



CAMPUS OUTREACH SERVICES

## COS CURRICULUM GUIDES



# CURRICULUM GUIDES A COS CLIENT RESOURCE

**Topic Area:** Body Image, Eating Disorders

**Age Group:** High School

**Learning Objectives:** Inform students of the severity and prevalence of eating disorders and other body image related concerns among adolescents. Provide basic recovery information to students suffering from eating disorders.

## Research

*The following are brief summaries of some of the latest research and trends regarding body image and eating disorders. This section highlights lesser known and more focused studies from research journals.*

- Some acute gender differences in body image concerns appear to be that females are generally more dissatisfied with their body image than males (though both genders generally do not believe themselves to possess an ideal body image) and females tend to exercise more often for weight loss where as males generally exercise for fitness purposes. As might be expected, more males expressed a desire to be heavier (36%) than females (9%). Numerous other studies have come to the same conclusions. *Furnham, A. et al. "Body Image Dissatisfaction: Gender Differences in Eating Attitudes, Self-Esteem, and Reasons for Exercise." Journal of Psychology. 2002.*
- One study of a racially and economically diverse sample of 1,373 high school students using a self-report questionnaire identified bulimia in 9.6% of the girls and 1.2% of the boys. 2.2% of the girls and 0.1% of the boys demonstrated purging behaviors. *Gross, J. & J. Rosen. "Bulimia in Adolescents: Prevalence and Psychosocial Correlates." International Journal of Eating Disorders. 1988.*
- The onset of eating disorders is not purely a function of body image and social pressures, the development of unhealthy weight control practices are common responses in adolescents to trauma including both sexual and partner violence. *"Dating Violence and Unhealthy Weight Control." Healthy Weight Journal. 2002.; Thompson, K. "Sexual Violence and Weight Control Techniques Among Adolescent Girls." International Journal of Eating Disorders. 2001.*
- It is generally assumed that obesity severely affects all aspects of a child's social development, but various studies have suggested otherwise. For example, one study of ninth grade girls found that being overweight did in fact affect self-esteem, but had little to no effect on a child's popularity or

desire to succeed. *Phillips, R.G. & A.J. Hill. "Fat, Plain, But Not Friendless: Self-esteem and Peer Acceptance of Obese Pre-Adolescent Girls." International Journal of Obesity. 1998.*

- There is some evidence that body image awareness campaigns for young women can sometimes backfire. One study asked fourteen year old girls to view several body image education posters. 28% of participants in the study reported that the posters were not helpful. Common reasons as to why a particular poster was not deemed helpful were participants comparing themselves unfavorably to the featured models, the poster reminding respondents of their problems, the poster making respondents feel depressed, and the posters making respondents feel "fat and ugly." One was deemed unhealthy because it was sometimes misinterpreted as promoting an unhealthy weight ideal and was difficult to understand at times. *O'Dea, Jennifer. "Can Body Image Education Programs Be Harmful to Adolescent Females?" Eating Disorders. 2002.*

## Current Releases

*Current Releases brings to light some new developments regarding body image and eating disorders.*

