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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 | | | | | | |
| **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 | | | | | | |
| **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 |
| **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? | |  |
| **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? | | | | | | |