

# Lesson Eleven

## Unhealthy Dieting Behaviors

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### Objectives

After participating in this lesson students will

- Identify healthy and unhealthy ways to manage weight.
  - Practice resistance band exercises.
  - Practice meditation/guided imagery.
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### Time

50 minutes

Prep Time: 25 minutes

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### Activities

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|------------------------------------|------------|
| 11.1 Review and Plan for the Day   | 3 minutes  |
| 11.2 Introduction to Dieting       | 5 minutes  |
| 11.3 Unhealthy and Healthy Dieting | 20 minutes |
| 11.4 Resistance Band Exercises     | 10 minutes |
| 11.5 Meditation                    | 8 minutes  |
| 11.6 Closure                       | 4 minutes  |

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### Key Terms

- Myth
  - Guided Imagery
  - Visualization
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### Materials

- Weight Loss Myths: How Much Do You Really Know?** (Information Sheet 11.3)
  - 9 Weight Loss Myth charts
  - Resistance bands
  - Guided Imagery—Tree in Winter** (Information Sheet 11.5)
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### Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Make copies of **Weight Loss Myths** (Information Sheet 11.3), 1 for each student, and place in portfolios.
- Make one copy of **Weight Loss Myths** (Information Sheet 11.3) to be cut apart, separating each myth/fact.
- Make 9 Weight Loss Myth charts by writing each of the myths from Information Sheet 11.3 on a separate piece of chart paper. Post around the room.

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## 11.1 Review and Plan for the Day

3 minutes

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities that students will be doing.

Plan for the Day:

- Introduction to Dieting
- Unhealthy and Healthy Dieting
- Resistance Band Exercises
- Meditation
- Closure

Review the phrase “Influence on Choices to Make Decisions.” Point to the Make Decisions part and ask students when it might be OK to make an impulsive decision and when they would need to use the decision-making process. Acknowledge their responses.

Explain that they are now going to learn about unhealthy and healthy eating habits, and how their decision making about the foods they eat affects their overall health.

Review the Objectives with students.

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## 11.2 Introduction to Dieting

5 minutes

**Materials:** Chart paper or access to dry erase/chalkboard, markers

Tell students that they will begin by listing some different ways that people lose weight.

- Ask: What are some ways people lose weight or maintain their weight?
- Write students’ responses on chart paper or the dry erase/chalkboard.
- Then ask students which methods they think are healthy ways to lose or maintain weight. Circle the ones they think are healthy.

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## 11.3 Unhealthy and Healthy Dieting

20 minutes

**Materials:** **Weight Loss Myths: How Much Do You Really Know?** (Information Sheet 11.3), one copy of **Weight Loss Myths** information sheet cut into individual myth/fact sections, 9 Weight Loss Myth charts, notebook paper.

Have students look around the room at the different weight loss **myth** (*any invented story, idea or concept*) charts. Ask students if these are healthy or unhealthy ways to lose weight.

- Explain that each student is going to be assigned to one of the charts and will be responsible for finding out if the statement is true or false (pair students if you have more than 9 students). Give 1 myth/fact to each student or pair of students. (*Note: All of the statements are false or myths.*)
- Explain that they are to write why the myth is false based on the information they read under the fact section of the **Weight Loss Myths** information sheet.
- Have students find the correct chart and write their answer on the chart paper. Once they have done that, tell them to look around the room and see if there are any similarities to the responses. They should notice that all of the statements are false.
- Ask them if there were any statements they did not know were false. Talk about why each is a weight loss *myth*.
- Ask the students what is the healthiest way to lose or maintain weight (exercising and eating healthy).

Explain that now students are going to look at why people might choose to use one of the diets presented today versus eating healthy and exercising.

- Ask students to think of all the things that influence us (media, society, friends and family) and which one they think influences them most in what type of diet they follow.
- Ask who they think influences them most around fad diets (society). Ask why they think people choose to follow an influence from society. Repeat back or record their answers on the board. Is it because it's easier to follow or because of the images that are presented to us?
- Explain that whether they would follow a diet like the ones presented today is something they have a choice about. (For example, they have to make a decision whether they will follow a diet that promises they will lose weight quickly.)
- Give each student a piece of notebook paper and tell them that you would like them to write down everything they've eaten in the past 24 hours. After they finish, ask them to write down one thing they could do to eat healthier based on information they've learned in this class. When they are finished tell them this information is for them to keep.

