



DRAIN YOUR DRINKS!
Delivery Booklet



A QUICK HELLO.

This nutrition education material has been compiled from a variety of elements of the PhunkyFoods Programme, specifically to be delivered as part of the Department for Education Holiday Activities and Food (HAF) Programme.

This material contains a range of fun, but educational, activities for delivery via out-of-school settings. It contains positive healthy lifestyle messaging which should be delivered in an encouraging and upbeat manner.

Each week you should choose a different theme or topic to focus on - available themes include Eatwell!, Strive for 5!, Drain your Drinks, Bag A Breakfast, Snack Attack and A Healthy Lunch.

Activity ideas for each theme might include creative literacy activities, arts and crafts activities, physically active activities, scientific investigative activities, as well as hands-on food preparation activities. These ideas are simply outlines, designed to inspire you to provide a range of different fun activities around nutrition, food and health education. They could for example be delivered as carousel activities over a one-week period culminating at the end of the week in the designated food preparation activity for that particular topic.

For each theme we have three sessions of varied, age differentiated activity ideas - these are activities you could deliver across three days for example. The fourth session for each theme is a Food Preparation Session which will allow the children to get hands on with food and create their own dish using the knowledge they have gained during the activities throughout the week. Children will learn new food preparation skills, they will gain new insights in how to eat a healthy, balanced diet and they may even try new foods that they've never tried before.

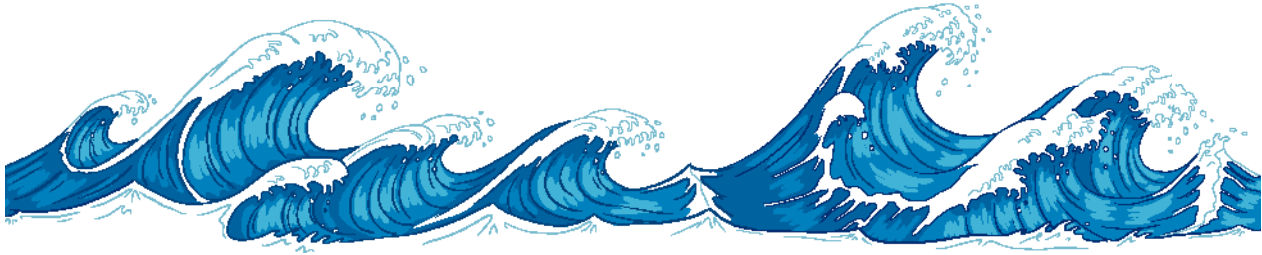
In this way we hope children will enjoy learning about food; they will learn why it is important to try new foods and to include a wide variety of different foods in a healthy, balanced diet. But most of all we want children to simply enjoy learning about food and their health, and to have a bit of fun getting hands-on and making some food for themselves.

We hope you enjoy using these materials, and we hope the children enjoy receiving them.

Wishing you all the very best for your HAF Programme,

The PhunkyFoods Team.

Session 1 - Happy Hydration



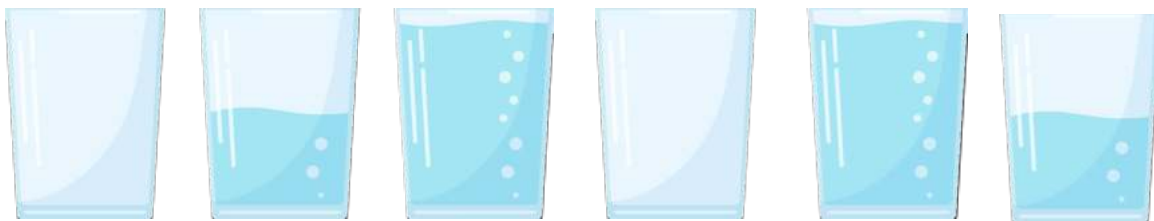
Introduction: The Importance of Water

Ask the children to share what their favourite drink is. You could make a note and see if they change their minds after completing activities.

Explain that what we drink every day is just as important as what we eat. We need water - hydration - to function well and stay healthy. Our bodies are up to 70% water and we are always losing it through our skin (sweat), mouth (breathing) and when we go to the toilet, so we need to replace this water regularly throughout the day.

