



# The Eatwell Lunchbox

**delivery notes**

KS2 Primary (Ages 7-11)

# Welcome to Bake the Most of Life

At Warburtons we know how important family values are. Our family is a team connected by common goals and pride in everything we create. So, we are making it our mission to invite young people of all ages and backgrounds to 'break bread' with us and share our family experience.

Bake the Most of Life is a teacher-led programme that aims to help nurture the health, skills and confidence of young people so that they can grow and succeed, and then spread that same energy outwards to their own families and communities.

## LESSON SUMMARY:

The Eatwell Lunchbox lesson will help you teach the importance of healthy eating habits. Children will be introduced to the importance of a balanced diet and share their journey with their families. The activities are linked to the PSHE and science curricula giving you everything you need to help your pupils 'Bake the Most of Life!'

**Suggested timing:** 60 minutes, plus optional extension tasks

**Activities:** The activities can be used flexibly, according to the time you have, and could also be split over more than one lesson to allow more in-depth exploration of the issue.

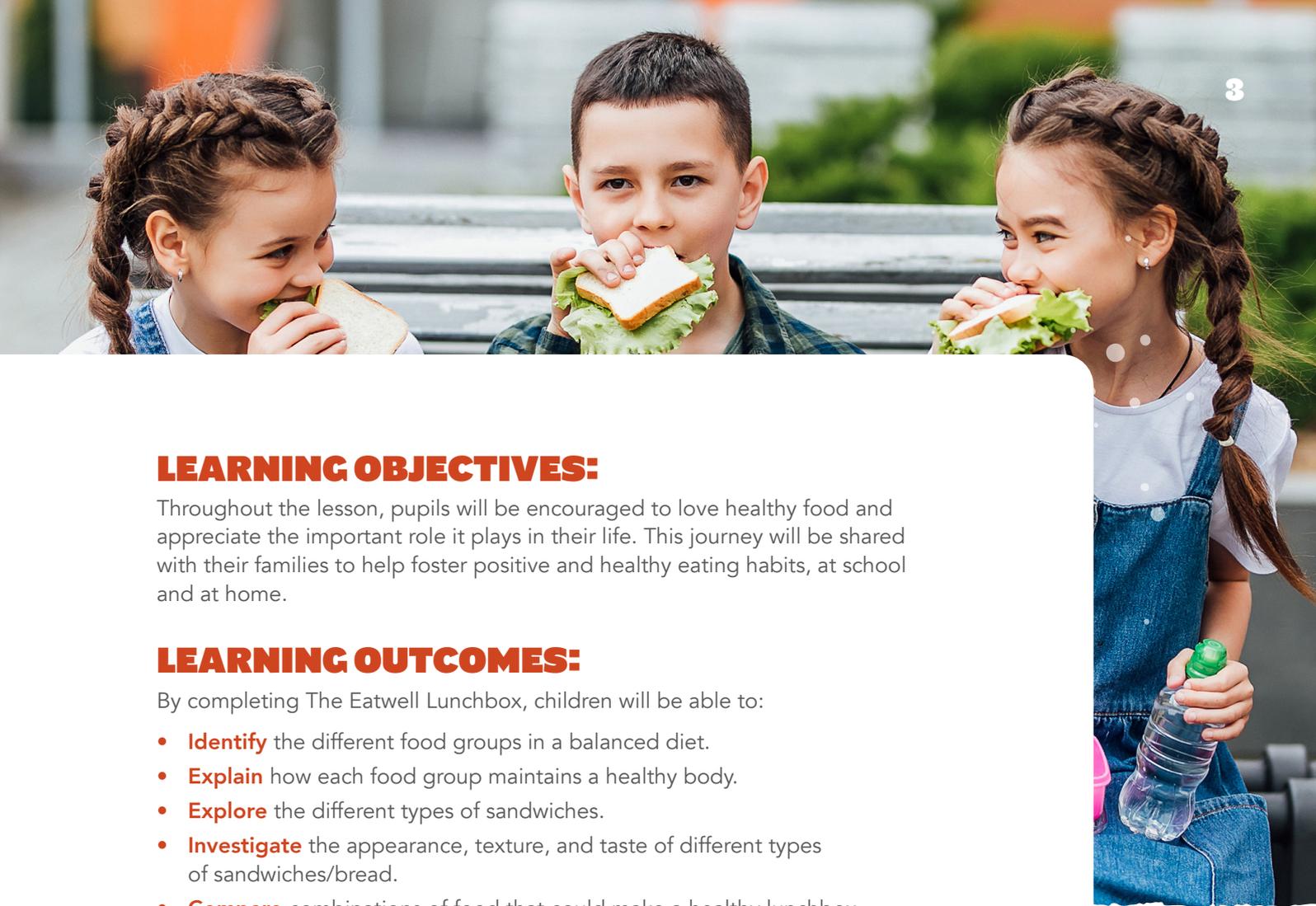
**Preparation:** The facilitator should familiarise themselves with all the resources required for the session prior to delivery. They should also ensure that the room has a whiteboard or a screen and projector to enable the use of the presentation, all activity sheets are printed, and the class are organised into small groups or pairs, (in preparation for discussion tasks and activities within the session).

