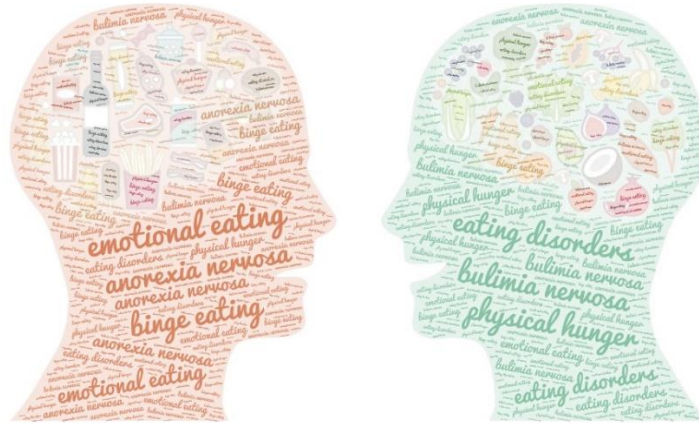


# Emotional eating: Do we eat what we feel?



**Brainstorming activity** (asynchronous, before the beginning of the 1st teaching period): students are given a [questionnaire](#) on their eating attitudes. The questionnaire is anonymous so that students feel comfortable to mention bad attitudes they might have and the teacher can discuss such habits and solutions with students.



## **1<sup>st</sup> teaching period**

### **1<sup>st</sup> Activity:**

**Time:** 10'

**Type of activity:** visualization and discussion on the questionnaire results

**Class organisation:** discussion in class

**Actions/Tasks:** the teacher presents the results of the questionnaire and expands on specific attitudes mentioned in the questionnaire. The teacher encourages the students to comment on the attitudes and those who feel comfortable can explain their attitudes.

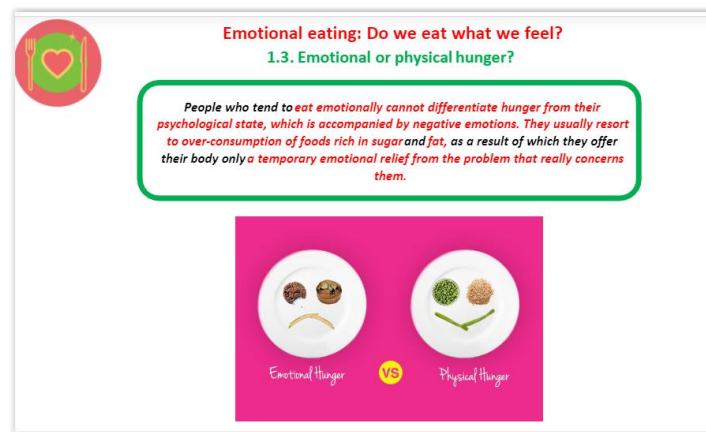
## 2<sup>nd</sup> Activity:

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part I) with definition of emotional eating and information about the relationship between diet and emotions, the difference between emotional and physical hunger and ways to deal with emotional eating. The teacher gives explanations if needed. The presentation is available in the e-class for reference throughout the lessons.



## 3<sup>rd</sup> Activity:

Time: 20'

Type of activity: group discussion and completion of worksheet

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to watch 3 short videos and observe a photo and answer the questions on [Worksheet I](#), (explain emotional eating with examples and justify their agreement/disagreement on a statement). They, then, present in class.

Students are also provided (in the e-class) with an online [glossary](#).



**Homework:** students are provided with [Worksheet II](#) and are asked to follow some websites and explain the difference between emotional and physical eating, mention the consequences as well as suggest ways to control emotional eating. They can work in groups on the online worksheet and the teacher can see and comment on their answers.



**Physical or Emotional Hunger?**

After visiting the following websites, answer the questions.

**Emotional Eating**  
Learn how to stop emotional eating by identifying your triggers, learning to fight cravings, and finding more satisfying ways to feed your feelings.

