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Teacher's Information

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Physical Activity

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Key Stage 1 activity sheets - On CD Rom

The Extras Needed section indicates whether you will need any additional materials other than the usual pens, paper and coloured pens normally found in your classroom.

Title	Type of activity	Extras needed
The Eatwell Plate		
The eatwell plate	Resource - one of the key messages	No
Create a healthy meal	Stick pictures on a plate in the correct balance	No
Food pictures	Resources - Black and white and colour pictures for activity	If desired
What is a healthy balance?	Design your own eatwell plate - how does it compare?	Yes
Foods and food groups	What foods fit into each of the five food groups?	No
Top tips for a healthy lunch box	Hand out for parents	No
5 A Day		
Give me 5	Draw your five favourite fruits and vegetables	No
5 a day snapper	Fun five a day messages	No
Healthy choice record card	A6 card to record healthy choices during the week	No
Certificate for healthy choices	Colour or black and white options	No
Fruit and vegetable play	Ideas for a school play to promote key messages	Yes

Dental Health		
Look after your teeth	Identify tooth friendly/unfriendly foods from pictures	No
Snacks and cavities	Game to learn about tooth friendly/unfriendly foods	Yes
Food Hygiene		
Let's all practice washing our hands	Resource to show how to wash hands	No
Hand washing quiz	When should you wash your hands?	No
Where should you store food?	Fridge, freezer or cupboard?	No
What happens when food goes bad?	Watch what happens to food left for 2 weeks	Yes
Food poisoning fact file	Resource - Information about germs	No
Food Preparation		
Creating fruity milk shakes	Practical Activity - with fruit and milk	Yes
Making vegetable soup	Practical Activity - preparing vegetables for soup	Yes
Salad caterpillar	Practical Activity - making a collage out of vegetables	Yes
Diaries and Quizzes		
My healthy breakfast	Draw a healthy breakfast you would like to eat	No
My healthy lunch	Draw a healthy lunch you would like to eat	No
My healthy tea	Draw a healthy tea you would like to eat	No
My activity diary	How much exercise do you get?	No
Surveys		
Fruit and vegetable survey	How many portions of fruit and vegetables do you eat?	No
Whole School Food Policy	Involve everyone in your Whole School Food Policy	No
Something to write home about!	A template to write to parents	No
Survey for parents	Get parents' views on the food in your school	Analysis

Key Stage 2 activity sheets - On CD Rom

Title	Type of activity	Extras needed
The Eatwell Plate		
The eatwell plate	Resource - one of the key messages	No
What is a healthy diet?	Design your own eatwell plate - how does it compare?	Yes
Foods and food groups	What foods fit into each of the five food groups?	No
Fill your basket	List foods from each food group	No
Plan a healthy packed lunch	Design a packed lunch using the 5 food groups	No
Tips for your packed lunch	Guidance on foods that fall into more than one group	No
Plan a healthy school lunch	Design a school lunch using the 5 food groups	No
Tips for your school lunch	Guidance on foods that fall into more than one group	No
Boxing clever	Make a healthy packed lunch from pictures	No
Pictures of food	Pictures cards for the game - fruit, vegetables, breads, sandwich fillings, dairy foods, starchy foods, fatty foods	No

Top tips for a healthy lunch box	Hand-out for parents	No
What's in my lunchbox?	Draw or write down what is in your lunch box	Lunchboxes
What is on my plate?	Draw or write down what you ate in the school dining room	No
The game of good health	A Game - to understand the eatwell plate	No
Pictures of food	Pictures for the game - fruit, vegetables, breads, sandwich fillings, dairy foods, starchy foods, fatty foods	No
5 A Day		
Give me 5	Draw your five favourite fruits and vegetables	
5 a day snapper	Fun five a day messages	No
Healthy choice record card	A6 card to record healthy choices during the week	No
Certificate for healthy choices	Colour or black and white options	No
Fruit and vegetable play	Ideas for a school play to promote key messages	Yes
Dental Health		
Snacks and cavities	Game to learn about tooth friendly/unfriendly foods	Yes
Healthy snacks	Identify tooth friendly/unfriendly foods from pictures	No
Food Hygiene		
Where should you store food?	Fridge, freezer or cupboard?	No
What happens when food goes bad?	Watch what happens to food left for 2 weeks	Yes
Food poisoning fact file	Resource - Information about germs	No
Food Preparation		
Giant fruit salad	Planning - What shall we include?	If practical undertaken
Tasting session	Taste and describe different fruits and vegetables	Yes
Home and hungry	Design a healthy snack from list of ingredients	No
Food Analysis		
Traffic lights	Collect food packaging and allocate to red, amber and green	Yes
How much fat is in our food?	Graphically represent fat content of foods using lard	Yes
How much salt is in our food?.	Graphically represent salt content of foods using graphs	Yes
How much sugar is in our food?	Graphically represent sugar content of foods with sugar	Yes