Emphasize that the only healthy way to lose or maintain weight is by eating healthy food and being physically active.

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## 11.4 Resistance Band Exercises

10 minutes

**Materials:** Resistance Bands, **Resistance Band Workout** (Activity Sheet 1.1)

Explain that students will now do some resistance band exercises.

- Explain that resistance bands develop muscular strength and flexibility. You can determine the intensity of the exercise by grabbing the resistance band closer to the center of the band.
- Show the resistance band and demonstrate how to use it. Let students know that it is not for playing with, only for doing the specific exercises. Emphasize being safe while doing the exercises, so they won't hurt themselves. It's possible to injure a muscle by doing the exercise incorrectly. Show the students the **Resistance Band Workout** activity sheet in their portfolios to follow along with.
- Explain that when choosing a band, the thicker the band the more resistance it has.

**Perform the Resistance Band Workout:** Have students find a space away from each other, facing toward you. Demonstrate each activity and then go around and help students with the individual exercises, as needed.

Exercises:

- **Bent Over Row**  
Center band under feet and bend forward at the waist, back flat and abs in. Grab tube close to the feet and bend the elbows to pull the arms up to the torso, squeezing the back.
- **Overhead Press**  
Place both feet on tube and grasp ends or handles, bringing hands up just over shoulders with elbows bent and palms in. Press arms up over head and then lower.
- **One-Armed Reverse Fly**  
With front foot standing on one end of the band, hold other end in one hand and lean over, abs in, torso at 45 degrees. Keeping elbow slightly bent and in a fixed position, raise arm out to shoulder level, squeezing shoulder blades.
- **One-Armed Lateral Raise**  
Stand with one end of the tube under foot and the other end in one hand. Keeping elbow slightly bent and fixed, lift arm out to the side, to shoulder level.
- **Bicep Curl**  
Place both feet on tube and grasp handles (the wider the feet, the harder the exercise). Bend the elbows and curl hands up toward shoulder. Lower and repeat.

- **Cross-Body Bicep**  
Place left foot on band and hold the handle or end in right hand. Begin the move with palm facing in and bend the elbow, curling hand up towards the shoulder, going across the body.

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## 11.5 Meditation

8 minutes

**Materials: Guided Imagery—Tree in Winter** (Information Sheet 11.5)

Explain that students are going to continue their meditation practice by being led through a guided imagery sequence. Explain the difference between **visualization** (*formation of mental visual image*) and **guided imagery** (*guiding the visualization toward a specific life-enhancing goal*).

- Explain how guided imagery can be used. One example is to visualize yourself doing something you are challenged by, such as an athlete who wants to improve at free throws. By visualizing throwing the shot and being successful, he or she is setting it up to be more successful the next time he/she actually shoots a free throw. Explain that in order to get the maximum benefits from guided imagery, you have to practice it consistently over a period of time.
- Have students find a comfortable spot somewhere in the room where they will not be disturbed by others. They can sit or lie on the ground, or sit in a chair.
- Lead students through the Tree in Winter Guided Imagery on Information Sheet 11.5.

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## 11.6 Closure

4 minutes

After the sequence, have students return to their seats. Ask them to think of a time they could use guided imagery. Ask them to consider something they are challenged by that they would like to improve on. Have them write their answers in their student portfolios, and ask them to do this practice at least once in the coming week.

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## Resources

*HealthSmart High School, Nutrition & Physical Fitness, Lesson 4, Activity 2:*  
Weight Loss Myths: How Much Do You Really Know? Information Sheet

[www.exercise.about.com](http://www.exercise.about.com)

Strength Training with Resistance Bands

*Guided Imagery for Groups* published by Whole Person Associates.

# Weight Loss Myths: How Much Do You Really Know?

**Myth: Fad diets work for permanent weight loss.**

**Fact:** Fad diets are not the best ways to lose weight and keep it off. Diets often promise to help you lose a lot of weight quickly, or tell you to cut out certain foods to lose weight. Although you may lose weight at first, you may not get all the nutrients that your body needs. Many people quickly get tired of diets and regain the lost weight. Research suggests that losing  $\frac{1}{2}$  to 2 pounds a week by eating better and exercising more is the best way to lose weight and keep it off.

