


CHAPTER 11 pp. 258–275	Standards		Skills and Activities
	National	State/Local	
	National Health Education Standards 1.9, 2.5, 2.7, 3.2		HEALTH QUIZ , p. 259 TIME health news Pressure to Be Perfect, p. 272 BUILDING HEALTH SKILLS <i>Accessing Information</i> Changing Your Weight Safely, p. 270
Lesson 1 Maintaining a Healthy Weight pp. 260–265	National Health Education Standards 1.1, 1.5, 1.6, 1.8, 1.9, 2.5, 2.7, 2.8, 3.4, 6.1, 6.4, 7.1, 7.3, 8.1		HEALTH SKILLS ACTIVITY <i>Accessing Information</i> Finding Your BMI, p. 262
Lesson 2 Eating Disorders pp. 266–269	National Health Education Standards 1.2, 1.8, 1.9, 2.8, 2.9, 3.4, 4.4, 8.2, 8.3		DEVELOPING GOOD CHARACTER Caring, p. 268

PACING THE CHAPTER

Lesson 1 45 min	Chapter Review 45 min
Lesson 2 45 min	TIME health news 30 min
	Building Health Skills 45 min

BLOCK SCHEDULING

For block scheduling, assign students Building Health Skills feature *Changing Your Weight Safely*, page 270, and Guided Reading and Writing. 

Planning Guide



Reproducible Resources	Assessment	Media and Technology
Chapter FAST FILE Resources Chapter Summaries and Activities REVIEW Building Health Skills Activity TEACH Performance Assessment Activity EXTEND Universal Access Activities TEACH Parent Letter and Activities Student Activities Workbook TEACH Reading Tutor TEACH	Building Health Skills Activity, pp. 270–271 Chapter 11 Assessment, pp. 274–275 Chapter FAST FILE Resources Performance Assessment Activity, p. 4 Chapter 11 Test, p. 7 ExamView® Assessment Suite	TeacherWorks includes: <ul style="list-style-type: none"> • Interactive Teacher Edition • Lesson Planner with Calendar • Access to all blackline masters • Correlations to standards StudentWorks™ Plus Online Student Edition Dinah Zike's Teaching Health with Foldables™
Chapter FAST FILE Resources Concept Mapping Activity 11-1 REVIEW Health Lab 11-1 EXTEND Enrichment Activity 11-1 EXTEND Lesson Plan 11-1 Guided Reading and Writing 11-1 TEACH Reteaching Activity 11-1 REVIEW	Lesson 1 Review, p. 265 Vocabulary PuzzleMaker ExamView® Assessment Suite	Vocabulary PuzzleMaker ExamView® Assessment Suite StudentWorks™ Plus Transparency 11-1 Health Online
Chapter FAST FILE Resources Concept Mapping Activity 11-2 REVIEW Decision-Making Activity 11-2 EXTEND Enrichment Activity 11-2 EXTEND Lesson Plan 11-2 Guided Reading and Writing 11-2 TEACH Reteaching Activity 11-2 REVIEW	Lesson 2 Review, p. 269 Vocabulary PuzzleMaker ExamView® Assessment Suite	Vocabulary PuzzleMaker ExamView® Assessment Suite StudentWorks™ Plus Transparency 11-2 Health Online

Chapter and Lesson Resources

The *Teen Health* resources are designed for differentiated learning abilities. You may want to use the coded items in this way:

REVIEW—activities to review or reinforce content

TEACH—activities to teach basic concepts

EXTEND—activities to extend or enrich lesson content



OUT OF TIME?

Use Developing Good Character, page 268.

Healthfully Adjusting to Body Changes During Adolescence

Both young men and women are often surprised as their bodies change during adolescence. It can be very difficult to find clothes that fit properly. Some might come to realize that their new body type no longer allows them to excel at a favorite sport or activity. Others might feel demoralized by the impossibly thin or overly buff bodies of models and celebrities. It is not unusual for adolescent teens to feel like their body has let them down.

As a health teacher, you can help counteract these feelings by helping students realize that these changes are normal and everyone must go through them. Create a climate of total acceptance in your classroom. Focus on taking care of the body with healthful eating and exercise. Teach students to listen to their bodies; eat only when hungry and stop eating when satisfied. Discourage students from comparing themselves to their friends and especially to models and celebrities.

Share these tools with students to help them accept themselves for who they are. This is the best way to cultivate a positive body image and improve self-esteem.

- **Gain self-confidence by trying something that is challenging.** Be proud of what you achieve.
- **Only say nice things about yourself.** If you would not say it to your best friend, then do not think it of yourself.
- **Accept and value every person you meet, whatever their physical appearance.**
- **Identify your strengths and build on them.**
- **Volunteer your time to a good cause.**
- **Have fun.**



Recovery Programs for Eating Disorders

For a person with an eating disorder, no treatment will be successful until the person recognizes that he or she has an eating disorder. Even so, the recovery process can be long, typically taking three to seven years, and can be emotionally challenging with frequent relapses. With treatment, 60 percent of people will completely recover. Unfortunately, 20 percent do not recover at all. Early intervention is critical to success. Eating disorders that are diagnosed early are treated more successfully and in a shorter period of time with less physiological damage to the body.

The most successful treatment programs include psychotherapy with nutrition counseling and medical care. Most treatment programs are outpatient programs. However, people are hospitalized if their physical problems are life-threatening or if their psychological problems become severe.

The primary care physician coordinates the treatment program and attends to any medical issues. Psychological counseling must address both the symptoms of the eating disorder and the underlying issues that caused the disorder. Nutritional counseling provides education about the body's nutritional needs and helps the person learn to make good food choices.

Relapses throughout the recovery process are common and can be frequent. Relapses can be triggered by many different factors, including stress, conflict, and even facing the underlying issues that caused the eating disorder. Planning ahead and learning new coping skills help patients prevent relapses from occurring. So does acceptance and self-love.



Support for Teaching Reading



Reading Support

Health Online

Academic Integration For additional academic integration strategies, visit the Teacher Center at health.glencoe.com.

Reading Preview

Activating Background Vocabulary Ask students what the term *body image* brings to mind. Guide students in a discussion of their own body images in comparison to famous movie stars or supermodels. Ask students how a poor body image and/or lack of self-esteem might lead someone to develop weight problems or eating disorders.

FOLDABLES™ Study Organizer *Dinah Zike's Reading and Study Skills for Teen Health* provides interactive graphic organizers that help students comprehend and retain health concepts as they read. Use the Foldable™ on page 259 or find more Foldables™ activities for the chapter on **Your Body Image** in the separate booklet, available in the TCR.

Lesson 1 Maintaining a Healthy Weight

Listen-Read-Discuss Present the lesson concepts in a brief lecture to provide background information. Direct students to read the text silently, making a list of questions as they read. Then have students stop reading and ask: "What do you understand most about body image, self-esteem, and/or weight problems? What do you understand least about these issues?" Record student responses on the board. Then ask: "What questions do you still have about reaching or managing a healthy weight?" In a class discussion, seek answers for any remaining questions.