Diaries and quizzes		
Food diary	Are you eating 5 a day?	No
What is a portion?	Resource - to help understand the size of a portion	No
Healthy eating quiz	Quiz designed to reinforce the key messages	No
Diet check up	Practical tips on achieving 5 a day	No
Goal!	Can be used with record card - to record improvement aims	No
My activity diary	How much exercise do you get?	No
Surveys		
Fruit and vegetable survey	How many portions of fruit and vegetables do you eat?	No
Your dining room environment	What improvements would you make to your dining room?	Analysis
Fruit and vegetable questionnaire	Why are fruit and vegetables healthy and what counts?	No
Green tuck shop	Plan your new, healthy tuck shop	No
Are we a healthy school?	Check against the standards and decide on priorities	No
Our breakfast club	Plan your new healthy breakfast club	No
Whole School Food Policy	Involve everyone in your Whole School Food Policy	No
Whole school food survey	How is your school promoting healthy eating?	No
Packed lunch survey	Record what is brought to school on this chart	Supplied
Something to write home about	A template to write to parents	No
Survey for parents	Get parents' views on the food in your school	Analysis

Key Stage 3 activity sheets - On CD Rom

Title	Type of activity	Extras needed
The Eatwell Plate		
The eatwell plate	Resource - one of the key messages	No
What is a healthy diet?	Design your own eatwell plate - how does it compare?	Yes
Top tips for a healthy lunch box	Resource from Food Standards Agency	No
Understanding food groups	An advanced activity to explore vitamin and mineral content	No
Vitamins 1	Resource - overview of role of vitamins	No
Vitamins 2	Resource - list of vitamins, their role and rich dietary sources	No
Minerals 1	Resource - overview of role of minerals	No
Minerals 2	Resource - list of minerals, their role and rich dietary sources	No
5 a Day		
Fruit and vegetable play	Ideas for a school play to promote key messages	Yes
Food Hygiene		
Where should you store food	Fridge, freezer or cupboard?	No
What happens when food goes bad?	Watch what happens to food left for 2 weeks	Yes

Food poisoning fact file	Resource - Information about different strains of bacteria	No
Bug busting information	Resource - more complex information on bacteria	No
Bug busting activity 1	What have you touched in the last 3 hours?	No
Bug busting activity 2	Examine sources of contamination and how to keep safe	No
Food Preparation		
Cupboard cooking	Design a meal from these ingredients	If practical undertaken
Recipe rejigs	Plan a meal with shopping list - make recipe improvements	No
Cupboard cooking	A list of additional ingredients from the cupboard	No
Microwave lemon chicken	Recipe	No
Family winter vegetable casserole	Recipe	No
Broccoli and ham in cheese sauce	Recipe	No
Thatched rosti topped cottage pie	Recipe	No
Mixed bean curry	Recipe	No
Salad nicoise	Recipe	No
Orange and mango fruit salad	Recipe	No
Food Analysis		
Traffic lights	Examine food packaging and allocate to different food groups	Yes
Nutrient content of sandwiches	Investigate nutrient content of sandwiches from local retailers	Yes
What does our food provide?	Resource - Nutrient content of popular foods	No
Breakfast investigation	Resource - How healthy is your breakfast?	No
Making meals fit	Resource - How healthy is your diet?	No
Supersizing	Resource - Examine high fat/Calorie foods	No
Lean choices	Resource - Examine healthier choices	No
Dish of the day	Identify high fat meals and improve them	No
Six Meal Photographs	Resource - meal pictures with nutrient breakdown	No

How much does a meal cost?	Compare freshly cooked foods with ready meals	Yes
What is our food made of? 1	Resource - Food labels	No
What is our food made of? 2	Activity to examine foods using labels	No
How much fat is in our food?	Illustrate the fat content of foods using lard	No
How much salt is in our food?	Illustrate the salt content of foods using graphs	No
How much sugar is in our food?	Illustrate the sugar content of food with sugar lumps	No
Diaries and Quizzes		
Food diary	Check your diet against the Eatwell plate	No
My activity diary	How much physical activity do you do?	No
How's your diet?	Fun quiz to stimulate thought and debate about intakes	No
How's your diet answers		No
How about your bones?	Think about calcium at this critical point in your life	No
Surveys		
School dining room survey	This is designed for schools who provide inhouse catering	No
Whole School Food Policy	Involve the students in their Whole School food Policy	No
Whole school food survey	What is the schools already doing to promote healthy eating	No
Packed lunch survey	What are the students bringing to school?	No
Survey for parents	Find out parents views on school food	No

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Introduction

Welcome to your Food Awareness Week resource pack:

The resource pack has undergone a transformation from previous years into a more interactive tool more suitable for a wide range of teaching methods and environments.

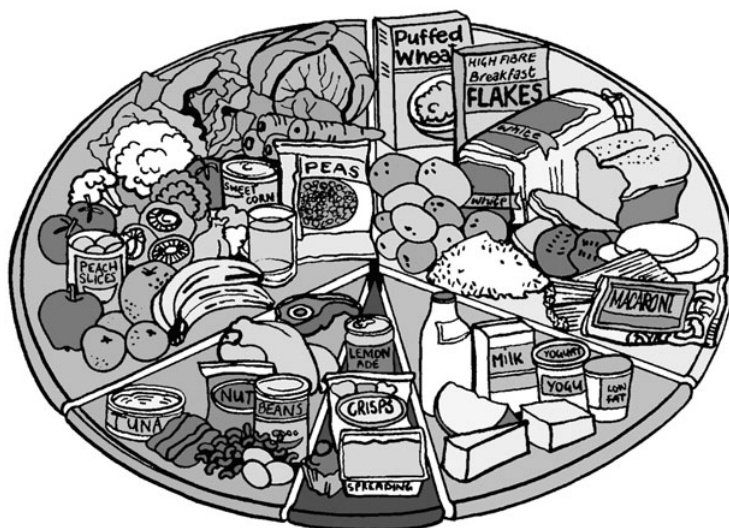
Food Awareness Week is still as important as ever. The prevalence of obesity in children is rising. Between 1995 – 2002 obesity has doubled among boys and increased among girls from 4.9% to 7.8%.

