



# LESSON 5

# Healthy Body Image and Weight

Student Learning Objectives:	National Health Education Standards:
<ul style="list-style-type: none"> <li>Summarize the characteristics of a healthy body image and factors that determine body weight, including body type.</li> </ul>	<ul style="list-style-type: none"> <li>Core Concepts</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.</li> </ul>	<ul style="list-style-type: none"> <li>Accessing Information</li> </ul>

## Lesson Synopsis

Review students' selection of physical activities and complete a quiz to introduce this lesson on healthy body image and weight. Identify societal issues related to unhealthy body image and conduct a survey. Describe the range of normal body types and factors that impact weight. Identify characteristics of reliable sources of information. Categorize characteristics of a positive versus negative body image and compose statements to promote positive body image. Identify ways to get help with unhealthy eating patterns. Locate sources of reliable information about body image, healthy eating patterns, and healthy weight as homework.



Activity	Time	Materials Needed
Introduction	10 minutes	<p>Health Education Resources</p> <ul style="list-style-type: none"> <li>Set of Photos: "Before and After," Michigan Model for Health Clearinghouse</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Slide Master: "Quiz Answers"</li> <li>Slide Master, Michigan: "And the Answer Is..."</li> <li>Slide Master, National: "And the Answer Is..."</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Writing paper</li> <li>Pens or pencils</li> <li>Slides</li> <li>Projector</li> <li>Computer with Internet access (Suggestion)</li> <li>LCD projector (Suggestion)</li> <li>Index cards, two colors, one of each color for each student (Suggestion)</li> </ul>
Input	10 minutes	<p>Health Education Resources</p> <ul style="list-style-type: none"> <li>Poster: "Everyone is Different. So, What is Normal?" Oregon Dairy Council</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Teacher Reference: "Body Types"</li> <li>Student Worksheet: "Body Image Survey"</li> <li>Slide Master: "Body Types"</li> <li>Student Handout: "Can I Trust This Information?"</li> </ul>

<b>Input (continued)</b>		<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• Computer with Internet access (Suggestion)</li> <li>• LCD projector (Suggestion)</li> <li>• Slide</li> <li>• Projector</li> <li>• Chart paper</li> <li>• Markers</li> </ul>
<b>Application</b>	20 minutes	<p>Health Education Resources</p> <ul style="list-style-type: none"> <li>• Cards: “Body Image,” five sets, Michigan Model for Health Clearinghouse</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Reference: “Sources of Information About Body Image and Eating Disorders”</li> <li>• Teacher Reference: “Body Image Cards Key”</li> <li>• Student Handout: “Messages About Body Image” (Suggestion)</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Writing paper</li> <li>• Pens or pencils</li> </ul>
<b>Closure</b>	5 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: “Finding Reliable Sources of Information”</li> <li>• Teacher Reference—Assessment: “Assessment Rubric: Finding Reliable Sources of Information”</li> <li>• Student Self-Assessment Rubric: “Finding Reliable Sources of Information”</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

- Prior to the Lesson**
- **Decide if you want to assess** student progress. A rubric is provided for assessing the activity initiated during the Closure of this lesson and completed in Lesson 7, “Assessment Rubric: Finding Reliable Sources of Information.” It is provided at the end of this lesson so that you can tell your students how they will be assessed.
  - **Decide if you want students to assess** their own progress. **Duplicate** the rubric, “Finding Reliable Sources of Information,” for students if you plan to have them use it. It assesses the activity initiated during the Closure of this lesson and completed in Lesson 7. It is provided at the end of this lesson so that you can tell your students how they will be assessed.
  - **Set up** a computer with an Internet connection and a projector if you plan to show the sites listed in the Input section. (Suggestion)

- For Introduction**
- **Decide** if you want to display the slide with Michigan statistics or the slide with national statistics or both. **Prepare a slide(s)** from the selected slide master(s), “And the Answer Is....”

- For Input**
- **Read** the teacher reference, “Body Types.”
  - **Duplicate** the student worksheet, “Body Image Survey,” and the student handout, “Can I Trust This Information?” for each student.
  - **Prepare a slide** of the slide master, “Body Types.”

**For Application**

- **Decide how you will assign students to five groups.** Assign students in a manner that ensures a balance in skill levels and gender.
- **Read** the teacher references, “Sources of Information About Body Image and Eating Disorders” and “Body Image Cards Key.”
- **Duplicate** the student worksheet, “Messages About Body Image,” for each student. (Suggestion)


**For Closure**

- **Duplicate** the student worksheet, “Finding Reliable Sources of Information,” for each student.