Ask the children what happens if we don't get enough water? This is called dehydration and it can give us a dry mouth and headache, make us feel thirsty and faint and make us tired so we haven't got the energy to do the things we enjoy.

Measuring Game



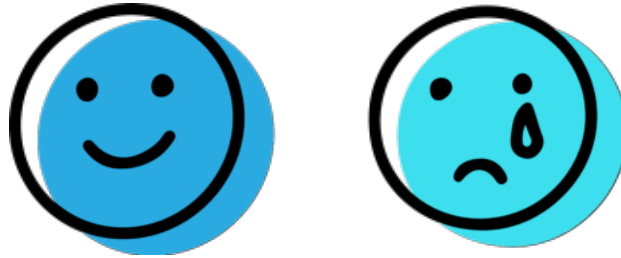
MEASURING GAME How much should we drink per day?

Equipment needed: A measuring jug, 3 empty drinks bottles of 500ml, 1 litre and 1.5 litres plus 8 cups or beakers able to hold 200ml each.

Show the children the 3 bottles and ask them to guess which one is the amount of drink we should aim to have every day. Explain that it is the 1.5 litre bottle. This is roughly the same as 6-8 200ml glasses.

Let children have a go at measuring out 200ml and pouring into a cup. Line up 8 cups and talk about if that seems a lot to drink. Does anyone think they already drink that amount every day? Explain how it is best to drink throughout the day so we don't dehydrate and not wait until we are thirsty.

Key stage 1/ Early Years



Sad person/happy person

Using the sheet provided on page 5, children can create and colour in the characters to make one sad and one happy. Talk about why they feel that way.

They can put some of the following words/phrases around them to show why they feel that way or explain in their own words i.e. I am happy because....

Sad - thirsty, headache, tired, no energy

Happy - lots of energy, feeling great, drinking lots of water

Key Stage 2

Design your own Water Bottle

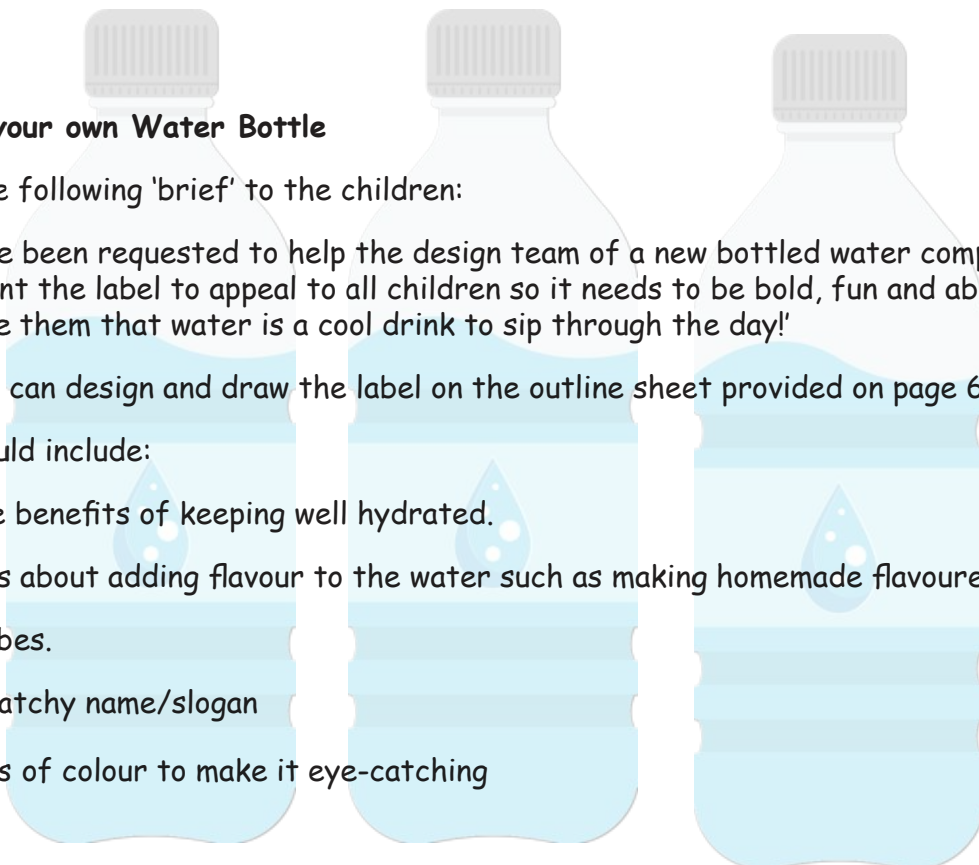
Read the following 'brief' to the children:

'You have been requested to help the design team of a new bottled water company. They want the label to appeal to all children so it needs to be bold, fun and able to persuade them that water is a cool drink to sip through the day!'

