



Messages From Inside, Messages From Outside

Grade-2

Lesson 2

Lesson Objectives – Students identify whether a given influence on their eating or physical activity behavior originates inside of them (e.g., a growling stomach) or from the environment (e.g., the smell of freshly-popped popcorn).

	Time	Page
Prepare Students	5 min.	54
Attention Grabber	5 min.	54
Explain/Demonstrate/Practice		
Internal/External Messages	10 min.	55
Review	5 min.	56
 Total Time	 25 min.	

Equipment & Materials

- ✓ A prop with an appetizing smell or pictures of food. (See Teacher Preparation below.)

Teacher Preparation

Prior to the start of this lesson:

- ✓ Find a prop that will make students think about food and maybe feel hungry. Some ideas might include: microwave popcorn, samples of fruity-smelling lotion, food-scented air freshening sprays or enticing photographs of food.

This lesson addresses the following content standards:

Michigan Standards		National Standards	
Physical Education	Health Education	Physical Education	Health Education
Standard #12	Standard #4	Standard #7	Standard #4

Key Message & Background Information for Teachers**Key Messages:**

I listen to my body and pay attention to its needs.

Background Information:

When it comes to eating, babies have an accurate internal regulatory system. They eat when they're hungry and stop when they're full. As babies develop into toddlers and toddlers into children, that internal regulation may be disrupted by environmental forces. For example, well-meaning parents may force their children to "clean their plate," despite protests by the child of "being full." Children may eat while watching favorite television programs or be rewarded with sweets for good behavior. These and other situations dampen children's sensitivity to their innate internal cues. Researchers now believe that many problems related to eating and normal growth may be due to ignoring internal cues that signal hunger and satiety. Teaching children to recognize these cues is an important step in fostering healthy lifestyle habits and promoting normal growth.

Prepare Students**5 min.**

Gather students together in a group seated on the floor.

Introduce the lesson:

- Today we are going to talk about different messages we get about how we are feeling, what we should do, and where those messages come from.

Attention Grabber**5 min.**

Use the prop you found for this lesson. For example, pop the microwave popcorn, release the air freshener or display the pictures.

Ask students:

- Were you thinking about food before you came into class today?
- Are you thinking more about food now, since the room smells like food or since you can see something good to eat?
- Are the smells or pictures making you feel hungry?

Explain to students:

- Our bodies "talk to us" and tell us what they need. For example, our stomachs will rumble when we're hungry, our throats will be dry when we're thirsty, and we'll yawn when we're sleepy.
- Sometimes it can be hard to "hear" what our bodies are actually saying, because things outside our bodies interfere with the messages coming from the inside. Just the smell of a food that we like to eat can make us think we're hungry, even when we're not really hungry.
- Today we're going to think about how to tell the difference between messages that come from inside our bodies and those that come from things that are outside us, in our environment.

Internal/External Messages

10 min.

Explain/Demonstrate

Practice

Explain that you are going to describe several scenes. Then you are going to ask some questions about each one.

Describe to students:

Scene #1

- You wake up on Saturday morning and your stomach is growling. You can hear your friends playing outside.

Ask students:

- What do you think your body is saying? (Sample response: “Feed me! I’m hungry!”)
- Are there any competing messages coming from outside of the body? (Yes.)
- Where are they coming from? (The friends.)
- What do you think the friends are saying? (Sample response: “Don’t bother eating! Come out to play now!”)
- Which message should you listen to? (Suggest to students that if they are hungry, it’s best to get a healthy snack before going out to play.)

Continue asking similar questions about the additional scenes described below.

***Teacher tip:** Keep in mind that the messages coming from outside the body can come from a variety of sources—either living or non-living. Students will enjoy imagining what a TV might “say.”*

Describe to students:

Scene #2

- You finish eating lunch, and you’re really full. Then you turn on the TV and a commercial comes on for your favorite cookies.

Sample responses:

- What your body says: “I’m full so I don’t want any right now.”
- What the TV says: “You’re not full! Go get some yummy cookies!”
- Which message should you listen to? (Listen to your body. Stop eating when you are full.)

Scene #3:

- It's been hard to sit still all afternoon. You've been looking forward to going out to play ball with the kids in the neighborhood. But when you get home, your favorite show is on TV!

Sample responses:

- What your body says: "Yay! School's finally out! Time to run around!"
- What the TV says: "Don't leave; you just got home! I'm all warmed up—I'll keep you entertained. Just give me a few minutes, and I'll make you forget all about that ball game!"
- Which message should you listen to? (Listen to your body. It wants to move.)

Scene #4:

- It's Friday night, and you're with a new babysitter. You've been having a great time playing card games for hours. You don't know what time it is, but your eyes feel heavy and you can't stop yawning.

Sample responses:

- What your body says: "I'm so tired! Please go to bed! Remember, I have to get up early tomorrow for the garage sale!"
- What the babysitter says: "I can't remember if your mom told me what time you're supposed to go to bed. Wanna play another game?"
- What the cards say: "Ooh this is fun! Don't stop now!"
- Which message should you listen to? (Listen to your body. It needs to rest now so you can play later.)

Review**5 min.****Tell** students:

- Our bodies are experts at knowing what we need.
- Sometimes it is hard to listen to the messages from the inside because the messages from the outside can be very powerful.
- We need to practice listening to the messages from the inside of our bodies.

Ask students:

- Can you think of times when your body's inside messages have had to compete with messages outside your body?

Sample response:

Δ You're full, but you smell chocolate cake and want dessert.

- Listening to our bodies is one of the best ways to take care of our bodies and stay healthy.