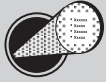
## LESSON PROCEDURE

**Introduction:** Review the students’ selection of physical activities and introduce this lesson on healthy body image and weight.

**10 minutes**

Instructional Steps	Script and Detailed Directions
Introduce the lesson by reviewing moderate or vigorous physical activities that fit personal goals for physical activity.	<p><i>In our last lesson, each of you identified two moderate or vigorous physical activities that fit your personal lifestyle and that would help you reach your goals for physical activity. I’d like to hear some of the activities you selected. Let’s go around the room and each name one of the two activities you selected.</i></p> <p>Be sure you name an activity as the first or last member of the class.</p> <p><i>Hopefully you will have a chance to try some of your activities soon.</i></p>
Discuss how challenging it is to have a healthy body image.  Display the slide, “Quiz Answers.”  	<p><i>One of the benefits of being physically active is keeping your body in peak condition. We look and feel our best when we are active.</i></p> <p><i>However, even when we are physically active and eat healthy foods, some of us may be unhappy with our physical appearance. We may wish we had a “perfect body.”</i></p> <p><i>Let’s take a little quiz. I’m going to ask you seven questions. Five of them are multiple-choice. Here are the answer choices for the five multiple-choice questions.</i></p> <p>Display the slide, “Quiz Answers.”</p> <p>A = 1-20%            B = 21-40%            C = 41-60%            D = 61-80%            E = 81-100%</p> <p><i>Record your answers on a piece of paper. The first four questions are multiple-choice.</i></p> <ol style="list-style-type: none"> <li><i>1. What percent of high school students exercise to control their weight?</i></li> <li><i>2. What percent of high school students did <u>not</u> eat less food or foods low in fat to control their weight?</i></li> <li><i>3. What percent of high school students are obese?</i></li> <li><i>4. What percent of high school students are overweight?</i></li> </ol>

Display the selected slide, “And the Answer Is....”



- The next question is not multiple-choice.*
5. *How tall is the average model and how much does she weigh?*  
*This is the last multiple-choice question.*
6. *What percentage of women have a similar body?*
7. *How tall is the average woman and how much does she weigh?*

Share the answers with the students using the slide(s).

1. Answer D: 62 percent of Michigan high school students (61 percent nationally) exercise to control their weight.
2. Answer D: 61 percent of Michigan high school students did not eat less food or foods low in fat to control their weight (61 percent nationally).
3. Answer A: 12 percent of Michigan high school students are obese (12 percent nationally).
4. Answer A: 14 percent of Michigan high school students are overweight (16 percent nationally).
5. The average model is 5'10" and weighs 110 pounds.
6. Answer A: 4 percent of women have this idealized body.
7. The average woman is 5'4" and weighs 142 pounds.



You can reword these questions as true/false questions. Designate one side of the room as “true” and the other as “false.” Have the students signal by moving to the side of the room that represents their answer. You could also give each student two index cards of different colors. Designate one color as “true” and the other as “false.” Use the cards for signaling.



The statistics for questions 1-4 came from Michigan’s and the National Youth Risk Behavior Survey (YRBS, 2009). It reports data on high school youth. CDC has a middle school version of the YRBS. However, few states and cities utilize it. Consequently, the data cannot be generalized across states.

The answer for question 5 can be found on this website, [http://www.snac.ucla.edu/pages/Weight\\_Fitness/Weight\\_Managment.htm#Body\\_Types](http://www.snac.ucla.edu/pages/Weight_Fitness/Weight_Managment.htm#Body_Types).

The answers for questions 6 and 7 can be found on this website, [www.centerforchange.com](http://www.centerforchange.com).

Illustrate how the media promotes unrealistic expectations about body image.

*Guys, think of a male role model you would like to look like. Girls, think of a female role model you would like to look like. How many people do you know who look like these people?*




*We are bombarded with images every day that tell us we should be taller, thinner, more muscular, more beautiful, more perfect. The media promotes unhealthy images of males and females – images that are not usually attainable. The images are not of real people. They have been altered to make the person look taller, thinner, better, more perfect.*


*Take a look at these photos and how they have been changed to improve the appearance of the person.*

<p>Show the difference between actual photos of individuals and the same photo modified using the set of photos, “Before and After.”</p>	<p><b>How do you think these images affect young people?</b></p> <p>Redistribute the folders if you collected them.</p>
<p>Introduce this lesson.</p>	<p><i>Today, we will learn more about developing a healthy body image and how to identify reliable sources of information about healthy weight management.</i></p>

**Input:** Identify issues related to unhealthy body image. Describe the range of normal body types and factors that impact weight. Identify characteristics of reliable sources of information.