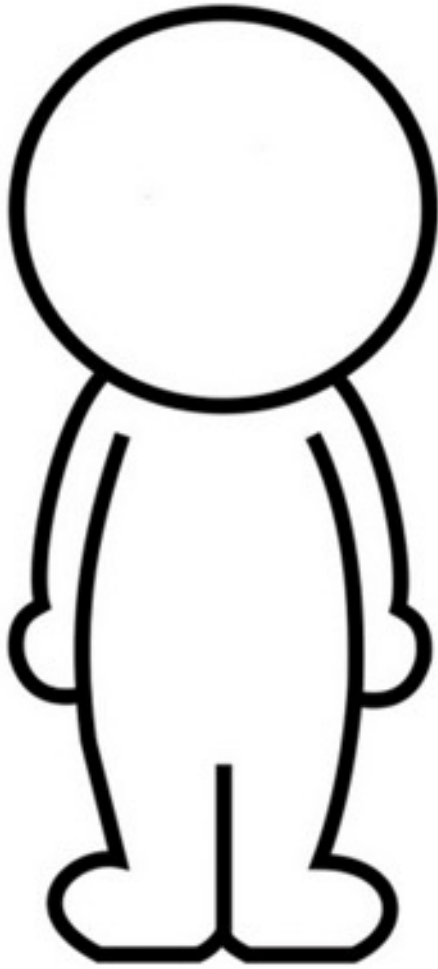
Children can design and draw the label on the outline sheet provided on page 6.

They could include:

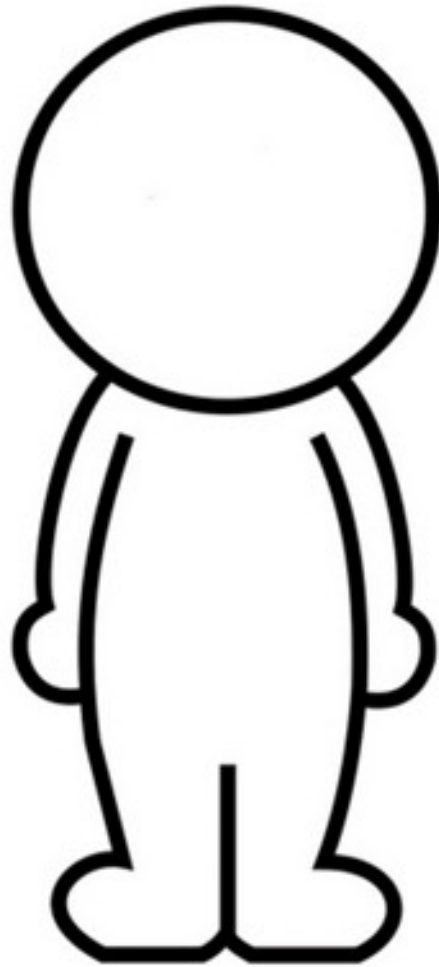
- The benefits of keeping well hydrated.
- Tips about adding flavour to the water such as making homemade flavoured ice\ cubes.
- A catchy name/slogan
- Lots of colour to make it eye-catching



Happy or sad?

