

The Mirror in My Mind: Body Image and Self-Esteem

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Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

I. Introducing this ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

II. Preparation for Viewing

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

III. After Viewing the Program

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

AIMS Teaching Module written by Patricia A. Peirson.

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AIMS Multimedia at:

Toll Free: 1-800-367-2467

Fax: 818-341-6700

Web: www.aimsmultimedia.com

Email: info@aimsmultimedia.com

FEATURES

INTRODUCING THE ATM

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

Themes

This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

Preparation for Viewing

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

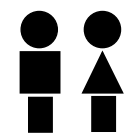
After Viewing the Program

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs



These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

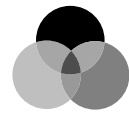


Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On



These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing



Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities



These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World



These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.

Culminating Activity



To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.

ADDITIONAL ATM FEATURES

Vocabulary

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities

The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary

The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key

Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation

- Read *The Mirror in My Mind: Body Image and Self-Esteem Themes, Overview, and Objectives* to become familiar with program content and expectations.
- Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing

- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view *My Mind: Body Image and Self-Esteem* together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

The Mirror in My Mind: Body Image and Self-Esteem

Themes

For many people, especially teens, self-image is inextricably linked to body image - how an individual perceives his or her physical appearance. Poor body image can lead to low self-esteem, which, in turn, can be a factor in eating disorders, drug abuse, and in extreme cases, BDD - Body Dysmorphic Disorder. In this insightful and informative program, students learn that constantly comparing their appearance with that of their peers or with idealized media images can result in a distorted assessment of their own bodies and a loss of self-esteem. The many factors that contribute to a person's sense of genuine self-worth are highlighted, as are steps individuals can take to eliminate the toxic habit of negative self-talk and replace it with positive self-images and messages.

Overview

Almost everyone wishes that something about their body was a bit different. This is particularly true of teens, whose bodies are going through a variety of changes due to puberty. However, for teens who exaggerate perceived flaws and demoralize themselves with negative self-talk, body image becomes a source of anxiety, depression, and loss of self-esteem.

"The Mirror in My Mind: Body Image and Self-Esteem" takes students on a carnival ride of self discovery, where they find that the funhouse mirrors reflect distorted body images that are no "fun" at all. Students explore the social and cultural origins of these warped perceptions, and learn how obsession and despair over physical appearance leads some teens into the traps of eating disorders or the use of steroids and other drugs. Young people who have endured experiences with eating disorders

and substance abuse share their stories of coping and survival.

Some individuals become so obsessed with illusory defects in their physical appearance that they spiral down into BDD - Body Dysmorphic Disorder - a dangerously depressed state in which teens may even attempt suicide. A psychiatrist who treats BDD patients explains the effects of the disorder, its warning signs, and ways to assist the BDD-affected individual. Emphasis is placed on the many factors beyond physical appearance that contribute to a person's true worth. Focus on personal uniqueness, acceptance of self, and the substitution of positive self-talk for negative messages are presented as effective tools for building a healthy self-image.

Objectives

- To understand that the media's digitally-altered pictures of "beautiful" people are not only false images, but also represent an "ideal" to which real teens can never measure up
- To realize that physical flaws over which many teens obsess are often things that no one but themselves even notice
- To discuss how anxiety over physical appearance can lead teens to lowered self-esteem
- To define and examine the effects of BDD - Body Dysmorphic Disorder
- To examine the relationship between distorted body image and the incidence of eating disorders and drug use by teens
- To illustrate steps to building a healthy self image

Introduction to the Program

With students, generate a list of places where images of physically beautiful people are seen daily. Point out to students that advertising currently has more outlets than it has ever had in history, and that the hundreds of messages they see and hear every day help shape (and distort) their perceptions of reality. Ask students to think of ways in which media messages might affect how they think about themselves. Explain that the program they will be viewing discusses this link between media messages, perceived body image, and self-esteem, and explores the negative impact of the unrealistic, distorted ideals that the media often promotes.