**10 minutes**

<b>Instructional Steps</b>	<b>Script and Detailed Directions</b>
<p>Define body image and assess personal body image using the student worksheet, “Body Image Survey.”</p> 	<p><i>Body image is your perception of how you look on the outside. This may be very different from how you actually look to others. As your body grows and changes, you might have a difficult time feeling good about yourself. There is a lot of pressure to look a certain way in order to fit in. This can result in an unhealthy body image.</i></p>  <p>Discuss the differences between cultures of desired body types and appearances. Continue the discussion by exploring how the value of certain body types has changed over time.</p> <p><i>Having an unhealthy body image is so widespread in our culture that it almost seems normal. However, it can lead to depression or unhealthy eating patterns.</i></p> <p>Distribute a student worksheet, “Body Image Survey,” to each student.</p> <p><i>Complete this survey to learn about your own body image. You will not put your name on this survey or turn it in. It is for your own use.</i></p> <p>After the students have completed the survey, explain the results.</p> <p><i>Probably most of us answered yes to one or two of these questions. However, if you answered yes to three or more questions, you might have a negative body image. Let’s learn more about appreciating our bodies.</i></p>
<p>Describe the range of normal body types, using the poster, “Everyone is Different. So, What is Normal?” and the slide, “Body Types,” and the teacher reference, “Body Types.”</p> 	<p>Display the poster, “Everyone is Different. So, What is Normal?”</p> <p><i>People come in all sizes and shapes and that is normal. Each of these teens is normal, yet each one looks different. If we all looked the same, life would get pretty boring.</i></p> <p><i>These are a couple ways to think about body types.</i></p> <p>Display the slide, “Body Types.” Explain the body types, using the teacher reference, “Body Types,” for additional information.</p>

<p>List factors that affect weight.</p>	<p><i>Your body type is genetically programmed. No matter what body type you inherited, you can maintain an attractive appearance and healthy body weight. <b>What are some factors that affect how much a person weighs?</b></i></p> <p>Call on students to list factors and record their ideas on chart paper. Be sure to include the following:</p> <ul style="list-style-type: none"> <li>• Age: Humans weigh about seven or eight pounds at birth and gain weight rapidly until puberty ends.</li> <li>• Sex: Males tend to weigh more than females because of their greater bone density and muscle mass.</li> <li>• Growth Spurts: During puberty, many children eat more and store extra fat before they gain height. This is normal and evens out after puberty.</li> <li>• Height: Taller people tend to weigh more than shorter people.</li> <li>• Genetics: Some people tend to be slimmer, and others tend to be rounder.</li> <li>• Body Frame: Some people have thinner, smaller bones than others.</li> <li>• Food Intake: Food contains calories that are used for growth and activity. A person who eats more calories than are needed will store the extra calories as fat.</li> <li>• Activity Level: Physical activity burns calories. A person who eats the amount of calories needed to be physically active will maintain a healthy weight.</li> </ul> <p><b><i>Which of these factors can you control?</i></b></p> <p>Answers: food intake and activity level</p> <p>Star these two factors on the chart.</p> <p><b><i>Which of these factors are out of your control?</i></b></p> <p>Answers: age, sex, growth spurts, height, genetics, and body frame</p> <p><i>You are able to decide how much and what to eat, as well as how much physical activity to do. We will continue to look at the two factors you can control in our next health lessons.</i></p>
<p>Identify possible consequences for believing media messages about body image.</p>	<p><b><i>However, most of the factors that affect weight are out of our control. What could happen if a young person doesn't respect his or her body because he or she believes all the media messages about having a "perfect body"?</i></b></p> <p>Answer: poor body image and eating disorders</p> <p><i>Some people do "too much" to achieve the perfect body, such as working out too much, eating too much of certain foods, avoiding too much of other healthy foods, and criticizing eating too much.</i></p>
<p>Identify characteristics of reliable sources of information using the student handout, "Can I Trust This Information?"</p> 	<p><i>If you think you need more information about body image or maintaining a healthy body appearance and weight, there is a lot of information available. Some is helpful and other information is not reliable. This handout will give you some criteria to use to help you tell a good source from a bad source. Take a few minutes to review the guidelines.</i></p>



Ask if students need any clarification.






Visit <http://fatloss4idiots.com/> and ask the students if they think this is a reliable source of information on healthy weight management.

Visit <http://www.nationaleatingdisorders.org/developing-and-maintaining-positive-body-image> and ask the students if they think this is a reliable source of information on body image.

**Application:** Categorize characteristics of a positive versus negative body image and compose statements to promote positive body image. Identify ways to get help with unhealthy eating patterns.

