



[KidsHealth.org/classroom](http://KidsHealth.org/classroom)

## Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- 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 access valid information and products and services to enhance health.
- 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 practice health-enhancing behaviors and avoid or reduce health 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](http://nasbe.org/HealthySchools/States/State_Policy.asp)

Teens get a lot of information about eating disorders, but sometimes that information comes through the same media outlets that venerate the thinnest models and actors and the latest fad diets. It will benefit your students to understand the real psychological and physical details of eating disorders as well as the roles that friends, family, school, the media, and society may play.

## Related KidsHealth Links

### Articles for Teens:

#### Eating Disorders: Anorexia and Bulimia

[KidsHealth.org/teen/your\\_mind/mental\\_health/eat\\_disorder.html](http://KidsHealth.org/teen/your_mind/mental_health/eat_disorder.html)

#### Binge Eating Disorder

[KidsHealth.org/teen/your\\_mind/mental\\_health/binge\\_eating.html](http://KidsHealth.org/teen/your_mind/mental_health/binge_eating.html)

#### Body Image Problems

[KidsHealth.org/teen/your\\_mind/body\\_image/body\\_image\\_problem.html](http://KidsHealth.org/teen/your_mind/body_image/body_image_problem.html)

#### Body Image and Self-Esteem

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

#### Compulsive Exercise

[KidsHealth.org/teen/food\\_fitness/problems/compulsive\\_exercise.html](http://KidsHealth.org/teen/food_fitness/problems/compulsive_exercise.html)

#### Female Athlete Triad

[KidsHealth.org/teen/food\\_fitness/sports/triad.html](http://KidsHealth.org/teen/food_fitness/sports/triad.html)

#### I Think My Friend May Have an Eating Disorder. What Should I Do?

[KidsHealth.org/teen/your\\_mind/problems/friend\\_eating\\_disorder.html](http://KidsHealth.org/teen/your_mind/problems/friend_eating_disorder.html)

## Discussion Questions

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

1. What causes some people to develop eating disorders? How do people with eating disorders feel about their bodies? Does the person they see in the mirror always match reality?
2. Describe anorexia and bulimia. What are some of the signs that a person may have one or both of these eating disorders? What else might you notice if a person has an eating disorder that involves exercise or sports?
3. What effects do eating disorders have on the body? In addition to causing major health problems, eating disorders can also affect other people's lives. How might an eating disorder affect a person's family and social life? How could it affect school?



## Activities for Students

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

### A Healthy Dose of Reality

#### Objectives:

Students will:

- Learn about society's impact on body image, self-esteem, and eating disorders
- Evaluate images in the media for their positive and negative impacts on body image and self-esteem
- Explore the real value of dedicating large amounts of time and energy to personal appearances

#### Materials:

- Computer with Internet access and printer, or old magazines
- Scissors
- Glue stick
- Poster board

#### Class Time:

45 minutes

#### Activity:

Advertising and other media images are all around us. Companies spend a great deal of time and money creating these images to sell us their goods, but sometimes they're also selling us negative ideas about what is healthy or attractive. Now it's time to turn the tables.

Your class is leading a poster campaign called "A Healthy Dose of Reality," for which you'll each create a poster. You don't have to be a gifted artist to make a great poster, but you do have to do some research. Search the Internet or magazines for several images that you think promote unhealthy eating habits or a starved or unhealthy appearance. Next, find images that represent the opposite: good nutrition and healthy bodies. Compose a poster by pasting these images on poster board. You can add your own drawing or words if you wish.

#### Extensions:

1. Here's the flipside: Just because someone is thin - or even very thin - doesn't mean that he or she has an eating disorder. But a quick glance at celebrity tabloids will show you that people like to speculate about whether those around them have eating disorders or are "dangerously thin." Rumors like this can be hurtful, especially in high school. Now that you have experience with a poster campaign, come up with a slogan for a second campaign that encourages people to avoid rumors and speculation about other people's weights.
2. History is full of people who didn't obsess over their looks because they were too busy getting things done and making a positive change in the world - the Rev. Martin Luther King, Jr., Eleanor Roosevelt, and Bill Gates, to name a few. Pick a great person in history, and imagine that an interviewer asks, "What do you think about society's obsession with getting ultra-thin?" In a paragraph, write the person's response.