Introduction to Vocabulary

Before starting the program, write the following words and phrases on the board. Ask the class to discuss the meaning of each word within the context of body image and/or self-esteem. Review any terms that are unfamiliar to students.

anxiety
appearance
body image
dieting
drugs
eating disorder
ideal
inferior
obsession
puberty
rejection
self-esteem
self-perception
steroids

Discussion Ideas

Ask students one or more of the following questions to prompt a discussion about body image and self-esteem: Why do you think body image is important to most people? When looking in a mirror, do you think most people are happy with what they see, or do they see things that they want to change? What are some things that might influence how we see ourselves physically? How might media images influence how we see ourselves? What might be some negative effects or harmful behaviors resulting from a negative body image? When do you think normal concern for appearance becomes a problem?

Focus

Before viewing the program, ask students to take a moment and think about their own self-image. What are their thoughts when they look in the mirror? Do they compare themselves with their peers or with idealized media images? Do concerns over imperfections affect their daily lives and self-esteem? Ask students to examine and perhaps re-evaluate their beliefs and perceptions concerning body image and self-worth as they view the program.

SUGGESTED ACTIVITIES

Meeting Individual Needs

After watching the program, help students identify the main ideas presented. Encourage them to note details from the program that support these main ideas. Clarify and review as necessary any information about which students seem confused. Ask students to identify one piece of information from the program that was particularly meaningful or useful to them on a personal level.



30 Minutes

Connection to Culture

The perception of beauty varies from culture to culture. A woman considered overweight in one culture is considered beautiful in another culture. Using library and Internet resources, have students research the standards of beauty held in other countries. Have them also research the correlation between a culture's standard of beauty and the incidences of eating disorders in that culture. Have students write a brief report to be shared with the rest of the class. Allow time for questions and class discussion.



60 Minutes

Connection to Health

Using a variety of resources, have students research health and nutrition as they relate to the program "The Mirror in My Mind: Body Image and Self-Esteem." Divide students into groups of four. Assign a topic to each student group. A suggested list of topics is below. Have students prepare a report and share their findings with the rest of the class. Allow time for questions and discussion of the various topics.



50 Minutes

Suggested topics: 1) Explain the Food Pyramid: What are the different food groups and which foods make up each of these groups? 2) Meals and Snacks: How many servings from each food group should the average person consume each day? How many meals and snacks should the average person consume each day? Why? 3) Nutritional Needs: Are there different nutritional needs for different age groups? If so, what are they? Are there different nutritional needs between males and females? If so, what are they? 4) Physical Fitness: What is physical fitness? What are the basic components of physical fitness? What amount of activity is necessary for the average, healthy person to maintain a minimum level of overall fitness? 5) Daily Vitamin Requirements: What are vitamins? What is the recommended dietary allowance (RDA) for the major vitamins? How do vitamins work?

Connection to Economics - Quackery: The Billion Dollar Miracle Business

Quackery is the promotion of a medical remedy that doesn't work or hasn't been proven to work. Each year, Americans spend billions of dollars on products that do nothing for us - or may even harm us. It's an old story. We want to believe in miracles; to find simple solutions and shortcuts to better health. "Eat all you want and still lose weight. Bulk up. Grow taller. Clear up those bothersome breakouts forever." It's hard to resist new, "miracle" products that promise to solve our most annoying problems.

Ask students to keep in mind the old (but true) saying "If it sounds too good to be true, it probably is" as they go through magazines and newspapers and cut out ads touting examples of current remedies for modern ills. In general, when selecting ads, have them look for those that seem to promise too much too easily. Have students bring these ads to class for a general discussion. Ask them to identify the problem to be solved by the remedy. What, if any, is the scientific basis of this remedy? What "hot button" words are used to sell the product (i.e., words such as "secret," "ancient," "quick and painless," "special")? Why should a consumer be skeptical of the ad claims? Do you think this product sells well? Why or why not?



50 Minutes

Writing - Recognizing Negative Self-Talk

The term self-talk often refers to that subconscious voice inside your head that can become as unnoticeable as background music, yet has a powerful effect on perceptions, beliefs, and behaviors. When self-talk is positive, it can cheer you up when things go wrong; encourage you. On the other hand, negative self-talk can sabotage and drain your self-confidence.