20 minutes

Instructional Steps	Script and Detailed Directions
<p>Divide into five groups and assign group roles.</p> <p>Categorize characteristics of a positive versus negative body image, using the cards, “Body Image.”</p>	<p>Divide students into five groups. Assign the group roles: leader, card dealer, recorder, and spokesperson. Give each group one set of cards, “Body Image.”</p> <p><i>Card dealers, deal the cards to your team members. Leaders, have each team member read his or her cards on at a time. As a team, decide if the characteristic on each card indicates a positive body image or a negative one. Place the cards in two piles: positive body image or negative body image.</i></p> <p>Allow students three to five minutes to categorize the cards.</p>  <p>Refer to the teacher reference, “Body Image Cards Key” for a list of the negative and positive body image characteristics. Use the teacher reference to check the accuracy of the students’ categorization if needed.</p> 
<p>Compose possible statements to promote positive body image among peers.</p>	<p><i>Now that all the cards have been categorized, compose a statement to counter each negative characteristic. In other words, what might you say to a friend who has this negative characteristic that would encourage him or her to have a more positive body image? Your recorder will write down your ideas, and your spokesperson will share them in a few minutes.</i></p> <p>Allow students five minutes to compose statements to address the negative characteristics. Call on each group’s spokesperson to read one negative characteristic card and their statement to encourage a positive body image. Continue until all ten negative characteristics have been read and addressed.</p>
<p>Identify ways to get help with unhealthy eating patterns.</p>	<p><i>Some people who have a negative body image chose unhealthy ways to try to feel better about themselves. They may have unhealthy eating patterns that endanger their health. Perhaps you know someone who eats too much or too little or does unhealthy things to try to change his or her weight. <b>Why is it important to get adult help in this situation?</b></i></p> <p>Answer: Unhealthy eating patterns might indicate a life-threatening eating disorder.</p>  <p><i>Michigan Model<sup>®</sup></i> encourages students throughout elementary school to get adult help for any situation where something is dangerous, destructive, or disturbing.</p>

***How might you get help for someone if you are concerned about his or her unhealthy eating patterns?***

Answer: This is a dangerous situation, so it is important to get adult help. You could talk to a counselor, teacher, parent, friend's parent, coach, doctor or nurse, or another trusted adult.



Refer to the teacher reference, "Sources of Information About Body Image and Eating Disorders," for a list of websites to learn more about body image and eating disorders.



Ask students to bring in three to five brochures from local resources and circle the name and phone number. Pharmacies, grocery stores, health clinics, counseling centers, and doctor's offices are all options.

Review the characteristics of a positive body image, using the cards, "Body Image."

*Each of us can develop a positive body image by telling ourselves the truth about the body we have. Encourage your positive body image by believing these statements.*

Call on each group's spokesperson to read one positive body image characteristic card. Continue until all positive characteristics have been read.

*Next time you see an unrealistic photo of someone who looks perfect, or you hear or think a negative statement about body image, be sure to repeat a positive body image statement to yourself.*








Distribute the student handout, "Messages About Body Image," for students to take with them.

**Closure:** Locate sources of reliable information about body image, healthy eating patterns, and healthy weight as homework.

**5 minutes**

<b>Instructional Steps</b>	<b>Script and Detailed Directions</b>
Summarize the lesson and encourage learning more about these topics.	<i>We have learned a lot about body types, body image, and healthy weight. You may have additional questions or want to learn more about these topics. It is important that you seek reliable sources of information.</i>



<p>Assign homework, using the student worksheet, "Finding Reliable Sources of Information."</p> 	<p>Distribute the student worksheet, "Finding Reliable Sources of Information," to each student.</p> <p><i>Your homework assignment is to locate three sources of reliable information related to body image, healthy eating patterns, and healthy weight. For each source, record three reasons you think the source is reliable and what information you learned. This assignment is due (date of Lesson 7).</i></p>  <p>Remind students to bring in food packages (needed in Lesson 7) and restaurant nutrition content pamphlets (needed in Lesson 8).</p>  <p>Use the teacher assessment rubric or have students use the self-assessment rubric provided at the end of the lesson if you want to assess students' progress on the activity involving finding reliable sources of information. The activity is initiated in this lesson and completed in Lesson 7.</p>   <p>Ask students to bring foods to class that are under 100 calories so that classmates can try them. This is an extension activity in Lesson 6 and reinforces use of food labels. Be sure to follow your district's policies related to food shared in the classroom.</p> <p>Collect the students' folders or ask students to bring them to each class.</p>
<p>Introduce the next lesson on getting accurate nutritional information.</p>	<p><i>In our next health lesson, we will explore ways to get accurate nutrition information.</i></p>





# Quiz Answers

<b>A</b>	=	1-20%
<b>B</b>	=	21-40%
<b>C</b>	=	41-60%
<b>D</b>	=	61-80%
<b>E</b>	=	81-100%



## And the Answer Is...

1. Answer D: 62 percent of Michigan high school students exercise to control their weight.

2. Answer D: 61 percent of Michigan high school students did not eat less food or foods low in fat to control their weight.

