



## Healthy Bodies & Healthy Minds

# Introduction: The Car Lesson

### Objectives:

In this module, we want to introduce the concept...

- that taking care of our bodies will help them function better.
- that eating a variety of foods makes our bodies function better.
- of eating meals regularly (i.e., not skipping meals).
- of making healthier choices (including regular exercise in addition to eating more healthily) to support our bodies' functioning.
- of the importance of hydration.
- of the importance of water over other sources of hydration.

### Materials:

Assessment 1 – pre- and post-test assessment measures

Handout 1

### Lesson:

*How are our bodies like a car?*

Using the provided handout (see Handout 1), guide students through comparing and contrasting the human body to a car. Through asking students to generate similarities and differences between our bodies and cars, we introduce them to this lesson's objectives.

Important to this discussion is making the connection between cars and bodies. To prompt this understanding:

- ask students what will happen to a car if it begins to malfunction (make strange noises, stop running, etc.).
  - connections: as cars need to be taken to a mechanic to be checked out, students should go to the doctor if they are not functioning well; the importance of hygiene to maintenance;
  - connections: Cars have engines that make noise when they run and that help them move. Bodies have a type of engine that helps them move (students are encouraged to take their pulse, listen to their hearts by using a stethoscope provided by instructors, listen to their breathing, talk about the body's "engine" and how it works. Students are also encouraged to generate examples of how our pulse and our breathing quickens when we run or engage in certain types of exercises.

- ask students what will happen if the car is not given fuel (gas) or the wrong fuel.
  - sample answers: “it will run out of gas,” “it won’t work,” “you can’t go anywhere,” etc.
  - connections: as cars cannot function without gas, our bodies cannot function without the proper “fuel”; skipping meals is not an effective way to take care of our bodies; etc.
- if a car runs out of gas, can we go inside and get a cola and put it in the car?
  - connect objective: gas is the most functional fuel for cars; water is the most functional hydration fuel for people (i.e., if your body is not functioning at its highest level, colas or caffeinated drinks are not the most effective means of hydration).

**Activities:**

Students will be given a healthy snack comprised of the types of “fuel” that our bodies need. Students will eat the snack while discussing how the ingredients of the snack can help their bodies function better.

Via the handouts, students will also discuss: 1) the benefits of drinking water and fruit juices, and 2) the problems associated with drinking colas and caffeinated drinks.

**Sample snack:**

A whole-grain wrap sandwich with smoked turkey breast, low-fat cheese, and vegetables (shredded carrots, lettuce, thinly sliced cucumber, etc.) with 100% fruit juice (apple, orange, etc.) and water.

**Assessment:**

To assess this lesson, we will utilize a pre- and post-test model (see Assessment 1) that students will take before and after the lesson. Using this assessment model we will assess: 1) students’ baseline understanding of the concepts included in this lesson and 2.) students’ understanding of the same concepts following implementation.

**Exercise:**

This lesson is paired with “cardio” exercises such as jumping rope, sprinting, and other cardio aerobic exercises of choice.