The key messages of Food Awareness Week:

1. To eat at least five portions of fruit and vegetables every day
2. To introduce the concept of a balanced diet using the Eatwell plate
3. To have at least an hour of physical activity every day

Food Awareness Week is an East Berkshire campaign designed to promote healthy eating to school children to help tackle the problem of childhood obesity. Last year over 140 schools participated in the campaign across East Berkshire. The campaign has also been purchased by West Berkshire, Surrey, Oxfordshire and Buckinghamshire. Evaluation shows that after the campaign in East Berkshire, more than 60% of the children had increased their fruit and vegetable intakes. Fruit and vegetables are low calories foods high in vitamins and minerals and fibre. This makes them ideal snacks and an essential meal time component. Food Awareness Week is a 5 day programme.

It is recommended that we should all be eating at least five portions of fruit and vegetables each day and children in particular need the vitamins and minerals present in these foods to help their bodies grow and develop healthily. Recently research indicates that eating fruit and vegetables can help to protect against heart disease and some cancers. Unfortunately surveys show that on average British children are eating less than two portions of fruit and vegetables a day.



The eatwell plate

The eatwell plate is our national model of a healthy diet and is used by health professionals throughout the NHS. Most of us need to eat more foods from the bread, cereals and potatoes group and also from the fruit and vegetables group. However the model is realistic. It shows that fatty and sugary foods can be part of a balanced diet.

It is now widely recognised that participation in physical activity is a major component of health promotion and important for disease prevention. However, only 55% of boys and 39% of girls are achieving the recommended 60 minutes of moderate activity a day.

The National Picture

The School Food Trust

The School Food Trust was established by the Department for Education and Skills in September 2005. Its remit is to transform school food and food skills, promote the education and health of children and young people and improve the quality of food in schools. Their website contains lots of information on schools food at www.schoolfoodtrust.org.uk/

Million Meals

The Million Meals Campaign is being spearheaded by the School Food Trust, and is supported by a range of well known organisations and agencies interested in the health and wellbeing of children and young people.

Launched on 16th October 2007 - the aim of the campaign is to have a million more children eating school lunches by the end of 2010.

Schools are being asked to sign up to the campaign by pledging to support key principles that will help increase the numbers eating school food and deliver all the associated benefits to the pupils and the school. These are:

- Respect our pupils as customers
- Give them time and space to eat
- Teach them why good food matters
- Promote school food to parents

Once a school has signed up, they will receive a useful introduction pack with tips and advice from experts in this field. They can access a range of resources, including case study information and suggestions from schools which have already implemented activity.

To sign up to the campaign and for further information please log on to www.schoolfoodtrust.org.uk/millionmeals

Healthy Weight, Healthy Lives - A cross Government strategy for England

This National Obesity Strategy was published in January 2008 and includes a number of policy directives for schools. These include:

- All schools to adopt a Whole School Food Policy including packed lunches
- Compulsory cooking in Key Stage 3 curriculum by 2011
- Licence to cook – all pupils aged 11-16 entitled to learn to cook
- All schools to meet Healthy Schools Standards
- 5 hours of PE and sport per week
- National play strategy
- Funding for new playgrounds
- Cycling for England – 500,000 children to take part in Bikeability training by 2012
- Results from the National Child Measurement Programme to be provided to parents

Healthy Schools Standards for Healthy Eating

The national healthy schools standard (NHSS) has set standards for a whole school approach to health.

There are 4 themes to the national programme:

- Personal, Social and Health Education (PSHE), including SRE and drugs education
- Healthy Eating
- Physical Activity
- Emotional Health and Wellbeing, including bullying

The healthy eating and physical activity themes are supported by Food Awareness Week.

Developing your Whole School Food Policy is central to National Healthy Schools Status. Local guidelines have been produced to help you with yours and have been issued with this pack.

Following your participation in Food Awareness Week you will be issued with a certificate that can be used as evidence in the healthy school audit process. This certificate will be sent to you on receipt of your evaluation form.

2 Healthy eating contributes significantly to the Being Healthy national outcome for children. Pupils have confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available across the school day.