### Resources:

- Delivery Notes
- PowerPoint Presentation
- Activity Sheet 1
- Activity Sheet 2
- Family Food Stories Questionnaire Homework Sheet
- Activity Sheet 3



Teachers,  
we knead you!



## LEARNING OBJECTIVES:

Throughout the lesson, pupils will be encouraged to love healthy food and appreciate the important role it plays in their life. This journey will be shared with their families to help foster positive and healthy eating habits, at school and at home.

## LEARNING OUTCOMES:

By completing The Eatwell Lunchbox, children will be able to:

- **Identify** the different food groups in a balanced diet.
- **Explain** how each food group maintains a healthy body.
- **Explore** the different types of sandwiches.
- **Investigate** the appearance, texture, and taste of different types of sandwiches/bread.
- **Compare** combinations of food that could make a healthy lunchbox.
- **Create** their own original healthy lunch box containing all the nutrients a human body needs for a day of activity.

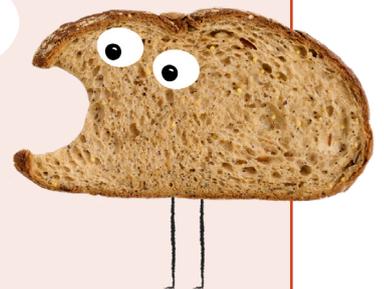
## STARTER: 5 minutes

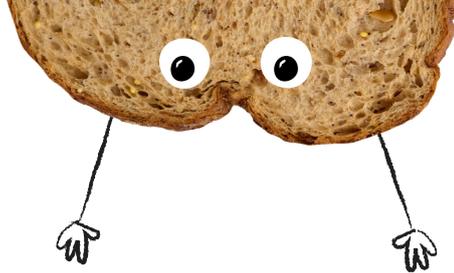
Introduce **slides 1–4** of the **PowerPoint presentation**.

- Explore learning outcomes and overview of the session.
- Ask children to provide feedback to the question: *Why do we eat lunch?*
- Ensure children understand that food provides **energy** which we need for activities such as growth, repairing of cells, and movement, to name a few.\*
- Children may think of other reasons why we eat lunch, including; to spend time with their families, to take a break or to 'recharge.' There is no right or wrong answer. Encourage them to discuss and share their ideas.

**\*NOTE:** Some children may have pre-existing knowledge of respiration as the chemical reaction for making energy. If this is the case, this process can also be discussed in the introduction. (It will however not be a primary focus of the session).

Why do we eat lunch?





## Main activities: 45 mins

### Activity 1

#### ALL ABOUT BALANCE 10 minutes

Introduce slides 5–15 of the PowerPoint presentation.

- Read information about the five main food groups and how they help the body.
- Ask children to complete **Activity Sheet 1** which requires young people to complete a table with each one of the five food groups, as well as provide an example of a type of food, the benefit it has on the body, and a picture. (An example shall be given to model how to complete the sheet. Bread will be given as the example so that regardless of ability or success in the task, children are still exposed to the same information that bread is an example of a carbohydrate which is needed for long lasting energy).
- Discussion points: Why do we eat different amounts of each food group? What might happen if we only ate one food group? Explain your answers.
- Feedback as a group ensuring to explain that it is all about balance.

**NOTE:** Some children may have pre-existing knowledge of the food pyramid as well as the healthy eating plate. Therefore, these can be discussed during the activity or they can be shown on slide if it is new content for young people.

### Activity 2

#### SPOT THE DIFFERENCE 15 minutes

Introduce slides 16–21 of the PowerPoint presentation.

- Read information about popular sandwiches throughout history.
- Introduce children to different sandwiches and get them to discuss similarities and differences, the classic BLT or newly added MLT (mushroom, a vegan option), a chip butty, prawn sandwich, falafel wrap, ...etc.
- Discussion points: Which sandwich do you think is the healthiest? Why? Which sandwich do you think is the least healthy? Why do you think sandwiches are a popular choice in a packed lunch? Do you notice any similarities between healthier sandwiches and their appearance? Can different bread choices make a difference to our health?
- Ask children to complete **Activity Sheet 2** which is an observation task where children comment on the appearance, feel and taste of breads.