## 2<sup>nd</sup> Teaching period

### **1<sup>st</sup> Activity:**

Time: 10'

Type of activity: discussion on students' answers on the worksheet

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers on the worksheet.

### **2<sup>nd</sup> Activity:**

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part II) with information about eating disorders, factors leading to them, signs and symptoms, consequences, and how to help. The teacher gives explanations if needed. The presentation is available in the e-class for reference throughout the lessons.



**Emotional eating: Do we eat what we feel?**  
2.4. Anorexia nervosa, bulimia nervosa & binge eating

**Anorexia nervosa**

→ An eating disorder which is characterised by voluntary restriction of food intake and the individual's refusal to maintain the minimum weight, while having a distorted image of herself/himself.

→ It is a serious mental illness with high rates of morbidity and mortality.

**Bulimia nervosa**

→ An eating disorder which involves recurrent episodes, where large amounts of food are consumed, in a short period of time.

→ During the episodes, the person feels out of control, and is then overwhelmed with depression and guilt.

→ The episodes are followed by corrective (compensatory) behaviours in order to get rid of unnecessary calories. These include vomiting, laxative abuse, strict dieting and excessive exercise.

**Binge eating**

→ An eating disorder characterised by excessive consumption of food at a time (in about 2 hours), which is greater than what a person would normally consume, within the same time period and under the same conditions.

→ These episodes are repeated and during them the person feels a sense of loss of control.

→ However, no compensatory action is taken, of harmful type or not, i.e. the person does not do anything to "correct" the previous act.

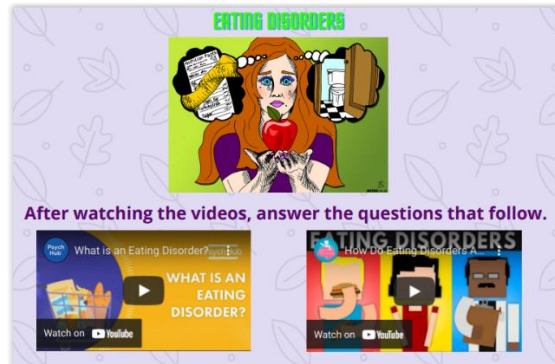
**3rd Activity:**

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: whole class/group work

Actions/Tasks: students are divided in groups and asked to answer the questions on [Worksheet III](#) (describe eating disorders and their characteristics, factors and ways to help). Then, each group present their answers and whole class discussion follows.



**Homework:** students are provided with [Worksheet IV](#) and are asked to read an article (written by the teacher) about the creation of the new model and write their opinion on this initiative, as well as on the role of the media. They can work in groups on the online worksheet and the teacher can see and comment on their answers. They are also asked to write a similar article describing the specifications that advertising companies should follow in order to promote positive messages about the image / appearance of males and females. The articles are written individually and are corrected following the writing criteria of task achievement, content, organization, accuracy (grammar & vocabulary range), cohesion & coherence.



### 3<sup>rd</sup> Teaching period

#### **1<sup>st</sup> Activity:**

Time: 30'

Type of activity: reading and analysing scenarios

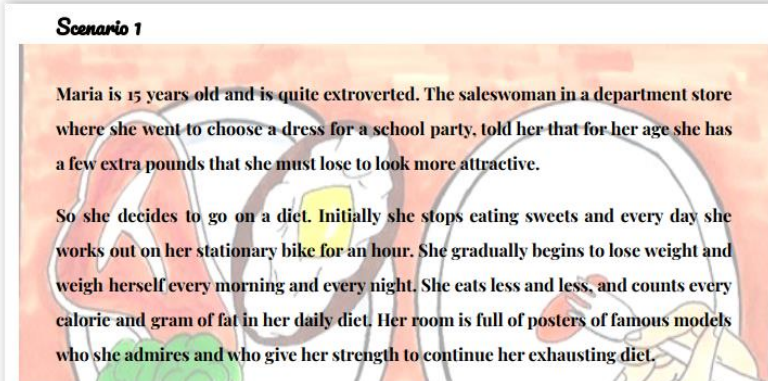
Class organisation: group work

Actions/Tasks: students are divided in 4 groups and each group is presented with a [scenario](#) presenting different eating disorders and some questions to answer. The scenarios are presented on google docs, so that they can all read the scenarios and comment on them. At the same time, the teacher can see each group's answers and comment on them.