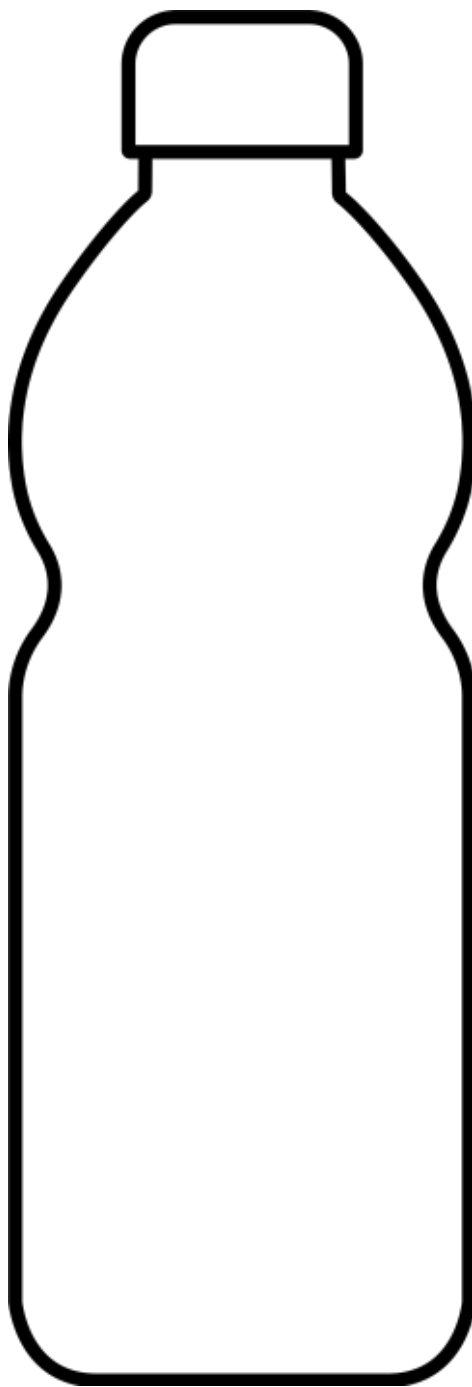


Sad and Dehydrated



Happy and Hydrated

Design your own water bottle



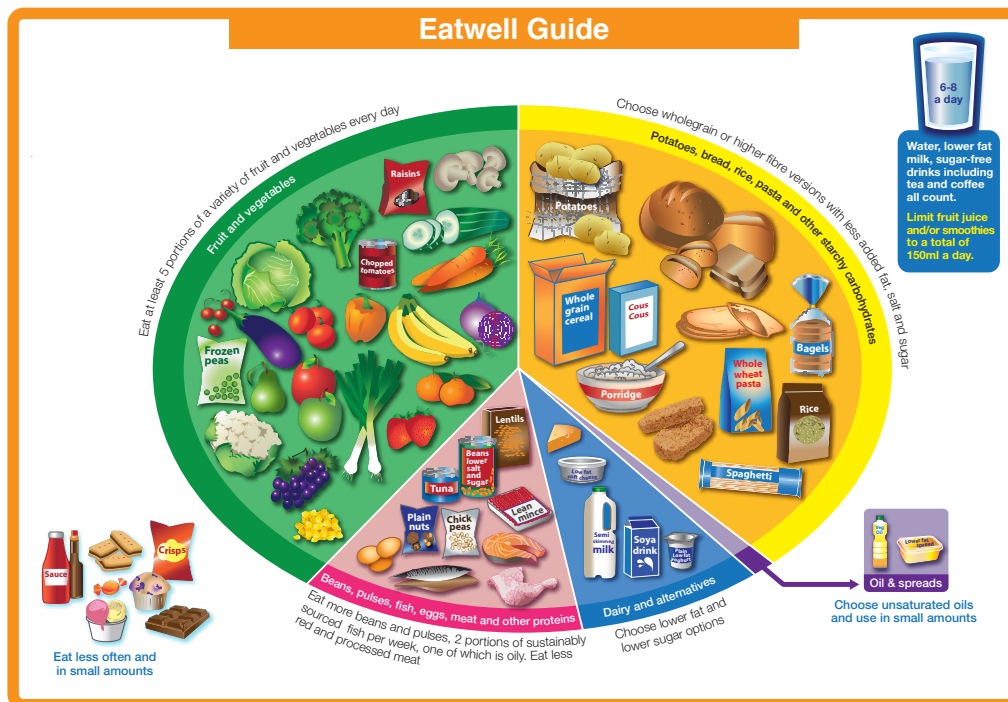
Label

A large, empty rectangular box with a black border, positioned below the bottle outline. It is intended for the student to draw or write a label for the water bottle.

