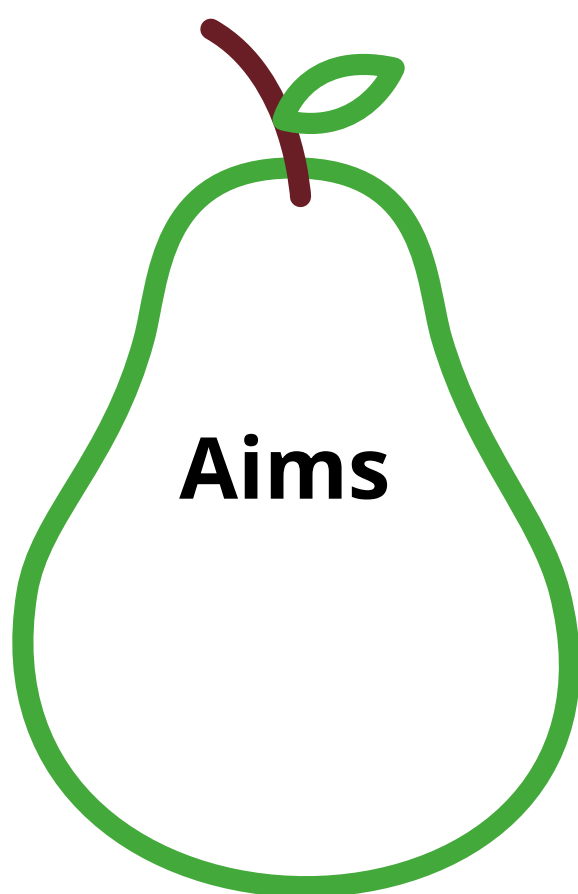
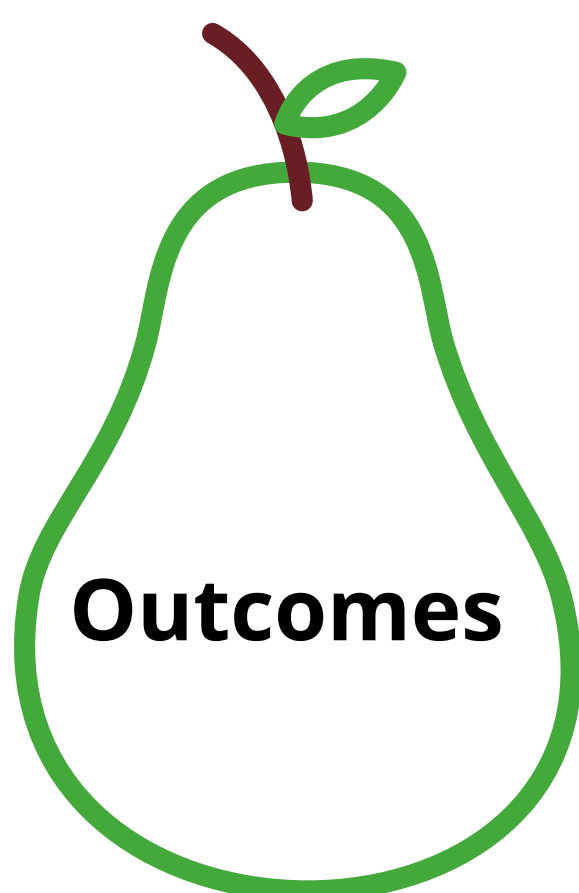


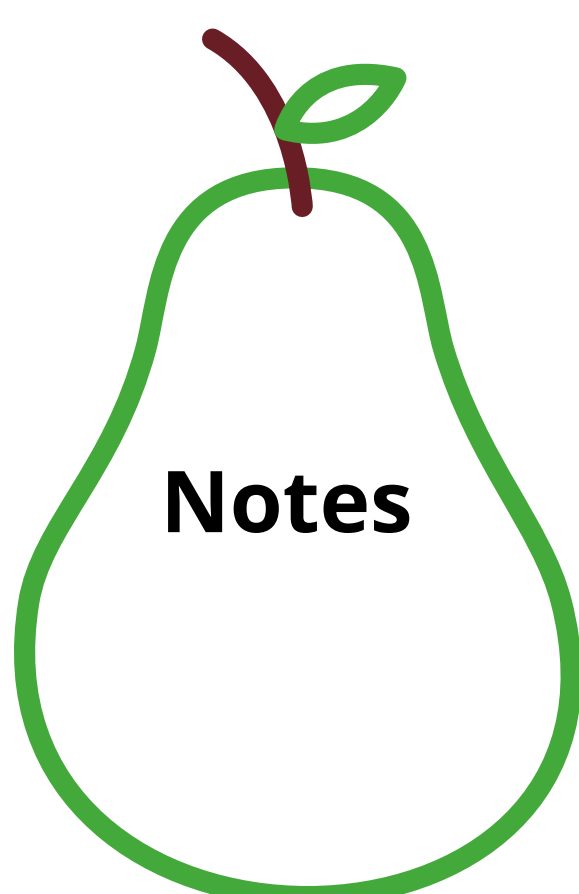
Healthy Eating KS3



- To refresh learning on the Eat Well Guide
- To enable the students to understand why it is important to eat healthily



- To understand what each section of the Eat Well Guide represents.
- To understand what constitutes a healthy balanced meal.
- To understand the concept of a recommended portion of one of the food groups.