**Scenario 1**

Maria is 15 years old and is quite extroverted. The saleswoman in a department store where she went to choose a dress for a school party, told her that for her age she has a few extra pounds that she must lose to look more attractive.

So she decides to go on a diet. Initially she stops eating sweets and every day she works out on her stationary bike for an hour. She gradually begins to lose weight and weigh herself every morning and every night. She eats less and less, and counts every calorie and gram of fat in her daily diet. Her room is full of posters of famous models who she admires and who give her strength to continue her exhausting diet.



#### **2<sup>nd</sup> Activity:**

Time: 20'

Type of activity: workbook completion and discussion

Class organisation: group work/plenary

Actions/Tasks: students are divided in groups and are asked to visit some websites and answer the questions on [Worksheet V](#). They need to record the influences of advertising on the development of eating disorders but also be in the shoes of a marketing director and take decisions on the model type to hire for a campaign. Whole class discussion follows.

**ADVERTISING & EATING DISORDERS**

**A. ARE ADVERTISEMENTS RESPONSIBLE FOR THE DEVELOPMENT OF EATING DISORDERS? JUSTIFY YOUR ANSWER AFTER VISITING THE FOLLOWING WEBSITES.**



**The Influence of the Advertisement Industry on Children and Eating Disorders**  
For a child, it is hard to distinguish truth in advertising, they may believe flawless is reality, and

**PERCEPTION**

**90%** of women are dissatisfied with their bodies

**FOUR OUT OF FIVE** (80%) of women are dissatisfied with their bodies

**80%** of women are dissatisfied with their bodies

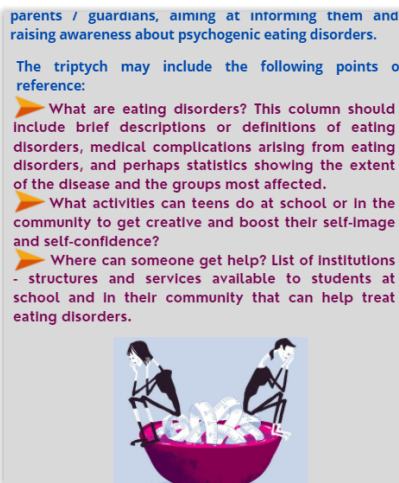
**How Media Influences Body Imaging and Eating Disorders in Females?**

Something that most experts on the subject of media influencing eating disorders can agree on is that eating disorders and the media are...

**Project:** Design a leaflet for your classmates, teachers and parents / guardians, aiming at informing them and raising awareness about psychogenic eating disorders.

The triptych may include the following points of reference:

- What are eating disorders? This column should include brief descriptions or definitions of eating disorders, medical complications arising from eating disorders, and perhaps statistics showing the extent of the disease and the groups most affected.
- What activities can teens do at school or in the community to get creative and boost their self-image and self-confidence?
- Where can someone get help? List of institutions - structures and services available to students at school and in their community that can help treat eating disorders.



## **Assessment**

### **Content assessment:**

Students check content knowledge by doing the online [quiz](#).  
On completion of the quiz, students get immediate feedback by email and if they reach a score of 80%, they get an automatic certificate by email.

### **Language assessment/practice:**

Students learn and practice the vocabulary through flashcards and games:

<https://quizlet.com/aab6ph?x=1jqt&i=6m3w6>

<https://wordwall.net/play/22536/478/544>

They also check knowledge and language through gap filling activities.

[https://h5p.org/node/1215193?feed\\_me=nps](https://h5p.org/node/1215193?feed_me=nps)