Lesson 2 Eating Disorders

Question-Answer Relationship (QAR) Help students identify the four task demands of questioning: "Right there" questions are text explicit, such as, "What are the types of eating disorders?"; "Think and search" questions are text implicit, such as, "What are the differences between a binge eating disorder and anorexia nervosa?"; "Author and you" questions require reading the text, such as, "Does the author think you can cure someone with an eating disorder without getting professional help?"; "On my own" questions can be answered without reading, such as, "What do you think we could do to help prevent eating disorders?" Direct students to find the answers to each of these different types of questions.

Post Reading

Informational Presentations Have students utilize all available classroom, library, and Internet resources to gather additional information about teen weight problems and eating disorders. Direct students to organize the data and write an informative paper on this subject, editing their work for correct sentence structure, grammar, and punctuation. Encourage student volunteers to present the information in their papers to the class.

Key for Using the Teacher Wraparound Edition

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

- R** **Reading Strategies** activities help you teach reading skills and vocabulary.
- C** **Critical Thinking** strategies help students apply and extend what they have learned.
- U** **Universal Access** activities provide differentiated instruction for students learning to speak English, along with suggestions for teaching various types of learners.
- HS** **Health Skills Practice** activities reinforce Health Skills concepts and help students apply these skills in their everyday lives.
- W** **Writing Support** activities provide writing opportunities to help students comprehend the text.
- AL** **Active Learning** strategies provide a variety of activities for presenting lesson content, including Quick Demos and engaging classroom projects that get students actively involved.

Key to Ability Levels

Teaching Strategies and activities have been coded for ability level and appropriateness.

- AL** Activities for students working above grade level
- OL** Activities for students working on grade level
- BL** Activities for students working below grade level
- EL** Activities for English Learners

Symbols

- Transparencies
- CD-ROM
- health.glencoe.com
- Print Resources

Your Body Image

Chapter at a Glance

Lesson 1 describes the importance of a healthy body image, the effects of eating and physical activity on weight, and methods to maintain a healthy weight.

Lesson 2 explains the symptoms of various eating disorders, the health risks associated with eating disorders, and the kinds of help available for a person with an eating disorder.

R Reading Strategy

Interpreting the Photo Ask students: What sport do these teens participate in? *soccer* How does playing this sport help maintain a healthy body? **Sample answer:** *Playing soccer exercises the body.* Besides physical activity, how else can you manage body weight in a healthful way? *by watching what you eat* **OL**

Your Body Image



Chapter Preview

Lesson 1	Maintaining a Healthy Weight	260
Lesson 2	Eating Disorders	266
	Building Health Skills	270
	TIME health news	272
	Chapter Reading Review	273
	Chapter Assessment	274

▲ Working With the Photo

Managing your weight in healthful ways can help you feel good about your body. **How are these teens taking care of their bodies in a healthful way?**

Caption Answer

Photo Caption *Sample answer:* They are participating in physical activity and providing support for one another.



Universal Access

Differentiated Learning Glencoe provides teacher support and student materials for all learners in the health classroom.

- Spanish Glosario and chapter summaries assist English Language Learners.
- *Reading Tutor* and related worksheets support reluctant readers.

- Universal Access strategies throughout the Teacher Wraparound Edition and Fast Files help you present materials for gifted students, at-risk students, physically impaired students, and those with behavior disorders or learning disabilities.

Start-Up Activities



Before You Read

How much do you know about body image?

Take the short quiz on this page. Keep a record of your answers.

HEALTH QUIZ Choose the best answer for each of the following questions:

- Which of the following statements is true?
 - It does not matter how much you weigh, as long as you like yourself.
 - Being realistic about your body is important.
 - The thinner you are, the better.
 - Being overweight does not affect your overall health.
- The best weight for a teen is:
 - the lowest number of pounds possible.
 - whatever weight makes the teen happiest.
 - the weight that fits the teen's height, gender, and age.
 - None of the above.

ANSWERS: 1: c; 2: c

FOLDABLES™ Study Organizer



As You Read

Make this Foldable™ to help you record what you learn about body weight in Lesson 1. Begin with a plain sheet of $8\frac{1}{2}'' \times 11''$ paper.

- 1** Fold the sheet of paper in half along the long axis.



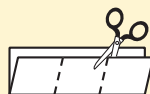
- 4** Turn the paper vertically and label the tabs as shown.



- 2** Turn the paper and fold it into thirds.



- 3** Unfold and cut the top layer along both fold lines. This makes three tabs.



Under the appropriate tab of your Foldable™, record definitions and take notes on each term relating to body weight.



Visit health.glencoe.com and complete the Chapter 11 crossword puzzle.

HEALTH QUIZ

Body Image Before students read the chapter, have them complete the Health Quiz. Encourage them to answer the questions based on what they really think. Remind them to keep a record of their answers to review at the end of the chapter.

No Child Left Behind

Writing Strategies to Improve Literacy

Practicing writing skills does not have to be limited to language arts classes. Students gain more skills and experience through writing projects assigned in all subject areas, including health. Assign students Writing Support strategies from the TWE, as well as the Quick Writes from each lesson. When students prepare posters, brochures, or multimedia presentations, make part of their grade based on grammar and spelling. Use graphic organizers, which help students organize concepts from the chapter. Consider using a learning log or private journal in which students answer open-ended questions about chapter content.



Dinah Zike Foldables™

Formulating Questions Before students read Lesson 1, have them write one question about being overweight, the appropriate weight, and underweight under

the appropriate tab of their Foldable™. As students read the lesson, have them use their Foldable™ to take notes, record definitions, and answer the questions they asked before reading. **BL**



Have students visit health.glencoe.com and complete the crossword puzzle for Chapter 11.

Lesson 1

FOCUS

Activating Prior Knowledge

What I Know Ask students to describe how they think most teens feel about the way they look. Explain that in this chapter students will learn how body image affects self-esteem.

Guide to Reading

BUILDING VOCABULARY

- Challenge students to develop a graphic organizer that shows the relationships among the vocabulary terms.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

FOLDABLES™ Study Organizer Have students use their Foldables™ as they read Lesson 1.

- **Identifying Cause and Effect** Suggest that students look for factors that influence how teens feel about their body. The effects will be their feelings, which influences overall health.

Quick Write

Encourage students to describe steps they might take to stay at a healthy weight.

Lesson 1

Maintaining a Healthy Weight

Guide to Reading

Building Vocabulary

Try to define the terms below in your own words. As you read, check and revise your definitions.

- body image (p. 260)
- appropriate weight (p. 261)
- body mass index (BMI) (p. 262)
- overweight (p. 263)
- underweight (p. 263)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** the importance of a healthy body image.
- **explain** how eating and physical activity affect weight.
- **describe** ways to maintain a healthy weight.

Reading Strategy

Identifying Cause and Effect As you read, identify factors that can have an effect on your body image.

FOLDABLES™ Study Organizer Use the Foldable™ on p. 259 as you read this lesson.

Quick Write

Write a paragraph describing what actions you currently take to try and maintain a healthy body weight.

Body Image

A group of teens were sitting in a circle eating lunch at school talking about their weight. Crystal, who studies ballet and is tall and slender, said she wished she could lose ten pounds.

Craig had never been very athletic and was a little thin. “Personally, I’d like to look like a bodybuilder,” he said with a laugh.

