

Temple City High School
Backward Design Unit/Lesson Template

Counselor: Deanne Sciarrotta

Course: Health Education

Focus/Topic Areas of Lesson/Unit: Body Image/Self Esteem

Time Frame: (Single Lesson Date) _____ **(Multiple Days/Weeks)** 2 Class Periods

Identify Content Standards/ESLRs/ TCHS Focus 2012-13

National Standards for School Guidance Programs:

Personal/Social Development Standard A

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Expected School-wide Learning Results (ESLR's)

- Responsible and Respectful Citizens who respect others, including those with differing perspectives, approaches and backgrounds
- Academic Achievers who use higher order thinking skills to analyze and interpret information and creatively solve problems.
- Academic Achievers who effectively listen and read, in order to respond critically in both oral and written form.

Temple City High School Focus 2012-13: Engaging and supporting all students in learning.

Brief summary of unit (including curriculum and unit goals)

This lesson is a two day unit designed to identify values, attitudes, and beliefs about self and others. The first day will begin with a history lesson on the Chinese practice of foot binding as both attractive and desirable for young women in historical Chinese society. The second lesson will emphasize modern culture, body image, and what is considered attractive in today's society. Discussion of school bullying and the impact on teenage plastic surgery and other body modifications will be discussed through the use of power point and small group discussions.

What enduring understandings are desired?

Students will understand how to be reflective in their thinking about body image, self esteem, and regard for others in the context of cultural influences both past and present. Additionally, students will learn how to reflect upon their own situations and fit their ideology into that of a global community.

What essential questions will guide this lesson/unit and focus teaching and learning?

How is our self image influenced by history, culture, society, and peers?
How are our perceptions of others influenced by physical attraction?
How do character qualities differ from physical qualities?
What character qualities are desirable?

What key knowledge and skills will students acquire as a result of this lesson/unit?

Students will know how to critically think and analyze their beliefs about themselves and others.

Students will know how to compare their personal views with those of society and peers.

Students will be able to improve their critical thinking skills by internalizing their own questions to help develop personal belief systems and values while understanding how these belief systems and values affect others.

What evidence will show that students understand?

Performance tasks

Small group exercises and sharing will be utilized following a power point. Students will be encouraged to participate in class discussion facilitated in an atmosphere of unconditional regard. Observation of student participation and engagement in learning will be used to measure level of understanding and effectiveness.

Unprompted Evidence (e.g., observations and dialogues)

Students will begin to ask more questions and freely interact in group discussions.

Students will become less inhibited in sharing their ideas both orally and in writing.

Students will make comments that show connections between the classroom discussions and from their personal experience.

Strategies/techniques/activities for lesson unit

Students will be introduced to the practice of Chinese foot binding with a power point history lesson including images and emphasizing the practice as a cultural example of beauty and desirability. This lesson will follow with discussion about modern culture and what is considered beautiful and desirable today. Plastic surgery images, body mutilations (ie: tattooing, piercing), and images of teens undergoing surgery due to bullying by peers will also be discussed in class and small group formats. Influence of society on personal concepts of body image and self esteem will be explored through small group and class discussion.

Lesson/Unit Revisited **(Your Reflections of Lesson/Unit Success)**

What will I change/add/delete to make this lesson/unit more effective the next time it is delivered?

This lesson has not been presented. After presenting to the first class I will ask for feedback from students and health education teacher. This lesson will also be presented as part of a staff development project to introduce the value of using Asian historical examples to engage students in participation as greater than sixty percent of our current student population are now of Asian descent.