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**Myth: Skipping meals is a good way to lose weight.**

**Fact:** Your body needs a certain amount of calories and nutrients each day in order to work properly. Most people who skip meals during the day make up for those missing calories by snacking or eating more at the next meal. Studies show that people who skip breakfast tend to be heavier than those who eat a nutritious breakfast. A healthier way to lose weight is to eat many small meals throughout the day that include a variety of nutritious, low-fat and low-calorie foods.

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**Myth: Eating after 8 p.m. causes weight gain.**

**Fact:** It doesn't matter what time of day you eat—it's how much you eat during the whole day and how much exercise you get that make you gain or lose weight. If you want to have a snack before bedtime, make sure that you first think about how many calories you have already eaten that day.

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**Myth: Certain foods, such as grapefruit, celery or cabbage soup, can burn fat and make you lose weight.**

**Fact:** No foods can burn fat. The best way to lose weight is to cut back on the number of calories you eat and be more physically active.

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**Myth: Natural or herbal weight-loss products are safe and effective.**

**Fact:** A product that claims to be “natural” or “herbal” is not necessarily safe. These products are not usually tested scientifically to prove that they are safe or that they work. Some herbal and natural products may be unsafe for people with certain medical conditions.

Adapted with permission from *HealthSmart High School*.

## Weight Loss Myths: How Much Do You Really Know? *(continued)*

**Myth: Eating red meat is bad for your health and will make it harder to lose weight.**

**Fact:** Red meat, pork, chicken and fish contain some saturated fat and cholesterol. But they also have nutrients that are important for good health, such as protein, iron and zinc. Eating lean meat in small amounts can be part of a healthy diet.

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**Myth: Starches are fattening and should be limited when trying to lose weight.**

**Fact:** Rice, pasta, bread, beans and some vegetables (such as potatoes, squash, turnips, beets and carrots) are rich in complex carbohydrates (also called starch). Carbohydrates are an important source of energy. Foods high in starch can become high in fat and calories when they are made with rich sauces or high-fat toppings. Avoid high-fat toppings and choose foods high in fiber, such as whole grains, beans and peas.

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**Myth: High-protein/low-carbohydrate diets are a healthy way to lose weight.**

**Fact:** High-protein/low-carbohydrate diets may cause rapid weight loss, but most of it is water weight and lean muscle mass, not fat. You lose water because your kidneys try to get rid of the excess waste products of protein and fat, called ketones, that your body makes. This can overwork the kidneys and cause dehydration, headaches, nausea, fatigue and dizziness. Following a reduced-calorie diet that's well-balanced between carbohydrates, proteins and fats will help you lose weight without hurting your body.

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**Myth: "Going vegetarian" means you are sure to lose weight and be healthier.**

**Fact:** Vegetarian diets can be healthy because they are often lower in saturated fat and cholesterol and higher in fiber. Choosing a vegetarian diet with a low fat content can be helpful for weight loss. But vegetarians (like non-vegetarians) can also make poor food choices, such as eating large amounts of junk (nutritionally empty) foods.

Adapted with permission from *HealthSmart High School*.

## Guided Visualization—Tree in Winter

### Goal

To promote inner harmony and well-being.

### Guided Image Script

Allow yourself the time now to relax...to unwind...to let your mind drift...and to let your body float.

Breathe fully and deeply...filling your lungs...expanding your belly as you take in air...and releasing any tensions you may have accumulated as you exhale...

Gently allow your eyes to close...*(Pause 10 seconds.)*

Give yourself permission to have this time...completely without interruptions...without distraction...this time is completely yours.

As relaxation naturally takes over your body, feel the surface upon which your body rests...Settle into this surface...You feel balanced...well-rooted and sturdy in your comfort zone...*(Pause 5 seconds.)*

You are deeply relaxed now...Imagine you are the only tree on a small hill...it is just before dawn...and the sun is barely visible over a distant hill...the entire area is covered with a layer of snow...one foot thick...you can feel your branches holding the weight of the snow...*(Pause 10 seconds.)*

It is dawn...and the bright circle of the sun is visible over the distant hill...the sun's rays warm the snow and your branches...*(Pause 10 seconds.)*

Soon, the ice and snow begin to melt and fall off...your branches are free...extend them as far as you can...as you stretch your branches...it is time for you to awaken and stretch your own limbs as well...

When you are ready, you will move from your relaxed position...and stretch your body in any way that feels comfortable...bringing back with you a feeling of freedom and warmth to carry you through the rest of your day.

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