Have you ever wished you could change something about your body or compared yourself to a celebrity or professional athlete? If so, you are not alone. As a teen, your body is going through big changes. As your body changes in your teen years, so do your thoughts and feelings about how you look. *The way you see and feel about your body is called your **body image**.*

- ◀ Sometimes the media seem to suggest that there is one perfect body type. **How can this cause teens to develop a distorted body image?**



Lesson 1 Resources

- 📁 **Chapter FAST FILE Resources**
- Guided Reading and Writing 11-1
- Concept Mapping Activity 11-1
- Health Lab 11-1
- Reteaching Activity 11-1
- Enrichment Activity 11-1
- Lesson Quiz 11-1

Technology

- 🖨️ Transparency 11-1
- 🔊 Audio Summaries
- 💻 ExamView
- 🧩 Vocabulary PuzzleMaker
- 💻 StudentWorks™ Plus

Body Image and Self-Esteem

How you feel about your body can affect your self-esteem. Self-esteem refers to what you value about yourself, both inside and out. If you feel uncomfortable about how your body looks, your self-esteem can be negatively affected.

It is important to understand that the changes your body is going through are normal. It is also important to remember that every person is unique. Though the media tend to portray females as thin and males as muscular, the real world is very different. People come in all shapes and sizes. It is more important for you to be healthy than to try to look like someone else.

AL

The key to positive body image and high self-esteem is having an optimistic attitude and a healthy lifestyle. Know what makes you happy, set realistic goals, and spend time with people who appreciate you. Eat well, get plenty of rest and exercise, and work on developing a personal style that is all your own. Avoid comparing yourself to people in the media or to those around you. All these things will help you feel good about yourself and your body. A healthy body image will also have a positive effect on the way you interact with others.



Reading Check

List What are some of the keys to a positive body image and high self-esteem?

▼ A nutritionist can help you manage your weight in a healthful way. **What kind of advice do you think a nutritionist might give you?**

Your Appropriate Weight

Many people who have an unhealthy body image complain about their weight. They think they are too fat or too thin. Is there a “right” weight for every person, and if so, how do you find it?

Everyone has an **appropriate weight**. This is *the weight that is best for your body*, and is given as a range. For example, the appropriate weight of a 5-foot, 5-inch female is between 117 and 155 pounds. A range is given because height is not the only factor that affects how much a person should weigh. To determine your appropriate weight, you need to consider your gender, age, height, and body build or frame. People are said to have small, medium, or large frames. Your frame is the size of your bone structure. Teens must also consider their growth pattern. During adolescence people grow at different rates.



Lesson 1: Maintaining a Healthy Weight 261

TEACH

AL Active Learning

Think-Pair-Share Ask students to write a sentence that describes the effect of body image on the health triangle. After everyone has written their answer, instruct students to pair up and compare their answers. Then invite students to share their responses with the class. **OL**



Reading Check

Answer Have a positive attitude and a healthy lifestyle; know what makes you happy; set realistic goals; spend time with people that appreciate you; and develop a personal style of your own.

Academic Vocabulary

Gender On this page, students learn that gender is one of the factors that affects appropriate weight. Ask: What is the meaning of *gender*? *the sex of an individual, whether an individual is a male or a female* Explain that gender derives from the Latin word *genus*, which means “kind,” as in “What kind of human are you?”

Caption Answers

Photo Caption, p. 260

Teens might think their body is too fat or too thin because it does not look like a perfect body.

Photo Caption, this page

Sample answer: Choose nutrient-dense foods and include foods from all five food groups.



Home, School, and Community

In the Community Invite a therapist to the class who specializes in teens and body image problems. Ask the speaker to describe why body image and self-esteem are important, how they are related, and factors that affect both. Also have the

therapist provide guidance on how students can boost their self-esteem and gain a positive body image. Finally, have the speaker explain where teens can get help if their self-esteem and body image problems are too difficult to handle on their own. **OL**

Health Skills Activity

Accessing Information

Finding Your BMI

Use the following strategies to help students complete the activity:

- Have students work on their own to calculate their BMI. Allow students to keep their calculations private.
- Provide a scale for students to weigh themselves privately, as well as a tool to measure height.
- Consider having students calculate the BMI of a fictional teen by making up the height, weight, and age.

Reading Check

Answer BMI is a measurement that allows you to assess your body size, taking into account your height and weight.

Health Skills Activity

Accessing Information

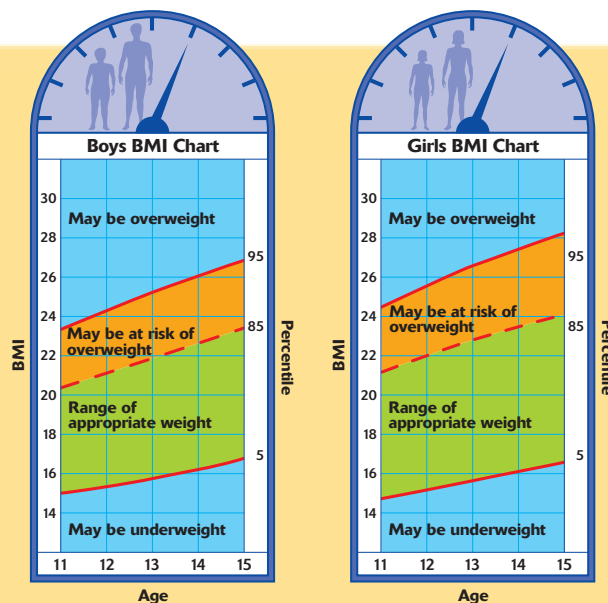
Finding Your BMI

To determine your BMI, follow these steps:

1. Multiply your weight by 703. If, for example, you weigh 125 pounds, you would get a result of 87,875. Write the result you get on a sheet of paper.
2. Next multiply your height in inches times itself. Write this result down as well.
3. Finally, divide your answer from Step 1 by your answer from Step 2. If you divide 87,875 by 4,225, you get 20.8. This number is your BMI.
4. Find your BMI on the grid for your gender. Remember, however, that this is only an estimate.

On Your Own

Complete the steps above to find your own BMI. Is your weight in the appropriate range for someone your age?



Body Mass Index

You can determine if your weight is in an appropriate range for your age by calculating your **body mass index (BMI)**. This is a measurement that allows you to assess your body size, taking your height and weight into account. The Health Skills Activity above shows how to figure out your BMI. Your BMI is based on your weight, gender, height, and age.

Reading Check

Define What is the body mass index?

Promoting Coordinated School Health

Managing Weight for Life Students who are not athletic or are uninterested in team sports might be better served by learning life fitness skills as an alternative to traditional physical education classes. Students should also have access to

healthful food choices at school. Bring together physical education instructors, the school nutritionist, and school psychologist to evaluate the offerings at your school and make recommendations that work to improve students' body image for life. **OL**

Weight Problems

Many teens who compute their BMI will find that they fall within the range of appropriate weight. Some teens will find that their BMI falls above the appropriate range. This means they may be overweight or at risk of being overweight.

Overweight means *weighing more than what is appropriate for your gender, height, age, body frame, and growth pattern*. Other teens may find that their BMI falls below the appropriate range, meaning they may be underweight. **Underweight** is *weighing less than is appropriate for your gender, height, age, body frame, and growth pattern*.



