



PDHPE

Stage 1

Nutrition- Brekky bites

Activity context

This activity has been developed to support the Personal Health Choices strand and focuses on healthy eating. This activity focuses on the importance of having breakfast.

A good breakfast provides the nutrients that students need to start their day off right. Studies show that children who eat a healthy breakfast do better in school than children who do not.

This resource supports the *Crunch & Sip*® resource for Stage 1.


Syllabus links:

PHS1.12 Recognises that positive health choices can promote well being

- talks about different foods that keep them healthy

DMS1.2 Recalls past experiences when making simple decisions

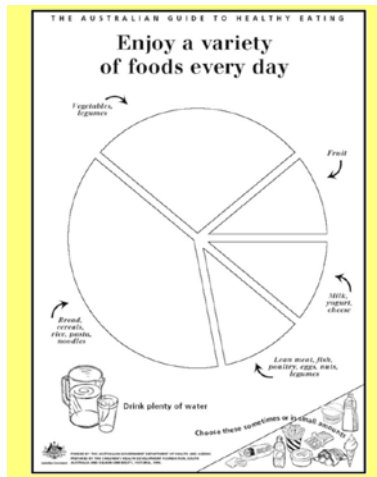
- classifies foods according to their sources e.g. vegetable, meat, dairy and fruit.

Notebook page	Activity
<p>Why is breakfast important?</p> 	<p>Ask students why they think it is important to eat breakfast. Record responses on the board.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • it 'breaks the fast' • stops me feeling hungry • will give me energy they need to do well and participate in all of the activities at school • it is made up of a variety of food groups and will help me to concentrate in class • give them energy to play. <p>Discuss the different food groups as identified in the <i>Australian Guide to Healthy Eating</i>.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • what are breads and cereals? • what did you have for breakfast that may fit in this group? • what are dairy products? • what did you have for breakfast that may fit in this group? • what are meats? • what did you have for breakfast that may fit in this group? • What foods may fit into the other category? • what did you have for breakfast that may fit in this group? • do you think you had a good balance of foods from each group? Why or why not?

What do you have for breakfast?

bread/cereal	dairy	meat	other

Record a summary of the different foods the students eat for breakfast on the board.



Where do these foods fit on the *Australian Guide to Healthy Eating* plate?

Allow student to take turns in recording the foods from the previous slide on the plate.

Discuss the students' decisions.

Ask students:

- do all foods fit exactly into the plate? Why or why not?

Class breakfast

what to eat	where	utensils	cleaning up

Tell the students that they are going to plan and hold a class healthy breakfast. Ask students what needs to be decided before they can begin planning. Decisions to be made could include:

- what to eat (the menu)
- where to have the breakfast
- the utensils needed
- cleaning up.

Discuss with students the different options for each decision and record agreed responses on the chart.

Date, venue and resources as agreed by the class.

Assessment strategies:

The teacher:

- observes and annotates on student understanding of a the importance of eating breakfast and what foods make up a healthy breakfast.

Assessment criteria:

The student:

- understands the importance of eating a healthy breakfast
- identifies healthy and unhealthy foods.

These criteria relate to outcomes and PHS1.12 and DMS1.2

The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.

