


Decision-Making, Choices, and Body Image

Essential Question <ul style="list-style-type: none">• How can I have a positive self-image?• How can I be inclusive of others and their differences?	Learning Intentions <ul style="list-style-type: none">• I can honor the things that make me who I am and what makes others who they are.• I can understand what influences me as I grow up and the impacts on my sexual health.• I can identify ways to have a positive self-image while making healthy decisions.
---	---

Introduction	A critical part of adolescent development is to be able to understand the influences on personal and group identities in diverse settings, as well as how identity and self-image plays a role in our sexual health.
CA Health Standards 7th-8th Grade	1.8 Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation. 2.1 Analyze how internal and external influences affect growth and development, relationships, and sexual behavior. 2.2 Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. 4.4 Analyze the benefits of respecting individual differences in growth and development, physical

	<p>appearance, gender roles, and sexual orientation.</p> <p>5.3 Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation</p>
--	---



Decision Making, Choices, and Body Image

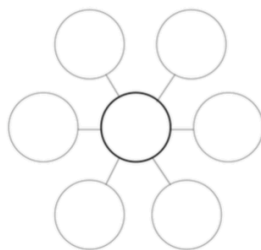
Understanding how to be positive and informed about ourselves and others



The Art of You: We are All Unique

- 1) Write your name in the middle circle.
- 2) Write/draw pictures in the outlying circles that show what makes you who you are. Some categories you may want to think about:

- Family
- Friends
- Culture
- Language
- Beliefs
- Values
- Interests
- Sports/Hobbies/Clubs/Activities



- 3) Choose at least 2 things about you to share with a partner.

Invite students to do the following activity to get them thinking about the concept of identity, the qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person or a group.

Allow time for students to individually and then share with a partner.

Optional to have some pairs share out with the whole group

Essential Question

- How can I have a positive self-image?
- How can I be inclusive of others and their differences?

Share the Essential Questions for this lesson with students. Clarify any information

Introduce the salmon colored box with information on where students should go if they need additional resources for their sexual health. Let students know that this information is also on the last page of their workbook for each lesson.

If you need resources or support for your sexual health...

- Talk to a parent/guardian or other trusted adult
- Call 2-1-1
- Visit 211sandiego.org

Learning Intentions

- I can honor the things that make me who I am and what makes others who they are.
- I can understand what influences me as I grow up and the impacts on my sexual health.
- I can identify ways to have a positive self-image while making healthy decisions.

Share the Learning Intentions for this lesson with students. Clarify any information.

Teaching Agreement

It's important to know that...

1. I am a mandated reporter, which means I'm required to report suspected abuse or neglect.
2. We will be examining sexual health through research, evidence, and scientific facts.
3. We will be learning and using accurate scientific terms for systems, processes, and anatomy that comes directly from the California Health Standards for 7th and 8th grade.
4. We will not be discussing our personal values or opinions about any of the topics.
5. **We will ensure a safe environment that is inclusive for all students**
6. We will focus on questions that relate to the science we are learning and encourage you to talk to your parent/guardian at home about your values and opinions when it comes to making choices.

Teaching agreement is shared in each lesson. Introduce students to the requirements of being a “mandated reporter”

It is critical for the teacher to demonstrate that they will be keeping agreements as well as the students during each Sexual Health lesson. This helps the teacher model fairness and accountability for students.

What makes me... me?

What is Identity?

- **Identity** is the qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person or a group.
- We begin to understand our identity during childhood and start to have what is called a **self-image** (sometimes called **self-concept**).
- As you grow up, you may discover and learn things about yourself that shape your identity as a person.

Review the concept of identity and self-image with students. Let students know that these are the two ideas primarily addressed in this lesson.

Personal Identity and Human Sexuality

Human beings are extremely complex and there are many different things that make us who we are. In the “Art of You” activity we focused on influences such as our family, our interests, and our culture.

In this lesson we will focus on the parts of our identity as they relate to our sexual health and sexuality.

It’s important to understand that many factors influence our sexuality as human beings including:

- Our physical body
- Our mind and our emotions
- Our culture and society
- Our beliefs and values
- Our genetics

Introduce students to the idea that humans are complex, and that many factors influence human sexuality.