Ask students to “tune in” to their own internal dialogue throughout the day. Over the course of a few days, have them note their self-talk in a journal. Ask them to identify whether the self-talk is positive or negative. Do specific entries echo the judgments of family members or other people in their lives? Ask them to think about and note the possible origins of each message (a parent, friends, sibling, teacher, etc.). Finally, have students replace each negative entry with words of encouragement.



Extended

Connection to Art - The Many Faces of Beauty

Inner beauty is an expression of the unique qualities each of us brings to the world. Have students express the beauty within themselves by creating collages. On a large piece of paper, have students draw an outline of their head and shoulders. Bring a variety of magazines to school. Allow students to cut out pictures that represent their interests, talents, accomplishments, and other distinctive qualities that make each of them special. Then have students paste the selected pictures inside the drawing of their head and shoulders. Display finished collages.



60 Minutes

Connection to Science and Health

Anabolic steroids induce weight gain and increase muscle mass. In recent decades, steroids have been abused by many athletes who hope to improve their performance. Non-medical use of anabolic steroids is illegal and banned by most, if not all, major sports organizations. Yet, there is a growing use of illegal anabolic steroids by teens - girls as well as boys.

Using library and Internet resources, have students research the consequences of anabolic steroids use by both adolescent and adult males, and adolescent and adult females. Have students compile their findings into written reports. Ask for volunteers to share their reports in oral presentations to the class. Allow time for questions and discussion of the topic.



50 Minutes

Connection to History - The Evolution of Beauty

The standard of beauty has changed over time. Using library and Internet resources, have students research the standard of beauty from the 15th through early 20th centuries. Ask them to note the idealized beauty of men and women as depicted in art and sculpture. Have students write a brief report to be presented to the class. Encourage them to supply appropriate visuals. Allow time for questions and discussion of the topic.



50 Minutes

Culminating Activity

Allow time for students to think about the information presented in the program and learned from class activities. Have each student write or share what, if any, change has taken place in their attitudes or beliefs about body image. What do they think of as a healthy body image? Does this differ in any way from what they think of as an “ideal” body image? If so, how? If not, is their “healthy” body image in fact a truly healthy one?



30 Minutes

VOCABULARY

The following terms are relative to "The Mirror in My Mind: Body Image and Self-Esteem." Fill in the number of each term next to its closest definition. Use a dictionary if necessary.

1. anorexia nervosa
2. anxiety
3. BDD
4. body image
5. bulimia
6. cognitive behavior therapy
7. compulsion
8. ideal
9. inferior
10. obsession
11. puberty
12. self-esteem
13. self-perception
14. steroids

- _____ a persistent, disturbing preoccupation with an often unreasonable idea or feeling
- _____ a disease of imagined ugliness; Body Dysmorphic Disorder
- _____ an approach to psychotherapy that uses thought patterns to change moods and behaviors
- _____ an abnormal and overwhelming sense of apprehension and fear
- _____ a group of synthetic hormones that are sometimes used to temporarily increase the size of muscles
- _____ a standard of perfection, beauty, or excellence
- _____ a confidence and satisfaction in oneself
- _____ the condition of being or the period of becoming first capable of reproducing sexually
- _____ a serious disorder in eating behavior that is characterized by a pathological fear of weight gain leading to unhealthy eating patterns, malnutrition, and usually excessive weight loss
- _____ having little or less importance, value, or merit
- _____ the mental image one has of oneself
- _____ how an individual perceives his or her physical appearance
- _____ a serious eating disorder characterized by compulsive overeating usually followed by self-induced vomiting or laxative or diuretic abuse; often accompanied by guilt and depression
- _____ an irresistible impulse to perform an irrational act

CHECKING COMPREHENSION

Answer the following questions in the space provided. Use complete sentences. You may need a separate sheet of paper to complete some responses.

