



What does being healthy mean to me?

Being Healthy

It is important that we try and live a healthy lifestyle to keep us safe and well.

Can you think of 3 things we need to be healthy?

- 1.
- 2.
- 3.

Can you draw a picture below of what being healthy means to you?



FROZEN YOGURT (EASTER) TREATS



These frozen yogurt-pops are great at any time of year, for a hint of sweet combined with the benefits of added dairy and a little granola for crunch, but they also make a great healthy alternative when you're all chocolated out at Easter!

So simple for kids of any age to make themselves. And just use whatever you have available; whiz up some Greek yogurt with tinned peaches or frozen raspberries or mangos to create some fun and phunky colours, and then just add whatever fruit you have to hand. Let younger children develop their knife skills; cutting up soft fruits with round-bladed table knives is great practice.



Skills Check: Follow a recipe; follow food safety & hygiene rules; chop using the bridge/claw safely; use measuring spoons and cups; garnish & decorate; tidy away.

Equipment: Ice cube tray or silicone Easter Egg mould; cake-pop sticks; knife; chopping board; stick blender; teaspoon.

Allergens*: Milk | Gluten

Ingredients (makes 6):

- 150g Greek yogurt
- 60g mixed fruits/berries, soft fruit such as kiwi, mango, tinned peaches all work well.
- 30g granola (no nuts)

Method

1. Blend the Greek yogurt with 40g soft fruit, such as strawberries, raspberries or mango, to make different coloured eggs.
2. Put 30g (approx. 1 tablespoon) of yogurt mixture carefully into your mould.

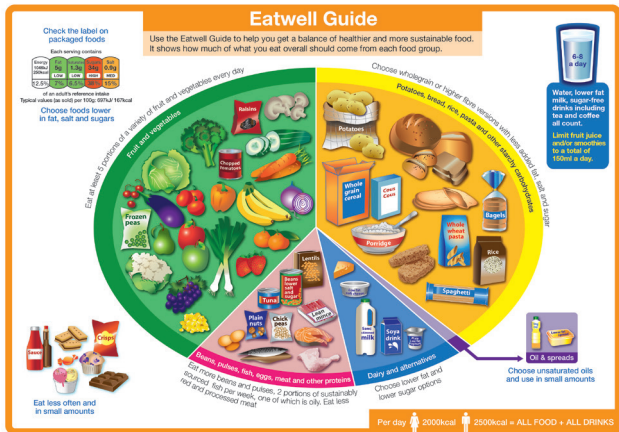
TOP TIP: place your mould on a baking tray that will fit in your freezer *before* filling it!

3. Add some small pieces of chopped fruit and a sprinkle of granola.
4. Place your cake-pop stick on top, lying as flat as you can, and cover with another spoonful of yogurt. Be careful not to overfill!
5. Pop your mould into the freezer for 2 hours or overnight.

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



FROZEN YOGURT EASTER TREATS 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 Frozen Yogurt Treats...

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

Fruit is generally low in fat and calories and high in fibre. Fruit offers an array of important vitamins and minerals, and also contains phytochemicals which may help protect our bodies against diseases.

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



Energy, sugar, fat and salt per serving

Per 40g serving

ENERGY
225kJ / 54kcal 3%

MED **FAT**
2.5g 4%

MED **SATURATES**
1.3g 7%

MED **SUGARS**
2.7g 3%

LOW **SALT**
0.06g 1%

% of an adult's reference intake
Typical values per 100g : Energy 563kJ / 135kcal

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.

GET PHUNKY IN 15 MINUTES WITH THE PHUNKY15



A series of 15 minute physical activity ideas that you can do in the classroom with no equipment or apparatus. The children can even do this in their school uniforms – no need to get changed. So there really is no excuse, start now, get active, get Phunky with Phunky15.

The warm up...

Tight body stretch - Ask the pupils to make their whole body as tight and stiff as possible. Hold this for a count of five and release. Breathe in and out slowly. Now ask the pupils to tighten one body part at a time in the following order: one hand, both hands, one arm, both arms, one leg, both legs, buttocks, whole body. Now ask them to release each body part one at a time in the following reverse order: buttocks, both legs, both arms, both hands.



Main activity...

Follow My Leader - The teacher leads the children travelling in a variety of ways by running, skipping, jumping, hopping or dancing around the classroom and the pupils follow behind travelling in the same manner as the leader. Teacher calls change and leader goes to back of the group and next child in line takes the lead. Teacher can call the actions or children can lead their own group making their own sequences.

Cool down...

A Flower's Day - Each child pretends that they are a flower which is sleeping, by lying on the ground. Tell the children that the sun has risen and the flower slowly starts to open. The children should pretend to wake up, stretch and slowly stand up and open their arms. During the day when the flower is awake the flowers are happy, the children should do a dance to represent this. In the evening, the flower goes back to sleep when the sun goes down. The children should slowly curl up into a small ball and eventually end up lying on the floor and lay quietly for a count of 1 minute.





BREATHING HANDS - 15 minute Mindfulness practice

WALT What Am I Learning Today?

- Awareness of rhythm and pace of breathing.
- Notice body sensations and how emotions impact on breathing.

WILF What I am Looking For?

- Describe the pace and rhythm of breathing in and out.
- Notice and be able to describe the physical sensations of breathing eg cold/warm.
- Describe how different feelings can affect breathing.

Guidance and preparation

- The children can sit on their chairs or in a circle.
- Chime bar to signal start and end of the practice.

Resources

- Chime bar (any percussion instrument).

Useful for...

Children noticing emotions and how this affects their breathing.

Activity (10 minutes)

1. Get the children to do 2 slow, deep breaths to settle into their personal space and teacher to demonstrate the practice using hands as the breathing ball.
2. Pretend you are holding an imaginary football - breathing in, move your hands slowly towards each other until your fingers touch.
3. Breathing out, move your hands away from each other back to the start.
4. Repeat the movement in time with your breath.
5. Teacher to signal the start of 1st practice using chime bar.
6. Children begin by exploring movement of the hands and when ready, match the movement to their breath. Teacher to signal end of 1st practice with chime bar.
7. Teacher to introduce 2nd practice using same technique and inviting children to explore how different feelings can change the breath.
8. Teacher to call out different emotions eg 'angry' 'worried' 'calm' 'happy' and children to explore how each emotion affects their breathing.
9. Teacher to signal start of 2nd practice using chime bar, calls out different emotions and children show with their hand movements if their breathing rate changes (eg faster or slower).

Discussion (5 minutes)

- For 1st practice, can you describe sensations of your breathing and what did you notice about your breath?
- For 2nd practice, can you describe how different emotions affected your breathing?
- Can you change how you feel by changing your breath?
- If you can, can you think when this might be useful to use?