



LIFE SKILLS

WELLBEING AND NUTRITION >

Session plan

AT A GLANCE >

This session explores healthy eating: what it means, how young people can be healthy and why it's important. Learners will find out about the positive and negative impacts dietary choices can have on their physical and mental wellbeing. They will also design and present their own balanced meal. This content has been made in partnership with Tesco.

Please note: using these materials may help to evidence learners' achievements for the qualification; however, it is a centre's responsibility to ensure all evidence produced meets the required learning outcomes and assessment criteria.



LLN OPPORTUNITIES

- ✓ Presenting to a group
- ✓ Reading, understanding and applying information



MATERIALS

- ✓ Wellbeing and nutrition PowerPoint presentation
- ✓ Computers with internet access
- ✓ Eating the rainbow template
- ✓ Optional worksheets



QUALIFICATION OPPORTUNITIES

- ✓ Wellbeing - Healthy Eating
- LOs: Understand how a balanced diet contributes to a healthy lifestyle;
Be able to review own healthy eating practices

LEARNING OUTCOMES >

- ✓ Know what a balanced diet is and its benefits
- ✓ Understand how diet can affect physical and mental wellbeing
- ✓ Know how to have a healthier diet

ACTIVITIES >

ACTIVITY	TIME	PAGE
<u>Introduction</u>	5-10 minutes	<u>03</u>
<u>How to eat healthily</u>	15 minutes	<u>04</u>
<u>Eatwell guide</u>	15 minutes	<u>05</u>
<u>Wellbeing</u>	10 minutes	<u>07</u>
<u>Eating the rainbow</u>	30-40 minutes	<u>08</u>
<u>Wrap up</u>	5 minutes	<u>09</u>
<u>Optional: Food diary</u>	Dependent	<u>10</u>

ICEBREAKER >



TIME REQUIRED

5-10 minutes



MATERIALS

- ✓ Wellbeing and nutrition supporting presentation

ACTIVITY STEPS >

1. Introduce the session by telling the learners you will be exploring what healthy eating looks like and the impact it can have on your wellbeing.
2. Ask the learners, in pairs, to discuss what 'diet' and 'wellbeing' mean. Encourage them to share their thoughts with the rest of the group.

Suggested answers (also on slide 2 of the supporting presentation):

- **Diet:** The food or drink that you consume on a regular basis. It comes from the Greek word 'diaita', meaning 'way of living'. Your learners may suggest that 'diet' is also associated with weight loss, you will want to make it clear that this is not the meaning you will be focusing on.
- **Wellbeing:** The World Health Organisation (WHO) describes wellbeing as "A positive physical, social and emotional state... [in which] basic needs are met [and] individuals have a sense of purpose".

3. Now, ask the learners if they have ever heard of the term 'balanced diet'. Encourage them to share their thoughts, and if they're not sure, try and elicit a response from them based on the word 'balanced'.

Share the definition with the group (also on slide 3):

A balanced diet is a diet that contains different foods in certain quantities and proportions. It is scientifically proven that diet affects our emotional and physical wellbeing. So, a balanced diet ensures that we eat the right amount of proteins, minerals and vitamins to nourish our body and mind.



HOW TO EAT HEALTHILY >



TIME REQUIRED

15 minutes



MATERIALS

- ✓ Computer(s) with internet access



QUALIFICATION OPPORTUNITIES

- ✓ Outline the main components of a balanced diet

ACTIVITY STEPS >

1. Ask the learners to think of and share any tips people could follow to have a healthy diet. Suggested answers:
 - Have balance in your diet
 - Eat food that will give you energy and the right nutrients
 - Eat foods that are all the colours of the rainbow
 - Keep everything in moderation
 - Stay hydrated
 - Plan and share meals
 - Keep physically active – break exercise into bitesize chunks
2. Complete Tesco's short e-learning module 'Healthy eating advice'. You can either do this as a class, or if you have enough computers, the learners can do this individually or in pairs. Please use this link: <https://learning.elucidat.com/course/5d6534940af4a-6094fb6a03dc4>.

If you do not have internet access during the session, you may want to go through the module beforehand and share key information with your learners.
3. After the e-learning module has been completed, have a group discussion about what has been learnt. You could ask:
 - Was there any information/advice that you did not know beforehand?
 - Are there any tips you are going to try and incorporate into your lives?
 - Were there any words or points you did not understand?
 - Was there a piece of information/advice that you think is really important? Why?

