

RISE AND SHINE!



AGE RANGE

10–13

OVERVIEW

Students will learn about the key role that making nutritious food choices plays in reducing their risk for developing NCDs and explore the role breakfast plays in healthy eating, how to build the most nutritious breakfast possible, and what effect eating daily breakfast can have on their overall health. They will work together to create a menu for a new breakfast restaurant featuring nutritious but delicious food choices.

TIMING

45–60 minutes

OBJECTIVES

Students will:

- Learn the relationship between nutritious food choices and NCDs
- Explore the effects of eating daily breakfast on overall health
- Develop healthy breakfast meal plans
- Create a nutritious breakfast menu

MATERIALS NEEDED BY STUDENTS

- Pencil
- **My Breakfast Plate** student handout, one per student*
- **Breakfast Menu Planning Sheet** student handout, one per student*
- Small poster board (approx. A3/A4 size), one per student or group*
- Crayons, coloured pencils, or felt tips, one pack per student or group*



MATERIALS NEEDED BY VOLUNTEER

- Device with internet access and web camera if presenting virtually
- Large [Eatwell Guide](#) graphic for physical or electronic display
- Timer or electronic/online stopwatch

VOLUNTEER PREP

1. Read through the activity instructions to familiarise yourself with the content. Note that lessons are designed to last 45–60 minutes, but each situation will be unique. Use the Lesson At-A-Glance below to guide how long you plan to spend on each section.
2. Prepare all materials before your session. Communicate with your host educator in advance so he/she is able to prepare students and help prepare the space.
3. Decide before your session whether you are going to have students work independently, with a partner, or in small groups. Engage your host educator in determining the best method and classroom setup for your group.

VIRTUAL FACILITATION PREP

If you are presenting this lesson virtually, please note the following additional preparation steps that might be necessary:

1. **Materials Note:* Communicate list of materials needed by students to your host educator in advance so he/she is able to prepare students and make sure they each have the required handouts. There are facilitation options below if the students are in a virtual situation in which they do not have access to the handouts.
2. This activity is written for virtual facilitation by one volunteer. If more than one volunteer desire to present together virtually, it is recommended that you speak with your host educator regarding his/her preferences and limit the number of volunteer presenters to three. It is also recommended that volunteer groups assign sections and practise before their virtual sessions.
3. Prior to your session, coordinate with your host educator regarding preferred e-meeting platform (i.e., Zoom, Skype, Ring Central, Google Hangout, etc.). Determine who will be responsible for setting up the meeting credentials. Also, determine whether students will be on camera, using the chat feature, muted, etc. so you are better able to plan.
 - If possible, consider planning a practise session with your host educator to work out any issues prior to your session.

SUGGESTIONS FOR IMPLEMENTING VIRTUAL MEETINGS

- **Lighting:** Backlighting prevents your audience from seeing you clearly. Make sure that you have lighting in front of you to ensure that you are seen.
- **Camera Placement:** Try to make sure that your camera is placed at eye level. This helps to create eye contact and engagement with your audience. You can use books or other items to lift your computer (if using a laptop).
- **Sound:** Make sure that you do a quick sound check before beginning your session. Ensure that you can be heard and that participants will not hear an echo effect. Consider the usage of headphones equipped with a speaker.
- **Make Connections:** Remember to try to connect with your audience, which can be challenging, virtually. Connect with them using quick stories or humour. Some suggestions have been included.
- **Troubleshooting:** It is okay to make mistakes or have technology issues. If you have a technology hiccup or things don't go as planned, do your best to reconnect and move forward with your lesson. The best thing you can do is be prepared by testing your internet connection and sound and video settings prior to your session!