A healthy school:

- | | |
|---|--|
| 2.1 Has an identified member of the SMT to oversee all aspects of food in schools. | 2.8 Monitors children/young people's menus and food choices to inform policy development and provision |
| 2.2 Ensures provision of training for staff in practical food education, including diet, nutrition, food safety and hygiene for staff | 2.9 Ensures that children/young people have opportunities to learn about different types of food in the context of a balanced diet (using the Eatwell Plate), and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables |
| 2.3 Has a Whole School Food Policy – developed through wide consultation, implemented monitored and evaluated for impact. | 2.10 Has easy access to free, clean and palatable drinking water, using the Food in Schools guidance |
| 2.4 Involves children/young people and parents/carers in guiding food policy and practice within the school and enables them to contribute to healthy eating and acts on their feedback | 2.11 Consults children/young people about food choices throughout the school day using school councils, Healthy School task groups or other representative pupil bodies |
| 2.5 Has a welcoming eating environment that encourages the positive social interaction of pupils (see Food in Schools guidance) | |
| 2.6 Ensures that breakfast club, tuck shop, vending machine and after school food service (where available in school) meets or exceeds current DCSF school food standards | |
| 2.7 Has a school lunch service that meets or exceeds current DCSF standards for school lunches. | |

If you would like feedback on your Whole School Food Policy, please send it to: donna.evans@berkshire.nhs.uk

Healthy Schools Standards for Physical Activity

3 Physical activity contributes significantly to the being healthy national outcome for children.

Pupils are provided with a range of opportunities to be physically active. They understand how physical activity can help them to become healthier, and how physical activity can improve and be a part of their every day life.

- 3.1 provides clear leadership and management to develop and monitor its physical activity policy.
- 3.2 Has a whole school physical activity policy – developed through wide consultation, implemented and evaluated for impact.
- 3.3 Ensures a minimum of 2 hours of structured physical activity each week to all of its pupils in or outside the school curriculum.
- 3.4 Provides opportunities for all children/young people to participate in a broad range of extra curricular activities that promote physical activity.
- 3.5 Consults with pupils about the physical activity opportunities offered by the school, identifies barriers to participation and seeks to remove them.
- 3.6 Involves Schools sport Co-ordinators (where available) and other community resources in provision of activities.
- 3.7 Encourages children/young people, parents/carers and staff to walk or cycle to school under safe conditions, utilising the school travel plan.
- 3.8 Gives parents/carers the opportunity to be involved in the planning and delivery of physical activity opportunities and helps them to understand the benefits of physical activity for themselves and their children.
- 3.9 Ensures that there is appropriate training provided for those involved in providing physical activities.
- 3.10 Encourages all staff to undertake physical activity.

Suggestions Sheet 1

Key Stage 1

Word Association

The children choose a fruit or vegetable and brainstorm all the things that come, or can be made from it. E.g. carrot – carrot soup, carrot cake, carrot and raisin salad.

Memory game

Children sit in a circle around a tray filled with different fruit and vegetables and covered with a cloth. The cloth is removed for a chosen amount of time, then replaced. Children write down or call out as many as they can remember.

Grouping

A selection of fruit and vegetables are brought into the class in a shopping bag. The children then divide them into fruits and vegetables.

The Eatwell Plate

Introduce the children to the Eatwell Plate picture and ask them to name foods from the different food groups.

Handa's Surprise by Eileen Brown (Walker Books)

If you have this book in your school, use it to talk about fruit. Discuss which fruits are in her basket and what the children would put in their own basket. Try tasting the fruits from the story.

Shopping Basket by John Burningham

If you have this book in your school, use it to talk about different foods.

Role play

Green grocer's shop or fruit and vegetable section of supermarket. Discuss which foods are needed to make the drinks and foods from the food preparation activity sheets.

What am I?

Pin the name of a fruit/vegetable to each child's back. The children then move around the room asking other children they meet YES/NO questions to discover what they are.

How often do you eat fruit and vegetables?

Class registers of the numbers of times fruit and vegetables are eaten each day. A prize can be given for the best class/individual.

Suggestions Sheet 2

Key Stage 2

Tasting

Bring in a selection of different fruits, including some more exotic fruits such as lychees, guava and star fruit and have a tasting session.

Animals or plants?

A shopping bag of a variety of foods is brought into the class and the children divide them into groups according to whether they are from animals or plants.

What is it?

A child (blindfolded or using a feely bag) is given a fruit or vegetable and asked to identify it by touch and smell and or taste alone. Check for food allergies before this exercise.

Guess the fruit or vegetable

The children describe a fruit or vegetable in sufficient detail for the rest of the class to name.

Survey

Conduct a survey of lunchtime eating habits in the class/school. Who eats school lunches, packed lunches etc.

Grow your own

Plant mustard and cress or a broad bean and watch it grow. Measure how much it grows regularly and draw a chart of its progress.

What proportion of fruit do you eat?

Find the mass of a piece of fruit, subtract the mass of the peel. Divide peel by total mass and multiply by 100 to find inedible percentage.

Food advertising

Discuss food adverts that the children have seen recently on television. Using the Eatwell Plate, find which food groups they fit in to.

Discuss: who they are aimed at, whether more healthy foods should be advertised, why advertisements exist, what would the manufacturer gain? How do food manufacturers sell their products, look at packaging and point of sale material, free gift offers etc.

You have been approached by Mrs Melon-cauli to help sell her fruit and vegetables. How could they be advertised on television or in a magazine?

Songs, plays and assemblies

The creative arts are a very effective way of delivering health messages, and they are great fun!

Suggestions Sheet 3

Key Stage 3

Visit to a supermarket

Look at the way the supermarket displays food. What can be learnt about the way the school displays and promotes fruit and vegetables?

Food through history

Food at different times in history, e.g. Wartime Britain – Dig for Victory and rationing, Victorian times, Roman times etc.

Religious festivals

Festivals around the world, and types of food eaten by different cultures.

Survey of class eating habits

Use the food diary activity sheet to compare intakes of fruit and vegetables within the class.

