

- Role-play various ways you could intervene with a student whom you suspect has an eating disorder.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- www.hedc.org/
The Harvard Eating Disorders Center Web site answers numerous questions about diseases like anorexia nervosa and bulimia, and provides valuable advice for people who think they might have a problem.
- education.indiana.edu/cas/tt/v3i3/building.html
Indiana University's *Teacher Talk* provides schools with good information on developing an effective alcohol prevention program.
- www.ed.gov/offices/OSDFS/index.html
The United States Department of Education's Office of Safe and Drug-Free Schools helps schools coordinate and direct their anti-drug programs.

TEACHER'S GUIDE

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Titles in this series include:

- BULLYING: GAINING INSIGHT
- STUDENTS & SELF-DESTRUCTIVE BEHAVIOR

Also available:

Conflict Resolution for Students

- BULLYING
- CONFLICT WITH AUTHORITY
- CRISIS INTERVENTION
- HARASSMENT
- PEER CONFLICT
- PEER PRESSURE
- SEXUAL HARASSMENT
- STUDENT & ADULT CONFLICT

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CONFLICT Resolution for Educators

Students & Self-Destructive Behavior

Grades 5–12

Conflict resolution training can help teachers develop critical communication and problem-solving skills. On any given day teachers are faced with many challenging situations that require a keen awareness and quick reaction to help mediate and hopefully prevent school conflict. As such, it is important for teachers to understand the subtle signs and underlying causes of conflict, and to develop intervention strategies to deal with conflict situations.

Each program in *Conflict Resolution for Educators* contains two scenarios that depict students experiencing conflict in real world situations. Both scenarios are followed by reflections from staff members and advice given by experts on how the situation could have been handled differently. Programs may be shown in their entirety or stopped for discussion points. Teacher's Guides contain support material in the form of discussion questions, activities and Internet resources.



Introduction

Young people are often unable to deal with the stresses of everyday life, including peer pressure, bullying, difficult family situations and low self-esteem. As a result, students can engage in risky or self-destructive behavior to relieve tension or escape from reality. These life-threatening behaviors may include the abuse of drugs or alcohol or the development of eating disorders. Being aware of early warning signs, developing a school action plan to increase communication with colleagues about at-risk youth, and getting professional help for troubled children can help minimize the chances of a tragic incident.

Scenario 1 I Can Handle It

Program Summary

Shortly after his parents' divorce, Marcus attends a party where alcohol is available. Afterwards, he begins to drink regularly. While his friends and teachers notice a major change in his behavior, appearance and school performance, Marcus claims he is funny when he drinks, doesn't have a problem and can "handle" alcohol just fine. After many instances in which school staff notice he is absent, late or falling asleep in class, a security guard discovers Marcus getting drunk in his car in the school parking lot.

Pre-viewing Discussion

- Describe your school's substance abuse policy. What steps are staff members required to take if they suspect a student is using drugs or alcohol?
- Evaluate the comment, "I have so many students — I can't be responsible for all of them," and analyze the saying, "It takes a village to raise a child."
- Speculate what might be the number one cause of death for teenagers. Why do you think young people use alcohol or other intoxicating substances? How would you inform young people about the dangers of drinking and driving?

Follow-up Discussion

- What are some subtle and more obvious signs that a student is using drugs or alcohol? How would you approach a student that you suspect has a substance abuse problem?
- Why is it important to be aware of students who are using alcohol or drugs in your school? Describe the effects of chronic substance abuse on the health of your students and on the learning environment in your school.
- Discuss the importance of confidentiality in confronting a student you suspect is using drugs or alcohol. What would you do if you learned the student was engaged in dangerous or potentially life-threatening activities?

Follow-up Activities

- Invite a school counselor or other mental health professional to meet with teachers to discuss intervention strategies to use with at-risk youth. *(Continued)*

- Role-play various ways you could confront an intoxicated student in your class. Also, construct a dialogue you might have with a parent of a child you think is using drugs.
- Write a journal entry that describes three ways you can build trust between you and your students.

Scenario 2 I Can't Stop

Program Summary

Suffering in the aftermath of a bad break-up, Brooke develops a poor body image and begins to exhibit signs of bulimia. The students and school staff members who interact with Brooke observe many changes in her — she's not eating well, is always tired, and frequently carries a telltale odor. After a favorite teacher agrees not to reveal her secret, Brooke admits to having an eating disorder. Without intervention or treatment, Brooke collapses in school and is taken to the emergency room.

Pre-viewing Discussion

- Define anorexia and bulimia. How prevalent do you think these eating disorders are among young people?
- What is emotional intelligence? Discuss the importance of emotional intelligence to the overall health of young people.
- Describe the effect that television and print images have on how young women perceive their bodies. How might you teach your students to interpret the various images of beauty depicted by the media?

Follow-up Discussion

- What are some subtle signs that might indicate to you that a student has an eating disorder? What is the best way to intervene in a situation like this?
- Discuss different types of eating disorders, and the physical effects associated with each. Are eating disorders exclusive to females? Compare and contrast the reasons each sex develops eating disorders.
- Describe the team approach to intervening with a student you suspect has an eating disorder.

Follow-up Activities

- Break into small groups and develop personality profiles of boys and girls who might suffer from an eating disorder. Regroup and discuss your analyses.
- Design an early intervention strategy that your school could implement to assist young people who might be in danger of developing eating disorders. As a key element of your plan, be sure to identify the professional resources available within your building to help at-risk students.

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