



EATWELL!

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 – Early Years

The Eatwell Guide shows us the different types of foods that we need to keep our body fit and healthy - it's a model of healthy eating. Show the children the Eatwell Guide, ideally on a large screen/poster, and ask them to tell you the names of some of the foods they see.

Discuss how we should try and have a variety of foods as they all help our bodies in different ways. Explain that the bigger sections are foods we should eat more of.

Ask the children to tell you their favourite foods and see if they can find which food group they belong to. Encourage good choices and talk about why some of our choices might fall outside the circle and are foods that we should eat less often and in smaller amounts. These foods sit outside of the circle because they are not necessarily NEEDED to keep our bodies healthy; so we should eat them less often and in smaller amounts.

Drawing Task

The children can draw a picture of themselves with family/friends eating foods that they enjoy.



Eatwell Guide



Session 1 – Key Stages 1 & 2

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Introduce the names of the four main food groups:

Yellow

Carbohydrates: any type of bread, pasta, rice, couscous, noodles or potatoes. These foods give us energy.

Green

Fruit and Vegetables: any type of fruit and vegetables. These contain vitamins, minerals and fibre to keep us fit and healthy.

Pink

Protein: different meats, fish, eggs or non-dairy proteins such as lentils and chickpeas. These foods help us grow properly and build strong muscles.

Blue

Dairy: different types of dairy foods made from milk such as cheese, yoghurt and fromage frais. These foods help us build strong bones and teeth.

Corners Game

You will need:

- A list of foods covering all food groups including some 'eat less' ones
- A4 sheets with the names of the four main food groups

This can be played outside or in. Create an area where each corner represents the FOUR main food groups - carbohydrates, fruit and veg, dairy and protein. Call out a food and the children have to run to the appropriate area. For example, for 'fish fingers' everyone should run to the pink protein corner.

Once the children understand the game, they can take it in turns calling out foods. If they call out a food from the high fat/sugar/salt group everyone must do star jumps or something similar!

Encourage discussion if a food covers more than one group such as pizza or a sandwich. These are called 'composite' foods.



What am I?

This is an opportunity for children to think about, explore and maybe taste different foods.

Remind children of the different food groups and how each one can help our bodies in different ways and how it is important to eat a variety of foods to be healthy.

Have five (or more) different foods hidden in separate bags. They should each be from a different food group. Examples could be:

Apple (Fruit and Veg)

Slice of bread (Carbohydrates)

Yoghurt (Dairy)

Can of tuna or baked beans (Protein)

Bag of Crisps (Foods to be eaten less often)

Take a bag and look inside. Describe what the food looks like (shape, colour, texture) and when it could be eaten. If the food is in packaging then you would talk about its appearance when taken out. The children need to try and guess before seeing it. When they have guessed, remind them of the food group it belongs to. If appropriate, the children could taste the foods.

Extension - Children could think of a food and describe it to the other children for them to guess what it is.



Create your own Eatwell Super Hero

Choose one of the food groups and make up a super hero who has special powers because they eat foods in that group. For example, Captain Carbohydrate has incredible energy so he can outrun all his enemies. Dan Dairy can bite through metal with his extra strong teeth and Protein Powerman has giant muscles to pick up his enemies and throw them away!

Discuss the following things:

What is their name? What do they look like?

What special powers do they have? What is their favourite food?

Task

Draw a picture of your Super Hero and/or write a story about an adventure that they have had.



Session 2 - Key Stage 2

Word Association Game

Remind children of the different food groups of the Eatwell Guide, and discuss how each one can help our bodies in different ways and how it is important to eat a variety of foods to be happy and healthy.

Show pictures of foods from each group (provided on page 7, or choose your own) and ask the children to think of all the different variations of, and ways that, the food can be cooked and/or eaten.

For example:

Carrots - soup, cake, crudités

Chicken - soup, drumsticks, roast, sandwich, nuggets

Potatoes - jacket, boiled, chips, roast

Milk - on cereal, milkshake, smoothies, by itself, rice pudding

Discuss which the children prefer and talk about which are the healthier versions.