OPTIONAL EXTENSION

Play this video which further explores the 5 food groups and the effects of not having a balanced diet: <https://www.nutrition.org.uk/healthyliving/healthydiet/eatwellvideo.html>

Using information from the video, learners should create a poster with the title 'Quick tips on staying healthy in your body and mind' or something similar. These posters could be displayed in your setting's canteen or another communal area.

Suggested tips include: Drink 6-8 glasses of water a day, eat 5 portions of fruit and vegetables a day, start the day with breakfast

EATWELL GUIDE >



TIME REQUIRED

15 minutes



MATERIALS

- ✓ Wellbeing and nutrition supporting presentation
- ✓ Whiteboard/flipchart
- ✓ Nutrients worksheet and crib sheet (optional)
- ✓ Pens and paper



QUALIFICATION OPPORTUNITIES

- ✓ Outline the main components of a balanced diet
- ✓ The benefits of eating a balanced diet
- ✓ Give examples of what should be avoided in a balanced diet

ACTIVITY STEPS >

1. Tell the learners that the different food groups are:
 - Fruit
 - Vegetables
 - Proteins
 - Grains
 - Dairy
2. Explain that the government offers recommendations on how much of each food group people should eat to have a healthy, balanced diet.
3. Show the learners slide 4 of the supporting presentation. Explain that the government's advice has recently changed. The Eatwell Plate is on the left, but it was recently updated to the Eatwell Guide on the right. Ask the learners if they can spot the differences between the two recommendations - what has changed? You may want to print this slide so they can look closely.

Suggested answers:

- Knives and forks were removed so it was clear the advice wasn't for each meal but people's overall diet
- Updated and resized food group segments to consider government recommendations on environmental sustainability, e.g the pink segment is called "Beans, pulses, fish, eggs, meat and other proteins", highlighting the contribution that non-meat sources make to the proteins
- High fat, salt and sugary foods have been removed from the purple section as they are not needed in a healthy diet and should not be eaten regularly
- New hydration message recommending the best drinks to choose
- Additional information on the traffic light system to help people choose healthier foods
- Portion sizes are clearly mentioned

4. Ask the learners if they know the benefits of eating any of the food groups included in the Eatwell Guide. Discuss this as a group. You may want to encourage the learners to record any correct/relevant answers on paper and you could also record them on a whiteboard/flipchart, as this information may come in handy later on.

Suggested responses:

- Fruit and vegetables are a fantastic source of fibre (if eaten with the skin on), as well as vitamins and minerals. Eating a rainbow of colours helps to get the full benefit of vitamins and minerals
- Proteins help to not only keep us feeling full for longer but also keep our bones healthy
- Dairy is a great source of calcium and protein
- Grains are a great source of protein, fibre, vitamins and minerals and an essential part of the diet for vegetarians and vegans

OPTIONAL EXTENSION

If you would like your learners to delve into the detail about nutrients, they could complete the Nutrients worksheet. They may need books or the internet to help them complete this task. The answers are in the Nutrients crib sheet.



WELLBEING >



TIME REQUIRED

10 minutes



MATERIALS

- ✓ Computer with internet access

ACTIVITY STEPS >

1. Explain that evidence suggests that food doesn't just affect our physical health but also our moods and how we feel. If we improve our diet, this will help us to:
 - Improve our mood
 - Increase our energy
 - Think more clearly
 - Feel positive about ourselves and life
2. Tell the learners that physical and mental wellbeing are intrinsically linked as the brain sends signals down to the parts of the body, which result in symptoms.
3. Play the learners this video which explains how food can help manage your mood: <https://www.youtube.com/watch?v=CSHO9VdVRfg&t=2s>
4. Encourage learners to recap what they have watched by asking, what different things happen when you don't eat or drink water regularly?

Suggested responses:

- Become irritable
- Become tired and sleepy
- Energy levels dip
- Can't concentrate
- Can't think clearly

Explain to the learners that these side effects highlight how what you eat and drink, affects how you feel/your wellbeing and not just your physical health.



EATING THE RAINBOW >



TIME REQUIRED

30-40 minutes



MATERIALS

- ✓ Wellbeing and nutrition supporting presentation
- ✓ Eating the rainbow template



QUALIFICATION OPPORTUNITIES

- ✓ Outline the main components of a balanced diet
- ✓ The benefits of eating a balanced diet
- ✓ Give examples of what should be avoided in a balanced diet