Diet and health

Explore the links between diet and health. Take an historical view of the link between poor diet and disease – scurvy on naval ships, rickets, dental disease, food and water hygiene etc.

Song writing

Involve the children in writing a song or a rap about the benefits of fruit and vegetables – Five A Day.

Food Garden

Plan a fruit and vegetable garden for your school. You don't need much space, a small area of redundant land between classrooms, or failing that some pots outside the door. You could plant lettuces from seed, and tomato and pepper plants for crops before the end of term.

Songs, plays and assemblies

The creative arts are a very effective way of delivering health messages, and they are great fun!

Competitions

This is a good way of involving the children in the campaign. Contact your local supermarket or leisure centre to see if they would provide prizes. Ideas for competitions include, designing a mural for the dining room, healthy lunch box, poster or leaflet competition, etc.

Online Resources List

Whole school approach to healthy eating

- School Nutrition Action Group (SNAG) (Consumer information group) - newsletters & advice line www.healthedtrust.com
- Harvey, J (2000). The Chips are Down: A guide to Food Policy in Schools www.healthedtrust.com
- Sustain: The alliance for better food and farming (Consumer information group) www.sustainweb.org

Food and nutrition education including basic food safety

- Qualifications and Curriculum authority (QCA) www.qca.org.uk
- Dept for Education and Employment (Schemes of Work for D & T) www.standards.dfes.gov.uk
- Food Safety (Food Industry with other partner organisations) www.foodlink.org.uk
- Food Commission (Consumer information group) www.foodcomm.org.uk
- Food Standards Agency (Government site) www.food.gov.uk
- British Nutrition Foundation (Food Industry site - click on Teacher Centre) www.nutrition.org.uk
- WiredforHealth (Government Education and Health website initiative) www.wiredforhealth.gov.uk
- DATA (Design and Technology Association) – food awards for Primary Schools www.data.org.uk
- Quantum Theatre for Science: Captain Cholesterol show, Tel: 0171 733 8150
- Sustain Grab 5 Curriculum pack (Voluntary organisation) www.sustainweb.org
- National Dairy Council, Tel: 0171 4997822 www.milk.co.uk

Additional resources

- www.bhps.org.uk/resources - Free leaflets and posters, plus teachers packs, videos, books, etc. for loan
- www.comiccompany.co.uk - Posters, stickers, etc. for sale
- www.thefruitpages.com - fruit information and games

School meals and breakfast clubs

- How to set up a a breakfast club www.breakfast-club.co.uk
- School Food Trust - Government funded organisation to advise on school food www.schoolfoodtrust.org.uk

Packed lunches

- BNF: Ideas for making a Healthy Lunchbox - a guide for parents www.nutrition.org.uk

Break time

- Subsidised and Free School Milk: (National Dairy Council) Tel: 0171 4997822 www.milk.co.uk
- Milk in Vending Machines (SFS Vending Machines), Tel: 0161 833 2475
- First Milk - Milk bars in schools, Tel: 07836 699032

Water in schools

- Be Cool – Drink Water. Downloadable resources available from www.bhps.nhs.uk/healthyschools

Food Growing

- Learning Through Landscapes www.ltl.org.uk
- Organic gardening information and resources www.hdra.org.uk

Cooking in school

- Focus on Food Campaign www.waitrose.com/focusonfood

The Eatwell Plate

	What's included	Main nutrients	Message	Recommendations
Bread, rice, potatoes, pasta and other starchy foods	Cereals include foods such as breakfast cereals, pasta, rice, oats, noodles, maize, millet and cornmeals. This group also includes yams and plantains. Beans and pulses can be eaten as part of this group	Carbohydrate (starch) Fibre Some calcium and iron B vitamins	Eat lots	Try to eat wholemeal, wholegrain, brown or high fibre versions where possible. Try to avoid <ul style="list-style-type: none"> • Having them fried too often • Adding too much fat (e.g. thickly spread butter, margarine on bread) • Adding rich sauces and dressings (e.g. cream or cheese sauce on pasta) • breakfast cereals with added sugar
Fruit and vegetables	Fresh, frozen and canned fruit and vegetables and dried fruit. A glass of fruit juice counts. Beans and pulses can be eaten as part of this group.	Vitamin C Carotenes Folates Fibre and some carbohydrate	Eat lots – at least 5 portions a day. Fruit juice counts as only one portion however much you drink in a day. Beans and pulses counts as only one portion however much you eat in a day.	Eat a wide variety of fruit and vegetables. Try to avoid: <ul style="list-style-type: none"> • Adding fat or rich sauces to vegetables (e.g. carrots glazed with butter or parsnips roasted in a lot of fat) • Adding sugar or syrupy dressings to fruit (e.g. stewed apple with sugar or chocolate sauce on banana)
Milk and dairy foods	Milk, cheese, yogurt and fromage frais. This group does not include butter, eggs and cream	Calcium Protein Vitamin B12 Vitamins A and D	Eat or drink moderate amounts and choose lower fat versions whenever you can.	Lower fat versions means semi-skimmed or skimmed milk, low fat (0.1% fat) yogurts or fromage frais, and lower fat cheese (e.g. cottage cheese, half-fat cheddar, edam and camembert). Check the amount of fat by looking at the nutrient information on the labels. Compare similar products and choose the lowest – for example 8% fat fromage frais may be labelled 'low fat' but is not actually the lowest available.

