

Caring For The Body

Self-discipline

Wisdom



Session 1: Fuel



Self-discipline: being able to resist temptation and make the right choice.



What do I want?
What's best for me?

Activity 1



Aim(s)

- To introduce the topic of fuel/food and drink.
- To start thinking about what we know about nutrition.



Resources

- *Sugar Worksheet* or empty cans/bottles of the relevant drinks.
- *Sugar Information Sheet*.



Delivery Guide

Using the *Sugar Worksheet* or the drinks cans, ask the young people to guess how much sugar there is in various drinks.

Reveal the answer:

Coke = 8.75 teaspoons Pepsi = 9 teaspoons Fanta = 6 teaspoons Frappuccino = 14 teaspoons
Are they surprised? What other things contain a lot of sugar? Some idea of how much sugar various drinks contain is available in the *Sugar Information Sheet*.

Points to highlight

- We need knowledge to make good choices.
- Many drinks contain a lot of sugar!

Activity 2

Aim(s)

- To explore the difference between wants and needs.

Resources

- *My Dream Diet Worksheet* (*Caring for the Body Diary*: pg 2, 3 and 4).
- Internet connection to do some research.
- **OPTIONAL** *Fuel* Power Point. **OPTIONAL**

Delivery Guide



Facilitators can join in with this activity.



This can be completed easily as a small group or 1-2-1.

Part I

Ask the young people to imagine that they could eat/drink whatever they wanted, as much as they wanted and whenever they wanted. What would they eat and drink in one day? What would they choose? They can complete page 2 in the *Caring for the Body Diary* or just write/draw it on paper. If appropriate, each person can feed it back to the larger group

Now ask them to imagine the long term consequences of their dream diet. What do they think the consequences would be for things like their body shape, organ function and health, ability to manage their mood, ability to learn etc.? It might be useful to allow them to do some internet research to find this out.

Watch a ***Supersize Me*** documentary clip (links available on the Power Point slides):

www.youtube.com/watch?v=S9__23-zjHM&nohtml5=False (7 minutes)

www.youtube.com/watch?v=LOvrkkj_T-I&nohtml5=False (1 minute)

(both available 8/16)

What did they think about ***Supersize Me***? Some things to draw out:

- With ***Supersize Me***, the tension is between what we want and what is in our interests; many young people might love the idea of a McDonald's meal 3 times per day but there are physical effects of eating only McDonald's food.
- Is ***Supersize Me*** giving us the whole story? Does it make a difference that he was eating

McDonald's? Or would the effects on his body have been the same if he was eating sandwiches or fried chicken 3 times a day every day? What would happen if you ate just cabbage for three meals a day?

- Would there have been a different outcome if he'd exercised?
- Would they be tempted to eat junk food every day (maybe Subway, KFC or pizza if not MacDonald's!)?

It's about balance. With the long term consequences in mind, ask them to look at their dream diet again. Is there anything they would change? They can then make the necessary changes.

Part II

Ask students to identify the main things they need to do on a normal day (e.g. move, exercise, play, learn, spend time with others, sleep/rest).

Ask them to think about how eating contributes to what they need and want to do on a daily basis, not only in terms of what they eat, but how much and when. For example the brain is fuelled by (certain types of) glucose, so we need the right carbohydrates for it to function well; breakfast kick-starts the metabolism and makes us better able to function and learn in the morning; eating large meals late at night can interfere with sleep. They can do some research on the internet to find out how food affects them.

Can they now create a diet plan with some changes relating to the information they now know. What things can they eat for 'brain food'? What will fuel them for the activities they have to do?

Points to highlight

- Our dream diet is not necessarily the best one to prepare us for the things we need to do in our lives (sport, learning etc.).
- The things we want are not always the things that are best for us.

Activity 3



Aim(s)

- To set achievable goals based on the learning from the previous activities.



Resources

- *Caring for the Body diary*, page 5.



Delivery Guide



Facilitators can join in with this activity.



This can be completed easily as a small group or 1-2-1.



Ideally this activity should be followed up a few days or a week after this session.

After completing Activity 2, the young people should now be in a position to identify **one or two things** that they would like to change about the way that they fuel themselves. They can record this on page 5 in the *Caring for the Body Diary*.

They should decide when and how they are going to make this change (ie. during the week I'm going to stop eating chocolate for breakfast) and see if they can identify virtues that might help them to make it a lasting one (for instance: honesty, self-discipline, perseverance).

They should also consider what barriers lie in the way of change and how they can be overcome (ie. a barrier might be friends who are continuing to eat chocolate for breakfast who will try and persuade them to give in to temptation), which people are going to help them make the change and how, and how they are going to evaluate how successful they have been.

If possible, follow up with them at the next session: How did it go? What was hard? What was easy? Was it more difficult than expected, or easier?

Points to highlight

- We need self-discipline to resist too many treats and to eat the things that are good for us.
- It's about balance and moderation.



Extension Activities

It can be interesting to look at the diet of people who have very different daily lives; for instance, elite athletes. There is some information at the following links:

theconversation.com/what-do-olympians-actually-eat-63555

www.dailymail.co.uk/health/article-3743591/What-Olympians-actually-eat-Expert-reveals-beetroot-juice-potatoes-pasta-perfect-endurance-athletes-like-Mo-Farah.html

www.bbcgoodfood.com/howto/guide/eat-athlete-mo-farah

www.standard.co.uk/sport/football/manchester-united-players-were-getting-fat-from-eating-chips-so-i-had-to-ban-them-says-david-moyes-10025166.html

(all available 8/16)

The young people can create menus for a full day's diet for an Olympian or athlete. This can be as nutritionally detailed as their level and knowledge allows.



Further Resources

Alex Richardson's website and books:

www.futureoffood.ox.ac.uk/people/alex-richardson (available 8/16)

Supersize Me documentary exploring the impact of fast food on the body. This can be bought from Amazon here:

www.amazon.co.uk/Super-Size-Me-Morgan-Spurlock/dp/B00ET28FVG/ref=sr_1_1?s=instant-video&ie=UTF8&qid=1470067526&sr=1-1&keywords=supersize+me (available 8/16)

The Men Who Made Us Fat; documentary exploring effects of sugar on the diet. This is currently available on YouTube at:

www.youtube.com/watch?v=kYVoYwU1-kk&list=PL8FF7F55960DFD56E (available 8/16)



Links to Other Areas of the Curriculum

Literacy:

Completing the *Caring for the Body Diary* provides opportunities for literacy.

Science/PSHE:

The exploration of what junk food does to your body can be linked to Science and to PSHE.

PE:

Looking at diet for athletes can be linked to PE.

There are also links to the Healthy Schools Agenda.

