

# About Eating Disorders - Level 2

## Staff Activity Guide



### What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity Guide, and a Brain Quiz with an Answer Guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity.

### Viewing the Video:

Without Student Video Viewing Guide - 6 minutes)  
With Student Video Viewing Guide - (7 -10 minutes)

### Student Activities:

Activity #1 Write About It - (5-10 minutes)  
Activity #2 Group Activity - (10-15 minutes)  
Activity #3 Group Brainstorm Activity - (15-20 minutes)

### Brain Quiz:

(5-10 minutes)

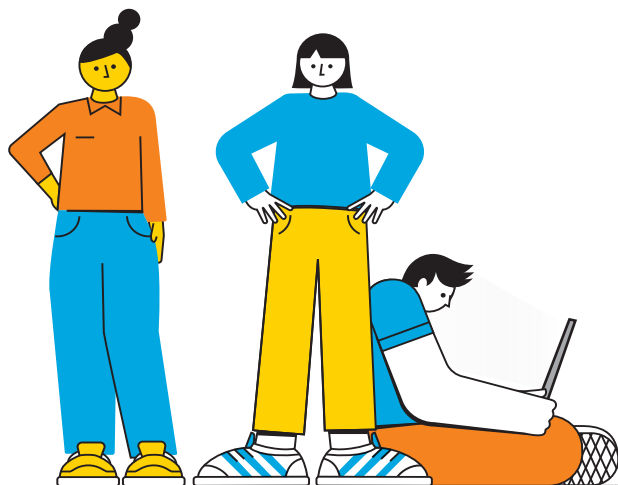
## Student Video Viewing Guide Strategies:

### Before the video (3-5 minutes)

- Ask students to “pair and share” with a classmate, and/or have a brief class discussion:
  - What does it mean to have a healthy relationship with food?

### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.





# About Eating Disorders - Level 2

## Staff Activity Guide

### Brain Quiz Answer Key: (5-10 minutes)

1. An illness related to abnormal eating habits and distorted body image is: (Answer: a. an eating disorder)
2. Most eating disorders begin between the ages of (Answer: b. 16-20 years old)
3. Which of the following is NOT an eating disorder (Answer: d. social anxiety)
4. The intense urge to eat a certain food is called a(n): (Answer: d. craving)
5. When we eat certain foods, the neurons in the reward region of the brain becomes very active, releasing\_\_\_\_\_.  
(Answer: c. dopamine)



### Student Activity Options:

#### Activity #1 Write About It (5-10 minutes)

- a. Materials needed: notebook or paper and writing utensil.
- b. Journal: review the 10 principles of intuitive eating.
  - Which principle(s) have you struggled with? Which principle(s) have been a challenge in your family?
  - Which principle(s) would you like to focus on improving in your life?
- c. Criteria for success: students are able to identify at least 1 principle that has been a struggle personally or in their family. Students are able to identify atleast 1 principle that they want to focus on improving. Or students are able to comment about why these principles are not a problem personally or in their family.

#### Activity #2 Group Activity (10-15 minutes)

- a. Materials needed: paper and writing utensil.
- b. Directions: remember healthy eating and living is not about a particular food that is eaten, but what is done consistently. Divide the class into groups of 3-5 students. Have each group brainstorm common foods that are eaten regularly by group members and exercise activities that each group member enjoys. How do these foods affect your body? What are strategies for regularly incorporating healthy food and a fun physical activity?
- c. Criteria for success: each group will identify 5-10 foods eaten regularly and how these foods may affect the body. Each group will identify at least 3 outlets for physical activity.

#### Activity #3 Art Activity (15-20 minutes)

- a. Materials needed: paper and writing utensil or art supplies (markers, colored pencils etc.)
- b. Directions: as a class, brainstorm the top foods eaten regularly by students at your school. Write them on the board. Divide into groups of 3-5 students and each group take 3-5 foods from the list. Within the group, write the name of each food in the middle of a sheet of paper and brainstorm emotions, words, phrases, and experiences associated with each food. Write brainstormed words and phrases around the food on the paper. Have groups share with the class. (Ex. Popcorn- watching a movie, mom's nightly snack, comfort, relaxation, buttery)
- c. Criteria for success: student will have identified foods and connected foods to emotions and experiences.