

SEXUALLY EXPLICIT MEDIA
PHYSICAL, SOCIAL, AND EMOTIONAL CHANGE - HEALTHY RELATIONSHIPS * STEREOTYPES

BONUS * SELF-CONCEPT

HUMAN DEVELOPMENT AND **SEXUAL HEALTH**

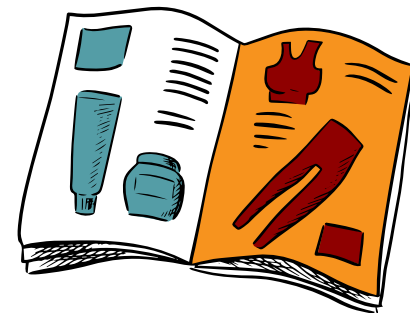
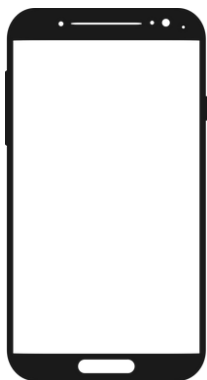
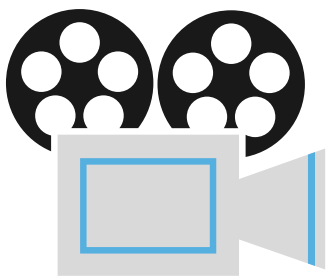
HEALTH EDUCATION

GRADE

6

SEXUALLY EXPLICIT MEDIA

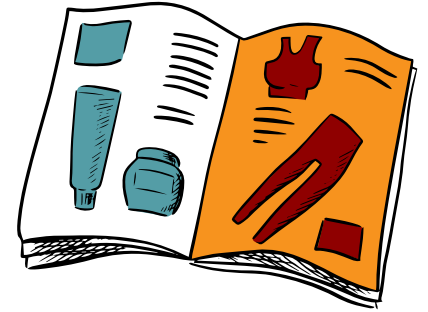
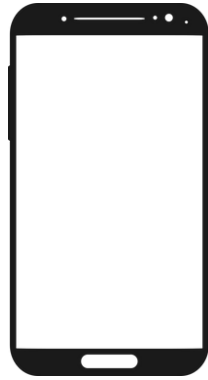
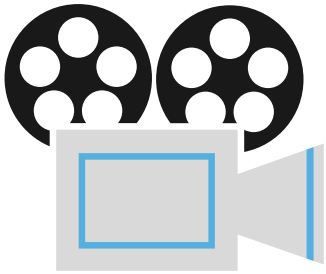
Media is any tool used to communicate or deliver information.



Above, you have four examples of media that can deliver information. Label each.

SEXUALLY EXPLICIT MEDIA

Media is any tool used to communicate or deliver information.



Movie/Film

Mobile Device

Computer/Videos

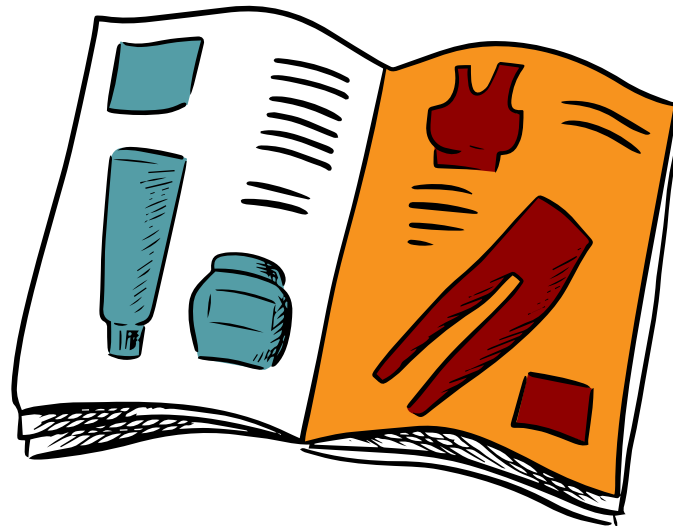
Magazine/Books/Print

Above, you have four examples of media that can deliver information. Label each.

Teacher Page

SEXUALLY EXPLICIT MEDIA

In this media example of a magazine, one can see a page dealing with skincare and a second page with fashion or clothing.

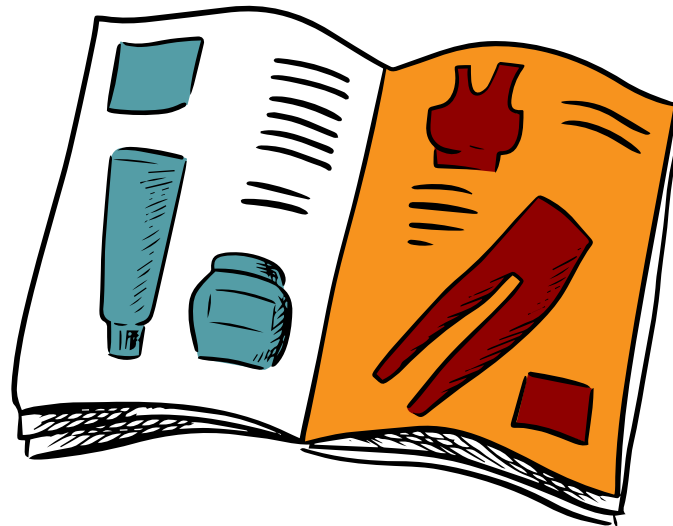


Would this magazine be considered sexually explicit?

What might you see on the pages for it to be considered sexually explicit?

SEXUALLY EXPLICIT MEDIA

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Teacher Page

Would this magazine be considered sexually explicit?

No, in its current state it would appear to be some type of fashion or healthcare magazine. Nothing of a sexual nature.

What might you see on the pages for it to be considered sexually explicit?

Examples: Nudity or pornography on the pages would make it sexually explicit.

SEXUALLY EXPLICIT MEDIA

Sexually explicit material can be found anywhere we find media. Whether in music videos, online games, or pictures found on the internet, this exploitive material negatively influences how we see relationships, body image, and much more.



Watching a video and seeing two people holding hands with a smile on their faces would lead you to believe they are in a **consensual relationship**.

How may a nonconsensual relationship look in a video?

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Teacher Page

Watching a video and seeing two people holding hands with a smile on their faces would lead you to believe they are in a **consensual relationship**.

How may a nonconsensual relationship look in a video?

Answers will vary. Examples: a dominate person who is forcing themselves on another person. A look of sadness on one with the other person looking angry. The use of rude or abusive language.
An older person getting too close to a youngster.

SEXUALLY EXPLICIT MEDIA

Material that is sexually explicit too often makes these sexual actions seem "normal" or something that everyone is doing. The feelings, moral ethics, and safe practices that many people have are not considered.



**IF YOU SAW THIS IMAGE WITHIN A FORM OF MEDIA,
WOULD YOU CONSIDER THIS IMAGE OF TWO COUPLES
TO SHOW POSITIVE OR NEGATIVE RELATIONSHIPS?
EXPLAIN YOUR THINKING.**

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Answers will vary. These are positive relationships as the two couples appear to be having fun in the park. They are touching each other in a positive, non-threatening or non-abusive manner. We see laughing and sharing. These are things we might do ourselves.

SEXUALLY EXPLICIT MEDIA

If you came across a video that showed one person telling another to take off their clothes for a picture or video, would it imply a **healthy relationship**? Why?

IF A PERSON IS ASKED,

"Take off your clothes, I want to film you naked!"



HOW SHOULD THE OTHER PERSON RESPOND TO ENSURE IT DOES NOT CONTINUE AS AN UNHEALTHY RELATIONSHIP?

Response

A large, empty speech bubble with a thick black border. The bubble is oriented horizontally, with the tail pointing to the left towards the phone icon. The interior of the bubble is white and intended for a handwritten response.

SEXUALLY EXPLICIT MEDIA

If you came across a video that showed one person telling another to take off their clothes for a picture or video, would it imply a **healthy relationship**? Why? No, it would not imply a healthy relationship as it appears that one person is determined to take advantage of another to exploit them. The pictures can then be spread across the internet and even sold.

IF A PERSON IS ASKED,

"Take off your clothes, I want to film you naked!"

HOW SHOULD THE OTHER PERSON RESPOND TO ENSURE IT DOES NOT CONTINUE AS AN UNHEALTHY RELATIONSHIP?

Teacher Page



Example of a response.

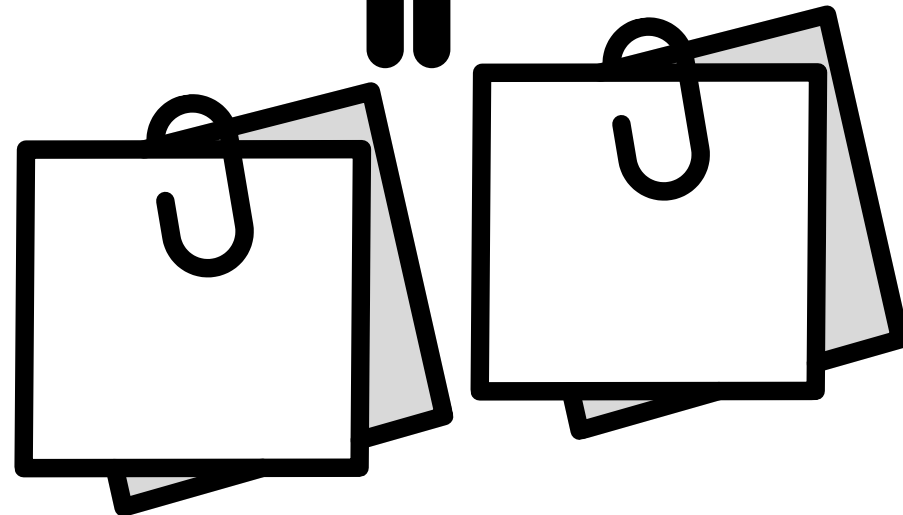
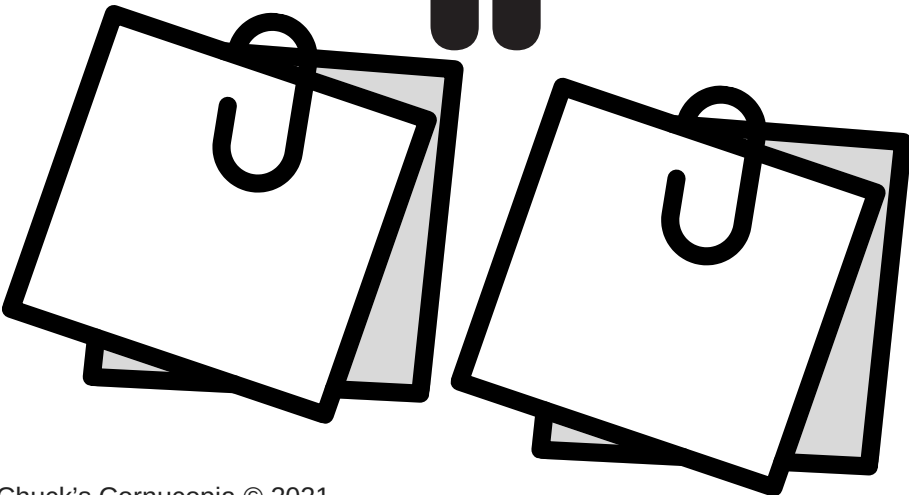
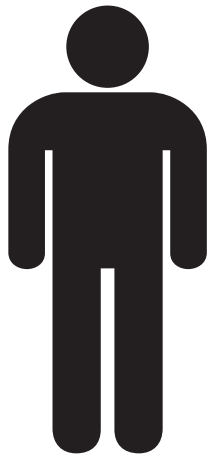
Response

Sorry, but I will not do that as you are making me feel uncomfortable. I am going to leave as my parent(s) is/are wondering where I am.

SEXUALLY EXPLICIT MEDIA

Gender stereotypes are expected behaviours for a gender within society based on various factors. These factors include what we see in media, what we learn from our family, our daily environment, and our culture.

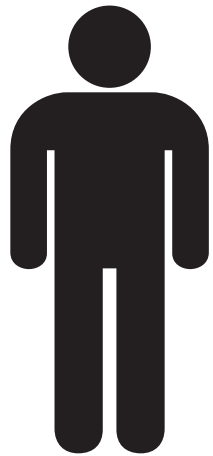
While gender roles can change over time, list two common roles for each gender below.



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While gender roles can change over time, list two common roles for each gender below.



Teacher Page



Answers will vary.

Examples

Be strong.

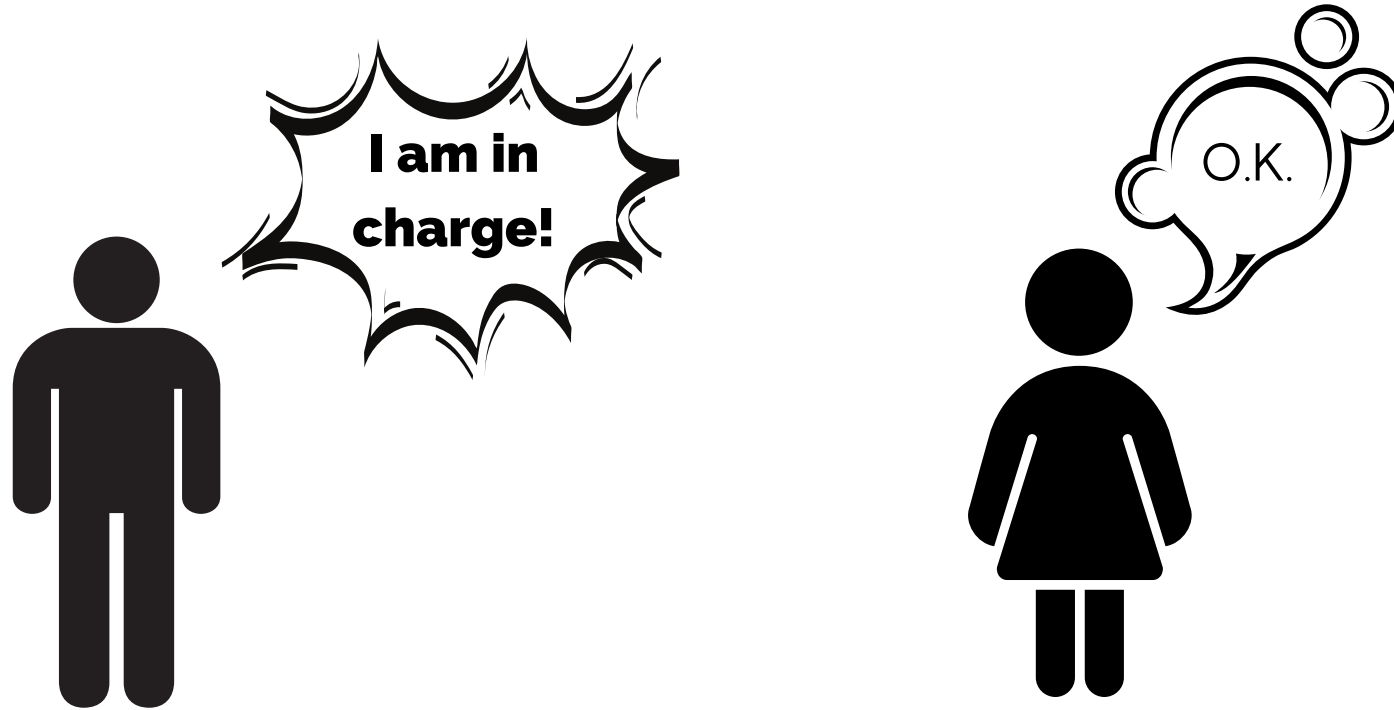
Play with trucks.

Be polite and neat.

Find Math hard.

SEXUALLY EXPLICIT MEDIA

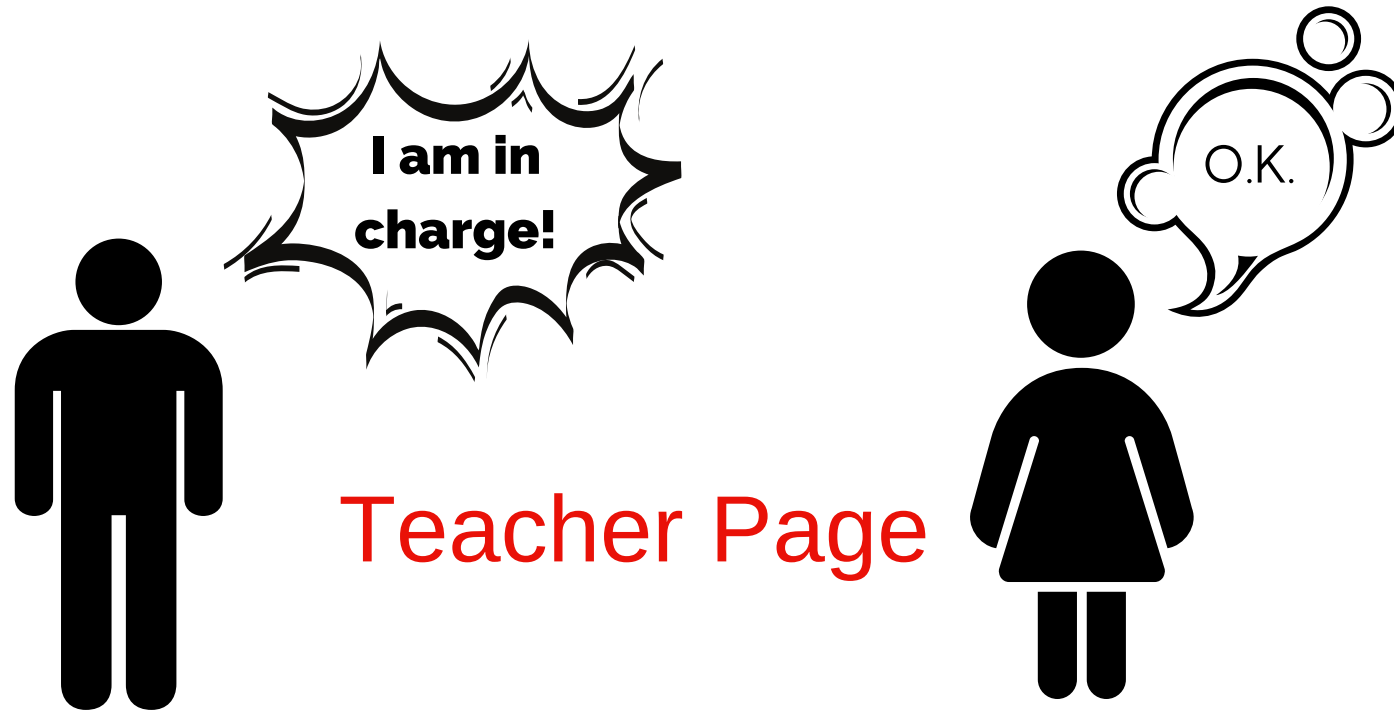
Harmful gender stereotypes are often associated with sexually explicit material.