1. How are self-perception and self-esteem related? _____

2. How does the media influence our general concept of beauty? _____

3. How can the media alter an individual's perception of his or her own body? _____

4. When a person becomes obsessed with imagined personal physical flaws, what can happen to his or her self-esteem? Why? _____

5. What effect does puberty have on our individual perception of body image? _____

6. What behaviors might be displayed by a teen who feels abnormal, inadequate, or embarrassed by an imagined physical flaw, such as being overweight or underweight? _____

7. Why do some teens use steroids? _____

8. How might a person try to escape the psychological pain of chronic low self-esteem? _____

9. What is BDD? _____

10. What are some common warning signs of BDD? _____

11. What effect does negative self-talk have on a person's self-concept and self-esteem? _____

12. The program narrator states that there is something very attractive about a person "who is comfortable in their own skin." What does this mean? _____

TRUE OR FALSE

Place a T next to statements that are true, and an F next to statements that are false.

1. _____ Having unrealistic body image goals can lead to anxiety, depression, and feelings of inferiority.
2. _____ There is a link between distorted body image and the incidence of eating disorders and drug use by teens.
3. _____ Feeling physically inferior, anxious, and depressed is a normal, healthy response to puberty.
4. _____ Our ideas of physical beauty are greatly influenced by media messages.
5. _____ The images of physical beauty presented in the media are realistic and attainable for most people.
6. _____ Safe, effective forms of weight control include excessive exercise and compulsive dieting.
7. _____ Talent, intelligence, success, and the love of family and friends all contribute to a person's self-perception and self-esteem.
10. _____ Some teens with low self-esteem may blame personal problems on perceived physical flaws.
11. _____ The causes of BDD may be behavioral, psychological, or cultural in origin.
12. _____ If a person has BDD, it's best to ignore the problem until it goes away.
13. _____ A person with BDD needs professional help.
14. _____ BDD is a life-threatening mental condition.
15. _____ When a person has BDD, it can be cured with cosmetic surgery.
16. _____ How we talk to ourselves can either build up or destroy our self-image and confidence.

WHAT DO YOU THINK?

Using complete sentences, answer the following questions. Responses are strictly your opinion, but be sure to offer logical support for your answers.

1. Why do you think body image is important to most people? _____

2. What part do you think the media plays in shaping or influencing our perceptions of beauty? _____

3. Are the idealized images of beauty that we see in the media responsible for problems concerning body image, or do some people have a problem already? _____

4. If a friend of yours began to use steroids, what could you say or do to intervene? _____

5. What could you say or do if a friend became very depressed over a perceived physical flaw? _____

6. Beyond physical appearance, what qualities in others do you find attractive? _____

7. If people really knew you, what qualities of yours (beyond physical appearance) would they find attractive? _____

HEALTHY SELF-TALK

As stated in the program, we often are our own worst critics. We're usually unaware of how negative and self-destructive the private discourse in our heads can be. For most of us, substituting positive self-statements for negative ones is accomplished only through a conscious effort.

PART A: Below are some common silent criticisms. They are very general, and can apply to many different situations. How many have you said to yourself? What positive thoughts can you substitute for the negative when your internal critic pops up?

1. I'm not very good at this. _____

2. He/She would never go out with someone like me. _____

3. I'll never be good enough. _____

4. I hate my (fill in the blank: hair, nose, eyes, skin, body, etc). _____

5. Everyone must think I'm an idiot. _____

6. Nobody likes me. _____

7. I feel/look so stupid! _____

8. I could never look that good. _____

9. Why try? I'll just mess it up. _____

10. What if someone laughs? _____

HEALTHY SELF-TALK (CONTINUED)

PART B: Short Answer - Think about your personal experience and answer the questions below.

11. How many "perfect" or "flawless" people do you know? _____

12. How do you feel about friends, family, or classmates who are less than "perfect?" _____

13. If you can accept the people in your life who are less than "perfect", is there any reason that those people cannot or would not accept you as you are, perfect or not? Explain your answer. _____

14. What kind of person judges others solely on their physical appearance? _____

15. In your opinion, does anything positive come from "beating yourself up" with negative self-talk? Explain your answer. _____

WORD SEARCH

Part A: The following words and phrases can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally, or backwards.

