

TEEN HEALTH

Course 3

Chapter 11 Fast Files

Your Body Image





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Teacher Guide to Using the Chapter 11 Fast File

The *Fast File* Chapter Resource system allows you to conveniently file and access the resources you use most often. The *Chapter 11 Fast File* includes the core materials needed for Chapter 11. The answers for activities appear at the back of this booklet.

These resources accompany *Teen Health* Course 3 to help you and your students expand, enrich, review, and assess every lesson. Glencoe provides a variety of resources organized conveniently for the way you teach.

CHAPTER AND LESSON RESOURCES

Chapter Summary and Activity

Concise, complete summaries cover key concepts and vocabulary. Each lesson in *Teen Health* is covered in the Chapter Summary. The chapter activities are one-page in length and vary in format.

Building Health Skills Activities

These activities contain additional student and teacher resources for the Building Health Skills features at the end of each chapter in the student text. The Building Health Skills features in the text reinforce chapter content and provide an opportunity for students to practice the health skills identified in the National Health Education Standards.

Chapter Tests

Each chapter test is divided into three sections: Reviewing Health Concepts, Applying Health Concepts, and Thinking Critically About Health. Formats include combinations of true/false questions, multiple-choice items, matching items (with lettered words), and fill-in completion items. Thinking Critically About Health consists of two short-essay questions.

Concept Mapping Activities

Concept mapping activities help students see how the information in their textbook is organized. The activities provide visual displays that highlight main ideas, supporting details, cause and effect, and other organizing principles. There is one concept map for each lesson in the student text.

Enrichment Activities

These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply their knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Reteaching Activities

There is a reteaching worksheet for each lesson in the text. The activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, graphic organizers, acrostics, and other approaches.

HEALTH APPLICATION AND EXTENSION

• Cross-Curriculum Activities

Cross-curriculum activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied. There is at least one cross-curriculum activity in each chapter.

• Decision-Making Activities

These worksheets help students understand and apply the decision-making process described in Chapter 2 of the textbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it. There is at least one decision-making activity in each chapter.

• Health Labs

These health labs give students experience making observations and hypotheses, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results. There is one health lab activity for each chapter of the student text, keyed to a particular lesson. For each lab, there is a teacher page followed by two student pages.

Guided Reading and Writing Activities

Guided Reading reinforces reading skills to help students comprehend and retain the information contained in each lesson. The writing exercises give students another way to work closely with the material in the chapter as well as supporting writing skills.

Lesson Quizzes

A 10-question objective quiz is provided for each lesson. Quizzes may be used to review each lesson or may be compiled into a final test that covers all the lessons in the chapter.

TEACHING RESOURCES

Parent Letter and Activities

A letter for each chapter informs parents or guardians of the instructional program, activities, and assessment techniques to be covered in the chapter. Letters include suggested ways that parents can work with their teen to incorporate physical activity into their family life.

Performance Assessment Teacher Resources and Rubric

Performance assessment is a way of teaching and learning that involves both process and product. More detailed explanation is given on pages 25–29.

Universal Access Activities

The universal access activities address special needs in the regular classroom. They are beneficial to all students, but especially so for those with particular special needs.

Lesson Plans

Each chapter contains reproducible lesson plans to help you organize your schedules and teaching strategies for every lesson in *Teen Health*. The lesson plans are organized for ease of use, allowing you to check off the items you use to teach the lesson.

Teaching Transparency Preview

A brief description of teaching transparencies that go with this chapter is provided. These full-color transparencies are available in the separate Teaching Transparencies Binder, along with a booklet of teaching strategies and activities.

Answer Key

A complete answer key appears at the back of each chapter booklet. This answer key includes answers for every activity, in the order in which activities appear.

Chapter 11 Summary

Your Body Image

Lesson 1 Maintaining a Healthy Weight

As a teen, your body is going through big changes. As your body changes, so do your thoughts and feelings about how you look. The way you see and feel about your body is called your *body image*. How you feel about your body can affect your self-esteem. Having a healthy body image is usually related to finding an *appropriate weight*, the weight which is best for the person's body. Approximate weight is within a range because it is determined by frame, gender, age, height, and growth changes. In addition, there is a formula known as the *body mass index* (BMI) that allows people to assess their body size, taking into account their weight and height. Some teens may find they are *overweight*, meaning they weigh more than what is appropriate for their gender, height, age, body frame, and growth pattern. Others may find they are *underweight*, meaning they weigh less than what is appropriate for their gender, height, age, body frame, and growth pattern. Being overweight or underweight can lead to serious health problems. The secret to reaching and maintaining an appropriate weight is to balance the calories taken in with the calories used in physical activity. By making sure the calories taken in are nutritious, avoiding fad diets, and getting reasonable exercise, a person can have a healthy body and a positive body image.

Lesson 2 Eating Disorders

An estimated 36 million Americans suffer from *eating disorders*, which are extreme and damaging eating behaviors that can lead to sickness and even death. *Binge eating* is characterized by compulsive overeating. Because of the excessive amounts of food that binge eaters consume, they have serious weight problems and may be obese. An *obese* person's weight is more than 20 percent higher than what is appropriate for his or her height, age, and body frame. A second eating disorder is *anorexia nervosa*, which is characterized by self-starvation leading to extreme weight loss. The health problems that result from the lack of nutrients can eventually lead to death. Another eating disorder, *bulimia nervosa*, is a condition in which a person eats large amounts of food and secretly purges by vomiting or using laxatives. This disorder also causes serious health problems. All eating disorders require treatment, which involves a team of health professionals. Hospitalization is only necessary when the person's life is in danger.

Chapter 11 Activity

Chapter 11

Persuading a Friend to Get Help

Directions: Imagine that you are very worried about a friend. You are concerned that your friend may have an eating disorder, such as anorexia or bulimia. Your friend has become very thin but continues to try to lose weight. He or she looks unhealthy, but denies that there is a problem. It can be difficult to persuade people that they need to get help. This will be your opportunity to try. Write a letter to your friend, expressing your concern for his or her health. Use the information you just read to explain the serious health risks involved with eating disorders. Explain the importance of seeking professional help to overcome eating disorders. You might suggest people or organizations that could offer advice.

Use this form to write your letter.

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Chapter 11 Performance Assessment Activity

Once Upon A Time: A Story About Body Image

Background

Body image is the way you see yourself. If you are satisfied with the way you look, you have a positive body image, which in turn, leads to a positive self-image. Unfortunately, too many teens think they are too fat or thin or too pimpled or freckled or too tall or short: the list can go on forever! Someone who is unhappy with his or her look has a poor body image and therefore a self-image that is also negative. If a teen needs to lose or gain weight, he or she can alter eating and exercise habits in a healthful way, such as choosing nutrient-dense foods and increasing an appropriate physical activity.

Task

Write a short fiction story about a teen with a poor body image. The teen might be over- or underweight or might be trying to look like a model or athlete. Describe the main character's transformation as he or she changes a negative body image into a positive one. If the character decides to gain or lose weight, describe how he or she achieves that goal. Interesting short stories include the elements of character, action, and setting.

Audience

Write your story for students in your health class and other teens at your school. Think about ways you can make your story interesting and entertaining to your peers.

Purpose

The purpose of your story is to entertain and provide information in an interesting way about body image and appropriate weight. You might also include healthful tips about managing weight.

Chapter 11 Performance Assessment Activity

Chapter 11

Procedure

Use the check boxes and answer lines to record your progress.

- 1. Review the information about body image, appropriate weight, and weight management.

- 2. In small groups, brainstorm ideas about why teens have poor body images and how they can change these images. Write your ideas on the lines below. _____

- 3. Write a short description of your main character. Make sure to include specific details about physical aspects such as clothing, hair color, and height, for instance. You might also describe personality, such as whether your character is lonely or shy.

- 4. On the lines below, list the facts about body image, appropriate weight, and weight management that you want to include in your story.

- 5. Describe the setting of your story and the action that will serve as plot.