3. Answer A: 12 percent of Michigan high school students are obese.

4. Answer A: 14 percent of Michigan high school students are overweight.

5. The average model is 5'10" and weighs 110-120 pounds.

6. Answer A: 4 percent of women have this idealized body.

7. The average woman is 5'4" and weighs 142 pounds.



## And the Answer Is...

1. Answer D: 61 percent of high school students in our nation exercise to control their weight.

2. Answer D: 61 percent of high school students did not eat less food or foods low in fat to control their weight.

3. Answer A: 12 percent of high school students in our nation are obese.

4. Answer A: 16 percent of high school students in our nation are overweight.

5. The average model is 5'10" and weighs 110-120 pounds.

6. Answer A: 4 percent of women have this idealized body.

7. The average woman is 5'4" and weighs 142 pounds.



# BODY IMAGE Survey

**See how your body image measures up.**

Check the most appropriate answer to each question.

Questions	YES	NO
1. Have you avoided sports or working out because you didn't want to be seen in gym clothes?	<input type="radio"/>	<input type="radio"/>
2. Does eating even a small amount of food make you feel fat?	<input type="radio"/>	<input type="radio"/>
3. Do you worry or obsess about your body not being small, thin, or good enough?	<input type="radio"/>	<input type="radio"/>
4. Are you concerned your body is not muscular or strong enough?	<input type="radio"/>	<input type="radio"/>
5. Do you avoid wearing certain clothes because they make you feel fat?	<input type="radio"/>	<input type="radio"/>
6. Do you feel badly about yourself because you don't like your body?	<input type="radio"/>	<input type="radio"/>
7. Have you ever disliked your body?	<input type="radio"/>	<input type="radio"/>
8. Do you want to change something about your body?	<input type="radio"/>	<input type="radio"/>
9. Do you compare yourself to others and usually feel negative about yourself?	<input type="radio"/>	<input type="radio"/>

Adapted from source: Cindy Maynard, MS, RD



# Body Types

**One way to categorize:**



**V Shape**



**Hourglass Shape**



**Apple Shape**



**Pear or Spoon or Bell Shape**



**Rectangle or Straight or Banana Shape**

**Another way to categorize:**



**Ectomorph**



**Mesomorph**

**Endomorph**







# Body Types

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## One way to categorize body types:

- **V Shape:** Usually seen in males who tend to have wider shoulders and chests and smaller hips. This results in a v-shaped torso.
- **Hourglass Shape:** Usually seen in females who tend to have narrower waists and wider hips and breasts.
- **Apple Shape:** Usually seen in males, the stomach region is wider than the hip area.
- **Pear or Spoon or Bell Shape:** Usually seen in females, the hip area is wider than the upper body.
- **Rectangle or Straight or Banana Shape:** In this body type, the hip, waist, and shoulder sections are relatively similar.

## Another way to categorize body types:

- **Ectomorph:** People with this body type are generally tall and thin with long arms and legs. They may have trouble gaining weight and muscle no matter how much they eat or how hard they weight train. This body type is most often seen in ballet dancers, runway models, long-distance runners, and some basketball players. A very small proportion of the population has this type of body.
- **Mesomorph:** People with this body type are generally muscular and shorter, with stocky arms and legs. They are strong and tend to gain muscle mass with strength training. They may have more trouble losing weight. People with this body type tend to excel in power sports like soccer, softball, vaulting in gymnastics, and sprinting events in track and field.
- **Endomorph:** People with this body type are generally shaped like apples or pears and carry more body fat. Their bodies resist losing weight and body fat no matter how much they restrict their eating. These people are better able to handle long periods of starvation and famine because their metabolism slows down with restricted diets; this was a benefit to our ancestors. This body type excels at distance swimming, field events, and weight lifting.