WORDBANK
anorexia
anxiety
bulimia
disorder
dysmorphic
ideal
inferior
obsession
perception
puberty
rejection
self-esteem
steroids
therapy

D	Y	S	M	O	R	P	H	I	C	Q	Z	W	X	S
X	P	V	Q	H	M	A	N	X	I	E	T	Y	Z	T
Q	Y	E	H	X	Z	N	J	W	M	Y	Q	V	K	E
R	E	D	R	O	S	I	D	Q	L	W	N	B	X	R
W	Z	X	V	C	Y	D	W	T	V	H	Q	Y	J	O
Z	A	N	O	R	E	X	I	A	B	T	Z	B	K	I
X	B	Q	H	K	Z	P	R	G	Q	J	V	U	X	D
W	J	Y	W	M	E	E	T	S	E	X	F	L	E	S
T	Z	V	X	H	N	M	W	I	L	Z	T	I	Y	Q
B	H	Q	I	N	F	E	R	I	O	R	B	M	X	W
L	N	E	W	X	B	Q	M	J	G	N	Z	I	V	K
A	P	W	R	E	J	E	C	T	I	O	N	A	X	Q
E	Q	V	X	A	Y	O	B	S	E	S	S	I	O	N
D	W	K	J	Z	P	G	Q	V	X	Z	B	V	W	X
I	X	Q	B	W	V	Y	T	R	E	B	U	P	Q	Z

Part B: What have you learned about body image and self-esteem? How have your attitudes or beliefs changed? Answer these questions in short essay form on a separate sheet of paper. Use as many of the above words as possible.

TEST

Circle the letter of the correct answer for each question.

1. Self-esteem is strongly related to:
 - a) self-perception.
 - b) the love and support of family and friends.
 - c) talent, intelligence, and success.
 - d) all of the above.

2. Most people have a positive body image:
 - a) throughout puberty.
 - b) because of the onset of puberty and the physical changes it produces.
 - c) as children, up until the onset of puberty.
 - d) once the changes caused by puberty come to an end.

3. Body image anxiety occurs when a teen:
 - a) tries to be the best he or she can be.
 - b) places undue emphasis on imagined physical flaws.
 - c) sets realistic goals and works towards them.
 - d) accepts who he/she is and believes in his/her own self-worth.

4. Some teens use drugs:
 - a) to escape the psychological pain of chronic low self-esteem.
 - b) to lose weight.
 - c) to build up muscle bulk.
 - d) all of the above.

5. A serious eating disorder characterized by a pathological fear of weight gain is called:
 - a) bulimia.
 - b) BDD.
 - c) compulsive dieting.
 - d) anorexia nervosa.

TEST (CONTINUED)

6. Body Dysmorphic Disorder:

- a) is a disease of imagined ugliness.
- b) causes mild depression.
- c) is easily treated with cosmetic surgery to correct the perceived flaw.
- d) all of the above.

7. Warning signs of BDD include:

- a) avoiding looking in mirrors or having your picture taken.
- b) camouflaging the perceived flaw with make-up, clothes, etc.
- c) frequently checking the supposed defect.
- d) all of the above.

8. Steroids are synthetic hormones used to:

- a) treat depression.
- b) temporarily increase the size of muscles.
- c) assist in weight loss.
- d) all of the above.

Short Essay Section: Use full sentences to answer the following questions.

9. If someone you know exhibits behaviors typical of Body Dysmorphic Disorder, what are some things you should do to help? _____

10. What is self-talk? Why is it important to be aware of this process? _____

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

2675-EN-VID	<i>The Teen Files Flipped: Eating Disorders/Steroids</i>
2560-EN-VID	<i>The Teen Files: The Truth about Body Image</i>
2543-EN-VID	<i>The Teen Files: Surviving High School</i>
2293-EN-VID	<i>Girl Power</i>
2634-EN-VID	<i>Building Up for a Fall: Teens and Steroids</i>
8158-EN-VID	<i>Bulking Up: The Dangers of Steroids</i>
9257-EN-VID	<i>Steroids: Bulking Up Can Kill</i>
8329-EN-VID	<i>What Can I Do When I Feel Bad?</i>
8904-EN-VID	<i>Eating Disorders: When Food Hurts</i>

ANSWER KEY for page 10

VOCABULARY

The following terms are relative to "The Mirror in My Mind: Body Image and Self-Esteem." Fill in the number of each term next to its closest definition. Use a dictionary if necessary.