▲ Spending too much time in front of a computer can contribute to weight problems. **What are some activities you can participate in to maintain a healthy and balanced lifestyle?**

Overweight Teens

The number of overweight children and teens in the United States is at an all-time high. Over the past 40 years, the number of overweight teens has risen by 300 percent. The increase among children 6 to 11 years old is 400 percent.

HS This trend can be traced to lifestyle factors. These include overeating or eating too many empty-calorie foods, and getting too little physical activity. The extra pounds mean added stress on the heart and lungs. They also mean an increased risk of lifestyle-related illnesses. One such illness, type 2 diabetes, has spread rapidly among young people. At one time type 2 diabetes showed up almost exclusively in adults. As recently as 20 years ago, only 2 percent of new cases involved children and teens. Today, the number of new childhood and teen cases is almost 20 percent. Those who are overweight are also at risk of developing heart disease, cancer, and stroke.

Underweight Teens

AL With all the concern about overweight teens, it is easy to overlook the problem of teens who are underweight. Teens who are too thin lack body fat, which is an important source of energy. Underweight teens may also be undernourished. This means their bodies are not getting enough of the nutrients they need to grow and function normally. The absence of some nutrients, especially proteins, makes it hard for the body to fight infection. Underweight teens are also at risk of developing anemia. This is a blood condition caused by a lack of iron in the diet. Anemia can make you feel tired and rundown.



Explain What are two factors that have caused a rise in the number of overweight teens?

Health Online

Topic: The Lowdown on Diets

Visit health.glencoe.com for Student Web Activities to learn about the wide variety of diets on the market and how to tell the difference between the healthy ones and the dangerous ones.

Activity: Using the information provided at the link above, make a flyer entitled "Dieting Do's and Don'ts" that includes important facts all teens should know about dieting.

HS Health Skills Practice

Practicing Healthful Behaviors

For one day have students record the type and duration of physical activity and the foods and amounts they have eaten. Then have them use online resources to determine how many calories they have eaten and how many calories they have burned. Have them compare these numbers to determine if their energy equation is balanced. Emphasize that the energy equation does not have to balance perfectly every day to maintain a healthy weight. **OL**

AL Active Learning

Advertisement Have student pairs create a magazine advertisement that describes ways to maintain a healthy weight. Challenge students to show people realistically in their ads and to avoid the unnaturally thin and overly muscular people often seen in these ads. Consider showing students examples of magazine advertisements to get them started. **OL**

Reading Check

Answer overeating and too little physical activity

Dealing with Sensitive Issues

Overweight Students Discussing weight issues can be embarrassing for overweight or underweight students and might even provoke teasing or bullying. It is possible that these students already have a negative body image. While teaching this lesson, emphasize diversity. When assigning

groups, do not put all the overweight students in one group. Do not talk about foods as being "bad" or "good." By doing so, students might begin acting out emotional conflicts with food. Instead, describe food as being fuel for the body. **OL**

Caption Answer

Photo Caption Sample answers: biking, ice skating, in-line skating, playing soccer

Lesson 1

C Critical Thinking

Critiquing Have students bring labels or empty packages from various food products, as well as nutritional information for fresh fruits and vegetables. Be sure to include healthful foods, junk foods, and diet foods. Have students compare the foods and determine which are better sources of calories. **AL**

Health Online

After students have completed their flyers, arrange to have them displayed in the lunch area or cafeteria at your school.

Reaching an Appropriate Weight

The secret to reaching or maintaining a healthful weight is to adjust your “energy equation.” This is the balance between “calories in” (from food) and “calories out” (from physical activity). A pound of weight equals about 3,500 calories. If you are underweight, you need to take in more calories from food than your body burns off. If you are overweight, the opposite is true: you need to burn more calories than you take in. Exercise or other physical activities can help you burn some of the calories you take in from food.

The MyPyramid food guidance system recommends that teens get approximately 60 minutes of physical activity per day on most days. Calorie needs vary by age, gender, and activity level. Females between the ages of 14 and 18 need approximately 1,800 to 2,400 calories each day depending on how active they are. Males in the same age group need approximately 2,200 to 3,200 depending on activity level.

Beyond the Energy Equation

It is important to recognize that healthy weight management is more than just counting calories. You need to pay attention to the source of the calories you eat. For example, the average chocolate bar provides 250 calories. A turkey breast sandwich on whole-wheat bread has the same number of calories. However, the chocolate bar contains empty calories—there are very few nutrients. The turkey sandwich, by contrast, provides nutrients from two different food groups. The point is to make sure that most of the calories you take in provide nutrients your body needs.



- Physical activity can help burn some of the calories you take in from food. **Why is it important to balance the calories you take in with the calories your body burns off?**

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Caption Answer

Photo Caption You can keep your energy equation in balance and maintain a healthy weight.

What Teens Want to Know

Should I go on a diet? Because many teens are influenced by the body images they see in the media, they often think they are overweight. Teens, however, must be careful about dieting. Because their bodies are growing and changing at a rapid rate,

dieting can prevent teens from getting all of the essential nutrients that their bodies require. Dieting can also set up a teen for eating disorders. Teens should always talk to their doctor before deciding to go on a diet. **OL**

The MyPyramid food guidance system, discussed in Chapter 10, can help you develop a personalized eating plan based on the number of calories your body needs.



Reading Check

Recall How much physical activity is recommended for teens?

Managing Weight in a Healthy Way

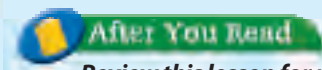
Some people who need to lose weight look for shortcuts. Instead of eating right and getting reasonable exercise, they turn to fad diets, diet pills, and extreme workout programs that promise fast results. Though the products claim to help people shed pounds quickly, some of these products may be ineffective and also unsafe. A person who needs to lose weight should do so gradually by slowly increasing physical activity and eating only as many calories as his or her body needs.

People needing to gain weight also should carefully analyze how they can gradually add calories and nutrients. If you need to adjust your weight, talk to your health care provider. He or she can recommend a safe, healthy approach that will help you reach your goal in a reasonable amount of time.

Health Online

Visit health.glencoe.com and complete the Interactive Study Guide for Lesson 1.

Lesson 1 Review



Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is the meaning of *appropriate weight*?
2. **Recall** Why is a healthy body image important?
3. **Explain** What factors is your BMI based on? What does your BMI tell you?
4. **Identify** What are some healthful ways to reach an appropriate weight?

Thinking Critically

5. **Describe** How can eating and physical activity habits affect weight? What can you do to assure your habits are healthy?

6. **Apply** Imagine that a teen takes in 2,000 calories each day and burns 2,300 calories. Over time, what will happen to the teen's weight? Explain your answer.

Applying Health Skills

7. **Practicing Healthful Behaviors** With a small group, brainstorm good health habits that could affect the energy equation. Make a list of these habits and their impact. Be prepared to share your list with other groups.



For more review questions for Lesson 1, go to health.glencoe.com.

Lesson 1: Maintaining a Healthy Weight 265

CHAPTER 11

Lesson 1



Reading Check

Answer Teens should get 60 minutes of physical activity per day.

