



Health Promotion and Education

## Programme of Health Education. Working on anorexia and bulimia.

IES Antonio Fraguas. Session planning. January - February 2010

Session	4th B, 4th C secondary 10:45-11:35	4th A, 4th D secondary 9:35-10:25
1st	Monday 18th January <b>Self-esteem</b>	Tuesday 19th January <b>Self-esteem</b>
2nd	Monday 25th January <b>Social skills</b>	Tuesday 26th January <b>Social Skills</b>
3rd.	Monday 1st February <b>Nutrition</b>	Tuesday 2nd February <b>Nutrition</b>
4th	Monday 8th February <b>Eating disorders. Determinants.</b>	Tuesday 9th February <b>Eating disorders. Determinants</b>
5th	Monday 22nd February <b>Eating disorders. Beauty stereotypes. Critical thinking.</b>	Tuesday 23rd February <b>Eating disorders. Beauty stereotypes. Critical thinking.</b>



## OBJECTIVES:

- To inform the teenagers about this illness and its different typologies.
- To raise awareness of risk factors, symptoms and consequences of eating disorders.
- To enhance social skills, self-esteem and healthy lifestyles to prevent disorders.
- To encourage critical thinking in teenagers towards any kind of image that promotes the prestige and social recognition of thinness.
- To involve the group in the active role they can take in the detection of cases coming to their environment.



## CONTENTS:

- Main eating disorders: anorexia nervosa and bulimia nervosa.
- Typology of the illness.
- Determinants of eating behaviour disorder.
- Social Media. Advertising. Beauty stereotypes.
- Risk factors.
- Prevention of anorexia and bulimia: Self-esteem and social skills.
- Nutrition: Healthy diets, sport and alternative leisure.
- Resources for prevention and treatment of the illness. The role of the group of friends and family.

## **PROCEDURE: PARTICIPATING AND MAKING DECISIONS.**

During the five-session workshop the students carried out tasks in groups and in assembly, expressing their feelings, opinions, points of view, sharing their own experiences and talking about some examples of real cases they knew.

By means of telling their personal experiences and listening to their partners' they could become aware of the social pressure and increase their critical thinking about advertisements and beauty stereotypes.

Through some hypothetical cases they had to make decisions about what they could do or how they could behave in their role of friends.

