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THE BODY ENGINE

Activity 2

Members Should Be Able To

- Name the source of energy/fuel for the body
- Explain the importance of eating regularly

You Will Need

- **Story: The Body Engine for Leader only.**

Background Information

People receive energy from nutrients and calories in the foods they eat. Calories provide fuel for the body to work properly. Fats, protein, and carbohydrates all contain calories. Food should be eaten on a regular basis throughout the day to provide the body with an ongoing supply of energy.

What To Do

1. Read the story to the members or let the members take turns reading to the group.
2. Discuss these questions with the members:
 - What does the body use for fuel/energy?
Answer: Food which contains nutrients and calories
 - What is a person's engine?
Answer: Their body
 - Why is it important to eat regularly?
Answer: To provide a steady supply of fuel/energy for the body to work properly

*18 USC 707

THE BODY ENGINE



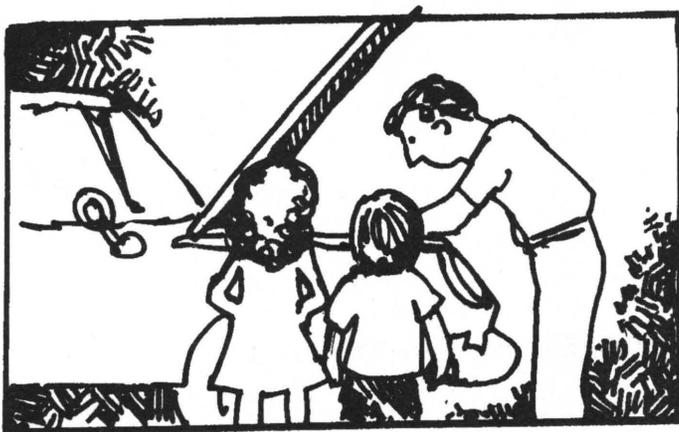
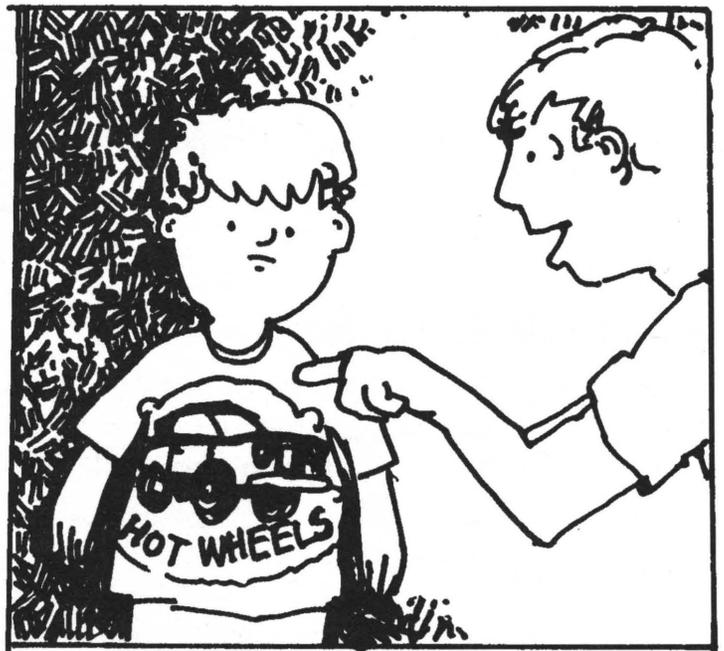
Their dad explained that just having an engine is not enough. The engine must be fed. Engines burn fuel to make them go. Their dad explained that people have “engines” too. Their “engine” is their body. He asked Emma if she knew what type of fuel the body needs.

Lou and Emma went to a baseball game last night with their father. When they were about half way home, the car stopped.

Why do you think the car stopped?

Their dad got out of the car and lifted up the hood. Emma and Lou could see the engine. Lou said, “I think that big engine makes the car go.”

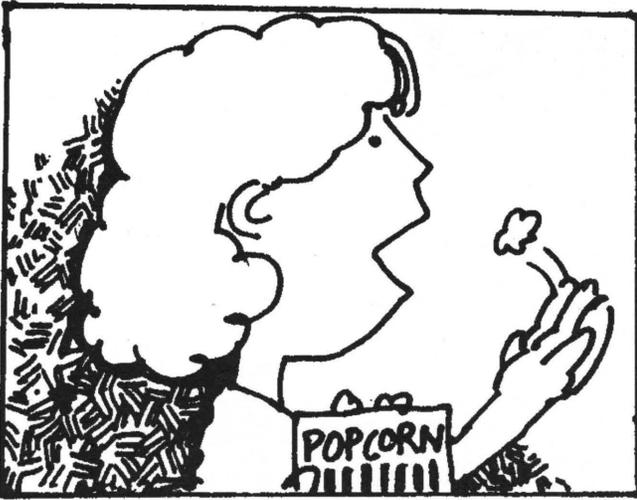
Emma said, “If it makes the car go, why aren’t we going? Dad, if this car has an engine, why won’t it go?”



She thought for a minute and answered, “Food.”

