

*Do Supermodels Eat Popcorn?*

# EDUCATOR COMPANION GUIDE

## TABLE OF CONTENTS

From the Producer

Episode Synopsis

Lesson Plans

Supplementary Materials

Resource Materials



Mental health education for a new generation

## FROM THE PRODUCER

Dear Educators,

Glow media films are intended to destigmatize challenges that can make teens feel isolated and worry that they are different from their peers. When the adolescents in the films struggle, students viewing the films will feel less alone, less stigmatized by their own issues. The teens in the film model what it is like to confide in friends about a problem, and to seek advice from a parent/guardian, a coach, or a school counselor. Our films emphasize the importance of getting support and learning coping strategies. Through our educational series, schools can present our films and start discussions, raising the chances that young people will feel valued and empowered despite the challenges they face.

***Do Supermodels Eat Popcorn*** aims to reach students on their level. With contemporary music and modern situations, the film follows three high school students from different racial, ethnic and class backgrounds as they navigate a typical week in a U.S. high school. In this film, we see the main character grapple with an eating disorder and body image issues. The friends support each other and encourage the main character to see help from the school counselor.

Students watching ***Do Supermodels Eat Popcorn*** will learn that struggling with body image issues is not uncommon among adolescents and can sometimes lead to an eating disorder. Not only will this help students to cope with their own challenges but should heighten their sensitivity and empathy to other students who may be struggling. Classroom discussions of the film can help to teach tolerance, build community, and increase trust between students.

This guide includes preparatory and resource materials for before, during, and after viewing the film. A synopsis of the film is included for your use. As part of your school's Health curriculum, the film should, ideally, be viewed in two 45-min. class periods. The lesson plan adheres to Common Core Standards as well as ASCA Mindsets and Behaviors for Student Success. To achieve the greatest benefits from the film, the information in the Parent/Guardian Companion Guide should be sent to parents/guardians along with a letter about the screening of the film so that discussion may continue in the home in addition to the classroom.

Sincerely,

Trish Glowacki,  
Executive Director, glow media  
Executive Producer, ***Do Supermodels Eat Popcorn***  
*Publish Date, August 2, 2017*

# EPISODE SYNOPSIS

*A week in the life of a teenage girl struggling with body image issues*

Natalie has overcome an eating disorder once before. After four months in a hospital eating disorders unit, she seemed to be on the road to recovery. Now it seems that she is not as “in control” as her friends and family think. Is Natalie still battling an eating disorder? How can her friends support her? Will she get the help she needs?

# LESSON OVERVIEW

Grade Levels: Secondary, 6-12

Lesson Duration: To be completed over two 45 min. class periods

Standards:

<p><b>Common Core Standards</b></p>	<p>English Language Arts Standards Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.6.1 CCSS.ELA-LITERACY.SL.7.1 CCSS.ELA-LITERACY.SL.8.1 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.11-12.1</p>	<p><i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
	<p>English Language Arts Standards Writing Text Types &amp; Purposes:</p> <p>CCSS.ELA-LITERACY.W.6.2 CCSS.ELA-LITERACY.W.7.2 CCSS.ELA-LITERACY.W.8.2 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2</p>	<p><i>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i></p>
<p><b>ASCA Mindsets &amp; Behaviors for Student Success</b></p>	<p>K-12 College- and Career-Readiness Standards for Every Student Category 1: Mindset Standards</p>	<p><i>School counselors encourage the following mindsets for all students:</i></p> <ul style="list-style-type: none"> <li>• <i>Self-confidence in ability to succeed</i></li> <li>• <i>Sense of belonging in the school environment</i></li> </ul>
	<p>K-12 College- and Career-Readiness Standards for Every Student Category 2: Behavior Standards</p>	<ul style="list-style-type: none"> <li>• <i>Use effective collaboration and cooperation skills</i></li> <li>• <i>Demonstrate creativity</i></li> <li>• <i>Use effective oral and written communication skills and listening skills.</i></li> <li>• <i>Demonstrate empathy</i></li> </ul>

## Objectives

- 1) Students will be able to identify the warning signs of an eating disorder
- 2) SWBAT create a collage of images that express their ideal body image and discuss various influences thereof.
- 3) SWBAT write a persuasive friendly letter to a friend struggling with an eating disorder outlining concerns regarding eating disorders, and negative health effects.