1. anorexia nervosa
2. anxiety
3. BDD
4. body image
5. bulimia
6. cognitive behavior therapy
7. compulsion
8. ideal
9. inferior
10. obsession
11. puberty
12. self-esteem
13. self-perception
14. steroids

- 10 a persistent, disturbing preoccupation with an often unreasonable idea or feeling
- 3 a disease of imagined ugliness; Body Dysmorphic Disorder
- 6 an approach to psychotherapy that uses thought patterns to change moods and behaviors
- 2 an abnormal and overwhelming sense of apprehension and fear
- 14 a group of synthetic hormones that are sometimes used to temporarily increase the size of muscles
- 8 a standard of perfection, beauty, or excellence
- 12 a confidence and satisfaction in oneself
- 11 the condition of being or the period of becoming first capable of reproducing sexually
- 1 a serious disorder in eating behavior that is characterized by a pathological fear of weight gain leading to unhealthy eating patterns, malnutrition, and usually excessive weight loss
- 9 having little or less importance, value, or merit
- 13 the mental image one has of oneself
- 4 how an individual perceives his or her physical appearance
- 5 a serious eating disorder characterized by compulsive overeating usually followed by self-induced vomiting or laxative or diuretic abuse; often accompanied by guilt and depression
- 7 an irresistible impulse to perform an irrational act

ANSWER KEY for page 11

CHECKING COMPREHENSION

Answer the following questions in the space provided. Use complete sentences. You may need a separate sheet of paper to complete some responses.

1. How are self-perception and self-esteem related? Self-perception refers to the positive and negative beliefs, attitudes, and images we hold about ourselves. For many people, self-perception is linked to body image. When a person becomes obsessed with inaccurate and flawed images about his/her body, his/her perception becomes distorted and self-esteem suffers.

2. How does the media influence our general concept of beauty? We are constantly bombarded with images of “beautiful people” in magazines, films, music videos, on television and billboards, etc. Many of these images of rock stars, models, actors, surgically perfected women, and athletes represent an ideal that the normal person cannot attain, yet people come to believe that they are realistic and something to strive for.

3. How can the media alter an individual’s perception of his or her own body? By comparing his or her body with ideals presented in the media, an individual can begin to place undue emphasis on imagined flaws and the perception of his/her body becomes distorted.

4. When a person becomes obsessed with imagined personal physical flaws, what can happen to his or her self-esteem? Why? The person’s self-esteem is lowered because, for most people, body image and self-esteem are linked. If the body image is distorted and perceived as imperfect or ugly, the self-esteem suffers.

5. What effect does puberty have on our individual perception of body image? Up until puberty, most people have a positive perception of their body. With the rapid physical changes associated with puberty, teens begin to compare their changing bodies with peers and media images. Many begin to attach unnecessary importance to imagined flaws.

6. What behaviors might be displayed by a teen who feels abnormal, inadequate, or embarrassed by an imagined physical flaw, such as being overweight or underweight? This person could become anorexic or bulimic; he or she could begin to abuse laxatives or water pills, exercise excessively, or begin to use drugs such as cocaine to control weight, or steroids to bulk up.

7. Why do some teens use steroids? There is a cultural pressure to bulk up that some teens give in to. Steroids temporarily increase muscle mass and strength.

8. How might a person try to escape the psychological pain of chronic low self-esteem? In these cases, a teen might use alcohol or other drugs to escape the pain.

9. What is BDD? BDD is Body Dysmorphic Disorder, a disease of imagined ugliness.

10. What are some common warning signs of BDD? Common warning signs include frequently checking the perceived defect; avoiding mirrors; avoiding having your picture taken; obsessively comparing yourself to others; camouflaging supposed defects with make-up, clothing, a hat, etc.; excessive grooming; compulsive or obsessive touching of the defect; or cosmetic surgery.