# Can I Trust This Information?

## Internet Resources

1. **Who is the author?** Does he or she have a college degree or is he or she certified by a nationally known organization? While having a college degree or certification does not mean you will get correct information, it is more likely you can rely on the person writing.
2. **Are you using information from sites ending in .gov or .edu?** These endings give you university- or government-sponsored information. The information can be relied on.
3. **Does the author cite resources from sites ending in .gov or .edu?** Read the “about us” or “contact information” section to learn more about the authors and website.
4. **Is the site selling something?** If so, they may be giving ideas and opinions that will help the sale of their item or service. The information may or may not be correct.
5. **Are there lots of spelling or grammatical errors?** Most reliable articles are reviewed and contain few writing errors.
6. **How old is the website?** Some websites have not been changed in a long time and contain information that is no longer correct.
7. **Does the information come from a website where anyone can write anything?** Some sites, such as Wikipedia® or personal blogs, allow anyone to write about a topic. While it’s good to have access to lots of thoughts and opinions, there are no screening methods used on these websites to make sure the materials or ideas are correct or valid.
8. **Is there something that just “seems wrong?”** Sometimes things just don’t make sense. For example, the site might state, “Despite what most doctors think....” Trust your instincts and check out what is being stated to see if it is a personal opinion or a fact.

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[http://en.wikipedia.org/wiki/Wikipedia:General\\_disclaimer.](http://en.wikipedia.org/wiki/Wikipedia:General_disclaimer)

## Books and Articles

1. **Has a trusted government or professional group approved the author who wrote the information?** The author could be a person or group. If the resource lists other sources, check to see if these are from a nationally known source.
2. **Is the author known for giving true facts?**
3. **Does the author quote research and respected sources?**



## **Companies and People**

- 1. Is the company or person licensed?**  
Companies and people should be licensed or certified by the government or their profession to provide services. Look around the office for a license on the wall. Or, ask to see an official document that gives you that information.
- 2. How long has the company or person been working?**  
New companies may lack experience at giving you the help you need.
- 3. Will they give you a list of people who have used their services?**  
Ask or look for lists of people who have used this resource. Sometimes letters from people will be hanging on a wall. You can ask, "Could you give me the name of someone I could call to talk about your work?"
- 4. Are the claims of success realistic?**  
If the company or person says it can do something in a certain amount of time, see if it seems possible. For example, a program that promises a person will lose ten pounds in a week is probably not a realistic program.
- 5. If there is a cost for the service, is it fair?**  
Some companies provide free services. If the company or person tells you they charge for their services, ask if they know anyone who provides the service without cost. All pamphlets should be free, but ask before taking them.





# Body Image Cards Key

## CHARACTERISTICS OF NEGATIVE BODY IMAGE:

- I feel uncomfortable in my body.
- I ignore signs that I am hungry.
- I ignore signs that I am full.
- I believe "how I look" is more important than "who I am."
- I see myself as fatter or thinner than I really am.
- I feel ashamed of my body.
- I believe other people are attractive and I am not.
- I think I am a failure because of my body size and shape.
- I think it doesn't matter what I eat if I can't be thin anyway.
- I compare my body to other people's bodies.

## CHARACTERISTICS OF POSITIVE BODY IMAGE:



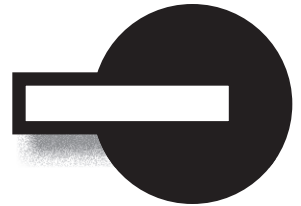
- I feel comfortable and confident in my body.
- I eat when I am hungry.
- I stop eating when I am full.
- I appreciate my natural body shape.
- I know that a person's value is not measured by appearance.
- I see the parts of my body as they really are.
- I choose not to worry about food, calories, and weight.
- I eat healthy foods.
- I stay physically active in order to be healthy.
- I take my time to eat.
- I respect people with a variety of body shapes and sizes.
- I have role models I respect regardless of their appearance.



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**Statements a Person Might Make That Suggest a Negative Body Image**

- I feel uncomfortable in my body.
- I ignore signs that I am hungry.
- I ignore signs that I am full.
- I believe “how I look” is more important than “who I am.”
- I see myself as fatter or thinner than I really am.
- I feel ashamed of my body.
- I believe other people are attractive and I am not.
- I think I am a failure because of my body size and shape.
- I think it doesn’t matter what I eat if I can’t be thin anyway.
- I compare my body to other people’s bodies.



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**Statements a Person Might Make That Suggest a Positive Body Image**

- I feel comfortable and confident in my body.
- I eat when I am hungry.
- I stop eating when I am full.
- I appreciate my natural body shape.
- I know that a person’s value is not measured by appearance.
- I see the parts of my body as they really are.
- I choose not to worry about food, calories, and weight.
- I eat healthy foods.
- I stay physically active in order to be healthy.
- I take my time to eat.
- I respect people with a variety of body shapes and sizes.
- I have role models I respect regardless of their appearance.





