

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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Breakfast Menu for a school aged Teenager

Menu

Fruit bowl with natural
yoghurt on top
(apple, banana, pineapple, melon)

* * *

Wheatabix with cold milk
and raspberries

* * *

Grilled sausages, baked
beans with scrambled egg

* * *

Slice of brown bread with
low fat butter

* * *

Tea

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Healthy Eating Guidelines

Eat a wide variety of food

I had this guideline in my menu as I had

- A fruit bowl which is part of the Fruit+veg food group.
- Wheatabix and brown bread which are part of the Grain food group.
- Yoghurt and milk which are part of the Dairy group.
- Sausages and beans which are part of the Protein food group.

Increase Fibre Intake

I had this guideline in my menu as I had foods such as brown bread and wheatabix which both have fibre in.

Decrease Saturated Fat Intake

I had this guideline in my menu as instead of using normal butter I used low fat butter which is the healthier choice because it has less fat in it.

Decrease Sugar Intake

I had this guideline in my menu as I didn't have jam, sugar-coated cereal or a fruit juice which all have a high amount of sugar in them.

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Steps to encourage students to eat Breakfast

- If you are going to have cereal leave your bowl, spoon and the box of cereal out the night before so they're ready when you get up.
- If you're going to have something like a fruit bowl, chop up the fruit the night before and leave them in a bowl in the fridge.
- Decide before you go to bed, what you are going to have because sometimes it can take a long time to make the decision.
- Don't eat just before you go to bed so you are hungry enough to eat in the morning.
- Choose a different healthy breakfast for each morning so you don't get tired of eating the same thing every day.
- Have a breakfast that's quick and healthy so that you have enough time to eat it and not be rushing.

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Teacher feedback

- SC1** The student created a balanced breakfast menu using appropriate menu format.
- SC2** The student has stated the healthy eating guidelines and stated how their menu follows the guidelines and has made reference to the food groups. The work could be improved by explaining the importance of each of the guidelines they have used, e.g. including the food groups in each meal, the function of fibre, decreasing your sugar intake and or including other areas specific to teenagers such as calcium or iron. The interpretation of the healthy eating guidelines is not specific to school aged teenagers in advising a decrease in saturated fat intake.
- SC3** A list of practical steps which would make it easier for a school aged teenager to have a healthy breakfast has been created.

Overall judgement:  Above expectations