



HAVING A HEALTHY BODY IMAGE IN COLLEGE

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Section: 072
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TOPIC: HEALTH BODY IMAGE IN COLLEGE

For this topic, I wanted to have the students understand what having a healthy body image looks like, as well as having them work towards seeing themselves in a different light than they might have beforehand.

Topics covered:

- Body Dysmorphia
- Healthy Relationships with food
- Setting Realistic Goals
- Living Your Life





PURPOSE OF THE LESSON

This is a topic that hits close to home with me, because for the longest time I had such a complicated relationship with food, which eventually turned into an Eating Disorder. Now that I've fully recovered from said disorder, I wanted to guide students in the right way to prevent what I've gone through from happening in their lives. College is a new experience, which can lead to stressors, insecurities and harmed relationships with food.

LESSON PREPARATION



In order to prepare for my lesson, I took my own personal experiences, along with things that I've learned from my biology class throughout my high school experience. In addition to that, I also found an informational article that informed me more on Body Dysmorphic Disorder. I'd also searched through youtube to find an appropriate video to introduce one of the most important topics regarding my lesson, Body Dysmorphia.

Video from youtube:

<https://www.youtube.com/watch?v=31sGVaRjNjE>

Article:

<https://www.hopkinsmedicine.org/health/conditions-and-diseases/body-dysmorphic-disorder>

Why Is This Topic Important For First Year Students?



The information shared throughout the lesson contains information that I wish I'd known when I first came to SUNY Cortland. When first starting your college experience, everything around you is different and new. The new environment can cause for a lot of new stress. With the combined feelings of new stress and new or existing insecurity of visiting a new place, this can cause for an unhealthy relationship with yourself, and in turn cause some students to ruin their relationship with food.

PRESENTATION MATERIALS

These slides are meant to be informational, but also interactive as well, and should have the students asking questions if need be.

Setting Realistic Goals

If your goal is to become super ripped, set smaller goals and work your way up.

- What's a realistic goal we can set for someone who wants to start going to the gym?
- What's a realistic goal we can set for someone who wants to gain weight?
- What's a realistic goal we can set for someone who wants to lose weight?



What Do We Do Next?

What are your foods made up of?

- Carbs (4C)
- Proteins (4C)
- Fats (9C)




Everyone is made differently, and our bodies respond differently to our food intake. Depending on your activity level, and how fast or slow your metabolism is, your caloric intake to maintain your weight will be different from the person sitting next to you. What's important to realize is that only YOU know what you want to achieve.

stic goal that you can set for
semester, regarding physical and
?



METHODS:

I started off this lesson with a video to start the students off pretty light before getting into some heavier topics. Next, we open up the floor to have conversations about the topic, and although students aren't required to answer if they're uncomfortable, they're reminded that this area is a safe space to talk. As a Student Facilitator, I want to have these students feel safe and secure in the classroom as well as welcomed by their classmates. We also have a group activity set for setting up realistic goals regarding healthy body image and relations to food. Ending the lesson, I have a set of quotes that students may take away with them for the rest of the day and the rest of their time here at SUNY Cortland.



LEARNING OUTCOMES AND OBJECTIVES

Throughout the lesson I wanted students to feel like they could come to their own conclusions about how they wanted to approach their relationship with food in a new place like college. We had great discussions throughout the day about how we can set realistic goals for ourselves and how the food we eat doesn't make up who we are as people.

ASSESSMENT AND FEEDBACK

The students shared what they've learned with each other when we discuss my eight slide. Our group discussion lead to my assessment of how well the students understand the topic at hand and if they grasped what I wanted them to. As students were leaving, they shared how they felt about the lesson. Most of them really enjoyed it and were thankful that I was able to share this information with them. Even though they didn't offer any constructive criticism, I think they really enjoyed the lesson.



REFLECTION

Teaching this lesson taught me extremely valuable tactics that I plan on bringing into my student teaching career this coming spring. I think the pacing of the lesson was perfect, we ended right on time and the students ended up having an extremely insightful conversation towards the end of the lesson. One of the things I have to be okay with is silence. Sometimes students aren't ready to talk right away, and I need to work on realizing that they need time to answer rather than looking for someone to respond within a few seconds. I think the students were very engaged, and I think group discussions are going to become a staple in my future lessons based on how they turned out in this one.