ASSESS

Assessment Resources

Lesson Review Quiz

ExamView

Fast Files Activities

Online Quizzes and Activities

Reteaching

- Assign Concept Map 11-1 or Reteaching Activity 11-1 in the Fast Files.
- Have student pairs work together to list the effects of a positive body image and a negative body image.

Enrichment

- Assign Enrichment Activity 11-1 in the Fast Files.
- Challenge students to choose a popular diet program and determine reasons it would not be appropriate for a teen to follow. Invite students to share their findings with the class.

CLOSE

Have students explain how to maintain a healthy weight.

Lesson 1 Review Answers

1. the weight that is best for your body
2. A teen with a healthy body image is more likely to have high self-esteem and interact well with other people.
3. BMI is based on weight, gender, height, and age. BMI tells you if you are overweight, underweight, or in an appropriate range.
4. Increase calories if underweight; reduce calories and/or increase physical activity if overweight; eat nutritious foods.
5. By balancing eating and physical activity, a teen can maintain an appropriate weight. A health care professional can recommend healthy habits.
6. The teen will lose weight because he or she is burning more calories than are being consumed.
7. Student lists should contain habits that affect the energy equation in some way, and include how the habit impacts the energy equation.

Lesson 2

FOCUS

Activating Prior Knowledge

What I Know Have students tell you what they know about eating disorders. Correct any misconceptions they might have. Explain that they will learn about eating disorders in this lesson.

Guide to Reading

BUILDING VOCABULARY

- Have students write a short paragraph in which they use all of the vocabulary terms. Each term should be defined within the context of the paragraph.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

- **Comparing and Contrasting** Before students read, suggest they look at the headings in the lesson to help them think about how to organize their chart. Consider checking the structure of students' charts before they read.

Quick Write

Have students read the definition of an eating disorder on this page before they begin their Quick Writes.

Reading Check

Answer an extreme and damaging eating behavior that can lead to sickness and even death

Lesson 2

Eating Disorders

Guide to Reading

Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- eating disorder (p. 266)
- binge eating disorder (p. 267)
- obese (p. 267)
- anorexia nervosa (p. 267)
- bulimia nervosa (p. 268)

Focusing on the Main Ideas

In this lesson, you will learn to

- **describe** the symptoms of various eating disorders.
- **explain** the health risks associated with an eating disorder.
- **identify** sources of help that are available for a person with an eating disorder.

Reading Strategy

Comparing and Contrasting Create a chart that shows the similarities and differences between the eating disorders discussed in the lesson.

Quick Write

Write a paragraph explaining why you think some teens develop an eating disorder.

What Are Eating Disorders?

Patricia's parents were worried about her. She had been eating almost nothing at mealtime for several weeks and had lost a lot of weight. When her mother tried to talk to her about how little she was eating, Patricia got angry. "Why do you keep bugging me about eating?" she shouted. "Can't you see how fat I am?" Her mother looked at Patricia in disbelief. The last word anyone would use to describe Patricia was *fat*. If anything, she seemed too thin.

By thinking she was fat and not wanting to eat, Patricia was showing signs of an **eating disorder**—an extreme and damaging eating behavior that can lead to sickness and even death. She is one of an estimated 36 million people in this country who have an eating disorder. Many of these people suffer from unrealistic and unhealthy body images.

Eating disorders have little to do with physical hunger. Often, these disorders are brought on by mental/emotional problems, such as depression or low self-esteem. Having an eating disorder places a person at risk for developing severe medical problems. The risk is especially great for teens whose bodies are already undergoing dramatic physical changes.

Reading Check

Define What is an eating disorder?

Lesson 2 Resources

- **Chapter FAST FILE Resources**
 - Guided Reading and Writing 11-2
 - Concept Mapping Activity 11-2
 - Decision-Making Activity 11-2
 - Reteaching Activity 11-2
 - Enrichment Activity 11-2
 - Lesson Quiz 11-2

Technology

- Transparency 11-2
- Audio Summaries
- ExamView
- Vocabulary PuzzleMaker
- StudentWorks™ Plus

Binge Eating Disorder

AL A **binge eating disorder**, which is *compulsive overeating*, is the most common eating disorder. A compulsion is something you feel you cannot control. Binge eaters cannot control their desire to eat, so they compulsively overeat. About 25 million Americans suffer from this disorder.

People with this disorder eat even when they are not hungry. They also eat food in amounts large enough to make them physically uncomfortable. They often eat alone so that others do not see the amount of food they eat. They may also hide food for the same reason. Because of the excessive amounts of food they eat, most compulsive eaters have serious weight problems, and many are obese. **Obese** means *weighing more than 20 percent higher than what is appropriate for their height, age, and body frame*.

The guilt and depression that compulsive eaters feel about their problem can contribute to a low self-esteem and poor body image.



Explain What can a binge eating disorder lead to?

▼ An unhealthy body image can lead to an eating disorder. **What are some ways to build a healthy body image?**

Anorexia Nervosa

Patricia's symptoms described in the lesson opener are typical of **anorexia nervosa**. This is *an eating disorder characterized by self-starvation leading to extreme weight loss*. Anorexia means "without appetite," and nervosa means "of nervous origin."

AL Anorexia is most common among female teens between the ages of 14 and 18, though the disorder can occur in males as well. People with anorexia often do well in school, but have low self-esteem and a poor body image. In an effort to gain control over their lives and bodies, they begin to change their diet. This usually means eating less and less food in an effort to lose weight. Even when a person with anorexia is dangerously thin, she may still see herself as being overweight.

When the body is deprived of adequate food, a number of serious problems can develop. The person may become significantly underweight. Without proper nutrients, the body cannot grow and repair itself



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TEACH

AL Active Learning

Brochure Have pairs of students create a brochure in which they describe the symptoms and health risks associated with binge eating, anorexia, and bulimia. They should also include information about where people with eating disorders can get help. Consider making these brochures available throughout the school and community. **OL**



Answer Binge eating can lead to serious weight problems and obesity. It can also contribute to a low self-esteem and poor body image.

Dealing with Sensitive Issues

Students with Eating Disorders If you are concerned that one of your students might have an eating disorder, find a time to talk privately with the student first before making any assumptions. Describe your observations to the student without being

judgmental or diagnostic. Listen carefully to the student's response. If the student's response confirms your thoughts, strongly suggest the student be evaluated. Follow up your conversation with the student, or ask the school counselor or nurse to do so.

Caption Answer

Photo Caption *Sample answer:* Set realistic goals, eat healthfully, get enough rest and exercise, and have a positive attitude.

Lesson 2

DEVELOPING
Good Character

Caring

Have students make a list of people they could turn to for help. List on the board people at school who can help students. Such people might include the school counselor, school nurse, or certain faculty members.

