



KS3 – SECONDARY LESSON PLAN – CASSIE & COREY

Year/Group: KS3

Context of the lesson and National Curriculum references:

National Curriculum - English, Speaking and Listening, PSHE, Drama.

Learning Objectives (Skills/ Knowledge):

- To explore the relationship between food & emotions.
- To discuss & understand the terminology surrounding eating disorders.
- To challenge any misconceptions about eating disorders.
- To understand where to seek help & support.

Learning Outcomes:

- Students will work together on a number of practical tasks to develop their understanding of eating disorders.
- Students will improvise scenes and characters that explore the idea of control and the different factors that can trigger and affect eating disorders.
- Students will discuss and understand where and how they can get help.

Prior Learning/ Context:

- Students will have listened to all 6 episodes of Cassie & Corey in preparation for this lesson.

A Note for Teachers:

Many people who experience eating disorders develop them during adolescence or even earlier. This means you may have a pupil in your class who currently has an eating disorder, or who may develop one in future. By talking about eating disorders in a PSHE or Drama based lesson, you can both help pupils to recognise the signs of disordered eating, and encourage them to seek help.

Starter Activity (5 – 10 mins)

Class Discussion - Ask students what they liked most about Cassie & Corey? What did they learn?

In Pairs or another Class Discussion answer the following questions:

- What is your favourite food?
- Do they like the process of eating?
- Do they enjoy being hungry?
- Do they like feeling full?
- Why do we eat? What does food give them? (Nutrition, energy, social time with friends/ family, comfort, treats/ rewards, enjoyment etc...)

Warm Up (5 – 10 mins) – Food & Emotions

Individually – Have the students find a space in the room.



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Play audio sounds of food; sizzling bacon, biting into an apple, cracking an egg, the opening of a fizzy drink, the crunching of lettuce, the pop of a Pringles tin & crunching of crisps, chopping of carrots, the slurping of an ice lolly etc...

Upon listening to each sound FX have the students demonstrate through non verbal communication, the use of facial expression and physical movement how the sound makes them feel. (Does it make you happy? Hungry? Excited? Repulsed?)

When this task is complete make sure to highlight to the students the connection between food and emotions.

Group Activity 1 (5 mins) – Healthy Vs Unhealthy

In Groups of 4 – 6:

Have the students create 2 freeze frames. One presenting what a healthy relationship with food looks like and one that they feel demonstrates what an unhealthy relationship with food looks like.

Prompts – If needed briefly discuss with class what healthy/ unhealthy means. Offer scenarios to any struggling students e.g. a family eating dinner, a birthday party, in a restaurant, the canteen at school etc...

Group Activity 2 (20 - 30 mins) – Cassie & Corey

In the same groups:

Designate each group and episode of Cassie & Corey

- 1 – I need Jam NOW! – (Focussing on the characters of Cassie & Corey. How does Corey feel about himself? What are his dreams/ nightmares? What do Cassie & Corey think of each other)
- 2 – Stuck under the wheels of a truck – (Focussing on the character of Cassie, how she feels about herself? Who is Anna? What kinds of things does Anna say to Cassie? What do we find out about Cassie's eating habits?))
- 3 – I'm not Chicken – (Focussing on the character of Corey and his meeting/ weigh in with the doctor. How is he is feeling? Is the doctor trying to help him? What procedure is Corey having? What does Corey do?)
- 4 – With Bread – (Focussing on the character of Jason the security guard being kidnapped. What he thinks of Cassie & Corey? Does he understand their individual health issues?)
- 5 – Norbury Park – (Focussing on Cassie throwing the brick through the shop window. Why did she do it? How do Cassie & Corey feel now? Are they in control of this situation? Do they need to feel in control? Why?)
- 6 – Moonlit Slugs – (Focussing on Cassie & Corey. Is Cassie being a good friend to Corey? Is she trying to help him? What do we find out about Corey's home life and eating habits?)

Have each group create a short scene. It can re-enact/ sum up what happened in each episode or they could use



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what happened in the episode as stimuli to create their own scenarios for the characters

Watch each performance and discuss. What emotions can we connect to each specific character?

If lesson is being taught by a drama teacher you could also instruct each group to include a different technique (e.g. Though track, freeze frame, body language, proxemics etc...) For an extra challenge you could also designate a genre for each group's performance (e.g. Naturalistic, soap opera, melodrama, commedia, slapstick etc...)

Plenary (10 mins)

Class discussion – Have students sit in a circle and ask the following questions:

- Had the students heard of anorexia or eating disorders before listening to Cassie and Corey?
- What did they already know? This could be an opportunity to discuss other eating disorders which affect people, from binge eating disorder (BED) bulimia.

NHS INFO ON EATING DISORDERS:

- [anorexia nervosa](#) – when you try to keep your weight as low as possible by not eating enough food, exercising too much, or both
- [bulimia](#) – when you sometimes lose control and eat a lot of food in a very short amount of time (binging) and are then deliberately sick, use laxatives (medicine to help you poo), restrict what you eat, or do too much exercise to try to stop yourself gaining weight
- [binge eating disorder \(BED\)](#) – when you regularly lose control of your eating, eat large portions of food all at once until you feel uncomfortably full, and are then often upset or guilty
- [other specified feeding or eating disorder \(OSFED\)](#) – when your symptoms do not exactly match those of anorexia, bulimia or binge eating disorder, but it does not mean it's a less serious illness

- What might be the warning signs that someone has an eating disorder?

- dramatic weight loss
- lying about how much and when they have eaten, or how much they weigh
- eating a lot of food very fast
- going to the bathroom a lot after eating, often returning looking flushed
- excessively or obsessively exercising
- avoiding eating with others
- cutting food into small pieces or eating very slowly
- wearing loose or baggy clothes to hide their weight loss

- Finally here do they think they could seek help for an eating disorder? Who could they talk to? (Talk to a



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teacher, a parent/ guardian, consult your doctor/ GP)

- UK based charities/ organisations:

Beat

National Centre for Eating disorders

ABC – anorexia & bulimia care

S.E.E.D – support and education for eating disorders

MGEDT – men get eating disorders too

Overeaters Anonymous Great Britain

First Steps – Derbyshire's only eating disorders charity

SWEDA – Somerset & Wessex Eating Disorder Association

NEEDS – North East Eating Disorders Support Scotland)