Here is an example of a gender stereotype that one may see within this type of material. What do you notice from this interaction?

SEXUALLY EXPLICIT MEDIA

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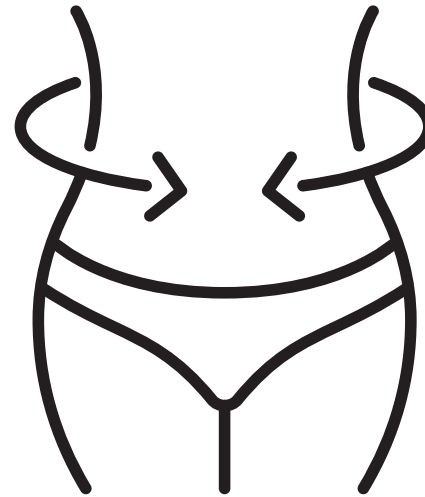


Here is an example of a gender stereotype that one may see within this type of material. What do you notice from this interaction?

Here we see an example of a male being dominant and ordering a female. The female is submissive and must do what the male wants. She appears to not have a say in this environment.

SEXUALLY EXPLICIT MEDIA

Another concern with sexually explicit media is the promotion of an unrealistic **body image**. Bodies that are muscular, skinny or fully formed are set as ideals.

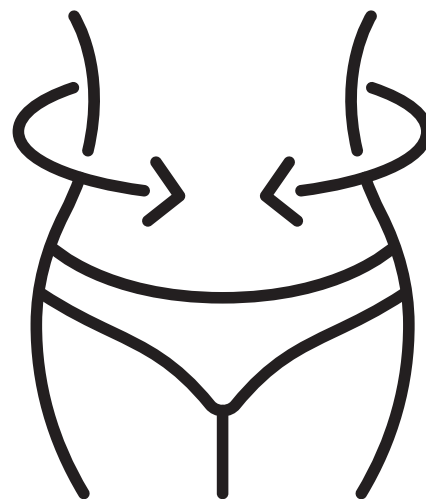


If a person in sexually explicit media begins an extreme diet, has plastic surgery to change their appearance, and uses a team of make-up artists to hide blemishes, what does that say about their sense of body image? Is it realistic?

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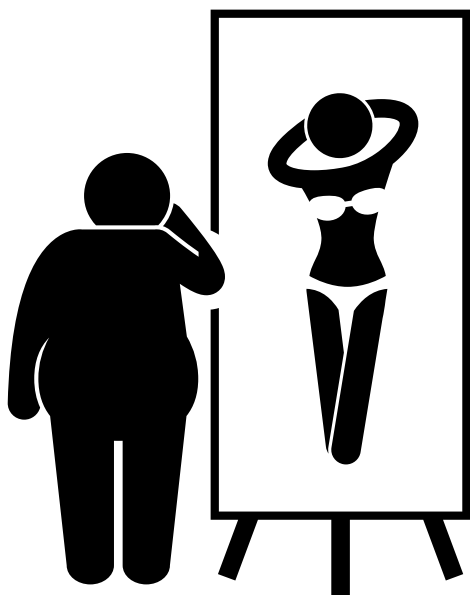


If a person in sexually explicit media begins an extreme diet, has plastic surgery to change their appearance, and uses a team of make-up artists to hide blemishes, what does that say about their sense of body image? Is it realistic?

It shows that they possibly had a negative body image about themselves and have gone to extreme measures to change their appearance. Paying for plastic surgery is the most extreme change and shows that the "ideals" are not realistic and can only be met through surgery at great cost and potential pain.

SEXUALLY EXPLICIT MEDIA

If this person looking at media sees a very slim lady with no body hair or blemishes, can this lead to feeling unhappy about their body or having low self-esteem?

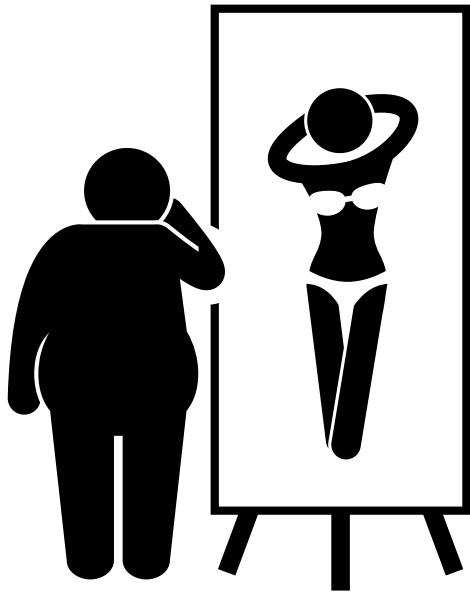


One must remember that the images shown are more fake than reality. Through your daily interactions, you see many different body types and a diversity of people. As you live in the "real world," what advice could you give the person above looking at the image?

Teacher Page

SEXUALLY EXPLICIT MEDIA

If this person looking at media sees a very slim lady with no body hair or blemishes, can this lead to feeling unhappy about their body or having low self-esteem?



Yes, the person is looking at an "idealistic" image of a female and may start to feel that they are not good looking. It will be hard to feel comfortable in front of others and they may begin to try extreme methods to look like the image.

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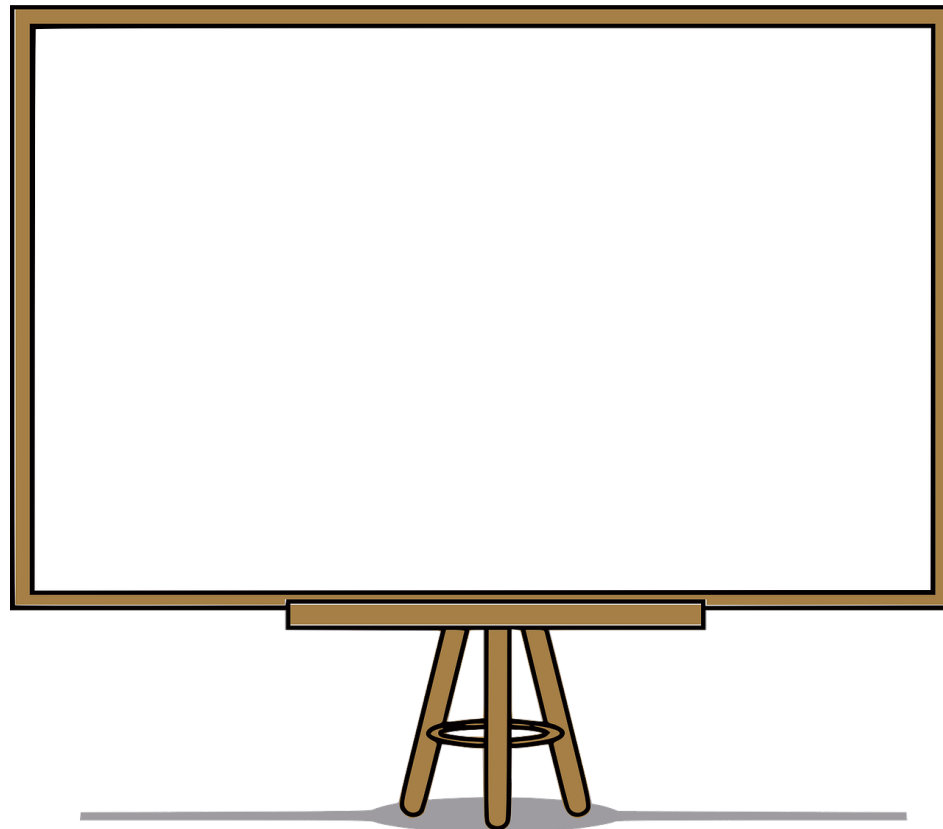
Answers will vary. You are looking for empathy from your students and hopefully some positive words about loving oneself for who they are. We are all different and beautiful in our way.

PHYSICAL, SOCIAL, AND EMOTIONAL CHANGE

As adolescents move through puberty, they will notice a lot of changes, both physically and mentally. These changes are not only happening to you, but they are happening to your peers. The adults you know have already experienced these changes and are thus experts in this field.

Therefore, you have a wealth of experienced people to relate to or to ask questions. Curiosity is normal, and having your questions answered by the appropriate people will allow you to maintain confidence and build healthy relationships.

What physical, social, and emotional changes have you started to notice in the class?



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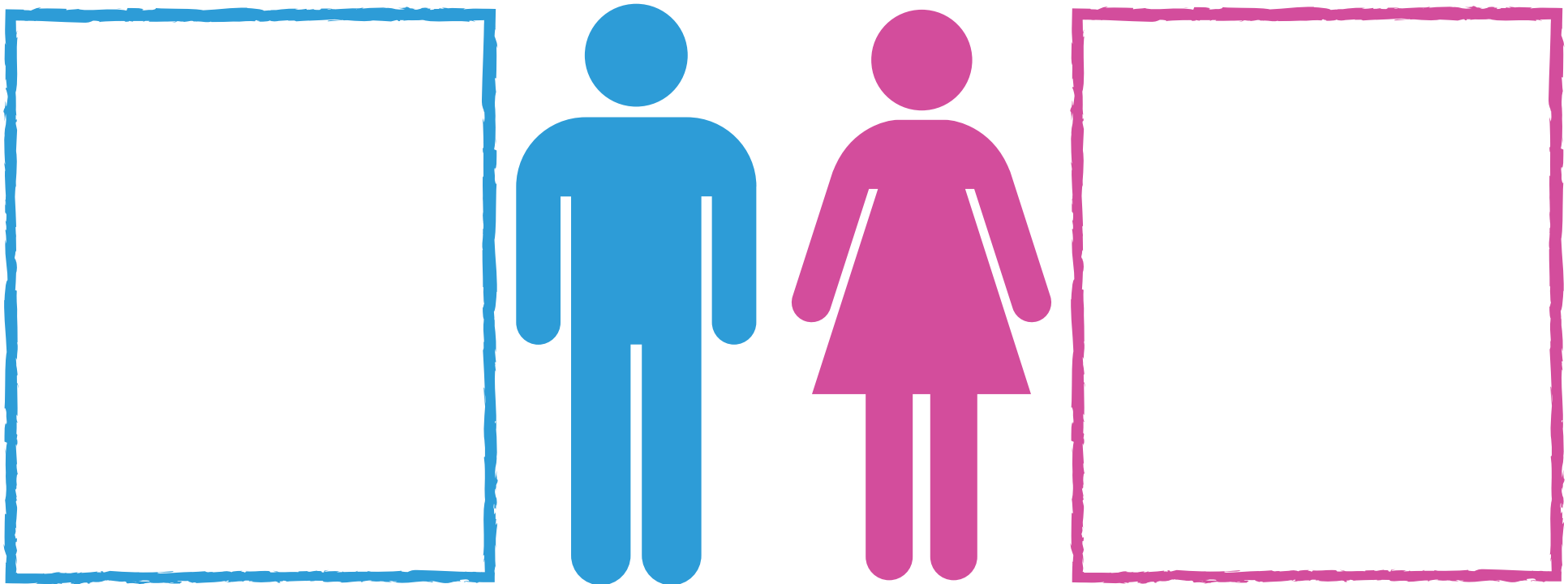


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PHYSICAL, SOCIAL, AND EMOTIONAL CHANGE

Physical changes are the easiest to see and understand. Observing adults allows adolescents a window into how they will look in the future, knowing that the process of change starts with puberty. Body hair, a deeper voice, and changing body shape are a few of the physical changes that will occur along the way. Knowing that puberty begins at different times will help but makes it a lonely process.

What physical changes will occur to boys and girls in puberty?



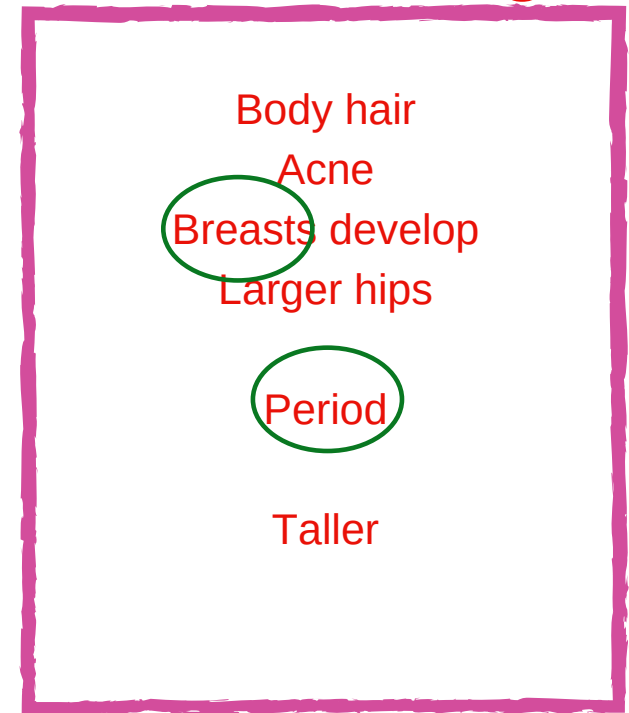
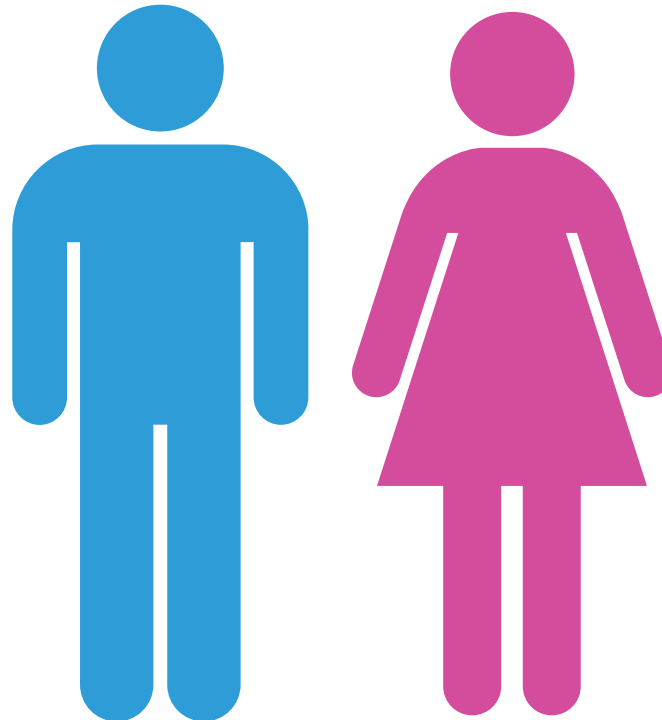
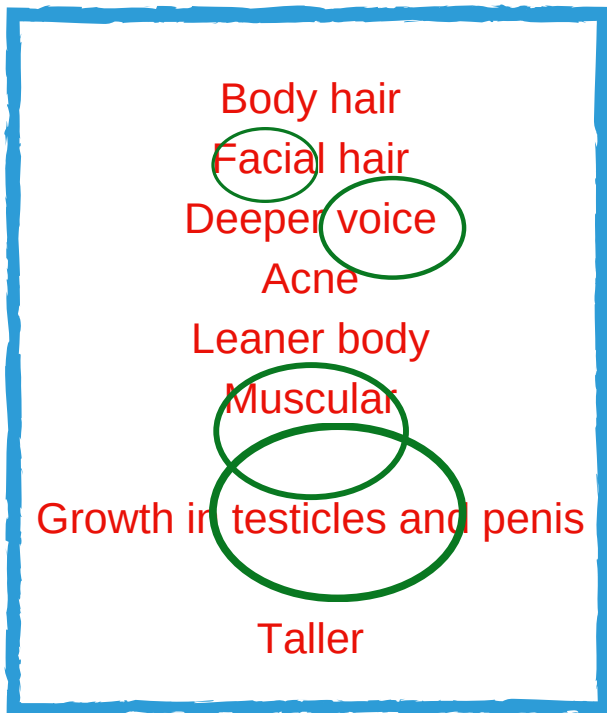
Circle changes that are gender specific.