Chapter 11 Performance Assessment Activity

- 6. On a separate sheet of paper, write a draft of your story.
- 7. Read your work aloud to another student. Discuss what is good about it, and decide what needs more work. Did you include the facts you listed in Step 4?
- 8. Revise your story by adding information and deleting unnecessary or confusing sentences. Edit and proofread for spelling and grammar.
- 9. Write the final draft of your story on the back of this worksheet.
- 10. Create a cover page for your story that includes the title and author and perhaps an illustration.
- 11. Read your story to your health class. If possible, make copies available to other classes at your school.

Assessment

1. Refer to the classroom assessment list for writing.
2. Refer to samples of excellent writing if they are available.

Chapter 11 Building Health Skills Activity

Chapter 11

Changing Your Weight Safely

Skill: Accessing Information

Directions: Find an ad for a popular weight-loss or weight-gain product. Make a poster showing the front and back label of the product. Circle any claims or information that you believe are questionable. Examples include claims for quick or easy results. Below the labels, note an online or print resource you found that could provide reliable information about the product. Share and compare your poster with the other groups. Use the questions below to help guide you.

1. What kind of product did you pick?

2. What kind of claims or information does this product promise you as a consumer?

3. Explain how your online or print resource provides reliable information about your product.

CHAPTER

11 | Chapter Test

Reviewing Health Concepts *(4 points each)*

Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

- _____ 1. the weight that is best for your body
- _____ 2. weighing more than what is appropriate for you gender, height, age, body frame, and growth pattern
- _____ 3. an eating disorder characterized by self-starvation leading to extreme weight loss
- _____ 4. the way you see and feel about your body
- _____ 5. a formula you can use to determine if your weight is appropriate for you
- _____ 6. weighing less than what is appropriate for your gender, height, age, body frame, and growth pattern
- _____ 7. weight that is more than 20 percent higher than what is appropriate for a person's height, age, and body frame
- _____ 8. a condition in which a person eats large amounts of food and then secretly purges
- _____ 9. extreme and damaging eating behaviors that can lead to sickness and even death
- _____ 10. an eating disorder in which people are unable to control their desire to eat and compulsively overeat

- a. body image
- b. overweight
- c. appropriate weight
- d. compulsive eating
- e. bulimia nervosa
- f. underweight
- g. eating disorders
- h. obese
- i. body mass index
- j. anorexia nervosa

Score (number correct × 4 points):

Applying Health Concepts *(4 points each)*

Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

- _____ 11. *Bulimia* has the highest death rate of any mental illness.

CHAPTER

11

Chapter Test

- _____ 12. A person with a *binge eating disorder* eats even when they are not hungry.
- _____ 13. The number of overweight American teens is at an all-time *low*.
- _____ 14. Eating disorders are often brought on by *psychological problems*.
- _____ 15. People with bulimia nervosa purge their food by vomiting or *taking laxatives*.
- _____ 16. Moderately active female teens should take in around *4,000* calories per day.
- _____ 17. The secret to reaching and then maintaining weight is to adjust your *energy equation*.
- _____ 18. People with anorexia nervosa usually have *high* self-esteem.
- _____ 19. If you do an hour of vigorous push-ups and sit-ups, you will burn an average of *1000* calories.
- _____ 20. Many overeaters are *obese*.

Score (number correct \times 4 points):

Thinking Critically About Health (20 points maximum)

On a separate sheet of paper, write a short paragraph to answer each question.

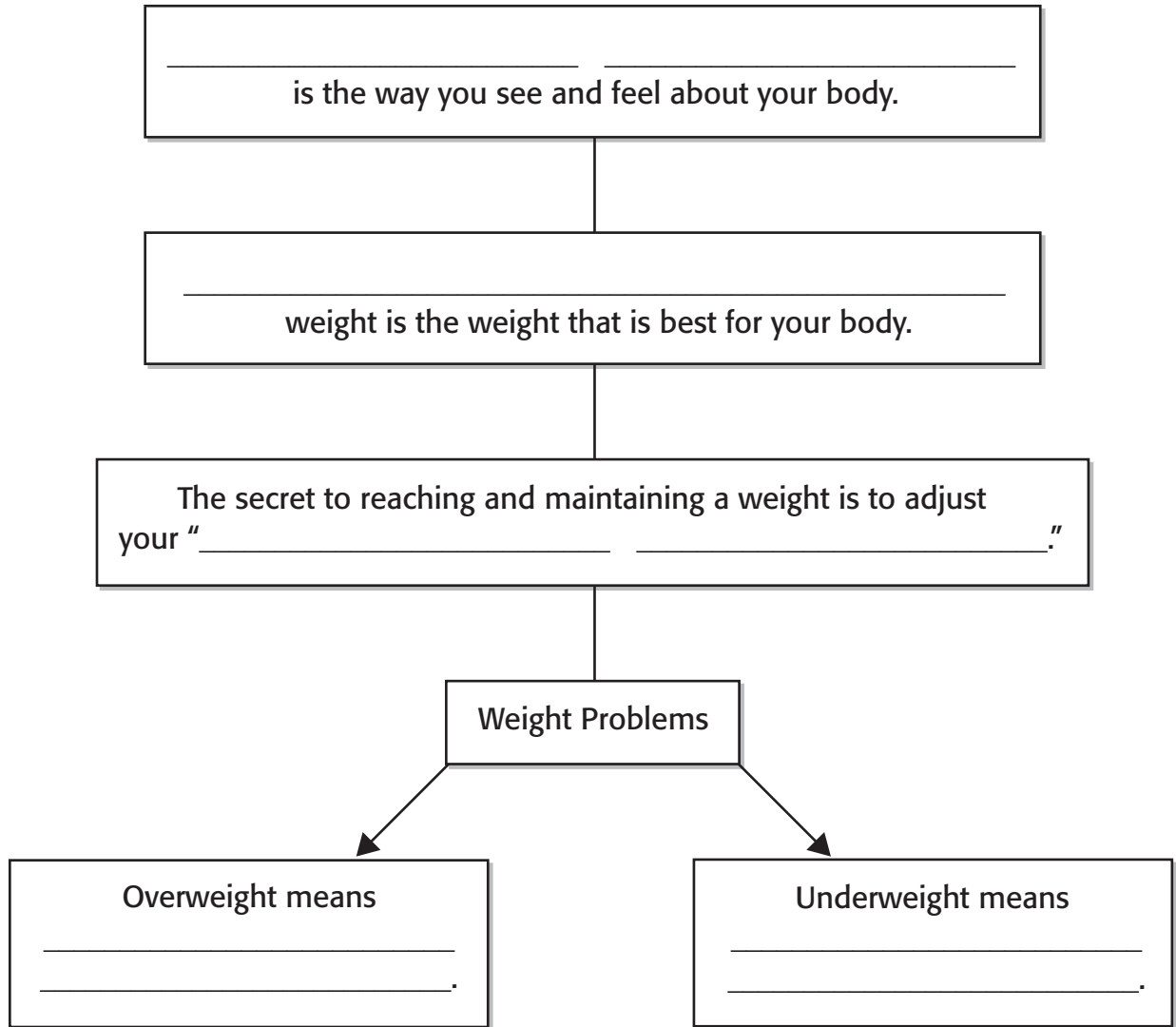
- 21. **Describe** What are three common eating disorders? Describe them.
- 22. **Summarize** What is appropriate weight, what is it based on, and how can it be calculated?

Score (20 points maximum):

Total Score:

Concept Mapping Activity 11-1

Directions: Complete the concept map on weight problems, using terms and phrases from your textbook.



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Analyzing Weight-Loss Claims

Objectives

- Collect ads for various weight-loss products.
- Analyze and discuss these products' advertising claims.

Materials

Magazines, newspapers, television (optional)

Time

Two class periods

Preparation

- Collect a variety of newspapers and fitness-oriented or other magazines with weight-loss product ads.
- Look up the reference cited under Further Investigation of the student worksheet for a good background on this subject.

Teaching the Lab

1. Talk about the kind of ads that students should look for, and show some examples.
2. Once students have gathered their ads, have them form small discussion groups.
3. Allow time for groups to analyze and discuss the ads they have collected, according to the instructions on their worksheets. Suggest they write answers to the Analysis questions on the back of their worksheets, and use them to guide their discussion.
4. In the next class period, have each group present their most outlandish or persuasive ad and their conclusions to the class. Discuss common trends among the ads, as well as the Analysis questions, if you wish, as a class.

