Let’s Fight Obesity!

MASTER TEACHER
Shetara Fentress

LESSON TITLE
Let’s Fight Obesity!

GRADE LEVELS
9-12th grade

TIME ALLOTMENT
Two-Three class periods

OVERVIEW
In response to the rising epidemic of childhood obesity, NPT is building a community-wide conversation about the state of Nashville children’s health. NPT produced a documentary on obesity to encourage children and families to make healthy choices and help reverse the rising trends of childhood health problems in Tennessee.

SUBJECT MATTER
Health/Science

LEARNING OBJECTIVES
The Learner will be able to:

- Learn how culture influences body perception;
- Examine prejudices toward obese people;
- Explore their own feelings about their bodies;
- Research and produce information on obesity, the effects of being overweight, cooking healthy, exercise, and lifetime activities to remain healthy.
- Devise an exercise and healthy eating plan for families to use at home on a regular basis.
STANDARDS

Metropolitan Nashville Public School Systems Standards can be found online, [http://www.mnps.org](http://www.mnps.org). Click the link at the top for Schools, scroll to Academic Standards, and then select Standards for grades 7-12 or grade level of choice. Listed below are standards used within this lesson. There are several other standards that can be incorporated with this lesson from a more extensive list. These standards cover English/language arts, technology, lifetime wellness, and physical education.

Students will understand basic operations and concepts of technology.

Students will utilize technology problem-solving and decision-making tools.

Demonstrate control of Standard English through grammar usage and mechanics (punctuation, capitalization, and spelling).

Understand and use a variety of sentence structures.

Know and use Standard English conventions for punctuation, capitalization, and spelling.

Deliver effective oral presentations.

Participate in work teams and group discussions.

Employ effective presentation skills, including good eye contact, careful enunciation, appropriate rate and volume, and relaxed body language.

MEDIA COMPONENTS

**Websites**

Metropolitan Nashville Public School Standards
[http://www.mnps.org](http://www.mnps.org)

NPT Reports: Children’s Health Crisis: Obesity

MATERIALS

per cooperative groups of students:

- Computer access to create a PowerPoint presentation
- Tally of Students’ Perceptions of Body Shape and Size

per student:

- copy of Activity Sheet #1: Three People

PREP FOR TEACHERS

- Preview video of NPT Reports program and bookmark site: [http://www.wnpt.org/productions/chc2/obesity/video.html](http://www.wnpt.org/productions/chc2/obesity/video.html)

- Make copies of Activity Sheet #1 for each student;
- Make one copy per group of the Tally of Students’ Perception of Body Shape and Size;
- Provide pictures of different-sized people cut out from magazines, etc.
INTRODUCTORY ACTIVITY: SETTING THE STAGE

1. Begin the lesson by giving each student Activity Sheet #1 with three pictures of different sized people (teachers will have to find 3 pictures/clipart of people). It is suggested that people be small in size, medium or average sized, and plus size (overweight). Students should give their initial reaction by responding quickly upon seeing the pictures. Students should **not** write their names on the pictures/activity sheet. The following questions should be asked: 1) Which person is the most attractive? 2) Which person is the least attractive? 3) Which person is the smartest? 4) Which person is the least intelligent? 5) Which person makes good decisions consistently? 6) Which person tends to make unwise decisions? 7) Which person is the healthiest? 8) Which person is the least healthy?

2. After students finish with Activity Sheet #1, they should be collected. Choose one or two students to tally students’ responses on chart paper titled “Tally of Students’ Perceptions of Body Shape and Size”.

3. While students tally the responses, ask the class why you presented the survey without an introductory discussion. Responses will vary, but most students will suggest that you are trying to gauge attitudes toward overweight and thin people.

4. Have students present the survey results and discuss them with the class. Typically, the small and medium sized people receive the most positive responses while the overweight person receives the most negative responses. Have a group discussion based on how students came to their conclusions. Students’ comments may include the following:

- “Person C is not attractive. He/she needs to go on a diet.”
- “Since person C is overweight, he/she must have high blood pressure.”
- “That person needs to work out.”
- “Person A is little; he/she needs to eat!”
LEARNING ACTIVITIES

Play the video from www.wnpt.org/productions/chcv2/obesity/video.html "NPT Reports: Children’s Health Crisis: Obesity." Lead a discussion using the information stated in the video. You may also use the above website to discuss childhood obesity rates in TN, statistics, and health risks just to name a few.