LESSON AT-A-GLANCE

Section	Activity	Approximate Time in a 45-Minute Session	Approximate Time in a 60-Minute Session
Engage	Volunteer introductions and student engagement questions	3–4 minutes	4–6 minutes
Learn	Eatwell Guide and NCDs	6–7 minutes	7–8 minutes
	Importance of Breakfast	2–3 minutes	2–3 minutes
Apply	My Breakfast Plate	7–8 minutes	10–12 minutes
Challenge	Breakfast Menu Planning Sheet	13–15 minutes	15–18 minutes
	Menu creation	9–10 minutes	10–15 minutes
Discuss and Reflect	Share menus and reflect on learning	5–6 minutes	7–8 minutes

PROCEDURE

Engage

1. Take **1–2 minutes** to introduce yourself and Abbott to the class. Explain that you are here on behalf of Abbott’s *Future Well Kids* programme. Abbott is a global healthcare company that makes breakthrough products like medical devices, diagnostic machines, nutrition bars, and generic medications, and the company has a local presence here near them. Tell them that you are excited to help students live fuller lives through better health and teach them healthy habits that they will be able to use their entire lives. Try to share a fun fact about yourself to help the students get to know you—such as your favourite breakfast.
2. For approximately **1–2 minutes**, engage students in the upcoming lesson by asking one or more of the following open questions. These questions are intended to get students thinking about their upcoming learning experience and do not have right or wrong answers:
 - What are some of your favourite foods to eat in the morning?
 - When you are able to eat breakfast, what is your favourite thing to have?

VIRTUAL FACILITATION OPTIONS

- If students are on video and able to use microphones, allow them to offer their answers to each other.
- If students are not using video or microphones, encourage students to write their answers down to reference later.

Learn

3. Project or display the [Eatwell Guide](#) graphic and explain that every time we eat, we are making a decision that impacts our health.
4. Ask students what other decisions they make that may impact their health. Accept 2–3 answers such as: how much we sleep, saying no to drugs and alcohol, how much we exercise, etc.
5. Explain that, like these other choices, making the most nutritious food choices possible is an important part of living a healthy lifestyle. Making smart decisions about what we eat is a key to helping reduce the risk of developing noncommunicable diseases, or diseases that are not infectious or contagious. NCDs like type 2 diabetes, high blood pressure, and heart disease can result from lifestyle choices like what we eat, and they can really harm our health over time. Making nutritious food choices helps us get the nutrients we need, helps us maintain a healthy weight, and helps us reduce our risk of developing these diseases.
6. Read the five food groups in the Eatwell Guide graphic. Remind students that in order to obtain positive effects from what we eat, we should try to fit our food into the Eatwell Guide’s food groups. Explain that the sizes of each section of the plate demonstrate how our meals should be balanced. To have a nutritious and balanced diet, it is important for the food we eat *throughout the day* to roughly fit into these categories. We might not get every food group in every meal, but we can try.

7. Remind students of the saying, “Breakfast is the most important meal of the day.” Share with them some of the reasons that medical experts believe this to be true¹:
 - Skipping breakfast tells your body to conserve calories, leading to weight gain over time.
 - Eating breakfast has several benefits:
 - It jumpstarts your metabolism, so you burn more calories during the day.
 - You tend to eat more fruits and vegetables throughout the day.
 - You usually have higher calcium and protein intake throughout the day.
 - Children usually have better memory and more attention!

Apply

8. Explain to students that since breakfast is so important to overall health, there is a new healthy breakfast restaurant opening in town, and they get to create the menu! First, they are going to try to think of as many breakfast foods for each of the five food groups that they can in five minutes.
9. Direct students’ attention to the **My Breakfast Plate** handout. Give them one example of each food group that might be part of a typical breakfast:
 - Fruit and vegetables: spinach
 - Lean protein: tofu
 - Dairy and alternatives: soy milk
 - Carbohydrates (starches): wholegrain cereal
 - Oils and spreads: vegetable oil spread
10. Remind students that they may have customers who have food allergies to milk, eggs, wheat, etc. It is always a good idea to try to think of examples for each food group that don’t include common allergens if they can!
11. Set a timer for **5 minutes** and instruct students to think of as many examples of breakfast foods as they can before the time goes off and place them in the correct section. Let them know that any breakfast foods they think of that don’t fit into one of the five groups can be written down on the side of the paper.
12. Ask one or two volunteers to talk about which food groups had the most examples and which were hard to think of breakfast foods. If students are hesitant to volunteer, offer that it is probably hard to think of a lot of breakfast vegetables, because people in the United Kingdom don’t typically eat vegetables for breakfast.

