



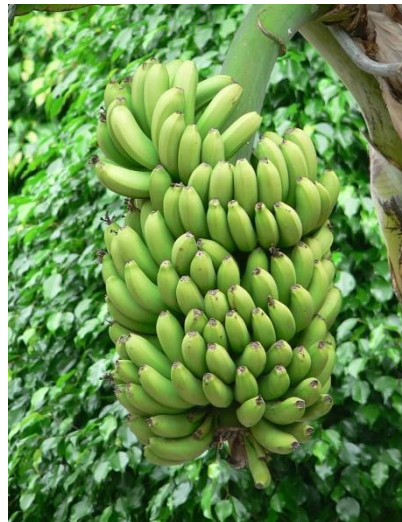
# FOOD WASTE WARRIORS

The food we eat costs money to buy and takes time to shop for. It's really important we all try not to throw it away or waste it.

## Let's think about Bananas

Chat with an adult about how you like to eat bananas. Is it with your breakfast or as a snack, perhaps chopped on top of yogurt, or mashed on toast? It could be in banana cookies or banana bread? How exciting that we can eat them in so many different ways...

Did you know bananas grow in bunches on trees? They travel a long way to our shops.



In the shops where we buy them, they have often turned yellow and are sweet and tasty to eat. This is called ripening.

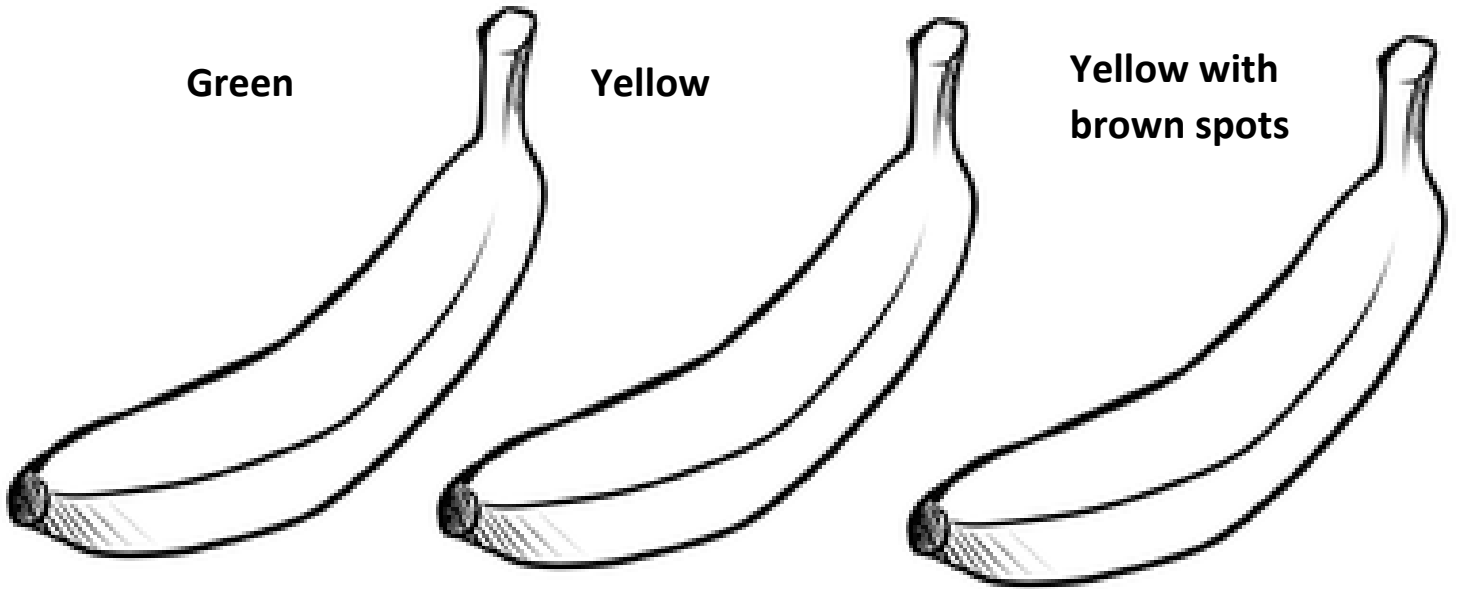


Have you ever seen bananas with dark spots on the skin or when the skin has turned really brown? They still taste delicious and sweet and it is important not to waste them.

## Using Ripe Bananas

What happens to the really ripe bananas in your fruit bowl at home? You could mash them with milk to make a scrumptious milk shake, make them into banana cookies or freeze them to make ice cream...

Colour the bananas below. One green, one yellow and one with brown spots.



## Poem Time

Read the poem below with an adult. When you next eat a banana make sure you eat it all up and don't waste even a little bit. Break it in half or slice it and eat the rest later if you can't eat it all in one go.

