



Teacher Lesson Overview

Thank you for sharing “*Health Needs a Hero*” with your students! All of your lessons that focus on maintaining overall well-being in mind, body and spirit can be more impactful and powerful when you wrap them around the overall teaching aspects of this moving documentary.

The “Student Edition” of *Health Needs a Hero* is 58 minutes. **The intermission break is at 30 minutes, just after “Ashley’s prom scene”.**

These lessons can be utilized over two days, watching the first half of the film on day one - with pre and post discussion time - and the second half of the film on day two with pre and post discussion **AND** a call-to-action for your students to become a “**Hero for Health**” by signing the class “Pledge Board”.

Included on this DVD is: *(in both word and PDF’s documents)*

1. Teacher Lessons - Day One and Two Overview
2. Student Worksheets and Homework Documents
3. Instructions and Suggestions for your “Pledge Board”
4. High resolution “*Health Needs a Hero*” logo that you can place on your “Pledge Board”

Please print these documents and then let’s begin!

Objectives

Students will:

1. Learn current statistics and trends of obesity and obesity related diseases
2. Learn how culture, poverty and social messaging can influence obesity
3. Examine prejudices toward obese people
4. Examine their own feelings about obese individuals and their own bodies

Materials

The class will need the following:

- ✓ Access to internet (not necessary but very helpful)
- ✓ Class set of classroom activity sheet: “*Three Women*”
- ✓ One teacher copy of “*Three Women Reveled*”
- ✓ One copy of the classroom tally sheet: “*Three Women Talley Sheet*”
- ✓ Group discussion worksheet: “*Consequences of Obesity*”
- ✓ Class set - homework worksheet
- ✓ Class set of classroom activity: “*Heroes for Health*”
- ✓ One “Pledge Board” – The size of the pledge board is dependent on your individual goals

HEALTH needs a HERO

First Half of Film (31 minutes)

Second Half of Film (27 minutes)

Total Film Run Time: 58 minutes

Teacher Lesson Overview – Day 1

Procedures – Day One: Prior to Showing the First Half of the Film

1. Begin the first day's lesson prior to starting the film by giving students the Classroom Activity Sheet: **“Three Women”** Tell students to look at the three women in the pictures and respond to the questions. Students should not attempt to make informed answers; but rather should give their initial reactions by responding quickly. They should not write their names on the sheets.
2. Collect the Classroom Activity Sheet: **“Three Women.”**
3. Select one or two students to tally students' responses on the Classroom Activity Sheet: **“Tally of Three Women”**
4. While these students tally the responses, ask the class why they think you presented the survey without any introductory discussion. Responses will vary, but most students will suggest that you are trying to gauge attitudes toward overweight and thin.
5. Have students present the survey results, and discuss them with the class. Typically, the thin women (C) receive the most positive responses, while the heaviest women (A and B) receive the most negative responses. Discuss how students came to their conclusions.
6. Students' comments may include the following:
 - Women A and B are heavy, so they must be the unhealthiest.
 - Since women A and B are heavy, they can't be making wise decisions consistently.
 - Women A and B aren't attractive because they are too big.
 - That woman needs to work out.
7. Conclude the discussion by summarizing students' responses.
8. Share with your students that the women in the pictures are actually the SAME woman: the TV Personality Star Jones, who went through bariatric surgery and lost a tremendous amount of weight as a result. Explain Star Jones is in the film, “Health Needs a Hero” that they are about to watch (she does not have a scene until the second half of the film).
9. Today, explain they are about to meet a young woman named Ashley Castoreno, who is heading down the same unhealthy path Star was on before her surgery (in pictures A and B). Ashley is a senior in high school in San Antonio, TX and many of *Ashley's* classmates may have had the same quick responses toward Ashley, as some of your student's responded when they described “Women A and B”.
10. **Show First Half of Film, which ends at 31 minutes just after “Ashley's Prom”.**

Procedures – Day One: After Showing the First half of the Film

11. After watching the first half of the film, divide students into groups and hand out the group discussion worksheet: “*Consequences of Obesity*”.
12. Ask each group to consider and write a paragraph regarding the many consequences that are the result of obesity including 1) how it affects an individual’s physical, emotional and mental health, 2) how it affects the nation in regards to healthcare 2) how society influences our perceptions of overweight and obese people and 3) how it directly affects the individual person, (Ashley) in all areas of her life.
 - a. Have students research the chronic diseases and illnesses that can develop as a result of obesity and the consequences and statistics of those illnesses. Make sure they research not just physical consequences but emotional and mental effects.
 - b. What is diabetes?
 - c. Is there a difference between being overweight and being obese? Can an individual be healthy and overweight? Explain.
 - d. Encourage students to consider the many ways we get information: family and friends, television, movies, music, literature, and advertisements. Have them focus on how these factors influence both their own perceptions, as well as society’s perceptions of overweight and obese people. They should state the factors that have the most influence and why. Research can include pictures from magazines, advertisements, articles, examples from movies, ect.
 - e. Discuss what they feel Ashley was most affected by in her life growing up as an obese child. Do they feel a sense of compassion for her life experiences and how?
13. Have each group share its presentation. Do the groups agree on how society influences our perceptions of overweight and obese people? Do they believe that one factor is more significant than others? If so, which one? Why do they think that factor is so important?
14. Conclude the lesson referring to the student’s original responses before the film. Were their answers supported by research and their discussion or had their answers changed?