Analysis

1. Answers will vary, depending on the ads gathered.
2. Generally these products seem to promise a quick and easy way to lose weight. Students may point out other similarities in language, technique, and presentation of the ads.
3. People who would rather not change their eating and/or exercise habits, people who are looking for unrealistic results, and people who do not question advertising claims.
4. Among other techniques, advertisers may use astounding statistics from questionable studies; refer to scientific or pseudo-scientific journals to give the air of “research” to their claims; use personal quotes or endorsements from supposedly satisfied customers; and present their products as “all natural.”
5. Answers will vary, but students should recognize that any claims to lose weight effortlessly are false. To lose weight effectively, you need to eat less (with a balanced, low-fat diet) and exercise more, not rely on quick-fix products.

Further Investigation

After students have done further research, discuss the possible risks and side effects of various weight-loss products. Note how the Food and Drug Administration and the Federal Trade Commission try to monitor these products to prevent fraud. Review how to maintain or lose weight sensibly.

Health Lab Activity 11-1

Analyzing Weight-Loss Claims

Introduction

Promises. Promises. Promises. Weight-loss products on the market today promise a lot as they make it look easy to lose weight. Magazines, newspapers, and television are full of ads for various weight-loss products, including diet pills, diet supplements, herbs, skin patches, muscle stimulators, exercise equipment, and more. Consumers need to be wary because few if any of these products have really made a long-term difference in helping people manage their weight. In this lab, you will discuss and analyze the advertising claims of some of these products.

Objectives

- Collect ads for various weight-loss products.
- Analyze and discuss these products' advertising claims.

Materials

Magazines, newspapers, television (optional)

Procedure

1. For about a week collect an assortment of ads for weight-loss products, looking at magazines and newspapers. You may also want to be alert for any TV commercials for these products, and be ready to jot down the advertising phrases used in these.
2. Working in small groups, share what you have found or observed. Discuss the similarities in language, technique, and presentation of these ads. Identify the “red-flag” words or phrases used in the ads that make the products sound too good to be true, such as “guaranteed,” “breakthrough,” “miraculous,” and so on. Discuss why you need to be skeptical of these words.
3. Note the costs of these products, if advertised. Discuss the long-term costs of using these products.



4. Answer the Analysis questions on the back of your worksheet, then discuss them with your group.
5. Select the most outlandish or the most persuasive example of advertising in your group. Identify the exact words or phrases that make it so extreme or convincing.
6. Share your group's example, comments, and conclusions with the class.

Analysis

1. What types of products are most heavily advertised?
2. What do these product advertisements have in common?
3. Who might buy these products?
4. What are some of the techniques advertisers use to seem convincing?
5. Do you think any of the easy-weight-loss products would be effective? Why or why not?

Further Investigation

Discuss additional cautions on weight-loss products after more library or online research. One good resource is the U.S. Food and Drug Administration publication, *The Facts About Weight Loss Products and Programs*.

Reteaching Activity 11-1

Maintaining a Healthy Body

Directions: Complete each statement with facts you learned about maintaining a healthy body.

1. Your body is changing, so your thoughts and feelings about how you look are _____.
2. If a person feels uncomfortable about how his or her body looks, his or her self-esteem is _____.
3. It is important to understand that the change your body is going through is _____.
4. The key to positive body image and high self-esteem is having a(n) _____.
5. When people have an unhealthy body image, they think _____.
6. When people eat too many empty-calorie foods and get too little physical activity, _____.
7. When people are seriously overweight, the extra pounds mean _____. There is an increased risk of lifestyle-related illnesses such as _____.
8. When people are underweight, they _____.
9. When people have a lack of iron in their diet, they are _____.
10. When a person finds the balance between the amount of calories taken in and the amount of calories used in physical activity, the person has reached _____.
11. When people use diet pills, fad diets, and extreme workout programs, _____.

Enrichment Activity 11-1

Body Image

Directions: Read the following descriptions of three people. Then answer the questions in the space provided.

Jamie

Jamie reads fashion magazines and wants to look like the models. As a result, she has decided to really stop eating as much. She even wonders if surgery would make her legs look thinner. She is sure that she will not feel comfortable with herself until she is thin.

1. What can you say to encourage Jamie? _____
2. What can you say about the message Jamie has received from the media? _____

Amelia

Amelia has little energy. The doctor has told her that she is anemic. She said that she does not want to be overweight like her older sister and her mom. It seems that her friends have told her that she will look like her mother and sister if she is not careful.

3. What can you say that might encourage Amelia? _____
4. What can you say about the message Amelia has received from her friends? _____

Patrick

Patrick's friends have become athletes and have grown much taller than he has. Patrick has commented that he feels like a little boy around them. He is beginning to feel depressed.

5. What might happen if people do not support Patrick at this point in his life? _____
6. How has Patrick's body image affected his self-esteem? _____

7. What can you say that might encourage Patrick? _____



Guided Reading and Writing Activity 11-1

Maintaining a Healthy Body

Guided Reading

Directions: Please refer to pages 260–265 in the text and answer the following questions.

1. Why is it important to have a healthy body image?

2. What lifestyle trends cause some children to become overweight?

3. Define *overweight* and *underweight*.

Writing

Directions: Choose one of the following selections and write a paragraph on a separate sheet of paper.

Practicing Healthful Behaviors: Think about your personal energy equation. In a paragraph, write about a normal day in your life, describing what foods you would eat, and what physical activity you would do. How is the balance of your calories “in” and calories “out?”

Communication Skills: Imagine that your best friend has struggled with being overweight all his or her life. Now that your friend is a teen, he or she has begun a serious program to achieve the appropriate weight. You want to support your friend and cheer him or her on in this endeavor. Write a letter that will inspire your friend to reach his or her goal. Include the reasons that you are so glad your friend has not chosen one of the shortcut methods to weight loss.

Lesson Quiz | 11-1

Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space.

- _____ 1. Fad diets, diet pills, and extreme workout programs are *unsafe*.
- _____ 2. To determine your *appropriate* weight, you need to consider your gender, age, height, and body frame.
- _____ 3. Because adolescence is a time of dramatic *weight gain*, it makes sense that you would be concerned with how you look.
- _____ 4. There is a measurement known as the *over/underweight* index that allows you to assess your body size, taking your height and weight into account.
- _____ 5. Being “moderately active” means getting 30 to 60 minutes of *intense exercise* per day.

In the space provided, write the word(s) from the list that will best complete each statement.

- 6. Weighing less than is appropriate for your gender, height, age, body frame and growth pattern is being _____.
- 7. Weighing more than is appropriate for your gender, height, age, body frame, and growth pattern is being _____.
- 8. _____ is the weight that is best for your body, and is given as a range.
- 9. How you feel about your body can also affect your _____.
- 10. The way you see and feel about your body is called your _____.

overweight
 underweight
 body image
 self-esteem
 appropriate weight

Score (number correct × 10 points):

Concept Mapping Activity 11-2

Directions: Complete the concept map on eating disorders, using terms and phrases from your textbook.

Lesson 2

Eating Disorders
Extreme and _____
eating behaviors that can lead to sickness and even death.

Anorexia nervosa is an eating disorder characterized by _____.

Bulimia nervosa is a condition in which _____.

Binge eating disorder is _____.

People with eating disorders can be helped by _____

Decision-Making Activity 11-2

Directions: Imagine that you have a job advising other teens on a call-in radio program. The topic for tonight’s show is “Weight Matters.” Listen to each caller’s problem, then answer his or her question. Be sure to identify qualities good friends should have. Apply the six-step decision making process to the problem before you give your advice.

Caller #1: My buddy Andrew is on the wrestling team. Last year he did really well wrestling at a weight that was right around what he normally weighs. Over the past year he grew a couple inches so he gained some weight. Now that wrestling season is coming up, Andrew is trying to get in shape again. I overheard him talking about getting back down to last years weight, but this seems crazy to me. Andrew eats a lot of food at lunch with us guys, but lately he has been getting up to go to the bathroom right after the meal. I’ve noticed that he sometimes has strange-smelling breath when I see him in the next class. I also overheard him asking one of the varsity wrestlers about using laxatives to lose weight. I’m concerned that Andrew is trying to lose too much weight in a really unhealthy way. What should I say to him?