Know Your Terms

Disability A condition that interferes with a person's ability to do certain things

Gender Refers to a person's biological sex, male (XX chromosomes), and female (XY chromosomes)

Gender Identity A person's internal sense of being male, female, a combination of male and female, or neither male nor female

Gender Expression The way people convey their gender through mannerisms, behaviors, or expressions

Nationality Membership in a particular nation

Race or Ethnicity A group of people with a common racial, national, tribal, religious, linguistic, or cultural origin or background

Religion A person's set or system of religious faith, attitudes, beliefs, and practices

Sexual orientation Refers to a person's sexual identity



Share the following terms with students, and allow time to “fill-in-the-blanks” in their worksheet.

Clarify any terms as needed.

How can I be respectful of other people's identities?

Making Others Feel Welcome



The way each of us identifies is extremely important and personal.

Part of being inclusive while at Cajon Valley, and in the future, is to recognize and respect diversity, to make sure we include everyone.

No one should ever be made to feel unsafe, uncomfortable, or excluded because of their:

- Gender
- Gender identity
- Gender expression
- Sexual orientation
- Disability
- Nationality
- Race or ethnicity
- Religion



Emphasize the idea that regardless of identity everyone deserves to be recognized and respected.

The bulleted list represents protected groups by the state of California.

Ways to Show You Can Be Inclusive



With your group, brainstorm ways you can show that you are a leader and can make others feel included at school.

Remember that you might have different beliefs, but can at the same time recognize and respect diversity.

Be sure to list ideas about how to communicate to a trusted adult if you become aware of a classmate being bullied or harassed.

Share your group's brainstorm with the class.

Have students participate in this activity, brainstorm a list of ways to make people feel welcome at school, regardless of differences.

What are some ways to have a positive self-image?

What Does It Mean to Have a Positive Self-Image?

When a person has a positive self-image, they . . .

- Feel good when they think about themselves.
- Understand that during puberty, everyone develops at different rates and in different ways.
- Are proud of their identity.
- Don't base their opinion of themselves on negative comparisons with others.
- Don't let others pressure them into actions that don't feel right for them.
- Rely on a growth mindset and see mistakes as opportunities for learning, rather than failure.
- Practice self-acceptance and extend that same kindness to others.

Share this list of the effect of having a positive self-image, as an introduction the next slide and activity - focusing on understanding the influences on our self-image

Understanding Influences on our Self-Image

Media <p>The images we see in ads, movies, TV, and online send a message about how our bodies should look and how we should feel. These messages are not always positive or inclusive of all identities.</p>	Culture <p>Our beliefs, traditions, and customs in our culture have a very big impact on our personal identity. Fitting in with our culture may make us proud, but it can also make us feel like we don't belong.</p>	Family <p>Like our culture, our family has a big impact on our self-image. Every family has their own unique set of beliefs, traditions, and customs that can influence our identity as we grow up.</p>
<p>Work with a partner to think of examples for these different types of influences on self-image.</p>		
You and Your Peers <p>Peers can positively or negatively influence the self-images of the people around them. When you think of how your peers impact your self-image (with their actions or comments), also remember that the things you do or say can impact how others perceive themselves.</p>	Social Media <p>Like other types of media, social media can send messages to us about our self-image that can be positive or negative. Sometimes people on social media say hurtful things that they would never say in person.</p>	Adults <p>Other adults, such as teachers and coaches, can play a role in the development of our self-image. It is important to have adults we can look up to who are positive and supportive role models.</p>

Introduce students to six sources of influence on self-image. These influences in themselves are not positive or negative, but could be either depending on the message and support each provides.

Have students work in pairs, or small groups, to identify examples from each of these sources of influence. To facilitate you can have each group work on a single or several different sources, and then share with the whole group.

What are some facts about teens and negative self-image?

When you have a negative self-image you are more likely to:

- Want to skip activities you normally might enjoy.
- Experience depression .
- Take part in sexual activities you might regret later.
- Use risky supplements and even steroids to unhealthily try to build muscle.
- Engage in negative activities like cutting, bullying, smoking, or drinking.
- Develop eating disorders.



