

**Session Plan for: Cooking Skills Workshop 1: Breakfast**  
**Developed By: WAVES study research team**



Session title: Cooking Skills Workshop 1: Breakfast

Specific support needs:	Resources to be used/Equipment needed:
1-2 volunteers to help with group activities (optional)	<ul style="list-style-type: none"><li>• Powerpoint slides</li><li>• Activity resources</li><li>• Parent Handout Information</li><li>• Evaluation forms</li><li>• Time and travel cost form</li><li>• Teacher's log book</li></ul> <p><b>To be bought</b> Any fruit which is in season and easy to chop/peel (e.g. strawberries, bananas, Satsuma's) Semi-Skimmed milk Low-fat natural yogurt</p> <p><b>Provided by University</b> Plastic disposable bowls Plastic disposable knives and spoons Chopping boards Tinned (in juice) Pears or Peach halves Raisins Cereals – Wheat Bisks, Bran Flakes, Mini Shredded Wheat</p>

**Overall aims for this session:** The aim of this cooking workshop is to improve children's and their families' dietary behaviours through improved nutrition knowledge, food preparation skills and confidence in preparing healthy breakfast.

**Objectives for the lesson:**

- Raise awareness of what to look for when planning a healthy breakfast.
- Support parents to choose high fibre, low sugar, and low fat breakfasts.
- To give the children the opportunity to prepare and taste a high fibre cereal topped with fruit.

**Assessment methods:**

Evaluation forms, Time and travel cost questionnaires and Log book

**Session Plan for: Cooking Skills Workshop 1: Breakfast**  
**Developed By: WAVES study research team**



Timing	Teaching activities	Learning activities	Key Learning Points/Learning outcomes	Resources
10 mins	<p>Introduction</p> <p>Introduce Bert.</p>	<p>Why is it important to eat breakfast every day?</p> <p>What is a healthy breakfast?</p> <p>What does a healthy breakfast do?</p>	n/a – assessing what the group already know.	Slides 1- 11
10 mins	<p><b>Fibre</b> – high fibre foods keep us full and help us to go to the toilet.</p> <p>High fibre foods include wholemeal and granary breads, coarse brown cereals like wholewheat cereal biscuits and bran flakes, fruit, vegetables and beans.</p>	<p><b>WHOLE GROUP ACTIVITY 1:</b> Which breakfast food keeps them fuller for longer?</p>	High fibre foods are best to have as an everyday breakfast.	Slides 12-16

**Session Plan for: Cooking Skills Workshop 1: Breakfast**  
**Developed By: WAVES study research team**



15 mins	<p><b>Sugar</b> – high sugar foods are not great for breakfast as they do not keep us full for very long. Too much sugar is bad for our teeth and can cause us to put on too much weight.</p> <ul style="list-style-type: none"> <li>• Children should have no more than 8 heaped teaspoons of sugar a day. The aim should be to have less than this.</li> <li>• High sugar cereals like chocolate flavour toasted rice and sugar frosted flakes of corn are better to have as a treat rather than every day.</li> <li>• High sugar toppings like chocolate spread are also good for treats but are not good for every day.</li> </ul>	<p><b>GROUP ACTIVITY 2:</b> How many teaspoons of sugar are in the breakfast food and drinks?</p> <p>Split the session into smaller groups and get them to match the food/drink to the number of teaspoons of sugar contained in them.</p>	<p>It is really easy to have too much sugar. High sugar foods and drinks should be a treat instead of every day.</p>	<p>Slide 17- 20 Laminated cards</p>
---------	--	--	--	---

Timing	Teaching activities	Learning activities	Key Learning Points/Learning outcomes	Resources
	<ul style="list-style-type: none"> <li>• Fruit drinks do not count as fruit portion.</li> <li>• Fruit juices contain a lot of natural sugar and so it is better to only have one glass a day. Whole fruit is better to have than fruit juice.</li> </ul>			

**Session Plan for: Cooking Skills Workshop 1: Breakfast**  
**Developed By: WAVES study research team**



10 mins	<p><b>Fat</b> – We all need a little bit of fat but it is important not to have too much in the diet as it can make us put on too much weight.</p> <p><input type="checkbox"/> Some fats can be reduced in the diet by making simple changes to the way food is cooked. Encourage the children to think of cooking/preparation methods (e.g. boiling or poaching eggs instead of frying, cutting excess fat off meat).</p>	<p><b>GROUP ACTIVITY 3:</b> Which foods are everyday and which ones are treat?</p> <p>Lay out the cards on the table picture side up. Ask the children (in groups with the help of their parents if applicable) to pick the foods they think are everyday foods and which foods are best to only have as a treat.</p> <p>Cards are colour coded on the back so children can flip them over to find out if they got it right.</p>	<p>Some foods are high in fat and so should be a treat (e.g. sausages, chocolate spread and fried eggs).</p>	Slides 21-22
5 mins	<p><input type="checkbox"/> Reinforcing the key messages</p>		<p>There are lots of different breakfasts that can be healthy. There is something for everyone.</p>	Slide 23
30 mins	<p><b>Breakfast Skills:</b></p> <ul style="list-style-type: none"> <li>• Lay out the 3 different breakfast cereals in large serving bowls and have the milk and yogurt available.</li> <li>• Ask the parents to take the children to wash their hands ready for preparing the fruit.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the children to pick a breakfast cereal that they would like to try.</li> <li>• Ask them to chop/peel each of the fruit ready for eating e.g. chop the green stalks off the strawberries, chop the peach/pear halves/banana into chunks.</li> </ul>	<p>The skills of preparation and chopping.</p> <p>Tasting new foods and getting new breakfast ideas.</p> <p>Clearing up.</p>	Food, chopping boards, bowls, cutlery.
<b>Timing</b>	<b>Teaching activities</b>	<b>Learning activities</b>	<b>Key Learning Points/Learning outcomes</b>	<b>Resources</b>
	<p><input type="checkbox"/> Wash the fruits and put them into separate bowls (unprepared).</p>	<p><input type="checkbox"/> Each of the children can then create and try their own healthy breakfast.</p> <p><input type="checkbox"/> You could set up a reward system (e.g. sticker) if a child tries something new.</p> <p><input type="checkbox"/> Children must help to clear up as part of the activity.</p>		

**Session Plan for: Cooking Skills Workshop 1: Breakfast**  
**Developed By: WAVES study research team**



10 mins	<b>Conclusion:</b> Thank everyone for coming; ask each parent/guardian to complete an evaluation form and time and travel cost form. Hand out the parent take-home information sheet.			Evaluation form  Parent take-home information.
---------	---	--	--	--

**Don't forget to fill in the log book and return it with the  
'Parent evaluation forms' and 'Time and travel cost forms'.**

WAVES (**W**est Midlands **A**ctive lifestyle and healthy **E**ating in **S**chool children)  
Study, Public Health Building, University of Birmingham,  
Edgbaston, Birmingham, B15 2TT.  
Tel: [REDACTED]. Fax: [REDACTED]. Email: [REDACTED]