Your response: _____

Reteaching Activity 11-2

Eating Disorders

Directions: Read each passage. In the space provided, write the eating disorder that is being described.

1. Jillian sometimes takes food upstairs to her room when no one is watching. Later, even though she is not hungry again, she will eat it. She is embarrassed by this behavior.

2. Taylor feels that she is unattractive and overweight even though she is well liked and her weight is within normal range for her age, height, and gender. As a result, she has decided to change her diet and restrict her food intake in an effort to lose weight.

3. Joaquin wants to maintain strict control of his body. He makes himself vomit after eating a big meal.

4. In an effort to control her weight Pilar has put herself on a rigid diet. She limits herself to an orange and two crackers a day. Lately she feels cold all the time.

5. Henry feels guilty when he overeats. Still, he finds that he feels he cannot control his compulsion to eat large amounts of food, even when he is not hungry.

6. Though her weight has remained within a normal range, Gina has been vomiting and using laxatives right after eating for many months. Now her teeth are showing signs of the enamel being worn away.

Enrichment Activity 11-2

Truth About Eating Disorders

Directions: Imagine that you need to tell people with eating disorders the truth about their disorder and the danger they are in. In the spaces provided, write down the facts about his or her disorder. Tell the person the truth of what causes his or her disorder and the danger he or she is in.

1. Cherrie, who has anorexia nervosa

2. Bill, a binge eater

3. Tyrel, who has bulimia nervosa

Guided Reading and Writing Activity 11-2

Eating Disorders

Guided Reading

Directions: Please refer to pages 266–269 in the text and answer the following questions.

1. What is an eating disorder?

2. What are the health risks involved with anorexia nervosa?

3. How do anorexia nervosa and bulimia nervosa differ?

Writing

Directions: Choose one of the following selections and write a paragraph on a separate sheet of paper.

Advocacy: Choose one of the eating disorders you learned about. Write a pamphlet for teens, outlining the symptoms and health risks of the eating disorder. Include information on where people can get help to overcome this condition.

Accessing Information: Using the library or Internet, research anorexia nervosa or bulimia nervosa. In a short report, tell when and how the disease was first studied. Include up-to-date statistics on how many teens in the U.S. are treated for the disorder every year, the ratio of girls to boys with the disorder, and the success rate of treatment.

Lesson Quiz | 11-2

Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

- _____ 1. compulsive overeating
- _____ 2. an eating disorder characterized by self-starvation leading to extreme weight loss
- _____ 3. a condition in which a person eats large amounts of food and then secretly purges
- _____ 4. weight is more than 20 percent higher than what is appropriate for the person's height, age, and body frame
- _____ 5. an extreme and damaging eating behavior that can lead to sickness and even death

- a. obese
- b. anorexia nervosa
- c. binge eating disorder
- d. eating disorder
- e. bulimia nervosa

In the space, write the word(s) from the list that best completes each statement.

- 6. Often, eating disorders are brought on by _____ such as depression or low self-esteem.
- 7. Having an eating disorder places a person at risk for developing severe _____.
- 8. A _____ is something you feel you cannot control, like feeling you have to eat.
- 9. Both anorexics and bulimics are obsessed with losing weight and maintaining strict _____ of their bodies.
- 10. People with eating disorders need _____ from professionals.

- medical problems
- psychological problems
- treatment
- control
- compulsion

Score (number correct \times 10 points):

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Parent Letter and Activities

For use with Chapter 11

Dear Parent or Guardian,

We are now studying the body image—the way a person sees himself or herself. Some teens have distorted body images. They may compare themselves with models or athletes and think they are too fat or too thin. We will discuss appropriate weight and the factors that influence it. We will explore weight problems and healthful ways of reaching and maintaining appropriate weight. Our studies also include a lesson about eating disorders such as anorexia and bulimia.

As we explore the topic of body image, some questions your teen will consider are: *How do eating and physical activity affect weight? How can I maintain a healthy weight? Why do some people develop eating disorders? Where can a teen get help for an eating disorder?*

The topics are especially important during adolescence as teens establish eating and activity habits that can last a lifetime. Answering these questions can help your teen develop a positive body image. You are a vital part of this process.

To support and extend our classroom work, please set aside some time during the next few weeks to complete one or more of the following activities with your teen:

- Create a list of fun ways to increase physical activity and help manage weight, such as bike riding, hiking, or rock climbing. Then participate in one of these activities together.
- Look through newspapers or magazines together and identify advertisements for fad diets. Ask your teen why these diets are ineffective or unhealthful. Then discuss healthy ways to lose or gain weight.

As always, feel free to engage in other activities you think will help your teen to develop a positive body image and maintain healthy weight. Your activities will be a welcome addition to our efforts here. As always, do not hesitate to contact me for further information.

Sincerely,

Health Teacher

Performance assessment is a way of teaching and learning that involves both process and product. It is not just a testing strategy. Performance assessment tasks get students involved in constructing various types of products for diverse audiences. Students also are involved in developing the process that leads to the finished product.

Performance assessment tasks are based on the most essential elements in the curriculum and activities that will engage students. Students need the opportunity to put concepts, skills, and attitudes together. Performance assessment allows students to demonstrate how effectively they can put the pieces together and use information in real-world applications.

The assessment of each student's work should consider not only the final product but also the processes that led to it. Some of the processes include getting and working with information, using information for a purpose, using information to craft a product or presentation, and using information to communicate with specific audiences.

In all, there are 21 activities: one for each chapter in *Teen Health Course 3*. Each chapter contains a rubric and a classroom assessment list. There are a total of 10 rubrics. Some of these rubrics may be repeated in other chapters.

Learning Styles

Some learners prefer to understand the connections between ideas and excel in the skills of critical analysis. These students are good at predicting, comparing and contrasting, and analyzing. Other learners enjoy organizing information and excel in remembering details. Some learners engage in creative problem solving and use productive, divergent thinking skills. Other learners are best at tasks that require interpersonal skills. These students are good at interviewing and at working in teams. They focus on attitudes, motivations, feelings, and opinions and are more self-aware than most. Some learners prefer to write, while others like oral presentations; still others enjoy making things. Performance assessment often uses a combination of individual and group cooperative learning. Group work may be used as the first step in getting students engaged and allowing a diversity of ideas to emerge. Sometimes a whole project is based on group work. In this case, individuals should have specific tasks for which they are accountable. For example, if the group's task is to write a booklet about safety for elementary students, each group member should create one chapter. The group then works together to plan the sequence of chapters, the book's cover, a title page, and other elements.

All learning styles are valuable. Performance assessment tasks give students opportunities to use their preferred learning style and expand their competency in other styles. For example, the student who excels at writing detailed informational pamphlets for peers could also be involved in making persuasive posters for adult groups. Some performance tasks will dictate what the product is to be. Other performance tasks will allow students to choose the format, purpose, and audience for their product.

The Performance Task

Each chapter resource contains a performance task for that chapter in *Teen Health*. You are encouraged to use the tasks, change them, and create your own versions. After some experience, students will be able to help create the tasks and thus increase their ownership of the process.

Following is a description of the essential elements for a valid performance task. Use these criteria to evaluate each task:

1. **Essential:** The task must focus on the most important elements of the chapter.
2. **Integrative:** The task must require students to put together important information, concepts, and skills.
3. **Engaging:** The task must grab students' attention.
4. **Activating:** As students continue working on the task, they become more interested and are willing to work harder.
5. **Feasible:** The task fits the time, sources of information, and other resources available to students.
6. **Safe:** The activity is safe for the students and others.
7. **Equitable:** All students have a fair chance to succeed at the task.
8. **Balance of Group and Individual Work:** Group work is often used in performance tasks. When a group works on a single product or performance, each individual must be held accountable for his or her part.
9. **Appropriate Structure:** The task has enough structure to give students a reasonable chance to understand it. Structure can be provided through the statement of the task, the directions, the rubric and/or the classroom assessment list of criteria (shown ahead of time to students), and models of excellent work.
10. **Authentic Product:** The product is similar to or the same as products found in a real-world situation; that is, the product is not unique to the classroom.
11. **Authentic Process:** The processes students use to complete the task are similar to or the same as the processes used by people in real-world situations.
12. **Authentic Audience:** Part of crafting the product is deciding how best to communicate with different audiences about it.
13. **Criteria to Assess Quality:** Share with students at the beginning of the task the criteria that will be used to judge the quality of the process and the product. Students may be involved in setting the criteria. Rubrics and classroom assessment lists are the criteria for the tasks in this book.