U Universal Access

Students with Different Learning Styles

For visual students, instruct them to make an expanded Venn diagram to compare and contrast the symptoms and health risks of the various eating disorders. For auditory learners, set up small group discussions in which they name the symptoms and health risks for each eating disorder. Have kinesthetic learners create a Web page or poster that describes the symptoms and health risks of each eating disorder. **OL**

Reading Check

Answer, top Any two: loss of weight, very thin, sees self as fat, not wanting to eat
Answer, bottom damage to tooth enamel, mouth, and throat; hormone imbalance; damage to kidneys and liver; and loss of minerals

Caption Answer

Photo Caption causes dehydration and loss of minerals; hormone imbalance; damage to kidneys, liver, teeth, mouth, and throat

DEVELOPING
Good Character

Caring

An eating disorder is a cry for help. If you believe that a friend has an eating disorder, talk with a trusted adult such as a school counselor or nurse. Consulting an adult is not an act of betrayal. It is the best way to show you care about your friend. **Who are some other trusted adults you could turn to if you suspect a friend has an eating disorder?**

▼ People with bulimia often binge on foods high in calories and fat. **How does this type of eating pattern damage the body?**



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in normal ways. For example, bones become thin and brittle from lack of calcium, and body temperature and blood pressure drop.

If left untreated, a person with anorexia could die from starvation, heart failure, kidney failure, or other medical complications. The depression that often comes with anorexia can sometimes lead to thoughts of suicide.

Reading Check

Identify Name two symptoms of anorexia nervosa.

Bulimia Nervosa

Bulimia nervosa is another eating disorder that primarily affects female teens. However, one in ten people with bulimia is male. **Bulimia nervosa** is a condition in which a person eats large amounts of food and then secretly purges. Purging means to get rid of or remove something. People with bulimia purge the food they have eaten by vomiting or taking laxatives. They may also exercise too much in an effort to work off the calories they have eaten.

U Like with anorexia, people with bulimia are very concerned with losing weight and maintaining strict control of their bodies. They do not usually become extremely thin, however. For this reason it can be hard to tell if a person is suffering from bulimia and needs help. The signs of bulimia are subtle. For example, the person might go into a bathroom immediately after eating a large meal and vomit. He or she may run water to cover the sound of vomiting. Another sign is swollen cheeks caused by vomiting.

Although people with bulimia are not usually at risk of starving to death, the disorder can seriously damage their health in other ways. Stomach acids from frequent vomiting eat away at tooth enamel and injure the mouth and throat. Frequent vomiting can also cause a hormone imbalance, dehydration, damage to the kidneys and liver, and loss of important minerals.

Reading Check

Describe What are some health risks of bulimia nervosa?

Help for People with Eating Disorders

A person with an eating disorder needs help. Treatment can involve working with a counselor, primary care doctor, and nutritionist. These health care providers can help the person rebuild his or her physical and mental/emotional health. When an eating disorder involves serious medical problems or severe depression, a hospital or special treatment facility may be recommended.

What Teens Want to Know

How can I help my friend who has an eating disorder? First, students should talk to their friend privately in a caring and supportive way. They should be honest about their concerns and ask their friend to talk to a parent or medical professional. Students should avoid giving ultimatums

or placing shame or blame on their friend. They should also avoid talking about food or monitoring their friend's eating habits and food choices. Students can also model sensible eating, exercise, and self-acceptance. They should discuss their concerns with a trusted adult. **OL**



◀ Getting help is the first step toward recovery. **What are some treatments for people with eating disorders?**

Health Online

Visit health.glencoe.com and complete the Interactive Study Guide for Lesson 2.

Lesson 2 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is another name for binge eating disorder?
2. **List** What are two health risks associated with anorexia nervosa?
3. **Identify** What are two signs of bulimia nervosa?
4. **Describe** What kinds of help are available to a person with an eating disorder?

Thinking Critically

5. **Evaluate** In what ways are the symptoms of anorexia and bulimia similar? In what ways are the two disorders different?

6. **Apply** Shauna suspects that her friend Jenna has an eating disorder. Lately, Jenna hardly eats anything and is getting thin. What could Shauna do to help? Explain your answer.

Applying Health Skills

7. **Advocacy** With a group, create a documentary titled "The Truth Behind Eating Disorders." Reveal facts and statistics you think the average teen may not be aware of. If you have access to a video camera, record your documentary. Otherwise, arrange to perform your documentary live for other classes.

Health Online

For more review questions for Lesson 2, go to health.glencoe.com.

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ASSESS

Assessment Resources

Lesson Review Quiz

ExamView

Fast Files Activities

Online Quizzes and Activities

Reteaching

- Assign Concept Map 11-2 or Reteaching Activity 11-2 in the Fast Files.
- Have students write ten quiz questions about eating disorders and their health risks. Students can exchange quizzes and complete them.

Enrichment

- Assign Enrichment Activity 11-2 in the Fast Files.
- Have students identify treatment facilities in the community for disordered eating. Suggest they learn about the programs these facilities offer and prepare a class resource list.

CLOSE

Ask students to identify three eating disorders and their health risks.

Caption Answer

Photo Caption psychotherapy, hospitalization, and nutritional counseling

Lesson 2 Review Answers

1. compulsive eating
2. *Any two:* extreme weight loss; lack of proper nutrients; drop in blood pressure and body temperature; brittle bones; death caused by starvation, kidney failure, cardiac arrest; or thoughts of suicide
3. Vomiting after meals, swollen cheeks
4. Treatment is handled by a team of specialists including a psychotherapist, primary care doctor, and nutritionist. Treatment takes place at a clinic or in a treatment facility.
5. Both can damage body organs and deprive the body of nutrients. Anorexics have extreme weight loss, while bulimics do not.
6. *Sample answer:* Shauna should tell a trusted adult because eating disorders are often brought on by psychological problems.
7. Documentaries should describe the symptoms, health risks, and incidences of various eating disorders.

Changing Your Weight Safely

SKILL

Accessing Information

Activating Prior Knowledge

Display the empty containers of a variety of weight-gain and weight-loss products. Invite students to share what they know about these products. Then ask them to explain how they would find out which of these products was healthful.

- **Objective** After completing the activity, students will be able to access and analyze information to make a healthful choice about weight-gain or weight-loss products.
- **Time** 45 minutes
- **Materials** empty containers and advertisements of various weight-loss and weight-gain products, poster board, markers, glue

Teacher Classroom Resources

- Building Health Skills
- Transparency 11-2

Model

- Ask: How did Allyson find out which product was the most healthful? *She read the product labels and did research.*

Changing Your Weight Safely

DIRECTIONS

Accessing Information involves finding reliable information to make healthy choices. This activity will give you the opportunity to develop and master this important health skill. Here's a guide to the different parts of this activity:

- 1 In the **Model** section, you will read about a teen who performs the health skill successfully. This "model" scenario will show you how the skill is done.
- 2 The **Practice** section will help guide you in practicing the skill.
- 3 In the **Apply** section, you will have a chance to perform the skill on your own. You can use the Self-Check to check your work.

To complete this activity, first read the scenario presented in the Model. Then move on to the Practice. Finally, go ahead and try the Apply.

1 Model

Before you make changes to your weight, be sure to get reliable information that will help you come up with a sensible plan.

When Allyson went for her yearly medical checkup, she learned she was underweight. The doctor recommended that she take a nutrient supplement.

Allyson and her mother went to the grocery store. They found a dozen different nutrient supplements on the shelves. Allyson took the following steps to find out which product would be the most effective.

