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| **Topic** | Healthy eating – vitamins and minerals  | **Delivery format** | Primary school assembly – suitable for year 4-6 students (55 students |
| **Time** | 25-30 mins  | **Venue** | Assembly/classroom |
| **Learning Outcomes**  |
| * What are vitamins/minerals and what are their roles? (Part A)
* Healthy Snack alternatives (Part B)
* How to make smart food swaps? – how to read food labels
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| **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
* “Trump cards” – healthy food swaps
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| **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  | Our goal is to encourage children to make healthier food choices Discuss aims of session and ground rules (e.g. hands up to ask a question)  |  |  |
| **5 minutes recap**1. **Vitamins/minerals and a balanced diet**
 | Questions for the students:1. **What happens when we don't eat?** If we don't eat, we feel hungry; our bodies need food and drinks to stay alive.
2. **What happens when we eat**: Food and drinks keep us energised, alive, etc.
3. **What is in food that causes this**: nutrients (explanation provided) - Vitamins and minerals are examples of nutrients.
4. **Can you give some examples of vitamins and minerals**

**Recap of Eatwell guide** **Marcus Rashford as an example**  |  | * Cut out of vitamins with roles on other side

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| **5 mins – vitamins and minerals**  | We’re focusing on four vitamins Calcium – “strong bones”Vitamin A – night vision Vitamin C and E – immune system | Do we need to take supplements to get our daily vitamins and minerals?What does the vitamin/mineral do?What foods are these vitamins found in? |  |
| **5 minutes****Healthy Snack alternatives** |  | “Top trumps” for healthy snack alternatives |  |
| **5 minutes****Food swaps – how to read food labels** | Explain to children how to read food label and what the colours mean – e.g. traffic light system | For small groups – can share different food package and labels of range of healthy foods/unhealthy foods to compare |  |
| **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) | *Recap key points*  | * Is anyone going to change their eating habits after this learning?
* What is something you have learned today?
* (If time) Any further questions?
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| **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?
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