14. **Models of Excellent Work:** Models of excellent work should be available to students at the beginning of a task. The models should be of work similar to, but not the same as, the current task.
15. **Self-Assessment:** The task allows the student to engage in self-assessment of the process and/or the product. Additional information on self-assessment is given later in this introduction.
16. **Outside Assessment:** If the audience for a product is not the teacher or classmates, the outside audience can provide an assessment of the product or performance. Outside audiences should be used whenever possible.
17. **Feedback and Revision Loop:** The task allows the student to get feedback from peers and/or the teacher while the work is in progress. This gives the student the opportunity to revise and refine the product.
18. **Connection to the Context of the Curriculum:** The task fits naturally into the curriculum and is a good way to assess a student's understanding of the concepts being studied.

Using Performance Assessment Tasks

This book includes tasks that call for a variety of products and performances. They are intended to be used as written, but they can be easily adapted by changing the product, purpose, and/or audience. The tasks also can serve as models for the teacher to use in creating other performance assessment tasks. On pages 30–31, a rubric and a classroom list are provided for use with the chapter performance task. Note that the *Assessment* entry on the task form refers the student to a particular classroom assessment list or lists. For your assessment of the task, use the corresponding rubric. You may want to adapt the rubric and classroom list to meet your specific needs.

Classroom Lists and Models of Excellent Work

At the beginning of a performance task, show students the classroom list relevant to their project. Also, show them examples of excellent work similar, but not identical, to their current project. Models of excellent student work are not included in this book. They should come from your students. You may not have models of excellent work available at first. You and your colleagues could define what excellent work is in your course.

Rubric

A rubric is a set of descriptions of the quality of a process and/or a product. The set of descriptions includes a continuum of quality from excellent to poor. There are many varieties of rubrics. The one used in this book is a six-level rubric called a Two-Decision Rubric.

Performance Assessment Teacher Resources

For use with Chapter 11

To use the rubric, the assessor studies the product and makes the first of two decisions: Is the product more like one that is excellent (**T**) or more like one that is poor (**W**)? If the product is more like a **T**, then the assessor makes the second decision: Is the product unusually excellent (**S**), evenly excellent (**T**), or mostly excellent (**U**)?

If the first decision is that the product is more like a **W**, the assessor's second decision is as follows: Is the product evenly poor (**W**), mostly poor but with some better elements (**V**), very poor (**X**), or not done (**X**)? In only two decisions, the product is placed on a six-point scale.

The rubric in this book uses letters instead of numerals to avoid misleading scores. For example, using numerals from 1 to 4, if a student were to get a 2 on one presentation and a 4 on another, it might be reported that the student got an average of 3. The scores of 1, 2, 3, and 4 are in a continuum of quality, but the distances between each of the four levels are probably the same. Rubrics are more like Continuum B than Continuum A, so the values should not be added together and a mean score calculated.

- | | |
|----------|--|
| S | Superb, eloquent, unusually excellent |
| T | Evenly excellent |
| U | Mostly excellent, unevenly excellent, one or two important elements that are not excellent |
| V | Mostly poor, one or two important elements that are better than poor |
| W | Evenly poor |
| X | Very poor or not done |

Continuum A: Equal intervals between values

1 2 3 4

Continuum B: Unequal intervals between values

1 2 3 4 5 6

Consider the ratings one student earned on seven posters done throughout the course:

W U T U U T T

It would be correct to describe the student's long-term performance by reporting that he or she earned three **T**s, three **U**s, and a **W**. Another observation would be that the student earned two of the **T** ratings during the later part of the course, which showed improvement.

If two or more teachers are assessing the same type of product, such as a poster, using the same rubric will help them assess the poster in a similar way. Once a rubric has been created, many teachers can use it without alteration. (Even teachers at different grade levels or teaching different subjects can use the same rubric. Use of a common rubric can provide continuity from grade to grade and from subject to subject.)

Classroom Assessment List

The rubric is not a tool for students. Each teacher uses the rubric to make a classroom assessment list, using terms students can easily understand. The classroom list is a guideline. If a student meets every guideline of a classroom list in an excellent manner, the product or performance would probably be assessed as a **T**.

While the rubric remains unchanged from teacher to teacher, classroom assessment lists will likely differ. Each teacher decides how best to translate the rubric into a useful list of guidelines for a particular class. After a few experiences using classroom assessment lists, the students can make their own lists of guidelines, working alone or in cooperative groups. This further engages them in active learning.

Students' Self-Assessment

Students should learn to examine their work and identify what they have done well and where they could improve. When students are taught to use the instructions in the performance task, the classroom assessment list, and the models of excellent work to assess their projects, their self-assessment will be more effective.

The Portfolio

Portfolios are a good way to look at the overall work of a student. One strategy is to have students save a variety of their best work in a “working folder” during the course. Near the end of the course, ask students to select a small number of products for their portfolios. These products should show how competent students have become in using concepts and information from the overall course.

After students have made their selections, each student writes a narrative explaining why he or she chose specific items and how those items demonstrate the degree to which the student has achieved health literacy. The teacher reads each narrative and writes a short response to the student about how honest and perceptive the student has been. Teachers might use the student’s portfolio and narrative as a significant part of the final grade for the course. The portfolio strategy engages students in decision making, promotes self-analysis, and requires a reasonable amount of work from the teacher.

Grades

A grade may also be necessary for a project. On each classroom assessment list, the teacher can assign a point value to each element. Students are awarded points according to the quality of their work relevant to that element. The teacher can assign more or fewer points to an element to weight its value in the total score. Points earned should reflect the letter assessment from the rubric.

A Writing

S: The student’s writing is outstanding in richness and clarity. It shows a high level of conceptual understanding and ability to engage with and communicate to a specified audience.

T: The student’s work is excellent, and shows a clear understanding of the task as it brings appropriate concepts to bear. Relevant and appropriate information supports the concepts. The proper structure is used throughout. The vocabulary is well chosen for the audience. The mechanics of standard written English are correct. It is clear that the student understands the core curriculum related to this project and can reorganize it in an entertaining manner. The work is neat and presentable.

U: This story is like one receiving a rating of **T**, but is unevenly excellent.

V: This work is generally poor except for one or two important elements that are of good quality.

W: The student’s work is poor. Clearly, the student doesn’t understand the task as some concepts are inappropriately used. Other concepts central to the topic are not used at all. Inappropriate or inadequate information is used to support the concepts. The work is not well-organized or focused, and higher-ordered thinking is not evident. The writing does not successfully carry out its purpose or communicate well with the intended audience. The conventions of standard written English are not all correct. The work is not neat and presentable. Visuals are missing, or not used well. It is not clear that the student understands the core curriculum related to the project.

X: The work is not done or is very poorly done.

A Writing

Element	Assessment Points	
	Possible	Earned
1. The student uses appropriate concepts correctly.	_____	_____
2. The student uses appropriate information to support the concepts used.	_____	_____
3. Appropriate vocabulary is used.	_____	_____
4. The work is very neat and presentable.	_____	_____
5. The work communicates well with the intended audience.	_____	_____
6. The writing is organized and focused.	_____	_____
7. Language mechanics are correct.	_____	_____
8. If needed, visuals such as drawings are well used to support the writing.	_____	_____
Total	_____	_____

Universal Access Activities

For use with Chapter 11

The purpose of this guide is to aid you in helping all the students in your class get the most from this course. Each chapter contains activities appropriate for each of the following student groups. Answers for each activity are included at the end of this book.