11. What effect does negative self-talk have on a person’s self-concept and self-esteem? Negative self-talk damages a person’s self-concept, undermines confidence, and lowers self-esteem.

12. The program narrator states that there is something very attractive about a person “who is comfortable in their own skin.” What does this mean? STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

ANSWER KEY for page 12

TRUE OR FALSE

Place a T next to statements that are true, and an F next to statements that are false.

1. T Having unrealistic body image goals can lead to anxiety, depression, and feelings of inferiority.
2. T There is a link between distorted body image and the incidence of eating disorders and drug use by teens.
3. F Feeling physically inferior, anxious, and depressed is a normal, healthy response to puberty.
4. T Our ideas of physical beauty are greatly influenced by media messages.
5. F The images of physical beauty presented in the media are realistic and attainable for most people.
6. F Safe, effective forms of weight control include excessive exercise and compulsive dieting.
7. T Talent, intelligence, success, and the love of family and friends all contribute to a person's self-perception and self-esteem.
8. T Some teens with low self-esteem may blame personal problems on perceived physical flaws.
9. T The causes of BDD may be behavioral, psychological, or cultural in origin.
10. F If a person has BDD, it's best to ignore the problem until it goes away.
11. T A person with BDD needs professional help.
12. T BDD is a life-threatening mental condition.
13. F When a person has BDD, it can be cured with cosmetic surgery.
14. T How we talk to ourselves can either build up or destroy our self-image and confidence.

ANSWER KEY for page 13

WHAT DO YOU THINK?

Using complete sentences, answer the following questions. Responses are strictly your opinion, but be sure to offer logical support for your answers.

STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING AND THOUGHTFUL CONSIDERATION OF THE TOPIC.

1. Why do you think body image is important to most people? _____

2. What part do you think the media plays in shaping or influencing our perceptions of beauty? _____

3. Are the idealized images of beauty that we see in the media responsible for problems concerning body image, or do some people have a problem already? _____

4. If a friend of yours began to use steroids, what could you say or do to intervene? _____

5. What could you say or do if a friend became very depressed over a perceived physical flaw? _____

6. Beyond physical appearance, what qualities in others do you find attractive? _____

7. If people really knew you, what qualities of yours (beyond physical appearance) would they find attractive? _____

ANSWER KEY for page 14

HEALTHY SELF-TALK

As stated in the program, we often are our own worst critics. We're usually unaware of how negative and self-destructive the private discourse in our heads can be. For most of us, substituting positive self-statements for negative ones is accomplished only through a conscious effort.

PART A: Below are some common silent criticisms. They are very general, and can apply to many different situations. How many have you said to yourself? What positive thoughts can you substitute for the negative when your internal critic pops up?

STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING AND THOUGHTFUL CONSIDERATION OF THE TOPIC.

1. I'm not very good at this. _____

2. He/She would never go out with someone like me. _____

3. I'll never be good enough. _____

4. I hate my (fill in the blank: hair, nose, eyes, skin, body, etc). _____

5. Everyone must think I'm an idiot. _____

6. Nobody likes me. _____

7. I feel/look so stupid! _____

8. I could never look that good. _____

9. Why try? I'll just mess it up. _____

10. What if someone laughs? _____

ANSWER KEY for page 15

HEALTHY SELF-TALK (CONTINUED)

PART B: Short Answer - Think about your personal experience and answer the questions below.

11. How many "perfect" or "flawless" people do you know? _____

12. How do you feel about friends, family, or classmates who are less than "perfect?" _____

13. If you can accept the people in your life who are less than "perfect", is there any reason that those people cannot or would not accept you as you are, perfect or not? Explain your answer. _____

14. What kind of person judges others solely on their physical appearance? _____

15. In your opinion, does anything positive come from "beating yourself up" with negative self-talk? Explain your answer. _____

ANSWER KEY for page 16

WORD SEARCH

Part A: The following words and phrases can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally, or backwards.

