



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
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- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.
- Demonstrate the ability to advocate for personal, family, and community health.

Your state's school health policies:
nasbe.org/HealthySchools/States/State_Policy.asp

Eating disorders like anorexia and bulimia affect millions of young people. What's even more disturbing is that they seem to be affecting children at younger and younger ages. The following discussion questions and activities will help your students learn more about eating disorders.

Related KidsHealth Links

Articles for Kids:

Kids and Eating Disorders

KidsHealth.org/kid/nutrition/food/eatdisorder.html

Five Steps for Fighting Stress

KidsHealth.org/kid/feeling/emotion/5_steps.html

The Story on Self-Esteem

KidsHealth.org/kid/feeling/emotion/self_esteem.html

How Can I Feel Better About My Body?

KidsHealth.org/kid/talk/qa/feel_better_about_body.html

Is Dieting OK for Kids?

KidsHealth.org/kid/stay_healthy/food/diet.html

What's the Right Weight for Me?

KidsHealth.org/kid/stay_healthy/fit/fat_thin.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. Although all of the factors that cause eating disorders are not known, discuss some of the things medical professionals believe may contribute to developing one.
2. The vast majority of people who have eating disorders are females, and most develop them by age 20. Speculate about why young females, rather than males, may be more vulnerable to eating disorders.
3. Many people in the United States go on diets and exercise to try to maintain a healthy weight, but they do not necessarily have eating disorders. Discuss some of the signs that might indicate someone has an eating disorder.



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

I'm Cool! We're Cool!

Objectives:

Students will:

- Recognize the importance of good self-esteem
- Learn how to foster self-esteem in themselves and others

Materials:

- Pen and paper
- Construction paper
- Glue
- Camera
- Photo of each student doing something he or she is good at

Class Time:

90 minutes

Activity:

Research has shown that one of the factors that can contribute to an eating disorder is low self-esteem. In this activity you will explore what self-esteem is and how to encourage it in yourself and others. First, make a list of three things you do well (perhaps you're great at math or you can make people laugh). Next list three things you like about yourself (maybe you're thoughtful or strong). Now, turn your attention to your classmates. For each of them list three things they're good at and three things you like about them. Be genuine and specific. For example, instead of saying, "I like John because he's friendly," say, "I like John because he says 'Hi' to me every morning." Now, it's time to get your picture taken! Have someone take a photo of you doing something you're good at. After everyone has completed their lists and had their photos taken, make a class book entitled *We're Cool!* Won't it be great to have that book on hand when your self-esteem has taken a hit? It will remind you not only of the things you like about yourself, but also of the things others like about you too!

Extension:

1. Stress is a part of everybody's life, but the inability to manage stress effectively may contribute to the development an eating disorder. Make a list of three things that are stressing you out right now. Describe why these things are so stressful. Next, do some research to find out how you can better manage your stress. Finally, come up with a stress-management plan you can use the next time you're feeling stressed out. Share your plan with a friend or family member so they can help you put it into action!



Media Messages

Objectives:

Students will:

- Examine ways that media images affect how we see ourselves

Materials:

- Media Tracker handout (available at: KidsHealth.org/classroom/3to5/problems/conditions/eating_disorders_handout1.pdf)
- Pen or pencil
- Reasonable access to television, magazines, and billboards

Class Time:

1 hour

Activity:

The media can have a powerful effect on the way we see ourselves. Over a five-day period, monitor various media and record your observations on the Media Tracker handout. On the handout, describe three different media images from each category (magazines, TV commercials, and billboards) and record the following information:

- **Magazine:** Provide a description of the cover. Who was featured? Was it a model? A celebrity? Describe the person. Was he or she thinner than most people, about the same size, or bigger? Did you like the cover? Explain why or why not.
- **TV Commercial:** Describe the commercial. Who was in it? What were they doing? What did they look like? What were they wearing? Were the people thinner than most people, about the same size, or bigger? Did you like the ad? Explain why or why not. Do you think the ad will get people to buy the product? Explain why or why not.
- **Billboard:** Describe the billboard. Who was in it? What were they doing? What did they look like? What were they wearing? Were the people thinner than most people, about the same size, or bigger? Did you like the ad? Explain why or why not. Do you think the ad will get people to buy the product? Explain why or why not.

Next, select either a publisher or product manufacturer whose magazine cover, TV commercial, or billboard, in your opinion, projects an unrealistic image of beauty. Explain in a letter why you feel this way and make a suggestion about another way he or she might design the magazine cover or advertise the product.

Reproducible Materials

Handout: Media Tracker

KidsHealth.org/classroom/3to5/problems/conditions/eating_disorders_handout1.pdf



Name: _____

Date: _____

Media Tracker

Instructions: For each image you observe, record the following:

- **Magazines:** Provide a description of the cover. Who was featured? Was it a model? A celebrity? Describe the person. Was he or she thinner than most people, about the same size, or bigger? Did you like the cover? Explain why or why not.
- **TV Commercials:** Describe the commercial. Who was in it? What were they doing? What did they look like? What were they wearing? Were the people thinner than most people, about the same, or bigger? Did you like the ad? Explain why or why not. Will the ad get people to buy this product? Explain why or why not.
- **Billboards:** Describe the billboard. Who was in it? What were they doing? What did they look like? What were they wearing? Were the people thinner than most people, about the same, or bigger? Did you like the ad? Explain why or why not. Will the ad get people to buy this product? Explain why or why not.

Magazines	TV Commercials	Billboards
Title: _____ Description of cover: _____ _____	Product: _____ Description of ad: _____ _____	Product: _____ Description of ad: _____ _____
Title: _____ Description of cover: _____ _____	Product: _____ Description of ad: _____ _____	Product: _____ Description of ad: _____ _____
Title: _____ Description of cover: _____ _____	Product: _____ Description of ad: _____ _____	Product: _____ Description of ad: _____ _____