- **Read product labels.** Allyson turned her attention to the information panel that listed the ingredients.
- **Consult Internet Sources.** Allyson used Web sites ending in .gov, .org, and .edu to look up information on the different products.
- **Follow up by consulting an independent, reliable authority.** Allyson later spoke to a pharmacist who said that the extra fat and sugar in some products were not a good idea.

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Teaching Tips

Guiding Student Learning

- For the Apply section, you will need to supply several magazines to each group. Whenever possible, these magazines should be ones read by teens.
- Have several Web sites for product information already identified on the board and ask students to write these down.
- Reinforce the idea that the *best* way to manage weight is through healthful eating and regular physical activity. This is why MyPyramid was developed. Following these guidelines throughout one's life will contribute to overall good health.

National Health
Standards Addressed

3.2

2 Practice

Allyson's experience soon came in handy. Her sister was home from college and wanted to lose some weight. Allyson was able to help her make an informed decision. She recommended using reliable, independent sources to check out claims about each diet. Government health agency Web sites, she said, were good options. Finally, she told her sister that she should speak to their family doctor before starting any diet.

1. What source of information did Allyson suggest?
2. Why did Allyson advise her sister to use .gov sources?



Skill Summary ACCESSING INFORMATION

- Read product labels.
- Consult Internet sources (.gov, .org, or .edu).
- Get advice from a reliable authority.

3 Apply

With a small group, find an ad for a popular weight-loss or weight-gain product. Make a poster showing the front and back label of the product. Circle any claims or information that you believe is questionable. Below the labels, list an online or print resource you found that could provide reliable information about the product. Share and compare your poster with the other groups.

Self-Check

- Did we show the front and back labels of our product?
- Did we circle any claim or piece of information that was questionable?
- Did we find an independent source of reliable information about this product?

Practice

- After students have read the introductory paragraph, allow them to answer the questions individually.
- Discuss the answers as a class. Solicit from students other sources of independent information that Allyson's sister might consult. (Nutritionists, school nurse, Web sites associated with hospitals or medical clinics)

Apply/Assess

- Have a supply of ads and/or empty containers of weight-loss and weight-gain products.
- If students are unable to find online or print resources that give independent information about the product, encourage them to talk to a pharmacist, nutritionist, or doctor.
- Have groups present their posters to the class. Suggest groups rate their product based on the information they learned about it.
- You may wish to distribute the Building Health Skills Activity in the Fast Files.



ASSESSMENT SCORING

Student work should meet all criteria to achieve the highest score.

Skills Student work demonstrates:

- A reliable source of information about the product
- A reason why this source was chosen

Concepts Student work includes:

- Identification of questionable claims
- Analysis of why the claims are questionable

Pressure to Be Perfect

Objectives

After completing this activity, students will be able to:

- Understand how media portrayal of celebrities affects teens' body image
- Identify the negative results of having unrealistic standards for physical appearance
- Relate a negative body image to eating disorders

Motivator

Ask students to describe ways in which teens are influenced by celebrities. Record their responses on the board. After recording all of the students' responses, circle all of the responses that pertain to physical appearance.

Teaching the Feature

- Have students work in small groups to do further research on anorexia and bulimia. Then have students prepare wallet-sized information cards listing warning signs of eating disorders and instructions for seeking help from an adult if an eating disorder is suspected. Obtain permission for students to distribute their information cards to other students. **OL**
- Have students discuss the actors and actresses who portray teens on television. Ask: Are these teens realistic role models for body size? *Answers will vary depending on the actor being discussed.* **OL**

The heat is on young celebrities to look thinner than ever. Unfortunately, some fans will do almost anything to be just like them.

Pressure to be PERFECT

Surrounded by images of young celebrities who are painfully thin, teens can feel lots of pressure to meet the same standard. Trying hard to look like their idols, some can starve themselves and literally make themselves sick.

"Glamorous teen celebrities seem to have it made," says Dr. Susan Sabin, an expert on body image problems. "It appears that their lives are trouble-free, happy, and constantly entertaining—and the way to get all that is a perfect, skinny body."

STARS IN THEIR EYES

Even young celebrities themselves are not immune from the pressure. "I've been there, trust me," says one young pop star who has appeared in a few movies. "When I was younger, I tried to be skinny. There is so much pressure in today's society to look like the girl on the cover of the magazine. But those photos are airbrushed and have special lighting. The model has gone through two hours of hair and makeup. That just sets expectations really high for girls."

For teens, aspiring to unrealistic standards can lead to self-doubt, depression, extreme dieting—and in some cases, eating disorders. Dr. Sabin notes that

many of her patients idolize one young TV star who is extremely thin. Nobody has said the star has an eating disorder, but Dr. Sabin believes that her very thin image is glamorized and admired.

A GROWING PROBLEM

Because many cases go unreported, the statistics vary, but 5 million or more girls and women in America are estimated to suffer from anorexia and other eating disorders. While anorexia is relatively rare—affecting up to 3.7 percent of the female population at some point in their lifetime—it is the most deadly of all mental diseases. About 5 to 10 percent of anorexics die from it or its complications.

LOOK SMART

Here are few ways to keep you—and your friends—on track when it comes to body image.

- Avoid idealizing celebrities whose bodies appear thinner than normal.
- Remember there is no perfect body shape.
- Don't worry about clothing sizes. Just find clothes that fit you best.
- If you're worried that a friend might have an eating disorder, talk to an adult.

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Activity

Media, Technology, and Culture

Culture The size and shape of the "ideal body" has changed over time. Have students research the characteristics of the ideal body type during one era of history. Students can use paintings and sculpture to determine the ideal body type of time periods before movies and television, or research using early television shows and movies. Have students share their results with the class. **OL**

Reading Review

FOLDABLES™ Study Organizer

Foldables™ and Other Study Aids Take out the Foldable™ that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–2. Find a partner and quiz each other using these study aids.

Lesson 1 Maintaining a Healthy Weight**Key Ideas**

- Teens with a healthy body image are more likely to have positive self-esteem. This in turn affects the way they interact with others.
- To build a healthy body image, teens should keep a positive attitude, eat healthy, exercise, get plenty of rest, set realistic goals, and spend time with people who appreciate them.
- To maintain a healthy weight, you need to adjust your “energy equation.” This means balancing “calories in” from food with “calories out” from physical activity.

Vocabulary

- body image (p. 260)
- appropriate weight (p. 261)
- body mass index (BMI) (p. 262)
- overweight (p. 263)
- underweight (p. 263)

Lesson 2 Eating Disorders**Key Ideas**

- Symptoms of anorexia nervosa include extreme weight loss and depression. Health risks include starvation, heart and kidney failure, and other medical complications.
- Signs of bulimia nervosa include vomiting after meals and swollen cheeks, caused by vomiting. Health risks include loss of tooth enamel and injury to the mouth and throat from stomach acids, dehydration, loss of important minerals, hormone imbalances, and damage to the kidneys and liver from laxative abuse.
- Symptoms of binge eating disorder include eating when not hungry, eating beyond the point of feeling comfortably full, and depression. Health risks from binge eating disorder include obesity.
- Help for a person with an eating disorder includes treatment by a team of health care providers. If the symptoms are extreme, the patient may be sent to a hospital or a treatment facility.

