



High School

National FFA Organization

Lesson HS.30

FACTORS OF SELF-IMAGE

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts. **K1:** Cope with Life's Trials.

K3: Develop self-assurance and confidence

National Standards. NPH-H.9-12.5 — Using Communication Skills to Promote Health — Demonstrate ways to communicate care, consideration, and respect of self and others.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define “self-image.”
- 2 List what positively and negatively affects the way people see themselves.

3 Interpret controllable factors that contribute to positive self-image.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Roehlkepartain, J.L., “Building Assets Together: 101 Group Activities for Helping Youth Succeed,” Minneapolis, MN., Search Institute, 1995.
National FFA Organization’s “Essential Learnings” materials, 2003.



Tools, Equipment, and Supplies

- ✓ Transparencies—HS.30.TM.A–C
- ✓ Overhead Projector
- ✓ Activity HS.30.AS.A—one per student
- ✓ Assessment HS.30.Assess—one per student
- ✓ Pictures or transparencies of popular advertisements from magazines geared toward teenagers. Be sure the ads all have slender attractive models.



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ***Self-image***
- ***Physical Self-image***
- ***Emotional Self-image***
- ***Intellectual Self-image***



Interest Approach



How many of you read magazines on a regular basis? What are some magazines that you usually read? Good. You will be able to help us out by lending your expertise. Close your eyes. Picture your favorite magazine. What do you see? What kind of articles do you read? What else does your magazine contain? Good, magazines do contain many advertisements. What kinds of products are advertised? What kinds of people are in the ads? What do they look like? Good!

Hold up, display on an overhead projector or pass around popular magazine advertisements.



Do these ads look similar to the ones you are used to seeing? Let's take a deeper look at these ads, moving past the products they are selling. What do you see?

Students may reply attractive people, trendy clothing, skinny people, pretty locations, or successful people.



Wow, you picked out a lot of details! Good. Do these ads represent how everyone looks and acts? No, of course not! Every ad we look at has only the skinny, pretty, popular, successful people pictured. Does everyone fit this image? How do these pictures affect our own image? You're right! These visions may not help our self-image.



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SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define “self-image”.



Most of you have heard the word self-image before. What does that word mean? Common responses include *the way we see our self or the way we think others see us.*

Good! You are all on the right track. Let's clarify our definition a little further. Unlock your mind to let in the following terminology. Copy the information into your notebooks as well.

Use HS.30.TM.A to display the content to your learners, or transfer the information onto a clean writing surface.

I. What is self-image?

- A. **Self-image** is the way a person sees his or her inner and outer "being".
- B. Often there are differences between what we see and think about ourselves and what others see and think about us.

II. Three aspects that represent and affect your self-image

- A. How you see yourself
- B. How you would like to see yourself
- C. How you think that others see you

III. Three Divisions of Self-Image

- A. **Physical self-image**—how we perceive ourselves based on outward appearances
- B. **Emotional self-image**—how we perceive ourselves according to emotional characteristics
- C. **Intellectual self-image**—how we perceive ourselves based upon our educational successes and failures

Use a combination of the Choral Response Moment and Motion Moment to review the content for first objective. After the whole group goes through this review, call on random individuals to provide the answers to definitions.



Let's review. When I say, "Three aspects of self-image," you say, "how you see yourself, how you would like to see yourself, and how you think others see you." To recall the three divisions of self-image, let's add some motion to our review. When I say the definition of one of the divisions, you call out the answer. As you call out the answer, make one of the following motions. To demonstrate physical self-image, make two fists and show your muscles. When you answer emo-



tional self-image, put your hands over your heart. Lastly, when you shout intellectual self-image, point to your head.

Objective 2. List what positively and negatively affects the way people see themselves.



Before you determine positive and negative factors that affect your self-image, take a look back toward your values and assess what is important to your physical, emotional, and intellectual being. Take the next several minutes to quietly assess your assets using the evaluation that you will be receiving. Simply place a check under the T if the item rings true for you, or make a check mark under the F if the item does not fit your values.

Pass out HS.30.AS.A for students to begin assessment. After several minutes, have students share items under each area that they deemed as important. To take it a step further, you could collect all papers and record an average for each item to see what values the class shares and which are more divided.



Good job! The physical, emotional, and intellectual values you possess are now fresh in your mind. You know what is important to you. By looking at several simple magazine ads, you identified many factors that are important to many advertisers. If the advertisers' values don't match your values and image, they can negatively affect your self-image. Take a deeper look at other factors that may either positively or negatively affect your self-image. Think of other factors that may influence your physical, emotional, and intellectual self-image. Categorize each factor into physical, emotional, or intellectual self-image. Begin!

Allow students to share their answers. Use HS.30.TM.B to summarize or add to student responses.

I. Positive Factors of Self-Image

- A. Family
- B. Friends
- C. Mentors—coaches, teachers, religious leaders
- D. Accomplishments
- E. Successes

II. Negative Factors of Self-Image

- A. Advertisements
- B. Media—television, movies, magazines
- C. Peers

- D. Personal failures
- E. Destructive or damaging experiences



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Objective 3. Interpret controllable factors that contribute to positive self-image.



Even though there are many factors that can have a negative effect on your self-image, you can have control over your own self-image. Take a look at the following ways to promote your positive self-image. Incorporate these items into your mind and your notebook.

Use HS.30.TM.C to display the following information, or transfer the contents onto a clean writing surface.

