

# LESSON 3

## Are You Influenced?

### Topic

#### Content Area

Influences on self-concept and self-esteem

#### Content Statement/Concept Statement

Identify how family, peers, media, and body changes during puberty affect self-concept and self-esteem

### Content Outline

1. Many factors influence a person's self-concept and self-esteem.
  - Family
  - Peers
  - Media messages
  - Body changes during puberty
2. These influences can distort people's views of themselves and others.

### Standards of Education

#### Related National Health Education Standards

Students will comprehend concepts related to health promotion and disease prevention (NHES 1.0).  
Students will analyze the influence of culture, media, technology, and other factors on health (NHES 4.0).

#### Related State Standards

Refer to attached state standards.

#### Objectives/Expected Learner Outcomes

Describe the interrelationship of mental, emotional, social, and physical health during adolescence (NHES 1.2).

Analyze how messages from media and other sources influence health behaviors (NHES 4.2).

### Lesson and Strategies

#### Student Group Targeted

7th Grade

#### Time Required

Teacher Preparation: 5 minutes

Activity: 30 minutes

Assessment: 15 minutes

## Materials and Resources

Distort-O-Vision™ (4)

Distort-O-Vision™ Instructions Transparency T3

Media Mind Manipulation Handout

## Motivation and Explanations

Students need to recognize the factors that influence self-concept and self-esteem. This information will help students understand that these influences can distort their self-concept and self-esteem.

## Questioning Strategies/Discussion

Using the Distort-O-Vision™ will help students understand how easily their view of themselves and others can be distorted. They will also understand how media messages, which can affect self-concept and self-esteem in negative ways, are often not what they seem. Students will develop an awareness of how influences can distort their self-concept and self-esteem. One strategy to facilitate discussion is to examine what influences students' self-concept and self-esteem by asking these types of discussion questions: What determines how you feel about yourself? How do others affect how you feel about yourself? How do you affect how you feel about yourself?

# Teacher Preparation

**Before class, make four copies of the Media Mind Manipulation handout.**

## Activity: Distort-O-Vision

Tell students that the Distort-O-Vision™ is an amazing product that helps people see the world and themselves in a different way. Divide the class into four groups. Give each group a Distort-O-Vision™, and display the Distort-O-Vision™ Instructions transparency T3. Have students read and follow the instructions on the transparency.

After students have answered the questions on the Distort-O-Vision™ Instructions transparency T3, give each group a Media Mind Manipulation handout. Once the students have read the handout in their groups, tell them to use the Distort-O-Vision™ to read the fine print on each ad.

Next, assign each group one of four factors that influence self-concept and self-esteem: family, peers, media, and body changes during puberty. Have each group explain why they think the influence they were assigned has the most impact on teenagers' self-concept and self-esteem. Tell the groups to give examples of how their factor influences teenagers' self-concept and self-esteem.

Then, have each group appoint a representative. Give each group representative 2 minutes to use the group's ideas and examples to persuade the class that their influence is the most powerful. After all the representatives have made their presentations, have the class vote on which influence is the biggest influence.

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### **Assessment**

Have students write short screenplays about how a character's self-concept and self-esteem are influenced by family, peers, media messages, and body changes during puberty.

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### **Assessment Strategies**

In the activity, students will examine factors that influence self-concept and self-esteem. You will know that students have achieved the lesson objectives when they have created short screenplays that show how family, peers, media, and body changes during puberty influence self-concept and self-esteem. An alternative assessment is to have students create pie charts that show how much family, peers, media messages, and body changes during puberty influence their own self-concept and self-esteem. Students should label their charts with specific examples.

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### **Supplemental Resources**

<http://www.HealthEdcoCurriculum.com>

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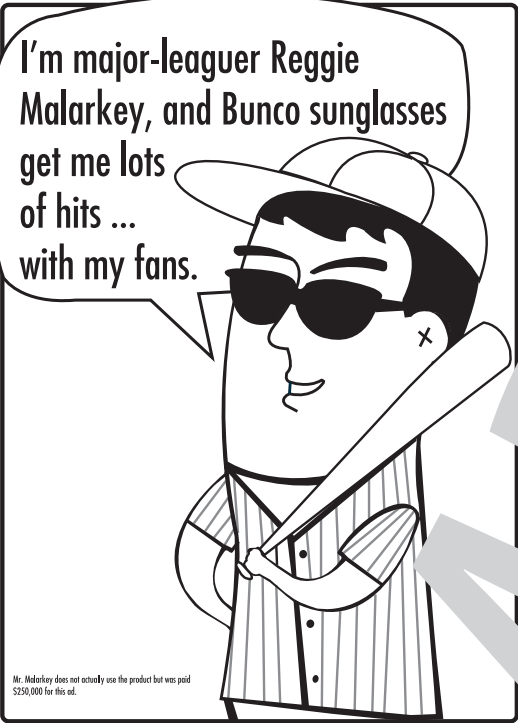
Additional products available through HEALTH EDCO® that complement this lesson:

Self-Esteem Bingo for Teens Game

S.E.A.L.S.: Self-Esteem and Life Skills Resource Books

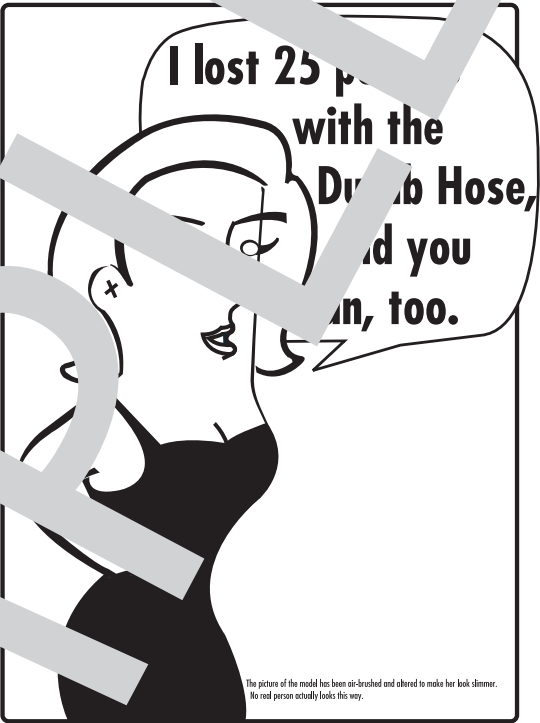
# Media Mind Manipulation

Many teens let media messages influence their self-concept and their sense of worth. Unfortunately, these messages are often false, and they can distort a teenager's self-concept and self-esteem. Use the Distort-O-Vision™ to learn the truth about the ads below.




I'm major-leaguer Reggie Malarkey, and Bunco sunglasses get me lots of hits ... with my fans.

Mr. Malarkey does not actually use the product but was paid \$250,000 for this ad.



I lost 25 pounds with the Dream Hose, and you can, too.

The picture of the model has been air-brushed and altered to make her look slimmer. No real person actually looks this way.



*Before I tried Sandalata tooth globes, I never had any dates. Now, I've had to change my number three times to keep girls from calling me.*

These events never actually happened. But brushing your teeth is a good idea.



**This is the good life.**

Well, it is the good life if you assume yellow teeth, bad breath, and losing a leg to cancer are good!