- In September 2006, Spain became the first country to ban overly-thin models. United Nation's health experts recommend a body mass index (BMI – a measure based on height and weight) of between 18.5 and 25. Based on this recommendation, models with less than an 18 BMI were not allowed to model at Madrid's fashion week. A reported 30% of models who had walked the runway previous years were turned away. Organizers of the event say that they want to promote an image of beauty and health. Madrid's regional government sponsors the event and was in charge of imposing the restrictions. Spain's Association in Defense of Attention for Anorexia and Bulimia has been campaigning for restrictions since the 1990's. The mayor of Milan, Italy and the culture minister of Britain have also made claims that they will seek similar bans for their fashion shows.
- In 2004 Dove launched the *Campaign for Real Beauty*. Six real women are featured in the advertisements instead of models. All the photographs from the campaign appear before consumers' eyes with no alteration or retouching, a rare step for the media world. The point of the campaign is to promote real, natural beauty and stop reiterating the messages sent by unrealistically thin or unhealthy models. A new definition of what it means to be beautiful is in the works. According to a press release, Dove wants "to make women feel more beautiful every day by challenging today's stereotypical view of beauty and inspiring women to take great care of themselves." The use of women "of various ages, shapes and sizes" is designed "to provoke discussion and debate about today's typecast beauty images." Visit [www.campaignforrealbeauty.com](http://www.campaignforrealbeauty.com) for more information. Other companies have also tried similar campaigns including Kellogg's Special K *Look Good on Your Own Terms* campaign.
- While the rates of many adolescent risk issues have held steady or even decreased throughout recent decades, many researchers believe that the rates of eating disorders are increasing in adolescent populations. One noteworthy reason posited for this phenomenon is decreasing ages for the onset of puberty, thus leading to more adolescents adopting concern for their body shape at earlier ages. For

several years, doctors and researchers have been noting that boys and girls are reaching puberty earlier than historical averages. Theories as to why this occurs include increased use of man-made chemicals in the environment, increased child obesity rates, and increased media exposure to sex..

- As a general rule, it is advisable to remind those struggling with eating disorders that they are not alone and others have struggled with them as well. As long as this is interpreted as motivation to overcome rather than as reason to continue due to the perceived normalcy of the condition, it can be empowering for people to know. If the astounding rates of teenagers with these concerns aren't convincing enough, then consider the many celebrities who have acknowledged struggling with an eating disorder in the past. Actress Keira Knightley has spoken of witnessing her grandmother battle with anorexia. Former American Idol runner-up Katharine McPhee has revealed a successful stint in a rehabilitation center for bulimics. Actress Lindsay Lohan disclosed past bouts with bulimia to *Vanity Fair* magazine in 2006. Lohan's story is especially significant since she credits the intervention of peers who pulled her aside as the primary catalyst for her turn-around. Others include actress Mary-Kate Olsen, actress Portia de Rossi, entertainer Paula Abdul, actor Billy Bob Thornton, actor Dennis Quaid, singer/actress Brandy, actress Jessica Alba, singer Daniel Johns, and actress Jane Fonda.

## Warning Signs

*Teenagers often go to great lengths to hide serious eating disorders from friends and family. Adolescents often avoid confronting their peers' eating disorders because this behavior is normalized. However, some may be more apt to intervene if they deem that a friend has a serious eating disorder. Here are some signs of a serious eating disorder that you can provide to adolescents. Identifying them may even lead students to identify an eating disorder they have themselves.*

- Lies about being hungry.
- Displays unusual eating habits, eg. moving food around his/her plate, but never eating any.
- Pretending to eat.
- Appears to avoid eating in front of others.
- Dresses in a way that masks body size or shape.
- Often cold.
- Exercises excessively.
- Seems to always be more fatigued or dizzy than he/she should be.
- Often has a sore throat.
- Dehydration.
- Abdominal pain.
- Dry hair or skin.
- Blue hands and/or feet.
- Lanugo hair (fine body hair).
- Always chewing gum or always has candy in his/her mouth.
- Constantly talks about his/her weight or what he/she has or has not eaten.
- Sometimes smells like vomit.

- (For Women) Irregular or no menstrual cycles.
- Constantly weighs himself/herself.
- Believes he/she is overweight, but is thin.
- Loses his/her hair.
- Eats a lot, but does not gain weight.
- Often visits the restroom immediately after meals.
- Use of laxatives and diuretics (products or empty wrappers may be found in trash can).
- Hoarding large quantities of food in a bedroom, closet, locker, or car.
- A person does not have to be skinny to have an eating disorder.
- Perfectionist attitude.

