

<b>COURSE:</b> Health	<b>GRADE(S):</b> 5 <sup>th</sup> Grade
<b>UNIT:</b> Body Image	<b>TIMEFRAME:</b> 4 Lessons

**NATIONAL STANDARDS:**

**STANDARD 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**STANDARD 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**STANDARD 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**STANDARD 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STATE STANDARDS:**

**10.1. Concepts of Health**  
 10.1.6.C. Analyze nutritional concepts that impact health.  
 10.1.6.D. Explain factors that influence childhood and adolescent drug use.  
 10.1.6.E. Identify health problems that can occur throughout life and describe ways to prevent them.

**10.2. Healthful Living**  
 10.2.6.B. Explain the relationship between health-related information and consumer choices.  
 10.2.6.C. Explain the media's effect on health and safety issues.

**10.3. Safety and Injury Prevention**  
 10.3.6.D. Analyze the role of individual responsibility for safety during physical activity.

**10.4 Physical Activity**  
 10.4.6.B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.

*Reading Assessment Anchors:*

**R5.A.2 Understand nonfiction appropriate to grade level.**  
 R5.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.  
 R5.A.2.4 Identify and explain main ideas and relevant details.

**R5.B.3 Identify and interpret concepts and organization of non-fictional text.**  
 R5.B.3.2 Distinguish between essential and nonessential information within or between text.

<p><b>UNIT OBJECTIVES:</b></p> <p>Explain how body image is formed.</p>	<p><b>CONTENT:</b></p> <p>I. Body Image</p> <ul style="list-style-type: none"> <li>- Body Image is the feeling or perception you have about the way your body looks.</li> <li>- Mass media plays a role in our view of who or what looks good. Television, videos models and advertising, help define Americans perceptions of the "ideal".       <ul style="list-style-type: none"> <li>o Males look good if:           <ul style="list-style-type: none"> <li>▪ Tall</li> <li>▪ Nice features</li> <li>▪ Wide shoulders</li> </ul> </li> </ul> </li> </ul>
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Describe methods used to alter body images

- Big muscles
- Females look good if:
  - Skinny/thin
  - Pretty smile
  - Beautiful hair
  - Unrealistic body standards
- What really influences how your body will look?
  - *Heredity*: Your body is predetermined in regards to bone structure, base proportion of fat to lean tissue in the body, and the metabolic rate.
  - Exercise and diet - the balance between calories expended and intake will have some effect on body image.
  - Economic status - food choices are controlled by what they can afford.
  - Cultural background - may affect how foods are prepared and how their culture views body shapes and sizes in regard to health and success.

## II. Ways we try to alter our body

- Healthful Eating practices
  - Eat nutrient dense foods
  - Eat foods high in fiber
  - Eat a variety of food
  - Drink eight, eight ounce glasses of water daily
  - Snack sensibly.
  - Limit the amount of high calorie/low nutrient dense foods.
  - Don't use snacks to replace healthy meals.
  - Any food can be a part of a healthy eating plan, just not too much.
  - Foods should be eaten to satisfy hunger.
  - Control portion sizes.
- Harmful Eating practices
  - Eating because of boredom.
  - Too much sugar.
  - Fad diets.
- Eating disorders:

A harmful pattern of eating; feeling fat is the primary risk factor contributing to eating disorders. Because of body changes, girls think they are getting fat as their body matures. They gain on average 20 pounds during puberty.

- o Not able to express their feelings
- o Lack self respect.
- o More girls than boys have eating disorders but it is not limited to girls.

Types of eating disorders:

- Binge: Frequently stuffing oneself with food. This occurs in both boys and girls.
- *Bulimia*: A person stuffs themselves, and then gets rid of the food either by throwing up or taking laxatives. Occurs mostly in teen girls.
- *Anorexia*: Severely limiting your intake of food, sometimes to the point of starvation and death. Treated by psychological and nutritional counseling.

- Steroids: A drug that resembles the male hormone testosterone, which promotes muscle growth. Drug sometimes prescribed for:

- o Certain cancers.
- o Certain anemia.
- o Some bone diseases.
- o Asthma -some inhalers.
- o Poison Ivy-taken in pill form to reduce side effects.
- o Males whose bodies don't produce enough testosterone.

