers
- Cooperative Learning

Stage 2: Determine Evidence for Assessing Learning

Formative

- Discussion/Conversations:
 - Reflection on what they know about self-image. Discussing new ideas of what what affects self-image, why it is important and how we can create a positive self-image
 - Teacher will walk around during group discussions and ask students questions about their own self-image
- Graphic Organizer:
 - Students will jot down notes and ideas during small group discussion to indicate their knowledge and understanding from our class discussion

- Self-Image Activity Sheet:
 - Students will complete this activity at the end of the unit to show their learning and comprehension, as well as to express their own self-image
- Self-Assessment Rubric:
 - The rubric for the worksheet and reflection will determine if students understand the content and can comprehend what self-image is
 - Teacher will also fill out the rubric to show students their growth throughout the lesson

Stage 3: Build Learning Plan

Set (Engagement):
minutes

Length of Time: 25

Materials/Resources:

- Teacher will hand out graphic organizer (Concept Map)
- Teacher will hold a discussion to assess what the students know about self-image
- Brainstorm: (Word Web Activity as a Class)
 1. What does self-image mean?
 - What do you see when you look in the mirror?
 - Discuss the six dimensions of self-image: physical, psychological, intellectual, skills, moral, and sexual
 - How we perceive ourselves
 - Physical: How someone evaluates their own appearance
 - Psychological: How someone evaluates their own personality
 - Intellectual: How someone evaluates their own intelligence
 - Skills: How someone evaluates their own social and technical skills
 - Moral: How someone evaluates their own values and principals
 - Sexual: How someone feels they fit into society's masculine and/or feminine norms
 - How do you see yourself as a person?
 - Smart? Pretty? Handsome? Happy? Healthy? Outgoing? etc.
 - What is the difference between actual self-image, ideal self-image, social self-image, and ideal social self-image?
 - Self (actual vs ideal):
 - Who you perceive yourself vs who you want to perceive yourself
 - Social (actual vs ideal):
 - How we perceive ourselves in relation to others - How you believe people perceive you vs how you want people to perceive you
 - After the discussion Students will move into small groups of 2-3 people and fill out a concept map and jot down notes and ideas; students will be directed to write down their definition of Self-Image in their own words, as well as the three

- [Concept Map - Graphic Organizer](#)
- [Self-Image - Activity Sheet](#)
- [Self-Assessment Rubric](#)
- Pencil
- Whiteboard/markers
- [Teacher Resource - Fostering Positive Self-Image](#)
- [Teacher Resource - What Self-Image Is and How Do We Improve It?](#)

**Possible Adaptations/
Differentiation:**

- Students that have trouble writing can use a computer with voice to text.
- If students run out of room they can continue on the back of the paper.

Management Strategies:

- I will only call on students who have their hands up
- I will provide clear expectations for what students should be doing
- I will check for understanding after discussions and explanations of our topic
- I will observe students as they brainstorm and complete their concept map as well as their self-image activity sheet
- We will make our way over to students who have their hand up, or seem to be having a hard time

questions: What affects your self image? Why is it important to have a positive self image? How can we create a positive self-image?

- Teacher will pull students back into a class discussion and each group will share some of their ideas and go over the last three questions on their concept map as a class

- Teacher will also give examples to support students learning
2. Who or what affects your self image? How is it developed?

- Parents and caregivers are the main influence on children during the early years of childhood
- Teachers, friends, and family
- Relationships reinforce how we think and feel about ourselves
- Based on our relationships and how they reflect on how we feel think and feel about ourselves, this is where we develop either a positive or negative self-image

3. Why is it important to have a positive self image?

- Helps us recognize our assets and potential but does not draw away from our limitations
- How we feel about ourselves is affected by how we think about ourselves; if we think positively we feel positively, if we think negatively we feel negatively
- A positive self-image can boost our overall well-being

4. How can we create a positive self-image?

- Self-image is ALWAYS changing
- A healthy and positive self-image begins with learning to accept and love ourselves, flaws and everything
- What we can do:
 - Make lists of positive qualities or ask a close friend or family member to describe your positive values
 - Define personal goals that are reasonable and measurable
 - Confront distorted images of self
 - Avoid comparing yourself to other people in your life or those seen in the media
 - Positive affirmations

Development:

minutes

- Teacher will explain the activity sheet and give examples.

Worksheet: there will be a picture of a person in the middle. Around the person the students will draw pictures and write words about how they see themselves and what makes up their self-image, they may also choose to write words of affirmation, and strategies to develop a positive self-image.

Ex) Beliefs, values, family, appearance, abilities and character.

- Teacher will write prompts on the board: “The way you see yourself as a result of what you believe about your appearance, abilities, and character,” “Ways I can develop a positive self-image,” “What affects my self-image”

with their tasks and offer them help or answer questions they may have

- We will orally acknowledge that students have “X” amount of time to finish their task

Safety Considerations:

- Potential for sensitive topics — being aware and not forcing students to share if they’re uncomfortable
- Allowing students to work in different spots around the classroom that are more private

- Teacher will hand out worksheets and rubric so students know their expectations.
- Students will work to complete the worksheet.

Learning Closure: **Length of Time: 5 minutes**

- Teacher allows students to share some of their work.
- Teacher asks students what self-image is and reviews the learning outcome.
- Worksheets will be handed in to be assessed.

Stage 4: Reflection

I wanted to create a lesson like this as I believe everyone should have this opportunity to learn about self-image and how important it is to see yourself through a positive lense. I have always been the kind of person to think I could always be or do better, so for the kids like me and even those who aren't so hard on themselves this lesson is a great opportunity for us to find strategies that work for us to create our own positive self-images.

I think the hardest part of creating this lesson was making it friendly for this age group. Challenges with this lesson would be having kids who feel that they are unable to relate or say they haven't experienced any impacts on their self-image and end up disengaging themselves from the lesson. To make it more engaging I would like to bring some of our strategies for creating a positive self-image into our day to day schedule, either saying affirmations every morning, or making lists of our positive qualities, even bringing mirrors into the classroom for students to say their affirmations into. Students will benefit from this lesson because no matter what age they are, there will come a point in their life that they will have problems with their self-image and maybe they will look back at this lesson.

Next time I think I would like to invite a guest speaker, either a school counsellor or something along those lines to speak on the subject and really go into depth on the topic of self-image.