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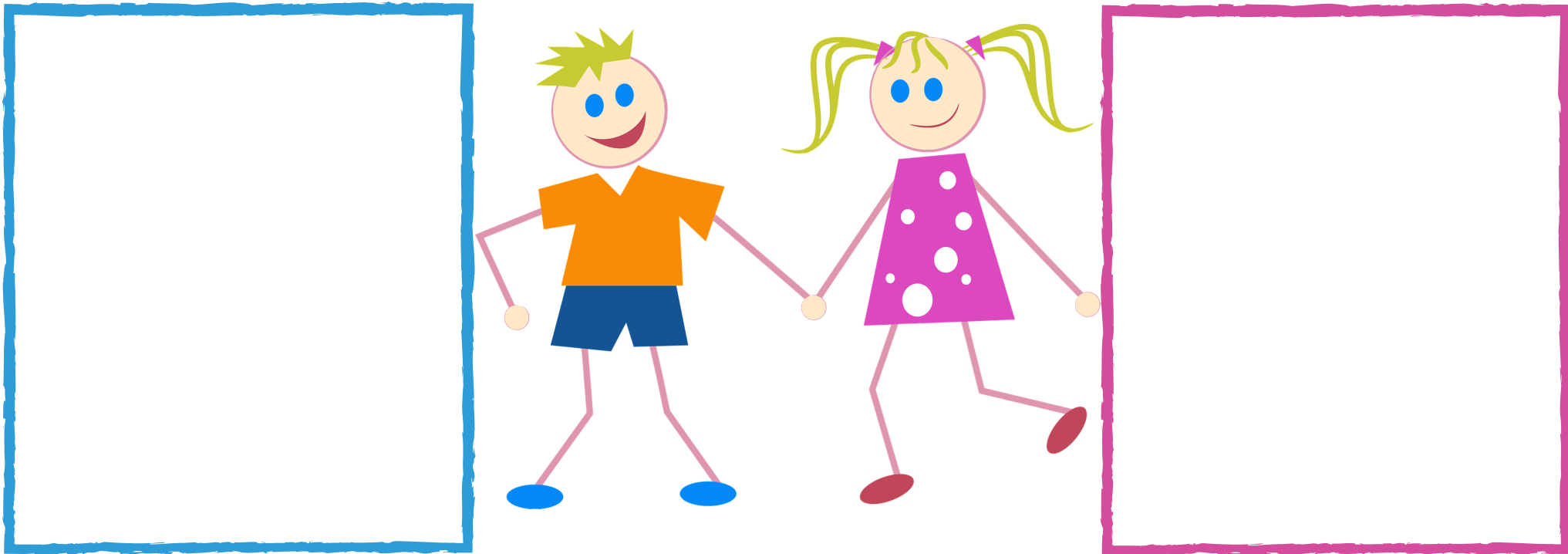


Circle changes that are gender specific.

PHYSICAL, SOCIAL, AND EMOTIONAL CHANGE

Social changes, while not as visible, can be noticed by subtle changes in an adolescent. It could be as simple as the new clothing styles the young person begins to wear or the music that now interests them. Puberty is a period of discovering their identity, how they fit into the world.




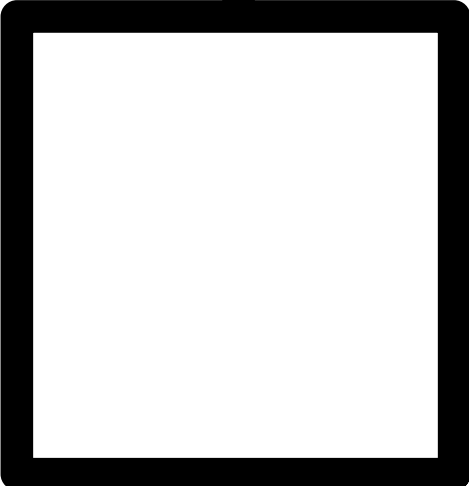
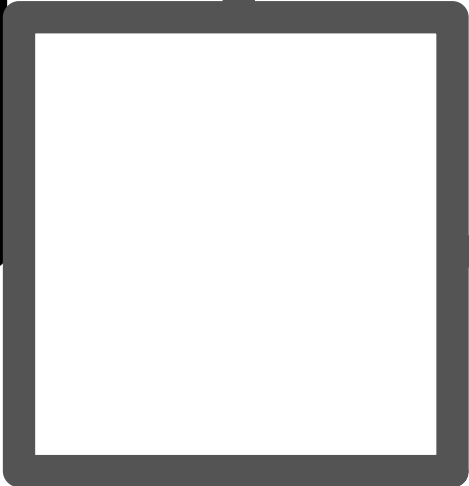
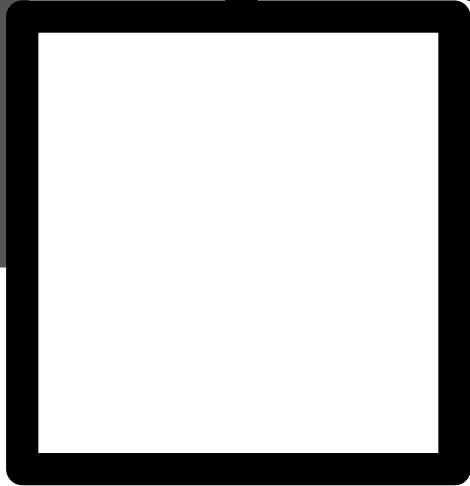
Can you help these adolescents navigate through their social change by giving them a new identity? Redraw them as they move from childhood into adolescence.



PHYSICAL, SOCIAL, AND EMOTIONAL CHANGE

Adolescents begin to crave more independence, accept a new level of responsibility, and look for new experiences to add to their **social change** during this period. Walking to school on their own or being more in charge of how they spend their time are examples of the independence they want. Taking care of younger siblings or being a part of school clubs or sports adds to their responsibilities now. Hanging out with different people and trying new experiences is a part of their new self as experimentation begins to test limits and abilities.

Have you noticed any personal social changes? Write them down.

Independence 	Responsibility 	Experiences 
		

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Teacher Page

Have you noticed any personal social changes? Write them down.

Independence



Enjoy choosing
my clothes.
Play video games
more often.

Responsibility



I wait after school
for my sister and
walk her home.
I make breakfast
for the 2 of us
because parents
leave early.

Experiences

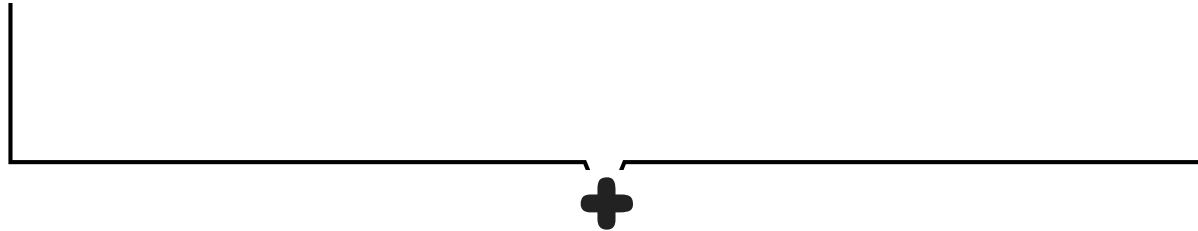


My friend and
I now play video
games online.
These games
have more
violence.

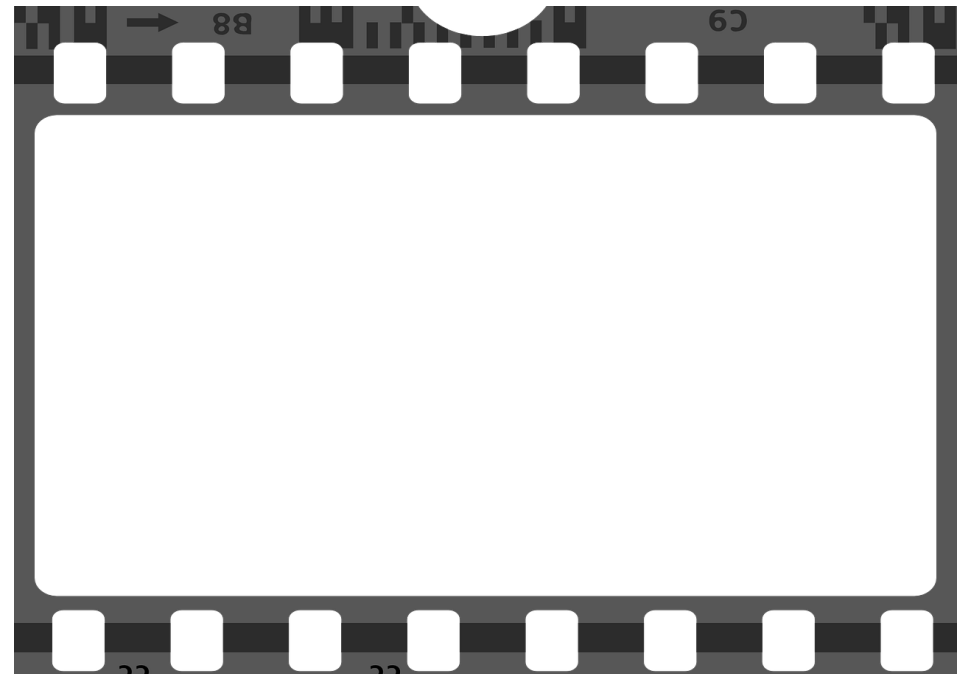
PHYSICAL, SOCIAL, AND EMOTIONAL CHANGE

Other areas of **social change** have more to do with influences that affect an adolescent. These include peer and media influences. For example, when a young person looking for new experiences is inundated with images and comments about how they should behave or look, it becomes easy to have these influences direct them in a particular direction. Thus, while we typically focus on negative influences, they can also be positive.

How can peer or media influences be positive for an adolescent?



Why do you believe young people are so influenced by peers and/or media?



PHYSICAL, SOCIAL, AND EMOTIONAL CHANGE

Other areas of **social change** have more to do with influences that affect an adolescent. These include peer and media influences. When a young person, who is looking for new experiences, is inundated with images and comments about how they should behave or look like, it becomes easy to have these influences direct them in a particular direction. While we typically focus on negative influences, they can also be positive.

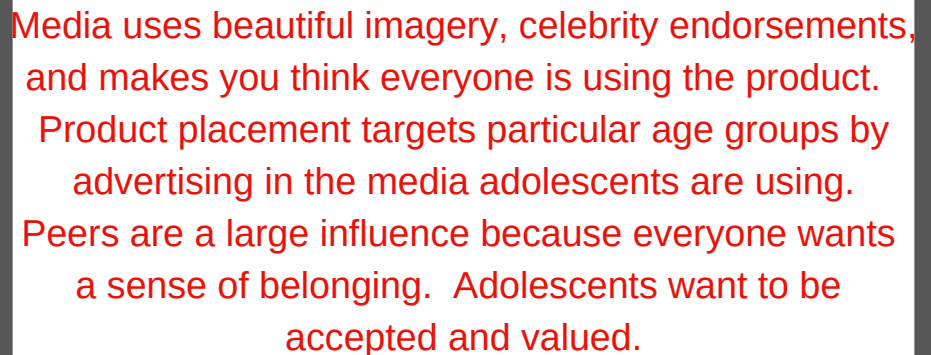
How can peer or media influences be positive for an adolescent?

An example could be someone who comes from an underprivileged or abusive family that may find "love" with the family of a new friend that helps to take care of them.



Teacher Page

Why do you believe young people are so influenced by peers and/or media?



Media uses beautiful imagery, celebrity endorsements, and makes you think everyone is using the product. Product placement targets particular age groups by advertising in the media adolescents are using. Peers are a large influence because everyone wants a sense of belonging. Adolescents want to be accepted and valued.

PHYSICAL, SOCIAL, AND EMOTIONAL CHANGE

Emotional change is the most challenging change to predict for adolescents moving through puberty. Moods coupled with strong feelings, self-consciousness, and developing decision-making skills are all factors that make the adolescent's life and those around a potential minefield. While we focus a lot of our attention on the physical changes and development through puberty, we must realize that the young person's brain is also developing. Mentally becoming a grown-up takes time as well.

What questions do you have about puberty or expectations others have of you?



**What strong feelings
might occur during
puberty?**



**What might an
adolescent be
self-conscious
about?**

PHYSICAL, SOCIAL, AND EMOTIONAL CHANGE

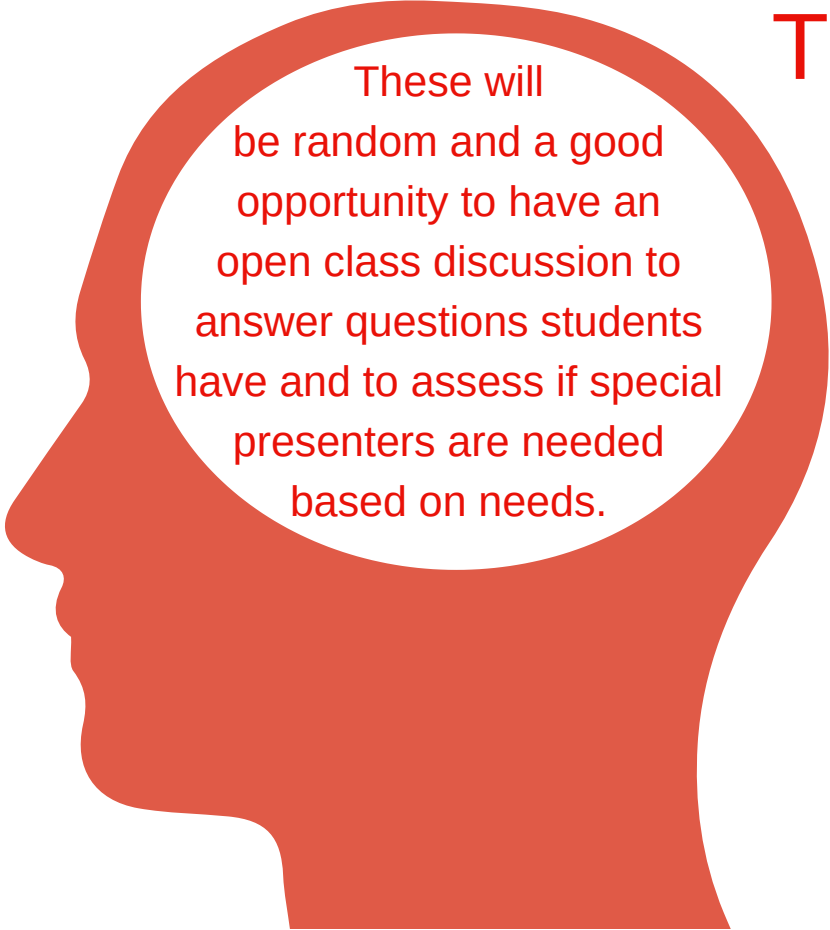
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Teacher Page



boys/girls
privacy
being popular
independence



These will
be random and a good
opportunity to have an
open class discussion to
answer questions students
have and to assess if special
presenters are needed
based on needs.



appearance
athleticism
acne
clothing

**What strong feelings
might occur during
puberty?**

**What might an
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HEALTHY RELATIONSHIPS

Understanding the various changes you will experience during puberty will allow for the development of **healthy relationships**. Of course, relationships will not always be easy, and disagreements will occur, but making informed decisions that are respectful towards all involved will help build healthier relationships.

Relationships are not always easy and often take hard work to maintain. However, that would not seem to be the case when looking at online relationships or those found in various media.

Are relationships online or in the media reflective of reality? Give examples.



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Relationships are not always easy and often take hard work to maintain. That would not seem to be the case when looking at online relationships or those found in various media.

Are relationships online or in the media reflective of reality? Give examples.

Often people will post beautiful pictures to give the illusion that things are great. They show people doing "cute things".

They will never post the fights or arguments.

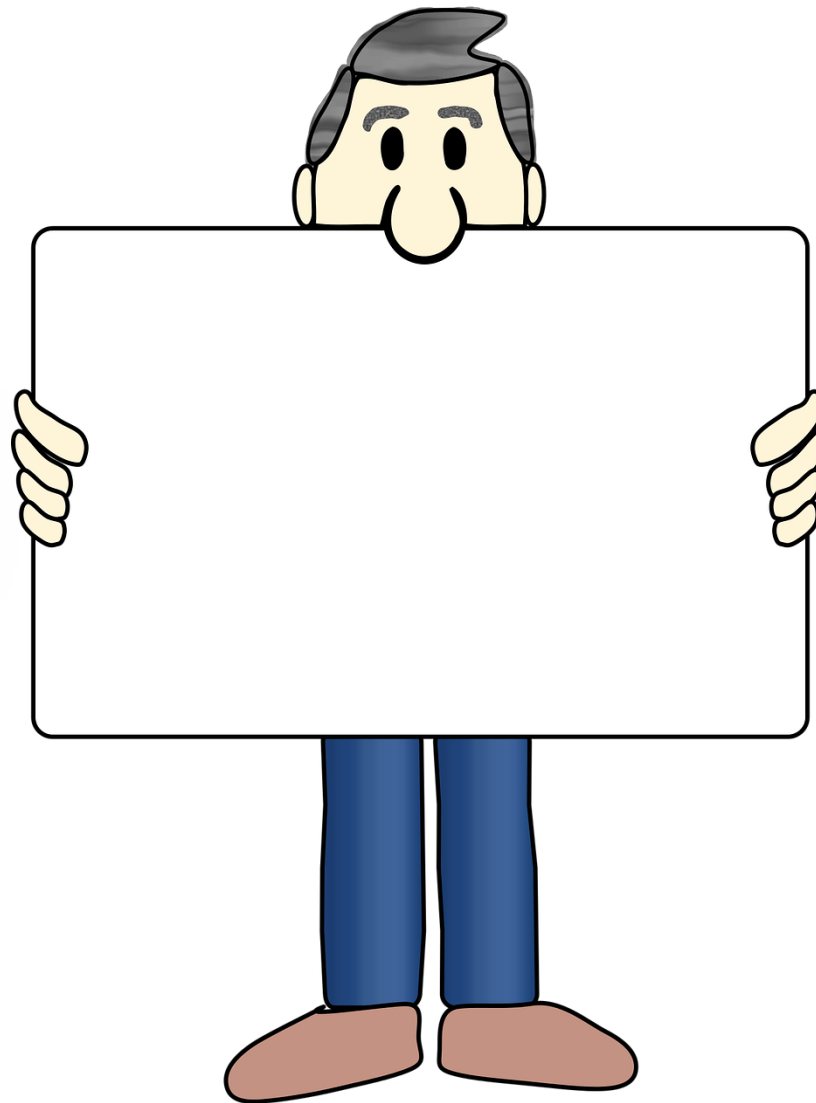
Television shows often have perfect families or end with everyone happy and hugging. They show issues are quick and easy to resolve. Parents with no stress, kids with little homework so that they can focus more on their relationships.