## The Different Faces of Eating Disorders

### Objectives:

Students will:

- Learn the outward signs and physical effects of eating disorders
- Discuss what help is available for people with eating disorders
- Explore the roles of friends, family, teachers, and coaches in identifying and addressing eating disorders

### Materials:

- Pen and plain paper or computer word processing program and printer

### Class Time:

40 minutes

### Activity:

Here are three people with eating disorders. Write a paragraph for each that describes the signs of the disorder that others might notice. Next, write another paragraph about the health effects that the person may have.

Alexis is 15. At 5'4" tall and 125 pounds, she looks in the mirror and sees a fat person. At dinner, she has started telling her parents, "I'm not hungry - I'll eat later." But Alexis doesn't eat later because she has begun to starve herself in secret. For the past week, she's been eating about 400 calories per day.

Justin is a wrestler - the best in his weight class. But he needs to stay in that weight class. If he gains just 5 pounds, he'll get bumped up a class and have to wrestle larger guys and possibly lose. Justin exercises obsessively. He also takes laxatives to lose weight, and he has thrown up a few times after friends dragged him out for fast food. Justin even stops drinking water a day before he gets weighed for a match.

Emma is so fit and healthy, she doesn't even get her period anymore - or at least, that's how Emma sees it. As a top high school athlete, she trains all the time. Without the knowledge of her parents or coach, she has also dropped her intake to 800 calories per day. If she goes over, she makes herself throw up.

### Extension:

Pretend that these three students are your friends. What advice would you give them?

## Reproducible Materials

### Quiz: Eating Disorders

[KidsHealth.org/classroom/9to12/problems/conditions/eating\\_disorders\\_quiz.pdf](http://KidsHealth.org/classroom/9to12/problems/conditions/eating_disorders_quiz.pdf)

### Answer Key: Eating Disorders

[KidsHealth.org/classroom/9to12/problems/conditions/eating\\_disorders\\_quiz\\_answers.pdf](http://KidsHealth.org/classroom/9to12/problems/conditions/eating_disorders_quiz_answers.pdf)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Quiz

Instructions: Answer each question.

- Which of these statements is true?
  - Women can get both anorexia and bulimia, but men can't get anorexia.
  - Both women and men can develop an eating disorder, but they're more common in women.
  - Both women and men can develop anorexia and bulimia, but men don't have body-image problems.
- People with anorexia:
  - have an intense fear of being fat
  - feel better when they've reached their goal weight
  - eat huge amounts of food but don't gain weight
- People with bulimia:
  - don't participate in sports
  - quickly begin to look very different
  - may use laxatives or diuretics to lose weight
- People who weigh at least \_\_\_ less than the healthy weight for their height may not have enough body fat to keep their organs and other body parts healthy.
  - 15%
  - 25%
  - 35%
- According to doctors, the best confirmation that a person's weight is healthy is:
  - how much the person eats and exercises
  - body mass index (BMI)
  - whether a person feels comfortable and confident with his or her weight
- A person with a healthy weight has a BMI of about:
  - 18 to 27 for women or 19 to 27 for men
  - 18 to 24 for women or 19 to 24 for men
  - 17 to 24 for women or 18 to 27 for men
- Both anorexia and bulimia can lead to:
  - feelings of guilt and depression
  - drug use
  - all of these things

## What's your opinion? (not for credit - no right or wrong answer)

If a person thinks that he or she has an eating disorder, should that person tell an adult at school? How about if a person thinks that a friend may have an eating disorder?

What adult in your school might someone talk to about an eating disorder?



## Quiz Answer Key

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