## How To Help

*Helping a friend who is suffering from an eating disorder can be tricky. Eating disorders are a very sensitive issue for some people, but we have provided some helpful tips on how to approach such a situation.*

*If a friend believes himself/herself to have an eating disorder and reveals this information to you:*

- Be a good listener and gentle supporter.
- Show concern for the overall health of your friend, such as their emotional state and physical health.
- Assure your friend that he/she is not alone in dealing with an eating disorder.
- Avoid appearing judgmental of your friend's actions and choices.
- Encourage your friend to tell a trusted adult, such as a counselor or teacher, about the issue.
- Encourage your friend to seek help from an agency trained in helping adolescents recover from an eating disorder.
- If your friend is willing to seek help, offer to go with him/her for the initial trip.

*If you suspect that a friend has an eating disorder:*

- Do your homework. Try to read up on your friend's condition and his/her possible perspective before approaching your friend. Know available resources to recommend to your friend.
- Privately and gently approach your friend about the issue. Do not bring in others initially. Follow the discussion guidelines in the preceding list.
- Express your concern about what you have noticed and its implications about your friend's health.
- Expect to face anger and defensiveness, but do not return anger. Continue to gently support and recognize that your friend may not immediately warm to your efforts to help.
- If your friend remains unresponsive for a reasonable amount of time and you fear that his/her condition has worsened to a point where serious health consequences are imminent, then consider involving a counselor, authority figure, or medical practitioner without your friend's consent.

## Facilitation Tips

- Remember that body image issues and eating disorders can be a sensitive topic for some students. They might know someone who has died from an eating disorder or someone who struggles with severe body image issues. It may be hard to decipher whether a student is not participating in your activity or discussion because they are bored or have had a traumatic experience with an eating disorder. Try not to push any student who seems saddened by the topic or completely unresponsive.
- Make sure to let students know that they can talk with you or a counselor if they have any private questions or just want to talk about body image issues or eating disorders. Let students know about school affiliated confidential resources for students who have further questions.
- Before starting a dialogue about body image and eating disorders, make sure to tell your class that in order to have an open and honest conversation everyone must agree not to pass judgments on each other.

## Relevant Articles

*The following articles assist in fostering classroom discussion of real-world concerns involving body image issues and eating disorders. As we only reference links for copyright purposes, some links may be inactive at the time of access.*

### ***“Anorexia Goes High Tech”***

<http://www.time.com/time/health/article/0,8599,169660,00.html>

Author(s): Jessica Reaves

Date of Publication: July 31, 2001

Location: TIME Magazine

The article is posted at TIME.com.

**Summary:** *TIME* magazine ran an interesting article highlighting the contributions of modern technology to the perpetuation of eating disorders. It primarily focuses on pro-anorexia websites and one website created by a 20 year old woman in particular.

### ***Discussion Questions:***

1. How could visiting one of these pro-anorexic websites affect someone recovering from an eating disorder?
2. How could visiting one of these pro-anorexic websites affect someone without an eating disorder?
3. Are people proud of having an eating disorder? Consider the pro-anorexic website creators.
4. Why is there a huge demand for pro-anorexic websites?
5. Why doesn't the media readily observe adolescents utilizing technology for healthier initiatives? Also consider how the media only seems to focus on violent video and computer games and their harmful influences instead of constructive or educational influences.

### ***“Science Update: Body Image”***

[http://www.sciencenetlinks.com/sci\\_update.cfm?DocID=287](http://www.sciencenetlinks.com/sci_update.cfm?DocID=287)

Author(s): American Association for the Advancement of Science (AAAS)

Date of Publication: 2006

The article is posted at Science NetLinks: Science Updates website.

**Summary:** University College in London has performed an experiment of vibrating the tendon in the wrist to simulate weight loss. Even though the participants are not actually losing weight, different participants with high levels of brain activity trick themselves into believing this. This experiment helps to explain why some people are more greatly affected by body image issues and eating disorders.

**Discussions Questions:**

1. What is your initial response to this article? Does it make sense that levels of brain activity can better predict our perceptions of weight than reality can?
2. Have you ever heard of the Pinocchio Illusion before?
3. Do you think it is feasible to one day perform brain surgery or some type of surgery on the nervous system to cure an eating disorder?
4. Do you think people suffering from an eating disorder will want to get surgery to fix their problem?

