



**Lesson plan**

**Eating Disorders KS5**

**Time: 60 minutes**

**This session is designed to be a starting point, you are encouraged to adapt these activities to meet the needs of your students and you're setting.**

Equipment: PowerPoint, lesson plan, sound for video, worksheets, Lotus Blossom Exercise, Myths v Facts, Healthy and Unhealthy Coping Strategies, pens

Set up; you may want to set up tables so students can work in groups

Video link

[https://www.youtube.com/watch?app=desktop&utm\\_content=buffer7840e&utm\\_source=twitter.com&v=OlnYfqUEvA&utm\\_medium=social&utm\\_campaign=buffer](https://www.youtube.com/watch?app=desktop&utm_content=buffer7840e&utm_source=twitter.com&v=OlnYfqUEvA&utm_medium=social&utm_campaign=buffer)



**Learning outcomes:**

- Why looking after your mental health is important
- What are eating disorders
- Coping strategies
- Myths v facts of eating disorders
- What to do if worried about a friend
- The importance of self-care
- Where to go for help and support available across the UK

<b>Activity and timings</b>	<b>Description</b>	<b>Tutor activity</b>	<b>Student activity</b>
<b>0-5 minutes</b> Slide 1  Slide 2	<b>Title slide</b>	Today we will be looking at eating disorders  Sensitively introduce the topic areas we will be covering today as it may be that a	



<p>Slide 3</p>	<p>We will be covering sensitive topics today</p> <p>Our rights</p> <p>We all have the right to:</p> <p>Speak our mind without other people laughing or commenting</p> <p>Be listened to</p> <p>Be respected</p> <p>Stay safe</p>	<p>student will find it difficult to be in the room, either because of their own experiences or that of a family member or loved one.</p> <p>Run through 'our rights slide'</p>	<p>Opportunity for students to add anything else</p>
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	<p>Hands up</p> <p>Right to pass on any question</p> <p>Don't talk about other people using their names</p> <p>Does anyone want to add anything else that will help you to feel comfortable today?</p>		
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<p><b>5-7 minutes</b></p> <p>Slide 4</p> <p>Slide 5</p>	<p><b>Introduce aims of the session</b></p>	<p>Go through slides 4 and 5</p> <p>-</p>	
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	<b>Why it is important to look at mental health</b>		
<b>7-15 minutes</b> Slides 6,7 and 8	<b>Lotus blossom exercise</b>	Introduce the lotus blossom exercise, give students the handout. At their tables to fill in as many of the boxes of things they know about eating disorders	Students to look at the worksheet, lotus blossom exercise and at their tables fill in the empty boxes, you can show slide 8 to give a couple of examples, then ask students to share what they have written down
<b>15-25 minutes</b> Slides 9 – 17	<b>Myths v facts</b>	Introduce the myths exercise and give students the handout, so go through each myth v fact and allow students time to write down on their worksheet if they think the statement is a myth or fact.  Depending on the group you may ask that students share what they think	Students to fill in the worksheet
<b>25-35 minutes</b>	<b>Eating disorders</b>	Run through the slides on eating disorders to share context of what an eating disorder is	



Slides 18-22			
<b>35-40 minutes</b> Slide 23	<b>Show video step out of the crowd</b>	Show video which has 2 young men talking about their difficulties and the use of unhealthy coping strategies	
<b>40-45 minutes</b> Slides 24-27	<b>Coping strategies</b>	Give students the coping strategies slide and as you go through the slides ask students to jot down on their worksheet examples, they can think of	Students to fill in coping strategies worksheet
<b>45-50 minutes</b> Slide 28	<b>Put up slide 28 responding to opinions</b>	Show the slide, run through the content, and ask students to revisit their worksheet on myths v facts and if they have learnt anything to jot this down	Students to look back at their myths v facts worksheet and jot down anything they have learned
<b>50-55 minutes</b> Slides 29-33	<b>Go through slides</b>	<b>Highlight the importance of self-care, help seeking and supporting a friend</b>	
<b>55-60 minutes</b> Slides 34-35	<b>At the end of the session students to be given the further sources of support and add anything relevant to your setting this may be college counsellor, any policies/procedures you have re concerns about a fellow student</b>		