

# I ♥ ME

A WebQuest for 4<sup>th</sup> to 8th Grades

(Health, Language Arts/Media Literacy, Computer Literacy, Educational Technology)

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## Introduction



Several of the students at school are becoming depressed and beginning to feel bad about themselves. Some of the students think they are either ugly, fat, clumsy, dumb, losers, and generally not fun to be with. I think that they are great people and I believe they might have self-esteem issues. Many of the students do not fully understand what this means so each student must go on a personal journey to help them understand what self-esteem is, the importance and benefits of building good self esteem, and how the media affects their self-esteem. This WebQuest should take approximately one week to complete.

## The Task



1. Emphasize or highlight your positive personality characteristics, skills, and talents and create a positive advertisement or commercial celebrating You! You may use Microsoft Word or Microsoft Publisher to create a poster which includes graphics, colorful fonts, and creative expression. The poster should include your name bolded at the top in a large font with your favorite self-esteem quotation taken from a website or one that you created.
2. Think about how you felt about yourself before and after completing this assignment and write a one page summary paper using Microsoft Word. Discuss what you have learned concerning how the media and other factors have affected your self-esteem. Include information about stereotypes, statistics, your thoughts about the validity of media images and messages, and what steps you can take to counter the effects of the media.

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## The Process

### Definitions

**Media-** the means of communication, as radio and television, internet newspapers, and magazines, that reach or influence people widely.

**Statistics** - the numerical facts or data themselves.

**Stereotype** - A generalization usually exaggerated or oversimplified and often offensive, that is used to describe or distinguish a group.

Complete the following steps on your self-esteem journey.

## **1. What is Self Esteem? Why is it Important?**

Read the article at Kids Health and view the PowerPoint presentation on self-esteem in order to discover the answer to your questions.

[http://kidshealth.org/kid/feeling/emotion/self\\_esteem.html](http://kidshealth.org/kid/feeling/emotion/self_esteem.html)

[http://www.uen.org/Lessonplan/downloadFile.cgi?file=4279-6-3330-Self\\_Esteem.ppt&filename=Self\\_Esteem.ppt](http://www.uen.org/Lessonplan/downloadFile.cgi?file=4279-6-3330-Self_Esteem.ppt&filename=Self_Esteem.ppt)

## **2. How is Your Self Esteem?**

Complete the following Questionnaire on self-esteem which will help you to find out how you feel about yourself.

<http://www.selfesteem2go.com/questionnaire-on-self-esteem.html>

Find a self-esteem quote that communicates how you feel yourself and use this on your poster. If you do not find anything you like, create your own quote or slogan.

<http://www.inspirationalspark.com/self-esteem-quotes.html>

<http://www.quoteagarden.com/confidence.html>

<http://www.motivateus.com/teens59a.htm>

## **3. The Media's Effect on Your Self-Esteem**

Gather facts and information about how television, the internet, magazines, newspaper advertisements and other media affects self-esteem and body image.

<http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&page=fastfacts>

Watch the short videos on "How Media Affects Youth (Body Image)" and "Distorted Perception of Beauty" and take notes on stereotypes, negative behaviors, false images, and anything else that impacts you.

<http://www.youtube.com/watch?v=KBCGL-8mNsk&NR=1&feature=fvwp>

<http://www.cleancutmedia.com/video/distorted-perception-of-beauty>

#### **4. Build Your Self Esteem**

Play the Uniquely Me Game and print off the Activity Poster.

<http://www.gogirlsonly.org/flash/games/uniMe/uniMegame.html>

Select at least one craft from Self Esteem Crafts for Kids and complete it.

<http://selfesteemforgirls.com/?p=5>

#### **5. Assess Your Self Esteem**

Make a list of all of Your Positive Qualities, Talents, Gifts, and Skills.

#### **Reflection Questions**

What are Media Literacy skills?

How can I improve my self-esteem?

Can I have too much self-esteem?

Do boys and girls have different self-esteem issues?

# Evaluation

Students will display their posters around the classroom and each student will share their summary paper with the class. The summary papers and posters will be graded based on the following rubrics.

