



Middle School

National FFA Organization

Lesson MS.22

UNDERSTANDING SELF-IMAGE

Unit. Stage One of Development—ME

Problem Area. What Foundational Skills Do I Need for Leadership?

Precepts. **K1:** Cope with life's trials.

National Standards. NPH-H5-8.1 — Describe the interrelationship of mental, emotional, social, and physical health during adolescence.

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

- 1 Define self-image.
- 2 List outside factors that positively and negatively affect the way one sees himself or herself.
- 3 Describe how a healthy self-image can impact one's growth and success.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Metal spoons—one per student
- ✓ Overhead projector
- ✓ Pro and con handout
- ✓ Markers and/or colored pencils
- ✓ Paper
- ✓ MS.22.AS.A—one per student
- ✓ MS.22.TM.A
- ✓ MS.22.TM.B
- ✓ MS.22.TM.C
- ✓ MS.22.Assess—one per student



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

- ▶ Self-image
- ▶ Emotional self-image
- ▶ Intellectual self-image
- ▶ Physical self-image



Interest Approach



? Today, we must allow our minds to be open and our attitudes to be respectful and positive. Close your eyes and lay one hand palm up and open on the table.

Place a spoon in the open hand of each student. After everyone has a spoon, provide the following instructions:



Hold up the spoon and look into the concave side of it. What do you see?

Image will be upside-down.



Do you like the image you see?

Pause for student responses.





Is the image you see right now the same image the rest of the class sees? How does your current image differ from the image that your classmates see?

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define self-image.

To provide transition from the interest approach to the first objective, use the following statements.



Picture your image as you viewed it in the spoon. Just as the image of you in the spoon differed from your true appearance, so can the image each of us has of ourselves differ from our true appearance! Let's open our minds and our notebooks so that we may collectively determine the meaning of the term "self-image."

To reach the content of this activity, students will utilize a Me-You-Us Moment. Allow 30 to 60 seconds for the learners to individually come up with their definitions.



In order to discover the definition of the term "self-image," we will break the term into its two component parts. Record your definition for each individual part on a blank sheet of paper. Combine the two parts together to answer the question, "What is self-image?"

Once students have formulated individual definitions, have them pair up with the student directly behind them or to their left, depending upon classroom arrangement, to share their thoughts. Float around the room to check on group progress.



Compare your response to the question, "What is self-image?" to your partner's. Work together and establish a common answer to the question.

Once completed, allow learners to join in groups of four.



As a group, share the responses you came up with in pairs to form a common answer. Be ready to share your group's answer when I call on you.

Use the student answers to form a unified definition similar to that on MS.22.TM.A. Another option is to have the student groups place their definitions on the board and pull out the parts that identify with the definition provided below. Sample responses may be: The way we see and how we view ourselves.

I. What is self-image.

A. **Self-image** is the way a person sees herself or himself.




B. Oftentimes, there are differences between what we see and think about ourselves and what others see and think about us.

Objective 2. List outside factors that positively and negatively affect the way one sees himself or herself.

II. Factors that represent or comprise one's self-image

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


Use the following statements and questions to guide the learners to their next objective.

 We have identified self-image as the way we see ourselves. Using the spoon activity, we also noticed that the way we see ourselves might differ from the way someone else sees us. Remember what you saw in that spoon at the beginning of class. Digging deep into your own experiences, answer the following questions in your notes:

- D. What ways can the vision you have of yourself differ from the vision that those around you have of you?
- E. What makes up your inner self-image?
 - 1. **Emotional self-image:** how we perceive ourselves, according to our emotional characteristics
 - 2. **Intellectual self-image:** how we perceive ourselves, based on our educational successes and failures
- F. What constitutes your outer self-image.
 - 1. **Physical self-image:** how we perceive ourselves, based on our outward appearance
 - 2. Includes such things as height, weight, looks, stature, or attire

Allow students two minutes to answer the question, "What are the factors that represent or comprise one's self-image?" Then ask several students to share their answers with the class. Discuss student answers. Possible answer to the question, "What ways can the vision you have of yourself differ from the visions that those around you have of you?" may be: your vision could be better or worse than reality. Possible answers to the question, "What makes up your inner self-image?" may be: personality; intelligence; social skills. Possible answers to the question, "What factors constitute your outer self-image?" may be: height; weight; looks; stature; attire.

Using the table provided in MS.22.AS.A, allow the learners to utilize a Hieroglyphics Moment and draw icons of positive and negative factors that affect their self-image. Allow six to eight minutes for the learners to complete the activity.

 There are many factors that affect one's self-image, both positively and negatively. Think of factors that may have an impact on your self-image. Think, using your physical, emotional, and intellectual image. Draw icons that represent positive and negative factors in your own life that influence your self-image. Complete this activity on the table provided.