Extension - children could think of other foods that can be in different forms

Yes/No Game (post-it notes required)

Each child chooses a food and writes it onto a post-it note. They then stick this onto the back of someone else who has to guess what it is by asking questions that can only be answered yes/no such as: Am I vegetable? Am I in the dairy food group? Would you have me for breakfast? Do I make a good sandwich filling?



Word Association Game



Session 3 - Paper Plate Meals

You will need:

Paper plates (although plain paper is fine)

Coloured pencils/pens

What I ate yesterday template (KS2) - print out below.

Dinner A and B cards - PhunkyFoods Healthier Choices Cards - page 10.

Talk to the children about the main points of the Eatwell Guide and see if they can remember the following:

- What are the food groups of the Eatwell Guide
- Which foods we should try and eat more of
- Which foods we should aim for less of
- Why it is important to eat a variety of food

Then talk about what we mean by eating a balanced meal. It should have a good selection of healthy foods from the different food groups.

Show the children pictures of two dinners (page 10) - can they decide which one is healthier? Ask them to give you reasons and talk it through together. Do they think it would be easy to make some small changes to their own meals to make them healthier?

Early Years

Ask the children draw a meal that they would enjoy on their paper plate. Encourage good choices.

Key Stage 1

Ask the children to think about their favourite meals and any changes they may now make. For example, having a jacket potato instead of chips. They can draw their healthy meal on a paper plate.



Key Stage 2

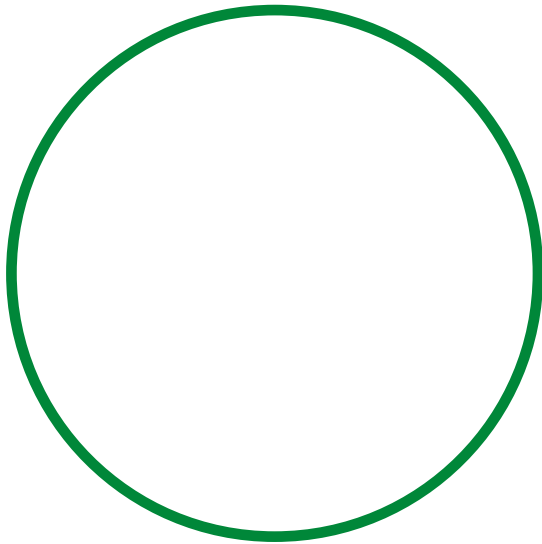
The children can complete the 'What I Ate Yesterday' template to think about their current eating habits. Is there anything they might change in light of this week's discussions?

They can then plan a balanced meal (tea/dinner) and draw it onto a paper plate.

What I ate yesterday

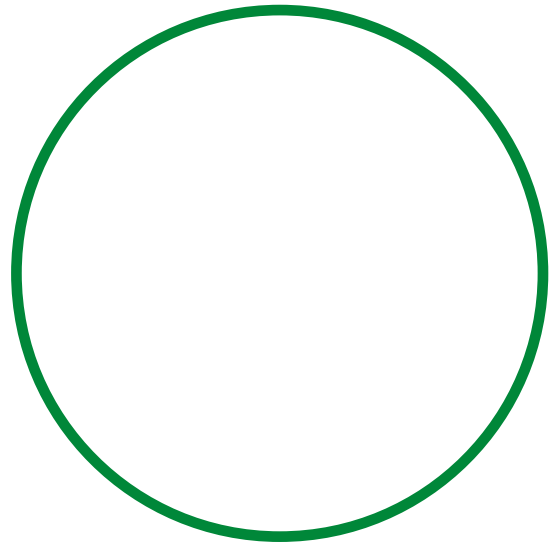
Name:

Class:



