

## Lesson Plan: Food, Mood and Health (single lesson)

<p><b>Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>• Pupils understand what factors can influence people’s food and health choices, for example media, advertising, peer pressure, cost.</li> <li>• Pupils understand that food can affect their physical and mental health, and that feelings/mood can also affect their food choices.</li> <li>• Pupils can share how they can help others think about their health and body image in positive ways.</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Food, Mood and Health Games (at least 1 copy per 10 pupils)</li> <li>• Large sheets of paper</li> <li>• Coloured pencils/pens</li> </ul>
<p><b>Preparation</b></p> <p>Before the lesson, you may wish to go through the question cards contained in the game, and choose a selection of cards you feel are most useful to the class. For example, you might wish to ensure all questions on media influence are covered, while omitting cards about the origins of food. You can tailor the question cards used to best suit your needs.</p>	<p><b>Set Up</b></p> <ul style="list-style-type: none"> <li>• Divide pupils into groups of no more than 10 around a table. Within groups, divide into 2 teams.</li> <li>• Give each table a copy of the Food, Mood and Health Game.</li> <li>• Set up the board game as per instructions in the box.</li> </ul>

### Step 1

Rules of the game are explained. The Food, Mood and Health Game is played for around 30 minutes, or longer if you have time. Class teacher to move from group to group, observing discussions and guiding conversations.

### Step 2

Whole class discussion. Ask volunteers to raise their hand and share something that they found interesting or important during the game, and why. Class to be given the opportunity to ask questions and discuss the topics together.

### Step 3

Ask pupils to work in their teams to create a campaign poster. Poster to show a key message about healthy eating, body image, emotional health or other related topic, which they would like to pass on to their peers.

### Step 4 (optional)

Groups present their individual work to the class for evaluation by peer assessment. Posters could be displayed in the school or classroom to help other pupils think about their emotional and physical wellbeing.

### SCOTLAND

#### Food, Mood and Health Game supports the Curriculum for Excellence – Health & Wellbeing

- *I am aware of and able to express my feelings and am developing the ability to talk about them.*
- *I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.*
- *I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.*
- *I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.*
- *I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss policies and inform my own health choices.*
- *By investigating the range of foods available I can discuss how they contribute to a healthy diet.*
- *By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.*
- *Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.*
- *Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health*
- *When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.*
- *I am discovering the different ways that advertising and the media can affect my choices.*
- *I can understand how advertising and the media are used to influence consumers.*