1. Divide students into groups. Have groups discuss how society influences our perceptions of overweight and obese people. Students should be encouraged to consider the many ways we get information such as family and friends, television, movies, music, and advertisements. Each group will prepare a 7 minute PowerPoint presentation that includes the following:

   ▪ A minimum of 10 slides, which should include a title page listing the names of each group member and title of presentation.

   ▪ Slides should focus on the group’s ideas about how these factors influence our perceptions of overweight and obese people. It should state the factors that have the most influence and why. Group members will compare and/or contrast their ideas to research based factors that influence society’s perceptions of overweight and obese people.

   ▪ Write a summary, drawing a conclusion on their findings of why society discriminates against the obese population.

   ▪ The last slide should list all resources used. Students may use magazines, books, Internet, or any source, which relates to the topic.

2. Students may use magazines, newspaper articles, and resources from the library and Internet.

3. Each group will share their presentation. Do the groups agree on how society influences our perceptions of overweight and obese people? Do they believe that one factor is more significant than others? If so, which one? Why do they think that factor is so important?

4. The lesson should be concluded by asking students whether their opinions in the original survey have changed as a result of their research. Would they answer the questions differently now? What information has changed their perceptions of overweight and obese people?
CULMINATING ACTIVITY/ASSESSMENT

Use the following three-point rubric to evaluate students’ group work during this lesson:

**Three points:** cooperative work, accurate completion of the research assignment, demonstration of a clear understanding of the relationship between culture and weight, demonstration of a heightened realization of the need for more sensitivity toward people who are overweight or obese

**Two points:** somewhat cooperative work, completion of most of the research assignment with some level of accuracy, demonstration of some understanding of the relationship between culture and weight, demonstration of some understanding of the need for more sensitivity toward people who are overweight or obese

**One point:** trouble working cooperatively, completion of a small portion of the research assignment with some accuracy, demonstration of little or no understanding of the relationship.

CROSS-CURRICULAR EXTENSIONS

1. Students can plant and monitor their own vegetable gardens using tin tubs or section off space for a garden at school using 2x4 blocks

2. Have a guest chef come to assist students with preparing a healthy meal and/or snacks
COMMUNITY CONNECTIONS

Some people are overweight or obese because they have a condition they cannot control. Have students research and write a short paper, prepare an oral presentation, newspaper article, or television commercial about one of the conditions listed below. They should include the following information:

- A description of the condition and its effect on body weight
- Information about the prevalence of the condition
- Other problems associated with the condition
- The relationship between genes, diet, and lifestyle
- How people with this condition try to control their weight

Cushing’s syndrome – This syndrome is a hormonal disorder in which the hypothalamus or adrenal gland malfunctions: pituitary tumors may appear, cortisol levels increase, and the person gains weight.

Prader-Willi syndrome – This is a complex disorder in which the hypothalamus is malformed or damaged because of genetic factors, injury, or brain surgery. The sufferer never feels full after eating, leading to morbid obesity.

Hypothyroidism – Underactivity of the thyroid gland slows the body’s normal rate of metabolism. The condition occurs in 2 of every 100 people.
http://www.medicinenet.com/hypothyroidism/article.htm
Look at the three pictures. Then answer the following questions by placing an X in the appropriate box. Please don't write your name on your paper.

<table>
<thead>
<tr>
<th></th>
<th>Person A</th>
<th>Person B</th>
<th>Person C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which person is the most attractive?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Which person is the least attractive?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Which person is the smartest?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Which person is the least intelligent?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Which person makes good decisions consistently?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Which person tends to make unwise decisions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Which person is the healthiest?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Which person is the least healthy?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Tally of Students’ Perceptions of Body Shape and Size

Write down the number of students who took the survey. Then fill out the chart below, indicating how they responded to each question.

<table>
<thead>
<tr>
<th></th>
<th>Person A</th>
<th>Person B</th>
<th>Person C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 (positive)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2 (negative)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q3 (positive)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q4 (negative)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q5 (positive)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q6 (negative)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q7 (positive)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q8 (negative)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many positive responses did each person receive?
Person A ___  Person B ___  Person C ___

How many negative responses did each person receive?
Person A ___  Person B ___  Person C ___

Which person received the highest number of positive responses? ____
Which person received the highest number of negative responses? ____