WORDBANK

- anorexia
- anxiety
- bulimia
- disorder
- dysmorphic
- ideal
- inferior
- obsession
- perception
- puberty
- rejection
- self-esteem
- steroids
- therapy

D	Y	S	M	O	R	P	H	I	C	Q	Z	W	X	S
X	P	V	Q	H	M	A	N	X	I	E	T	Y	Z	T
Q	Y	E	H	X	Z	N	J	W	M	Y	Q	V	K	E
R	E	D	R	O	S	I	D	Q	L	W	N	B	X	R
W	Z	X	V	C	Y	D	W	T	V	H	Q	Y	J	O
Z	A	N	O	R	E	X	I	A	B	T	Z	B	K	I
X	B	Q	H	K	Z	P	R	G	Q	J	V	U	X	D
W	J	Y	W	M	E	E	T	S	E	X	F	L	E	S
T	Z	V	X	H	N	M	W	I	L	Z	T	I	Y	Q
B	H	Q	I	N	F	E	R	I	O	R	B	M	X	W
L	N	E	W	X	B	Q	M	J	G	N	Z	I	V	K
A	P	W	R	E	J	E	C	T	I	O	N	A	X	Q
E	Q	V	X	A	Y	O	B	S	E	S	S	I	O	N
D	W	K	J	Z	P	G	Q	V	X	Z	B	V	W	X
I	X	Q	B	W	V	Y	T	R	E	B	U	P	Q	Z

Part B: What have you learned about body image and self-esteem? How have your attitudes or beliefs changed? Answer these questions in short essay form on a separate sheet of paper. Use as many of the above words as possible.

STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

ANSWER KEY for page 17

TEST

Circle the letter of the correct answer for each question.

1. Self-esteem is strongly related to:

- a) self-perception.
- b) the love and support of family and friends.
- c) talent, intelligence, and success.

d) all of the above.

2. Most people have a positive body image:

- a) throughout puberty.
- b) because of the onset of puberty and the physical changes it produces.

c) as children, up until the onset of puberty.

d) once the changes caused by puberty come to an end.

3. Body image anxiety occurs when a teen:

a) tries to be the best he or she can be.

b) places undue emphasis on imagined physical flaws.

c) sets realistic goals and works towards them.

d) accepts who he/she is and believes in his/her own self-worth.

4. Some teens use drugs:

a) to escape the psychological pain of chronic low self-esteem.

b) to lose weight.

c) to build up muscle bulk.

d) all of the above.

5. A serious eating disorder characterized by a pathological fear of weight gain is called:

a) bulimia.

b) BDD.

c) compulsive dieting.

d) anorexia nervosa.

ANSWER KEY for page 18

TEST (CONTINUED)

6. Body Dysmorphic Disorder:

- a) is a disease of imagined ugliness.**
- b) causes mild depression.
- c) is easily treated with cosmetic surgery to correct the perceived flaw.
- d) all of the above.

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- a) avoiding looking in mirrors or having your picture taken.
- b) camouflaging the perceived flaw with make-up, clothes, etc.
- c) frequently checking the supposed defect.
- d) all of the above.**

8. Steroids are synthetic hormones used to:

- a) treat depression.
- b) temporarily increase the size of muscles.**
- c) assist in weight loss.
- d) all of the above.

Short Essay Section: Use full sentences to answer the following questions.

9. If someone you know exhibits behaviors typical of Body Dysmorphic Disorder, what are some things you should do to help? **If someone exhibits signs of BDD, it's important to take it seriously. You should be sympathetic and understand that the physical flaw is a major issue and very real for the individual. You should encourage the person to get professional help and be patient with the individual as he or she works through the problem.**

10. What is self-talk? Why is it important to be aware of this process? **Self-talk is the subconscious voice inside your head; your internal critic. It usually goes unnoticed, yet has a powerful effect on perceptions, beliefs, and behaviors. When self-talk is positive, it can be an energizing, uplifting source of encouragement. However, negative self-talk can sabotage and drain self-confidence, leading to depression and self-doubt. Awareness of this process allows an individual to replace negative messages with positive ones.**