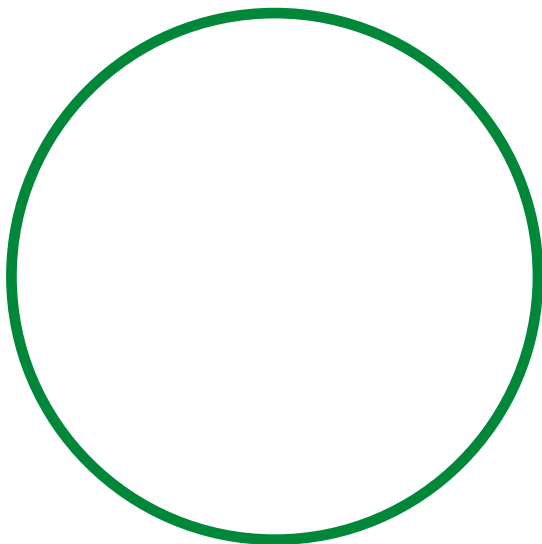
Breakfast

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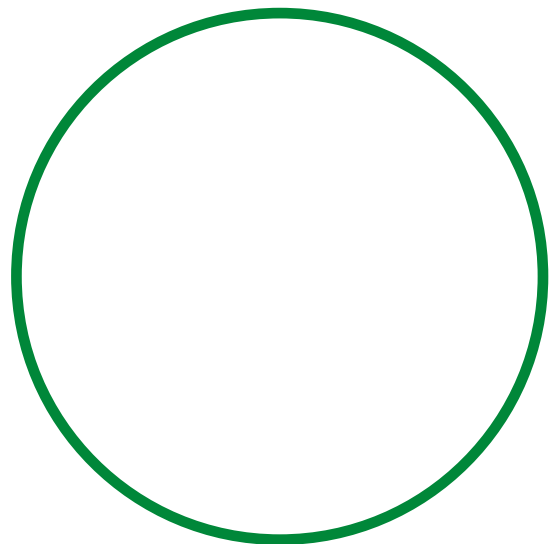
Snacks

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Lunch

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Dinner

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Dinner 1a



PhunkyFoods Healthier Choices

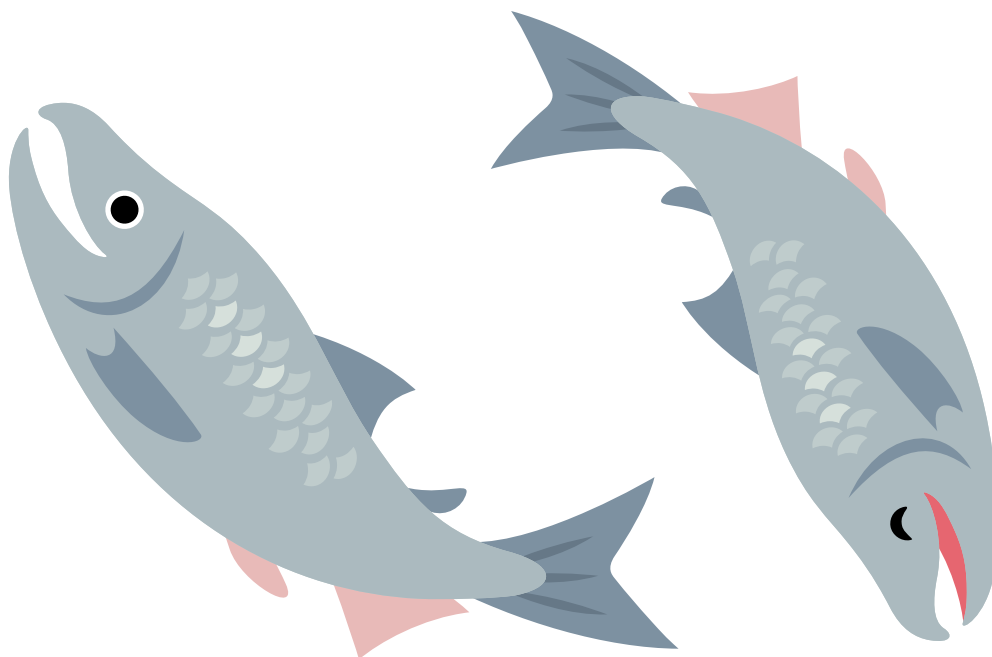
Dinner 1b



PhunkyFoods Healthier Choices

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 13.

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/



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:

| | 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.



SUPER SALMON DIP

This fishy dish uses tinned salmon (an oily fish) which contains healthy omega-3 fatty acids. Delicious served with raw veg sticks and/or wholemeal pitta bread. So easy for kids to make ... and learn to love fish!



Skills Check: Follow a recipe; follow food safety & hygiene rules; tidy away; use measuring spoons and cups; use weighing scales; use a tin opener safely; beat ingredients together; mash; use a citrus squeezer; use a sieve; season to taste.