VIRTUAL FACILITATION OPTIONS

- If students are in a virtual situation in which they do not have access to the handouts:
 - Display your plate handout via webcam or screenshare and talk through the steps.
 - Students can document their examples on a sheet of paper or in a shared/live document.

¹ <http://www.shakeupyourwakeup.com/why-is-breakfast-important>

HALFWAY POINT



Challenge

13. Explain that in order to create a breakfast menu for a new breakfast restaurant in town, they need to include as many foods from the five food groups as possible and to develop a menu with nutritious choices that are varied and unique.
14. Direct students' attention to the **Breakfast Menu Planning Sheet**. Note the common themes for sections they might see at a breakfast restaurant or diner. How can they incorporate the five food groups to create nutritious choices for each section of the menu?
15. Give students **10–12 minutes** to complete their planning sheets. While they are working, all volunteers should move around the classroom and provide students with brief feedback or assistance. Alternatively, if students are working in groups, a volunteer can be 'assigned' to each group to engage with students through the duration of the activity or even participate.
16. When students have finished compiling their menu items, they can use their poster board and colouring materials to create a colourful menu for the new restaurant. If you are facilitating this activity virtually, students can do this on their own or this step can be skipped.

VIRTUAL FACILITATION OPTIONS

- If students are in a virtual situation in which they do not have access to the handouts:
 - Display your planning sheet via webcam or screenshare and talk through the steps.
 - Students can document their plans on a sheet of paper or in a shared/live document.

Discuss and Reflect (Assigned Volunteer(s) _____)

17. Instruct each student or group to leave their menu on their desk. Then, invite students to walk around the room in a gallery-walk fashion to look at each other's menus.
18. To facilitate students' reflection on their experiences during the session, ask one or more of the following questions:
 - Did you notice any trends in everyone's menu choices?
 - Is it hard to plan a nutritious breakfast?
 - Are there any items you eat for breakfast now that you might choose to replace?
 - What can you add into your breakfast routine at home to have a healthier start to your day?

19. Before you leave, thank the classroom teacher and students for allowing you to join them today, and encourage them to apply what they have learned during this activity by sharing a nutritious breakfast idea with their families.

EXTENSION IDEAS FOR EDUCATORS

- Students can eat at or get a menu from a local breakfast restaurant and analyse the choices offered against the Eatwell Guide and what they have learned during this session.
- Students can create a menu that also offers lunch and dinner options, trying to ensure that the daily nutritional recommendations are met through the meal choices they offer.

UK DEPARTMENT FOR EDUCATION STANDARDS & GUIDANCE

UNITED KINGDOM

[Physical Health and Mental Wellbeing Guidance \(Primary and Secondary\)](#)

- **Healthy Eating (Primary)**

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

- **Healthy Eating (Secondary)**

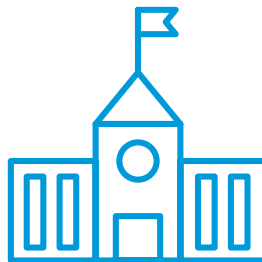
Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