**“Body Image Timeline”**

<http://www.thesite.org/healthandwellbeing/mentalhealth/bodyimageandselfesteem/bodyimagetimeline>

Author(s): YouthNet UK

Date of Publication: Unknown

The article is posted at TheSite.org.

**Summary:** A quick overview of history demonstrates that thin was not always in. Heavy people used to be considered wealthy and beautiful. Recently, however, the ideal weight and size for women has rapidly decreased. The male body has also been idealized leaving more and more men with body image issues.

**Discussion Questions:**

1. Was anyone surprised by Marilyn Monroe’s size? Consider that other sources cite Ms. Monroe’s size as being a 12 or a 14. Also consider that the sizing of clothing over time has changed. For a humorous account of how clothing sizes have changed over time see <http://www.justsaywhen.com/Vintage-101-Sizing.htm>.
2. Do you think that in the future big will become beautiful again? Do you at least think that a healthier weight and size will ever be considered beautiful? When will this change occur or is it already happening?
3. Do you think body image is a big problem only in the US and other western cultures?
4. How has fashion had a role in developing body image in the US? Consider the tube top and how its advent made more women worry about their biceps, shoulders, busts, and hairless underarms. Consider the muscle shirt and how its advent made more men worry about having muscular arms. Consider the mini skirt and how its advent made more women worry about their ankles, calves, and thighs. Compare the mini skirt to capris and Bermuda shorts which have recently gained popularity.

**“Male Eating Disorders”**

<http://www.thecrimson.com/article.aspx?ref=502183>

Author(s): A. Haven Thompson

Date of Publication: April 28, 2004

Location: The Harvard Crimson Magazine

The article is posted at The Harvard Crimson Online Edition website.

**Summary:** Today male eating disorders are being realized as a real problem. Body image has become a concern for many men, not just homosexual men. This article from The Harvard Crimson Magazine discusses how the media and clothing stores send the same kinds of messages to men as they do to women. Even G.I. Joe's waist size has diminished while his biceps have grown larger. Men are expected to be muscular and tall, but not too fat. A few male Harvard students are interviewed about the topic.

**Discussion Questions:**

1. Even though we know that men can have eating disorders, is bulimia and anorexia still considered a female problem?
2. Are men afraid to admit to having an eating disorder because they do not want to be seen as "girly?"
3. Is it more acceptable for athletes and actors/actresses to quickly gain or lose weight?
4. Do the added pressures of school making eating regularly more difficult?
5. The article mentions the messages sent by Abercrombie & Fitch about how a male should look. Are there any other stores or products that are advertised using the male body as a sexualized object?
6. Would you know what to say to a male friend who you suspect has an eating disorder?

## Small Group & Classroom Activities

### *Media Messages and You*

Approximate Run Time	30-45 Minutes
Age Level	High School
Requirements	Paper, Colored Pencils or Markers or Crayons

**Directions:** Make sure each student has a blank sheet of paper and colored pencils, markers, or crayons. Ask them to draw a picture of how they want to look in five years. Allow a set amount of time for the drawings like five or ten minutes. Walk around the room and make mental notes of some drastic differences in appearance that your students desire such as weight change, hair color or style change, height change, muscle change, etc. Make sure the students write their name on top of their drawing. Collect all of the drawings after the students are done.

Now hand out a fresh sheet of paper to each student. Ask them to draw a self portrait of how they look right now. Again allow a certain amount of time and walk around the room. Make mental notes of any drawings that exaggerate certain features such as weight. Then give the first drawings back to each student. Ask for a few volunteers to show both of his or her drawings. Have the volunteers discuss the differences between their two

pictures. If students do not seem eager to share their artwork because they are embarrassed, move onto the next step.