Teacher Page

HEALTHY RELATIONSHIPS

Signs, signs, everywhere a sign...It is often easy to see the signs of a healthy relationship or an unhealthy relationship when we step away and reflect on what clues we saw.

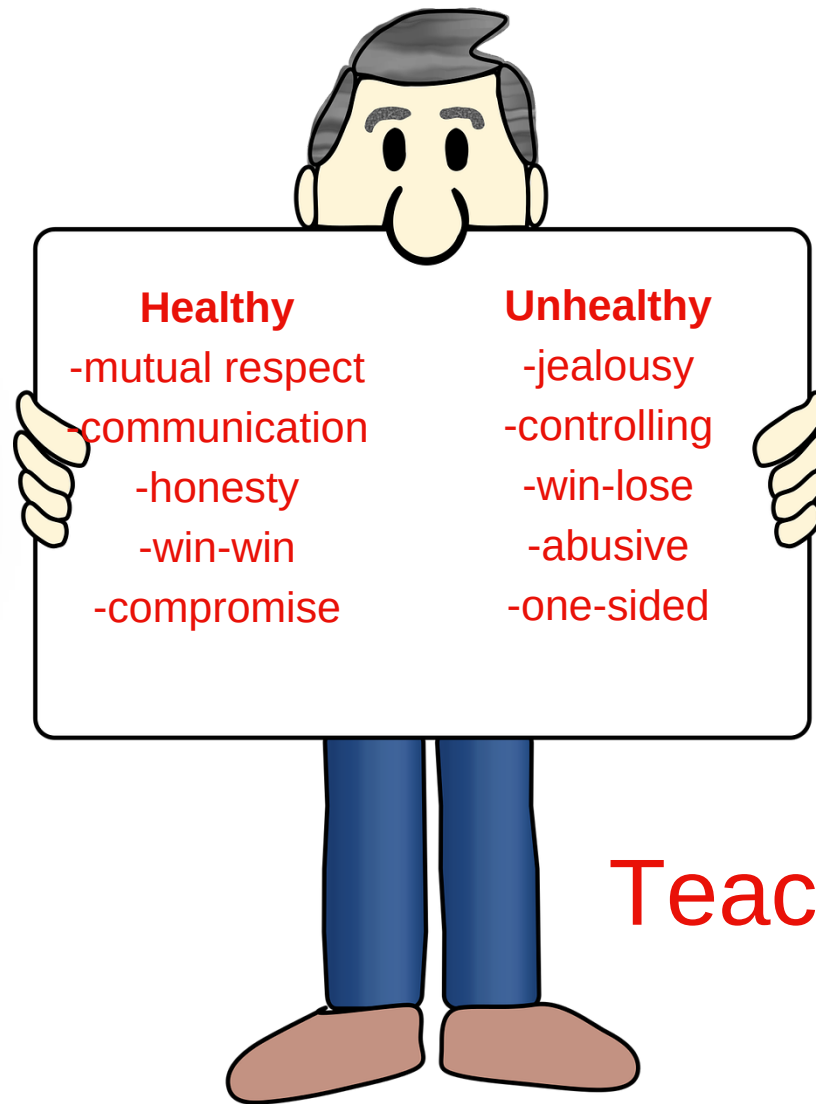
List some signs of a healthy relationship and signs of a troubled relationship.



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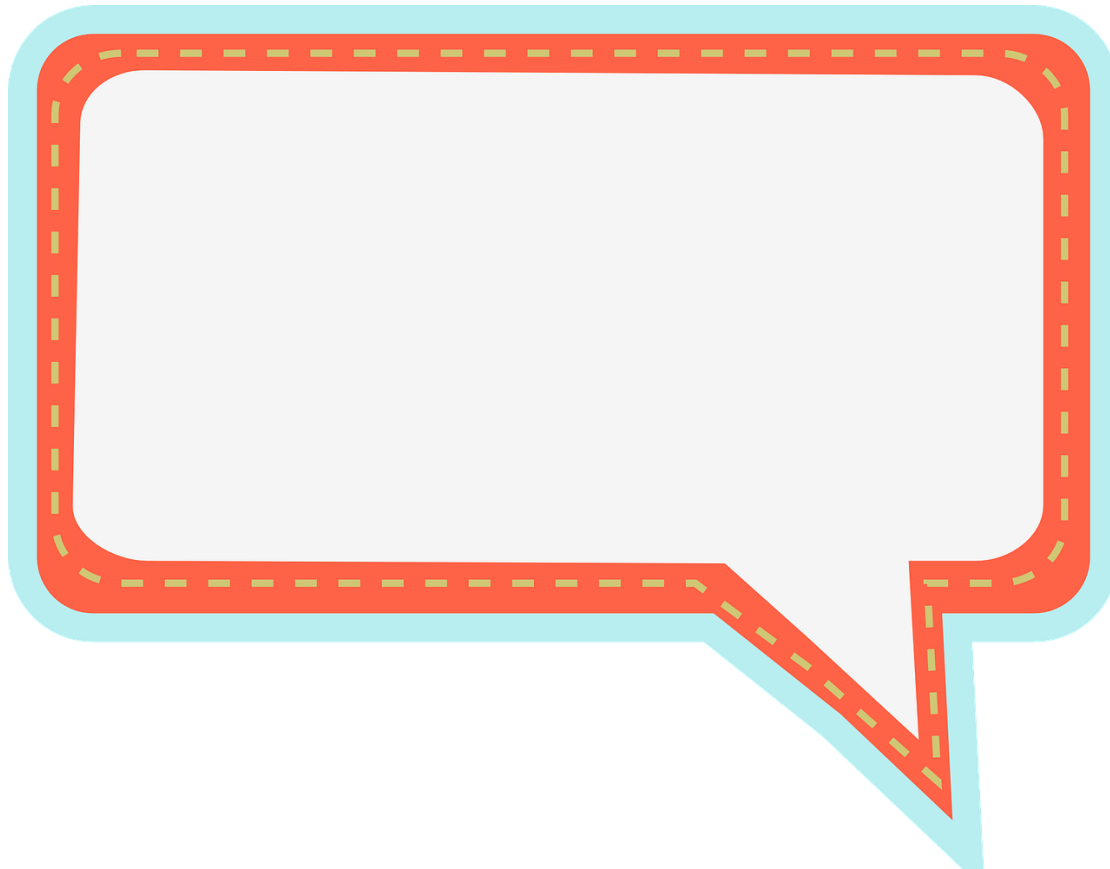


Teacher Page

HEALTHY RELATIONSHIPS

Understanding who you are now and who you are becoming will allow you to make healthy decisions within the various relationships you will find yourself. Being clear about your values, goals, and needs will let you be honest with others and create stronger bonds beneficial to all involved. Sometimes relationships must change or end for various reasons. For example, you can move, change schools, or grow out of a relationship.

How can you change or end a relationship in a positive manner?



HEALTHY RELATIONSHIPS

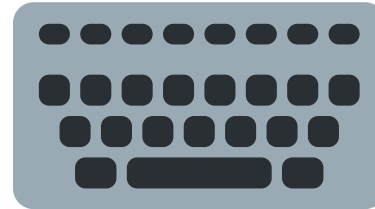
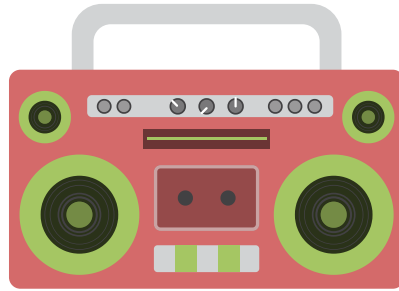
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How can you change or end a relationship in a positive manner?

- Talk about how you feel with someone you trust
- Learn from the situation to apply in the future
 - Treat other with respect and empathy
 - Explain reasons and feelings
- Do so in person, not online or over the phone
- Be sensitive to the feelings of other person

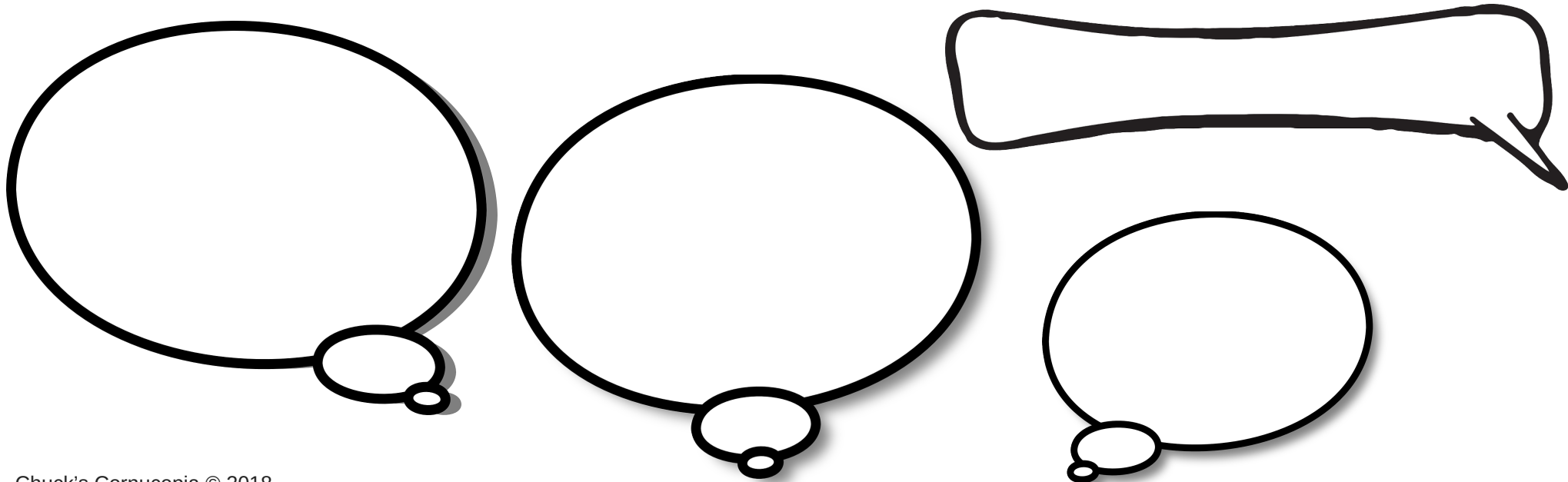
Teacher Page

STEREOTYPES

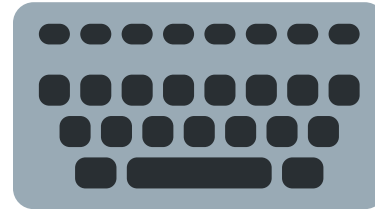
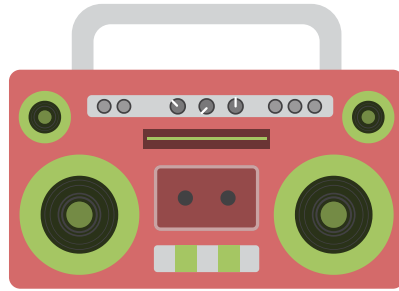


What comes to your mind when you hear the word, stereotype? Does it come with positive or negative connotations? Discuss with the class its meaning and some examples. Please be aware that you must be sensitive when discussing examples, as some can be offensive to others.

Explain some stereotypes that are common amongst your peers.



STEREOTYPES



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Teacher Page

Boys are into sports and do not like to study or help out the teacher.

Kids from certain cultures are either particularly smart, enjoy a specific sport, or only eat one type of food.

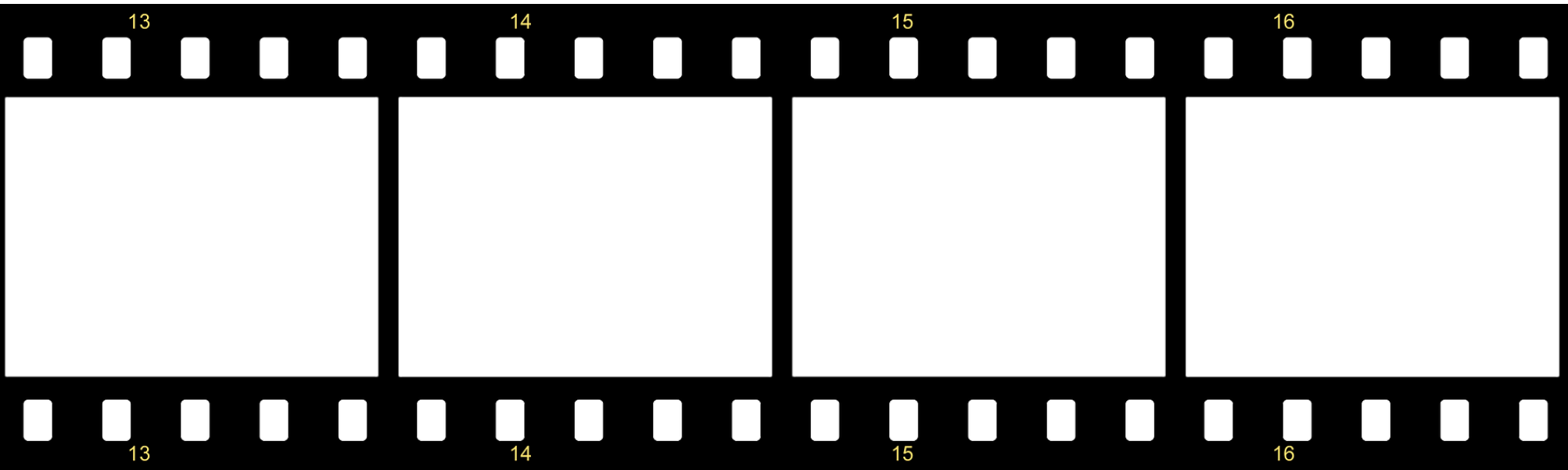
Girls like to wear dresses or have flowers in their hair.

Tall students must be good at basketball.

STEREOTYPES

Stereotypes are over-simplified descriptions or images of people based on their gender, background, or interests. Stereotypes are often born out of ignorance and do not take into account one's individualism and formation. If stereotypes are often general assumptions that do not rely on fact, why do we have them? Where do our stereotypes originate?

Often we are first influenced by family and school, then by media when forming stereotypes. Give some examples of stereotypes that are produced by media.



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Teacher Page

13

Gender roles are often seen by advertisers that market specific toys to one gender.

14

Girls and women are often seen crying while males seldom are. Females are thus more emotional.

15

Most superheroes are male, big and strong.

16

Relationships are usually with "pretty" people. Always male and female as well.

13

14

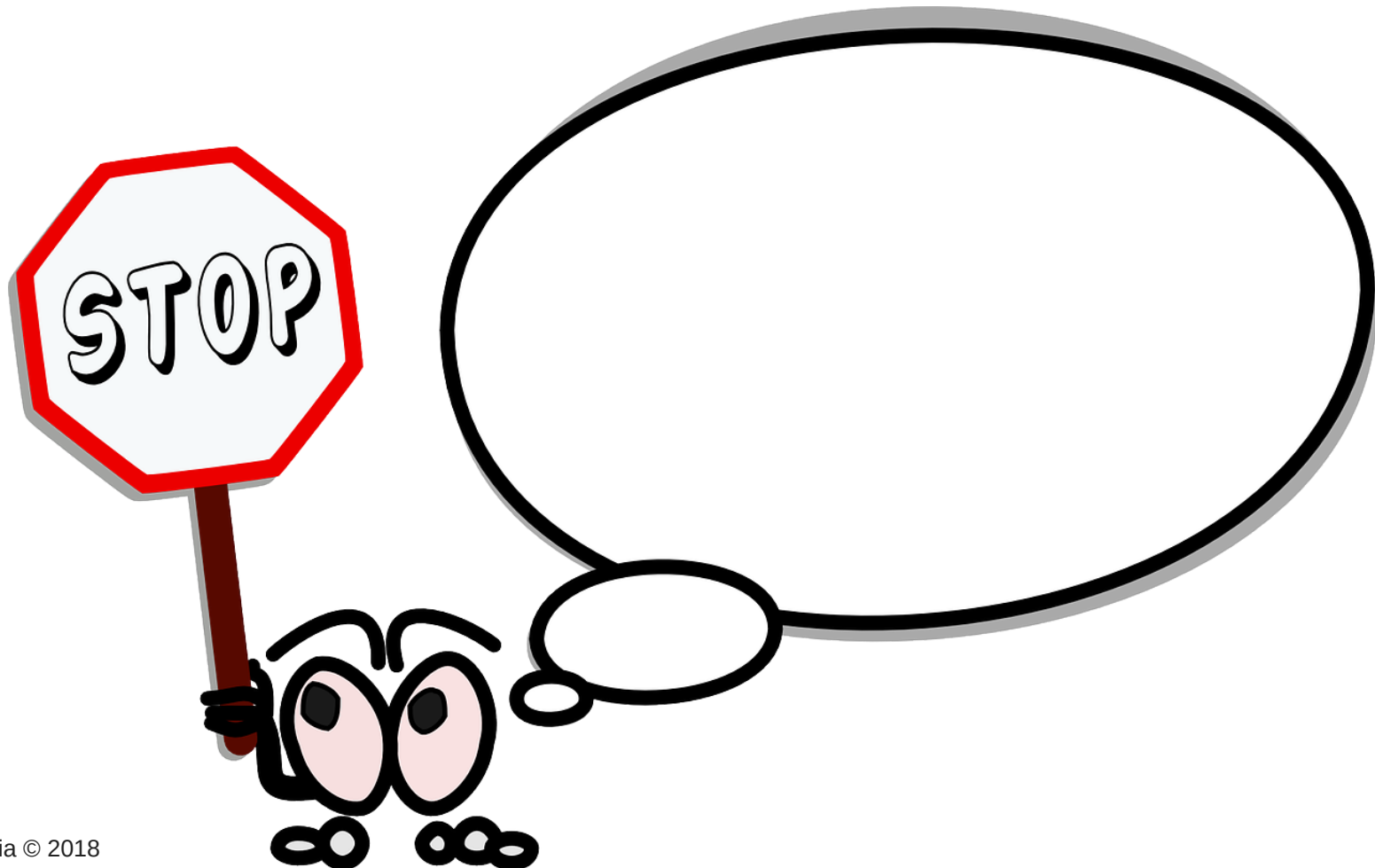
15

16

STEREOTYPES

If you are considered "lazy" because of your size or not that smart because you ask many questions, how would that make you feel? Maybe your cultural background makes people create an assumption about you that does not fit at all. Would you be happy about that?

