Unit 08: Eating Disorders and Fad Diets

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
Status: **Published**

Brief Summary of Unit

In this unit, students will understand the differences between different eating disorders, their characteristics, symptoms, and treatment. They will also explore the dangers of fad diets. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Standards

The identified standards make interdisciplinary connections across content areas including social sciences, technology and career readiness. Within this course, as appropriate, cultural awareness and global citizenship are highlighted as related to culinary content.

National Standards for Family and Consumer Sciences Education

Standard 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.

Area of Study 14.0 Nutrition and Wellness

14.2.1 Evaluate the effect of nutrition on health, wellness and performance.

14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.

Area of Study 9.0 Food Science, Dietetics, and Nutrition dietary plans.

9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.

9.3.2 Analyze nutritional data.

9.3.4 Assess the influence of cultural, socioeconomic and psychological factors on food and nutrition and behavior.

9.3.5 Analyze recipe/formula proportions and modifications for food production.

9.3.6 Critique the selection of foods to promote a healthy lifestyle.

9.3.7 Plan menus, applying the exchange system to meet various nutrient needs.

9.4.4 Construct a modified diet based on nutritional needs and health conditions.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and

personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards: https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions

- What is an eating disorder?
- What is the difference between disordered eating and an eating disorder?
- Why are the risks associated with weight-loss plans?

Students will know / Students will be skilled at

Students will be skilled at:

- identifying a fad diet.
- creating a healthful and effective meal plan that replaces the need for fad diets
- knowing and identifying the different types of eating disorders
- creating a nutritional treatment plan for someone suffering from an eating disorder
- researching fad diets
- analyzing advertisements for unrealistic outcomes

Students will know:

- key terms: fad diet, fasting, weight cycling, anorexia nervosa, bulimia nervosa, compulsive overeating, binge eating, ketosis.
- that an eating disorder is a psychological disease and not necessarily about the food itself
- the pros and cons of popular fad diets.
- the types, symptoms, characteristics, and treatment of eating disorders.
- ways to identify the the societal pressures to be thin
- where to get help to combat an eating disorder.

Evidence/Performance Tasks

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Students will:

- actively and meaningfully participate in performance tasks such as: o read and explain the pros and cons of a specific fad diet. o brainstorm reasons for our societal obsession with thinness (smart board). o create a brochure evaluating a fad diet.
- be evaluated by the teacher through observation of performance.
- complete a self evaluation rubric of performance and lab critique submissions.
- debate reasons for our societal obsession with thinness
- meaningfully address the essential and guiding questions of this unit of study.
- meaningfully participate in guided question and answer sessions, group and individual discussions, show an understanding of the purpose of the unit lesson(s), and the key terms and concepts via assessments, projects, labs, reflections and application to self
- participate in discussion regarding how the media uses the human body to promote the sale/service of a product.
- research and evaluate the pro and cons of specific fad diets
- research three common eating disorders and ways to overcome them

Learning Plan

- Administer quiz on eating disorders and fad diets.
- Assign Homework: have students bring in two media examples that use the human body to sell a service or a product.
- Develop student ability to engage in a critique of the media's use of images and the body.
- Facilitate Lab #1: Healthy and quick snacks.
- Facilitate Lab #2 where lab groups test product claims by choosing one product to taste-test or prepare in class to determine if it fulfills the advertising promise.
- Have students discuss how society communicates a “thin is in” message to young people today as they consider the effects of this message on teens and how to counter this message with more healthful, positive messages.
- Lead students in a discussion/debate on the benefits and detriments of eliminating carbohydrates from a diet, requiring students to use data to support their position.
- Preview the essential questions and connect to learning throughout the unit.
- Provide access to eating disorders, including characteristics and treatment.
- Show and discuss parts of the HBO documentary “Thin.”
- Support students in developing an understanding of how to expose fad diets through targeted research and develop a product that demonstrates understanding

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

In addition to the materials below, he link that connects to district approved textbooks and resources utilized in this course can be found on the Curriculum and Instruction webpage: (https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=1953860). Any additional resources, not included in the current Core Book List, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

- topic related DVDs/videos/documentaries
- websites
- interactive use of SmartBoard
- necessary recipes and ingredients
- necessary kitchen equipment

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing