

Anorexia.

GEP1: 2021-22



Institut Pedraforca

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FINAL TASK 2 : READING & WRITING AND ASSESSMENT IN CLIL

TITLE OF THE LESSON OR TOPIC	Anorexia
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COURSE / YEAR / GRADE	FIRST COURSE / 2022 / VOCATIONAL TRAINING IN HAIRDRESSING
TIMING	2 hours
COLLABORATION WITH...	Departament d'Imatge Personal .
OBJECTIVES OF THE SESSION	<p>The goals of the CLIL session are the same as in the same session without CLIL. In vocational training teachers cannot forget any goal, goals can be added but I find they are enough.</p> <ul style="list-style-type: none"> ⌚ Describes Eating Disorders(TCA): anorexia. ⌚ Examine physical signs of anorexia in teenager ⌚ Distinguish emotional or behavioral signs of anorexia
SHORT DESCRIPTION OF THE SESSION	Eating Disorders, focus in anorexia

S E S S I O N 1	<p>Activity 1: Reading</p>	<p>Before reading: Predicting from a Visual</p> <p>The teacher use the help for reader called <i>Predicting from a Visual</i>: Explains briefly <i>Eating Disorder (TCA): anorexia</i> with the <i>Teacher's notes</i> you can find in annex and the original picture Signs of anorexia in teens Use the document Language support for anorexia to help understanding</p> <p>During-reading activity: Summarizing the Text Pupils will read the article Anorexia The role of media (annex: materials for Session 1 Activity 1). Get students to write a summary. They can use the document HELP! I NEED HELP TO DO THE SUMMARY! Limit the maximum number of words they can use to 75 pointing out that this means they must focus only on the most important points They will use vocabulary help if needed at https://www.wordreference.com/ as well the bocabulary helps they have already used</p> <p>After reading: Text Reconstruction Cut the article into 5 paragraphs. Students must put the paragraphs in the right order and explain why they have chosen that order.</p> <p>Self- assessment rubric. You can find it in the annex, but you can follow the link if you prefer.</p> <p>1 hour</p>
	<p>Activity 2: Writing</p>	<p>Before the writing: Introducing key vocabulary</p> <p>The teacher introduces the key vocabulary related to the anorexia,: Language support for anorexia. you can find it in annexes and at the link</p> <p>Pupils will search for examples in internet of the physical signs of an anorexic person:</p> <ul style="list-style-type: none"> I Dry skin or skin rash I Erosion of tooth enamel I Feeling cold

	<ul style="list-style-type: none"> I Poor nail quality I Thinning hair <p>Writing: The students will write a text answering the question “What have you learned about anorexia?” Teacher will help students if needed with <i>HELP TO WRITE A TEXT</i></p> <p>After the writing: Students will write a summary of what they have learned . This text will be published at the <u>Institut Pedraforca Magazine</u>. Teacher will help pupils with the document Help to write a Summary (The document can be found at the link and in the annexes)</p> <p>Students will fill a <i>Self -assessment worksheet</i> in Text document or in Spreadsheet , and Self-assessment rubric for pupils task 2, activity 1</p> <p>Material: computers and Wifi. 1 hour</p>
In terms of academic content, what are the students learning and what are they learning to do?	Signs of Anorexia in Teens
In terms of language, what are the students practicing or learning to do?	Subject-specific vocabulary and terms: Dry skin , skin rash, tooth enamel, nail quality, Thinning hair, skipping meals , Withdrawing from, Focusing on, moody.
In what way is this lesson plan a good example of what we learnt in the GEP course modules?	To help students read and write. As well as the promotion of formative assessment .
Other important information	Self-knowledge activities are always intense. Let's not forget that hairdressing students are at least 16 years old. Filled with patience and bring a thermos with green tea, you will need it

ANNEXES



This material has been derived from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clisi/>

MATERIALS FOR SESSION 1 ACTIVITY 1

TEACHER'S NOTES

Anorexia nervosa is an eating disorder that causes the person to severely restrict what they eat or drink. A person with anorexia is often underweight, but continues to feel overweight or "fat." There is often a great fear of gaining any weight, despite the fact that the person is underweight.

There are many and varied signs of anorexia in teens, including physical as well as emotional/behavioral symptoms.

Not all teens with anorexia nervosa are emaciated. Anorexia nervosa can also be diagnosed in individuals who have recently lost a lot of weight and are what many would consider "normal weight."

Physical Signs:

- Dry skin or skin rash
- Erosion of tooth enamel
- Feeling cold
- Poor nail quality
- Thinning hair



Emotional or Behavioral Signs:

- Frequently skipping meals with family and/or denying hunger
- Anxiety at mealtimes, claiming they have already eaten, and/or making excuses to avoid meals
- Preparing elaborate meals for friends or family but rarely eating them
- Cutting food into tiny pieces or moving it around to look like they're eating
- Wearing big, baggy clothing to cover up their body
- Withdrawing from friends and skipping social functions
- Spending an excessive amount of time at the gym or training for sports
- Complaining about being "fat" or obsessing over "flawed" parts of their body
- Focusing on nutritional labels in an excessive way or constantly trying restrictive diets (like eating no carbs or no fat)
- Being moody, anxious, or depressed
- Developing rituals regarding food (eating food in a certain order, excessive chewing, etc.)



Original picture: Signs of anorexia in teens

Author: [Maria Carmen Palacin Alonso with Genially](#)



Language support for anorexia

Specific Vocabulary:

Anorexia: an eating disorder in which the victim suffers from a fear of being fat and so diets too much to become unhealthily thin.

Fashion: a prevailing custom or style of dress, etiquette, socializing, etc.

Freedom: personal liberty

Slimness: slender, as in the width around one's body or in form

To succeed: to attain success in a recognized form, such as wealth or standing

Affection: fond attachment, devotion, or love

Bulimia: a disturbance in eating habits marked by repeated instances of overeating followed by intentional vomiting or fasting

Designer: son who plans or creates designs, such as for works of art

Catwalk: a narrow ramp extending from the stage into the audience in a theatre, nightclub, etc, esp as used by models in a fashion show

To parade: to walk in a public place, so as to be noticed



MATERIALS FOR SESSION 1 ACTIVITY 2

HELP TO WRITE A TEXT. Sentence starters

1. INTRODUCTION OR CONCLUSION:

When. If. It. We. I. The. My. In. Some. As

2. TO SHARE A CONCLUSION

The best. My favourite. The worst. In my opinion. It is important. I prefer. I believe. I think. I feel

3. ADD INFORMATION

One reason. Another reason. Also. In addition. For example. Another. Another reason. Additionally. One way.. Another way

4. COMPARE AND CONTRAST

Just like. However. Even Though. Both. Either/or. Similarly. In contrast

5. SHOW TIME

First. Next, Then. During. Later. Earlier. Before. After. Soon. Finally

6. PERSUASIVE

I believe that... In my opinion... It is vital that... I have to say that... I really feel that... I'm sure... I know... Others must agree that... It is clear that... Clearly... I'm absolutely certain... Without doubt... Everyone knows that... I agree that... Of course... The fact is... Surely...

Anorexia The role of media

Anorexia: The Role of Media

Anorexia is an eating disorder that suffered by individuals suffering from self esteem and self worth issues. The individual will feel hungry but will deny themselves food or any form of nutrition. This psychological disorder is characterized by restricting one's self to eating food with a fear of gaining weight and restricting one's food portions in the aim of losing weight and anxiety about gaining weight. Anorexia is a serious disorder that affecting females more than males in the adolescence age bracket. Kidney failure, heart failure and dehydration are some of the complications of this disorder and can even lead to death. Emotions contribute to a number of factors that play a role in the development of anorexia in individuals

In recent years media has come under attack for propagating the modern standard for beauty and body size leading to low esteem. The portrayal of an "ideal" body type through the media has long been recognized as a contributing factor in propagating eating disorders. Research examines the role of media in the triggering and spreading of such disorders. In over the years media has been focused in promoting the ideal body weight of their actresses and models in order to achieve the ideal weight, size and shape. The media glorify the slender woman emphasizing on slenderness and weight loss for appearances and beauty.

The media portrays images of beautiful and slender women in fashion shows and runways thus driving the need for slender bodies to achieve perceived attractiveness. This evidently changes their eating habits, emotions and self esteem. They feel dissatisfied with their bodies causing emotional



distress. Perceived pressure to be thin from the media is theorized to lead to body dissatisfaction, self-esteem issues and eating habits. Research studies suggest that this kind of pressure to be thin causally is a risk factor towards body dissatisfaction with huge negative consequences. (Ricciardelli, McCabe, Holt, & Finemore, 2003) Recent studies even demonstrate that the media may have an indirect effect on a female's body image and self worth by factoring in the counterpart: the male's expectations of the female's appearance.

With an increased population spending a lot of time in front of some of the mainstream media, more of them coming up with a superficial sense that that is an ideal body appearance.

Popping up of diet advertisements in main stream media causes another problem. On television, continuous exposure to the notion that losing weight creates happiness and it is through "this diet plan" that they are able to achieve this. Time has been proven that, this diet regiments do not work, yet society continues to buy into that they do (Leah and Mellis 2008).

Both experimental studies and prospective studies on perceived pressure suggest that media messages propagated in today's media directly contribute to the extensive body discomfort experienced in anorexics and women today. Exposure to slender media images of women affects women's body image and emotional well-being leading researchers to evaluate factors that may have led some women to be more vulnerable to these media messages in the media.

In conclusion, the mass media incapacitates us with numerous images of the "ideal" body, a body that has become increasingly thin since the 1940's and thus increasingly unrealistic for females. The media images and messages that focus on the value of appearance and thinness for females have a significant negative impact on body self satisfaction, weight, eating mannerisms, and their emotional well-being. Research demonstrates that the media

contributes to eating disorders and should therefore include media literacy, activism, and advocacy .Given the prevalence in body self satisfaction and disorders portrayed through the media, it would be prudent for scholars and the masses to advocate for more positive, encouraging and self-esteem building messages to be conveyed by the media. Research studies should focus on ways to counter such media messages and promote positive social development by propagating healthy living.

References

Anorexia: A Media-Borne Illness - Business Week. (2008.). Retrieved from

http://www.businessweek.com/debateroom/archives/2008/08/anorexia_a_medi.html

Eating Disorders and the Role of the Media - Europe PMC ... (2007). Retrieved from <http://europepmc.org/articles/PMC2533817/reload=0>

Grabe, S., Ward, L. M., & Hyde, J. S. (2008). The role of the media in body image concerns among women: a meta-analysis of experimental and co relational studies. *Psychological bulletin*, 134(3), 460.

Stice, E., Schupak-Neuberg, E., Shaw, H. E., & Stein, R. I. (1994). Relation of media exposure to eating disorder symptomatology: an examination of mediating mechanisms. *Journal of abnormal psychology*, 103(4), 836.



HELP! I NEED HELP TO DO THE SUMMARY!

NAME:.....DATE:.....

TITLE of READING SELECTION :.....

1. Read the text and underline the **key words** and **main ideas**. Write these “Main Idea Words.” :
2. Write a one-sentence summary of the article, using as many main idea words as you can.
3. Write the summary (please). You can use this template if you need to, but you can also write it your way by creating your template (and I'll love it if you do)

Today's lesson is about

One key idea was

This is important because

Another key idea is

This matters because

In sum, today's lesson



Self- assessment rubric for pupilstask 2, activity 1

Instructions: Color the corresponding box to obtain a graph of your learning from the class

	Disagree	Quite agree	Totally agree
I understood the text easily			
I worked with my classmate very wel			
I looked many words up in the dictionary			
The teacher did not call me out because my behaviour was appropriate			
I began and finish my work on time			
I wrote my text easily			
My text is easy to understand			
I have learned			
I have memorized vocabulary related to anorexia			
I have tried			

MATERIALS FOR SESSION 1 ACTIVITY 2

Key vocabulary: Anorexia

- ⌚ Dry skin or skin rash
- ⌚ Erosion of tooth enamel
- ⌚ Feeling cold
- ⌚ Poor nail quality
- ⌚ Thinning hair
- ⌚ Skipping meals
- ⌚ Denying hunger
- ⌚ Anxiety at mealtimes
- ⌚ Claiming
- ⌚ Excuses to avoid meals
- ⌚ Preparing elaborate meals
- ⌚ Rarely eating
- ⌚ Cutting food
- ⌚ Baggy clothing
- ⌚ Withdrawing
- ⌚ Skipping social functions
- ⌚ gym



- 🕒 training for sports
- 🕒 Complaining
- 🕒 Obsessing
- 🕒 Focusing on
- 🕒 Nutritional labels
- 🕒 Restrictive diets
- 🕒 No carbs or no fat
- 🕒 Being moody
- 🕒 Anxious
- 🕒 Depressed
- 🕒 Developing rituals regarding food
- 🕒 In a certain order,
- 🕒 Excessive chewing



HELP TO WRITE A SUMMARY

A summary is a short overview of the main points of a text, written entirely in your own words.

A summary is always much shorter than the original text.

Steps:

1. Read the text.
2. Break the text down into sections.
3. Identify the key points in each section.
4. Write the summary.
5. Check the summary.

Check the summary:

	YES	NO
Is the summary shorter than the text?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the summary show the main points of the text?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the summary have new ideas that are not written in the text?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SELF ASSESSMENT CHECKLIST	
Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	YES
2. Before-, during- and after- reading activities are prepared.	YES
3. The materials use visuals to support comprehension.	YES
4. The writing process takes place in joint collaboration with the teacher (modelling)	YES
5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	YES
6. The teacher uses different strategies to help students throughout the process of reading and writing	YES
7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	YES
8. At least 1 type of assessment is included (self-assessment, teacher assessment or co-assessment)	YES
9. At least 1 type of assessment tool is used during the sessions (rubric, digital app, checklist, personal dossier...)	YES