# Sources of Information About Body Image and Eating Disorders

## Body Image:

- **The National Women’s Health Information Center:**  
<http://www.womenshealth.gov/body-image>  
<http://www.womenshealth.gov/body-Image/kids/>
- **Body Type Tests:**  
<http://www.bodybuilding.com/fun/becker3.htm>  
<http://quiz.ivillage.com/diet/tests/bodytype.htm>
- **Workouts for Body Types:**  
<http://www.dummies.com/WileyCDA/DummiesArticle/Determining-the-Best-Workout-for-Your-Body-Type.id-488.html>
- **KidsHealth:**  
[http://kidshealth.org/teen/your\\_mind/body\\_image/body\\_image.html](http://kidshealth.org/teen/your_mind/body_image/body_image.html)  
[http://kidshealth.org/teen/your\\_mind/body\\_image/help\\_body.html](http://kidshealth.org/teen/your_mind/body_image/help_body.html)
- **7 Ways to Love Your Body:**  
<http://www.adiosbarbie.com/feature-articles/7-ways-to-love-your-body-through-thick-thin/>
- **Body Positive:**  
<http://www.bodypositive.com/>
- **Unique Gifted Lovable You:**  
[www.heyugly.org](http://www.heyugly.org)

## Eating Disorders:

- **National Eating Disorders:**  
<http://www.nationaleatingdisorders.org/learn>
- **The National Women’s Health Information Center:**  
<http://www.womenshealth.gov/body-image/eating-disorders/>
- **National Eating Disorders:**  
<http://www.nationaleatingdisorders.org/index.php>

## Healthy Recipes for Teens:

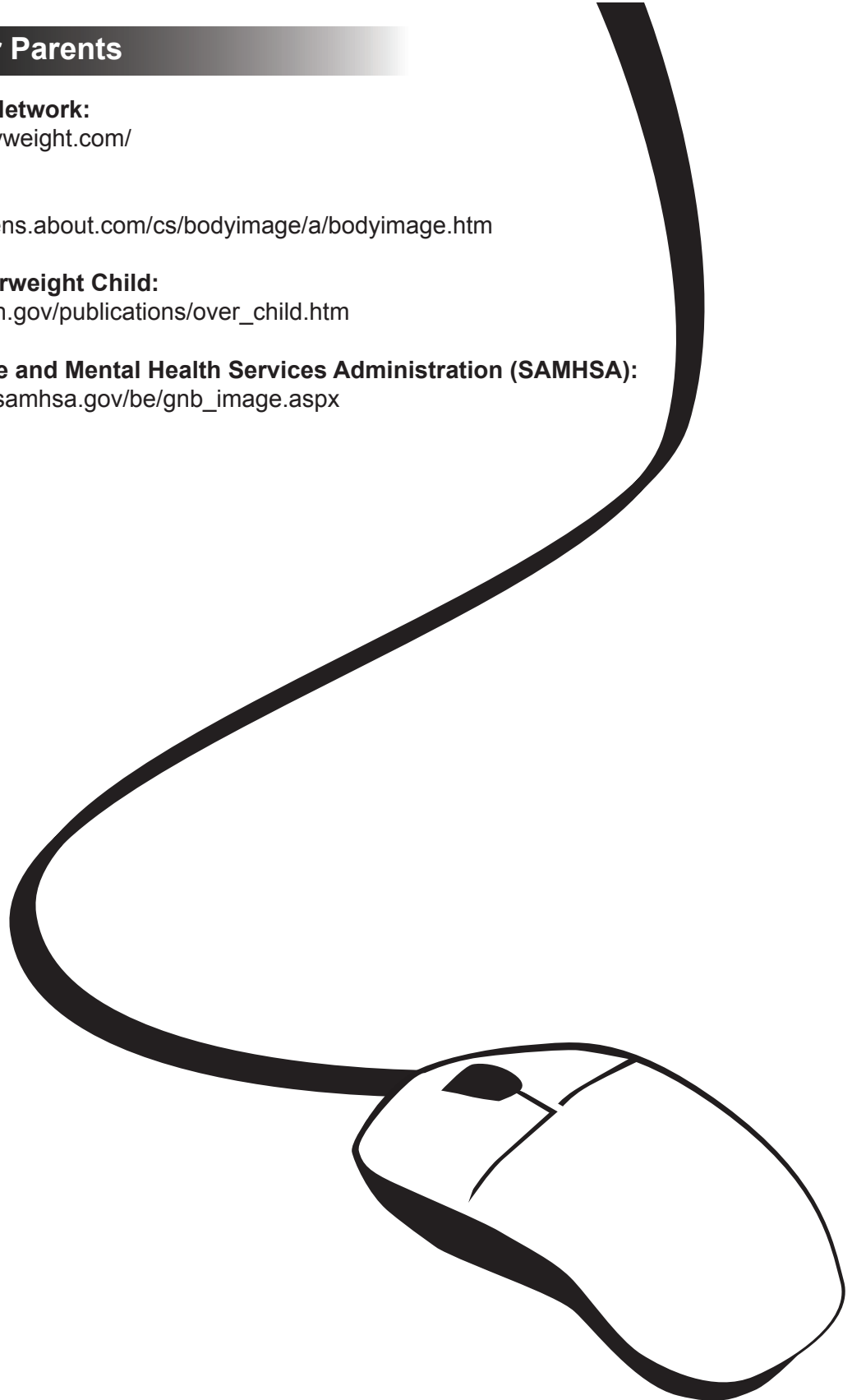
- **KidsHealth:**  
<http://kidshealth.org/teen/recipes/>