## **Essential Questions**

- 1) What are some of the warning signs of an eating disorder?
- 2) What images do you value? What is your ideal body image and style? To what extent do you think this ideal has been influenced by the media – movies, magazines, Internet sites, etc.?
- 3) How would you approach and talk to a friend who you suspected of having an eating disorder?

## **Materials**

- Episode #2 “Do Supermodels Eat Popcorn”
- Various Print media: Magazines, Newspapers, etc.
- Scissors
- Plain white printer paper
- Glue sticks
- Student Packet
- Guiding Questions worksheet (provided in packet)

# INSTRUCTIONAL PROCEDURES

## 1. Launching the Lesson

- Pre-viewing Discussion – lead students in open discourse about eating disorders. Use the questions below to get the conversation started and access prior knowledge:
  - What is an eating disorder?
  - How might you know if someone is suffering from an eating disorder?
  - Have you ever known someone who struggled with an eating disorder?
  - How are eating disorders harmful to the body?
- NOTE: The questions above are conversation starters; students may or may not have answers.
- Watch Episode #2 “***Do Supermodels Eat Popcorn?***”

## 2. Student Engagement Part I (day 1)

- Pass out **Student Packet**
- Have students read through each **Guiding Question** (either independently or out loud in a group). Ensure each student is familiar with the questions so each student may successfully take notes while viewing the episode a second time.
- Re-watch Episode #2 “***Do Supermodels Eat Popcorn?***”
- While viewing the Episode, students should fill out the worksheet, taking notes to support thoughtful post-viewing discourse.
- Lead students in a post-viewing discussion; they should use their **Guiding Question** worksheet as a tool to facilitate discourse.
- Below are some talking points for you, the teacher:

### **Guiding Question #1:**

#### ***Warning Signs of Anorexia Nervosa:***

- Obsessing over counting calories
- Change in eating habits
- Extremely restricted eating
- Intense fear of gaining weight

#### ***Warning Sign of Bulimia Nervosa:***

- Frequent trips to the bathroom
- Swollen salivary glands
- Maintain a relatively normal weight

#### ***Warning Sign of Binge-eating Disorder:***

- Eating unusually large amounts of food in a specific amount of time
- Eating when you're full or not hungry
- Eating fast during binge episodes
- Eating alone or in secret
- Frequent dieting, even without weight loss

### **Guiding Question #3:**

- Brandon became light-headed, a symptom of hypoglycemia or low blood sugar

- Brandon inadvertently started enabling Natalie's poor eating habits
  - Brandon learned that eating disorders aren't just for girls
3. Student Engagement Part II (day 2)
- Lead students in an independent creative writing assignment.
    - Imagine you have a friend, like Natalie, who is exhibiting the signs of an eating disorder. Write a brief letter (250-500 words) to your friend outlining your concern.
  - As individuals complete the friendly letter, provide them with the necessary materials to create a dual collage.
    - The first half of the collage will consist of the students' ideal body image based on what they see in the media. According to the media (magazines, TV, movies, internet) what is the ideal body image?
    - The second half of the collage will consists of what the students' believe to be a healthy body image.
    - Students should be given the freedom to clip images from magazines, newspapers and other print media you have provided and paste/glue those images to a plain piece of paper.
    - At the conclusion of this activity, lead students in an analysis of their collages:
      - *How do the two halves of the collage compare and contrast?*
      - *Is the Media's interpretation of an ideal body image a positive or negative force in your life, or a mixture of the two?*
      - *How does the Media's ideal body image affect the way you feel about yourself?*
      - *How does your healthy ideal impact your life and your choices?*
      - *Where did your own interpretation of an ideal body image come from?*
4. Closing
- Sharing
    - Allow a few student volunteers to read their letters out loud.
    - Allow students the opportunity to analyze their collages, and share to the group as you guide them through the questions above.
    - Do not force students to share; take volunteers.
  - Reflection
    - End the class by asking students to share their reactions to the episode and class activities.
    - Encourage students to be aware that there may be students who may be struggling with an eating disorder. Look for the warning signs, and encourage them to ask for help.





# EXTENSION ACTIVITIES & CROSS-CURRICULAR CONNECTIONS

## Health & Social Sciences

Standards:

CCSS.ELA-LITERACY.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

1. Eating disorders have many negative side effects on the body beyond weight loss, some of which can be long-term.
2. Students will choose a specific eating disorder (Bulimia Nervosa, Anorexia Nervosa, or Binge Eating Disorder) and research the side effects on the whole body.


