

Treats! How Sweet!!

Sources of Information and Help

(Book links are to 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 Matsu-moto
- [The Body Project](#) by Joan Jacobs Brumberg (You can read about the book and the author on her [website](#).)
- [Analysis Paralysis](#) (A blog entry that looks at a practical approach to explaining the difference between a brain controlled by ED and a "normal" brain).
- [Planet Health](#) (A site offering lessons and activities to help students learn how to make healthy life choices.

The class is beginning to gel. Expectations are set and the reward systems are in place. It is probably pretty clear at this point which students will work hard to meet expectations, and which ones you still need to win over. But...what do you know about their attitudes - their food attitudes?

Food Identity While not set for life, studies have shown that many students begin to form strong views on food by 2nd and 3rd grade. In one study children as young as 5 years old expressed concern about becoming fat. In another study, among children 8-10, 29% of boys and 41% of girls were dieting and exercising to control their weight.

Good or Bad. Perceptions play a strong role not only in children's views of themselves, but their views about food. Today's nutritional programs tend to avoid labeling food as "bad" or "good." Yet the view persists. It is still a part of our daily terms and phrases... "Would you like an apple? It's good for you." If some things are good for you than some things must be bad for you. Correct? Pre-school children are old enough to view food as a source of energy to grow and play and to know that some foods give you more energy than others....and that too much of anything can be coun-

terproductive.

Oh'. But For The Adults.

More research based evidence is supporting the long standing belief that parents and siblings influence a child's self-esteem and ability to accept themselves as they are. However, as in so many other matters, other adults can counter or support what occurs within the family. A positive and informed, response to food, along with a pro-student approach in school can counter negative influences, as well as bolster positive home influences.

What Is Mine Is Now Yours

Along with the bolder and more direct responses to food and body image, students learn from the subtle lessons: How the adults in their lives view themselves, how they treat themselves, their attitude toward food and exercise. In all these ways, adults teach students how to look at themselves and how they should perceive food and exercise. While most of the studies focus on parental influences, any older role model can have a positive or negative impact on children and their attitudes.



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

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

During the 2010-2011 academic year, our members gave many read-alouds with discussions in 3rd grade classrooms, including the entire Mattawan 3rd grade. Thanks to the cooperation of the physical education teachers, we were able to incorporate the read-aloud and discussion into their efforts to promote healthy life-style choices.

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