	What's included	Main nutrients	Message	Recommendations
Meat, fish, eggs, beans and other non-dairy sources of protein	<p>Meat, poultry, fish, nuts, eggs, beans and pulses.</p> <p>Meat includes bacon, salami and meat products such as sausages, beef burgers and pate.</p> <p>These are all relatively high-fat choices. Beans such as canned baked beans and pulses are in this group and they are a good source of protein for vegetarians.</p> <p>Fish includes frozen and canned fish such as sardines and tuna, fish fingers and fish cakes. Aim to eat at least one portion of oily fish such as sardines and salmon each week.</p>	<p>Iron</p> <p>Protein</p> <p>B vitamins especially B12</p> <p>Zinc</p> <p>Magnesium</p> <p>Omega 3 fatty acids</p> <p>Vitamin D</p>	<p>Eat moderate amounts and choose lower fat versions whenever you can.</p> <p>Have at least 2 portions of fish a week - one of which should be oily. (Canned tuna does not count as the beneficial oils are destroyed in the canning process. Other canned oily fish do count).</p>	<p>Lower fat versions means things like meat with the fat cut off, poultry without the skin and fish without batter. Cook these foods without added fat.</p> <p>Beans and pulses are good alternatives to meat as they are naturally very low in fat.</p>
Foods and drinks high in fat and/or sugar	<p>Foods containing fat:</p> <p>Margarine, butter other spreading fats and low fat spreads, cooking oils, oil –based salad dressings, mayonnaise, cream, chocolate, crisps, biscuits pastries, cakes, puddings, ice cream, rich sauces and gravies.</p> <p>Foods and drinks containing sugar</p> <p>Soft drinks, sweets, jam and sugar as well as food such as chocolate, sweets, cakes, puddings, pastries and ice cream.</p>	<p>Fat including some essential fatty acids, and some vitamins. Some products also contain salt or sugar.</p> <p>Sugar, with minerals and/or fat in some products.</p>	<p>Eat foods containing fat sparingly and look out for the low fat alternatives.</p> <p>Foods and drinks containing sugar should not be eaten too often as they can contribute to tooth decay.</p>	<p>Some foods containing fat will be eaten every day, but should be kept to small amounts, for example, margarine and butter, other spreading fats (including low fat spreads), cooking oils, oil-based salad dressings and mayonnaise.</p> <p>Foods containing fat such as cakes, biscuits, pastries and ice cream should be limited and low fat alternatives chosen where available.</p> <p>All foods and drinks containing sugar should be eaten mainly at mealtimes to reduce the risk of tooth decay.</p>

Physical Activity Information

The Rationale for promoting physical activity to young people

- To optimise physical fitness, health, general well being, development and growth
- To develop lifestyles which are active that can be maintained through adulthood
- To reduce the risk of developing chronic diseases in adult life
- Reduction of modifiable risk factors for Coronary Heart Disease (CHD) and the incidence of overweight and obesity
- To reduce the risk of osteoporosis by increasing bone mineral density.

In 1997 the Health Education Authority gathered international opinion and scientific evidence, which centred on young people and physical activity that enhances health. As a result the following recommendations have been made:

- Children of primary age should participate in at least one hour of moderate intensity physical activity per day.
- Young people who currently perform very low levels of physical activity should participate in moderate intensity exercise for at least half an hour per day.

Physical activity is one of the four themes in the National Healthy Schools Programme.

Since then the Government has set higher targets for physical activity.

What is moderate intensity exercise?

Moderate intensity exercise can be defined as activity which causes a harder than normal breathing rate and warmer body temperature.

Moderate intensity activities include:

- Brisk walking, Cycling, Swimming, Most Sports, Dancing.

Additional recommendations

- It was also recommended that at least twice a week the hour of activity should include activities that enhance and maintain muscular strength, flexibility and bone health.

Strength and flexibility enhancing activities include:

- Resistance Training, Body Conditioning, Circuits, Gymnastics

Weight bearing activities to enhance bone health include:

- Gymnastics, Dancing, Skipping. Sports such as netball or basketball

The hour of activity can be accumulated during the day and can be achieved through walking/cycling to and from school, during physical education, sport, and active play, break time activity or through structured exercise.

Contacts List

Organisations/schemes/resources associated with physical activity promotion for young people

British Heart Foundation (BHF)

Pocket playbook for children aged 7-11 years. This colourful booklet unfolds a series of zigzag pages providing children ideas for activities they can do inside or outside with friends or alone. Also includes an activity record allowing children to track their activity levels over a six-week period. The booklet can be ordered by phoning **01604 640016** or email bhf@mail.dataforce.co.uk and request *g66 kids and school catalogue*.

Sport England Primary Schools Sports Day toolkit

The tool kit gives details of activities and a teacher's manual which gives guidance and information about running inclusive sports days.

Copies can be ordered for a £1 by contacting the Sport England website - www.sportengland.org - or calling the Active Schools Helpline 0800 169 2299

The BHF Active Schools Resource Pack

The BHF Active Schools pack for primary and secondary schools can assist schools to achieve Active Mark Primary Accreditation. This booklet can also be helpful for schools who wish to achieve the physical activity aspect of the Healthy Schools Programme.

