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FOOD and MOOD

**Background to PEDS**

The Personalised Eating Disorder Service is a charity whose purpose is to

* To raise awareness of eating disorders
* To provide a better understanding of the illness amongst sufferers, their families/carers and professionals including the general public
* To provide help and support to sufferers on their journey towards recovery

We aim

* To reduce the mortality rate of eating disorders
* For sufferers to manage their symptoms to be able to live in a world where they have a good quality of life
* For sufferers to be able to access help when they need it
* All educational sectors and employers to have knowledge and understanding of eating disorders

These Food and Mood sessions have been co-produced by:

* PEDS
* Cambridgeshire PSHE Service

Teacher Notes

**Creating a Safe Learning Environment**

In order for all participants in the activity, teachers and students, to feel able to participate confidently there must be a shared understanding of expected behaviours. Some participants will be feeling nervous, not only about the content but about what they might be asked to contribute. Some participants might be concerned that personal experiences will be shared and that this might lead to embarrassment or worse, ridicule. Staff might be concerned about personal disclosures, ‘banter’ or misjudging content.

Therefore, it is highly recommended that all students who will be involved in the sessions are actively engaged in establishing an agreement to follow expected behaviours.

Examples of suggested ground rules:

* We’ll be open, but we won’t share personal or private information.
* We’ll make sure everyone feels safe.
* We can choose not to join in.
* We’ll all respect that everyone is different.
* We’ll listen to each other and share our views.
* We’ll speak respectfully to each other.
* We can all ask questions.
* We’ll be kind and respectful to each other.

At the very least, there should be an agreement about respectful listening, disagreeing respectfully, maintaining anonymity, the boundaries of confidentiality (safeguarding) and what will happen after the pupils have shared their views. Students and teachers should be very clear that they are not required to answer any personal questions.

**Sensitive Issues and Safeguarding**

Many schools have a system of communication between the safeguarding team and PSHE Leaders so that teachers can be alerted when students might have had personal experiences which might cause them to find the planned PSHE lessons uncomfortable. In many cases this will enable a teacher to amend the planned lesson or make allowances for the individual. In the case of eating disorders, it is quite possible that many students have experienced harms either directly or through a family member, which have not been noted by adults in school.

For this reason, it is particularly important that class ground rules are in place and used and that the activities in the session are ‘distanced’ through the use of scenarios, case studies and fictional character. This enables all students to engage with the concept without feeling so personally involved.

**How to use these lesson ideas**

These lesson ideas have been designed so that you can use them flexibly, either as part of a designated PSHE lesson (timetabled or conference day) or as part of a short tutor time session. Elements of each lesson can be taught discretely in a short tutor time slot. Or all elements can be taught in 50 minutes.

These lessons work well alongside the Food Smart KS3 Food and Thought module: [Food Smart & Resources - Healthy Schools (healthyschoolscp.org.uk)](https://healthyschoolscp.org.uk/healthy-eating/food-smart-resources/)

It is recommended that this topic is covered separately from the topics Body Image and Eating Disorders.

**Curriculum Context**

Key Stage 3 & 4-

Health and Safer Lifestyles

Healthy Lifestyles 1

* What is a balanced diet and what are its benefits? H-HE
* What are the risks associated with being over and underweight? H-HE
* What are the benefits of eating more healthily and the possible risks of extreme dieting? H-HE

Healthy Lifestyles 3

* What knowledge and skills do I need to judge commercial or media messages about healthy eating? H-HE

Myself and My Relationships

Mental Health and Emotional Wellbeing 2

* How does my brain work and how does this link to my mental health and emotions? H-MW



 Food and Mood

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| **Lesson** | Food and Mood | 50 minute session + 2 x20 minute tutorial sessions |
| **Learning Outcomes** | * To be able to understand that what we eat affects our mood
* To be able to make links between our eating habits and how we feel
* To be able to listen to our bodies to increase our mood
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| **Resources Needed** | * How food impacts our mood presentation
* Lack of calories student resource
* Food deprivation effects teacher resource
* Food group and mood cards
* Food and Mood Quiz
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Adaption may be required for need and age. Consideration must be given to any allergy or dietary requirements

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|  | **Outline** | **Resources** |
| **Introduction 10mins** | We all know that what we eat impacts on our health, there is guidance everywhere we look to ensure we are ‘healthy’. What influences our food choices?Does anyone have any examples of guidance-is this home, peer or government influenced?* 5 a day
* 2000 calories

But does what we eat impact how we **feel**?**Class Discussion**Are there any foods that have a direct impact on how we feel?  | Food and Mood Quiz another ice breaker to the subject |
| **Presentation 1 – How food impacts our mood 20mins** | The presentation provides an introduction to what foods are linked to what moods and the impact of not enough calories, using the Minnesota Starvation Study as an example. | How food impacts our mood presentation |
| **Activity 1 –what happens when we don’t eat a balanced diet 15 mins** | Activity In groups try to match the impact of not eating enough food with the outcome. Whole class discussion about thoughts and ideas on what they have agreed within their groups and why  | Lack of calories resource *(can be cut out during the activity)*Food deprivation effects teacher resource |
| **Plenary - 5mins** | So we have learnt that food is crucial to our mood and that by having a healthy balance our mood is likely to be better.Our bodies have a way of telling us what it needs and we need to learn to listen to what it is telling us and remember the 8 top tips;1. Eat regularly.
2. Make sure you’re getting the right fats.
3. Increase your protein.
4. Drink more.
5. Eat a rainbow of fruits & vegetables.
6. Cut down on caffeine.
7. Pay attention to your gut.
8. Are you intolerant?
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| **Optional Homework Task** | Students to create a table for the **Picture**, **food type / group**, **Why** this food has an effect on an individual's mind and the last column should be explaining **What** effect it has on an individual’s mood. Alternative option is to match food with mood pictures. | Food groups and mood cards-2 ability levels are included-emotion and food or the in-depth table of the what and why.Food deprivation effects teacher resource |

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| **Optional Extra Tutorial or Homework task(20mins)** | Advertising is there to make us want to buy things, but do they tell the truth? When we see adverts for food and drink, are the messages they purport accurate in relation to how they make us feel?**Activity**Either as a class or in groups, watch some of the proposed food/drink adverts and answer the CCI media literacy questions. Get the students to focus on what the advert is making them think they will feel by consuming the product, then think about what it actually contains, and will they actually feel that way? | Teacher Resource, Media, Food and MoodAccess to YouTube |