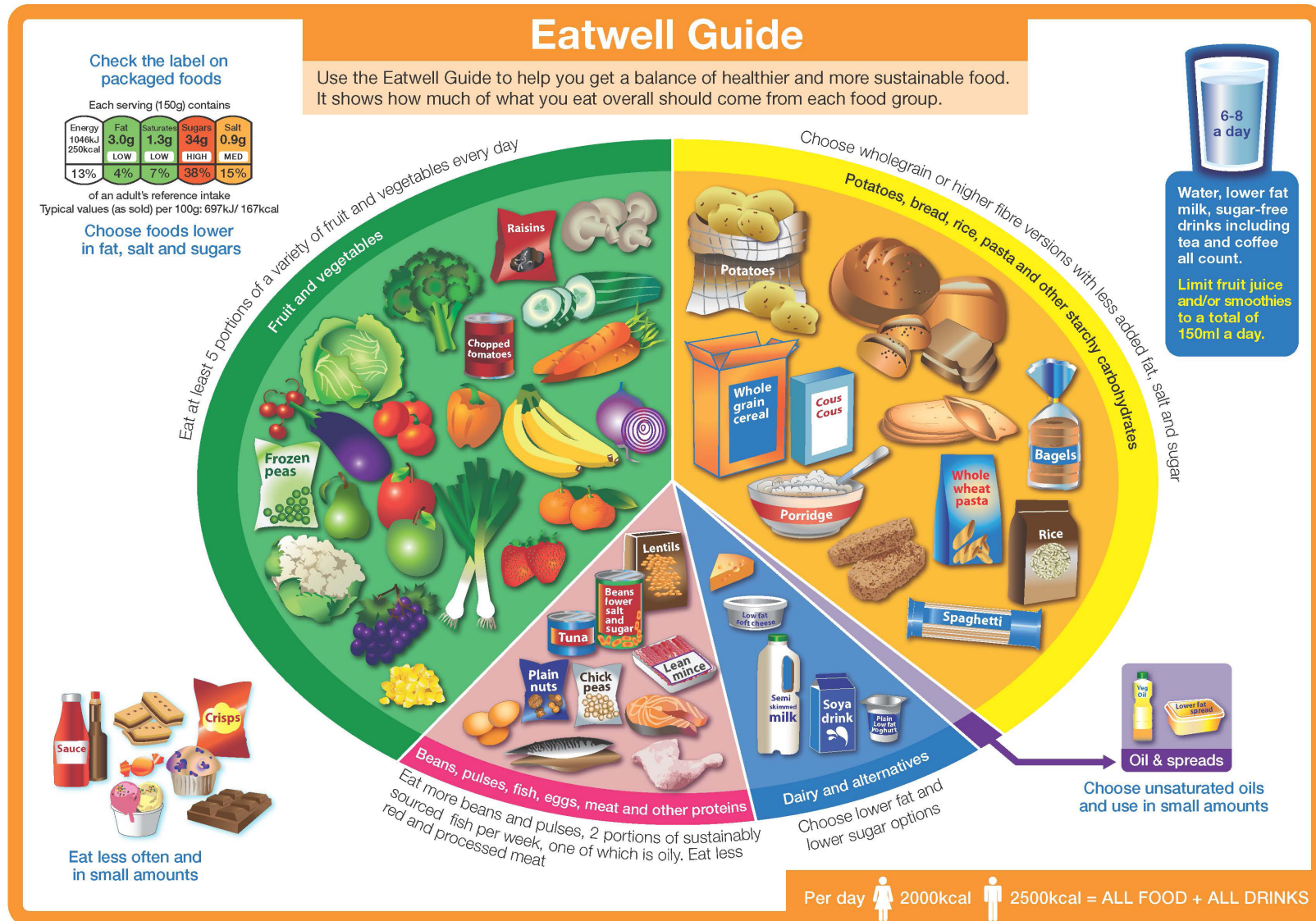
[English KS3:](#)

- Pupils should be taught to speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- Pupils should be taught to speak confidently and effectively, including through giving short speeches and presentations, expressing their own ideas, and keeping to the point
- Pupils should be taught to speak confidently and effectively, including through participating in formal debates and structured discussions, summarising and/or building on what has been said

- Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:
 - writing for a wide range of purposes and audiences, including: ...notes and polished scripts for talks and presentations...
 - summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
 - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.