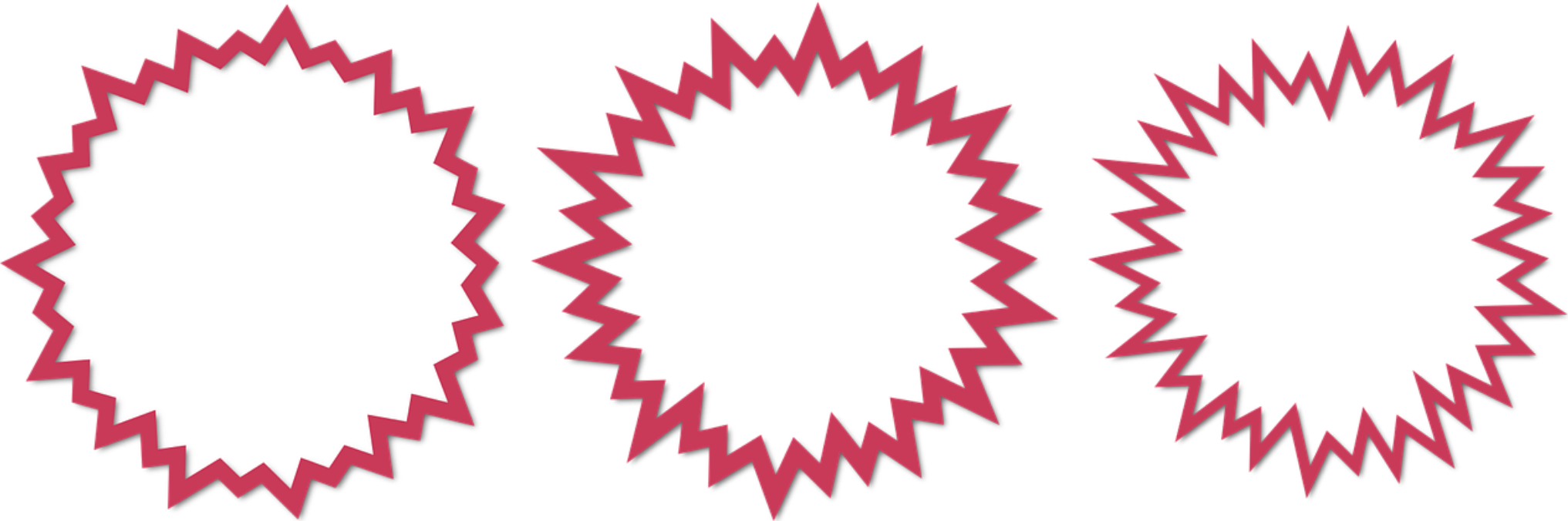
What stereotype do you sense or know has been attributed to you? What have you done to combat that stereotype, and how does it make you feel?



STEREOTYPES

A lack of information means assumptions are often placed on people of a specific gender that can create mental anguish for those who do not "fit" the expected norms. These assumptions can be very damaging to the person's self-concept and have lasting effects on their mental health. Everyone wants and needs to feel accepted, as we have learned. Society will thrive with happy, creative, and confident people.

How can you "burst" the bubble of stereotypes to ensure success for all?



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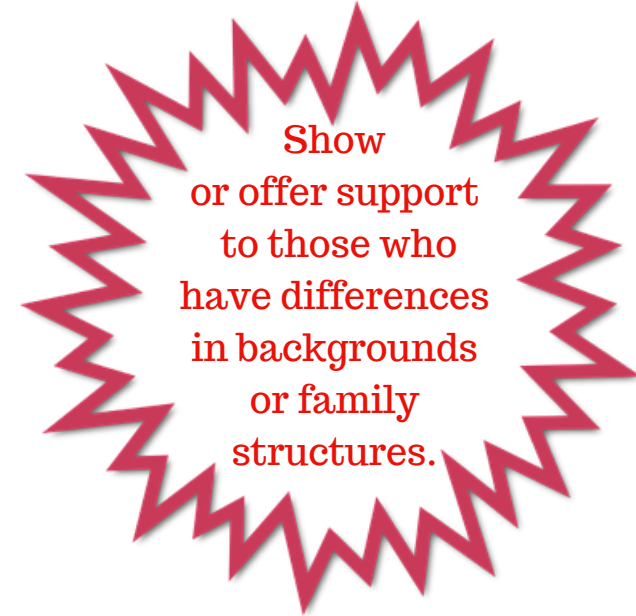
Teacher Page



Listen to
other people
without
judging.



Ask
questions so
that you can
be informed.

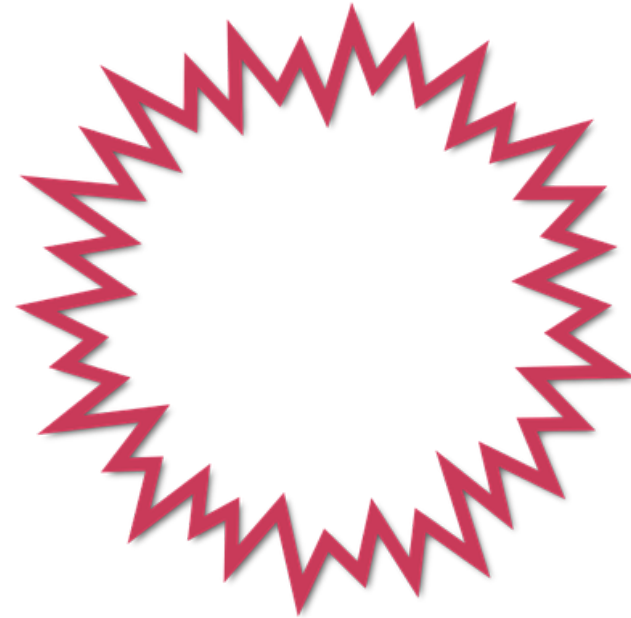
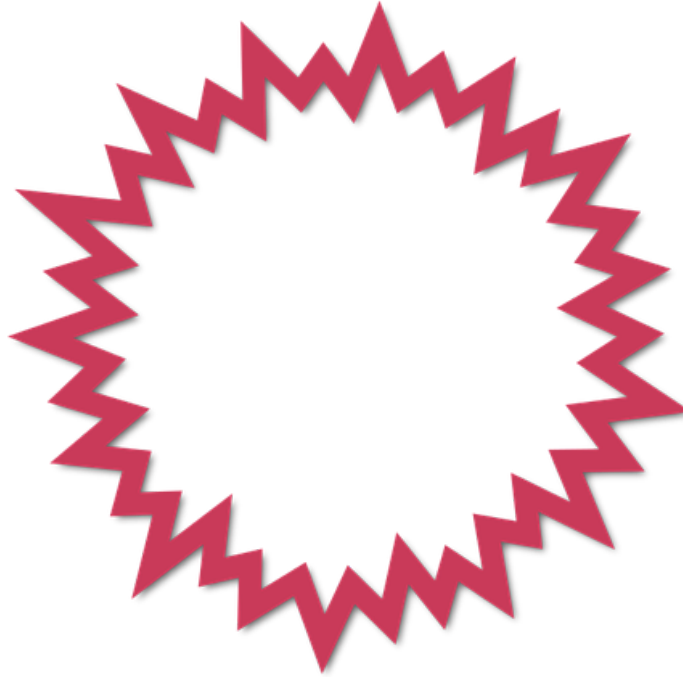
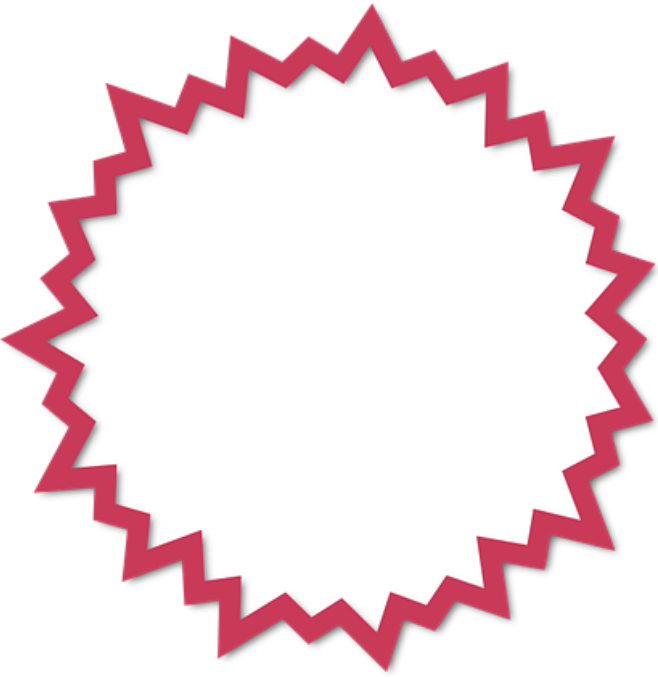


Show
or offer support
to those who
have differences
in backgrounds
or family
structures.

STEREOTYPES

Can you be a source of information in order to bust stereotypes?

List three stereotypes that are common to you and explain why they are wrong.



HEALTHY LIVING

Human Development and Sexual Health

Topics covered:

- Sexually explicit media
- Understanding puberty changes, healthy relationships
 - Decision-making in relationships
- Stereotypes and assumptions – impacts and strategies for responding

BONUS (From previous expectations)

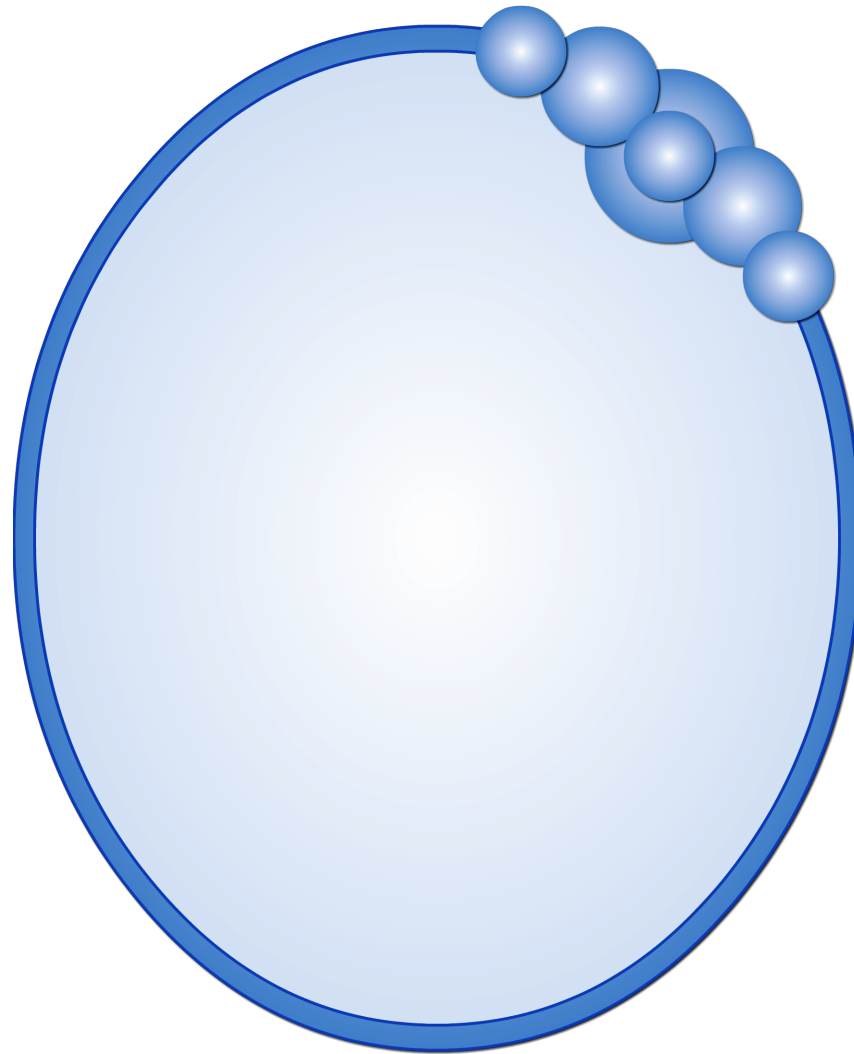
- Development of understanding of self

Ontario Health Curriculum

The following pages are from my original resource and are based on prior curriculum expectations - ***Self-Concept***. However, they do delve into **body image**; thus, they may be helpful with the sexually explicit media curriculum.

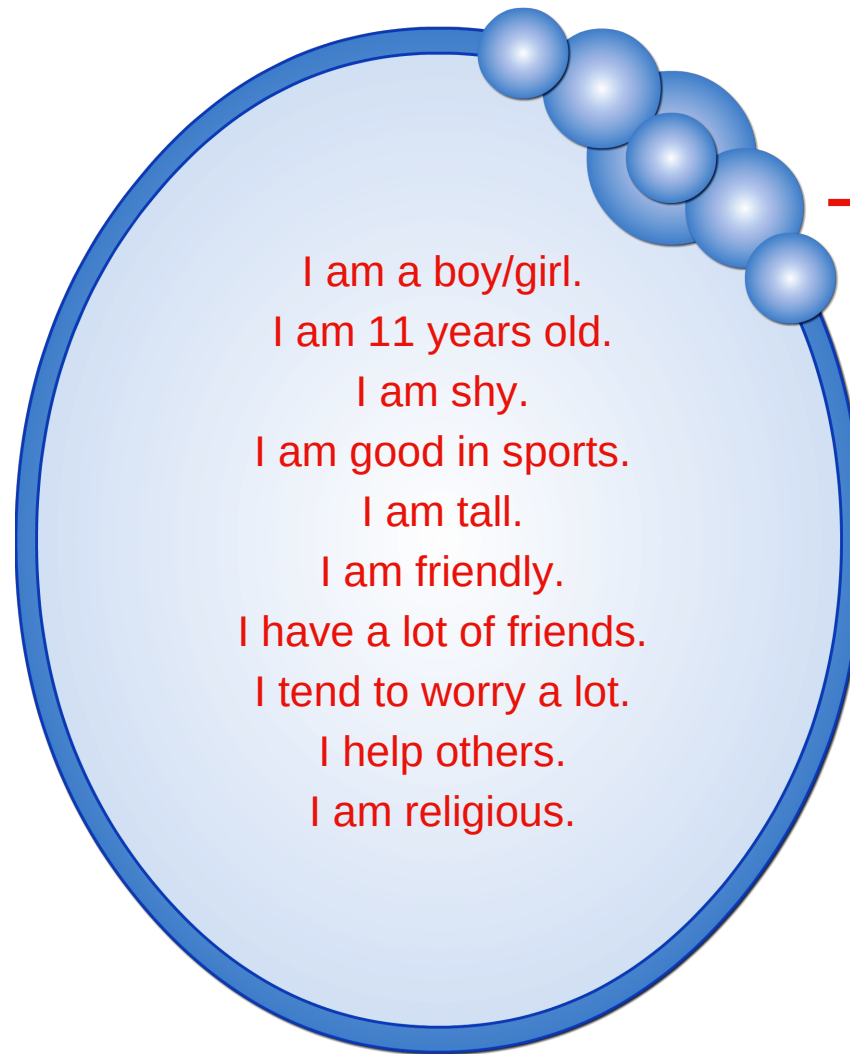
SELF-CONCEPT

Your self-concept is how you see yourself, a mental image of who you believe yourself to be. How would you respond to someone asking, "What are you like?"



SELF-CONCEPT

Your self-concept is how you see yourself, a mental image of who you believe yourself to be. How would you respond to someone asking, "What are you like?"



Teacher Page

I am a boy/girl.

I am 11 years old.

I am shy.

I am good in sports.

I am tall.

I am friendly.

I have a lot of friends.

I tend to worry a lot.

