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| **GRADES** | 8, 9, 10, 11, 12 |
| **STRAND** | Healthy Living |
| **TOPIC** | Body Image and Eating Disorders |

**Health and Physical Education**

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| **Time** |
| 75 minutes |
| **Looking Ahead** |
| **Body Image** is the subjective picture or mental image of one’s own body.  **Anorexia Nervosa** is an emotional disorder involving distortion of body image and an obsessive desire to lose weight.  **Bulimia Nervosa** is an emotional disorder characterized by an obsessive distortion to lose weight, where extreme overeating is followed by vomiting, purging, or fasting.  **Binge Eating Disorder** is a serious mental illness characterized by regular episodes of binge eating. |
| **Vocabulary** |
| * body image * anorexia nervosa * bulimia nervosa * binge eating disorder |
| **Lesson Materials** |
| * mirror worksheets * board game |

**OVERALL EXPECTATIONS**

* demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and other’s health and well-being.

**SPECIFIC EXPECTATIONS**

**Understanding Health Concepts**

**Personal Safety and Injury Prevention**

* identify behaviours and actions that can lead to adolescent injuries or death, and explain the factors that can influence adolescents to engage in or refrain from potentially harmful or dangerous behaviour.
* describe the social and financial impacts of behaviours and actions that can lead to injury or harm, and describe ways of promoting behaviours that reduce adolescent injuries or deaths.

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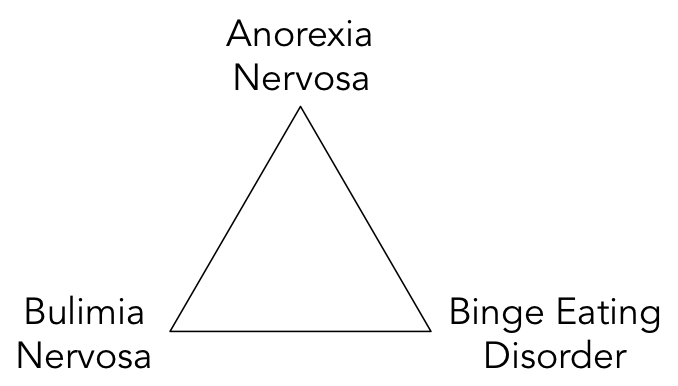
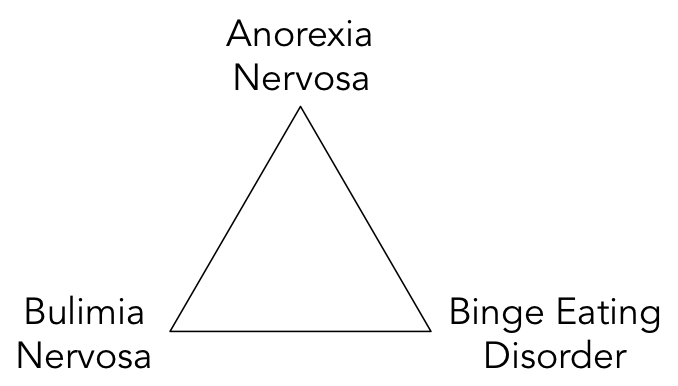
**Making Connections for Healthy Living**

**Healthy Eating**

* demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventative factors in a variety of health disorders.
* identify current issues that involve food either directly or indirectly, and explain how healthy eating choices are related to these issues.

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| **CONTENT AND TEACHING STRATEGIES** | | |
| Lesson Plan:   * Body Image Introduction * Body Image “Mirror” Activity * Relationship between Body Image and Eating Disorders * Eating Disorders Lesson * Play Eating Disorders Board Game | * 5 minutes * 5 minutes * 5 minutes * 35 minutes * 25 minutes | 75 minutes |

