

High Performance Fuel

- Year 3 – Health and Physical Education, English
- Year 4 – Health and Physical Education, English
- Year 5 – Health and Physical Education, English
- Year 6 – Health and Physical Education, English



(HPE; Yr 3&4, ACPPS036)

Identify and practise strategies to promote health, safety and wellbeing

(HPE; Yr 5&6, ACPPS054)

Plan and practise strategies to promote health, safety and wellbeing

(English; Yr 3)

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose

(English; Yr 4, ACELY1694)

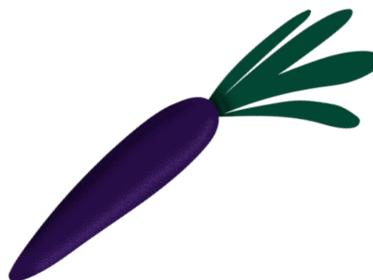
Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features

(English; Yr 5, ACELY1704)

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience

(English; Yr 6, ACELY1714)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience



High Performance Fuel

What does it take to fuel an elite athlete?

What you eat affects how you feel, right? Absolutely! For elite athletes, a dietary balance that helps energize their bodies and minds can mean the difference between going for gold and going home.

Equipment:

Butcher's paper

Duration:

45 minutes

Location:

The classroom

Marker pens to write headings – see **'Table Talk'** section

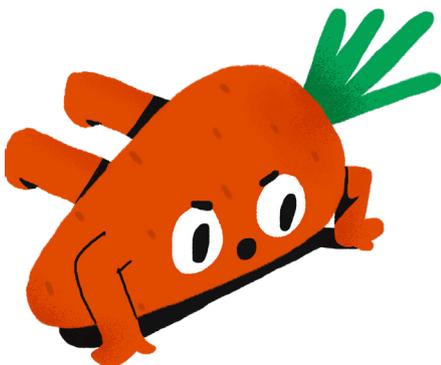
Notes:

Lexicon

elated	Happy; a sense of elevated mood and higher awareness.
endorphins	Natural substance produced in your body that makes you feel good. They're stimulated during exercise and when you do stuff you enjoy – like joking around with friends or biting into something brain-meltingly tasty!
oxygenate	To bring oxygen – as the blood does to muscles.

Jump around, Jump! Jump!

- Get up! Get the whole class on their feet doing jumping-jacks, running on the spot, or participating in any other one-minute energy blast you can think of. Go until everyone starts to puff. If you've got the time, start this activity outside the classroom door, before students even walk in!
- Ask: how did that feel? Do you have more energy before or after the action, or less? Take a vote.
- ❓ **Discuss:** what do your muscles feel like? Happy and relaxed or a little bit wobbly? Both answers are okay. When we move our bodies for a burst like that, we use up the short-term energy that's available for muscles when they need it.
- Explore: what else happens? What would happen if we kept going for 10 minutes? What about an hour?
 - ◇ Our heart pumps more blood (to carry more oxygen).
 - ◇ Our lungs work harder to bring the oxygen in.
 - ◇ Our bodies use up energy stored elsewhere (not in our muscles).
- ❓ What happens to your mood when you get a good wriggle on? Talk about how endorphins are produced by your body and circulate through your bloodstream when you exercise – they can make you feel happy, elated!



Chomping like a Champion

👁 Watch **The One with the Sports**



Discuss students' understanding of how eating and drinking can affect how your body feels and works.

- ❓ Morgan's mum tells her, 'you're going to run fast if you eat well'. Do students agree with her?
- ❓ Make a class list of the foods Morgan says she eats before a race (what about water?) How much water does she drink when she trains?
- ❓ Are any of the foods Morgan eats unfamiliar to students?
- ❓ Does she make different choices on different days? Why might this be?
- ❓ What's Morgan's favourite vegetable? Do you like it? Have you tried her special snack version?
- ❓ What's Morgan's super-special speedy food she eats before a race? (Medjool dates with peanut butter.)
- ❓ What does Morgan eat after a race to recover? (A smoothie or a muesli bar. Nuts during training.)

Have a look at the list and divide up some of the foods into groups. Here are a few examples:

- ◇ Peanut butter: protein, fats
- ◇ Tofu: protein
- ◇ Smoothies: carbohydrates, protein, water
- ◇ Muesli bars: carbohydrates, fats
- Morgan eats a plant-based diet so it may be worth pointing out that she gets a balanced diet by finding plant-based sources of protein such as hummus (beans and legumes), mushrooms (some protein), tofu, peanuts (also legumes) and soy milk.

