



## Eating Disorders in Teenagers Today

Written by Jackie Hoffman

\*\* Note: This lesson plan was adapted from an Eating Disorders lesson plan posted on <http://school.discovery.com>.

### **Annotation:**

This lesson will enable students to understand the complexity of eating disorders and their underlying causes, the identifiable symptoms of common eating disorders, and the resources available to teenagers that may help to prevent and/or treat eating disorders.

### **Primary Learning Outcome:**

Students should learn to:

- Appreciate themselves and others for traits and talents that are not wrapped up in physical appearance or image
- Practice good nutritional habits
- Try to achieve a balance in their lives so they do not place disproportionate importance on any one thing
- Take part in activities that they enjoy and that help boost their confidence and self-image
- Adopt habits that alleviate stress and anxiety in their lives
- Rely on the help of a network of nurturing individuals such as family, friends, and professionals at school when they are faced with personal problems they feel are too large to handle on their own
- Seek professional help immediately if they suspect they or their friends are at risk for developing an eating disorder

### **Assessed GPS:**

#### **SCSh9. Students will enhance reading in all curriculum areas by:**

##### a. Reading in all curriculum areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- ##### b. Discussing books
- Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.

c. Building vocabulary knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

d. Establishing context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

**Materials:**

- 1) A class set of the novel *Stick Figure: A Diary of My Former Self* by Lori Gottlieb, Simon and Schuster,
- 2) 2000 Computer with Internet access (optional)
- 3) Library resources for research
- 4) Paper, pens, pencils
- 5) Internet access for research (optional)

**Total Duration:**

Day 1- 1.5 hrs

\*\* If reading assignment is included, plan for ~ 20 minutes of discussion per day for the two week duration when students are reading

**Procedures:**

**Step 1**

Description: Discussion on eating disorders, their causes, prevention and detection, and treatments.

Reading schedule for *Stick Figure: A Diary of My Former Self* by Lori Gottlieb, Simon and Schuster, 2000. will be assigned for ~ two week duration.

Duration in hours/minutes: Day 1- 1.5 hrs.

Discussion: Have students research eating disorders and collect the following information:

- Define the most prevalent eating disorders: anorexia and bulimia. What are their symptoms?
- Address some causes of eating disorders, such as pressures from society and family and genetic predisposition.
- Present the medical complications that often result from eating disorders, and explain how these diseases can be life threatening.
- Describe prevention and early detection of eating disorders.
- Explain different methods of treating eating disorders

**Step 2**

Description: Reading of *Stick Figure: A Diary of My Former Self* by Lori Gottlieb

Duration in hours/minutes: Ongoing Project (~ two week duration with 10-20 minute discussions each day; may vary depending upon class schedule)

Students will read this novel independently and will discuss the novel as a class for approximately 10-20 minutes per day for the duration of two weeks or so. Students will be asked to write a personal analysis of what they believe the underlying causes of Lori Gottlieb's eating disorder may have been, prevention methods, resources she may have sought out for treatment, and any preventative measure that may have taken place.

**Assessment:**

This lesson will be assessed by evaluating the analysis papers students write on the autobiographical account of Lori Gottlieb's experiences with suffering from an eating disorder.

**Extension:**

Students may discuss the role of the media, anxiety, stress, family and peer pressure on the prevalence of eating disorders. Browsing through teenage magazines as well as discussing pieces of literature, movies, tv shows may help to emphasize the role of society in the prevalence of these disorders.

**Remediation:**

Students may be allowed to work on their analysis papers in teams or as a group and may set up individual meetings with the teacher to discuss the key points and analysis of the autobiography .