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| **BEFORE *[Getting Started]*** |
| **BODY IMAGE INTRODUCTION**  Ask students what they think “Body Image” means.   * **BODY IMAGE** is the mental picture you have of your own body. It includes thoughts, feelings, and attitudes about how you look and how you think other people see you. It is a person’s inner conception of his or her physical appearance.   Ask students what they think “Physical Appearance” means.   * **PHYSICAL APPEARANCE** – are the defining traits or features that a person see’s about another person’s body.   **MIRROR ACTIVITY** (see Page 1 and Page 2 of the “Body Image Mirror Activity”)   * Start with ‘Page 1’ – Students have 1 minute to think of and write down characteristics that they LIKE about themselves when they look at a full-sized mirror – answer the question on the page, “What do I see when I look in the mirror?” * *e.g., their smile, their hair, their arms, etc.* * Make sure it’s emphasized that they must think of *positive* characteristics of themselves only. * When 1 minute has passed, the students flip the page over and work on ‘Page 2.’ Make sure that the students write their name at the top of the page. In 4 minutes, every student will pass their piece of paper to the person sitting on their right side. At this point, everyone should have someone else’s piece of paper. Each student will write one or more positive characteristics about the person whose name is at the top of the page – answering the question on the page, “What do you see when you look at me?” * *e.g., great smile, the colour of their hair, beautiful eye colour, etc.* * Again, make sure that students write down *positive* characteristics of the person only.   After the 4 minutes has passed, the paper’s get returned to the original person.  **RELATIONSHIP/ DIFFERENCE BETWEEN BODY IMAGE & PHYSICAL APPEARANCE**   * Recall that Body Image and Physical Appearance are not the same thing and these two phrases mean two different things – do not confuse one for the other. * One’s body image and one’s physical appearance are different – one’s Body Image is who they perceive themselves, while one’s Physical Appearance is how another person view’s that person. These take on two different perspectives; when one talks about characteristics that they see about themselves, they are talking about their own body image, while if someone is talking about a person’s characteristics, they are not defining that person’s body image, but are defining their physical appearance as to how they view the other person. * The “Mirror Image” activity helps students distinguish the difference between Body Image and Physical Appearance. * Page 1 describes Body Image – students listed characteristics about themselves that they liked—this activity allowed the students to think of their inner thoughts, feelings, and attitudes about how they looked and how their perceived themselves on their physical appearance. * Page 2 describes Physical Appearance – students listed characteristics about other students on what they liked about them—what *they* see and perceive about another. | | |
| **DURING *[Explore]*** |
| **EATING DISORDERS INFORMATION LESSON**  ***Talk About It***  Ask the class what they know/ have heard/ think of eating disorders. Students may bring up the words Anorexia Nervosa (AN), Bulimia Nervosa (BN), and Binge Eating Disorder (BED), and they may also bring up what they know/ think of the definitions. Have a class discussion on eating disorders and these three subjects (AN, BN, and BED); write down their answers on the board or on chart paper to reflect back on their answers later on in the class.   * Eating Disorders are often seen as a coping strategy for other problems that people are dealing with. Eating disorders are usually characterized by an intense fear of gaining weight, and also includes having emotional, physical, and even social difficulties.   Discuss these definitions with the students:  ANOREXIA NERVOSA is an emotional disorder involving distortion of body image and an obsessive desire to lose weight;   * an individual with anorexia is also characterized by an abnormally low body weight, they have an intense fear of gaining weight, and they also have a distorted perception of their own body weight; they invest a high value on controlling their body weight and shape by using extreme efforts—things that tend to significantly interfere with daily activities.   BULIMIA NERVOSA is an emotional disorder involving distortion of body image and an obsessive desire to lose weight, in which bouts of *extreme* overeating are following by depression, as well as self-induced vomiting, purging, or fasting.   * it is a serious, life-threatening eating disorder where one may be secretly binge (eating large amounts of food), and then purging, trying to get rid of those extra calories in an unhealthy way; sometimes people even purge after eating only a small snack, or normal-sized meal. * *ex.) someone with BN may force themselves to vomit or engage in excessive exercise.*   BINGE EATING DISORDER is a serious mental illness characterized by regular episodes of binge eating.   * one frequently consumes unusually large amounts of food, leading to them feeling unable to stop eating. * excessive overeating that feels out of control and becomes a regular occurrence crosses the line to binge-eating disorder.   With AN, BN, and BED brought up, ask the students why they think these exist. Answers may vary, but try and veer the students towards answering, “because of diets.”   * Once someone says that people have AN, BN, and BED because people want to diet, go through the “Why We Diet” page – it is a page that has potential answers people may have and the reality of these answers—what actually is the case. * Depending on the students in the classroom, engage them into a discussion on giving answers on why people diet – answers may include: to be thinner, to be healthier, to fit in, to be happier, etc. or any other answers that the students may have.   After going through why people may diet, discuss the page on “Why We Diet?” engage the students in a discussion about what is said under the “Why We Diet?” chart. Following the discussion, the second page on, “What Really Happens When We Diet?” again, lead a discussion and engage the students in a discussion about what is mentioned right under the chart. This portion is the more scientific reasons that happen when dieting, which goes through what may happen to people, and what also may contribute to certain eating disorders.  **VOCABULARY TRIANGLES - Revised**  ***(On Eating Disorders—AN, BN, and BED—with Dieting Factors)***  With what the students have just learned about AN, BN, and BED, as well as the factors that could be related to these factors, students will work individual to do the next task.   * Students will use a blank piece of paper to create a Vocabulary Triangle—have students use a whole piece of paper to do this, as they will be writing a lot between the two terms. | | |
| *The students’ papers should looking something similar to the following:* | | |
| In this case, students will write down the similarities and differences between the three concepts on the lines that connect the two.  *Example.) on the line between AN and BN, students will take what they have learned and apply it to their vocabulary triangle by stating what they are in a sentence and then also stating whether or not they have differences (which they should) between he two terms.* | | Depending on time, or whether students finish early, they can can continue and make another triangle. This time, between the two terms again, they have to connect what they have learned in the “Why We Diet?” and “What Really Happens When We Diet?” and apply it do their vocabulary triangles. This will show that students have comprehended what was just discussed and applying it to their work. |

