



SAMPLE LESSON PLANS

Grade 8 – Health Promotion

Unit 4

SOLs:

8.1D Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.

8.2E Analyze the impact of family and personal influences on eating habits and attitudes toward weight management

Title: Dangerous Diets

Objectives/ Goals:

- Students will identify and explain essential health concepts to demonstrate an understanding of personal health in terms of dieting and nutrition choices.
- Students will apply health concepts and skills to the management of personal health in terms of nutrition

Materials:

- [National Eating Disorder Association](#) slideshow (teacher reference)
- Dangerous Diets Worksheet (see below)
- Nutrition Action Paper (see below)

Procedure:

- Instant Activity - Put up posters of paper around the room that have the key terms you want students to know about eating disorders. Some suggestions include: *Anorexia Nervosa*, *Bulimia Nervosa*, *Binge-Eating Disorder*, and [Muscle Dysmorphia](#) (“Bigorexia”).
- Have students go around to each poster alone or in pairs with a marker and write down

things they know, think they know, or want to know more about in terms of these topics/terms.

- After about 5-10 minutes, have students come back to their seats and go over the things they wrote and discuss some of the key points about each eating disorder. You can refer to the slide show from the [National Eating Disorder Association](#) for more information.
- Once students have an understanding of each eating disorder, their next task will be to complete the Dangers of Dieting activity.
- Say to the students the following to introduce the idea - *Dangers of dieting - yes you heard right, dangerous diets. We are all aware of the facts on healthy eating and of the benefits i.e. a healthy heart. To follow a well-balanced diet encourages a healthier rewarding lifestyle. Healthy diets will most evidently help towards keeping you in shape and a state of well-being - but on the other hand we have those eating plans that do not point out the dangers of dieting.*
- *Dangers of dieting where rapid weight loss occurs is most commonly found in young teens who feel pressured into losing weight, especially after flicking through a glossy magazine full of slim line models that grace the catwalk.*
- *When a person wishes to engage in a diet, they will be restricting what they eat or drink with the goal to either become healthier or lose weight; whereas, healthy dieting practices can improve the overall health of a dieter, as well as prevent complications such as diabetes and heart disease.*
- The students' task is to imagine your friend has come to you for advice. He/She really wants to lose weight FAST. He/She knows you've taken Personal Health, he/she mentions a few FAD diets that he/she wants to try, and now he/she wants your input. You care about your friend so you want to give him/her the most informed advice you can. This WebQuest will help guide you to that decision.
- Have students learn how to be conscious consumers. There are definite *red flags* to look for when choosing a diet plan. Have them read through some of these lists and *write down 5 that you feel are most important to remember.*
 - http://kidshealth.org/teen/food_fitness/dieting/fad_diet_tips.html
 - <http://www.mamashealth.com/diets/fadtype.asp>
 - <http://www.healthcastle.com/faddiets.shtml>
 - http://www.diet-blog.com/archives/2009/02/05/how_to_spot_a_fad_diet.php
- Now we have the understanding of how to spot a fad diet, but why does it matter? What is the big deal with fad diets anyway, don't they just help you lose weight fast? Here are some resources for you to check out that detail some of the negative effects fad dieting can have on your body. Again, read through a few of these sites and then ***list 5 effects***

that you feel are most important to know and understand.

- <http://ezinearticles.com/?Top-Reasons-to-Stay-Away-From-Dangerous-Fad-Diets&id=1480503>
- <http://www.uky.edu/PR/News/MCPRNews/2000/faddiets.htm>
- <http://www.aafp.org/news/obesity/20100517fad-diets.html>
- Now let's look a little closer at some of the more popular diets right now. Search the internet to find a few of these fad diets; ***choose two and answer the following questions.***
 1. What is the name of the diet?
 2. What does it claim?
 3. Briefly explain the diet process.
 4. Are there any red flags?
 5. Does the site include any information on negative side effects? If so, what are they? If not, do some quick research and write a statement about the possible problems you see with this particular diet or type of diet.
 6. In conclusion, would you recommend this diet to your best friend?
- Lastly, let's look at some articles on **Balanced Diet**. A lifelong, healthy eating habit. Read through some of the articles and ***write out 5 points to remember.***
 - <http://www.buzzle.com/articles/balanced-diet/>: This site has a few articles that talk about balanced diets
 - <http://www.womenfitness.net/programs/nutrition/ahealthde.htm>