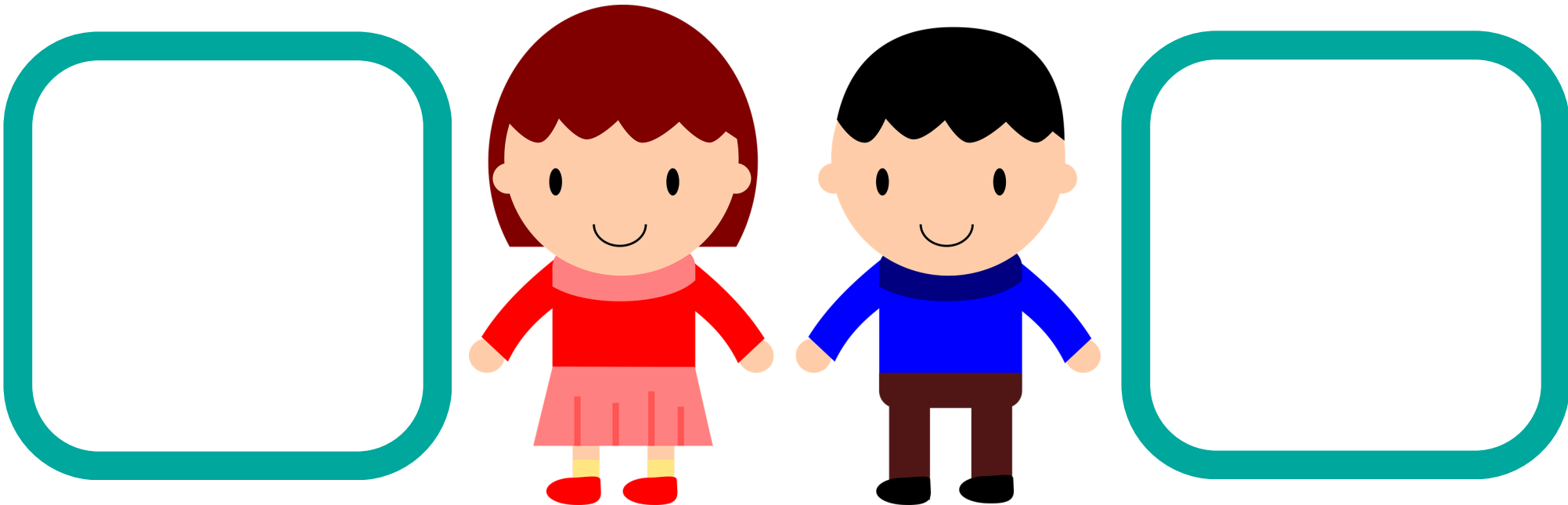
I help others.

I am religious.

SELF-CONCEPT

As you grow in age, your self-concept will change. As a child, you are more likely to describe yourself in terms of physical characteristics and behaviours. Transitioning from childhood, into adolescence, you may focus more on group memberships such as family relations (example: A brother) or extracurriculars (example: I play on a soccer team). As well, psychological concepts such as stating you enjoy school or love drawing, start to develop during this transition.

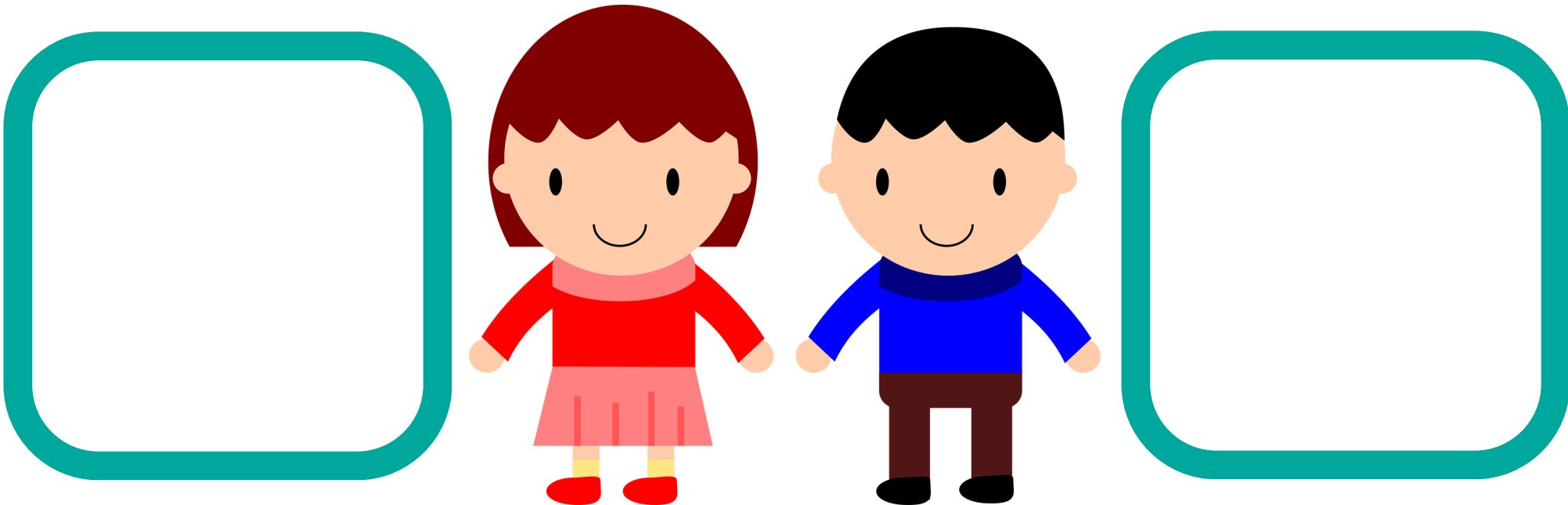
How might these two children see themselves?



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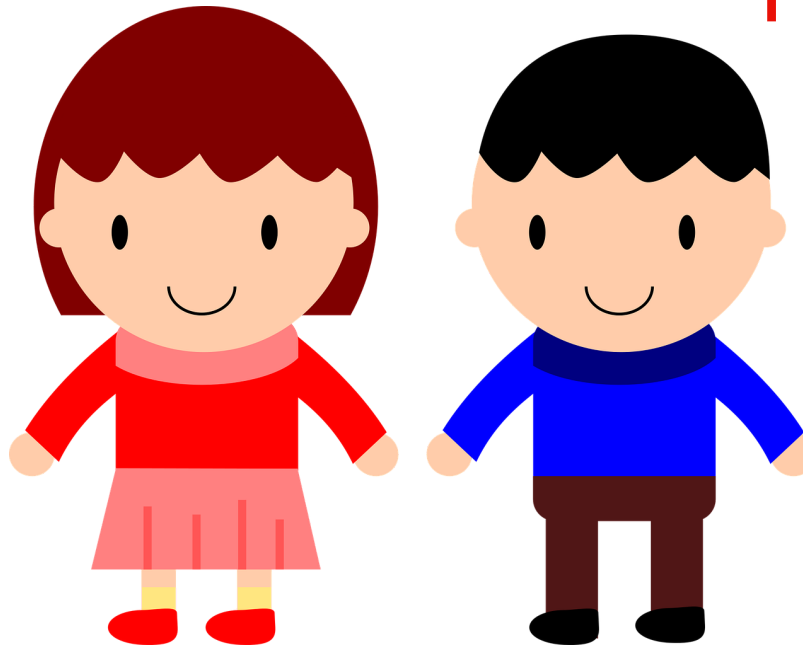
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How might these two children see themselves?

Teacher Page

A girl
Brown hair
small
I am nice
I am friendly

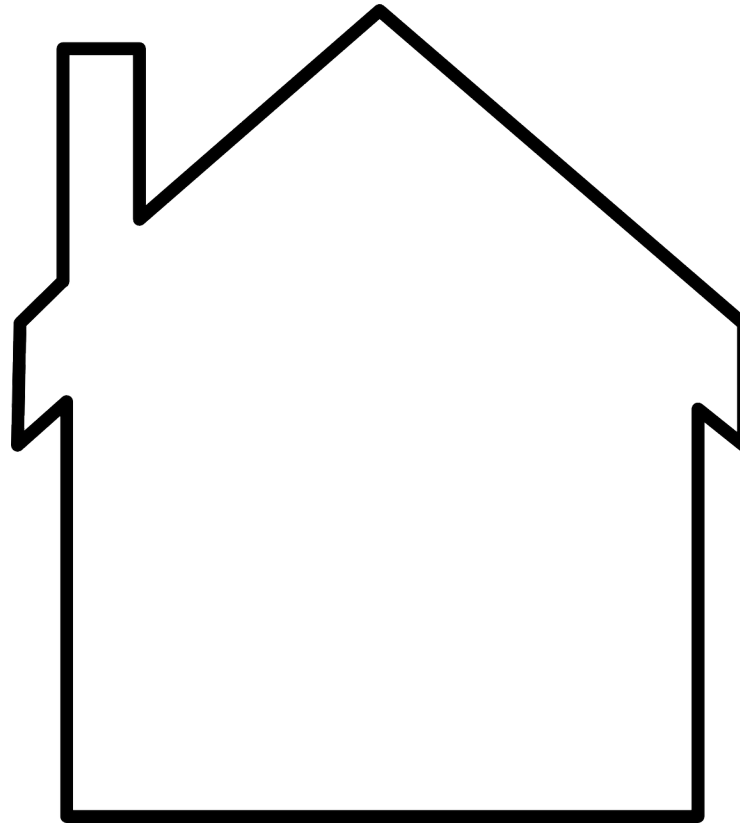


A boy
Black hair
small
I am fast
I am strong
I am good

SELF-CONCEPT

For children, self-concept begins with how adults respond to them. Therefore, parents and immediate family are the most important factors in determining early self-concept. If a child comes from a loving family that offers a positive emotional bond, the child is more likely to have a healthy self-concept.

How can family nurture a positive self-concept?

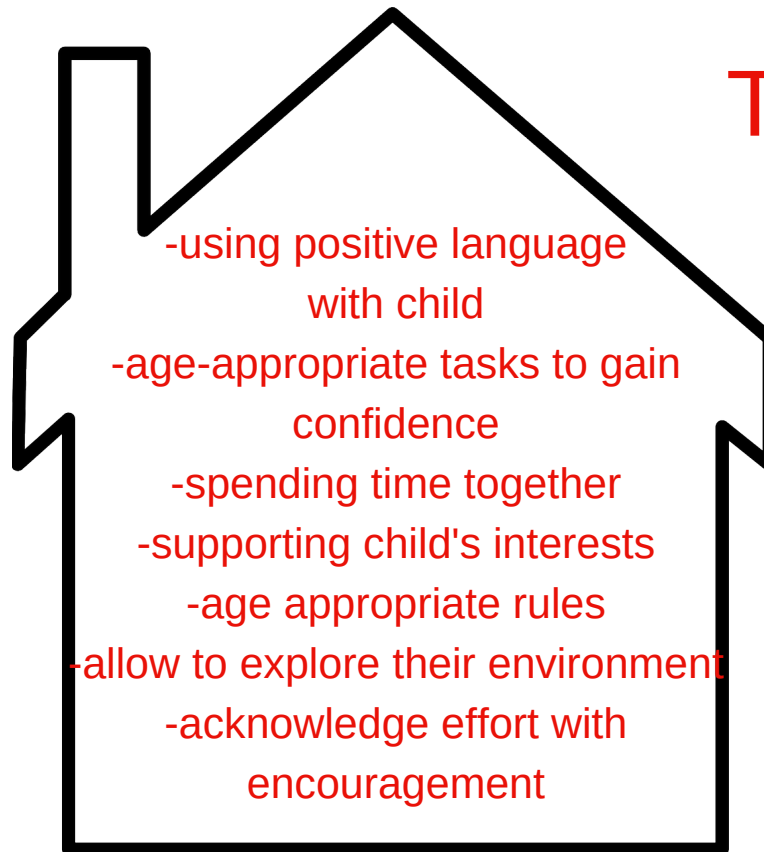


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How can family nurture a positive self-concept?

Teacher Page



SELF-CONCEPT


As children become more independent, attending school or extracurriculars without constant supervision by a parent, other influences help either affirm or shift their self-concept. Teachers, trainers, coaches, and peers begin to impart their values on the child, which affects their self-concept. For some children, this may not be an issue, but for others, it can be very detrimental if they encounter any negativity within these relationships. A lot will depend on the foundation they gained from home.



Give an example of how your self-concept can be negatively affected outside the home.

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Encourage kids to think of times they have felt bad about themselves or think they witnessed someone else in that situation. It could have been bullying, a coach degrading a player, etc.

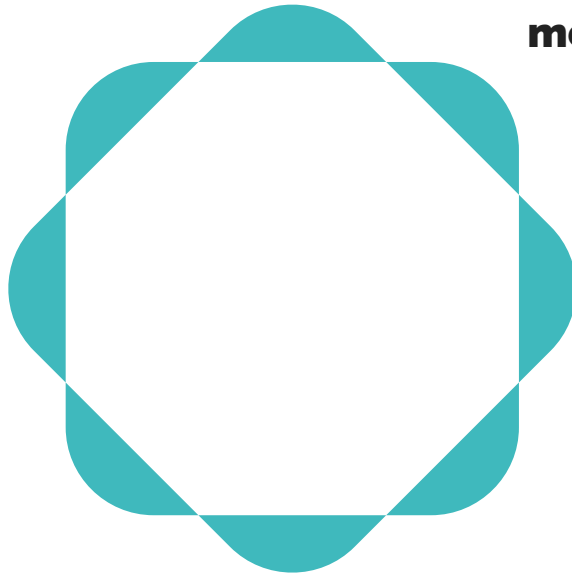
Teacher Page

Give an example of how your self-concept can be negatively affected outside the home.

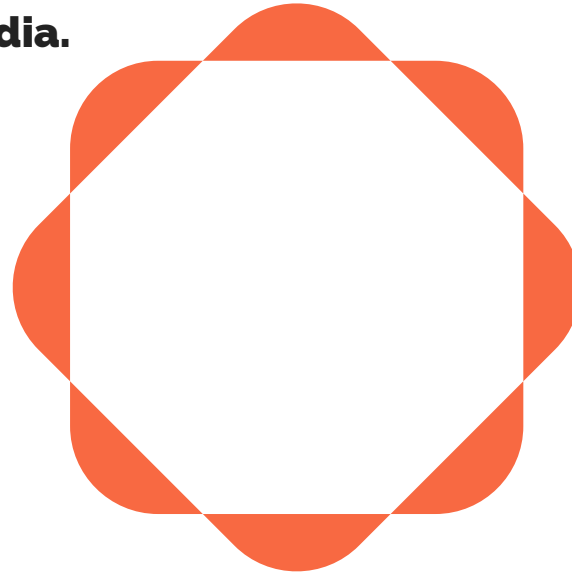
SELF-CONCEPT

Adolescents begin to be drawn into various media that may affect their self-concept. The promotion, through media, of certain body types or skills can negatively influence how one feels or can be positive as one may aspire to "reach for the stars".

Give an example of how one's self-concept can be negatively and positively influenced by media.



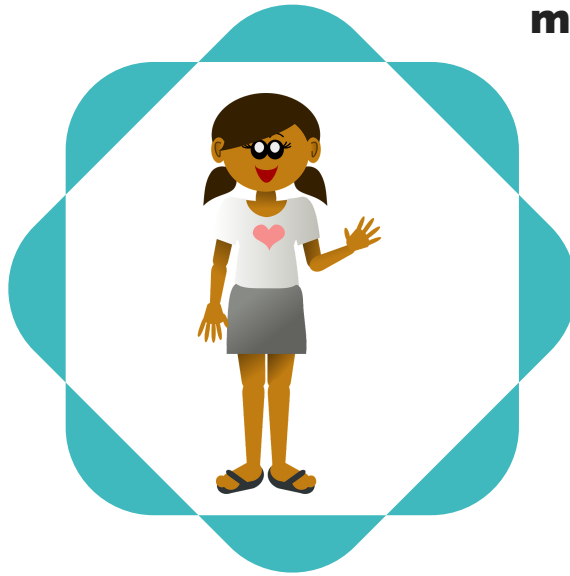
media.



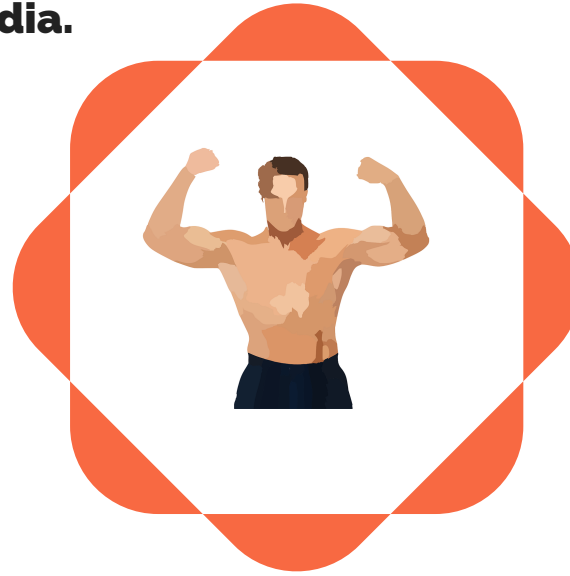
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Give an example of how one's self-concept can be negatively and positively influenced by media.



For some, seeing someone who is physically skinny may give an unrealistic perception of the perfect body shape and thus shame for themselves.

