High 5

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| Stage: Second Level | Lesson: Fuelling your body for being active |
| Health and Wellbeing Experiences and Outcomes:  HWB 2-28a  I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. | |

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| Activities:  Challenge the children to think of their bodies as cars  Part 1 – Eating enough to fuel our bodies:   * When a car is about to run out of fuel, the fuel gauge shows us that the tank is empty. * In the same way, when we need to eat, our body tells us that we are hungry. We eat when we are hungry, and stop when we feel full. How do you feel when you are hungry? (This links well with the [“*Hunger and Fullness”*](http://www.highfive.scot.nhs.uk/toolkit/lesson-plans/toolkit-by-subject/body-image/) lesson plan). * A car might need filling up with fuel every week if it is used a lot. It might only need filling up every month if it is not used so much. * A week or a month is too long for us! We need filling up with food about 3 times a day. This is why we have breakfast, dinner and tea (or breakfast, lunch and dinner if you prefer!). * If we are running around a lot we might run out of fuel more quickly, just like a car that is driven a lot. That means we might need to have either bigger meals, or extra food from snacks to keep us going. So the more active we are, the more we need to eat. * You can link this to the “*Blood sugar roller coaster”* in the “[*Extra Nutrition tools*”](http://www.highfive.scot.nhs.uk/toolkit/lesson-plans/toolkit-by-subject/food-what-we-eat/) lesson plan. This allows you to discuss the kinds of foods that will give them energy for longer. * Sometimes we eat more than we need because it is really tasty, we are bored, or it helps to cheer us up! Most people do that occasionally. It is not so good for our health if we do that too often\*. (If you have time, you can ask them how they felt last time they ate a bit too much). * Ask the pupils to tell you about times when they have been very active and then felt really, really hungry afterwards. If they are planning to be very active like that again, can they think of a snack that will give them the extra energy they need?   Part 2 (Optional) – Eating different kinds of food:   * Ask what a car needs apart from fuel. (As well as petrol in the tank, cars need oil in the engine, air in the tyres, and water in the radiator). It needs the right amount of each. You might decide to get them to draw their own cars with each of these things being provided at the garage. If you do, you might also ask them to draw an active child next to their car. * We need calcium rich foods like milk for healthy bones; protein rich food like meat and beans for healthy muscles, starchy food like bread and potatoes for energy, and fruit and vegetables for a healthy heart. We need plenty of water too. (You can link this to the “*[Eatwell Guide](http://www.highfive.scot.nhs.uk/toolkit/lesson-plans/toolkit-by-subject/food-what-we-eat/eat-well-guide/)”* lesson plan). They can draw the different foods and the water going to the parts of the body that need them.   CHOOSE A ‘[FIT 15’](http://www.highfive.scot.nhs.uk/toolkit/lesson-plans/toolkit-by-subject/physical-activity/fit-15/) to participate in.  Extra Guidance Notes for Teachers.  \*People that regularly carry on eating when they are full, are likely to gain a lot of extra weight. You can agree with this statement if pupils bring it up. However, we wouldn’t recommend putting too much emphasis on this. Many older primary school children are already pre-occupied with their weight and other aspects of their appearance. The focus should be on eating enough food (Part 1) to match your appetite and level of activity; and including a variety of foods (Part 2). |