Effects of steroids: Less control of emotions such as:

- Anger
- Frustration
- Aggressiveness
- Depression
- Paranoia
- Mood swings

Physical effects:

- Stunted growth
- Severe acne
- Baldness
- Liver cancer
- High blood pressure
- Heart disease
- Loss of sleep
- Increased injuries
- Death

<p>Identify the long term consequences of inactivity.</p>	<p>Reasons why steroids are taken illegally:</p> <ul style="list-style-type: none"> <li>▪ Improve appearance</li> <li>▪ Build muscles</li> <li>▪ Increased strength</li> <li>▪ Increased speed</li> </ul> <p>- Physical Activity- 30 minutes of moderate activity on most, if not all, days of the week. Activities could include walking, lawn work, 15 minute run, 45 minutes of volleyball.</p> <p>Benefits of Physical Activity:</p> <ul style="list-style-type: none"> <li>o Improves strength, flexibility, cardio-vascular fitness and endurance.</li> <li>o Helps build healthy bones and muscles.</li> <li>o Helps control weight.</li> <li>o Reduces anxiety and stress and Increases self- esteem.</li> <li>o May improve blood pressure and cholesterol levels.</li> </ul> <p>Long term consequences of inactivity:</p> <ul style="list-style-type: none"> <li>o The number of young people that are overweight has doubled in the last thirty years.</li> <li>o Inactivity and poor diet cause at least 300,000 deaths a year- only tobacco causes more.</li> <li>o Greater risk of dying of heart disease and developing diabetes, colon cancer, and high blood pressure.</li> </ul>
<p><b>ACTIVITIES:</b></p> <p>On a poster, students will find an example of a male and female that they think looks good from a magazine and explain why they chose that person. (Analyzing Internal and External Influences)</p> <p>Discussion of body image in relation to culture, family values and mass media. (Analyzing Internal and External Influences)</p> <p>Partners will list several methods that can be used to alter body image, identifying which ones are healthy and which ones are harmful.</p> <p>Students record their food intake for one day and check off the nutrients they think the food provides. (Self Management)</p>	<p><b>ASSESSMENTS:</b></p> <p>Using a rubric, teacher will evaluate the poster.</p> <p>Given a list students will identify healthy and harmful practices of weight control.</p> <p>Through a matching worksheet, the students will correctly match food to nutrients.</p> <p>The students will compose a list of negative effects of steroids.</p> <p>Using a rubric, teacher will evaluate the student brochure.</p> <p><b>REMEDIATION:</b></p> <p>Counseling with the school nurse/guidance counselor about body shape and/or size.</p>

Students will call out their favorite foods and put the top five answers on the board. Discuss which of these items can be part of a healthy eating plan- all of them.

Students will work in small groups and brainstorm negative effects of steroids.

Students will make a brochure to identify the effects of exercise/inactivity. (Advocacy)

Discussion on nutrition and eating disorders.

Students will go on an air diet; you have been breathing too much and your cheeks are too rosy. You know the latest style is to be bluish. Of course you need air to live but you can surely cut back. This should help students see the foolishness of depriving the body of food.

Discussion of what a steroid is and their effect on the body.

In small groups, the students will compile ways to have a healthy body.

*Teacher directed differentiated instructional projects and activities are ongoing and based on student need.*

#### **RESOURCES:**

*Nutrition and Body Image*, Lucas Stang, ETR Associates, 1994

Merki, Mary Bronson, Ph.D. *Teen Health Course 2*. Glencoe McGraw-Hill. New York, New York 1999

Health Teacher. Benefits of Physical Activity (1999-2006)

Retrieved on July 11, 2006 from:

<http://www.healthteacher.com/lessons/lessonid/251>

Teens Health: *Should I Go on a Diet?* (1995-2006)

Retrieved on July 11, 2006 from:

[http://www.kidshealth.org/teen/your\\_body/beautiful/diet.html](http://www.kidshealth.org/teen/your_body/beautiful/diet.html)

Teens Health: *Should I Gain Weight?* (1995-2006)

Retrieved on July 11, 2006 from:

[http://www.kidshealth.org/teen/your\\_body/beautiful/gain\\_weight.html](http://www.kidshealth.org/teen/your_body/beautiful/gain_weight.html)

Participate in after school wellness/fitness program.

#### **ENRICHMENT:**

Design a bulletin board that exemplifies respect others regardless of their shape or size.

Students will write a short paragraph explaining how they respect not only their body, but the bodies of others.

Draw a picture of something that you will do to take care of yourself. Journal about ways in which you are healthy. Then describe what is happening in the picture you drew.

"Annie Pitts, Artichoke", by Diane deGroat  
Simon and Schuster

"Nutrition, What's in the Food We Eat",  
by Dorothy Hinshaw Patent, Holiday House

"When Cody Became a Mouse Potato",  
by Bonnie Nygard and Susan Koonce