Procedures – Homework

15. You can use the student “**Homework Worksheet**” or just write on the board:
 - 1) How can becoming aware of other’s life situations help develop their own compassion and understanding for others?
 - 2) How did this film so far, allow you to put awareness on you own body image and your own habits and patterns?
 - 3) In your opinion, what can be done to help Americans, especially young people be more accepting of their own bodies and better support all stakeholders involved in a young person’s quest for a healthy life?
16. Suggest that students use the internet, magazines, newspapers, and resources from the library for their research.

Teacher Lesson Overview – Day 2

Procedures – Day Two: Prior to Showing the Second Half the Film

1. Prior to starting the second half of the film, discuss as a group the students' responses to their homework. What have students learned about their feelings about overweight and obese people? What have they learned about their own habits? Write on the chalk board some of the ideas to help Americans, especially young people, be more accepting of their own bodies.

Show Part Two, which begins at 31 minutes, just after “Ashley’s Prom”.

2. After watching the second half of the film, divide students into groups and hand out the group discussion worksheet: “*Heroes for Health*”.
3. Ask each group to consider and write a paragraph regarding the questions on the worksheet 1) their reaction to Ashley’s story 2) fat and the body, 3) solutions and becoming a hero for health
 - a. Have students discuss and summarize the film. What were the positives Ashley was able to overcome, what were the obstacles? How did her story affect them personally?
 - b. We often think of fat as negative, but fat serves many purposes in the human body. Why do our bodies contain fat? What happens if a person’s body fat is too low? What are the health risks associated with having too much body fat? Research and explain.
 - c. Write 3 ideas that the school, community and they personally could begin doing right now to be a hero for health?
 - ❖ *(Some areas you may suggest they focus around might be bully prevention, enhanced health and nutrition education/eating disorder education, getting parents more involved, being a health promoter or health leader at their school, partnering with community organizations (name specifically which local companies, businesses or organizations would be good partners).*
4. Have each group share its presentation and write down on the chalk board the best ideas to try and implement at each level of focus. Take a pledge as a class to become a hero for health.

Evaluation

Use the following three-point rubric to evaluate students' group work during this lesson

Three points: cooperative work; accurate completion of the research assignment; demonstration of a clear understanding of the relationship between culture and weight; demonstration of a heightened realization of the need for more sensitivity toward people who are overweight or obese

Two Points somewhat cooperative work; completion of most of the research assignment with some level of accuracy; demonstration of some understanding of the relationship between culture and weight; demonstration of some understanding of the need for more sensitivity toward people who are overweight or obese

One Points trouble working cooperatively; completion of a small portion of the research assignment with some accuracy; demonstration of little or no understanding of the relationship between culture and weight; demonstration of little or no understanding of the need for more sensitivity toward people who are overweight or obese.

HEALTH needs a HERO

TV Personality Star Jones



What Is Bariatric Surgery?

You may want to explain to your students what bariatric surgery is and discuss its pros and cons. Star Jones and over 300,000 adults annually have the surgery, while it is on the rise with teenagers such as Cody Simmons in the film (on day two). More than 2,000 teenagers undergo the surgery each year, a number that is rapidly rising as obesity becomes more prevalent in youth.

Bariatric surgery (weight-loss surgery) includes a variety of procedures performed on people who are obese. Weight loss is achieved by reducing the size of the stomach with an implanted medical device (gastric banding) or through removal of a portion of the stomach (sleeve gastrectomy or biliopancreatic diversion with duodenal switch) or by resecting and re-routing the small intestines to a small stomach pouch (gastric bypass surgery).

Long-term studies show the procedures cause significant long-term loss of weight, recovery from diabetes, improvement in cardiovascular risk factors, and a reduction in mortality of 23% from 40%. However, a study in Veterans Affairs (VA) patients has found no survival benefit associated with bariatric surgery among older, severely obese people when compared with usual care, at least out to seven years.

The U.S. National Institutes of Health recommends bariatric surgery for obese people with a body mass index (BMI) of at least 40.