Activity	Different Learning Styles (visual, kinesthetic, auditory)	Physical, Visual, Hearing Impairments	Behavioral Disorders	Learning Disabilities	At-Risk	Gifted
Chapter 11, Activity 1			✓	✓	✓	
Chapter 11, Activity 2	✓ (visual)		✓	✓	✓	
Chapter 11, Activity 3	✓ (visual)	✓				✓
Chapter 11, Activity 4	✓ (visual)		✓	✓	✓	

Universal Access Activity 1

Vocabulary

What to Do: Skim the chapter for the terms provided in the word bank. Match each term with the best definition given below.

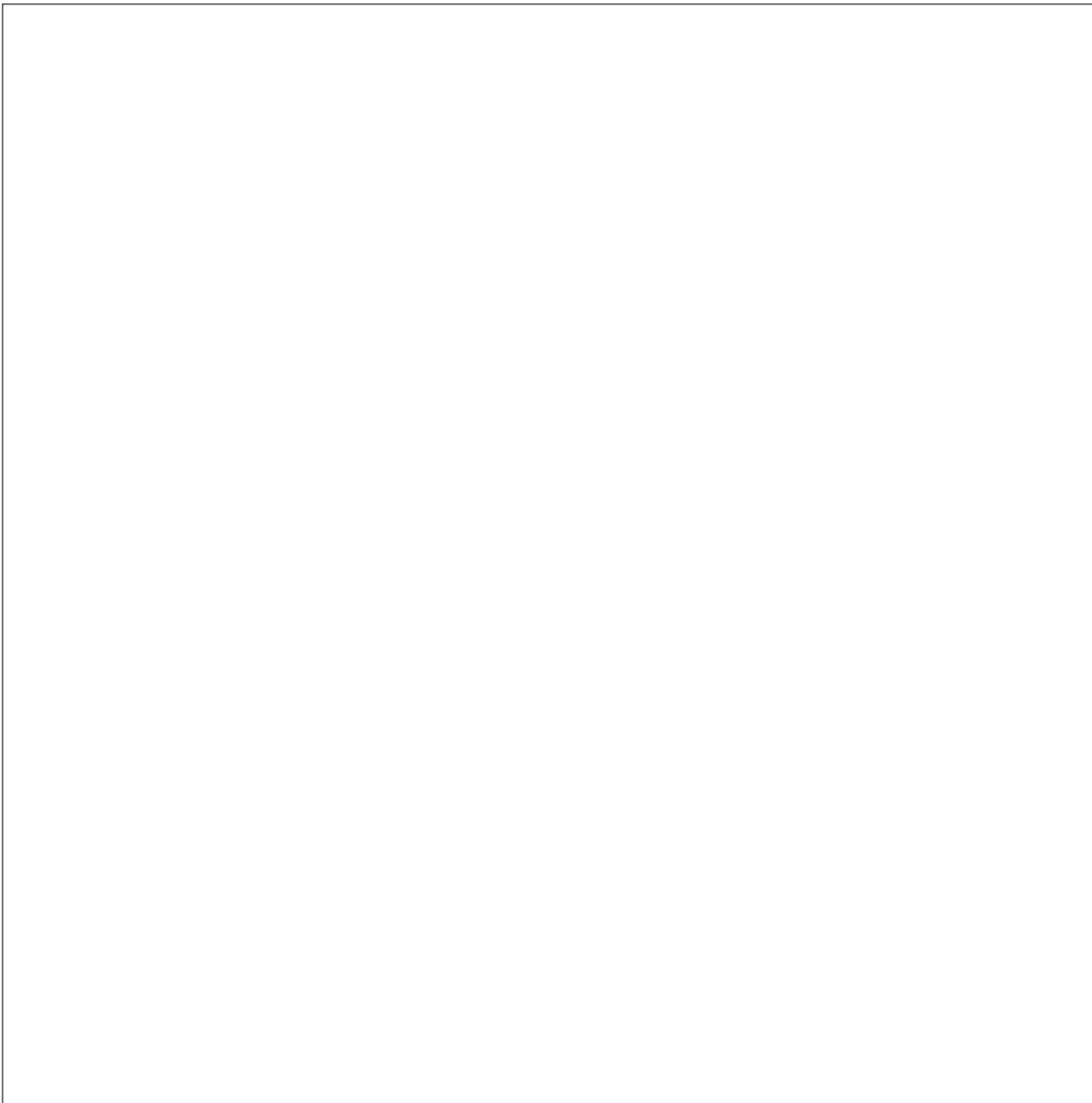
1. Your _____ refers to what you value about yourself, both inside and out.
2. Your _____ is the way you see and feel about your body.
3. Your _____ is the weight that is best for your body.
4. Your _____ is a formula you can use to determine if your weight is appropriate for you.
5. _____ means weighing more than what is appropriate for your gender, height, age, body frame, and growth pattern.
6. _____ means weighing less than what is appropriate for your gender, height, age, body frame, and growth pattern.
7. _____ are extreme and damaging eating behaviors that can lead to sickness and even death.
8. _____ is an eating disorder characterized by self-starvation leading to extreme weight loss.
9. _____ is a condition in which a person eats large amounts of food and then secretly purges.
10. Being _____ means that a person's weight is more than 20 percent higher than what is appropriate for that person's height, age, and body frame.

bulimia nervosa
 underweight
 eating disorder
 appropriate weight
 body image
 obese
 self-esteem
 body mass index (BMI)
 overweight
 anorexia nervosa

Universal Access Activity 2

I Am Unique Bumper Sticker

What to Do: The most effective bumper stickers are those with catchy, meaningful slogans. Review the ideas in Chapter 11 about ways for teens to understand that everyone is unique, and it is more important to be healthy than to try to look like someone else. Use the space below to create the message for your bumper sticker.



Universal Access Activity 3

Media Influence

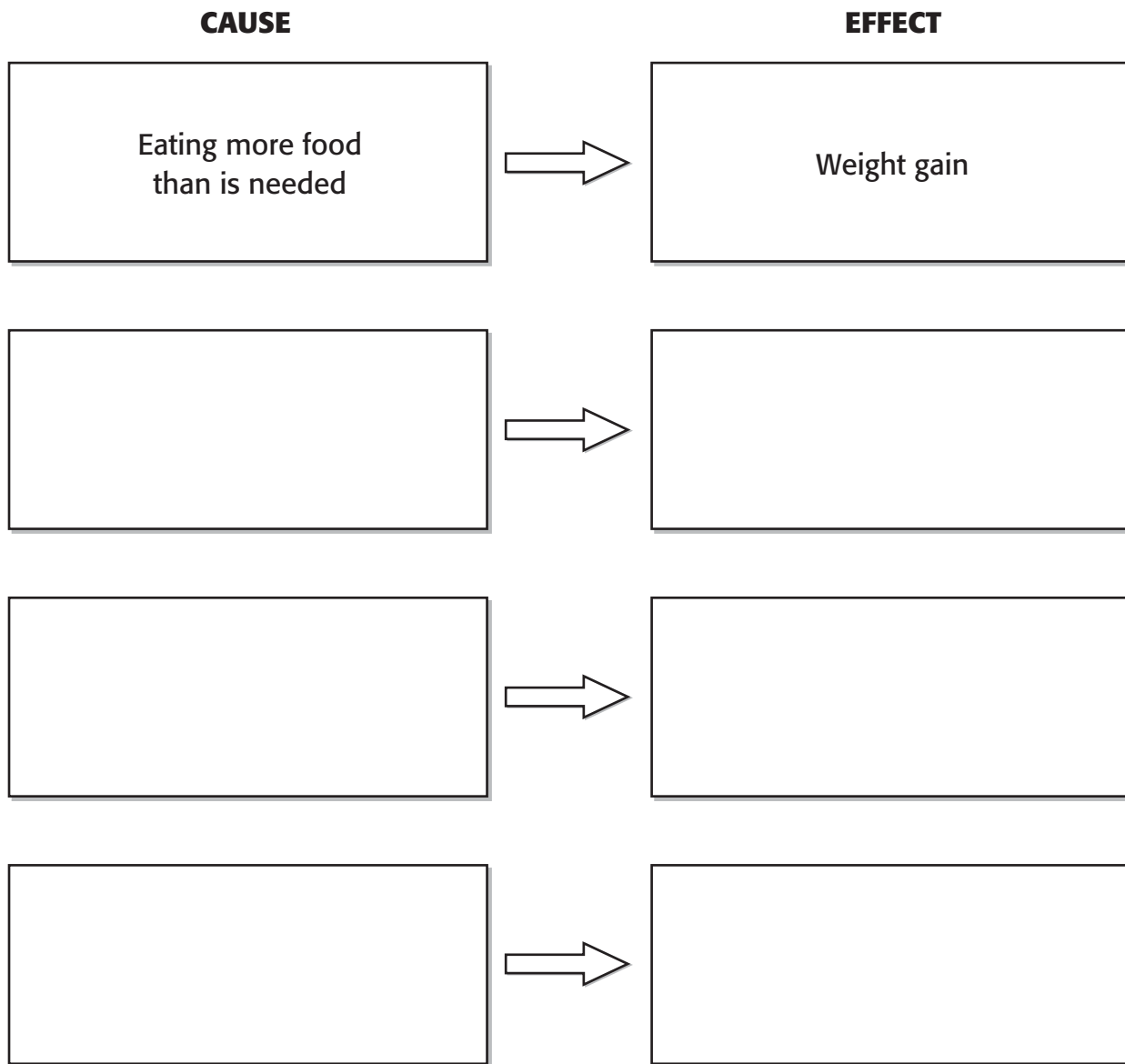
What to Do: Look through some teen magazines. Cut out advertisements that you feel target teens' body image in either positive or negative ways. Create a two-column poster with positive body images on one side and negative images on the other. Write a brief evaluation of how the media promotes body image in both positive and negative ways. Use the space below to plan your poster.

