

## A Fling with Spring: Time to Make the Shape

Sources of Information and Help  
(Book links are to [Amazon.com](http://Amazon.com))

- [\*Full Mouse, Empty Mouse\* by Dina Zeckhausen, Ph.D.](#)
- [\*When Food Is Love\* by Geneen Ross](#)
- [\*Intuitive Eating\* by Evelyn Tribole and Elyse Resch](#)
- [\*The Rules of "Normal Eating"\* by Karen Koenig](#)
- [\*The Body Betrayed\* by Kathryn Zerbe](#)
- [\*I'm Like So Fat! Helping Your Teen Make Healthy Choices About Eating and Exercise in a Weight Obsessed World\* by Dianne Neumark-Sztainer](#)
- [\*Parents Guide to Eating Disorders\* by Marcia Herrin & Nancy Matsuoto](#)
- Dr. Reddy's page on eating disorders [www.drreddy.com/eatingdisorders/](http://www.drreddy.com/eatingdisorders/)
- National Eating Disorders Association (NEDA): [www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org)
- Something Fishy Website on Eating Disorders:

Our Read-Aloud program is supported by a grant from the John E. Fetzer Institute

Spring is just around the corner and it is time to think of all of the fun that we are about to have...spring flings and formals, track, and summer wear.

**Just a Few Pounds?** This time of year, students are starting to think about losing a few pounds to make the track team, fit into that special dress, or just to impress their classmates. Whether your students are in elementary school or high school seniors, there is a temptation to start watching what they eat and exercising a little more. Unfortunately, moderation may be set aside by students prone to develop an eating disorder.

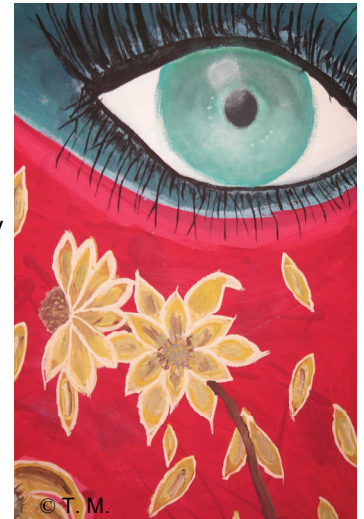
**Good Food Vs, Bad Food?** Food myths tend to become exaggerated as extreme dieting and exercise occur. While some foods have greater nutritional value than others, moderation and making sound choices are the keys to a healthy lifestyle. As students further restrict their food choices, they often begin to categorize foods as "good" or "bad." In so doing, they are attaching emotional baggage to their food while disconnecting themselves from the concept that eating can provide both needed energy and pleasure.

**KWL.** What they think they already know, what we would like them to know, and what they will hopefully learn.

Since myths about nutrition and health often support the peer pressure and self-doubt that pushes a student into these unhealthy extremes, a sound educational assault may help break the cycle before it begins. Emphasizing how food equates to fuel for growth and development may help students look at eating as a positive experience. Understanding how different foods offer different nutrients can lead to educated discussions about food choices that fit personal goals. Fats are an essential part of the human diet.

Acknowledge that some foods, in moderation, are eaten simply because we like the way they taste. Be aware that "vegetarianism," while a healthy option when done correctly, may be the gateway to an eating disorder. By giving students a scientific background of how food affects our bodies, we can help them make better choices .

**Knowledge vs Feelings:** Since eating and self-image are entwined with emotions, facts are not enough. Tackling concepts such as self-doubt, dealing with stress, verbalizing feelings, and developing relationships at all ages can create a strong buffer to the triggers that may lead to the development of an eating disorder.



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***"Full Mouse, Empty Mouse: A Tale of Food and Feelings"***

As part of our grant funded educational program, SMEDA members will be available to read the story "Full Mouse Empty Mouse: A Tale of Food and Feelings" by Dina Zeckhausen to third-grade classrooms beginning in March, 2011.

This book discusses how mice siblings incorrectly use food to cope with stress in their lives. It provides a basis for further discussion by one of our professionals that may include pubertal changes, healthy ways to cope with stress and the importance of communication within the family. If you would like to schedule a reading, please contact

mouse@  
swmichiganeatingdisorders.org