The pack provides a range of practical ideas aimed at promoting physical activity. The pack can be ordered by telephoning **01604 640016** or emailing: ds-bhf@mail.dataforce.co.uk and request the *kids and schools catalogue (G66)*

Details about Active Mark accreditation and other active schools initiatives can be found on the Sport England website www.sportengland.org (look under active schools)

Nike Zoneparc Initiative.

This playground resource pack highlights how schools can enhance their playgrounds and stimulate active and enjoyable break times. Details can be obtained through the Youth Trust on **01509 226600**

Jump Rope for Heart

This BHF sponsored skipping challenge raises money for heart charities and the school or participating group. To find out more about this resource please call **01509 262925**

Top Play and Top Sport

Top Play and Top Sport is a joint venture between Sport England and the Youth Sport Trust and is delivered as part of the active schools programme.

The Top Play programme teaches core skills and sports which are fun to children aged four to nine. It is designed to develop the natural enthusiasm of young children and introduces them to basic skills such as running, jumping, throwing catching, kicking and striking as well as some basic ball skills.

The Top Sport programme provides children aged between 7-11 with the opportunity to develop skills in a variety of games such as basketball, cricket, hockey, netball, rugby, squash, tennis and other sports such as gymnastic, athletics, fitness outdoor activities, swimming as well as dance.

The programmes support the National Curriculum and are an additional resource for teachers.

For further information regarding Top Play or Top Sport contact the Active Schools Helpline **0800 169 2299**

Medisport Sports Care - "Fit for Tops Handbook"

A package developed by YMCA Fitness Industry Training and supported by Sport England and the Youth Sport Trust, it is designed for use with primary school children at key stage 2. For further information enquiries should be made to the Youth Sport Trust or YMCA Fitness Industry Training.

Great Games to Promote Physical Activity

It is suggested that children learn the games during lessons and encouraged to play them during break times.

1) Follow the leader KS 1 & 2

Put the children in a line and the child at the front is the leader. All the other children have to follow the leader and copy any actions he/she may do. Change the leader regularly.

Easier decrease the pace, speed up to make harder.

2) Beans KS 1 & 2

Explain to the children the different types of beans (get them to think of varieties too!)

- Broad Bean - Children stand wide as they can
- Jelly Bean - Wobble like a jelly (on the spot)
- Runner Bean - Run around the space provided
- French Bean - Stand with hand on hip and shout in a French accent Ooh la la!
- Chilli Bean - Stand on the spot and shiver
- Baked Bean - Crouch down like the shape of a baked bean
- Frozen Bean - Stand still like a frozen statue.
- String Bean - Stand as tall and thin as you can.
- Jumping bean - Jump and down.

The play leader shouts out the different types of bean and children respond with the appropriate action.

Easier- Decrease the pace and have only a couple of beans

Harder- Increase the pace of the game shout out options quicker-last one to respond to the action is out.

3) Elephant Train KS 1 & 2

A simple relay! Teams are split equally into two, and positioned in single file. Every one puts their left hand in the air and right arm through their legs; the team then holds hands to link the team. The team then must move around a designated course without breaking up. If a link is broken then the team must re-start the race.

The first team to complete the course without breaking up is declared the winner. To make it more fun why not see which team can do the best elephant impressions whilst completing the course.

4) Countdown KS 1 & 2

Organise children into standing Circle.

The play leader stands in the circle with the children and starts the game by throwing a ball to a child in the circle. The ball then gets passed around the circle (in any direction) and when the ball is dropped the children count down from ten. While the children are counting down from ten the ball still gets passed round the circle and the child with the ball on zero is out.

Easier- decrease the pace. Harder - Add an extra ball to the circle.

5) Fire Ball KS 1 & 2

Players stand in a wide circle and throw the ball around. If a player drops it they must run around the outside of the circle and get back to their place before the other players have passed the ball around the circle and bounced the ball in their space. If the player gets back to their place the game continues. If the player gets bounced out they must sit in the middle of the circle until someone else is out.

Easier – Decrease the pace. Harder – Increase the pace

6) Colours KS 1, 2 & 3

Set up four differently coloured cones in a large space. The play leader calls out the particular colour, the children then have to run to the correct marker. The last child will have to sit out until the winner is found.

Easier- walk instead of run, less cones. Harder – Increase the pace of the game.

7) Compass KS 1 & 2

The sides of the hall/area are named North, South, East and West. If the leader shouts North all the players must run to the North side of the hall. The last person to reach North is out. Other actions can be added or made up by the children.

- “Climb the rigging”; all players must pretend to climb up the rigging.
- “Scrub the decks”; players must get on hands and knees and scrub the floor.
- “Captains coming”; players must salute and stay absolutely still - anyone moving is out.
- “Man the life boats”; players must sit in two’s facing each other and pretend to row a boat, etc.

The last person in is the winner.

Easier – slow the pace. Harder - increase the speed of instructions and changes.

8) Traffic Lights KS 1 & 2

Set up a boundary to play in using cones or lines. When the play leader shouts RED the children need to sit. When AMBER is shouted the children need to stand still. When GREEN is shouted the children need to move around the space.

The game can be changed so children, hop, skip or jump.

Easier- Only one or two colours and activity option. Harder -Increase speed of the game; add more changes or instructions.