## Resources For Parents

- **Healthy Weight Network:**  
<http://www.healthyweight.com/>
- **Parenting Teens:**  
<http://parentingteens.about.com/cs/bodyimage/a/bodyimage.htm>
- **How to Help Overweight Child:**  
[http://win.niddk.nih.gov/publications/over\\_child.htm](http://win.niddk.nih.gov/publications/over_child.htm)
- **Substance Abuse and Mental Health Services Administration (SAMHSA):**  
[http://www.family.samhsa.gov/be/gnb\\_image.aspx](http://www.family.samhsa.gov/be/gnb_image.aspx)





# Finding Reliable Sources of INFORMATION

**Directions:**

- Locate three sources of reliable information about body image, healthy eating patterns, and healthy weight. The sources may be websites, people, publications, or agencies.
- For each source, identify three reasons you think it is reliable.
- For each source, describe a piece of useful information you learned.

Source
Evidence of Reliability
1.
2.
3.
Useful Information

Source
Evidence of Reliability
1.
2.
3.
Useful Information

Source
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## Assessment Rubric: Finding Reliable Sources of Information

### Elements in the Lesson

- Locate three sources of reliable information about body image, healthy eating patterns, and healthy weight. The sources may be websites, people, publications, or agencies.
- For each source, identify three reasons you think it is reliable.
- For each source, describe a piece of useful information you learned.

The following **holistic** rubric can be used for assessing student ability to locate reliable sources of information, describe reasons it is reliable, and describe a piece of useful information learned. The student has demonstrated the elements listed above through a written assignment.

To access an **analytic** rubric for this assignment or a **generic, holistic** rubric that can be used for any assignment, check the resources for Lesson 5 on the flash drive that came with your manual.

**Teacher Note:** This activity is initiated in Lesson 5. However, this rubric will be used after the completion of the activity in Lesson 7. It is provided here so that you can tell your students how they will be assessed.

Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
<b>Reliable Sources</b>	Three reliable sources of information are named.	Three reliable sources of information are named.	Two reliable sources of information are named.	One reliable source of information is named.	
<b>Reasons</b>	For each source, three accurate and fully described reasons are provided for why the source is reliable.	For each source, three accurate reasons are provided for why the source is reliable.	For each source, two or three reasons are provided for why the source is reliable, but there are slight inaccuracies.	One or two reasons are provided for why the source is reliable, and there are important inaccuracies.	
<b>Useful Information</b>	One or more pieces of useful information are fully described from each source.	At least one piece of useful information is provided from each source.	A piece of useful information is provided from one or more sources, but there may be slight inaccuracies.	A piece of useful information from the source may be missing or has important inaccuracies.	



### Finding Reliable Sources of Information

This rubric can be used for assessing your ability to locate reliable sources of information, describe reasons it is reliable, and describe a piece of useful information learned.

Review the rubric and circle the number with the statements that best represents your work.

Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
<b>Reliable Sources</b>	I named three reliable sources of information.	I named three reliable sources of information.	I named two reliable sources of information.	I named one reliable source of information.	
<b>Reasons</b>	I fully described three reasons why each source is reliable.	I described three reasons why each source is reliable.	I described two or three reasons why each source is reliable, but there are slight inaccuracies.	I described one or two reasons why the source is reliable, but there are important inaccuracies.	
<b>Useful Information</b>	I fully described one or more pieces of useful information from each source.	I described at least one piece of useful information from each source.	I described a piece of useful information from one or both sources, but there may be inaccuracies.	I didn't include a piece of useful information, or included it with important inaccuracies.	