Session 2 - Exploring Different Drinks

Look at the Eatwell Guide and see that the following drinks can be included in the 6-8 glasses needed every day:

Water, Low fat milk, Sugar free drinks, Tea and Coffee



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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DRINKS ORDERING GAME 'Play your cards right' - all children

Print and cut out the different drink pictures (provided on pages 8-9) so there is enough for pairs or small groups. Spread them out on tables. Have one set at the front to use as the 'master' ordering set. These can be stuck onto the screen or wall as you order them together.

Ask the children to talk about the different drinks they see and share if or when they drink them and if they like the taste.

Start with one card then hold up another and ask the children to call out if it is 'healthier' or 'unhealthier'. Ask for reasons as you do this.

As you create a line of drink cards at the front, they can create their own line at their table. The aim is finish with a line where the healthiest drink is at one end and the unhealthiest at the other.

Explain that it is fine to have a variety of drinks but water is always a good choice because it has no sugar, fat or caffeine in it like the others.

Play your cards right

Lucozade



water



milk



hot chocolate



energy drink



homemade milkshake



Play your cards right



water



fizzy cola



tea



smoothies

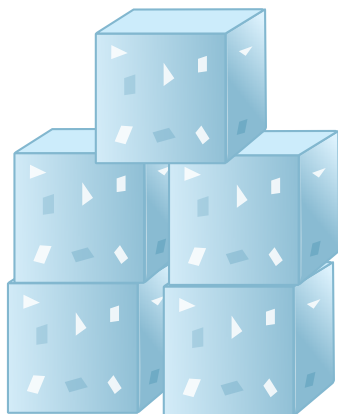


milk

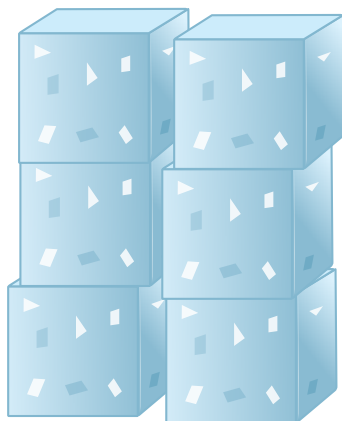


fruit squash

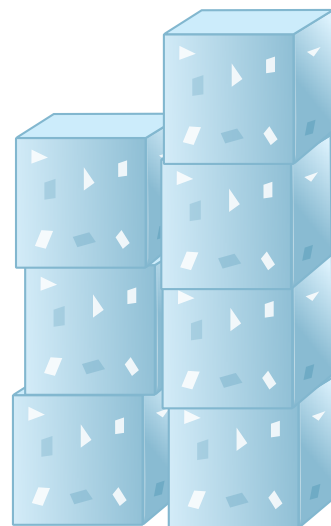
Sugar Detectives game



4-6 year olds:
5 sugar cubes
or 19g of sugar



7-10 year olds:
6 sugar cubes
or 24g of sugar



**11+ year olds
and adults:**
7 sugar cubes
or 30g of sugar

You will need: A selection of empty drinks bottles and cartons - fizzy drinks (both standard and diet varieties), fruit juice, energy drink etc sugar cubes

Drinks provide energy, usually in the form of sugar, and we have to be careful how much is either added or naturally found. We might be surprised how much sugar is in our favourite drinks! Show the children the chart with the amount of sugar they should be having every day.

Older children can help the younger children with this task.

Have a selection of empty bottles at each table. Ask children to guess how many sugar cubes there are in each drink. Each cube is the same as a teaspoon (4g).

They can then look at the nutrition label on the bottle and work out how much sugar a bottle or a glass of the drink contains and put the correct number of cubes next to it.

At the end you can compare the amounts of sugar in bottle or cartons on drinks with the chart showing the maximum sugar they should have each day! What do they think? Will it make a difference to the drinks they choose in the future?

Session 3 - PLANNING A SUPER-SMOOTHIE



Take another look at the Eatwell Guide and point out that fruit juices and smoothies should be limited to 150ml every day. This is because they have a high natural sugar content.

One glass of fruit juice or smoothie can count towards our 5 a day, but we shouldn't drink too much as it contains natural sugar from the fruit so we can end up having more energy than we need and it can harm our teeth.

3 steps to a super smoothie - all children

1. Choose your fruit - different berries, bananas, grapes
2. Add some liquid - milk, water, fruit juice
3. Make it creamier - add some yoghurt (fruit or natural)

Show the children pictures of different ingredients (on page 12) and ask them to identify each one. They could choose other fruits if they like. Talk about if there is any need to add extra sweetness when fruit already has natural sugar in it. Cinnamon could be tried as a no sugar option.

