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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Health Science |
| **Course Name** | Principles of Health Science |
| **Lesson/Unit Title** | Eating Disorders |
| **TEKS Student Expectations** | **§130.222. (c) Knowledge and Skills**(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:(G) Describe biological and chemical processes that maintain homeostasis;(K) Identify the concepts of health and wellness throughout the life span.(10) The student recognizes the rights and choices of the individual. The student is expected to:(B) Identify wellness strategies for the prevention of disease;(C) Evaluate positive and negative effects of relationships on physical and emotional health such as peers, family, and friends in promoting a healthy community. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Student will be able to:1. Define eating disorders
2. Examine eating disorders and the factors which may contribute to their onset and development
3. Explore the impact of eating disorders on personal health
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| **Rationale** | Eating disorders are increasing at an alarming rate with potentially life-threatening consequences. |
| **Duration of Lesson** | 1 – 2 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Anorexia
* Bulimia
* Malnutrition
* Mortality Rate

PerfectionistObedientOver-CompliantSocial Isolation* Binge Eating
* Purging
* Emaciated
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| **Materials/Specialized Equipment Needed** | Eating Disorders Quiz - KEYhttp://www.eating-disorder.org/ed.htmlhttp://www.nationaleatingdisorders.orgCase Studieshttp://www.yale.edu/ynhti/curriculum/units/1984/5/84.05.05.x.html#f |
| **Anticipatory Set**(May include pre-assessment for prior knowledge) | * Show pictures of anorexic or nutritionally deprived beings
* Show a medical video covering the importance of proper nutrition
* Show the video “Dying to Be Thin”
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| **Direct Instruction \*** | Eating DisordersOne out of every 150 American females, ages 12-30 years, will develop an eating disorder. Statistically athletes are at a greater risk.1/3 of all Americans are obese and 60% are overweight.77% of individuals with eating disorders report that the illness can last anywhere from one to fifteen years or even longer in some cases.Anyone with an eating disorder is at risk for death.The mortality rate for eating disorders is approximately 20%. Death is usually due to a “side effect” of the disorder, i.e. cardiac arrest or kidney failure.Long-term, irreversible consequences of eating disorders may affect one’s physical and emotional health. Only 50% of all people with eating disorders report being “cured.”10% of all people with eating disorders are male.The typical person with an eating disorder:PerfectionistObedientOver-compliantHighly motivatedSuccessful academicallyWell likedGood athleteEating disorders are associated with a distorted body image and a feeling of loss of control. The eating disorder is not about food, but a way to exert control over something in their lives.J. Signs to look for include:1. Social isolation2. Lack of confidence in performance3. Ritualistic eating behaviors, such as cutting food into small pieces and playing with it4. Obsession with calories5. Obsession with weight6. Distorted body image7. Wearing layers of baggy clothing to hide thinness8. Nervous at mealtime, avoidance of eating in public9. Pattern of leaving the table directly to go to the bathroom10. Running water in the bathroom after meals to hide the sound of vomiting11. Significant weight loss12. Obsession with grades13. Obsession with organization of personal space14. High emotions, tearful, up-tight, overly sensitive, restless15. Signs of malnutrition16. Menstrual irregularities17. Loss of hair18. Light-headedness19. Blood-shot eyes20. Inability to concentrate21. Chronic fatigue22. Compulsive exercising23. Decrease in performance24. Recurrent overuse injuries and stress fractures25. DepressionII. Anorexia NervosaA. The following definition is used by the American Psychiatric Association:1. Intense fear of gaining weight or becoming fat, even though they are already under-weight.2. Distorted body image (i.e., claiming to “feel fat” even when emaciated), with an undue influence of body weight or shape on self-perception.3. Weight loss to less than 85% of normal body weight.4. Refusal to maintain body weight over a minimal normal weight for age and height.5. Denial of the seriousness of the current weight loss.6. Absence of at least three consecutive menstrual cycles.B. Anorexia is a life-threatening condition.III. Bulimia NervosaA. The definition used by the American Psychiatric Association includes:1. Recurrent episodes of binge eating, characterized by both of the following:a. Eating an unusually large amount of food in a discrete period (the amount eaten is larger than most people would eat during a similar time and under similar circumstances)b. Feeling out of control during the eating episode and unable to stop eating or control what and how much is eaten2. Purging - compensating for the food binge to prevent weight gain:a. Inducing vomitingb. Misusing laxativesc. Enemas or other medicationsd. Fastinge. Exercising excessively.3. Binge eating and purging, on average, at least twice a week for three months4. Evaluating self-worth according to body shape and weightB. Many individuals with anorexia will also develop symptoms of bulimia.C. Bulimic behavior can cause:1. Stomach rupture2. Tooth erosion3. Inflammation of the mucous lining of the mouth and throat4. May eventually cause heart and liver damageIV. Compulsive EatingA. A large percentage of individuals with eating disorders are compulsive eaters.B. A compulsive eater keeps eating beyond the time when hunger has been satisfied. Eating is driven by anxiety, fear, frustration, or anger, rather than by hunger or even pleasure.C. Compulsive eaters do not eat for pleasure.D. Weight does not indicate compulsive eating.V. Medical ConditionsA. Eating disorders are extremely dangerous.1. In serious cases, the body suffers from heart and kidney damage, stomach rupture, urinary infections, and osteoporosis2. Menstrual irregularities and difficulties are also common in women with eating disorders.B. Any victim of an eating disorder must be approached and handled extremely carefully. Referral for medical treatment is essential!C. Individuals who are truly anorexic or bulimic commonly deny the problem, insisting that they’re perfectly fine.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Independent Practice/Laboratory Experience/****Differentiated Activities \*** | Using the key words above, have students write the definitions down prior to watching the videos. During the videos, have students record additional information adjacent to each word and write a summary statement addressing the impact of eating disorders on one’s overall health and well-being.Complete the Eating Disorders Questionnaire.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | Eating Disorders Quiz*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*For reinforcement, the student will collect pictures from magazines and newspapers that advertise, glorify or exploit dieting, body image, and/or thinness.  |
| **References/Resources/****Teacher Preparation** |  |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | HOSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)