

Gr. 8 Health Unit 2 Self Esteem and Body Image

Title of Unit	Self Esteem and Body Image	Grade Level	8
Curriculum Area	Health	Time Frame	4-5 days
Developed By	WTS		
Identify Desired Results (Stage 1)			
Content Standards			
2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).			
Career Ready Practices			
CRP3. Attend to personal health and financial well-being. https://www.state.nj.us/education/cccs/2014/career/9.pdf			
Technology Standards Grades 6-8			
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.			
Enduring Understandings		Essential Questions	
Students will understand that...		Overarching	Topical
The relationship between self esteem and body image		What effects does body image have on self esteem?	What is self esteem?
The effects of body image on self esteem			What is body image?

<p>One can make changes or enhancements in lifestyle to improve self esteem and body image</p> <p>Low self esteem and body image can have negative results/feelings</p>	<p>What is the difference between being confident and bragging?</p> <p>How can you improve self esteem?</p> <p>How can you improve your idea of body image?</p> <p>What are the dangers in having a negative body image or low self esteem?</p>	<p>List ways to improve self esteem and body image.</p> <p>What is resiliency?</p>
Related Misconceptions (False; Truth)		
<p>Self Esteem and Body Image are only affected by an individual's perception of themselves; Self Esteem and Body Image can be influenced by many things including peers, teachers, coaches, and family members.</p> <p>Self Esteem and Body Image has no impact on my decision making; Having a low self esteem and body image can create feelings of worthiness resulting in succumbing to peer pressure regarding sexual activity.</p>		
<p>Knowledge (Declarative) Students will know...</p>	<p>Skills (Procedural) Students will be able to...</p>	
<p>Attributes Resiliency Mental and Emotional Health Consent Body Image Self-Esteem</p>	<p>Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</p>	
Assessment Evidence (Stage 2)		
Performance Task Description -		
	<p><i>The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness.</i></p> <p>Formative: Students will complete an ‘Exit Ticket’ asking them to name 3 things that they like about themselves or that they feel like they are good at.</p>	

	Summative: Students will play an interactive game and answer questions regarding the information they learned
Suggested Other Evidence	
Teacher observation of student responses Class Discussion Class work Graphic organizers Activity sheets Group activities/projects	
Resources	
Choices Magazine Ed Helper Technology Integration: Brainpop.com Unitedstreaming.com Kidshealth.org Smartboard Google Suite LCD Projector Chromebooks Gimkit	
Learning Plan Guide (Stage 3)	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Students will be able to know and understand self-esteem and body image. They will also know and understand the dangers of low body image and self-esteem. Finally they will be able to identify ways to improve their body image and self-esteem.
How will you hook students at the beginning of the unit?	Students will begin class discussion by answering the question, “What is the difference between being confident and bragging?”
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	The students will explore the highlighted standards for this unit and essential questions through the use of various group and peer related activities. Self-assessments, scenarios, reading articles and interactive activities will further enhance the experiences.

How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	Students will reflect on the essential questions during discussions in class and with partners. The teacher will guide the students in the discussions as they reflect on the understandings throughout the unit.
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Students will demonstrate their growing skills, knowledge, and understanding in this unit through the use of group debriefing and self assessments.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	The learning plan may be tailored using various levels of support. Graphic organizers and teacher feedback will provide the necessary scaffolds without compromising the goals of the unit. Partner work and small guided strategy groups will help to optimize the effectiveness of the unit. All students will experience the various short stories, articles, and different media formats provided with the necessary means for understanding (ie. audio book, movie companion clips, and teacher check-ins and conferences).
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	The organizational structure of the unit is through the use of Understanding By Design unit planning. Students will read, discuss, and reflect given a variety of experiences. This unit is within a 30 day cycle of classes.

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development