Positive Body Images	Negative Body Images

Universal Access Activity 4

Cause and Effect

What to Do: Events do not simply happen. “What happened” is known as an effect. “Why it happened” is the cause. As you read Chapter 11, identify the causes of being overweight and underweight and their effects on the body. Complete the graphic organizer below. The first one has been done for you.



Lesson Plan

Chapter 11 • Lesson 1 (SE pages 260–265)

Teacher's Name					Date				
Grade	Class(es)		Date(s)	M	T	W	Th	F	
KEY	SE = Student Edition		FF = Fast Files	TCR = Teacher Classroom Resources					
	TWE = Teacher Wraparound Edition		WKBK = Workbook	TECH = Technology Resources					

National Health Education Standards

This lesson addresses the following National Health Education Standards:
1.1, 1.5, 1.6, 1.8, 1.9, 2.5, 2.7, 2.8, 3.4, 6.1, 6.4, 7.1, 7.3, 8.1

LESSON OBJECTIVES

- Students will be able to
- _____ identify the importance of a healthy body image.
 - _____ explain how eating and physical activity affect weight.
 - _____ describe ways to maintain a healthy weight.

FOCUS

- _____ Activating Prior Knowledge, TWE page 260
- _____ Guide to Reading, TWE page 260
- _____ Building Vocabulary, TWE page 260
- _____ Quick Write, TWE page 260

TEACH (Reading and Studying the Lesson)

- _____ Read and discuss the lesson, SE pages 260–265
- _____ Teaching Strategies, TWE pages 261–264
- _____ Chapter 11 Study Guide, WKBK
- _____ Teaching Transparency 11-1, TCR
- _____ Concept Mapping Activity, FF page 9
- _____ Reading Tutor, TCR pages 124–127
- _____ Universal Access Activities, FF pages 33–36
- _____ Guided Reading and Writing Activity, FF page 16
- _____ TeacherWorks, TECH

ASSESS

- _____ Lesson 1 Review, SE page 265
- _____ Lesson Quiz 11-1, FF page 17
- _____ Chapter 11 Assessment, SE pages 274–275
- _____ ExamView®, TECH

PRACTICE/APPLY

- _____ Building Health Skills, SE pages 270–271, FF page 6
- _____ Health Lab Activity, FF page 10
- _____ StudentWorks, TECH
- _____ Lesson Activity 37, WKBK

RETEACHING

- _____ Reteaching Activity, FF page 14
- _____ Reteaching, TWE page 265
- _____ PowerPoint®, TECH

ENRICHMENT AND EXTENSION

- _____ Enrichment Activity, FF page 15
- _____ Enrichment, TWE page 265
- _____ Parent Letter and Activities, FF page 24
- _____ Vocabulary PuzzleMaker, TECH

CLOSE

- _____ Activity, TWE page 265

Lesson Plan

Chapter 11 • Lesson 2 (SE pages 266–269)

Teacher's Name				Date			
Grade	Class(es)	Date(s)	M	T	W	Th	F
KEY	SE = Student Edition	FF = Fast Files	TCR = Teacher Classroom Resources				
	TWE = Teacher Wraparound Edition	WKBK = Workbook	TECH = Technology Resources				

National Health Education Standards

This lesson addresses the following National Health Education Standards:
1.2, 1.8, 1.9, 2.8, 2.9, 3.4, 4.4, 8.2, 8.3

LESSON OBJECTIVES

- Students will be able to
- _____ describe the symptoms of various eating disorders.
 - _____ explain the health risks associated with an eating disorder.
 - _____ identify sources of help that are available for a person with an eating disorder.

FOCUS

- _____ Activating Prior Knowledge, TWE page 266
- _____ Guide to Reading, TWE page 266
- _____ Building Vocabulary, TWE page 266
- _____ Quick Write, TWE page 266

TEACH (Reading and Studying the Lesson)

- _____ Read and discuss the lesson, SE pages 266–269
- _____ Teaching Strategies, TWE pages 267–268
- _____ Chapter 11 Study Guide, WKBK
- _____ Teaching Transparency 11-2, TCR
- _____ Concept Mapping Activity, FF page 18
- _____ Decision-Making Activity, FF page 19
- _____ Reading Tutor, TCR pages 128–130
- _____ Universal Access Activities, FF pages 33–36
- _____ Guided Reading and Writing Activity, FF page 22
- _____ TeacherWorks, TECH

ASSESS

- _____ Lesson 2 Review, SE page 269
- _____ Lesson Quiz 11-2, FF page 23
- _____ Reading Review, SE page 273, TWE page 273
- _____ Chapter 11 Assessment, SE pages 274–275
- _____ Performance Assessment Activity, FF page 3
- _____ Chapter 11 Health Inventory, WKBK
- _____ Chapter 11 Test, FF page 7
- _____ Standardized Test Practice, SE page 275
- _____ ExamView, TECH

PRACTICE/APPLY

- _____ Building Health Skills, SE pages 270–274, FF page 6
- _____ StudentWorks, TECH
- _____ Lesson Activity 38, WKBK

RETEACHING

- _____ Reteaching Activity, FF page 20
- _____ Reteaching, TWE page 20
- _____ Chapter 11 Summary and Activity, FF pages 1–2
- _____ PowerPoint, TECH

ENRICHMENT AND EXTENSION

- _____ Enrichment Activity, FF page 21
- _____ Enrichment, TWE page 269
- _____ Vocabulary PuzzleMaker, TECH

CLOSE

- _____ Activity, TWE page 269

Transparency 11-1 Weight Management Tips

Teens who need to gain or lose weight may look for shortcuts and gimmicks that often are ineffective and unhealthy. It is important that students understand that for some maintaining a healthy body weight takes effort, patience and commitment. The result however, is an increase in wellness and an improvement on all sides of the health triangle. This transparency displays guidelines for healthy weight management, and asks students to consider how following these tips can help them manage stress related to body image.

Transparency 11-2 Helping Someone with an Eating Disorder

Often eating disorders are brought about by psychological problems, such as depression or low self-esteem. Having one of these disorders can place a teen at risk for developing severe medical problems. Teens with eating disorders need professional help. This transparency shows students the steps they should take if they suspect someone they know has an eating disorder. It then asks students to think of some resources they could use to help someone with an eating disorder.