### Bananarama

*Bananas growing on trees are green  
They are really quite a magnificent sight to be seen.  
When bananas turn yellow they are scrumptious and nice  
We can buy them in shops for a very low price.  
Then they turn brown, but let's not throw them away  
I wonder what feast we can make with them today?*



## BANANA & OAT COOKIES

This is a great way to use up unattractive, over ripe bananas. The base of these simple 'cookies' combines just two ingredients – bananas and oats. Then be creative and add other things to jazz them up if you like such as dried fruit, orange zest, grated carrot or cinnamon. They're best eaten on the day you make them but will keep for a day in a sealed container.



**Skills Check:** Follow a recipe; follow food safety & hygiene rules; tidy away; mash; use weighing scales; beat ingredients together.

**Equipment:** Baking sheet, greaseproof paper, large bowl, fork, weighing scales, measuring spoons, spoon, use an oven with adult supervision.

**Allergens\*:** Gluten (gluten free oats are available)

### Ingredients (makes approx. 15):

- 160 g oats (any kind)
- 2 large bananas – the riper the better!
- 2 level tsp ground ginger (optional)

### Method

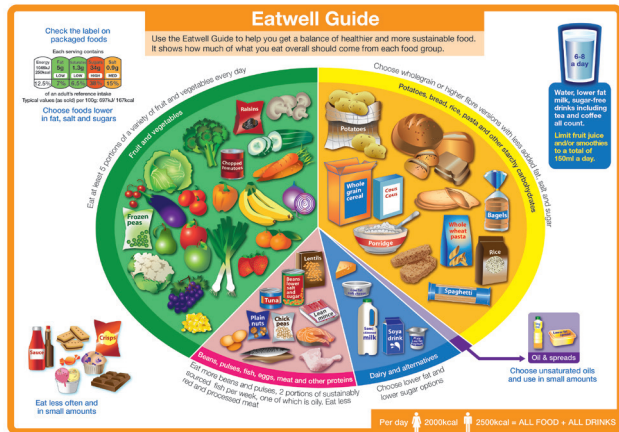
1. Preheat the oven to 180C /Gas Mark 5-6 and put greaseproof paper on the baking sheet.
2. Unpeel the bananas and in a large bowl, mash them well with the fork.
3. Add the ground ginger if using and mix into the bananas.
4. Add the oats and stir well so there are no dry bits.
5. Put spoonfuls of the mixture onto the lined baking sheet in the size you want the cookies to be and flatten if necessary (NB - they will stay the same size and won't rise).
6. Bake for 15 mins until golden.
7. Leave to cool for 10 minutes before eating.

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



## BANANA & OAT COOKIES

### 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 Banana & Oat Cookies...

**Bananas** are a nutritious and filling fruit, providing an excellent source of potassium (good for blood pressure regulation) and vitamin B6, as well as being a source of fibre.

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



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

Per 19g serving

**ENERGY**  
239kJ / 57kcal

3%

MED

**FAT**  
0.9g

1%

LOW

**SATURATES**  
0.1g

1%

MED

**SUGARS**  
2.9g

3%

LOW

**SALT**  
0g

0%

% of an adult's reference intake

Typical values per 100g : Energy 1239kJ / 293kcal

### 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 home with no equipment or apparatus. The children can even do this in their home clothes – no need to get changed. So there really is no excuse, start now, get active, get Phunky with Phunky15.

### The warm up...

**Circular arms** - Get the children to stand up straight with their arms extended outwards from their body. The children should rotate their arms in a forward motion making small circles. Gradually increase the size of the circles until their arms are making the biggest circles possible. Keeping their arms extended outwards from their body, the children should rotate their arms gradually making smaller circles.



### Main activity...

**A Walk in the Woods** - Ask the children to start walking on the spot and imagine that they are going exploring through the woods. Give commands that they have to act out such as: jump over a log, duck under branches, high knees through the muddy patches, tip toe over the stepping stones etc. Ask them to think about the sounds they would hear and encourage development of the actions.

### Cool down...

**Strong as a tree** - Children spread out in the room and stand with their feet firmly on the floor. The children pretend they are a tree in a gentle breeze and sway slowly back and forth. As the wind increases the children's movements become stronger and move back and forth more vigorously whilst keeping their feet flat on the floor. As the wind gets lighter the children sway gently again in the breeze until the wind dies down and the children can rest.







# BREATHING ARMS - 5 minute Mindfulness practice

### WALT What Am I Learning Today?

- Calming the breath using movement.

### WILF What I am Looking For?

- Awareness of breath.
- Following breath with movement of the arms.

### Guidance and preparation

- Could be done seated in the home.
- Children could use yoga mats to lie down on for the practice.

### Resources

- Chime bar (any percussion instrument).
- Yoga mats (if needed).

### Useful for...

Adult to use practice when the children are losing concentration and need encouraging to focus.

### Activity (3 minutes)

1. Adult to explain practice to the children.
2. Adult to demonstrate raising both arms over the head breathing in (in breath), and lowering both arms back to the side of the body breathing out (out breath).
3. Adult to use chime bar to signal start and end of the practice.

### Discussion (2 minutes)

Adult to lead discussion on awareness of breathing and sensations in arms eg:

- Did you notice what happened to your breathing when you moved your arms?
- Did anything else move when you were moving your arms? (eg chest rising and falling when breathing).
- Did your arms feel heavy?