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| **AFTER *[Connect]*** |
| **EATING DISORDERS BOARD GAME**   * With a general discussion about Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder, students will now play a board game to learn more statistics, facts, and knowledge about these three eating disorders—AN, BN, and BED. * Students will connect what they have just learned and apply it to the game they will play. * This board game is a trivia game where they must answer multiple choice and true and false questions in order to advance and win the game. * These questions include questions on Eating Disorders—Anorexia Nervosa (AN), Bulimia Nervosa (BN), and Binge Eating Disorder (BED). | |

Body Image Mirror Activity *Page 1*

**What do I see when I look in the mirror?**

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Name: *Page 2*

**What do *you* see when you look at me?**

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Why We Diet

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| **WHY WE DIET?** | **WHAT REALLY HAPPENS?** |
| To be thin… | * Thinness is only *temporary*. * In the long run, 95% of dieters actually regain the weight. * Since many dieters regain the weight, they try dieting again, resulting in regaining the weight once again. * This is called a diet cycle and can lead to obesity, which can lead dieters in AN, BN, or BED in the long run. |
| To be healthier… | * Diet cycling increases health risks more than being overweight does, even it there is not overall weight gain. * Research shows that having a little more weight or being “plump” is healthier than being “too slim,” which suggests they are unhealthy. * Most dieting regimens actually decreases our muscle mass. * *Ask*: What is health? Is it having a thin body, or is it having energy to accomplish our tasks and goals? |
| To be happier… | * 95% of all diets actually fail. Does failure make people happy? * One’s body and mind can’t function well when you restrict them of calories. Dieting actually makes one feel moodier, irritable, and eventually may make you obsessed with food. Dieting certainly can affect your happiness – it can make you unhappy. |
| To fit in… | * Many diets oblige you to eat different foods than everyone else, which makes you the odd ball out. * Some outings may not allow one to participate in certain activities with friends. |
| To be better at sports… | * What sorts of things attracts one to someone? Does one want one’s boy- girl-friends to like you for their body, or for yourself? * Are long-term relationships based on the appearance of one’s body? |
| To be more attractive… | * One’s body doesn’t work at its peak performance if you’re dieting, especially if one is potentially losing muscle mass. * One’s mental awareness is also being diminished when dieting. * How do these factors improve your sport? |

*Source: The Body Image Project Tool Kit.*

After going through this page, ask students if they can discuss how these “WHY WE DIET?” factors are related to eating disorders—AN, BN, and BED.

* *Sample Answer: To be thin… because dieters keep gaining weight after trying out a diet, they may equate to obsessing over distorting their body, losing weight and refusing to eat—Bulimia Nervosa.*
* If students are having trouble relating the factors to the eating disorders, recap on the definitions of Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder—this will help them connect the relationships between the factors and the eating disorders.

What Really Happens When We Diet?

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| **HOW DO WE DIET?** | **WHAT REALLY HAPPENS WHEN WE DIET?** |
| Skipping meals or eating less calories… | * This lowers our metabolism so we store fat more easily from having fewer calories; muscle mass may also be lost. * Poor attention span, irritability, and fatigue are just some factors that occur when skipping meals or eating less calories while dieting. |
| Cutting out starchy foods… | * One’s body loses its best source of stable energy when one cuts out starchy foods out of their diet, which leads to one feeling more moody and tired. |
| Cutting out protein… | * This may risk iron deficiency, which then leads to fatigue. * Energy from meals may not last long, causing hunger feelings between meals for high fat and high sugar foods. |
| Going on commercial diet plans | * Research has shown that diets do not actually work effectively – one actually have a 95% chance of regaining any weight one has lost within 1 to 2 years, like previously stated in the “Why We Diet” chart. * Loss of muscle mass lowers one’s metabolism, making it easier to store fat on fewer calories. * Habits are replaced temporarily, meaning that this change is not permanent. |
| Fasting | * Most of weight loss comes from losing water. * Muscle mass ends up decreasing, which lowers one’s metabolism, resulting in subsequent fat gain. |

*Source: The Body Image Project Tool Kit.*

After going through this page, again, ask students if they can discuss how these “WHAT REALLY HAPPENS?” factors are related to eating disorders—AN, BN, and BED.

* *Sample Answer: Skipping meals or eating less calories… because an individual refuses to eat (skipping meals on purpose), which may correlate the individual to be portraying characteristics of individuals who suffer from Anorexia Nervosa; fasting with Bulimia Nervosa.*

Once again, if students are having trouble relating the factors to the eating disorders, recap on the definitions of Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder—this will help them connect the relationships between the factors and the eating disorders.

*\*Move back to the lesson plan after finishing this discussion on “What Really Happens When We Diet?” 🡪 VOCABULARY TRIANGLES - Revised*