Answer Key

CHAPTER 11 ACTIVITY

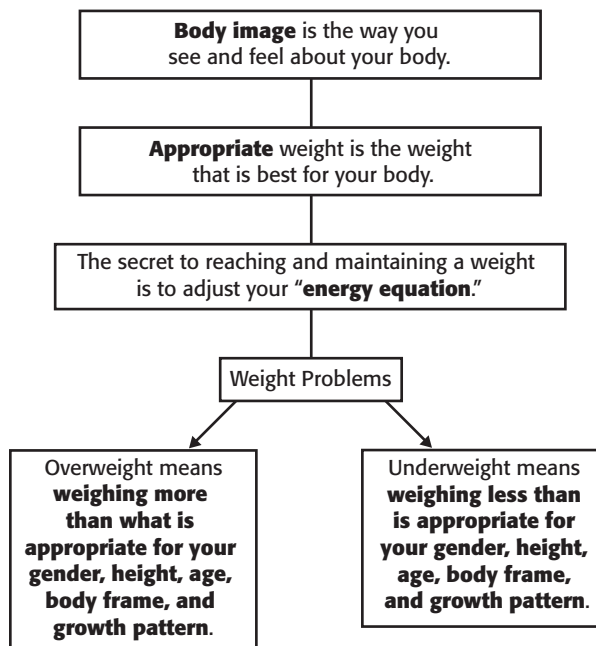
Letters will vary.

CHAPTER 11 TEST

1. c
2. b
3. j
4. a
5. i
6. f
7. h
8. e
9. g
10. d
11. anorexia
12. +
13. high
14. +
15. +
16. 2,000
17. +
18. low
19. 518
20. +
21. Compulsive eating is the inability to control your desire to eat and compulsively overeating. People with this disorder eat even when they are not hungry. Anorexia nervosa is an eating disorder characterized by self-starvation leading to extreme weight loss. Bulimia nervosa is a condition in which a person eats large amounts of food and then secretly purges.
22. Appropriate weight is the weight that is best for your body. It is given in a range because there are several factors in determining a person's appropriate weight. Gender, height, age, and body build or frame are all factors. Teens must also consider their growth pattern. A person can calculate his or her appropriate weight using a formula known as the body mass index (BMI).

LESSON 1

Concept Mapping Activity 11-1



Reteaching Activity 11-1

Answers will vary. Possible responses provided.

1. Your thoughts and feelings about how you look are going through changes, too.
2. His or her self-esteem is negatively affected.
3. It is important to understand that the changes your body is going through are normal.
4. The key to positive body image and high self-esteem is having an optimistic attitude and a healthy lifestyle.
5. They think they are overweight or underweight.
6. They are overweight.
7. They put extra stress on their heart and lungs. They have increased risk of type 2 diabetes, heart disease, cancer, and stroke.
8. They lack energy, have difficulty fighting infection, and are at risk for developing anemia.

9. When people have a lack of iron in their diet, they are anemic.
10. The person has reached his or her appropriate weight.
11. They end up with health problems.

Enrichment Activity 11-1

Answers will vary, but some main points are:

Jamie

1. Jamie can try eating smaller portions of nutrient-dense food, limiting her calories to 2000, and doing moderate physical activity each day. Most important, Jamie should be encouraged to have an optimistic attitude, know what makes her happy, spend time with people who appreciate her, and develop a personal style that is all her own.
2. Images in the media are not realistic.

Amelia

3. Amelia should be encouraged to discover what makes her happy, spend time with people who appreciate her, and develop a personal style that is all her own. She needs to know that if she balances the calories that she eats with the calories she uses during physical activity, she will not become overweight.
4. Amelia's friends are too judgmental and are hurting her.

Patrick

5. Patrick may develop low self-esteem and psychological problems.
6. He does not feel comfortable with his body, which has lowered his self-esteem.

Guided Reading and Writing Activity 11-1

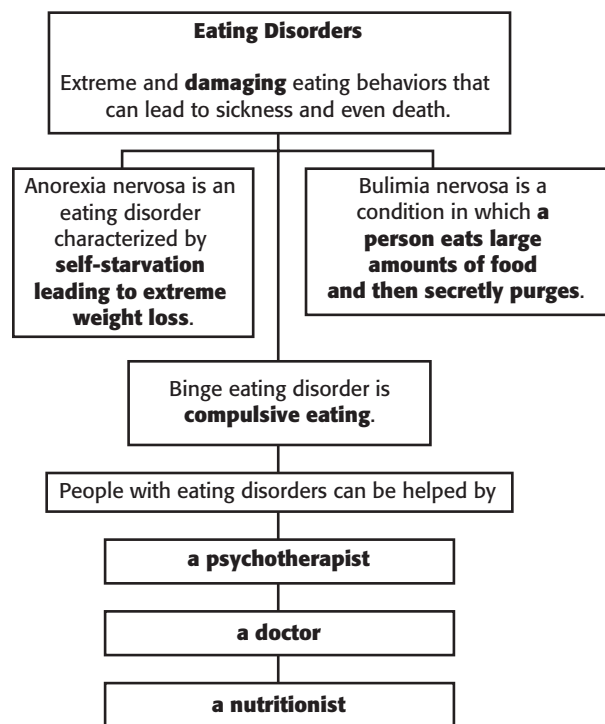
1. It is important to have a healthy body image because how you feel about your body can affect your self-esteem.
2. Some children become overweight because they eat too many empty-calorie foods and do not get enough physical activity.
3. Overweight means weighing more than what is appropriate for your gender, height, age, body frame, and growth pattern. Underweight means weighing less than what is appropriate for your gender, height, age, body frame, and growth pattern.

Lesson Quiz 11-1

1. +
2. +
3. physical change
4. body mass
5. physical activity
6. underweight
7. overweight
8. appropriate weight
9. self-esteem
10. body image

LESSON 2

Concept Mapping Activity 11-2



Decision-Making Activity 11-2

Answers will vary. Possible responses provided.

1. Andrew needs to understand that getting back to his previous weight may be unrealistic. With his coach's help or the help of a school counselor, perhaps Andrew can plan to wrestle at a higher weight so that his weight loss measures will not have to be unhealthy and potentially dangerous.

Reteaching Activity 11-2

1. binge eating
2. anorexia nervosa
3. bulimia nervosa
4. anorexia nervosa
5. binge eating
6. bulimia nervosa

Enrichment Activity 11-2

Answers will vary. Possible responses provided.

1. The disorder is caused by poor body image, low self-esteem, a desire to gain control over his or her life and body. Depression is both a cause and an effect. The serious health problems an anorexic faces are cardiac arrest, kidney failure, and even death. The anorexic's bones become brittle and thin, body temperature and blood pressure drop, and the body cannot repair itself or grow.
2. The disorder is caused by a compulsion to eat, guilt, depression, low self-esteem, and poor self-image. As a result, the person becomes obese, has increased feelings of guilt, depression and even lower self-esteem.
3. The disorder is caused by an obsession with losing weight and a desire for control. The health problems a bulimic faces are stomach acid from vomiting eating away tooth enamel, injury to mouth and throat, dehydration, hormone imbalance, damage to kidneys and liver, and loss of important minerals.

Guided Reading and Writing Activity 11-2

1. An eating disorder is an extreme and damaging eating behavior that can lead to sickness and even death.
2. A person with anorexia nervosa suffers extreme weight loss. The body cannot maintain its normal growth and repair functions. Bones become thin and brittle from lack of calcium, and body temperature and blood pressure drop. They may experience cardiac arrest, kidney failure, and depression.
3. Anorexics limit their intake of food and starve themselves. Bulimics eat and then purge the food they have eaten by vomiting or taking laxatives. Anorexics appear very thin, while bulimics often maintain normal weights.

Lesson Quiz 11-2

1. c
2. b
3. e
4. a
5. d
6. psychological problems
7. medical problems
8. compulsion
9. control
10. treatment

UNIVERSAL ACCESS ACTIVITIES**Activity 1**

1. self-esteem
2. body image

3. appropriate weight
4. body mass index (BMI)
5. overweight
6. underweight
7. eating disorders
8. anorexia nervosa
9. bulimia nervosa
10. obese

Activity 2

Bumper stickers will vary.

Activity 3

Posters will vary.

Activity 4

Answers will vary.

Lined writing area consisting of 25 horizontal lines.

Lined writing area with horizontal lines.

