

# 2022 - Body Image Unit

Content Area: **Health & Physical Education**  
Course(s): **Health I**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## **Unit Overview:**

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During this unit the student will describe the importance of a healthy body image, eating and physical activity, maintain and healthy weight, various eating disorders and medical help available for a person with a eating disorder.

## **Essential Questions:**

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1. How can the media cause teens to develop a destroyed body image?
2. What are some physical activities you can participate in to maintain a healthy and balanced lifestyle?
3. Why is it important to balance the calories you take in with the calories your body burns off?
4. What are some ways to build a healthy body image?
5. How can empty calories eating patterns damage the body image?
6. What are some treatments for people with eating disorders?

## **Enduring Understandings:**

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1. There are many short and long term health benefits and risks associated with nutritional choices.
2. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
3. Making good health decisions requires the ability to access and evaluate reliable resources.
4. Personal choices impact current and long term outcomes on individuals, family and society.
5. Accessing and evaluating health information, products and services will improve a person's ability to make healthy decisions and ones quality of life.
6. Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

## **Standards/Indicators/Student Learning Objectives (SLOs):**

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HE.6-8.2.1.8.EH.1

Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances,

	celebrations, violence).
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
HE.6-8.2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
HE.6-8.2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
HE.6-8.2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
HE.6-8.2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
HE.6-8.2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
HE.6-8.2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
HE.6-8.2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
HE.6-8.2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
HE.6-8.2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
HE.6-8.2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.  Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.  Responsible actions regarding behavior can impact the development and health of oneself and others.  Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.  Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.  Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.  Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.  Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.  Individual actions, genetics, and family history can play a role in an individual's personal health.

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**Lesson Titles:**

Lesson 1. Maintaining a Healthy Weight

Lesson 2. Eating Disorders

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### **Career Readiness, Life Literacies, & Key Skills:**

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WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving Brainstorming can create new, innovative ideas.

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### **Inter-Disciplinary Connections:**

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TH.K-2.1.4.2.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
TH.K-2.1.4.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

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### **Equity Considerations**

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Not Applicable

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### **Amistad Mandate**

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Topic: Exploring the Intersection of Race, Identity, and Health in the African American Community

Website: "The History of Beauty: How Standards Have Changed Throughout Time" by Smithsonian Magazine: <https://whimsysoul.com/a-brutally-honest-look-of-beauty-standards-throughout-history>

By incorporating the Amistad Mandate into this lesson, teachers can help students develop a critical understanding of the historical, cultural, and social factors that influence perceptions of beauty and body image. This critical thinking will empower them to challenge harmful stereotypes and develop healthy and positive attitudes towards their own bodies and the bodies of others.

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

## **Holocaust Mandate**

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- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic: Exploring Gender Identity, Sexual Orientation, and Disability in Adolescence

Website: <https://www.glaad.org/reference/terms>

This lesson addresses the following component of the LGBTQ+ and Disabilities Mandate:

Standard 7.1.4: Understand and analyze the influence of social norms and stereotypes on individual and community health.

By exploring gender identity, sexual orientation, and disability in adolescence, students will gain a deeper understanding of the social factors that influence identity development and well-being. This knowledge will empower them to challenge harmful stereotypes, promote inclusivity, and create

welcoming communities that value and celebrate diversity.

- Economic
- Political
- Social

## **Climate Change**

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<https://www.savethechildren.org/us/what-we-do/emergency-response/climate-change#:~:text=Extreme%20temperatures%20leave%20many%20families,sensitive%20to%20disease%20and%20pollution.>

How Climate Change is affecting the family unit. Illness, lack of work, etc.

## **Asian American Pacific Islander Mandate**

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Topic: Exploring Body Image and Media Representation in Asian American Pacific Islander (AAPI) Communities

Website: <https://www.verywellmind.com/what-is-body-positivity-4773402>

This lesson addresses the following component of the AAPI Mandate:

Standard 7.1.6: Analyze the influence of media and technology on individual and community health.

By analyzing the impact of media on body image perceptions and exploring diverse representations of beauty within AAPI communities, students will develop a critical understanding of media's influence on health and well-being. This knowledge will empower them to make informed choices about media consumption, promote positive body image, and advocate for culturally sensitive media representations.

- Economic
- Political
- Social

## **Benchmark Assessments**

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Writing Prompt

Skills based Assessment

Reading response

### **Alternative Assessment**

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Performance Tasks

Project-based assignments

Problems-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

### **Summative Assessment:**

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- Alternative Assessment
- Benchmark
- Marking Period Assessment

### **Resources & Materials:**

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- Unit Packet
- Unit Slide show presentation

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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1. What is the importance of keeping a and maintaining a healthy weight. (Blooms: Remembering)
2. Students will gain understanding of the term body image and positive body image is an important to

overall self-esteem. (Blooms: Understanding)

3. Interpret how media influences the ever changing view, personal responsibilities and self-image how changes. (Blooms: Applying)

3. Students will explore their own positive, personal attributes and identify the five most important things about themselves that contribute to their own personal style. (Blooms: Analyzing)

4. Discuss the importance of honoring your own personal style - one that values intellectual, personal, spiritual and physical attributes. (Bloom: Evaluating)

5. Construct a model of how you should look and feel in relation to a proper diet, exercise and well-being. (Blooms: Creating)

### **Formative Assessment:**

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1. End of unit tests or projects. Unit test will provide teachers with information about individual students (identifying any student who failed to meet objectives), as well as provides an overall indication of classroom instruction.

2. Course grades. If end of course grades are based on specified criteria, course grades provide information on how well a student has met the overall expectations for a particular course.

3. Standardized assessments. Tests will accurately reflect state performance and content standards provide an indication of how many students are achieving to established grade-level expectations.

4. Transfer Assessment: At the end of the unit, the students will put themselves in a conflicted situation where they will have to produce a resolution to a conflict. This will be achieved by role playing. Each studentt will be a guidance counselor where they will have to develop an action plan to the specific conflict at hand.

- Anticipatory Set
- Closure
- Warm-Up

### **Modifications**

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## **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning

- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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Chromebooks needed for various reasons - online packet, articles, review, assessments

## **Computer Science and Design Thinking Standards**

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