Assessments, References, & Sources

- [National Eating Disorder Association](#) slideshow
- [General Statistics](#) from the National Eating Disorder Association
- [The Alliance for Eating Disorders Awareness](#)
- [Kate Kalnes](#), Ed.D, Body Image Expert

Dangers of Dieting Research

Introduction

Dangers of dieting - yes you heard right, dangerous diets. We are all aware of the facts on healthy eating and of the benefits i.e. a healthy heart. To follow a well-balanced diet encourages a healthier rewarding lifestyle. Healthy diets will most evidently help towards keeping you in shape and a state of well-being - but on the other hand we have those eating plans that do not point out the dangers of dieting.

Dangers of dieting where rapid weight loss occurs is most commonly found in young teens who feel pressured into losing weight, especially after flicking through a glossy magazine full of slim line models that grace the catwalk.

When a person wishes to engage in a diet, they will be restricting what they eat or drink with the goal to either become healthier or lose weight; whereas, healthy dieting practices can improve the overall health of a dieter, as well as prevent complications such as diabetes and heart disease.

Task

Your friend has come to you for advice. He really wants to lose weight FAST. He knows you've taken Personal Health, he mentions a few FAD diets that he wants to try, and now he wants your input. You care about your friend so you want to give him the most informed advice you can. This WebQuest will help guide you to that decision.

Process

Everyone is looking for the easy way out for all sorts of things. Losing weight is no exception. You can find plenty of diets to follow by going to a bookstore or even surfing on the Internet; however, just because they are out there doesn't mean they're effective, or more importantly, safe!

First, let's find out how to be conscious consumers. There are definite *red flags* to look for when choosing a diet plan. Read through some of these lists and *write down 5 that you feel are most important to remember*.

http://kidshealth.org/teen/food_fitness/dieting/fad_diet_tips.html

<http://www.mamashealth.com/diets/fadtype.asp>

<http://www.healthcastle.com/faddiets.shtml>

http://www.diet-blog.com/archives/2009/02/05/how_to_spot_a_fad_diet.php

Now we have the understanding of how to spot a fad diet, but why does it matter? What is the big deal with fad diets anyway, don't they just help you lose weight fast? Here are some resources for you to check out that detail some of the negative effects fad dieting can have on your body. Again, read through a few of these sites and then *list 5 effects that you feel are most important to know and understand*.

<http://ezinearticles.com/?Top-Reasons-to-Stay-Away-From-Dangerous-Fad-Diets&id=1480503>

<http://www.uky.edu/PR/News/MCPRNews/2000/faddiets.htm>

<http://www.aafp.org/news/obesity/20100517fad-diets.html>

Now let's look a little closer at some of the more popular diets right now. Search the internet to find a few of these fad diets; *choose two and answer the following questions.*

1. What is the name of the diet?
2. What does it claim?
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5. Does the site include any information on negative side effects? If so, what are they? If not, do some quick research and write a statement about the possible problems you see with this particular diet or type of diet.
6. In conclusion, would you recommend this diet to your best friend?

Lastly, let's look at some articles on **Balanced Diet**. A lifelong, healthy eating habit. Read through some of the articles and *write out 5 points to remember.*

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<http://www.womenfitness.net/programs/nutrition/ahealthde.htm>

Conclusion

Don't be tempted by a diet that encourages the dangers of dieting - such as a total ban or strict restrictions on certain food groups. A diet plan that, for example, states no bread or pastas and only permits the consumption of fruit is unhealthy. Your body needs vitamins of which you will not get by following dangerous diet plans as such.

Dieters must learn how to commit to a lifelong plan to losing and maintaining their weight through healthy means. If a person is unwilling to make this sacrifice of watching what they eat, then they are more likely to fall victim to cravings and yo-yo dieting.

