|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | Healthy eating | | **Delivery format** | | Primary school assembly – suitable for Key Stage 2 | |
| **Time** | Allow 30/35 minutes if delivered in one sitting.  Assembly can be adapted to deliver in 3 separate sessions (A, B and C). | | **Venue** | | Assembly/classroom | |
| **Learning Outcomes** | | | | | | |
| * What counts as 1 of your 5 a day (Session A) * What food groups should you include in your diet and why (Session B) * Recommended sugar intake (Session C) | | | | | | |
| **Resources to bring** | | | | | | |
| * Food items (examples - bananas, carrots, fruit flavoured sweets, potatoes/frozen chips, fruit flavoured yogurt, milk, cheese, eggs, tuna, pasta, bread) or drawings of food items * Jar with 13 sugar cubes in * 3x cups, fruit juice, measuring jug * Table at front of assembly to stack items on * Drawing of a food group portion sizes on a paper plate (can use Eatwell guide for reference) | | | | | | |
| **Plan of activities** | | | | | | |
| Time and topic | | Teacher Activity | | Learner activity | | Resources |
| Prior to session | | Set up table with items on at front of the assembly | |  | |  |
| **5 mins**  Introduction | | Discuss aims of session and ground rules (e.g. hands up to ask a question)  Our goal is to encourage children to make healthier food choices | |  | |  |
| **5 minutes**   1. **5 a day** | | Questions for the students:   1. How many portions of fruit and veg should we aim to eat a day? - 5 2. What counts as one portion? - Roughly enough to fit into the palm of a hand. Would one blueberry count as one of your five a day? 3. Why do we need fruit and veg in our diet? – Group discussion. | | Ask for volunteers to come up and each take a food item/ drawing of a food item.  Establish which side of the room food items that count of one of your five a day should be placed, and which side those which do not count should be placed.  Ask the children whether they think this food item counts as one of your 5 a day.  Encourage student participation, get children to shout out/ thumbs up or down/ point to which side of the stage they want the student to go to.  Any food items which are difficult to decide on, encourage discussion on why they have placed it on which side (e.g. why do chips not count as one of my five a day, are potatoes not technically vegetables?) | | Examples of correct items   * Bananas * Carrots   Examples of incorrect items   * Fruit flavoured sweets (e.g. Haribo strawberries) * Fruit flavoured yogurt (with less than 80g of fruit in) * Potatoes chips * KA fruit punch |
| **10 minutes**   1. **Food groups** | | Questions for the students:   1. What food groups have you heard of before? 2. Why do we need protein in our diet? What are some other examples of protein? 3. Why do we need carbohydrates in our diet? What are some other examples of carbohydrates? 4. Why do we need dairy in our diet? What are some other examples of dairy? 5. Of all the food groups, which do we need to eat the most of and which the least? | | Pick up each food item one at a time and encourage students to shout out which food group they think it fits into (carbohydrate, protein, or dairy).  Ask volunteers to come up to the front and label which portions on the cardboard/paper plate should be allocated to each food group. | | A food item / drawing example for protein, carbohydrate and dairy on a table at the front.  A large circular piece of paper/cardboard at the front of the assembly (already divided into portions using the NHS Eatwell Guide) |
| **10 minutes**   1. **Sugar** | | Show the students a jar with 13 sugar cubes in – explain that this is now much sugar the average child eats within a day.  Questions for students:   1. Do we think 13 sugar cubes a day is a lot? 2. How many sugar cubes should you eat a day? - Explain there’s a limit on how much sugar we should eat (5-7yr olds 5 cubes, 7-11yr olds 6 cubes/24grams)   Take out the extra sugar cubes from the jar to demonstrate how much excess sugar most children are consuming a day.  Questions for students:   1. How much sugar do you think is in a can of coca cola (9 cubes) 2. Why is too much sugar bad for you? Group discussion (discuss impact on teeth, organs and possible disease which it can cause in later life – e.g. has anyone heard of diabetes before?) 3. Can you think of any healthy snack alternatives to chocolate/sweets/fizzy drinks 4. Does anyone know what a sugar rush is? | | Get students to show on their fingers (holding their arms in the air) how many sugar cubes they think they are allowed a day/ are in a can of coca cola.  Explain that fruit juices and smoothies can contain a lot of hidden sugar. We should be drinking no more than a 150ml glass per day. Get 3x volunteers to come up to the front and pour out what they think 150ml of juice is into a glass. You can encourage the other children to shout out ‘stop’ when they think the volunteer has reached 150ml. Then pour the cup of juice into a measuring cup to see how close they were to 150ml. | | Transparent jar with 13 sugar cubes in.  Measuring jug, 3x cups, fruit juice. |
| **5 minutes**  **Rounding up / Quiz** (if using real food items – can get those who answer questions correctly to pick a food item from the front) | |  | | Q1. Can anyone remember what the maximum amount of sugar we should be having in a day is?  Q2. Apart from fruit and veg can anyone remember what the other 3 food groups we discuss were today?  Q3. What is something you have learned today?  Q4. Is anyone going to change their eating habits after this learning?  Q5. Any further questions? | |  |
| **Additional information** | | | | | | |
| If delivering in 3 separate sessions, use the introduction time to discuss   * What was learnt in the previous session? * Has anyone changed their eating habits/choices based of the previous session? | | | | | | |