

Skills for Healthy Living

Learning to Like Yourself

Teacher's Guide

Grade Level: 9–12

Curriculum Focus: Health

Lesson Duration: Two–three class periods

Program Description

Everyone has something they'd like to change about their physical appearance. Whether you worry about your height, weight, hair, skin, or something else, how do you learn to accept yourself for the person that you are? That can be especially hard for teenagers who are bombarded with messages on what they're supposed to look like. Obsessing over weight can sometimes spiral out of control. Millions of American teens have eating disorders. Meet several who are trying to regain control of their lives and their health.

Discussion Questions

Confidence Boost

- What do you like about yourself?
- What do you dislike about yourself?

Eating Disorders

- What might cause someone to develop an eating disorder?
 - What would you do if a friend had an eating disorder?
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Lesson Plan

Student Objectives

- Describe different eating disorders and their characteristics.
- Analyze and explain the physical and psychological effects of eating disorders.
- Synthesize their understanding of eating disorders by creating fictional case studies.

Materials

- Learning to Like Yourself: Eating Disorders
- Computer with Internet access

Procedures

1. Discuss the issue of body image. What is it? What outside factors affect the way we see our bodies? How does your body image affect your self-esteem?
2. Discuss what constitutes an eating disorder, the three main types of eating disorders (anorexia nervosa, bulimia nervosa, and binge eating disorder), and some of the common myths associated with eating disorders e.g., they only affect females.
3. Explain to the class that they will be developing fictional case studies of teenagers who are suffering from various eating disorders. To create realistic case studies, they will first need to research some of the common characteristics of people who are at high risk for developing these disorders.
4. Divide students into three groups, and assign each group an eating disorder to research. Each group should address the following questions through their research:
 - How is this eating disorder defined?
 - How does this disorder affect the daily lives of those suffering from it?
 - Who is at risk for developing this disorder?
 - What modes of therapy are usually used to treat this disorder?

The following Web sites have useful information about eating disorders and treatment. They are good starting points for exploring this topic:

<http://eatingdisordersonline.com/>

<http://www.mirror-mirror.org/eatdis.htm>

http://www.nationaleatingdisorders.org/p.asp?WebPage_ID=337

<http://www.mentalhealth.samhsa.gov/publications/allpubs/ken98-0047/default.asp>

<http://www.med.umich.edu/1libr/yourchild/eatdis.htm>

http://www.bphc.org/bphc/mhweek_day6.asp

<http://www.nal.usda.gov/fnic/etext/000017.html>

5. After students have conducted their basic research, split each of the three groups into two smaller groups. Have each of the smaller groups write a fictional case study of a teenager suffering from the eating disorder that they researched. Students should include the following information in their case studies:
 - A first name for the teenager, age, height, and weight
 - Description of the teenager's relationships with his or her family, school, and peers
 - When and how the teenager began experiencing the eating disorder and what warning signs led family and/or friends to realize something was wrong.
 - A "day in the life" of the teenager, showing the effects of the eating disorder
 - What led the teen to seek treatment

6. Each group should exchange its case study with the group that researched the same eating disorder. Have them discuss the similarities and differences in the two cases studies. Based on the information they have, what do they think the outcome of each case will be? (You may also choose to have each group present its case study to the entire class and compare the story they created with the other study of the same disorder.)

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

3 points: The student accurately described different eating disorders and their characteristics, demonstrated an understanding of the physical and psychological aspects of eating disorders, and wrote a case study that presented accurate information about what life might be like for someone living with an eating disorder.

2 points: The student accurately described on eating disorder and its characteristics, demonstrated adequate understanding of the physical and psychological aspects of eating disorders, and wrote a case study that presented mostly accurate information about what life might be like for someone living with an eating disorder.

1 point: The student did not accurately describe eating disorders or their characteristics, did not demonstrate an understanding of the physical and psychological aspects of eating disorders, and wrote a case study that did not present accurate information about what life might be like for someone living with an eating disorder.

Vocabulary

anorexia nervosa

Definition: An eating disorder characterized by a pathological fear of weight gain leading to faulty eating patterns, malnutrition, and excessive weight loss.

Context: A person with anorexia nervosa may have an unrealistic body image and see fat where there is none.

binge eating disorder

Definition: A medical syndrome in which people eat an unusually large amount of food even when they are not really hungry and continue to eat past the point where they are uncomfortable.

Context: A person with a binge eating disorder does not care about the taste of food, just about getting food into his or her stomach.

bulimia nervosa

Definition: An eating disorder characterized by compulsive overeating followed by self-induced purging either by vomiting or by abusing laxatives.

Context: Bulimia nervosa can cause a number of health problems including osteoporosis and tooth decay.

compulsive

Definition: Relating to an irresistible urge, especially one that is against one's conscious wishes.

Context: People with eating disorders often exhibit compulsive behaviors such as over-exercising.

eating disorder

Definition: Any of several psychological disorders characterized by serious disturbances of eating behavior.

Context: Millions of American teenagers suffer from an eating disorder, which can result in serious health problems if left untreated.

self-esteem

Definition: A confidence and satisfaction in oneself

Context: Poor self-esteem issues have been linked to various eating disorders.

Standards

National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K-12 to promote scientific literacy. To view the standards, visit this Web site:

<http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal and community health

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Self Regulation: Maintains a healthy self-concept
- Self Regulation: Performs self-appraisal
- Health: Knows how to maintain mental and emotional health
- Health: Understands essential concepts about nutrition and diet

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Confidence Boost (15 min.)

Teenagers have to contend with many issues that affect their self-esteem – from academics to social, emotional, and physical concerns. Meet several teens who have found that accepting themselves for who they are is the first step to lasting self-confidence.

II. Eating Disorders (16 min.)

Eating disorders can lead to many different health problems and even death. Find out what can lead to these conditions, how some teens are regaining their health, and how they are learning to feel good about themselves again.

Curriculum Units

1. Nothing to Be Ashamed Of

Pre-viewing question

Q: What affects your self-confidence?

A: Answers will vary.

Post-viewing question

Q: What advice would you give someone like Shea to boost her self-esteem?

A: Possible answers include devising ways to work around her condition, encouraging her to achieve in other areas, and emphasizing that struggling with an issue like dyslexia doesn't make her any less of a person.

2. Accept Who You Are

Pre-viewing question

Q: How would you describe your personal style?

A: Answers will vary.

Post-viewing question

Q: What do you think when you see someone who appears different from everyone else?

A: Answers will vary.

3. Charting Your Own Path

Pre-viewing question

Q: How do students at your school react to students who stand out academically?

A: Answers will vary.

Post-viewing question

Q: What are you willing to do to reach your academic goals?

A: Possible answers include not being concerned about what other students think, looking for a good mentor or role model, asking for additional help or advice when needed.

4. Eating Disorders

Pre-viewing question

Q: Why do you think some people develop eating disorders?

A: Answers will vary.

Post-viewing question

Q: What would you do if you knew a friend had an eating disorder?

A: Answers will vary but might include talking to them about it, not being afraid to go to an adult for help, and being supportive during the recovery period.



5. It's A Control Issue

Pre-viewing question

Q: What are some warning signs that a person has an eating disorder?

A: Possible answers include the person becoming obsessive about counting calories or reading food labels, regularly skipping meals or eating only tiny amounts, eating in a ritualized manner, withdrawing from friends and family.

Post-viewing question

Q: How are eating disorders related to a need for control?

A: People with eating disorders often feel they don't have control over other portions of their lives, eating is something they can control; others may feel they have to be perfect in everything they do and, by controlling their eating, they can achieve physical perfection.

6. Asking for Help

Pre-viewing question

Q: What are some health effects of anorexia?

A: Anorexia can cause heart problems, digestive problems, dental problems, osteoporosis, flaky skin, and brittle nails among many others. A number of these problems can be fatal if not treated properly.

Post-viewing question

Q: What can encourage someone with an eating disorder to seek treatment?

A: Answers will vary but might include their intellectual side winning out over their emotional side, a realization that they can't fix this problem on their own, having a parent or other adult step in, psychological counseling.