ACTIVITY STEPS >

1. Tell the learners that they will be designing and presenting a dish that shows the key parts of a balanced diet. Their dish should be as colourful as possible, providing a breakdown of all the nutritional benefits and ingredients. Encourage them to include as many “mood-enhancing” foods or superfoods as they can.
2. The learners can use the Eating the rainbow template to help with this activity. If working towards the qualification, you may want to use this to help evidence your learners’ understanding of the assessment criteria.
3. When completing this task, the learners may want to refer to the Eatwell Guide to ensure their dish is balanced. If they have access to the internet, these websites may also be useful:
 - Explore Food: <https://explorefood.foodafactoflife.org.uk/> where you can generate nutritional labels and see the nutritional value of food and drink
 - NHS: <https://www.nhs.uk/live-well/eat-well/> which covers all the food groups, Eatwell Guide and government advice
 - British Nutrition Foundation: <https://www.nutrition.org.uk/healthyliving/healthydiet.html> which provides information on food groups
4. Encourage the learners to present their dishes to the class. Ensure that they are aware of the effect each ingredient has on their body and brain, and that they are prepared to answer questions from the rest of the group.

WRAP UP >



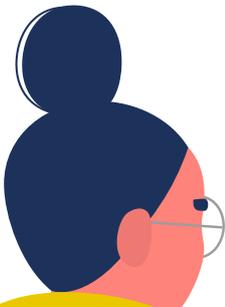
TIME REQUIRED

5 minutes



MATERIALS

- ✓ Wellbeing and nutrition supporting presentation
- ✓ Food groups quiz worksheet (optional)



ACTIVITY STEPS >

1. Reiterate to the learners that looking after ourselves and our wellbeing is really important. Food is not just a source of energy so that we can move and do things, it also provides nutritional and emotional benefits.
2. If your learners feel comfortable doing so and it is suitable for them, encourage them to share one thing they aim to do to have a more balanced diet. For example, trying a new fruit or vegetable every week or drinking 6 cups of water a day.
3. If your learners are interested in reading more about this topic, you could direct them to these websites (also listed on slide 6 of the supporting presentation):
 - NHS: <https://www.nhs.uk/live-well/eat-well/how-to-read-food-labels/> and <https://www.nhs.uk/live-well/eat-well/>
 - British Nutrition Foundation: <https://www.nutrition.org.uk/healthyliving.html>
 - NI Direct Government Services: <https://www.nidirect.gov.uk/articles/eatwell-guide#:~:text=have%20some%20dairy%20or%20dairy,glasses%20of%20fluid%20a%20day>
 - Food Standards Scotland: <https://www.foodstandards.gov.scot/consumers/healthy-eating/eatwell>

OPTIONAL EXTENSION

If you want to test your learners' knowledge further, try getting them to complete the quiz on the Food groups quiz worksheet.

Answers:

1. Carbohydrates
2. Protein e.g. chicken, fish
3. Fats e.g. butter, oil
4. Vitamins e.g. fruit and vegetables
5. Minerals e.g. fruit and vegetables
6. Fibre e.g. spinach, porridge
7. Water

OPTIONAL: FOOD DIARY >

This activity is optional, dependent on the needs and interests of your group. Please read the 'Adviser Guidance' box at the bottom of this page before starting this activity. If your learners are working towards the qualification, then this activity may help evidence towards the assessment criteria listed below.



TIME REQUIRED

Dependent



MATERIALS

✓ Food diary worksheet



QUALIFICATION OPPORTUNITIES

✓ Ways you could make your own diet more healthy

ACTIVITY STEPS >

1. Tell the learners that one thing they can personally do to try and achieve a balanced, healthy diet is to keep a food diary.
2. Hand out the Food diary worksheets and explain that they should keep a record of what they eat each day for 1 week. To make it look like a real diary, try printing the sheets as A5/A4 booklets.
3. Tell them that they shouldn't change what they eat, it should be a record of what they usually have for breakfast, lunch and dinner. Explain that the purpose of the diary is to review it once it is complete, to see what they already eat/drink that is good and if any foods/drinks could be swapped to make their diets more balanced.
4. After the week is up, give the learners some time to look over their food diaries. They should consider 2-3 things from their diary that are 'good practices', in other words, eating habits that are healthy and balanced. And also, 2-3 things they could change in their diet to be more balanced. It would be useful if the information from the Wellbeing and Nutrition session was made available to them again, for them to refer back to.
5. Once they have decided what their good practices are and what could be improved, they should complete the last sections of the food diary worksheet.

ADVISER GUIDANCE

Eating habits can be a sensitive or triggering topic for some young people. Ensure that this is a task that your learners feel comfortable completing. It may even be useful getting parental/ carer consent beforehand.

It is always worth emphasising to the young people that they should not worry too much about what they are eating, especially if they feel happy and healthy.



Prince's Trust

START
SOMETHING

TESCO