



#9902

## BODY IMAGE FOR BOYS

CAMBRIDGE EDUCATIONAL, 2002

Grade Level: 6-12

18 mins.

### DESCRIPTION

A growing number of boys and young men are becoming obsessed with their appearances. They are as affected by media hype as are young women. Examines the growing phenomena of increasing gym memberships, exercise addiction, and use of potentially harmful sports supplements as body enhancers. Frank answers to questions directed to young men reveal the same concerns and abuses that women experience. Concludes with an exploration of male eating disorders.

### ACADEMIC STANDARDS

#### Subject Area: Health

- Standard: Knows how to maintain mental and emotional health
  - ◆ Benchmark: Knows characteristics and conditions associated with positive self-esteem (See INSTRUCTIONAL GOALS 3.)
- Standard: Knows the availability and effective use of health services, products, and information
  - ◆ Benchmark: Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure) (See INSTRUCTIONAL GOALS 4 and 5.)
- Standard: Knows environmental and external factors that affect individual and community health
  - ◆ Benchmark: Understands how various messages from the media, technology, and other sources impact health practices (e.g., health fads, advertising, misconceptions about treatment and prevention options) (See INSTRUCTIONAL GOALS 4.)
- Standard: Understands essential concepts about nutrition and diet
  - ◆ Benchmark: Knows appropriate methods to maintain, lose, or gain weight according to individual needs and scientific research (See INSTRUCTIONAL GOALS 5 and 6.)
  - ◆ Benchmark: Knows eating disorders that affect health adversely (e.g., anorexia, overeating, bulimia) (See INSTRUCTIONAL GOALS 5.)

## C a p t i o n e d M e d i a P r o g r a m

- Standard: Knows how to maintain and promote personal health
  - ♦ Benchmark: Knows how personal behaviors relate to health and well-being and how these behaviors can be modified if necessary to promote achievement of health goals throughout life (e.g., following a personal nutrition plan to reduce the risk of disease, periodically self-assessing physical fitness) (See INSTRUCTIONAL GOALS 5 and 6.)

### INSTRUCTIONAL GOALS

1. To understand what body image is and be able to identify body image concerns in males.
2. To associate changes in physical development with changes in body image.
3. To understand the relationship between body image and self-esteem.
4. To identify risky behaviors associated with attempts to improve body image that directly affect the health of an individual.
5. To find alternatives for improving body image and eliminate risky behavior.

### BACKGROUND INFORMATION

As the idealized male physique continues to be hyped in movies, on TV, in magazines, and on billboards, a rapidly growing number of men are becoming obsessed with appearance. Each year alone, they spend billions on gym memberships and home exercise equipment—and women are no longer alone in battling anorexia and body dysmorphic disorder.

### VOCABULARY

- |                    |                                 |                 |
|--------------------|---------------------------------|-----------------|
| 1. anorexia        | 7. Food and Drug Administration | 13. puberty     |
| 2. appetite        | 8. nutrients                    | 14. recovery    |
| 3. body image      | 9. obesity                      | 15. regulate    |
| 4. dissatisfaction | 10. obsession                   | 16. self-esteem |
| 5. eating disorder | 11. over-the-counter            | 17. supplements |
| 6. fitness         | 12. perfection                  | 18. therapy     |

### BEFORE SHOWING

1. Discuss what the term *healthy body* means.
  - a. What do you consider to be a healthy body?
  - b. Which type of body is too big? Which is too small?
  - c. Does being skinny mean you are healthy?
  - d. How does proper nutrition relate to a healthy body?
2. Discuss body image issues.
  - a. What sorts of things affect your body image?
  - b. Are you satisfied or dissatisfied with your physical appearance?
  - c. What do you do to improve your body image?
  - d. How much importance does society place on physical appearance?
  - e. Is physical appearance important to you?

- f. Are body image issues more of a female concern?
- g. Do you know anyone who is obsessed with how they look?

## **AFTER SHOWING**

### **Discussion Items and Questions**

1. What can be done to improve your body image?
2. Why has the percentage of men dissatisfied with their bodies increased from 15 percent in 1972 to about 45 percent in 1997? What influences are affecting the body images of young men?
3. How do the images you see in the media compare to people you know?
4. How can our actions affect the body image of others?
5. What are the benefits of physical fitness? Why is moderation in working out important?
6. Explain what it means to be okay with who you are.
7. Should sports supplements be regulated by the Food and Drug Administration? Why or why not? What are some of the possible risks from taking sports supplements?
8. Is there such a thing as a perfect body? Explain.
9. What is an obsession? How do you distinguish between caring about how you look and an obsession over how you look?
10. If you had a friend with an eating disorder, how would you handle the situation?
11. Identify an eating disorder. What are its side effects?
12. People tend to think that being skinny is healthy. Do you share this view?
13. Why is it especially important for adolescents to have a well-balanced diet? Do you think teens generally make nutritious food choices?
14. Why is a variety of foods in the diet important?
15. Does an athlete's diet necessarily have to differ from a nonathlete's diet? Explain.