Children can design their own smoothie and give it a special name with the option of using the sheet on page 13.

Note:

If children are going on to make smoothies as a future activity, it may be wise to explain that they may not be able to make exactly the same kind as it will be dependent on available ingredients.

PLANNING A SUPER-SMOOTHIE

3 STEPS TO A SUPER SMOOTHIE

1. Choose your fruit...



2. Add your liquid...



3. Make it creamier...





Ingredients:

Session 4: Consolidate and Make!

ALLERGENS: All recipes have allergens listed. Parent consent to participate in food preparation sessions and allergen information should be collected for EVERY child prior to the session.



Remind the children of the health message/topic for this week. What do they recall about the topic? What are their take home messages from the week?

INGREDIENTS

Explain that today you're going to be making a healthy, balanced recipe/dish that sums up the health message you've been looking at. Show the children the recipe, and discuss the ingredients needed. How do they relate to the messages you've been looking at this week? Where do they fit in the Eatwell Guide? [Tip: there is guidance on this on the back page of the recipe sheet.]

SKILLS

Take a look at the skills you will be covering. Are there any skills that are new to the children? If so, skills snippet videos are available on our PhunkyFoods YouTube channel at <https://www.youtube.com/user/Phunkyfoods/playlists> ; you can demonstrate each new skill by playing the video, or you can show them yourself (ensuring you are using the correct method of course!)

NOTE: Please see our PhunkyFoods knife policy and Guidance on page 15.



PhunkyFoods: Guidance on use of sharp food preparation equipment in primary schools.

This document has been written to offer guidance and advice to PhunkyFoods local Engagement and Development Coordinators (EDCs) in their role to deliver practical food preparation sessions to children and adults in primary schools across the UK.

One of the key purposes of incorporating cooking as part of Design & Technology (D&T) in both KS1 and KS2 is to teach ‘a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.’ (National Curriculum, 2014). The D&T Progression Framework for Cooking and nutrition, for Key Stages 1 and 2, as developed by the Design and Technology Association in collaboration with the National Curriculum Expert Group for D&T, is shown below:

Cooking and nutrition	Key Stage 1	Key Stage 2
Where food comes from	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> that all food comes from plants or animals that food has to be farmed, grown elsewhere (e.g. home) or caught 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> that seasons may affect the food available how food is processed into ingredients that can be eaten or used in cooking
Food preparation, cooking and nutrition	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> how to name and sort foods into the five groups in The eatwell plate that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate that to be active and healthy, food and drink are needed to provide energy for the body <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> <i>that recipes can be adapted to change the appearance, taste, texture and aroma</i> that different food and drink contain different substances – nutrients, water and fibre – that are needed for health

It is the policy of the PhunkyFoods Programme that:

- ALL sharp bladed cooking equipment will be counted in and out of EVERY session.
- A copy of our risk assessment will be provided to schools on request for each session delivered.
- All accidents will be reported directly to the school for recording purposes, and noted to Head Office as soon as possible after the event.
- Knife skills will be taught across KS1 using soft fruits and vegetables and using round-bladed, table knives ONLY. Appropriate knife skills and rules will be demonstrated at the start of each session.
- In lower KS2 IF they have good knife skills and have practiced using table knives previously, and school is happy or them to do so – then pupils can start to use the sharp knives (3 inch straight blades – with child appropriate handles). Appropriate knife skills and rules will be demonstrated at the start of each session.
- Upper KS2 should be using appropriately-sized sharp knives, if school is happy for them to do so, following good practice for knife skills and rules which will be demonstrated at the start of each session.
- As per our cookery skills passport – grating and peeling will ONLY be undertaken with KS2 pupils. Recipes requiring grating or peeling of ingredients for KS1 pupils will be pre-prepared for pupils. Safety and good technique whilst using peelers and graters in KS2 will be demonstrated at the start of each session.
- In parent/child cookery clubs, when parents are present and working one-to-one with pupils then we may allow KS1 children to use peelers and graters – but parents need to take responsibility and supervise. This needs to be made clear to the parents at the start of the session.

Session 4: Consolidate and Make!