If you need resources or support for your sexual health...

- Talk to a parent/guardian or other trusted adult
- Call 2-1-1
- Visit 211sandiego.org



Share the facts about teens and negative self-image. There is not an activity for this slides, but is meant to

1. Bring awareness of the challenges of negative self-image
2. Help students understand that they are not alone if they sometimes feel any of these effects
3. Help students understand that these feelings might not always be consistently evident in someone's life, but may come and go depending on how an individual is seeing themselves at any given time.

Remind students that if they are experiencing these effects, there are resources and people to reach out to.

Best Practices for Having a Positive Self Image

- Be aware that people in the media are often trying to sell a product to you and may try to use our **feelings about our self-image** to encourage you to spend money on their products.
- **Remember that your body, your heart, and your mind are unique and amazing.** There is no one else like you on the entire planet.
- Take care of your overall health by eating **nutritious foods, exercising and getting plenty of sleep.**
- Identify the **trusted adults** you can talk to when you are struggling.

If you need resources or support for your sexual health...

- Talk to a parent/guardian or other trusted adult
- Call 2-1-1
- Visit 211sandiego.org



Introduce students to the best practices on the following two slides, as a way to prep them for the final activity.

Best Practices for Having a Positive Self Image

- Identify **positive adult role models** you can learn from.
- Take time to **celebrate and reflect on your successes** (both in and out of school).
- Look at challenges as **opportunities to learn** important life lessons that will help you grow up to be a successful adult.
- **Speak kindly and encouragingly** to yourself (the way you would to a friend).
- Understand that images you see in **photos and videos are often manipulated** to create a certain impression that may not reflect how a person appears in real life.

If you need resources or support for your sexual health...

- Talk to a parent/guardian or other trusted adult
- Call 2-1-1
- Visit 211sandiego.org



Best Practices for a Positive Self-Image

Place a checkmark (✓) next to each one you feel you are good at, and a (+) next to each one you'd like to get better at.

- | | |
|--|---|
| <input type="checkbox"/> Identifying positive adult role models you can learn from. | <input type="checkbox"/> Being a media product our feelings to encourage on their |
| <input type="checkbox"/> Taking time to celebrate and reflect on your successes (both in and out of school). | <input type="checkbox"/> Remembering your health: unique to one else planet. |
| <input type="checkbox"/> Looking at challenges as opportunities to learn important life lessons that will help you grow up to be a successful adult. | <input type="checkbox"/> Taking care by eating exercise sleep. |
| <input type="checkbox"/> Speaking kindly and encouragingly to yourself (the way you would to a friend). | <input type="checkbox"/> Identifying can talk struggling |
| <input type="checkbox"/> Understanding that images you see in photos and videos are often manipulated to create a certain impression that may not reflect how a person appears in real life. | |

Have students individually review the list of best practices from the previous two slides in their workbook. Allow time for students to place a check next to each practice they feel they are good at, and a plus next to ones they want to strengthen.

Exit Slip

- Write a positive, encouraging note to yourself that you can look at each day
- Be sure to place it somewhere you will see it and be inspired (such as your mirror, locker, or on your folder)



For the exit slip, have students write a positive, encouraging note to themselves. Remind students that they can look back at what they marked in the previous activity for ideas.

At Home

With a parent/guardian or other trusted adult:

- Option 1: Ask them to share ways to have a positive self-image.
- Option 2: Ask them about messages they received growing up that affected their self-image and how they think about them now as an adult.
- Option 3: Review images in the media/social media to discuss the messages they're sending to young people about their bodies or identity.

Remind students to continue this learning at home, with one or more of these options with their parent/guardian, or other trusted adult.

Sources

[Talk to Your Kids About Sex and Healthy Relationships - MyHealthfinder | health.gov](#)

[Sex, Gender, and Sexuality | National Institutes of Health \(NIH\)](#)

[Self-Esteem and Media Influences - Yes](#)

[Talking to kids about advertising | National Geographic](#)

[The Media And Body Image - How It Impacts Your Self-Esteem | BetterHelp](#)

[Low Self-Esteem in Adolescents: What Are the Root Causes? | Psychology Today](#)