Ask if anyone based their “in five years” drawing on a famous person. Find out which celebrities your students wish to emulate. Discuss whether or not these are healthy role models. Use your pop culture knowledge and ask students to elaborate about what kind of shows and movies this celebrity is in or what kind of music they make. This has to be done in a way that won’t embarrass the student who drew their picture to look like this celebrity. If students are actively engaged in the dialogue it is a good time to transition into a more serious look at body image issues sent by the media.

Ask the students if anyone drew themselves thinner or more athletic in their “in five years” drawing. Ask if anyone drew themselves heavier in their “in five years” drawing. Discuss how the media is constantly sending us messages that we should look a certain way. Feel free to use examples cut out of magazines or newspapers showing attractive, thin models. Make sure to share pictures of both men and women. Television also sends messages about body image. American Idol judge Simon Cowell frequently tells women on the show to lose weight and makes jokes about overweight people. Ask students if they can think of any American Idol contestants that Cowell insulted in this manner. Think about Mandisa from the 2006 season and Vanessa Olivarez from the second season. There are also shows like America’s Next Top Model where contestants are kicked off if they have bad teeth, a bad walk, or a little “extra baggage.” Have students come up with other TV shows or movies that send these kinds of messages. Have one student keep an ongoing list on the chalkboard of all the shows, movies, magazines, etc. that send bad messages.

Have students think about shows, movies, magazines, etc. that send healthy messages about diverse beauty. Discuss whether it was more difficult to list where good messages or bad messages come from.

Inform students that they need to be aware of the kinds of messages they are digesting from the media. Their friends and families already love them the way they are and they don’t need to change. There is nothing wrong with trying to be healthy and taking care of yourself, but it should not be an obsession.

In closing ask if any student made both of their drawings look the same. Usually there are no students who have done so. This makes a lasting impression on the students as they realize that they are not alone in being unsatisfied with how they look. Very few people are 100% content with their appearance. Very few people can actually meet the beauty ideals set forth by popular culture. Students will remember this the next time they think they should not go to a friend’s pool party because they don’t want to be seen in a bathing suit or the next time the student tries to hide in the locker room so no one can see them change.

### ***Scientific Body Image Survey***

<b>Approximate Run Time</b>	30 – 45 Minutes
<b>Age Level</b>	High School
<b>Requirements</b>	One Magazine per Student, Paper, Graph Paper, Pencils

**Directions:** Bring in or borrow from the library one magazine for each student. Vary the types of magazines, but make sure to get many that would appeal to your students such as Teen People, Seventeen, Jane, Sports Illustrated, Cosmo Girl, Vogue, Vanity Fair, etc. Consider bringing in magazines such as Cosmopolitan, Maxim, Stuff, and Playboy for older students. You can also have each student bring in their own magazine; however, this may result in multiples of the same magazine or not enough variety in magazine types. Have each student make their own copy of the following four charts or have enough copies of these charts printed ahead of time. Each chart should be on its own sheet of paper since they will be larger than the sample provided here.

Male Models				
Page #	Number of Male Models	Models were:		
		Large	Average	Thin

Female Models				
Page #	Number of Female Models	Models were:		
		Large	Average	Thin

Articles About Weight or Diet Issues					
Page #	Article Title	Articles were about:			
		Diet	Exercise	Self-Esteem	Fashion

Ads For Related Products					
Page #	Product Advertised	Product was for:			
		Reducing Weight	Increasing Weight	Food	Exercise

Make sure students also note the magazine title and date of publication. Review the data they will be collecting in the charts and ask students whether they would like to collect any additional data. Have students collect the data from the first 15 pages and the final 5 pages of the magazines, including the covers. Stress that it is important to be as accurate as possible to get useful results. Once students have collected their data, tell them to make a bar graph for each of their data charts. Have students pool their results and then on paper or the chalkboard, make another bar graph to represent the entire data set. After all the data is collected and presented in a bar graph, start a dialogue about the project.