Session Plan: Approximately 60 mins duration

Note: All practical resources required for this session can be provided upon request, simply contact:

healthyschools@everyonehealth.co.uk

Healthy Eating KS3



Introduction

5 mins

Teachers Notes

Explain that the focus of the session will be on healthy eating- to refresh the students' knowledge of the Eatwell Guide and to explore what it means to eat healthily.

Ask the following questions to see how much knowledge the students have on the Eatwell Guide (all answers will be revealed through the presentation)

- What is the Eatwell Guide Plate?
- Who is it for?
- What does each colour on the plate represent?
- How many portions of fruit and veg should be eaten each day?
- Can you give some examples of foods that are carbohydrates?
- Are eggs a protein or dairy food?
- Which important mineral is provided by dairy foods?
- Which are the best type of oils for cooking?
- How often should foods high in fat, salt and sugar be eaten?

Slide
2

Activity 1

Food Groups – Recap
10 mins

Talk through the presentation with the class. Question the students on how much they had remembered from the work they have done before

Slide
3-14

Healthy Eating KS3



Activity 2

Healthy Food Plan
15 mins

Resources

Blank Eat Well Guides
Copies of the Eat Well
Guide, including
vegetarian and vegan
versions

Thinking about the Eat Well Guide information as shared, ask the students to complete a Blank Eat Well Guide in pairs to make a day's healthy food plan.

Explain that the Eat Well Guide will need to show clearly the foods eaten for breakfast, lunch and dinner and possibly snacks and drinks too. (They may want to start by thinking about the foods for breakfast and writing these on the various sections of the template. These can be indicated by the letter "B", they can repeat this for the foods for the other meals but indicating these by the letter "L" for lunch and "D" for dinner.)

Ask for the students who are happy to share the foods they had identified for each meal. Did they find it easy or a challenge? Do their daily food choices look like their plan?

Activity 3

Eatwell Guide Quiz
10 mins

Resources Handouts

Eat Well Guide Quiz
plus answer sheet

Ask the students to work in pairs to complete the Eatwell Guide quiz

Allocate the students 5 mins to complete the quiz before gathering the class together to share the answers.

Slide
15-24

Healthy Eating KS3



Activity 4

Portion Sizes
15 mins

Resources

British Heart Foundation
Portions Handouts –
copies of each food group

Packet of dried fruit, tablespoon,
Empty boxes of snack fruits or snack bags as
examples.

Empty bottle of fruit juice (snack size, i.e.
innocent smoothie, own brand orange juice)

Glass or plastic glass
Coloured water (at least 200mls)
Measuring jug.

Food Group Portions Prompt Sheet

Ask the students what they understand about the term: “portion size”. Explain that they will look at portion sizes for fruit and vegetables. As there will not be enough time to investigate all the food groups refer the students to the portion handouts on the tables. Ask the class how much is a portion of Grapes? (a handful)

Tomatoes? (1 normal tomato or 3 cherry tomatoes)

Broccoli? (1 large nodule/8 florets)

Carrots? (3 heaped tbsp of sliced or mashed carrot = 1.5 carrots)

Have some examples ready and ask for volunteers to estimate how much dried fruit would be a portion.

(BHF recommend - 1 heaped tbsp of dried fruit as part of 5 a day)

Compare this with the amount found in dried fruit snack bags or boxes.

Ask the students why 1 heaped tbsp of dried fruit counts as a maximum of one portion a day. (the high sugar content)

Ask the students why one 150ml glass of fruit juice or smoothie counts as a portion per day. Challenge the pupils to pour the amount of juice that they would drink into a glass (this could be plain water or water coloured with food colouring). Then ask them to pour the liquid into a measuring jug and see how it compares with the 150ml glass recommendation. Are the students surprised by any of these portion sizes?

Recap

5 mins

Ask the students if they can say one thing that they will change about the way they choose their foods?

Can they identify something new which they have learnt from the session today?

Resources

Handouts
to take home – Eat Well
Guides, (Vegetarian and
Vegan available)