



#10041

STRAIGHT TALK ABOUT MENTAL HEALTH: IMAGE AND IDENTITY

MARSH MEDIA, 2001

Grade Level: 6-12

20 mins.

1 Instructional Graphic Enclosed

DESCRIPTION

Call-in show format focuses on adolescent perspectives on image and identity. Begins with information about hormones and their physical and mental effect on the body during puberty. Discusses teens' doubts about identity, self-worth, and body image. Pays particular attention to the influences of peer opinion and the media. Encourages finding personal style and image in safe, healthy ways.

ACADEMIC STANDARDS

Subject Area: Science—Life Science

- Standard: Understands the structure and function of cells and organisms
 - ◆ Benchmark: Knows that multicellular organisms have a variety of specialized cells, tissues, organs, and organ systems that perform specialized functions (e.g., digestion, respiration, reproduction, circulation, excretion, movement, control and coordination, protection from disease) (See INSTRUCTIONAL GOALS 1.)

Subject Area: Health

- Standard: Understands the fundamental concepts of growth and development
 - ◆ Benchmark: Knows the similarities and differences between male and female sexuality (See INSTRUCTIONAL GOALS 1.)
 - ◆ Benchmark: Knows strategies for coping with concerns and stress related to the changes that occur during adolescence (See INSTRUCTIONAL GOALS 4.)
- Standard: Knows how to maintain mental and emotional health
 - ◆ Benchmark: Knows characteristics and conditions associated with positive self-esteem (See INSTRUCTIONAL GOALS 4 and 5.)
 - ◆ Benchmark: Knows strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress (See INSTRUCTIONAL GOALS 4.)
- Standard: Knows the availability and effective use of health services, products, and information

C a p t i o n e d M e d i a P r o g r a m

- ◆ Benchmark: Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure) (See INSTRUCTIONAL GOALS 2.)

Subject Area: Life Work–Thinking and Reasoning

- Standard: Applies decision-making techniques
 - ◆ Benchmark: Makes decisions based on the data obtained and the criteria identified (See INSTRUCTIONAL GOALS 3.)

Subject Area: Media

- Standard: Understands the characteristics and components of the media
 - ◆ Benchmark: Understands the influence of media on society as a whole (e.g., influence in shaping various governmental, social, and cultural norms; influence on the democratic process; influence on beliefs, lifestyles, and understanding of relationships and culture; how it shapes viewer's perceptions of reality; the various consequences in society of ideas and images in media) (See INSTRUCTIONAL GOALS 2.)

INSTRUCTIONAL GOALS

1. To introduce facts about hormones and their effect on the male and female body.
2. To help students recognize and resist peer and commercial pressures.
3. To promote decision-making based on facts and information.
4. To help students identify self-defeating thoughts, behaviors, and actions.
5. To acknowledge each individual as important and unique.

VOCABULARY

- | | | |
|----------------|---------------------|-------------------------|
| 1. adolescents | 8. hormones | 15. puberty |
| 2. anorexia | 9. hypothalamus | 16. reproductive system |
| 3. bulimia | 10. identity | 17. self-worth |
| 4. conflicting | 11. image | 18. steroids |
| 5. emotions | 12. media | 19. testicles |
| 6. estrogen | 13. ovaries | 20. testosterone |
| 7. fasting | 14. pituitary gland | |

BEFORE SHOWING

1. Discuss the words *puberty* and *adolescence*. Describe some of the changes that occur in boys and girls during puberty. Review the physical structures and hormones involved.
2. Talk about emotions and moods. Identify various common emotions. Discuss mood swings and seemingly unwarranted emotional responses. Recognize how common this is.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Consider pausing the video after different scenarios to discuss the situations and offer opinions and suggestions.

AFTER SHOWING

Discussion Items and Questions

1. What is one reason that adolescents experience conflicting emotions?
2. Identify the physical structures in boys and girls that are involved in the production of hormones during puberty. Explain what each one is and what it does.
3. Describe the physical changes that take place in boys and girls during puberty as a result of hormones. Describe the emotions often felt by boys and girls during this time.
4. Who should you talk to if you are feeling mad or sad or strange?
5. What messages may make a person question his or her self-worth? Where do these messages come from? What messages increase a person's self-worth? Where do these messages come from?
6. How can the images of models in magazines and stars on TV and movies be "not real"?
7. Why shouldn't adolescents compare themselves to others?
8. What are some positive steps adolescents can take to improve themselves?
9. Why is it a good idea to become involved in situations where people will get to know you?
10. Why do some people use steroids? What are some of the possible effects of steroids?
11. What can fasting or starving lead to?
12. Why is plastic surgery not a good option for adolescents?
13. Discuss what Jason means when he says that it was important to come to terms with your body.
14. Describe the steps to follow when making a decision. Give an example of following the steps.
15. Why is it important to do things that you enjoy, even if other people don't think it's cool?
16. Discuss what Lisa means when she says that the manner in which you treat other people is often a reflection of how you feel about yourself.

Applications and Activities

1. Review the organs and hormones that cause body development changes during puberty. (See INSTRUCTIONAL GRAPHIC.)
2. Using words and pictures from magazines, create a personal collage celebrating unique qualities. Display the collages.
3. Show advertisements from various sources. Discuss:
 - a. What is the first thing you notice about the advertisement?
 - b. What product is being advertised?