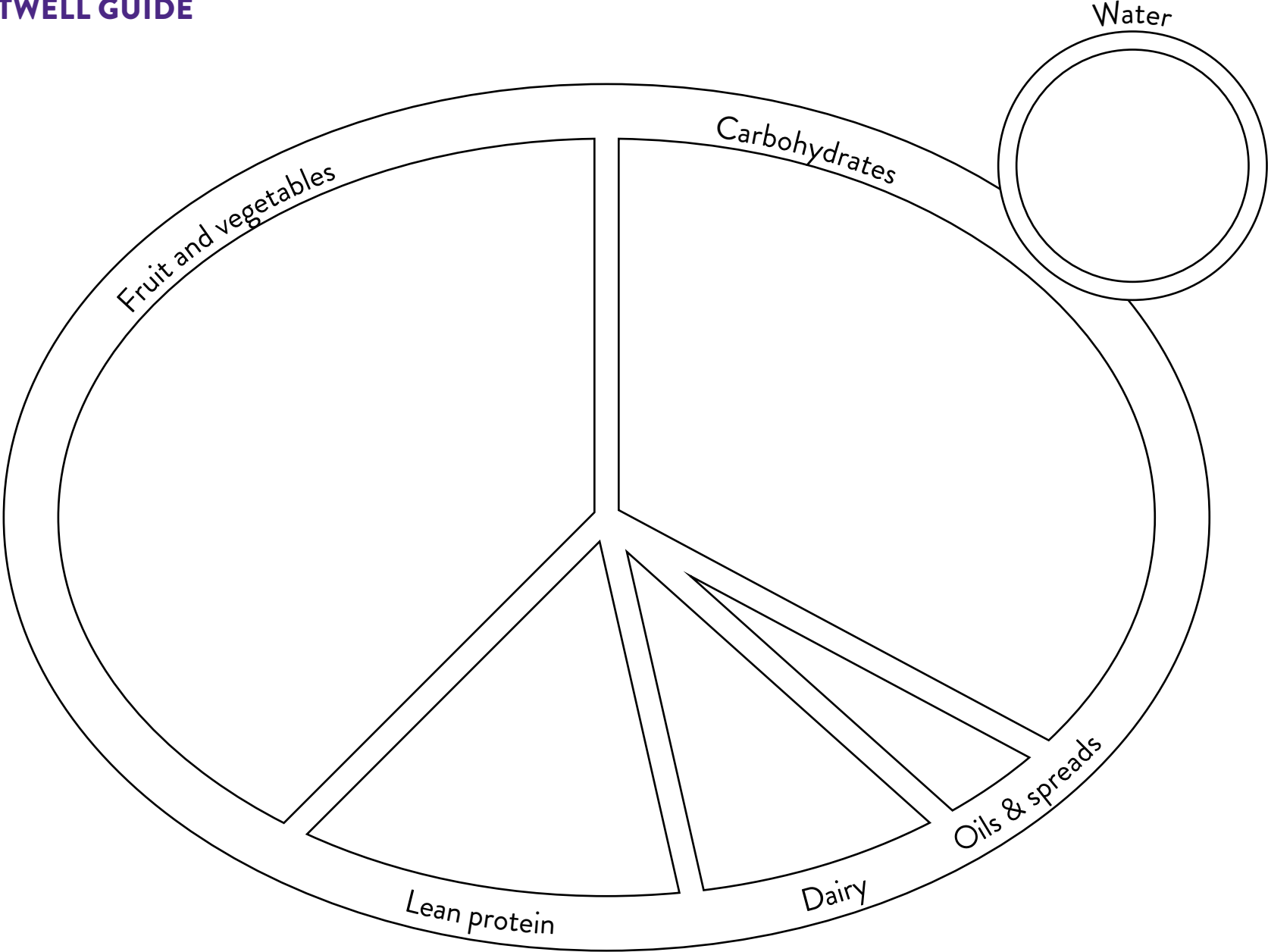
EATWELL GUIDE GRAPHIC



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

© Crown copyright 2016

MY EATWELL GUIDE



BREAKFAST MENU PLANNING SHEET

Main Entrée Section 1
Choice 1:
Choice 2:
Choice 3:



Main Entrée Section 2
Choice 1:
Choice 2:
Choice 3:



Combos
Choice 1:
Choice 2:
Choice 3:



Side Items
Choice 1:
Choice 2:
Choice 3:



Drinks
Choice 1:
Choice 2:
Choice 3:

