Day 1
Introduction (10-15 minutes):
Write the word “obesity” on the board. Invite each student to share one statement about obesity that they already know or have heard in the past regarding the topic. Next, add “Consequences of” in front of the word already on the board. Then, list the following components, as if creating a chart: Physical, Emotional, Social, Psychological, and Spiritual. Have each student create a similar chart on a piece of notebook paper.

Activity [45-50 minutes]:
Introduce the DVD, and instruct students to use the chart they created to record notes and ideas from the video that fit into each area of the chart. View the DVD. Following the video, allow students to work in pairs or groups of three to compare the notes they recorded from the video.

Day 2
Introduction (10-15 minutes):
Have students take out the chart from the previous lesson. Have students turn the paper over and recreate the same chart on the backside. Next, have students list ideas on the chart for routine activities and regular tasks that they believe would be impacted if a person were to gain 20 additional pounds of body fat.

Activity [30-45 minutes]:
As a class, conduct the experiment. Utilize the Life/form® 20-lb. Body Fat Vest and have students perform as many of the activities and tasks as possible. Some activities or tasks will have to be altered or modified to accomplish them within the school or classroom setting. Ask students to rotate using the vest to perform the activities and tasks. Allow each student that would like a turn to have one. During the experiments, have the remaining students serve as observers to record as many consequences on the second chart as possible. These could be things they directly observe, things they hear another student say while wearing the device, or thoughts and feelings they experience while watching or wearing the vest. Encourage students to use inductive reasoning to develop consequences in each area of the chart.

Day 3
Introduction (10-15 minutes):
Divide the class into small groups of two students each. Assign each group an age range and a gender. For example, one group would be assigned an age range from 20-25 years of age and a male gender. Have each student pair develop a profile of a “typical” individual that would fit the assigned age and gender characteristics. The profile should be at least a page long and include many aspects of the person’s life, including name, school or work, family, hobbies, interests, income, etc.

Activity [25-30 minutes]:
Next, have students utilize the two charts they created from the previous lessons to hypothesize how the life of the individual in their profile would be different if he or she were obese. On the reverse side of the paper, have the student pairs hypothesize the physical, emotional, social, psychological, and spiritual consequences the individual in the profile may face if obese. Students should examine all aspects of the person’s life and draw ideas from the DVD and classroom activities.

Conclusion (10-15 minutes):
Allow groups to share their profile and hypothesis with the class. Encourage other students to ask questions during the sharing. Groups may need to provide justification for their reasoning.

Classroom to Community Ideas:
- Present these profiles and hypotheses to the school or district wellness committee.
- Invite a dietitian, nutritionist, medical doctor, etc. to the classroom to share the consequences of obesity across the life span.
Introduction (10-15 minutes):
Introduce the class to the USDA Dietary Guidelines by displaying the Dietary Guidelines Poster on the front board. Invite students to the front of the room to read one of the six sections and the supporting material under the heading. After reading the six guidelines aloud, ask the students to brainstorm reasons why it is important for the public to be aware of and understand these guidelines as recommended by the USDA. Record the student responses on the board next to the poster.

Activity #1 (5-10 minutes):
State the Critical-Thinking Question aloud to the class. Inform them that meeting this challenge is the activity for the day. Divide the class into six groups by numbering students from one to six or by preparing cards to indicate one of the six topics and having the students select a card. Once students are in their groups, distribute a page from the Dietary Guidelines Tear Pad to each student and the corresponding poster from the Nutrition Series Posters to the correct group.

Activity #2 (20-25 minutes):
Students should work cooperatively in the group to create a one-minute announcement on their assigned topic to be presented on the school announcements. If the school announcements are done verbally only, students could prepare a script for their group to read aloud. If announcements are done via the television, students should prepare a script as well as include a prop or visual to use in the announcement. Each student in the group should have a role in creating and performing the announcement. Students should utilize the factual information found on the Dietary Guidelines Tear Pad sheets and the corresponding poster from the Nutrition Series Posters to develop the announcement. If additional resources are needed, students could use the classroom textbook or other LMC reference materials.

Conclusion (10-15 minutes):
Each group should present their one-minute announcement to the rest of the class. Other groups may offer suggestions or feedback to the presenters on how to improve the announcement. Allow groups to revisit their announcement to revise or refine their previous work. Present these announcements to the entire school.

Classroom to Community Ideas:
• Record these announcements to be aired on a local television or radio station.
• Invite a food service manager from the school’s cafeteria to speak to the class on how the USDA Dietary Guidelines impact their work.

Consequences of Obesity
Grade Level: High School

National FCS Standards:
Examine physical, emotional, social, psychological, and spiritual components of individual and family wellness.

Critical-Thinking Question:
What are the consequences (physical, emotional, social, psychological, and spiritual) of obesity?

Resource — Developing Higher-Level Thinking Skills Flip Chart: A Teacher’s Resource (WA26943H)

Formative Assessment:
Students will hypothesize the impacts (physical, emotional, social, psychological, and spiritual) of obesity on individuals across the life span.

Materials List:
• Fat Like Me: How to Win the Weight War DVD (WA24245H)
• Life/form® 20-lb. Body Fat Vest (WA15348H)
• Life/form® 5-lb. Body Fat Replica (WA04313H)
• Fat Belt (WA25597H)
• Notebook paper
Introduction (10-15 minutes):
Introduce the class to the USDA Dietary Guidelines by displaying the Dietary Guidelines Poster on the front board. Invite students to the front of the room to read one of the six sections and the supporting material under the heading. After reading the six guidelines aloud, ask the students to brainstorm reasons why it is important for the public to be aware of and understand these guidelines as recommended by the USDA. Record the student responses on the board next to the poster.

Activity #1 (5-10 minutes):
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Conclusion (10-15 minutes):
Each group should present their one-minute announcement to the rest of the class. Other groups may offer suggestions or feedback to the presenters on how to improve the announcement. Allow groups to revisit their announcement to revise or refine their previous work. Present these announcements to the entire school.

Classroom to Community Ideas:
- Record these announcements to be aired on a local television or radio station.
- Invite a food service manager from the school’s cafeteria to speak to the class on how the USDA Dietary Guidelines impact their work.
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Introduction (10-15 minutes):
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As a class, conduct the experiment. Utilize the Life/form® 20-lb. Body Fat Vest and have students perform as many of the activities and tasks as possible. Some activities or tasks will have to be altered or modified to accomplish them within the school or classroom setting. Ask students to rotate using the vest to perform the activities and tasks. Allow each student that would like a turn to have one. During the experiments, have the remaining students serve as observers to record as many consequences on the second chart as possible. These could be things they directly observe, things they hear another student say while wearing the device, or thoughts and feelings they experience while watching or wearing the vest. Encourage students to use inductive reasoning to develop consequences in each area of the chart.

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Activity (25-30 minutes):
Next, have students utilize the two charts they created from the previous lessons to hypothesize how the life of the individual in their profile would be different if he or she were obese. On the reverse side of the paper, have the student pairs hypothesize the physical, emotional, social, psychological, and spiritual consequences the individual in the profile may face if obese. Students should examine all aspects of the person’s life and draw ideas from the DVD and classroom activities.

Conclusion (10-15 minutes):
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