G. Factors that affect one's self-image

1. Peers
2. Friends
3. Mentors
 - a. Parents
 - b. Teachers
4. Media
 - a. Television
 - b. Movies
 - c. Magazines
5. Successes
6. Failures

When all learners are finished, give them several minutes to share their icons with their neighbor. Then allow several learners to share their work with the class. Create a list of their positive and negative drawings.

Objective 3. Describe how a healthy self-image can impact one's growth and success.



Through use of the icons we have drawn and shared, we recognized both positive and negative factors of self-image. For a moment, let's pretend there are no negative influences on our self-image. We will think only about the positive influences. On your drawings, circle with a colored pencil or crayon the factors you listed as positive. We will concentrate only on those items. You all have many circles. Great!

Erase the negative list from the writing surface.

Let's determine what it takes to have a healthy self-image.


Using MS.22.TM.C, or a clean writing surface, go over the notes on what it takes to have a healthy self-image.

III. A healthy self-image contributes to your growth and success by enabling you to

- A. See yourself as others see you
- B. Be content with your physical, emotional, and intellectual self-images
- C. Not worry about changing your own image to fit others' ideals
- D. Set higher goals and expectations for yourself
- E. Be more confident in your abilities
- F. Strive for high performance in daily and special tasks
- G. Be more accepting of your failures


Using a Go-with-the-flow Moment, have learners work on their own to determine how the positive factors and events they encounter will affect their self-image.



 How does having a positive self-image contribute to one's growth and success? Create a flow chart using the positive factors on your paper as your foundation. Create ideas on your paper that will link your positive self-image to your successes. Draw shapes and arrows, and use color to emphasize your point.

Example may be:

Positive experience --> high expectations --> better performance --> desired outcome

 Positive experience high expectations better performance desired outcome

Allow learners to share their charts with groups of three or four or with the whole class, depending on class size and time available.

Review/Summary

Have students pick up their spoons again. This time, they should flip them over and look into the rounded side. Ask them what they see now. Is their image still upside-down? Doesn't their image look better? Encourage them to keep that positive image. They should create a mission statement on how they will develop a positive self-image, addressing experiences and factors in the three areas of physical, emotional, and intellectual self-image and describing what they will do to enhance their self-image.

Application

► Extended Classroom Activity:

For the next 48 hours, learners will keep a log of their daily activities. They will evaluate each activity to determine what effect it has on their self-image. For example, if a student was in a basketball game and scored the game-winning shot, it would most likely boost his or her self-image. The student would list that event on his or her log.

► 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 his or her 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 and/or mentoring students at the local elementary school.

-Or-

The class could select, plan, and conduct a community service activity.

► SAE Activity:

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



✓ Evaluation

MS.22.Assess.

Answers to Assessment:

1. d
2. b
3. a
4. Media, peers, mentors, successes, failures, school
5. How you see yourself, how you feel that others see you, how you wish to see yourself
6. The way a person sees his or her inner and outer self



UNDERSTANDING SELF-IMAGE

Instructions: Circle the correct answer to the following multiple-choice questions.

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 successes and failures
 - a. Emotional
 - b. Intellectual
 - c. Personal
 - d. Physical
3. The type of self-image that may be based on characteristics such as short- or long-term temper
 - a. Emotional
 - b. Intellectual
 - c. Personal
 - d. Physical

Instructions: Provide answers to the following questions.

4. List three factors that may affect your self-image.
5. List three factors that represent or comprise your self-image.
6. What is self-image.



WHAT IS SELF-IMAGE.

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

◆ **Oftentimes, there are differences between what we see and think about ourselves and what others see and think about us.**



FACTORS THAT AFFECT ONE'S SELF-IMAGE

◆ Peers

◆ Friends

◆ Mentors

→ Parents

→ Teachers

→ Coaches

→ Religious leaders

◆ Media

→ Television

→ Magazines

→ Movies

◆ Successes

◆ Failures



SELF-IMAGE

A healthy self-image contributes to your growth and success by enabling you to:

- ◆ See yourself as others see you**
- ◆ Be content with your physical, emotional, and intellectual self-images.**
- ◆ Not worry about changing your own image to fit others' ideals**
- ◆ Set higher goals and expectations**
- ◆ Be more confident in your abilities**
- ◆ Strive for high performance in daily and special tasks**
- ◆ Be more accepting of your failures**



IDENTIFYING POSITIVE AND NEGATIVE FACTORS OF SELF-IMAGE

	Positive Factors	Positive Hieroglyphics	Negative Factors	Negative Hieroglyphics
Physical Self-Image				
Intellectual Self-Image				
Emotional Self-Image				

