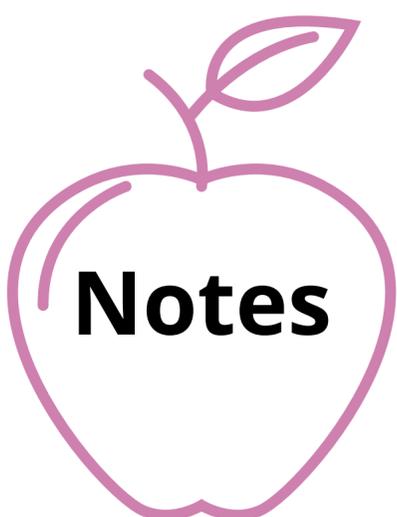


- To recognise the importance and role of having breakfast.
- To be aware of healthier breakfast options available.
- To plan a week of healthier breakfast options.



Session Plan: Approximately 50 mins duration with an additional optional 30min activity.

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

healthyschools@everyonehealth.co.uk

Healthy Breakfast

KS3 KS4



Introduction

5mins

Ice breaker- ask students to indicate by show of hands if they had breakfast this morning.

Of those who have had breakfast, ask the girls to stand on one side of the room and the boys on the other (Is there an obvious gender difference? If so ask the students why they think this may be the case.)

Reveal that statistically 1 in 7 teenagers rely on sugary snacks, 1 in 20 rely on an energy drink and 4 in 10 skip breakfast completely either through lack of time or fear of weight gain.

Explain that breakfast is often called the “most important meal of the day – it breaks the over night fasting period, replenishes supplies of glucose to boost energy levels and alertness and jumpstarts the metabolism to help burn more calories throughout the day. In fact studies have linked eating breakfast to improved memory and concentration and lower chances of getting diabetes, heart disease and being overweight.

Slide

3

Activity 1

Barriers To Eating Breakfast
10 mins

Ask the students to debate in pairs/small groups what they consider are the barriers for some people for not eating breakfast. Take feedback and record on the flip chart/whiteboard.

Then invite the students in their groups to think of some ideas for overcoming these barriers to eating breakfast -share responses. Question the students if they think it is realistic for the barriers to breakfast to be overcome?

Resources

Flip chart/white board and pens

Slide

4

Healthy Breakfast

KS3 KS4



Activity 2

What Have You
Had For
Breakfast?
15 mins



Distribute the handout: 'What have you had for breakfast?'

Ask the students to write down what they have had for breakfast in the past week or few days. Once completed collect in and read a few examples. Is there a trend – are the students opting for healthy or unhealthy breakfast items?

Encourage them to decide.

Take a few obvious unhealthy breakfast examples from the student responses and ask them if they could take steps to making them more healthy – thinking about swaps and cooking methods.

Slide
5

Activity 3

Breakfast Options
15 mins



Distribute the (laminated) breakfast food cards complete with nutritional information.

Ask the students to work in small groups to order these cards to show the foods which have the highest to lowest nutritional value. Share the responses and identify how the foods may have been ordered differently by the groups in accordance with their views on whether the fat, carbs and sugar content is more or less important.

Can they agree on which of the food items may be the healthier breakfast options?

Slide
6

Healthy Breakfast

KS3 KS4



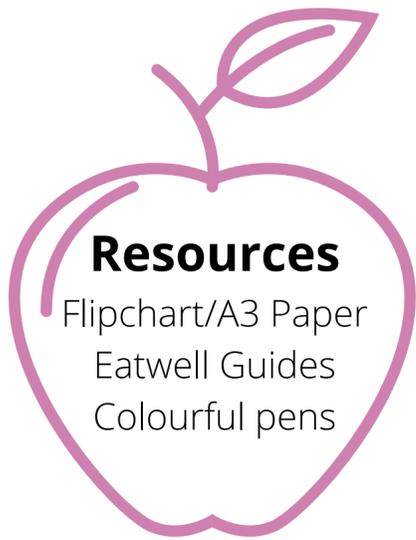
Activity 4

Breakfast Plan
(optional)
30 mins

Explain that the students are going to be tasked with creating a healthy breakfast menu for a local café or the school canteen. Briefly familiarise them with the contents of the Eatwell Guide (Slide 8) and the importance of including multiple food groups in every meal.

Allocate 20 mins for the menus to be completed before inviting the groups to share their ideas – can they decide which group has devised the overall healthiest version?

Slide
7 & 8



Resources

Flipchart/A3 Paper
Eatwell Guides
Colourful pens

Review the key points of learning from the session – will any of the students be changing their breakfast choices or starting to eat breakfast?

Answer any emerging questions

Recap

5 mins

Slide
9