## Music

The opening song exhibits the internal struggle Natalie is feeling:

*Oh hey there it's you again  
The one in the mirror selling lies to me  
What's up?  
Are you complaining again?  
Am I not thin enough for the skin I'm in?  
Are you talking to me?  
Are you talking to me?*

Write a second verse about how she is feeling, and what she may be going through.

# FACT SHEET




**OXFORD clinical psychology**  
The home of Oxford's trusted titles in the field, online for the first time

**THERE IS NO ONE KNOWN CAUSE OF EATING DISORDERS**

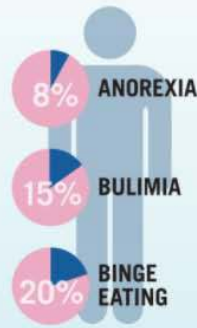
???

**THE MEDIA, SOCIETY, FAMILY & PSYCHOLOGICAL FACTORS**

are believed to affect weight concerns and promote disordered eating behaviors. A preliminary aspect of treatment may involve addressing motivation, engagement, and "readiness to change."



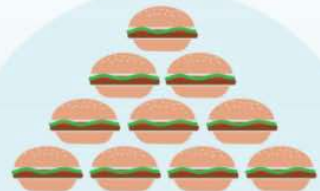
Eating disorders also affect the male population but with a lower prevalence.



**8% ANOREXIA**

**15% BULIMIA**

**20% BINGE EATING**




**BINGE EATING IS THE MOST COMMON DISORDER AND AFFECTS 1-2 MILLION AMERICANS**


When considering the context of any given binge, there are three clusters of triggering factors: External factors including place and time, social factors including the presence or absence of others, and internal factors including thoughts and feelings.

Body dissatisfaction is a key risk factor for eating disorders.

About **HALF** of all women are unhappy with their **BODY**

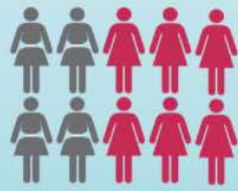



**TREATMENT FOR EATING DISORDERS**



**COGNITIVE-BEHAVIORAL THERAPY HAS BEEN FOUND MORE EFFECTIVE THAN OTHER TREATMENTS,** including pill placebo, stress management, and antidepressant treatment, in reducing binge eating and purging. CBT typically eliminates binge eating and purging in 30 to 50% of all cases.

Anorexia nervosa has a six-fold increase in risk for mortality and **50-70% WILL RECOVER WITH TREATMENT.** Anorexia develops from an intense fear of obesity and is a debilitating illness with one of the highest mortality rates of any psychiatric disorder. Therefore, information on risk factors and prevention is crucial.





**LESS THAN 50% OF EATING DISORDER SUFFERERS GET THE TREATMENT THEY NEED**

Nonetheless, prognosis with treatment is good, particularly when initiated during the early stages of illness. The dissemination of effective and acceptable treatments for eating disorders is fundamental to improving the quality of life of hundreds of millions of individuals globally.

Learn more at [oxfordclinicalpsych.com](http://oxfordclinicalpsych.com)

## RESOURCE MATERIALS, LINKS & INFO

National Institutes of Health, Institute of Mental Health

<https://www.nimh.nih.gov/health/topics/eating-disorders/index.shtml>

National Eating Disorders

<https://www.nationaleatingdisorders.org/general-statistics>

Types and Symptoms of Eating Disorders

<https://www.nationaleatingdisorders.org/types-symptoms-eating-disorders>

National Alliance of Mental Illness

<http://www.nami.org/Learn-More/Mental-Health-Conditions/Eating-Disorders>

- There are so many different types of Eating Disorders, Learn the Facts here:

<http://www.nami.org/NAMI/media/NAMI-Media/Images/FactSheets/Eating-Disorders-FS.pdf>



TO CONNECT WITH A CRISIS COUNSELOR AT CRISIS TEXT LINE

**TEXT "HELLO" TO 741741**

**FREE, 24/7, CONFIDENTIAL.**

### EATING DISORDERS

- National Eating Disorders Association
  - 1-800-931-2237 (Monday-Friday, 11:30 am-7:30 pm EST)
- ANAD: National Association of Anorexia Nervosa and Associated Disorders
  - 630-577-1330 (Monday-Friday, 12 pm-8 pm EST)