

## Planning and evaluating a healthy breakfast menu Strand: Food, health and culinary skills, Responsible family living

### Learning outcomes in focus

#### Students should be able to:

**1.2** plan, prepare, cost and evaluate healthy nutritious individual and family meals and snacks

**1.6** using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family

**1.9** recognise the importance of nutrition and diet in contributing to health and wellbeing

**1.12** investigate the nutritional requirements at each stage of the lifecycle

**2.5** assess the importance of making informed and responsible decisions in everyday life

### Learning intentions

#### We are learning to/I can:

- design a breakfast menu using menu layout
- apply the healthy eating guidelines
- evaluate their designed breakfast against the healthy eating guidelines
- develop a list of practical steps that makes it easier for a school aged teenager to have a healthy breakfast each day

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## Task

Design and evaluate a healthy breakfast menu for a school aged teenager

## Teaching and learning context

This task was given to students after learning about breakfast and planning breakfast menus and three classes on the food groups, food pyramid and healthy eating guidelines. They understand the format of a breakfast menu, and ensuring the menu is balanced.

## Elements

Individual and family empowerment  
Health and wellbeing

## Success Criteria

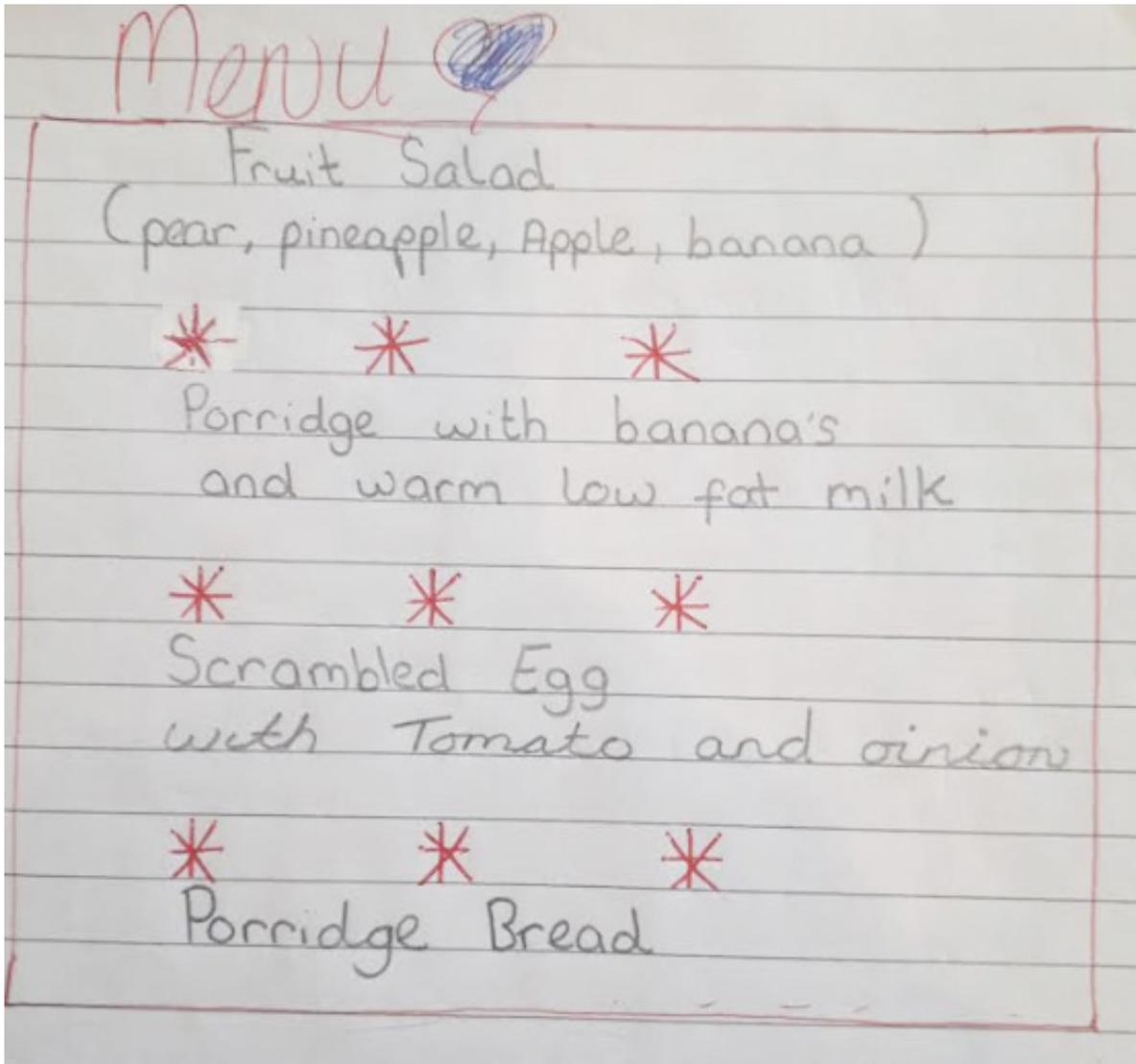
### I can

- SC1** Design a balanced breakfast menu for a school going teenager using menu format
- SC2** Evaluate the prepared menu using the healthy eating guidelines
- SC3** Recommend some practical steps that will encourage school aged teenager to have a healthy breakfast each day

## Conditions

The task will be discussed in class with work being completed at home by the students individually. The students may use the internet to research for this task.

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How to encourage students 14-11-18  
to eat a breakfast.

If your having toast you should  
leave out the toaster and  
leave the bread beside the  
toaster.

OR

If your having cereal leave  
~~out~~ the cereal, spoon and bowl  
and then get the milk in the  
morning

OR

If your having anything else  
do the same.

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Evaluate Menu  14-11-18  
My menu has guideline 2 because I have different coloured fruits eg pear, pineapple, apple, and banana.

My menu has guideline 1 because I gave more than 1 option of food.

Guideline 8 is true because you have to drink water incase you get dehydrated

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### Teacher feedback

- SC1** The student created a balanced breakfast menu using appropriate menu format. The work could be improved by indicating how the tomatoes and onions are to be cooked in the main course of the breakfast and by including a drink in the menu.
- SC2** The student has linked some foods in the menu to a number of healthy eating guidelines but has not clearly identified which of the healthy eating guidelines for a school aged teenager that they have followed. The work could be improved by naming the healthy eating guidelines for a school aged teenager and explain the importance of following the healthy eating guidelines. The evaluation is quite limited.
- SC3** The student has identified some steps around the preparation of food and utensils to make it easier for a school aged teenager to eat/have breakfast.

**Overall judgement:**  In line with expectations