## **CURRICULUM STANDARDS:**

**2.1 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION- Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**2.1.4** -Many factors at home, school, and in the community impact social and emotional health. any factors at home, school, and in the community impact social and emotional health.

**2.1.4.C.3** -Explain how mental health impacts one's wellness.

**2.2.4.B.3** -Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

**2.2.4.C.1** -Determine how an individual's character develops over time and impacts personal health.

**STANDARD 8.1 EDUCATIONAL TECHNOLOGY - Technology Operations and Concepts & Critical Thinking, Problem Solving, and Decision-Making**

**8.1.4.A.1** - Demonstrate effective input of text and data using an input device.

**8.1.4.A.2** - Create a document with text formatting and graphics using a word processing program.

## **COMPUTER AND INFORMATION LITERACY:**

**STANDARD 8.1 Computer and Information Literacy**

**8.1.4 B.5** - Recognize the need for accessing and using information.

**8.1.4.B.9** - Solve problems individually and/or collaboratively using computer applications.

## **LANGUAGE ARTS/WRITING:**

**STANDARD 3.2 - Writing as a Product** (resulting in a formal product or publication)

**3.2.4.B.11** -Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.

**3.2.4.D.1** -Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

**3.3.5.D.2** -Gather, select, and organize information appropriate to a topic, task, and audience.

**STANDARD 3.5 - Speaking**

**3.3.4.B.5** - Reflect and evaluate information learned as a result of the inquiry.

**STANDARD 3.5 - Viewing and Media Literacy**

**3.5.4 A.6** - Identify the target audience for a particular program, story, or advertisement.

**3.5.4 A.7** - Demonstrate an awareness of different media forms and how they contribute to communication.

**3.5.4 B.1** - Understand that creators of both print media and electronic media have a purpose and target audience for their work.

## Summary Paper Rubric

CATEGORY	1-Poor	2- Fair	3- Good	4- Excellent
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).
<b>Grammar and Spelling</b>	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
<b>Neatness</b>	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.
<b>Critical Thinking</b>	Work displays no analysis/synthesis of information.	Work displays very little analysis / synthesis of information.	Work displays good analysis /synthesis of information and shows some understanding of relationships between survey data.	Work displays excellent analysis /synthesis of information and shows good understanding of relationships between survey data.

## Poster rubric

CATEGORY	4	3	2	1
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Grammar</b>	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster.

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## Conclusion



I hope you have enjoyed your journey. By now you have learned:

- The meaning of self-esteem.
- How to assess your self-esteem.
- Methods for improving self-esteem.
- How to identify some negative behaviors associated with low self-esteem
- The benefits of having a positive self-image.
- How the media plays an important role in self-esteem.
- How to develop media literacy skills in order to critically evaluate media messages.
- How to celebrate your uniqueness!

### Extension Activities

**Here are some additional activities that will help you continue building your self-esteem.**

Multimedia art activities that can be used to explore the theme of self-esteem.

[http://humanityquest.com/topic/art\\_activities/index.asp?theme1=self-esteem](http://humanityquest.com/topic/art_activities/index.asp?theme1=self-esteem)

Girls and Body Image Quiz

[http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/girls\\_how\\_do\\_you\\_feel\\_about\\_your\\_body?open](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/girls_how_do_you_feel_about_your_body?open)

Body Image and Self Esteem

[http://kidshealth.org/teen/your\\_mind/body\\_image/body\\_image.html#](http://kidshealth.org/teen/your_mind/body_image/body_image.html#)

A Guy's Guide to Body Image

[http://kidshealth.org/teen/your\\_body/take\\_care/male\\_bodyimage.html?tracking=T\\_RelatedArticle](http://kidshealth.org/teen/your_body/take_care/male_bodyimage.html?tracking=T_RelatedArticle)

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## Credits & References

### Free Clipart

<http://www.pppst.com/clipart.html>

### Dictionary

<http://www.dictionary.com>

Love Me Photo Copyright © <http://www.kgbclothing.co.uk/newYork.html>

Girl Photo Copyright ©2011 <http://www.fatherthywillbedone.com/great-talk-about-self-esteem/>

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