

# 09 Eating Disorders and Self-Esteem

Content Area: **Special Education**

Course(s):

Time Period: **Full Year**

Length: **On-going**

Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Nutrition and Fitness

Fundamentals of nutrition include factors that influence healthy eating behaviors, the ability to make healthy food choices, and access to products and services. The course is designed to teach students about good eating habits and exercise which influence overall health. In this class students are presented with a multisensory approach to learning the content infused with Howard Gardner's multiple intelligences to enhance student learning about how to apply concepts of nutrition to their lives. Students will use knowledge about their cultural background by engaging in high interest authentic learning activities within the school, family, and community where they can apply nutritional education and practices to their everyday lives.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Educate students regarding the etiology, treatment, diagnoses and current issues about eating disorders.

Promote awareness about eating disorders.

Express positive feelings, build self-esteem and strengthen identity.

## **CONTENT AREA STANDARDS**

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LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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HPE.2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
HPE.2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special

	needs, and cultural backgrounds.
HPE.2.1.8.E.CS1	Social and emotional development impacts all components of wellness.
HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Social and emotional development impacts all components of wellness.
- There are several types of eating disorders.
- Eating disorders may be caused by a combination of genetics, social; pressure and psychological factors.
- There are health complications from eating disorders.
- Eating disorders can be diagnosed and treated.
- knowledge about various health products, services, and resources can help individuals make more informed choices.
- The media can influence body image, self-esteem and eating disorders.
- It is important to activate community awareness about eating disorders.
- It is important to recognize positive traits about yourself to build self-esteem and confidence.

### **Procedural Knowledge**

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Students will be able to:

- Define anorexia nervosa and bulimia nervosa.
- Identify healthy ways for adolescents to lose, gain, or maintain weight.
- Identify positive traits about yourself to build self-esteem and confidence.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Research signs, causes, diagnosis, health complications and treatment of eating disorders.
- Research advertisements that show how the media can influence body image, self-esteem and eating

disorders.

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Defend healthy ways for adolescents to lose, gain, or maintain weight.
- Defend a position on a health or social issue to activate community awareness and responsiveness.
- Recognize how to help individuals with an eating disorder.
- Speak to school staff and/or community members about eating disorders to activate community awareness and responsiveness.
- Engage effectively in a range of collaborative discussions to enhance understanding of a topic/subject under investigation.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) for a range of discipline-specific tasks, purposes, and audiences.
- Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Evaluate various health products, services, and resources from different sources, including the Internet.
- Design a nutritional plan with a friend for a family with different lifestyles, resources, special needs, and cultural background.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Socratic Seminar discussion about causes and signs of an eating disorder and the effects eating disorders may have on an individual's health, family, school and social life.

Create a poster or infographic that shows unhealthy eating habits and appearances vs images that represent healthy eating habits and appearances.

Discuss help available to people with eating disorders.

Explore the roles of friends, family, teachers and coaches in identifying and addressing eating disorders.

Coordinate an annual Eating Disorders Awareness Week.

Create a poem titled "I am " to strengthen your identity.

Identify positive traits about yourself on the class Graffiti board.

Write the "You Report Card" and grade yourself on the traits you identified.

Class discussion, class participation, teacher made assessments.

## **Summative Assessments**

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Eating disorder quiz.

Vocabulary teacher made quiz.

Performance based assessments/teacher made rubrics (e.g., create and sample a healthy diet plan for teens including the nutritive value of each food item).

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Understanding and Learning About Students' Health -

[http://www.columbia.edu/itc/hs/medical/residency/peds/new\\_compeds\\_site/pdfs\\_new/school\\_based\\_health/Eating\\_Disorders.pdf](http://www.columbia.edu/itc/hs/medical/residency/peds/new_compeds_site/pdfs_new/school_based_health/Eating_Disorders.pdf)

Eating Disorder True/False Quiz -

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

Activities to Foster Learning About Eating Disorders -

[https://classroom.kidshealth.org/classroom/9to12/problems/conditions/eating\\_disorders.pdf](https://classroom.kidshealth.org/classroom/9to12/problems/conditions/eating_disorders.pdf)

Health Problem Series/Eating Disorder Activity -

[https://classroom.kidshealth.org/classroom/9to12/problems/conditions/eating\\_disorders.pdf](https://classroom.kidshealth.org/classroom/9to12/problems/conditions/eating_disorders.pdf)

Harkness - Student Discussion Assessment Tool -

<https://backend.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-collegeprepHS-collaboration-harkness-map.pdf>

View Documentary on Kids with Eating Disorders - <https://www.youtube.com/watch?v=bKL-w4U3aSo>

## **INTERDISCIPLINARY CONNECTIONS**

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English Language Arts - Information Writing; Implementation of Conventions of Standard English, Language Acquisition.

Technology/Multimedia - Audio/Visual Media Analysis, Research Based Writing, Google; Media Literacy; Educational Tech Applications.

Social Studies - Current Events (health related issues).

Science and Health - Social/Emotional Learning.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

### Seating

- Balance ball and exercise bike to reduce hyperactivity (if available).
- Preferential seating (e.g., facing instruction and/or seat away from distractions and/or near the source of instruction w/easy access to the ICS teacher) or (exercise bike or balance ball to reduce high energy, if available).

### Instruction

- Repeat/restate directions.
- Provide multisensory instruction by utilizing all learning modalities of V.A.K.T.
- Provide frequent checks for understanding to ensure students understands the assignment expectations.

### Writing

- Allow use of speech to text or text to speech.
- Provide access to audio.
- Allow oral in lieu of written responses when writing is not being assessed.
- Brainstorm prior to writing.
- Provide and encourage use of graphic organizers.
- Provide rubrics for writing assignments.
- Chunk writing assignments into smaller parts.
- Provide check-ins and due dates for long-term writing assignments.

### Content

- Provide access to audio.
- Provide and encourage use of graphic organizers.
- Provide rubric or checklists for assignment expectations.
- Provide access to guided notes to support students own note-taking.
- Pair visual with auditory instruction to enhance understanding.
- Provide study guides one week in advance of tests.
- Allow access to laptop to type assessments.
- Allow alternative forms of assessments (e.g., verbal responses when not assessing writing, project-based assessment in lieu of written exam).
- Break down tasks into manageable units.
- Modify assessments (e.g., word banks, lessen multiple choice options, avoid embedding negative clauses in the question).

- Provide timelines or benchmarks for work completion.
- Help with organization of materials (e.g., Google classroom, access to class calendar with definitive due dates, access to assignments and rubrics, etc.).
- Provide supplemental reading material depending on students reading level.
- Heterogenous grouping (if working in groups and as determined by ICS teacher).

## Testing

- Allow for small group testing.
- Read assessments aloud at students' request.
- Arrange for a scribe, if necessary.
- Must have access to the ICS teacher during testing.
- Modify content and length as determined by the ICS teacher.
- Verbal in lieu of written responses if writing is not being assessed.

## Accommodations

- Allow extra time for task completion.
- Allow extra time for tests and quizzes.
- Provide short breaks when refocusing is needed.
- Calculator to determine nutritive value.

Enrichment activity - create t-shirts to join the fight against eating disorders (National Eating Disorders Association).