

## 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

Planning and evaluating a healthy breakfast menu

Strand: Food, health and culinary skills, Responsible family living

## 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.

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

Design a menu for a school aged teenager.

## Breakfast Menu Menu

Banana + Strawberry  
Smoothie

\* \* \*

Wheatabix with low  
Fat Milk

\* \* \*

Smoked Salmon  
with  
Scrambled Eggs

\* \* \*

Porridge Bread

\* \* \*

Green Tea

Planning and evaluating a healthy breakfast menu

Strand: Food, health and culinary skills, Responsible family living

## Healthy Eating Guidelines

- **H.E.G** = Increase fibre intake - eat more

I am following this H.E.G because I have wheatabix and Porridge bread on my breakfast menu.

- **H.E.G** = Eat a wide variety of food - choosing the correct amounts from each food group.

I am following this H.E.G because I have a wide variety of types of food from each food group. I have bananas and strawberries from the fruit and vegetables group, I have wheatabix and Porridge bread from the Grains group, I have smoked Salmon and scrambled eggs from the Protein group and I have Low fat Milk from the Dairy group.

- **H.E.G** = Decrease sugar intake - eat less

I am following this H.E.G because I don't have any sweets, fizzy drinks or jam on my breakfast menu.

- **H.E.G** = Decrease salt intake - eat less.

I am following this H.E.G because I don't have any bacon or taytes on my breakfast menu.

Planning and evaluating a healthy breakfast menu

Strand: Food, health and culinary skills, Responsible family living

- Steps to encourage students to eat a Breakfast Each Day.
- Decide what you want to have for breakfast the night before.
  - Leave out your bowl/plate and the cutlery you'll be using for breakfast the night before.
  - Make sure the table from where you'll be eating your breakfast is tidied, and cleaned the night before so you won't have to tidy it the next morning when you'll be eating your breakfast.
  - Have your bowl/plate and the cutlery you'll be using for breakfast cleaned the night before.
  - Try to get up earlier in the morning (only if you're getting up late) so you don't have to rush eating your breakfast.
  - H.E.G** = Eat lots of different coloured vegetables, salads and fruit.
- I am following this H.E.G because I have bananas and strawberries on my breakfast menu. Bananas are yellow and strawberries are red.

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

## Teacher feedback

- SC1** This student has created a balanced menu using menu format.
- SC2** The student stated and elaborated on how their menu follows the healthy eating guidelines. The work could be improved by providing a more detailed evaluation of the menu using the healthy eating guidelines for a school aged teenager.
- SC3** The student has provided practical steps that will make it easier for a school aged teenager to eat/have a healthy breakfast each day.

**Overall judgement:**  Above expectations