FOOD SAFETY AND HYGIENE

Ask the children what they need to do before they start any food preparation activities?

- Tie back long hair
- Roll up sleeves
- Remove jewellery
- Cover open cuts with a bright coloured plaster
- Wash hands thoroughly with hot, soapy water
- Wear an apron
- Never cough or sneeze over food. Cough or sneeze into a tissue, bin it and rewash hands.

Copies of all recipes are available on our website at:

www.phunkyfoods.co.uk/recipes

Cook A Long videos to accompany these recipes are also available at

www.phunkyfoods.co.uk/parents/cooktogether/

STRAWBERRY SMOOTHIE



Why not try adding some wholegrain cereal or oats to your smoothie for some extra fibre?

This smoothie has a thick texture, so just add more milk if you prefer more liquid.



Skills Check: Follow a recipe; follow food safety & hygiene rules; cut using bridge/claw technique safely; use weighing scales; use a jug to measure liquids; tidy away.

Equipment: Knife, chopping board, spoon, weighing scales, measuring jug, blender.

Ingredients (serves 4):

- 100g porridge oats
- 450 ml low fat yoghurt
- 240 ml semi skimmed milk
- 400g hulled and washed strawberries
- 1 banana

Method

1. Place the porridge oats in a blender and process until they are finely ground - this step is essential so that your smoothie has a fine texture.
2. Peel the banana and chop into small pieces.
3. Wash and remove the green tops from the strawberries.
4. Put all ingredients into a jug and blend.
5. Pour into four glasses, serve with a straw and enjoy!



STRAWBERRY SMOOTHIE

Nutrition Information



The Eatwell guide shows the proportions of the main food groups that form a healthy, balanced diet:

- Eat at least 5 portions of a variety of fruit and vegetables every day
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible
- Have some dairy or dairy alternatives; choosing lower fat and lower sugar options
- Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily)
- Choose unsaturated oils and spreads and eat in small amounts
- Drink 6-8 cups/glasses of fluid a day

So, thinking about a strawberry smoothie ...

Oats provide starchy carbohydrate, which gives us slow-release energy, and they are also a good source of fibre.

Strawberries are an excellent source of vitamin C and some important minerals. They are low in calories, high in fibre and contain cancer-fighting compounds called bioflavonoids.

Milk and yoghurt are excellent sources of calcium, and good sources of Vitamin D for strong teeth and bones. They are also good sources of protein.



Energy, sugar, fat and salt per serving

Per 333g serving

	ENERGY	1059KJ / 251kcal	1%
LOW	FAT	4.4g	6%
LOW	SATURATES	1.9g	10%
MED	SUGARS	21.7g	24%
LOW	SALT	0.3g	5%

% of an adult's reference intake
Typical values per 100g : Energy 318KJ / 75kcal

Notes

A **traffic light system** is used on nutrition labels to make it easier to see which foods and drinks are lower in calories, fat, sugar and salt. Try and choose more 'greens' and 'ambers' and fewer 'reds', and stick to smaller portions of 'reds'.

Just because a recipe or a food has a red traffic light doesn't mean you shouldn't eat it. Understanding why a food or recipe might have a red light can be helpful. For example oily fish is high in total fat and so any recipe containing oily fish is likely to be 'red' for fat. But it is recommended that we eat oily fish at least once a week because the type of fat it contains is beneficial for our health.

% Reference Intakes are also shown. Reference Intakes are guidelines about the approximate amount of particular nutrients and energy required for a healthy diet (based on an average-sized woman doing an average amount of physical activity). Most children will require less than these Reference Intakes. The contribution of one serving of a food or drink to the Reference Intake for each nutrient is expressed as a percentage



It can be tricky to evaluate health-related fun activities and what impact they have on children – so here are a few questions that we like to ask at the end of our activity sessions. They are quick and simple to ask, and only involve you having to count hands and write down numbers! If you can capture any more qualitative comments at the same time you should also jot down those quotes in the spaces provided – just to give a flavour of what the children are feeding back.

TOTAL NUMBER OF CHILDREN:

1) Put your hand up if you have learnt something new this week.

Number of hands:

If so, what have you learnt?

2) Put your hand up if you have tried/tasted something new this week.

Number of hands:

If so, what have you tried/tasted?