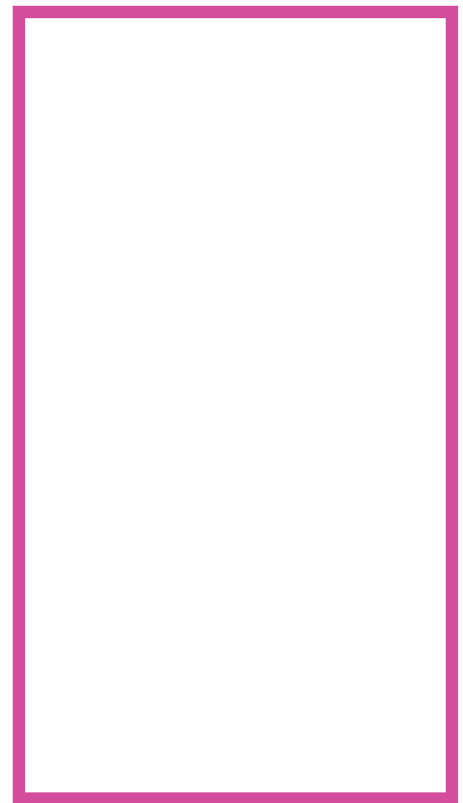
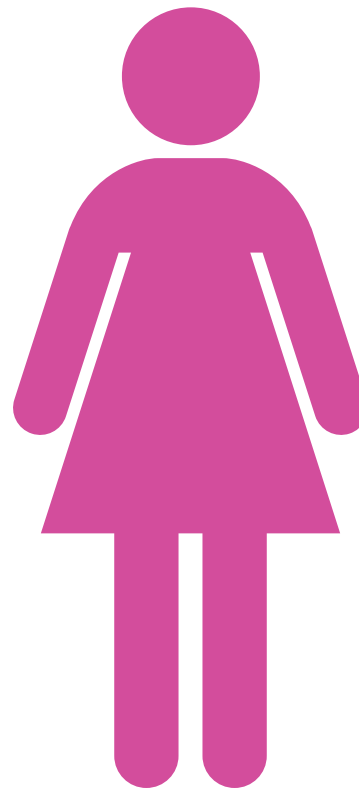
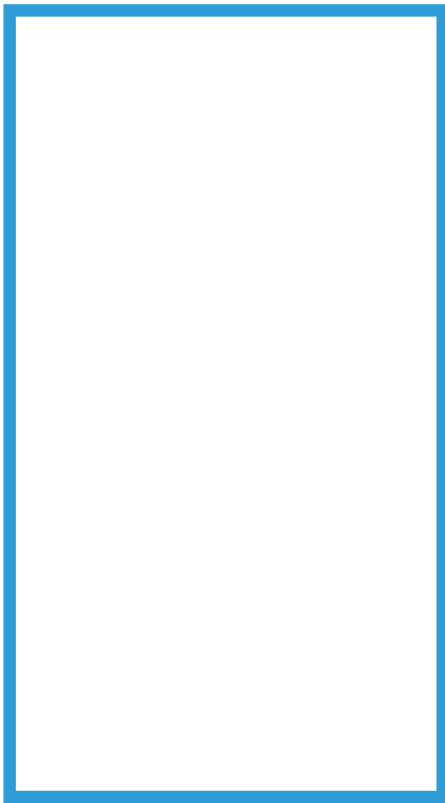


For others, seeing someone who is physically fit can be positive as they may want to aspire to that condition. They will work out and feel good.

SELF-CONCEPT

The idea that a boy should act and feel a particular way is a gender stereotype. Girls also have stereotypes, and they are often much different than that of a boy. If a boy is not considered strong or athletic, he may lack self-confidence and thus carry a negative self-concept.

List some gender stereotypes for males and females.

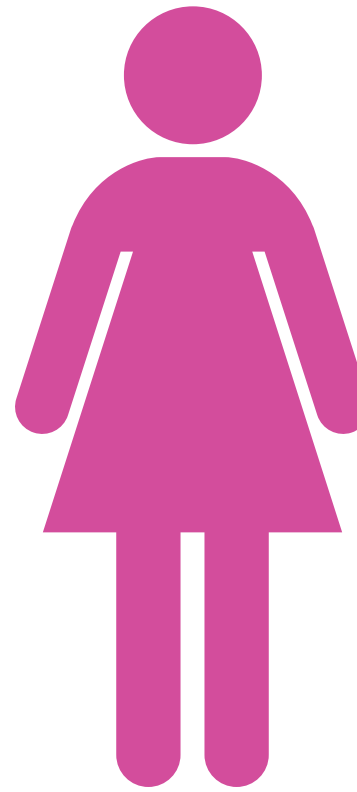


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List some gender stereotypes for males and females.

Strong
Plays sports
Good at math
Aggressive
Messy
Eats a lot
Use bad words
Etc.



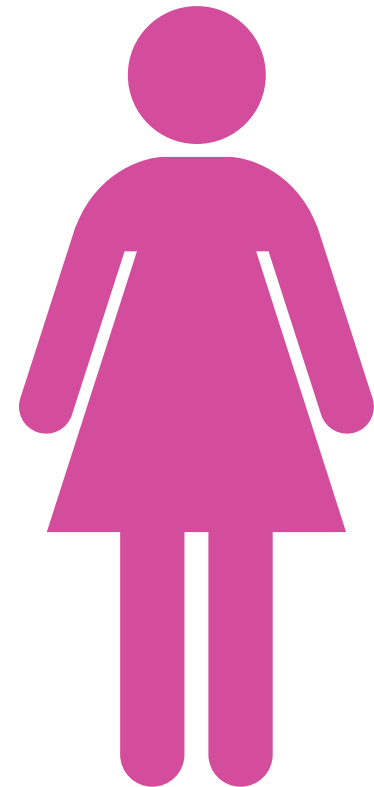
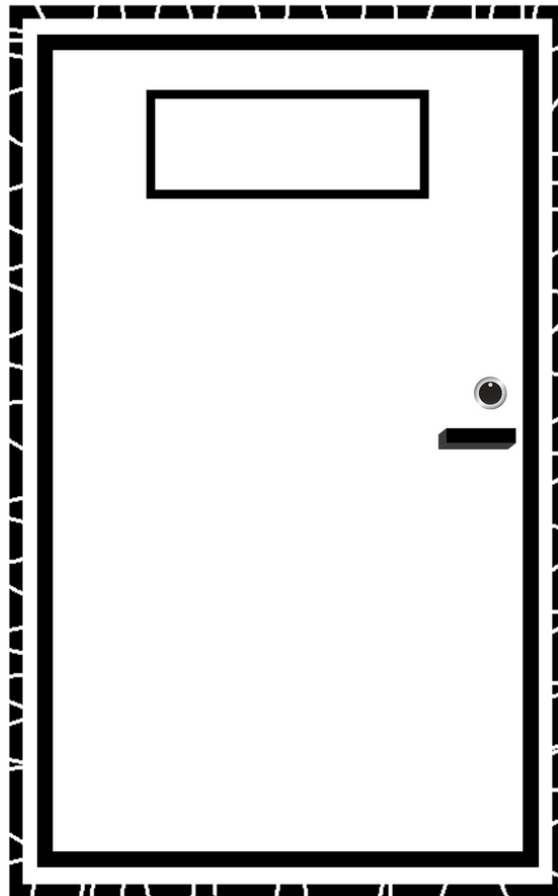
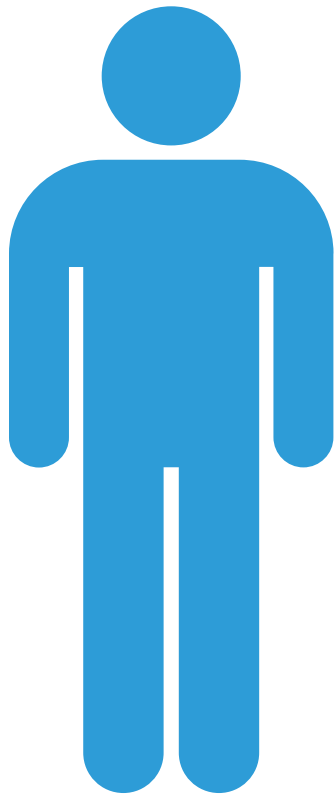
Caring
Plays with dolls
Good at languages
Neat
Helper
Teacher's pet
Use nice words
Etc.

Teacher Page

SELF-CONCEPT

When looking at people, stereotypes are an oversimplified belief about certain people and do not take into consideration a person's individualism. Everyone within a stereotype is painted with the same brush, fairly or unfairly. It is up to each person to break down the door to stereotypes and be the person one wants to be to have a positive self-concept.

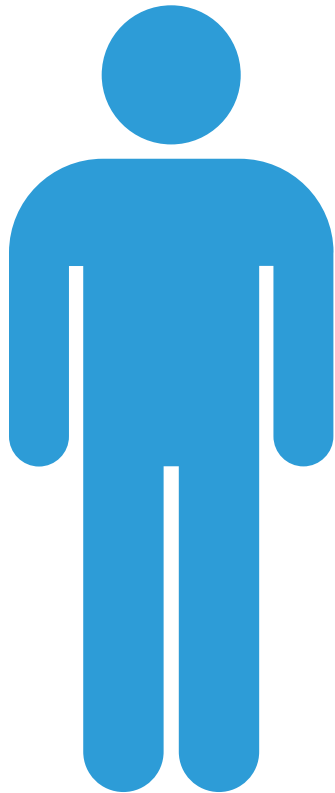
Offer three examples of how they can break down the door to stereotypes.



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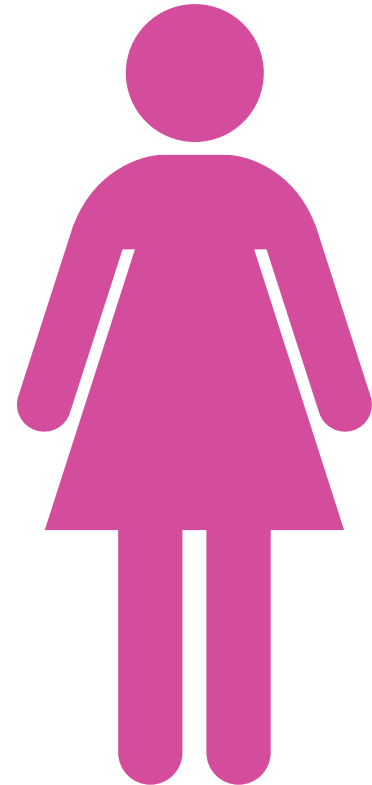
Offer three examples of how they can break down the door to stereotypes.



A boy can take
dance lessons.
Ballet.

A girl can enjoy
playing soccer with
the boys and
compete well.

A boy can be neat,
caring, and enjoy
helping the teacher
or librarian during
recess.

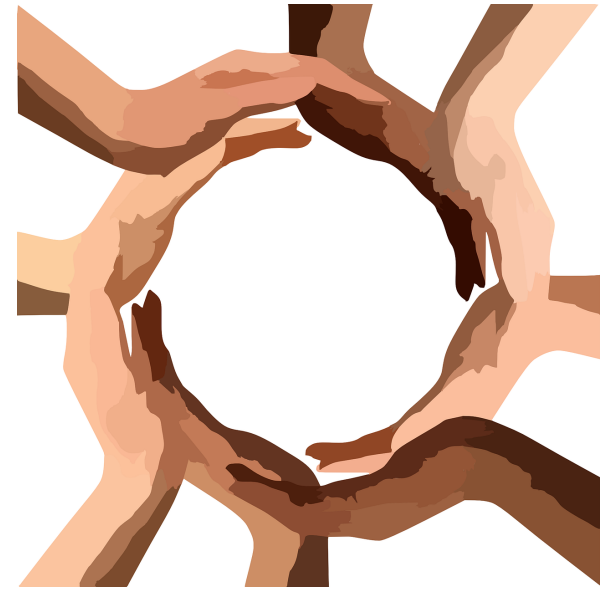
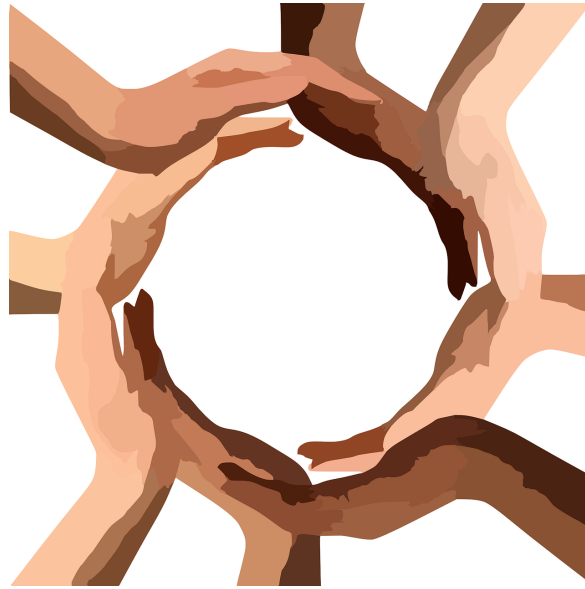


Teacher Page

SELF-CONCEPT

Culture involves the beliefs and behaviours of particular communities or social groups. These communities or social groups can be based on religion, race, ethnicity, interests, way of life, etc. Life experiences within these cultures will affect a person's psychology and thus their self-concept. Our initial thoughts on culture have to do with family history, but they could expand into other areas such as school culture, work culture, popular culture, or gaming culture.

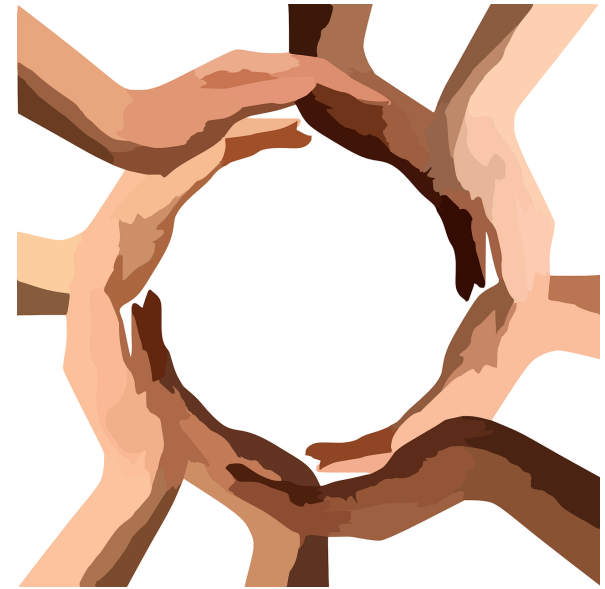
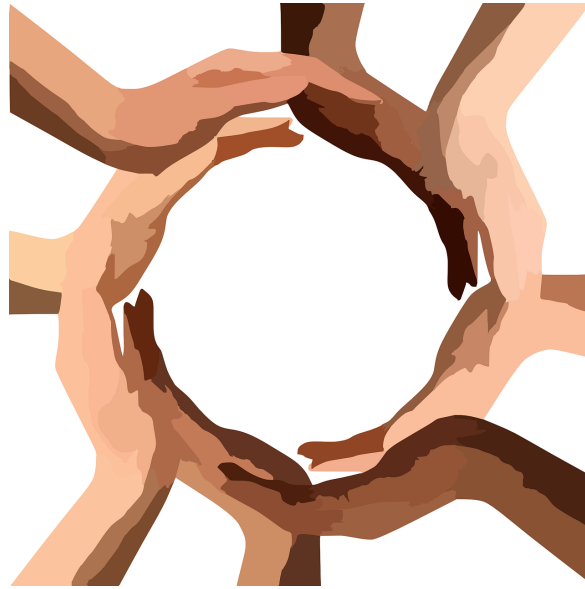
Give three examples of culture as they relate to you and add a small description.



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Give three examples of culture as they relate to you and add a small description.

Teacher Page



French



Catholic



School

SELF-CONCEPT

Culture can have a large impact on your self-concept by the company you keep. As we have learned, culture relates to communities and social groups. Are these large communities that make you feel welcomed and cared for or do they make you stand out negatively amongst your peers? Imagine how you would feel if your class was having a "Culture Day" where everyone must present to the class.

Would you be confident or nervous presenting in front of the class?

How would you look presenting on Culture Day? Draw some artifacts that you might present.