Vocabulary

- eating disorder (p. 266)
- binge eating disorder (p. 267)
- obese (p. 267)
- anorexia nervosa (p. 267)
- bulimia nervosa (p. 268)

Assessment Resources

- Chapter 11 Summary and Activity
- Audio Summaries
- ReadingTutor
- Performance Assessment
- Chapter 11 Test
- ExamView
- Vocabulary
- PuzzleMaker
- Online Learning Center

Reading Review

Study Aids

- **Using the Dinah Zike Foldable™ Study Organizer** Have students use the Foldable™ to review the vocabulary terms for Lesson 1. Ask students to identify which weight is a healthy weight.

Key Ideas

- **Using Charts** Have students use the cause and effect chart they made for the Lesson 1 Reading Strategy and the compare and contrast chart they made for Lesson 2 to review the key ideas of each lesson. Encourage them to add information to their charts to make them complete.

Vocabulary Review

- **Playing a Game** Have groups of four play a game of “Catch Phrase” using the vocabulary terms from the chapter. Partners guess the terms from phrases given by their partners and pass word cards like a “hot potato” until a timer goes off.

Teaching Tips

Think-Pair-Share This strategy is especially useful for English learners and reluctant readers because it gives time for independent thought before participating in a larger discussion. First, pose the question and give students time to think and write their answer.

Students then partner up to discuss their answers. Teach students to ask questions such as “How did you decide that?” or “In other words, you think that. . .” After practicing their answers, invite students to share their answers with the class.

Assessment

Reviewing Vocabulary and Main Ideas

1. body image
2. Appropriate weight
3. body mass index (BMI)
4. Overweight
5. Underweight
6. a
7. b
8. c
9. c
10. d

Thinking Critically

11. *Sample answer:* People like Kim for who she is, not what she looks like, and the party will not be fun without her.
12. Binge eaters may hide food or eat in private. Weight gain is usually slow. People with bulimia may hide the fact that they are vomiting after meals by running water to drown out the sound. Their weight may not change so others might not notice that something is wrong.

Assessment

After You Read

HEALTH QUIZ

Now that you have read the chapter, look back at your answers to the Health Quiz on the chapter opener. Would you change any of them? What would your answers be now?

Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–5. After each number, write the term from the list that best completes each sentence.

- anorexia nervosa
- appropriate weight
- body image
- body mass index (BMI)
- bulimia nervosa
- obese
- overweight
- underweight

Lesson 1 Maintaining a Healthy Weight

1. The way you see and feel about your body is your _____.
2. _____ is the weight range that is best for your body.
3. A formula you can use to determine if your weight is appropriate for you is called _____.
4. _____ means weighing more than what is appropriate for gender, height, age, body frame, and growth pattern.
5. _____ is weighing less than what is appropriate for gender, height, age, body frame, and growth pattern.

Lesson 2 Eating Disorders

On a sheet of paper, write the numbers 6–10. After each number, write the letter of the answer that best completes each statement.

6. In this country, anorexia nervosa affects mostly
 - a. female teens.
 - b. male teens.
 - c. male adults.
 - d. female adults.
7. Losing weight to the point of becoming dangerously thin is a sign of
 - a. all eating disorders.
 - b. anorexia nervosa.
 - c. bulimia nervosa.
 - d. binge eating disorder.
8. The condition in which a person secretly eats large amounts of food and then tries to purge is called
 - a. obesity.
 - b. anorexia nervosa.
 - c. bulimia nervosa.
 - d. compulsive eating.
9. Obesity is a health risk of which of the following conditions?
 - a. anorexia
 - b. bulimia
 - c. compulsive eating
 - d. None of the above
10. Which of the following health care providers usually treats people with eating disorders?
 - a. counselor
 - b. primary care doctor
 - c. nutritionist
 - d. All of the above

HEALTH QUIZ Wrap-Up

Body Image Have students review the answers they gave to the Health Quiz at the beginning of the chapter. For each question, have students find the place in the chapter

that discusses the answer. Then have them write a sentence that describes the health reasons that support the correct answer.



Psychologist Are you fascinated by how the mind works? Perhaps you should consider a career as a psychologist. Psychologists study human behavior. In practice, they help people understand and improve their behaviors. A doctoral degree in psychology is required to enter this profession. Find out more about this and other health careers by visiting the Career Corner at health.glencoe.com.

Thinking Critically

Using complete sentences, answer the following questions on a sheet of paper.

- 11. Apply** A number of teens are invited to a swim party. Kim, one of the teens, says she does not want to be seen in a bathing suit. Imagine you are Kim's best friend. What might you tell her?
- 12. Explain** Why is it often difficult to tell if a person has an eating disorder?

Write About It

- 13. Accessing Information** Using online or print resources, research alternate formulas for computing BMI. Then develop your findings into an article.

14. Practicing Healthful Behaviors

Write a journal entry in which you identify three positive health behaviors that can help a teen develop a healthy body image. Explain why a healthy body image is important.

Standardized Test Practice

Reading

Read the passage and then answer the questions.

Dieting is a very popular pastime in America. Everywhere you look you can find advertisements for diets that claim they will help you "Lose Pounds Fast!" Most diets that make this claim focus on helping dieters lose weight by getting rid of excess water rather than fat. Although water is easy to lose, it is also easy to gain. This often leads to what health experts call "seesaw dieting," "weight cycling," or "yo-yo dieting" in which a person gains and loses weight rapidly.

Since part of the weight that many people regain is fat, yo-yo dieting can be unhealthier than being overweight. Any teen who needs to lose weight should do so in a healthy way. This means losing the weight gradually by eating smaller portions and exercising under the supervision of a doctor or other health professional.

TEST-TAKING TIP

Make sure you grasp the main idea of the reading passage as a whole. Make sure that you also understand the main point of each paragraph.

1. Which of the following is *not* a name for "rapid ups and downs in weight"?
 - A. seesaw dieting
 - B. weight cycling
 - C. yo-yo dieting
 - D. burning calories
2. Which sentence *best* captures the main point of the second paragraph?
 - A. Water is replaced by more body fat.
 - B. Yo-yo dieting may be less healthy than being slightly overweight.
 - C. Body fat is hard to lose.
 - D. Losing weight gets harder the more you diet.

Write About It

13. Expository Writing

Explain that expository writing shares knowledge to help others understand it. Student articles should give clear and concise directions for finding BMI. Articles should also explain the importance of learning to compute BMI.

14. Personal Writing

Encourage students to give a frank assessment of their health habits in their journal entry. Allow them to keep their journal entries private.

Standardized Test Practice

1. D
2. B



Psychologist Explain that psychologists work with people and must make judgments and decisions based on their observations and interviews. Encourage students to visit the Career Corner at health.glencoe.com. Have them investigate the various responsibilities that psychologists have and where they might work. Invite students to share what they learn with the class.

Test-Taking Tips

Finding the Main Idea of a Paragraph

Remind students that the main idea of a paragraph is often stated in a topic sentence. Review paragraph structure with students. Show them that some paragraphs begin

with the topic sentence, while others end with it. Have students practice writing paragraphs. Then have students exchange paragraphs with a partner and find the paragraph's main idea.