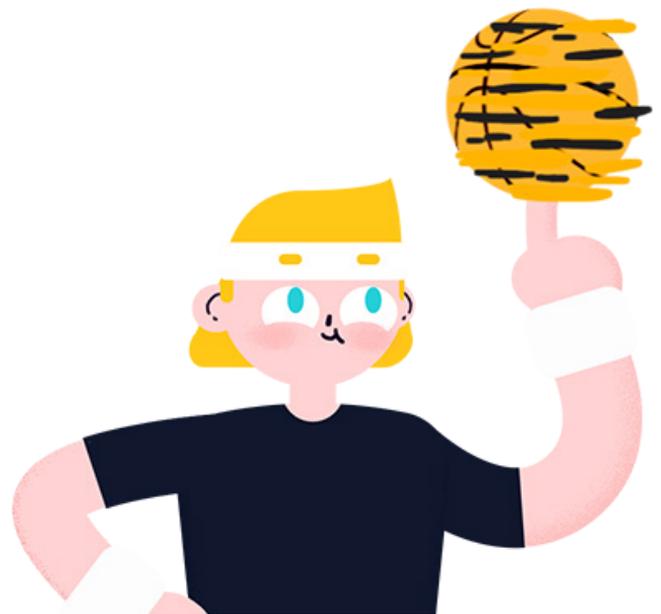
Super Humans

? What does it mean to be Super Human?

- Think-Pair-Share: ask pairs of students think silently first, then discuss and answer one of these questions based on what Morgan told them in her interview.
- What do we do to achieve the following:
 - ◇ Develop, maintain and repair muscle? (Eat protein and a balanced diet, sleep.)
 - ◇ Be mentally alert? (Eat a balanced diet, drink plenty of water, sleep.)
 - ◇ Be ready for long-term endurance exercise? (Have slow-release carbohydrates, fats, protein – and a top up of protein like a snack of nuts if possible.)
 - ◇ Go for it with short-term energy bursts like a quick burst of speed, or a jump? (Consume carbohydrates.)
- On the butcher's paper write (or have pre-written) the following headings (one per piece) then distribute one to each table.
 - ◇ Rescue and emergency
 - ◇ Law enforcement
 - ◇ Military (all three branches)
 - ◇ Dance, acrobatics and entertainment
 - ◇ Circus arts and acrobatics
 - ◇ Professional sport, including coaching and training
 - ◇ Space exploration/space science
 - ◇ Underwater exploration/salvage/professional diving.
- Explain to students that lots of people like Morgan have jobs that require them to be in excellent physical condition.
- Ask students to suggest ideas about the kinds of jobs people do that relate to the heading on their paper. Get them to write down their ideas.
- Do the first one together if you need to get the class started.
- Students might be inspired by stories, news items, people they know or any other source. This is a brainstorm – no ideas are wrong! (They may come up with more categories, too – such as wilderness education, large animal management, and environmental protection.)

Example: Rescue and Emergency

- ◇ SES emergency crews – clearing fallen trees
 - ◇ Paramedics rescuing people from car accidents
 - ◇ Climbing experts rescuing people from cliffs and mountains
 - ◇ Fire fighters – bush and city
 - ◇ Fire bomber aircraft pilots
 - ◇ Ambulance crew – medic, driver, dispatch
 - ◇ Ocean search and rescue – diver, boat captain, radar operator
 - ◇ Helicopter pilot, Royal Flying Doctor Service
- After each group has added ideas to their table page, either share them or have students move tables. When they get to a new table students read what is there and add more ideas.



A Day in the Life

- Put up the pages around the room. Students choose one of the careers on the list and write an informative or narrative text about a person in the job. Examples include:
 - ◇ A day in the life of [...].
 - ◇ How [...] trained to become the world's best rock climber.
 - ◇ The training schedule for [...].
 - ◇ A story about [...] and the cliff-top rescue/helicopter rescue/underwater treasure salvage.
- This might inspire an interesting conversation around gender roles and stereotyping in jobs. Here's a great video out of the UK you might like to show if your class seems to be going that way:
 - ◇ Inspiring the Future - Redraw the Balance: <https://youtu.be/qv8VZVP5csA>

Resources

- ◇ Australian Dietary Guidelines 1-5 (text): <https://www.eatforhealth.gov.au/guidelines/australian-dietary-guidelines-1-5>
- ◇ Australian Dietary Guidelines – Healthy Eating for Children (PDF download printable brochure): https://www.nhmrc.gov.au/_files_nhmrc/file/publications/n55f_children_brochure_print.pdf
- ◇ Australian Dietary Guidelines – list of all downloadable brochures and posters: <https://www.nhmrc.gov.au/guidelines-publications/n55>