**Sample Questions:**

1. Do the images you see in the magazines reflect people you see in real life?
2. Was anyone surprised by the number of thin female models? Was anyone surprised by the number of large female models? Was anyone surprised by the number of muscular, large male models? Was anyone surprised by the number of thin male models?
3. Are people portrayed the same in different types of magazines? Compare sports magazines to beauty magazines to cooking magazines, etc.
4. Do you feel any pressure to have a body like those portrayed in the magazines?
5. Do you think most people are persuaded by these images?
6. Raise your hand if you know anyone who has gone on a diet. Did that person lose a lot of weight? Do you know what kind of a diet he/she used to lose weight? Was he/she able to keep the weight off?
7. Do you think any or all of these photographs have been digitally altered? Which photographs? Why?
8. Do the advertisements and articles in the magazines support the ideas expressed by the pictures? What specific kinds of body-related products are advertised? Were healthy foods advertised?
9. Did anyone find an article or advertisement about loving your body the way it is and not trying to change it? If no, can anyone think of any recent ad campaigns with this focus. Consider the Dove Campaign for Real Beauty.

*Adapted from: NOVA Teachers. "Dying to be Thin Classroom Activity."*  
[www.pbs.org/wgbh/nova/teachers/activities/2715\\_thin.html](http://www.pbs.org/wgbh/nova/teachers/activities/2715_thin.html) 8/18/06

## School-Wide Activities

### *Eating Disorder Awareness Week*

Approximate Run Time	Week Long Event
Age Level	High School
Requirements	Optional: Art Supplies, Books, Videos, Educational Brochures / Pamphlets

**Directions:** Eating Disorder Awareness Week (EDAW) takes place during the first full week in February. Schools and organizations across the US, Canada, Europe, and Asia have supported EDAW. The goal of EDAW is to educate youth about dieting, body dissatisfaction, and eating disorders. With the slogan “Celebrating our Natural Sizes!” EDAW encourages students to see beauty in diversity of shape, size, color, ability, etc. A different event can be focused on every day of EDAW.

#### **Sample Ideas:**

- A speaker from a local women’s center or mental health center can be brought in to speak about body image and eating disorders.
- The school library can create a special display with books and videos that revolve around body image issues. The National Eating Disorder Information Center (NEDIC) has a resource library listing of useful books: [www.nedic.ca/resources/books.shtml](http://www.nedic.ca/resources/books.shtml). All students can be assigned to read a shorter book or read a chapter or two out of a text. At the end of the week students can be placed into small groups to discuss the book. Students could also be allowed to choose any book from the display they find interesting and then give the rest of the class a brief report about their book.
- Watch a video and then break up the class into smaller discussion groups. Jean Kilbourne’s documentary [Slim Hopes: Advertising and the Obsession with Thinness](http://www.jeankilbourne.com/video.html) sparks dialogue surrounding the influence of the media on our perceptions of the body. A study guide for this film is available at [www.jeankilbourne.com/video.html](http://www.jeankilbourne.com/video.html).
- Organize a “Speak Out.” Allow students to form their own small groups of 3 to 5 students. You may want to separate males and females to create a more comfortable environment conducive to sharing feelings and thoughts. Encourage students to discuss how the media portrays beauty and ways to resolve body image issues. Some students may feel comfortable with their small group and wish to share their own struggles with body image. This is okay as long as students understand that their discussions should be kept confidential and that they should be non-judgmental and supportive of each other.
- Have students in art class or art club draw what the slogan “Celebrating our Natural Sizes!” means to them. Consider making it into a contest with prizes donated from the community.

- Have a door decorating contest. Homerooms can choose to decorate their door to encourage seeing beauty in difference. Doors can also be decorated with statistics or facts about healthy eating, body image, and/or eating disorders.

Adapted from: "Know the Facts - Prevention and Health Promotion." National Eating Disorder Information Center. <http://www.nedic.ca/knowthefacts/preventionhealth.shtml#edawindd> 9/21/2006

### ***International No Diet Day***

<b>Approximate Run Time</b>	Day Long Event
<b>Age Level</b>	High School
<b>Requirements</b>	None

**Directions:** International No Diet Day was started in England by Mary Evans Young of DietBreakers. May 6<sup>th</sup> is recognized internationally as No Diet Day, but if May 6<sup>th</sup> falls on a weekend your school can promote the Friday before May 6<sup>th</sup> as No Diet Day. International No Diet Day is a great opportunity for educators to promote healthy eating behaviors and to challenge myths and stereotypes.