9) Duck Duck Goose KS 1 & 2

Organise children into a circle. Choose one child to walk around tapping the other children on the head and shouting duck. When the duck decides to choose a child they want to chase them they have to shout goose. The goose then chases the duck around the circle and has to sit if the duck sits. If the goose catches the duck then it becomes the new duck.

The game can be changed so children skip, hop or jump around the circle.

10) Ladders KS 1, 2 & 3

Sit the children in two lines (facing someone of the same height and build) and ask the children to lie down with their feet touching. Number the children - children facing each other have to be the same number. The play leader calls out a number and the two children that have been given that number, stand up and run down the line (over the children’s legs) round the back of the line and back to their place. The first child gets a point for their team.

Easier –Decrease the pace of the game. Harder- Speed up the pace.

11) Catch a Thief KS 1, 2 & 3

Divide the players into two equal teams, each team having half of the playing area. Place three beanbags on the back line of each side of the area to be used (a tennis or badminton court would be ideal, for more players try a football pitch). Players try to capture the other team’s beanbags. Players who carry one of the other team’s beanbags back to their side of the playing area without being tagged add that beanbag to their back line.

A player who is tagged on the opponents’ side must go to jail. A team mate may rescue a prisoner by going into the jail, taking the prisoners hand, and running the prisoner back to their side of the playing area. If rescuer and prisoner are tagged, they both become prisoners. Only one prisoner may be rescued at a time.

The first team to capture all of the opponents’ beanbags wins.

The larger the playing area or the fewer the players, the more active the game will be.

12) Numbers KS 1, 2 & 3

Play leader calls out a number and the children have to make themselves into that number by using all the children in their group. For example if the leader calls one all the children have to lie on the floor in a long line.

Easier - Choose easier numbers - one

Harder - Choose harder numbers for the children to make themselves into - number 5.

Safety Notes

Before teaching any of the games inform the children of the rules and check that areas are safe to play in. Also check that all the children’s shoelaces are safely tied.

Ball Games to Promote Physical Activity

1) Caterpillars KS 1 & 2

Divide the children into groups of approximately 10.

Mark out a starting line and a finishing line (about 25 foot away)

The first child in the line passes the ball over their heads to the child behind. The second child passes the ball under their legs to the child behind. This pattern of over head and under legs should continue until the ball reaches the last child. The last child then runs around to the front of the line and begins the sequence again with an overhead pass. This way the line gradually moves forward towards the finishing line. The winning team is the first one to reach the finishing line.

Easy: To make the game easier reduce the number of children in each team and the finishing line closer.

Hard: To make the game harder increase the number of children in the line and use two balls per team and move the finishing line further away.

2) Body Bits KS 1 & 2

This is an easy warm up game:

Each child has a football and has to dribble the ball with their feet.

The play leader calls out foot, back, hand, tummy, etc.

The children then have to stop the ball with that bit of their body.

Easy: Stick with easy bits of the body.

Harder: Use parts of the body that will make ball control more difficult, such as elbows knees etc.

3) Piggies in the Middle KS 1 & 2

Divide the children into groups of three. Mark out two lines (the width of this will depend on the number of children and the distance they can throw a ball).

This game could be a timed game.

Two teams face each other behind each of the lines and the third teams are the 'Piggies in the middle'.

The aim is for the two teams to throw the balls to each other without the 'piggies' in the middle catching them.

The game ends when all of the balls have been caught by the piggies or when the time is up.

The teams should rotate so each team takes turns at being the 'piggies'.

If playing a timed game the winning team is the team that caught the most balls while being the 'piggies'.

Easy: To make this game easier put the lines closer together and if playing a timed game make the time slightly longer.

Hard: To make the game harder make the lines further apart and use only a short time for the 'piggies' to be in the middle.

4) Freeze Tag KS 1 & 2

Set up a large rectangle with cones and have the players dribble in the rectangle. After a short time, take the ball away from one or two players who then become 'it'. Any player whose ball is touched by an 'it' player becomes frozen and has to stop dribbling, spread their legs apart, and hold their ball above her head. They are frozen in this position until another player dribbles her ball between the frozen player's legs. Switch the 'it' players often.

Easy: Have more 'it' players.

Hard: Make the game a contest to see who can freeze the most at one time.

5) Elephant football KS 1, 2 & 3

Organise the children into a circle: make sure that their feet are touching and there is a gap between their legs. Ask the children to join their hands together and explain to them their feet are stuck to the ground by chewing gum and they can't move. They play leader rolls the ball into the circle and the children have to stop the ball going through their legs by using their hands only.

Easy: To make the game easier decrease the size of the circle.

Hard: To make the game harder increase the size of the circle so that the gaps between the legs are made wider.

Harder: Using a large circle introduce extra balls to the circle.

6) Crazy Monkeys KS 1, 2 & 3

Mark out a pitch (the size will depend on the number of children). Most of the children should be given a football (two children out of a group of ten should NOT be given a ball). The children without balls are the Monkeys.

The children with the footballs have to dribble the ball around the pitch without the ball leaving the pitch area.

The aim of the game is for the Monkeys to kick the balls out of the pitch area. The children who have had their balls kicked out then become monkeys. The game ends when all the footballs have been kicked out of play.

Easy: To make the game easier increase the number of monkeys at the start of the game.

Hard: To make it harder decrease the number of monkeys at the start of the game.

Harder: To make this game even harder, the players must only use their left foot.