**NOTE:** Activity Sheet 2 will have two options to complete the task. The school-based activity involves children investigating different types of bread, taste and touch however are not included for health and safety reasons. Children observe appearance and nutritional value of different types of bread products, (white, brown, Half white Half wholemeal, seeded, multigrain, high protein, gluten free), and record the similarities and differences. The other option is a distance learning task where children answer questions about a sandwich of their choosing.



### Activity 3

## DID YOU KNOW? 10 minutes

Introduce slides **22–29** of the PowerPoint presentation.

- Read through the different ways a lunchbox can be healthy and delicious.
- Ask children to create a 'green finger' diagram by drawing around their hand and writing five points in each finger about the ways to make a packed lunch healthy and delicious.
- Discussion points: In order to get a balanced lunch that includes all five food groups, it is likely that your packed lunch will contain more than just a sandwich. What other foods would be good to accompany a sandwich in a healthy lunchbox?

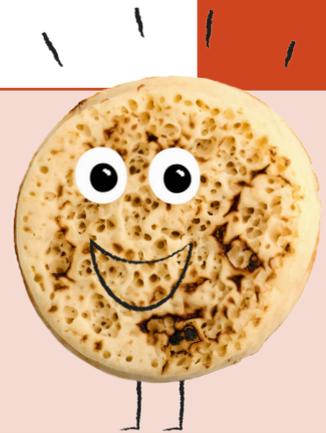
**NOTE:** If children require support for the 'green finger' diagram then slides can be viewed again to assist with the task, however, for additional challenge the information can be removed entirely so children must use just their memory to complete.

### Activity 4

## DESIGN YOUR EATWELL LUNCHBOX 10 minutes plus homework activity

- Introduce slides **30–32** of the PowerPoint presentation. Excite pupils that they are about to put all their learning into practise and create their own Eatwell Lunchbox using Activity Sheet 3.
- **Slide 32** (What is an Eatwell lunchbox?): Pupils must ensure their lunch is healthy and special to them to be successful. Use the prompts on the slide as a checklist.
- Give pupils the **Family Food Stories Questionnaire**. Read it as a class. Pupils will take this home and collect stories or family recipes to include in their Eatwell Lunchbox. If there's time, pupils could have a go at filling this out based on what they know.

**Don't forget to check the Warburtons website for competitions and challenges to complement the lesson. Your pupils could have the chance to win great prizes!**



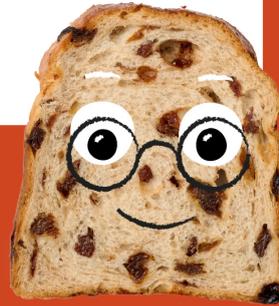
## PLENARY: 10 minutes

Introduce slides **33–36** of the PowerPoint presentation.

- Undertake quiz to recap the content that has been covered in the session.
- Revisit learning outcomes to ensure children feel confident with their learning.
- Explore how to enter the competition and the success criteria.

**NOTE:** The quiz could be carried out in small groups or individually on mini whiteboards.

What have we found out today?



## More food for thought...

### EXTENSION/HOMEWORK IDEAS:

- Children could create a weekly timetable planning what they will have in their lunchbox every day of the school week.
- Children to use a computer to research a food that is produced in their local area and evaluate the benefits this could have to their everyday lunchbox.
- Children could attempt the rainbow lunchbox, where they must include as many different coloured foods into their lunchbox.
- Children could create a poster to teach KS1 children about healthy eating.
- Children could try creating an environmentally friendly lunchbox whereby they consider...
  - different ways they could travel to the supermarket to save energy such as public transport or better yet, walk or cycle.
  - foods that are primarily sourced locally to reduce environmental damage of transporting goods.
  - introducing options that are vegetarian to reduce meat intake, as red meat has a large impact on the environment.
- Children could visit different supermarkets and count the shops that have the most products for healthy lunch options.



## SUPPORT:

- **Activity Sheet 1** can be carried out on a sheet, or to make more challenging, children can complete before reading PowerPoint information, or not given the activity sheet at all – asking them to create spider diagrams for the food groups by reading the information on their own.
- **Activity Sheet 2** could be supported for lower ability children by providing a word bank to help provide possible describing words. An example could be tough, fragile, salty, grainy, springy, spongey, pale...etc.

## CURRICULUM LINKS:

### PSHE Programme of study KS2

*Healthy lifestyles (Physical wellbeing)*

- H1. How to make informed decisions about health
- H6. Healthy eating\*

### \*SRE New Guidance 2020

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals

### Science Programme of Study KS2

*Working scientifically*

- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

*Animals, including humans*

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (From KS1)
- Recognise the impact of **diet**, exercise, drugs and lifestyle on the way their bodies function



**WarburtonS**