### ***Sample Discussion Topics:***

- In the long run starving yourself is not beneficial. Once you do eat again your metabolism will be slower to process the food.
- Breakfast is important! Breakfast gets your metabolism started in the morning. Eating a good breakfast can help you be more attentive and productive in school. You would not expect your car to start on empty so treat yourself as well as your car. Research suggests that breakfast eaters are leaner than those who skip the morning meal, with one study reporting that missing breakfast was associated with a fourfold increase in the risk of obesity, says the February 2005 issue of Harvard Men's Health Watch.
- Eat regular meals. Skipping meals can lead to out-of-control hunger, often resulting in overeating. When you are really hungry, it is tempting to forget about good nutrition. A granola bar or yogurt between meals can help curb hunger. You know driving at a constant speed of 55 mph gives your car the best gas mileage. Likewise, if you keep yourself well fed throughout the day, your metabolism will be at its best too, which means you have more energy and are in calorie-burning mode.
- Reduce, don't eliminate certain foods. Most people eat for pleasure as well as nutrition. If your favorite foods are high in fat, salt or sugar, the key is moderating how much of these foods you eat and how often you eat them.

- Make changes gradually. Just as there are no "superfoods" or easy answers to a healthy diet, don't expect to totally revamp your eating habits overnight. Changing too much, too fast can get in the way of success. Begin to remedy excesses or deficiencies with modest changes that can add up to positive, lifelong eating habits. For instance, if you don't like the taste of skim milk, try low-fat. Eventually you may find you like skim, too.

*Adapted from: "Know the Facts – Prevention and Health Promotion." National Eating Disorder Information Center. <http://www.nedic.ca/knowthefacts/preventionhealth.shtml#edawindd> 9/21/2006; "Breakfast Good for your Health and Good for your Weight Control." February 6, 2005. <http://www.medicalnewstoday.com/medicalnews.php?newsid=19698> 9/21/2006; Gorman, Catherine. "Boost your Metabolism: Eat BREAKFAST!" Life Designs: Nutrition for Life. <http://www.wellbridge.com/wellbridge/cambridge/lifedesigns.php?ID=9> 9/21/2006; "10 Tips to Eating Healthy" International Food Information Council Foundation and the American Dietetic Association and the National Center for Nutrition and Dietetics. <http://www.primusweb.com/fitnesspartner/library/nutrition/10eattips.htm> 9/21/2006*

## Websites

*We have combed through additional resources on the Internet in order to offer you a list of the most informative and most interesting websites.*

- [www.focusas.com](http://www.focusas.com) – maintains an excellent page on eating disorders featuring symptoms of the most common eating disorders, organizations with expertise in the area, and reviews of books dealing with adolescent eating disorders.
- [www.eating-disorder.com](http://www.eating-disorder.com) – in addition to an online self-assessment and a wealth of information about eating disorders, this site has a search engine that allows users to find a treatment program that best fits their age and situation.
- [www.mentalhelp.net](http://www.mentalhelp.net) – a good starting resource to refer to those with acknowledged eating disorders. Go to [http://mentalhelp.net/poc/center\\_index.php?id=46](http://mentalhelp.net/poc/center_index.php?id=46) to find answers to questions frequently asked by those with eating disorders.
- [www.eating.ucdavis.edu/](http://www.eating.ucdavis.edu/) – an interactive website with an emphasis on personal stories. Signs, symptoms, and cultural messages about eating disorders are also discussed.

This document is meant only to assist educators seeking to enhance a general understanding of a given social risk issue. It should not take the place of legal counsel or expert psychological, counseling, or curriculum consultation.

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