Equipment: Weighing Scales, Tin Opener, sieve, Fork, Spoon, Bowl, Citrus Squeezer.

Allergens*: Fish | Milk

Ingredients (serves 2):

- 100g low-fat soft cheese
- 100g canned pink salmon (in water)
- 1/2 lemon
- 1 tbsp low fat natural yogurt
- Freshly ground black pepper to taste

Method

1. Open the tin of salmon and drain. Put the salmon in a mixing bowl and mash lightly with a fork.
2. Spoon the low-fat soft cheese into the bowl with the salmon.
3. Squeeze the juice of 1/2 a lemon into the same bowl.
4. Mix all of the ingredients thoroughly together.
5. Add 1 tbsp low fat yogurt to make the mixture a dipping consistency.
6. Add black pepper to taste and serve with raw vegetable and pitta sticks, or crackers/ breadsticks.

**Please note the allergens listed are indicative only. Allergens vary depending on brand; check the labels on the products you use.*



SUPER SALMON DIP

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 salmon dip ...

Salmon is an excellent source of protein, as well as a range of vitamins and minerals. It is an oily fish and so contains high levels of omega-3 fatty acids. These are healthy fats and are very good for our bodies.



Soft cheese is an excellent source of protein and calcium. Choose reduced fat varieties where possible.



Yogurt is an excellent source of calcium, and a good source of vitamin D for strong teeth and bones.

Energy, sugar, fat and salt per serving

Per 139g serving

| | | |
|------------|------------------|-----|
| | ENERGY | 7% |
| | 581kJ / 138kcal | |
| MED | FAT | 7% |
| | 5.0g | |
| MED | SATURATES | 11% |
| | 2.2g | |
| LOW | SUGARS | 5% |
| | 4.1g | |
| MED | SALT | 16% |
| | 1.0g | |

% of an adult's reference intake

Typical values per 100g : Energy 418kJ / 99kcal

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?



Is the Eatwell Guide for me?



- The Eatwell Guide applies to most people regardless of weight, dietary restrictions/ preferences or ethnic origin.
- However it does NOT apply to children under the age of 2 because they have different nutritional needs. Between the ages of two and five years, children should gradually move to eating the same foods as the rest of the family, in the proportions show in the Eatwell Guide.
- Anyone with special dietary requirements or medical needs should check with a registered dietitian, or their GP, on how to adapt the Eatwell Guide to meet their individual needs.

8 tips for eating well for the whole family

1. Base your meals on starchy foods; choosing wholegrain varieties where possible.
2. Eat more fruit and vegetables; strive for five!
3. Eat two portions of fish every week; one of which should be oily.
4. Choose unsaturated oils and spreads and eat in small amounts.
5. Choose lower fat, lower sugar options where possible.
6. Choose high fat, sugar and/or salty foods and snacks less often and in smaller amounts.
7. Eat breakfast every day.
8. Drink 6-8 cups/glasses of fluid a day.



When should I use the Eatwell Guide?

You can use the Eatwell Guide to make healthier choices whenever you're:

- At home deciding what to eat, what to cook, what to put in a lunchbox or what to shop for
- Out shopping – aim to fill your trolley/basket with a healthy balance of different types of food
- Eating out in a restaurant, café or work canteen, or when you're choosing food on the run – follow the Eatwell Guide to help you choose a healthy balance.

Find out more:

- <https://www.phunkyfoods.co.uk/parent/eatwell-parents-information/>
- <https://www.nhs.uk/change4life>
- <https://www.nhs.uk/live-well/eat-well/>
- <https://www.bda.uk.com/foodfacts/healthyeatingchildren.pdf>

www.phunkyfoods.co.uk



Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

| | Energy (kcal) | Fat | Saturated fat | Salt |
|-----|---------------|------|---------------|------|
| 13% | 200kcal | 3.0g | 1.3g | 0.3g |
| 41% | 400kcal | 6.0g | 2.6g | 0.6g |
| 28% | 600kcal | 9.0g | 3.9g | 0.9g |

of an adult's reference intake
Typical values (as sold) per 100g. 68%* 14%* 14%* 15%*

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



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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