



## A HEALTHY LUNCH



### Look out for the Healthy Lunch Police!

They are checking to see if your lunch is healthy.

It's easy to make a really healthy lunch if we make sure that we include something from the main food groups of the eatwell guide:

**Yellow** - any type of bread, pasta, rice, couscous, noodles or potatoes.

**Green** – any type of fruit and vegetables.

**Pink** - different meats, fish, eggs or a non-dairy protein (lentils, chickpeas).

**Blue** - different types of dairy foods made from milk such as cheese, yoghurt and fromage frais.

**Drinks** - a drink of water, glass of milk or fruit juice/smoothie (no more than 150ml).

**Draw and label a healthy lunch that you would enjoy. Chat about why it is healthy.**

### MY HEALTHY LUNCH

**Have you included ALL of the food groups listed above? You can tick them if you have.**

**Have a go at making a healthy wrap using the recipe in this week's activities.**

## TASTY LUNCH WRAPS



So we were asked to make a tasty, healthy wrap recipe ... where to start? So many choices of delicious, nutritious foods to include!

A healthy and tasty lunchbox option; simple enough for children to make for themselves. For the safety of young children you could pre-peel and pre-grate ingredients and then let the children build their wrap themselves.



**Skills Check (as appropriate for each key stage):** Follow a recipe; follow food safety & hygiene rules; tidy away; use measuring spoons and cups; cut using bridge/claw knife technique safely; use a vegetable peeler safely; use a box grater safely; spread with a knife/spoon.

**Equipment:** Small bowls, measuring spoons, spoons, chopping board, knife, box grater, vegetable peeler.

**Allergens\*:** Gluten | Eggs | Milk

**Ingredients (makes 1 wrap):**

- 1 wholemeal wrap
- 1 dsp light cream cheese
- 1 tsp natural yogurt, low fat

A choice/variety of fillings from:

- Grated cheese, sliced ham, sliced boiled eggs
- Grated carrot, sliced cucumber, sliced tomato, lettuce or spinach leaves

### Method

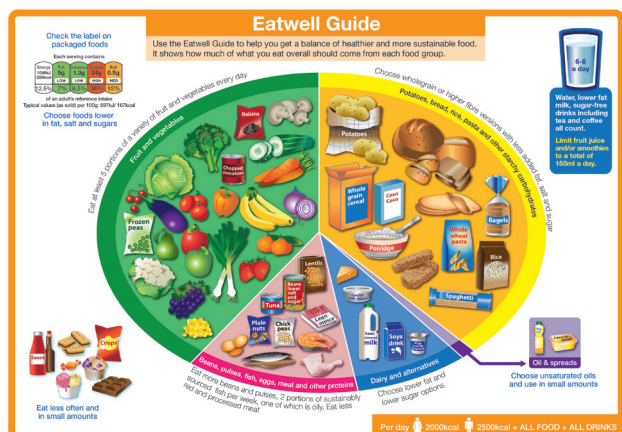
1. Combine the cream cheese and yogurt in a bowl, and mix well.
2. Spread the mixture along the middle of each wrap.
3. Place your choice of fillings in the centre of the wraps, being sure to include some salad vegetables!
4. Fold the bottom of the wrap upwards and then fold and roll the wrap to secure the filling.

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



## TASTY LUNCH WRAPS

### 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

### Energy, sugar, fat and salt per serving

Per 195g serving (based on the following filling: cheddar cheese, ham, lettuce and tomato)

**ENERGY**  
1505kJ / 360kcal **18%**

**MED** **FAT**  
17.0g **24%**

**HIGH** **SATURATES**  
8.6g **43%**

**LOW** **SUGARS**  
5.3g **6%**

**MED** **SALT**  
1.8g **30%**

% of an adult's reference intake  
Typical values per 100g : Energy 772kJ / 184kcal

### So thinking about Tasty Lunch Wraps...

**Wheat wraps**, like bread, are a good source of complex carbohydrates which gives us energy. Generally wholemeal breads/wraps tend to be more nutritious than white, and they also contain more fibre.

**Cream cheese/yogurt** are dairy foods. They contain calcium which helps us build strong bones and teeth.

**Cheese/ham/eggs** all contain protein; essential for healthy growth and repair of our bodies.

**Vegetables** are so good for us! Full of vitamins and minerals.



### 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...

**Cool Chicken** - Lie on your back and place the soles of your feet together bending your knees. Let gravity take the weight of your knees as they drop towards the floor when you will feel a gentle stretch on the inside of your thighs. Don't push your legs to the ground. Hold for 30 seconds. Straighten your legs and relax.



### Main activity...

**Dancing Dice** - Explain to the children that you are going to roll a dice. For each number that's rolled a different dance action should be carried out. Show the children each of the actions before beginning 1 – link arms and complete a circle; 2 – pirouette; 3 – grapevine (cross right leg behind left and step one place left with left leg); 4 – Box step (move right leg forward, the left leg, move right foot backwards and left foot backwards); 5 – Glide (move left foot one step to the left and glide the right foot over to it); 6 – Side step (step two paces to the right).

### Cool down...

**Changing Weather** - Children should stand in a space. The teacher will call out different weather conditions and the children should act it out starting with more severe weather to calmer weather. Tornado (raise your hands above your head with your hands clasped and move round in a circle); Thunderstorm (wave arms and body around energetically) Rain (move arms up and down in front of you wiggling your fingers); Sunshine (start with arms by your sides and slowly raise them with arms outstretched above your head); Breeze (sway from side to side gently).



# BREATHING ARMS 2 -10 minute Mindfulness practice



## WALT What Am I Learning Today?

- Calming the breath using movement.
- Following the breath with arm movements.

## WILF What I am Looking For?

- Awareness of breath.
- Awareness of rhythm of the breath and how this might change with movement.

## Guidance and preparation

- Children stand in own personal space for the practice eg behind chairs in the classroom.
- Children can also do the practice in the Hall, or outside.
- Use chime bar to signal the beginning and end of the practice.

## Resources

- Chime bar (any percussion instrument).

## Useful for...

Teacher to use practice when children have been sitting still for a sustained period of time eg change of lesson if no break.

## Activity (8 minutes)

1. Teacher to explain the practice to the children.
2. Teacher to demonstrate movement of the arms: from starting position with arms by sides, raise arms to shoulder height, move to above the head, palms together, back to shoulder height and then return to starting position.
3. Then introduce how to link the arm movements to breathing: teacher to demonstrate raising both arms to shoulder height on an in breath.
4. On the next out breath, teacher to raise arms to above head, palms together.
5. On the next in breath, lower both arms to shoulder height.
6. On the next out breath, lower both arms to side of body (starting position).
7. Allow children 1 minute to explore the movement.
8. When children are ready, they can time arm movements to match their own breath.
9. Teacher to use chime bar to signal the end of the practice.

## Discussion (2 minutes)

- Teacher to lead discussion of awareness of breathing and sensations in arms eg:
- What did you notice about moving your arms in time with your breath?
- How did you feel afterwards?
- Did anything else move when you were moving your arms? (Eg chest rising and falling).
- Did your arms feel heavy?