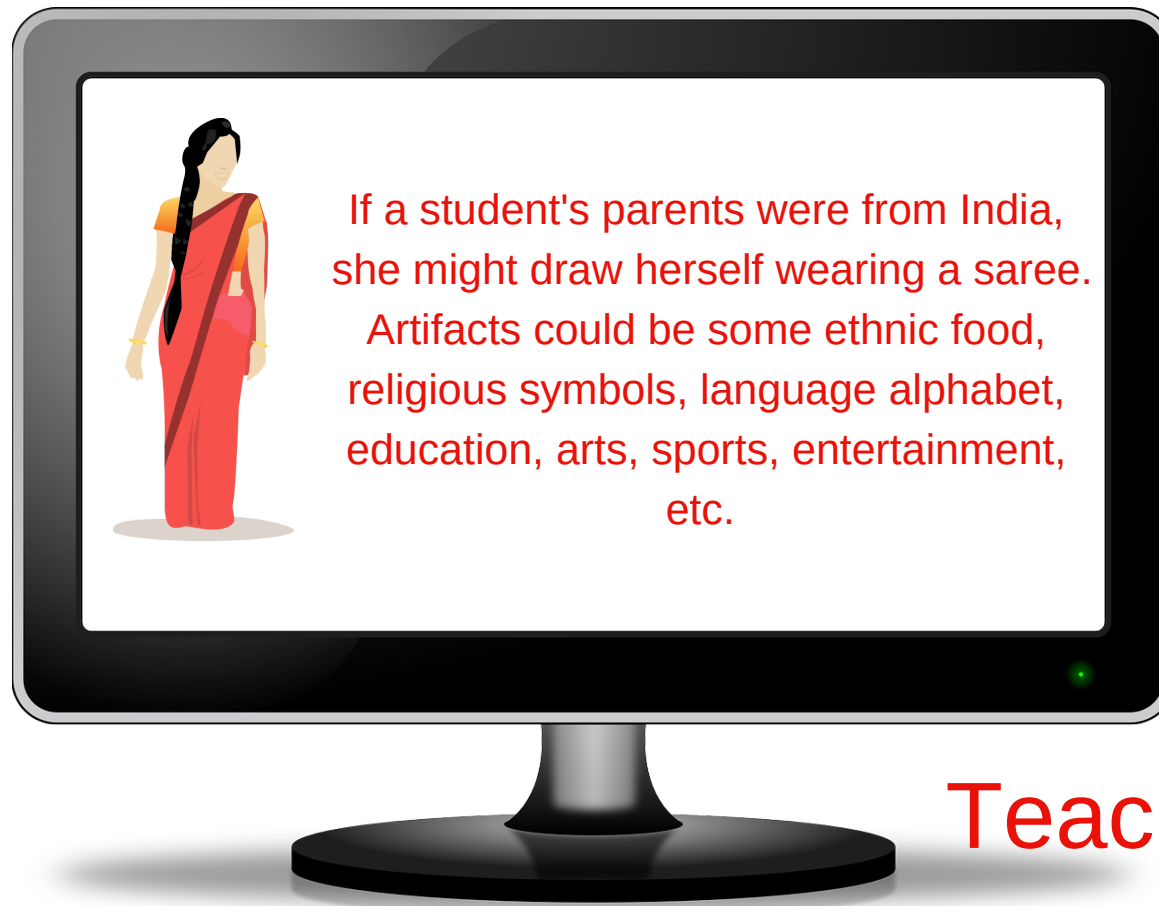


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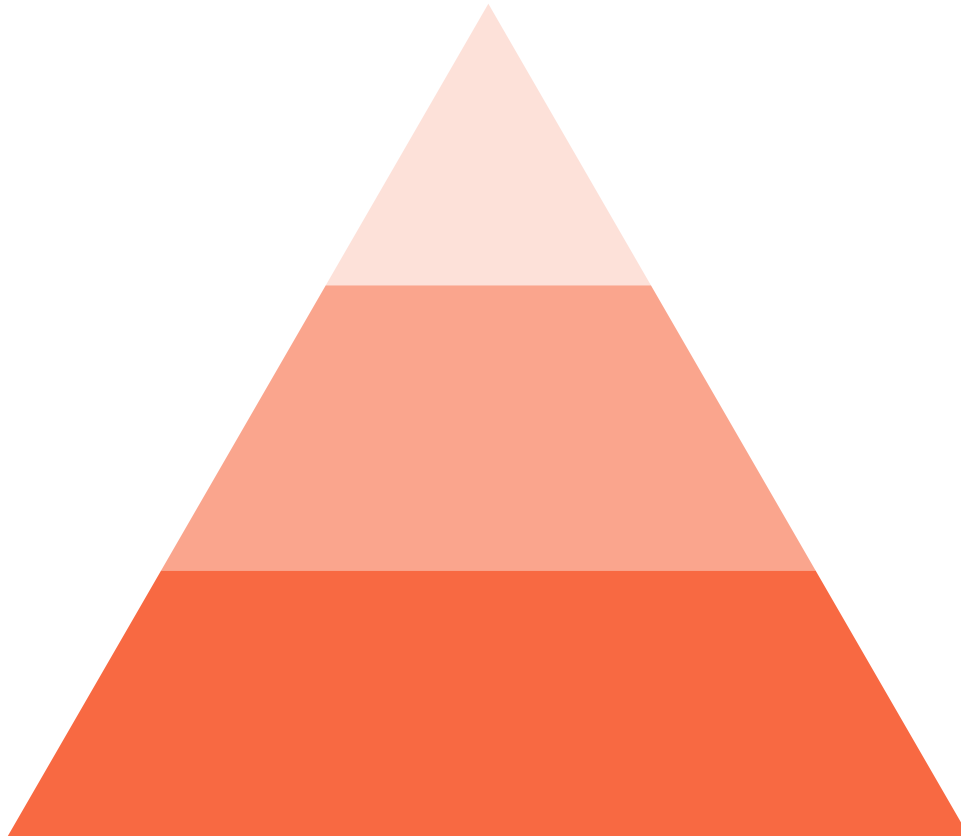


Teacher Page

SELF-CONCEPT

The mental health and emotional well-being of individuals, internal factors, will have a consequence on a person's self-concept. While we often think that parents have a lot of pressures with work and taking care of a family, young people also deal with various pressures. How they can deal with these pressures will affect their mental health and emotional well-being.

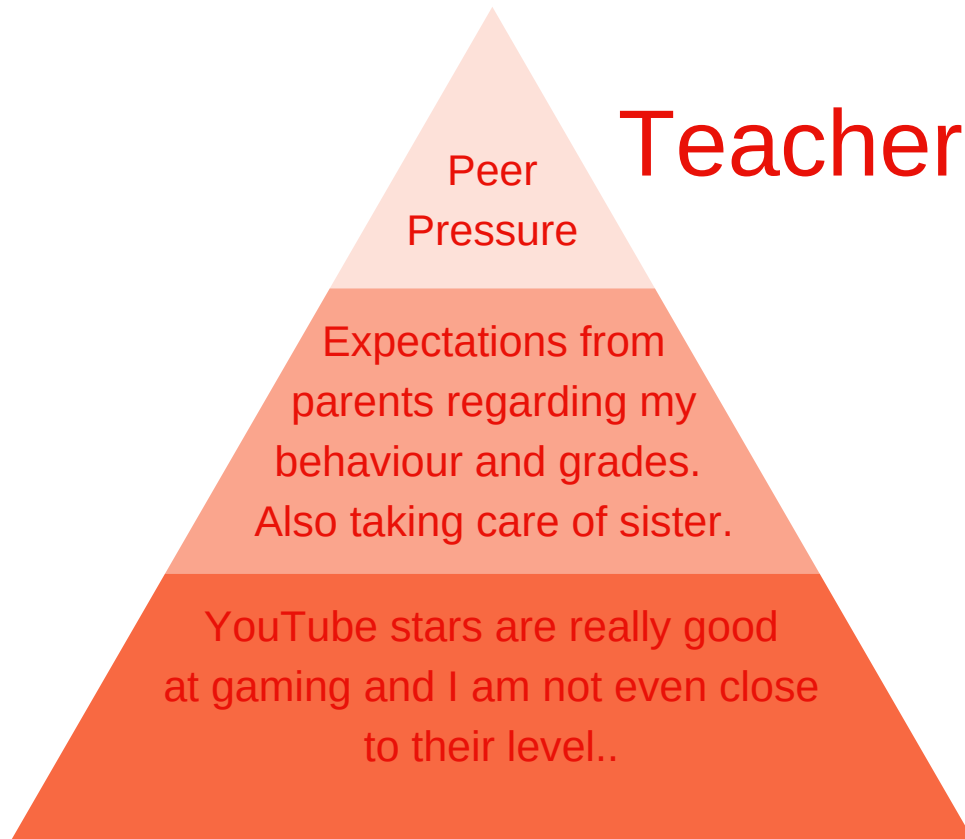
When considering your own mental health and the pressures you feel, rank your three biggest concerns.



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Teacher Page

SELF-CONCEPT

How familiar are you with mental health conditions? Match the condition with the definition.

1. When anxious feelings interfere with a child's everyday routine. _____
2. When a person suffers from troubling and intrusive thoughts and/or follows repetitive or strict routines to feel less worried. _____
3. An illness that causes someone to feel deep sadness or a lack of interest in activities that were once enjoyed. _____
4. When someone alternates between low and elevated moods for days, weeks or months at a time. _____
5. Someone who suffers from overwhelming emotional pain can sometimes experience these dark thoughts. _____
6. Having a distorted body image and thus under-eating to maintain an unhealthy, low body weight. _____
7. Involves difficulties with controlling attention and regulating behaviour. _____
8. Triggered by witnessing or experiencing a terrifying event. _____
9. A condition, illness or injury that affects the brain and how it develops before or after birth. _____

Word Bank

Attention Deficit Hyperactivity Disorder (ADHD)

Post-Traumatic Stress Disorder (PTSD)

Obsessive Compulsive Disorder (OCD)

Brain Disorders

Anxiety Disorders

Depression

Eating Disorders

Suicide and Self-Harm

Bipolar Disorder

SELF-CONCEPT

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1. When anxious feelings interfere with a child's everyday routine. Anxiety Disorders
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3. An illness that causes someone to feel deep sadness or a lack of interest in activities that were once enjoyed. Depression
4. When someone alternates between low and elevated moods for days, weeks or months at a time. Bipolar Disorder
5. Someone who suffers from overwhelming emotional pain can sometimes experience these dark thoughts. Suicide and Self-Harm
6. Having a distorted body image and thus under-eating to maintain an unhealthy, low body weight. Eating Disorders
7. Involves difficulties with controlling attention and regulating behaviour. Attention Deficit Hyperactivity Disorder (ADHD)
8. Triggered by witnessing or experiencing a terrifying event. Post-Traumatic Stress Disorder (PTSD)
9. A condition, illness or injury that affects the brain and how it develops before or after birth. Brain Disorders

Teacher Page

Word Bank

Attention Deficit Hyperactivity Disorder (ADHD)

Post-Traumatic Stress Disorder (PTSD)

Obsessive Compulsive Disorder (OCD)

Brain Disorders

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Depression

Eating Disorders

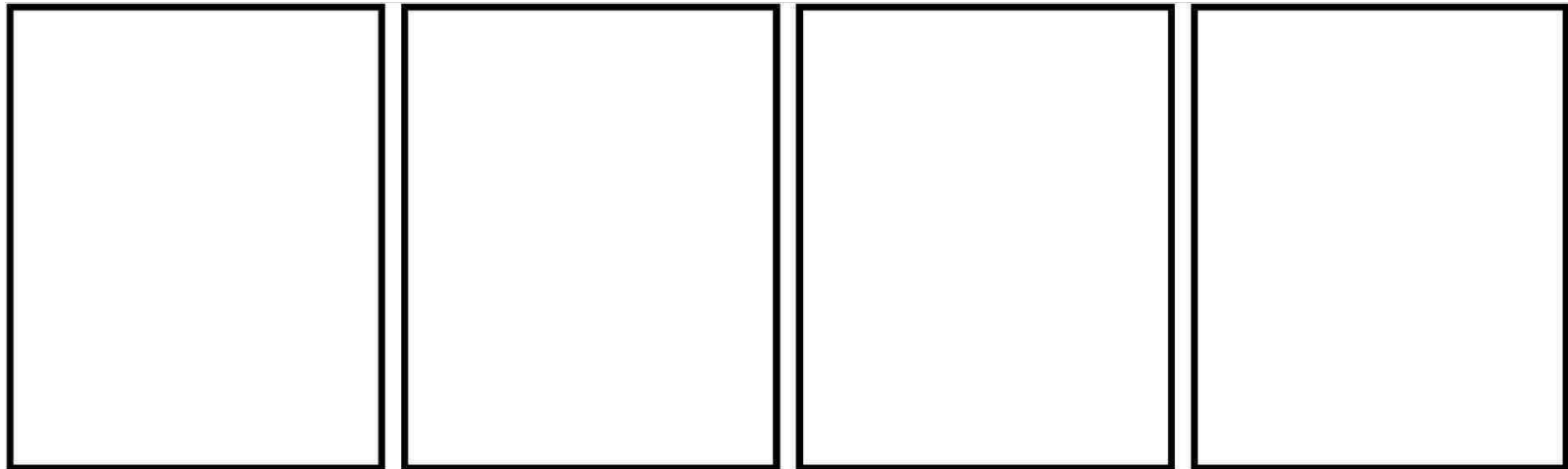
Suicide and Self-Harm

Bipolar Disorder

SELF-CONCEPT

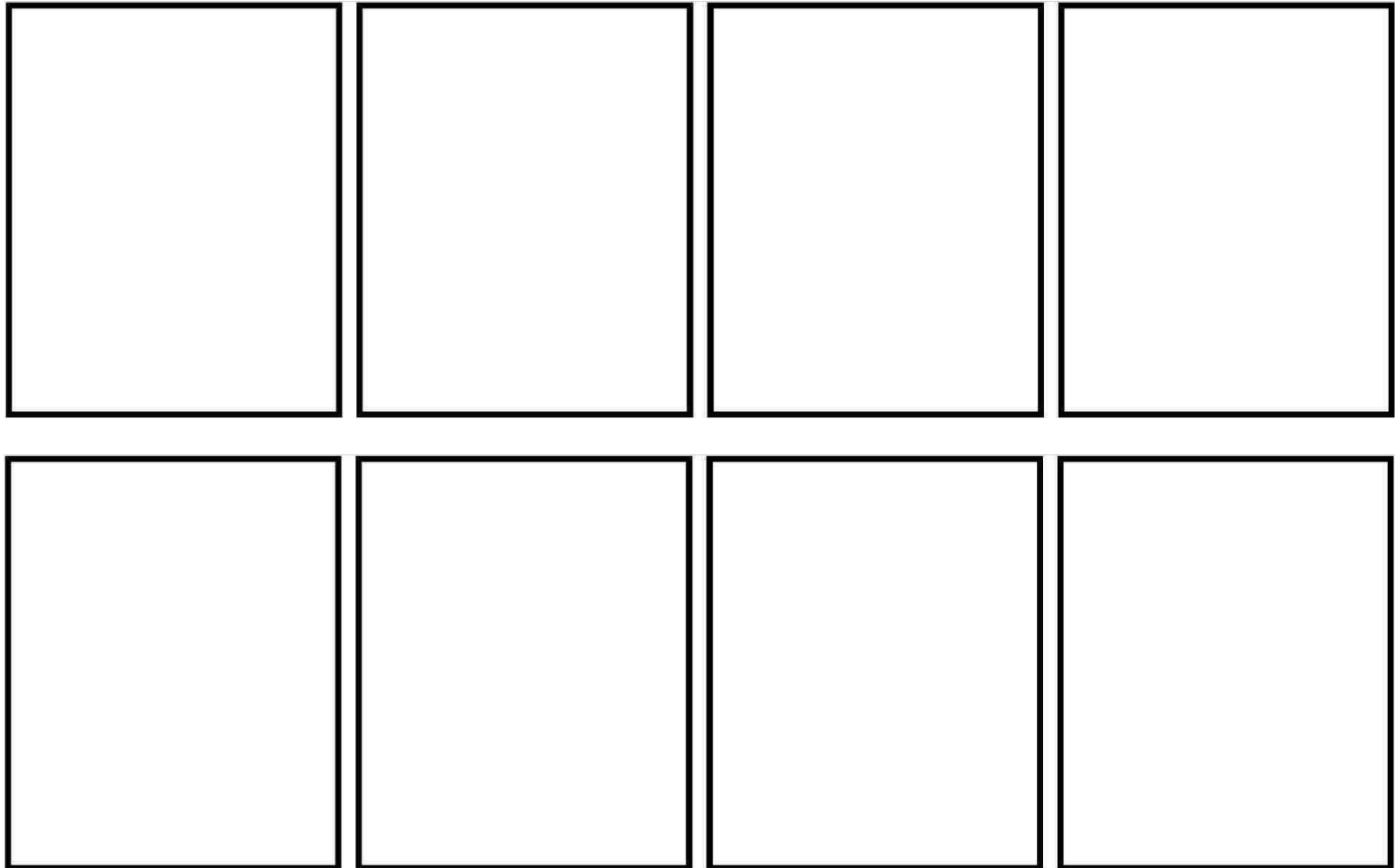
Mental health issues can be very serious at times, and a person may need to take medications or enlist the help of medical support systems. As individuals, we can all do our part to help support our emotional well-being. Physical activity, a healthy sleep routine, limits on screen time, and a balanced diet of healthy food can all improve our mental health and help improve our self-concept.

Choose a mental health issue and create a comic that both describes the condition and how a person can help better maintain their emotional well-being.

A comic strip template consisting of four empty rectangular panels arranged horizontally. Each panel is a simple black-outlined rectangle, intended for drawing a comic strip about mental health.

SELF-CONCEPT

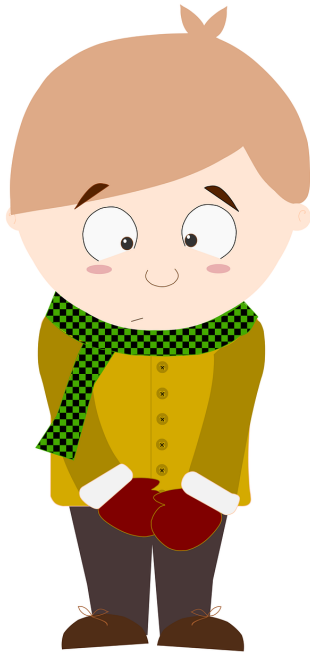
Choose a mental health issue and create a comic that both describes the condition and how a person can help better maintain their emotional well-being.



A 2x4 grid of empty comic panels, consisting of eight rectangular boxes arranged in two rows and four columns. Each box is outlined with a thick black border and is currently blank, intended for drawing a comic strip.

SELF-CONCEPT

Which young person would appear to have a better self-concept? The following words can describe self-concept, point them to the appropriate person.



Neglected
Happy
Positive self worth
Unwanted
Low self-esteem
Confident
Depressed
Sad
Deflated
Looked after
Rejected



Add some more words around each person to describe their self-concept.

SELF-CONCEPT

Which young person would appear to have a better self-concept? The following words can describe self-concept, point them to the appropriate person.

Teacher Page

Ashamed

Insecure

Afraid

Inferior

Neglected

Happy

Positive self worth

Unwanted

Low self-esteem

Confident

Depressed

Sad

Deflated

Looked after

Rejected

Proud

Valued

Content

Sense of belonging

Add some more words around each person to describe their self-concept.