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- c. What image does the picture provide?
 - d. What words are used to describe the product?
 - e. What life style is promised?
 - f. Is the advertisement misleading?
 - g. Why might someone buy this product?
 - h. Who is this advertisement's audience? How would a different audience (i.e., culture, language, age, etc.) view this advertisement?
4. List the steps for making a decision that were presented in the video. Practice decision-making skills.
 - a. Individually, list two issues facing young teens that were not covered in the video.
 - b. Divide into small groups.
 - c. Each group chooses an issue and prepares a skit using the steps for making a decision.
 5. Role-play various situations in the video. Focus on how to best help a friend with decision-making and self-worth issues.
 6. Discuss feeling left out. Brainstorm various ways to make others feel welcome and ways for them to be included in conversations and activities.

SUMMARY

During adolescence, boys and girls experience physical, cognitive, social, and emotional changes that often cause confusion and questions. This "call-in" program, with hosts Lisa and Jason, is designed to help preteens and young teens resolve the important growing-up issues of image and identity. Recognizing that adjusting to dramatic body changes and conflicting expectations from others makes young adolescents vulnerable to bouts of low self-worth and intense emotions, Lisa and Jason discuss the hormonal changes for both boys and girls and emphasize that there is a wide range of possible reactions and responses to growing up.

CMP RELATED RESOURCES

- [Body Talk: Teens Talk About Their Bodies, Eating Disorders & Activism #8649](#)
- [A Century of Women: Image #8051](#)
- [Gloss #3471](#)
- [The Mirror in My Mind: Body Image & Self Esteem #9911](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **ADOLESCENCE - DEVELOPING A POSITIVE BODY IMAGE**

http://www.dairycouncilofca.org/edu/edu_prog_adolbody.htm

Sponsored by the Dairy Council of California, this Web site is for educators and health professionals. For teachers, it includes programs and lesson plans, achievement, learning, and health with a focus on healthy nutrition. Downloads and links too.



- **SELF-ESTEEM IN ADOLESCENCE**

<http://www.mc.maricopa.edu/dept/d46/psy/dev/Fall99/esteem/teens.html>

This Web site is introduced with a poem called "The Looking Glass." Geared mostly toward girls, this page has a definition of self-esteem, factors that affect it, and the media's role. Then it shares the results of one study called "Ethnic-Minority Girls and Self-Esteem."

- **POSITIVE PARENTING OF TEENS**

<http://www.extension.umn.edu/distribution/familydevelopment/components/DE7309g.html>

Learn more about how the adolescent mind makes decisions and what parents and educators can do to steer them in the right direction. Includes a list on helping adolescents to make good decisions and more pages containing a worksheet on "Common Beliefs about Peer Pressure and Teens and Dating."



*A Newsletter about and for Young People,
Parents, and all Concerned Adults.*

- **UPS&DOWNS NEWSLETTER**

A national newsletter printed by the University of Nebraska-Lincoln, their mission is to

provide access to practical, up-to-date, research-based information about the unique challenges of adolescence. They list all back issues and the topics to 2001.

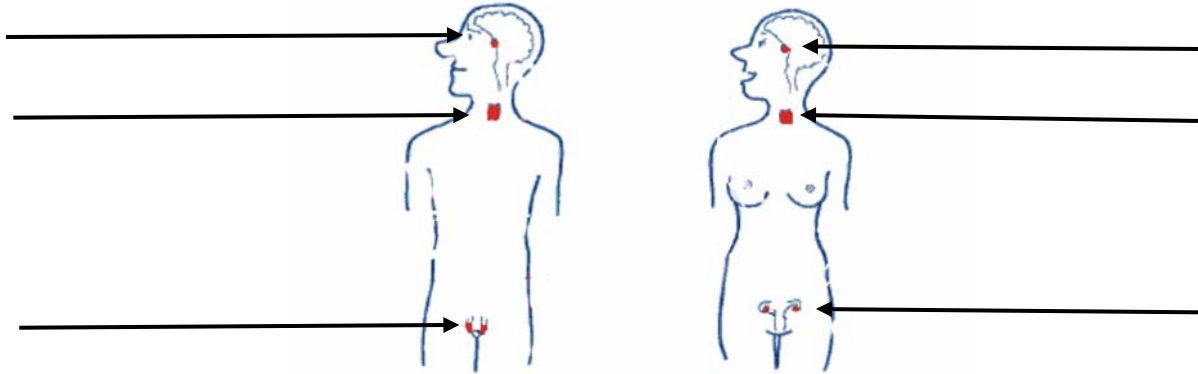
<http://ianrwww.unl.edu/ianr/fcs/upsdowns/>

INSTRUCTIONAL GRAPHIC

- **THE INFLUENCE OF HORMONES FLOW CHART**

The Influence of Hormones Flow Chart

Directions: Fill in the names of the organs and what they produce.
List the resulting changes for both boys and girls.



Boys	Girls
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_____ releases _____
↓

_____ produces _____
↓

_____ produces _____
↓

which causes these changes:

Physical

Emotional

_____ releases _____
↓

_____ produces _____
↓

_____ produces _____
↓

which causes these changes:

Physical

Emotional