Evaluation

3) Put your hand up if you think you might use what you've learnt this week to try and be more healthy e.g. eat more healthily, drink more water, eat more vegetables, be more physically active.

Number of hands:

If so, what will you change to be more healthy?

4) Put your hand up if you enjoyed the PhunkyFoods sessions this week.

Number of hands:

If so, what was the best bit?



Drain your drinks!

Water is essential for life. Throughout our body water is involved in many different functions including temperature regulation, transportation of nutrients, removal of waste products through urine and lubrication of our joints.

Good hydration is vital for our short term health; it can help prevent constipation, kidney stones and urinary tract infections, as well as longer term complications.

Without sufficient water dehydration can occur. Symptoms include tiredness, poor concentration, headaches and dizziness.

There is also evidence that good hydration has a positive impact on cognition and mental function. In children there is some evidence that those who drink extra water perform better in recall and memory tasks.

How much?

6-8 glasses per day is the recommended amount of water needed from drinks each day for primary-aged children. A medium glass is around 200 ml.

Children, aged 4-8 years of age need around 1280 ml of water from drinks each day (= 6 glasses).

Children, aged 9-13 years of age need up to 1680 ml of water from drinks each day (= 8 glasses).

These average figures are based on recommendations from the European Food Safety Authority (EFSA). An individual child's needs will depend on many different factors such as how much exercise they're doing and what the temperature is. Losing water through sweat is how we control our body temperature, but this lost water needs replacing through food and drink.

Hydration and Dental Hygiene

Sugar-sweetened beverages, such as fizzy drinks, milkshakes and fruit squashes, contain acids and sugars which can play a role in tooth decay. Even low calorie / low sugar varieties can still be acidic; the acids from these drinks can attack and erode enamel on teeth. These types of drinks are best limited or avoided by children. Pure fruit juices also contain sugars and acids, so it is best to have these just once a day and only at mealtimes. The best way to protect teeth is to brush them twice a day with a fluoride toothpaste.



Further information:

- www.phunkyfoods.co.uk/parent/drain-your-drinks-parents-information/
- www.nhs.uk/live-well/eat-well/water-drinks-nutrition/
- www.nhs.uk/change4life/food-facts/healthier-snacks-for-kids/low-sugar-drinks-for-kids-stop-tooth-decay

www.phunkyfoods.co.uk



Drain your drinks ... drink plenty of sugar-free fluids



6-8 glasses per day is the recommended amount of water needed from drinks each day for primary-aged children. A medium glass is around 200 ml



Drink frequently!

Water - drink plenty. It will keep you hydrated without adding extra sugar or energy.



Drink regularly!

Milk - a useful source of nutrients particularly protein, B vitamins and calcium. Limit milky drinks with added sugars such as hot chocolate and milkshakes - always check the label and choose lower sugar options.



Once a day! Fruit juices and smoothies - provide the body with a range of vitamins and minerals, and fluid. However the fruit sugars naturally present also add energy and increase the risk of tooth decay. Stick to 150ml once a day at meal times.



Sometimes!

Tea and Coffee - contain caffeine which is a stimulant. Caffeine is not suitable for young children. It is best for children to drink decaffeinated tea or coffee with some milk and no added sugars or sweeteners.

Limit!

Sugar-sweetened beverages - (fizzy pop, squashes and 'fruit' drinks) - add unnecessary calories to a child's diet and regular consumption has been linked to weight gain and obesity in children. The sugars, and acids, in these drinks can also play a role in tooth decay. Even low calorie / low sugar varieties can still be acidic; the acids from these drinks can attack and erode enamel on teeth. These types of drinks are best avoided by children.

How much a day?



Avoid!

Sports and energy drinks - high levels of caffeine which are not suitable for children.



Encourage good drinking habits through:

- Leading by example - show enjoyment for water throughout the day
- Sticker/ reward charts
- Fun water bottles/cups
- Hydration station - where children can pour their own water whenever they want/need

6 DAILY OCCASIONS TO ENCOURAGE FLUIDS FOR CHILDREN:

- 1 Before school
- 2 Morning break
- 3 Lunch
- 4 During exercise
- 5 After-school snack
- 6 Whilst doing homework
- 7 During dinner
- 8 Whilst reading a bedtime story

www.phunkyfoods.co.uk