Giving into cravings and practicing yo-yo dieting can lead to detrimental effects on the overall health of an individual. This type of dieting may also lead to the extreme of eating disorders.

Assessment

You will use this information in your Nutrition Action Paper.

NUTRITION ACTION PAPER

After taking part in the Dangers of Dieting activity, you now have a chance to apply your knowledge to your own life. You will write a paper reflecting on your current dietary habits and, given your new knowledge about nutrition, how you may be changing your habits. Use the prompts below to help guide your writing. You will use a five paragraph essay structure.

YOU DO NOT HAVE TO ANSWER ALL OF THESE- THEY ARE JUST FOR GUIDANCE

Before you begin take the 1-minute nutrition assessment here:

<https://www.takingcharge.csh.umn.edu/diet-nutrition-assessment>.

Did this assessment help you come up with an area of nutrition you'd like to change in order to live a healthier lifestyle? If so, which ones, and why? How will you make those changes happen?

What new information did you learn during this activity that you will apply to your current dietary habits?

What nutritional decisions have you been making that your research has substantiated as good decisions?

What sort of foods does your school cafeteria provide? Are there healthy options? If so, what do you see that has improved? If not, what would you like to see added? What would you ask them to change about the school meals?

Looking at your own kitchen, what improvements can be made to your family's grocery shopping? What are some behaviors or decisions you will change, either in terms of communicating with a parent or guardian about grocery shopping or in terms of food preparation, in order to improve your own diet.

See below for a possible rubric. You could adapt this to best meet the needs of your students and what you want them to show in their learning.

RUBRIC

Category	Above Standards (4)	Meets Standards (3)	Approaching Standards (2)	Below Standards (1)
Thesis	The purpose of the paper is clearly defined in a thesis statement. Potential for student growth is clearly thought out and well explained.	The purpose of the paper is adequately defined in a thesis statement. Potential for personal growth is somewhat thought out and explained.	Thesis statement does not clearly define the project. Little personal investment or potential for personal growth is evident.	Thesis statement is not present or is poorly defined. Personal investment is absent.
Personal Reflections	Evidence of metacognition. Students shows deep self-analysis and introspection. Summary clearly shares student's heart in how the module impacted them.	Some reflection and deep thought. Some personal growth realized.	Minimal investment of time shown. Little to no personal reflection evident. Shallow conclusions, lacks personal insight. No growth is evident.	Lacks personal reflection.
Information Collection and Evaluation	Student gathered information from a variety of quality sources. Student cited information gained from various instructional materials during this module. Sources are properly cited, both in-text and in works-cited. Documentation is error free.	Student gathered information from a variety of relevant sources. Student cited information gained from some instructional materials during this module. Student documents sources with some care. Some errors noted.	Student gathered information from a limited range of relevant sources. Student cited information gained from at least one of the instructional materials during this module. Documentation poorly organized, incorrectly formatted.	Student gathered information that lacked relevance and quality. There was no information cited from instructional materials. Documentation absent. (Paper is incomplete. This section must be submitted to receive a grade).
Analysis	Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident. Growth in a personal level is evident.	Paper shows that a good effort was made in analyzing the information gathered. It is evident the student experienced personal growth.	Student conclusions could be supported by stronger evidence. Level of analysis lacking depth. Limited evidence of new learning or personal growth is apparent.	Student conclusions are a simple re-statement of information. No evidence of personal growth.
Synthesis	Student developed an appropriate structure in the paper. There is a logical and creative organization with smooth transitions where needed. Paper is fluid and cohesive.	Student logically organized information and made good connections among ideas.	Student effort was inadequate to bring good organization and fluidity to the paper.	Paper is not logically or effectively structured.
Writing Mechanics	Paper is error-free.	Written materials are	Many errors present	No effort is apparent in

	Correct spelling, punctuation, sentence construction, and grammar.	mostly error free. (No more than 3/paragraph).	(>3/paragraph). Detracts from fluidity of written information.	proof-reading or self-editing. No regard for proper grammar, punctuation, spelling, or good writing mechanics.
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