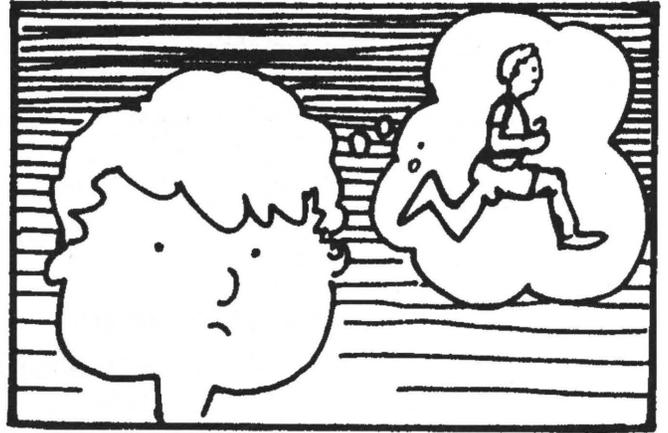
Lou asked, “Dad, how does the food we eat help us to move?”

His father said, “It burns like fuel in a car. Food we eat provides us with nutrients that help our bodies work right.”



same. If it does not get enough fuel, it won't be working at its best."

"We need food (fuel) throughout the day for our body engines to work well. By lunch time your



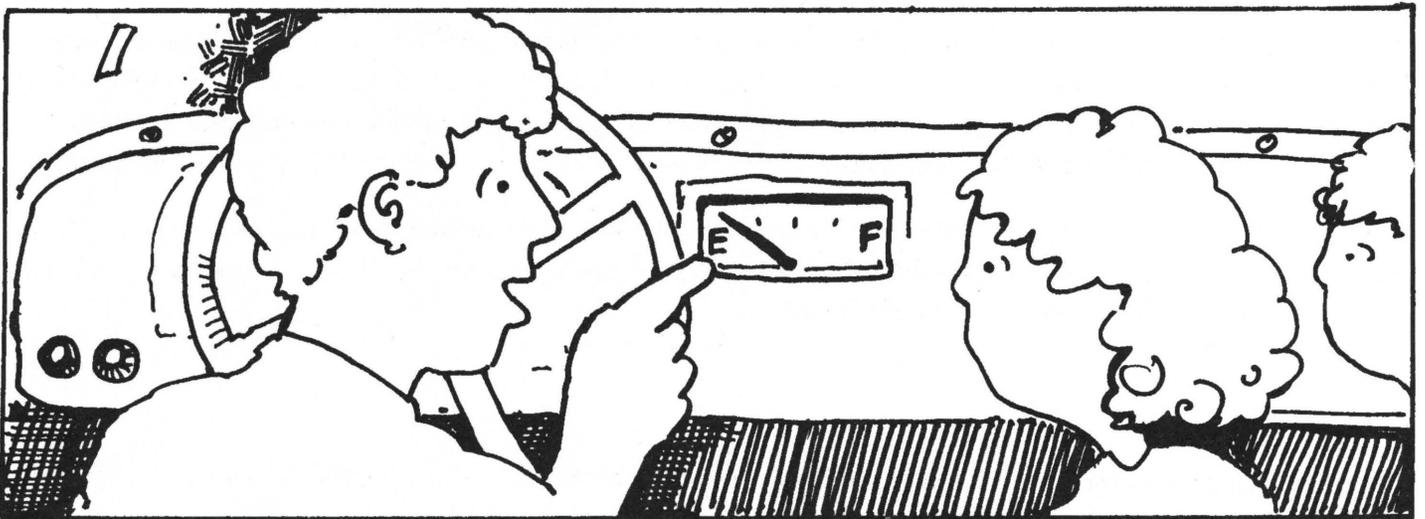
It may seem hard to believe, but food does burn in your body to provide energy. Feel your cheek, or blow on your hand. It's warm because the body is burning food to make heat and energy.

Lou thought again and said, "Can I eat just once a day?"

His father said, "The problem with the car is that the fuel supply is gone. A car can hold only enough fuel for a short time. Your body is the

body has used the food from breakfast to give your body nutrients and calories."

By eating food at meals and snacks at different times of the day, we are giving our bodies a steady supply of energy and calories.



BREAKING THE FAST

Activity 3

Members Should Be Able To

- Name their favorite breakfast foods
- Describe their own "breakfast style"
- Plan and evaluate a morning meal

You Will Need

1. Handouts for each member

- Handout 3: What are Your Favorites?
- Handout 4: Plan a Breakfast

2. A copy of these activity pages for the leader

- Edward Breaks The Fast
- Jane Breaks The Fast

3. Food Stickers for each member or write in foods

Background Information

Breakfast means breaking the overnight fast by eating. Types of breakfasts vary depending on culture, sleeping habits and level of hunger upon rising. Everyone has their own "breakfast style." Some people are hungry as soon as they wake up; some are not hungry for an hour or so. Some people like a large morning meal; some like a "light" meal. Some people are rushed in the morning and need a "fast" meal; and some prefer a leisurely breakfast.

The two story situations about how Jane and Edward break the fast are provided to tell members about different styles and different food choices for the morning meal. Whatever the choices, breakfast is important to give the body energy and nutrients after its overnight "fast."

What To Do

1. Explain to members that there are many foods to choose for breakfast. Name the foods pictured on "What Are Your Favorites?" (Handout 3). Give each member a copy of the handout.
2. Ask members to mark an "X" on the line under the foods that are their favorites.
3. Ask them to check "✓" on the line under the foods they have never tried.
4. Have members circle the foods that they can make themselves.
5. Read the stories about how Jane and Edward break the fast. Discuss with the group the questions in each story.