### **Applications and Activities**

1. In small groups, cut out from magazines images that do not look like the shapes of average girls and boys, as well as images that do. Present and compare findings.
2. In small groups, report on a specific nutrient group, such as carbohydrates, fats, protein, vitamins, and minerals. Include:
  - a. Which foods supply the nutrient.
  - b. Why the nutrient is important.
  - c. How much of the nutrient is generally necessary for the body to function.
  - d. What the health consequences are of depriving the body of the nutrient.
3. Individually, make a list of everything eaten for the past 24 hours. In chart form, evaluate your diet based on the recommended dietary allowances and recommended daily servings.
4. Write and produce advertisements for a food product that is a good source of nutrients. Include reasons why someone might want to buy this product instead of a less healthy one.

## C a p t i o n e d M e d i a P r o g r a m

5. Select a weight reduction ad from the newspaper. Write a one-page descriptive paper on how you think an early settler in the U.S. might have responded to such an ad.
6. Research to create a timeline of how female and male body images in the media have changed during the last century.
7. In small groups, create and present a nutrition lesson for a younger class, such as fifth-graders. Consider what to say to influence the students to make good food choices.
8. Investigate eating disorders.
  - a. Research the number of people (female and male) with eating disorders over the last ten years. Create a graph or other visual to show the statistics.
  - b. Compile a list of treatment centers in your area that help teens recover from eating disorders. Compare and contrast the programs.
  - c. Research and report on at least three types of eating disorders. Compare and contrast the disorders.
9. In small groups, find three advertisements that claim quick weight loss or an easy way to gain a perfect body. Investigate the ads for accuracy and present the findings to the class.
10. Call or visit a local fitness center. Ask about the kinds of programs available for body building and weight loss. Consider:
  - a. What kind of education do the programs include?
  - b. What type of health professionals does the center have on its staff?
11. Investigate a weight loss diet that is popular today. What questions should be asked to determine whether this diet would or would not be a healthy approach to weight control?

### SUMMARY

This topical program explores some of the issues facing young men today as they struggle to define themselves amidst the flood of media-generated images of male physical perfection. Experts include Divya Kakaiya, the visionary founder and clinical director of the Healthy Within, Inc. treatment center; Leigh Cohn, coauthor of the seminal *Making Weight: Men's Conflicts with Food, Weight, Shape, and Appearance*; and UCLA Healthcare sports medicine physician Gary Green, as well as a number of young patients who grapple with problems, such as steroid abuse, eating disorders, exercise addiction, and phony food supplements.



### CMP RELATED RESOURCES

- [Body Talk: Teens Talk About Their Bodies, Eating Disorders & Activism #8649](#)
- [A Century of Women: Image #8051](#)

## World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

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- **THE NATIONAL EATING DISORDERS ASSOCIATION**

[http://www.nationaleatingdisorders.org/p.asp?WebPage\\_ID=337](http://www.nationaleatingdisorders.org/p.asp?WebPage_ID=337)

Find information about eating disorders, treatment options, various programs operated by the NEDA, research, support groups, and more.

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- **THE NATIONAL ASSOCIATION OF ANOREXIA NERVOSA AND ASSOCIATED DISORDERS—ANAD**

<http://www.anad.org/site/anadweb/>

The ANAD provides support for those struggling with eating disorders. This site has eating disorder information and resources, along with support groups, treatment information, and services and programs.

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- **CENTER FOR DISCOVERY AND ADOLESCENT CHANGE**

<http://www.centerfordiscovery.com>

Visit the treatment center shown in the video. Read the details of their treatment program and meet the staff. This site also has a teen guide on body image, a list of “red flags” for eating disorders, and a parent guide.

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- **TEENS HEALTH**

<http://www.kidshealth.org/teen>

This site, written for teenagers, is loaded with information about teen health issues. Use the search engine to locate information on body image, eating disorders, dietary and sports supplements, and more.

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- **THE FOOD AND DRUG ADMINISTRATION**

<http://www.fda.gov>

Use this site to locate regulations, information, and press releases about supplements and other drug-related information.