I. Four Ways to Promote Your Positive Self-Image

- A. Build upon your successes
 - 1. Celebrate your successes
 - 2. Engage in activities that stem from successes to increase your level of challenge
- B. Concentrate on your possibilities rather than your limitations
 - 1. Find ways to use your talents and interests
- C. Set Goals
 - 1. Set attainable goals to subtly change the factors you are unhappy with
- D. Build-up the self-image of others
 - 1. Practice giving positive compliments to others each day
 - 2. Avoid making unconstructive and critical comments to others

Use the Cartographer Moment to allow students to create visual diagrams such as concept maps to show real life relationships to maintaining a positive self-image.



Close your eyes and think of a success that you have recently experienced. How did you feel? Did it make you feel good? Using your recent success and a blank sheet of paper, create a map showing how you can build upon your success. Come up with other means to maintain your positive self-image, using the four ways to promote positive self-image as listed in your notes. Create a

concept map, a cluster, or mind map to illustrate your positive self-image plan. Begin now!



Review/Summary



Using the next 24 hours, log everything that has had a positive or a negative influence on your self-image. For example, if you are given a compliment by your parent, teacher, or friend, you may record that as a positive factor in your log.



Application

►Extended Classroom Activity:

Instruct the students to create a personal mission statement for improving their self-image. Have them include at least three specific objectives that will support their mission, and help them to implement the statement in their everyday life.



►FFA Activity:

Hold a My-Bag night at an FFA meeting, where members bring a bag containing three items that can be used to describe themselves. Have each member share their items with the rest of the group, while telling why the items represent them. For larger chapters, this activity could occur over several meetings.

Or

Participate in the Project PALS Program, by tutoring/mentoring students at your local elementary school.

Or

Select, plan, and conduct a community service activity as a class.

►SAE Activity:

Create a display board that highlights the strengths of your SAE program. Include narratives of your program including a budget and/or income, and pictures with captions. These boards can be displayed at chapter meetings or in school display cases and used for chapter recruitment.

✓ Evaluation

HS.30.Assess

Answers to Assessment:

1. d
2. b
3. a
4. Media, peers, mentors, successes, failures, school, athletics
5. Build upon your successes, concentrate on your possibilities rather than your limitations, set goals, build up the self-image of others



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HS.30.Assess Name: _____

FACTORS OF SELF-IMAGE

1. The following type of self-image includes your height, weight, and hair color.

- a. Emotional
 - b. Intellectual
 - c. Personal
 - d. Physical
2. The type of self-image that stems from your academic success and failures.
- a. Emotional
 - b. Intellectual
 - c. Personal
 - d. Physical
3. The type of self-image that may be based upon characteristics such as short or long temper
- a. Emotional
 - b. Intellectual
 - c. Personal
 - d. Physical
4. List three factors that may affect your self-image.
5. List the four ways to promote a positive self-image, and give one example for each.



WHAT IS SELF-IMAGE?

◆ *Self-image* is the way a person sees his or her inner and outer “being”.

THREE ASPECTS THAT REPRESENT AND AFFECT YOUR SELF-IMAGE

- ◆ How you see yourself
- ◆ How you would like to see yourself
- ◆ How you think that others see you

THREE DIVISIONS OF SELF-IMAGE

- ◆ *Physical self-image*—how we perceive ourselves based on outward appearances
- ◆ *Emotional self-image*—how we perceive ourselves according to emotional characteristics

◆ ***Intellectual self-image***—how we perceive ourselves based upon our educational successes and failures



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HS.30.TM.B

POSITIVE FACTORS OF SELF-IMAGE

- ◆ **Family**
- ◆ **Friends**
- ◆ **Mentors—coaches, teachers, religious leaders**
- ◆ **Accomplishments**
- ◆ **Successes**

NEGATIVE FACTORS OF SELF-IMAGE

- ◆ **Advertisements**
- ◆ **Media—television, movies, magazines**
- ◆ **Peers**
- ◆ **Personal failures**
- ◆ **Destructive or damaging experiences**



HS.30.TM.C

FOUR WAYS TO PROMOTE YOUR POSITIVE SELF-IMAGE

- ◆ **Build upon your successes**

→ Celebrate your successes

→ Engage in activities that stem from successes to increase your level of challenge

◆ Concentrate on Your Possibilities Rather than Your Limitations

→ Find ways to use your talents and interests

◆ Set Goals

→ Set attainable goals to subtly change the factors with which you are unhappy

◆ Build-Up the Self-Image of Others

→ Practice giving positive compliments to others each day

→ Avoid making unconstructive and critical comments to others



HS.30.AS.A Name: _____

PERSONAL ASSET EVALUATION

►What is Important to You? — True/False

Physical

- _____ 1. I am happy with my physical appearance.
- _____ 2. I am concerned with wearing name-brand clothing.
- _____ 3. I exercise regularly at least three hours per week.
- _____ 4. I eat three regular meals each day.
- _____ 5. I am concerned with my overall appearance.
- _____ 6. I am satisfied with my current weight.
- _____ 7. I am pleased with my height.
- _____ 8. I care about the way others see me.
- _____ 9. I am physically fit for my age.
- _____ 10. I follow current fashion trends.

Intellectual

- _____ 1. I care about my academic performance.
- _____ 2. I am motivated to perform well in school.
- _____ 3. I complete at least one hour of homework each school day.
- _____ 4. I actively engage in learning.
- _____ 5. I am satisfied with my academic performance.

Emotional

- _____ 1. I feel that I have control over the events in my life.
- _____ 2. I am often happy with my life.
- _____ 3. I have a high self-esteem.
- _____ 4. I look forward to my future and the possibilities it holds.
- _____ 5. I believe that my life is important.

