



SNACK ATTACK!

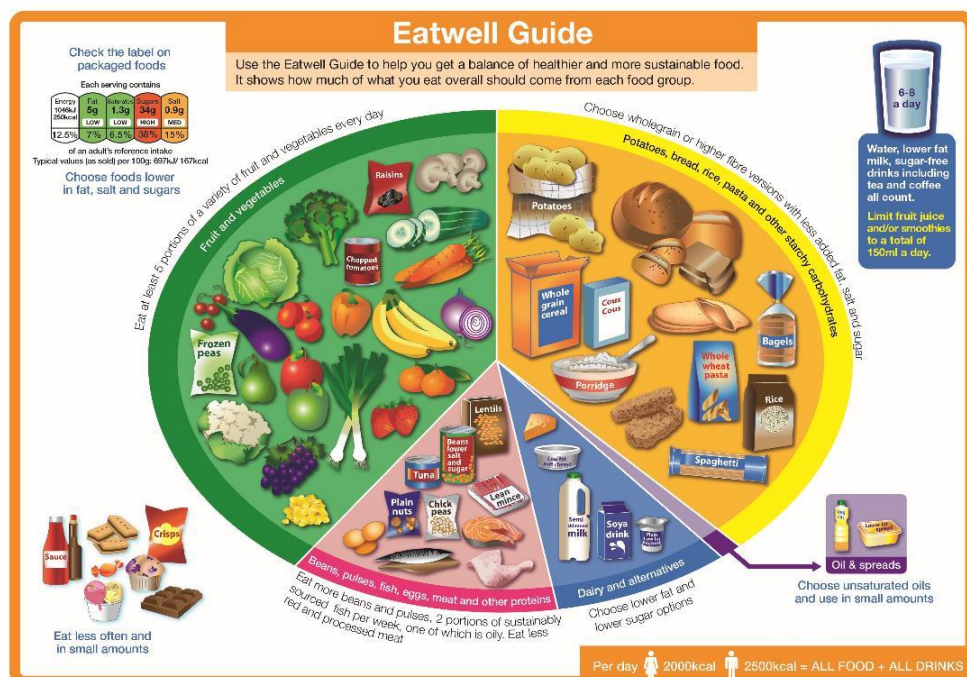
A snack is any food or drink that we eat between our main meals of breakfast, lunch and dinner/tea. It tops up energy levels until the next main meal time.

Identifying Healthy Snacks

Look at the Eatwell Guide below and discuss some ideas for healthy snacks with an adult. Have you thought of wholemeal pitta breads to dip in hummus, a crumpet with cream cheese and cucumber or a small low-fat yogurt topped with a sprinkle of nuts, seeds or strawberry slices?

Fruit and vegetables are the best snacks to have, such as an apple, a bunch of grapes, a few vegetables sticks or a banana. Healthy snacks should be based on using foods from the four main sections of the Eatwell Guide.

Have you noticed the foods that sit outside the Eatwell Guide? We should try to eat these only occasionally as treats, as these contain higher levels of fat, sugar and salt, and we don't need them in our diets for good health.



Make a Fruit and Veggie Bug



Image from <https://www.naturespath.com/en-us/recipes/fruit-vegetable-bug-snacks/>

Look at the bug snacks in the picture. They are made from lots of different tasty fruit and vegetables such as tomatoes, cucumber, strawberries and blueberries. Soft cheese is used to help things stay together.

Now have a go at making your own fruit and veggie bug snack. Look in your fridge and cupboards and create them from ingredients in your home.

Think about what you could use for the body, wings, eyes and antennae. Nuts and raisins make shiny eyes and chives make wonderful antenna. Half an apple would make a good body. Be as creative as you wish!

Safe Cutting

Remember to use the bridge and claw cutting methods when cutting your fruit and vegetables.

You can watch 'How to' cutting skills clips by clicking on the following links:

<https://vimeo.com/267596753> <https://vimeo.com/267596753>



DAREDEVIL DIP

Dare you to dip your veg sticks into this spicy red dip made from bbbbbb... beetroot, and just check out the zingy colour!

As this recipes requires the use of a food processor, it's more practical for children to work in teams of four, so the quantities here reflect this. Whilst they may have to share using the food processor, they can all practice their knife skills in preparing their own vegetable sticks!



Skills Check: Follow a recipe; follow food safety & hygiene rules; tidy away; use measuring spoons; use weighing scales; cut using bridge/claw technique safely; use a vegetable peeler safely; use a tin opener safely; crush garlic; use a citrus squeezer; use a sieve/colander; use the food processor/blender (with adult supervision).

Equipment: Knife, Chopping Board, Measuring Spoons, Garlic Crusher, Citrus Squeezer, Sieve/Colander, Tin Opener, Food Processor, Bowl, Spoon.

Ingredients (serves 4):

- 400g can chickpeas in water, drained
- 140g (2 small) cooked, peeled beetroot
- 2 small cloves of garlic, crushed
- 1 tbsp olive oil
- 1 tsp ground cumin
- 1 tsp ground coriander
- Freshly squeezed juice of 1 lemon
- Freshly ground black pepper

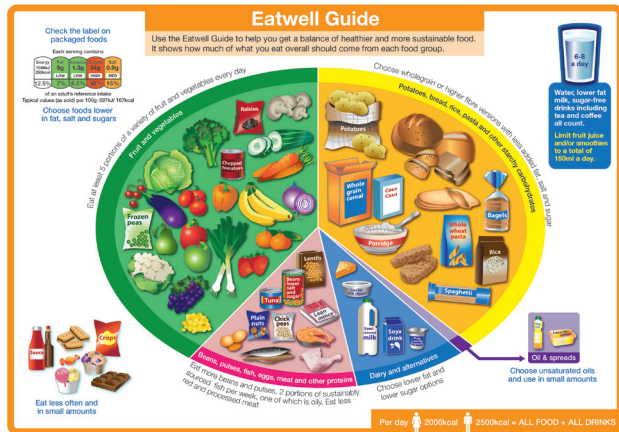
Method

1. Put all of the ingredients into a food processor and whizz together until you have a coarse paste.
2. Spoon into a dish and serve with raw vegetables (e.g. cherry tomatoes, cucumber & carrot sticks, pepper sticks) and bread of your choice - especially nice with toasted wholemeal pitta bread cut into fingers.



DAREDEVIL 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

Energy, sugar, fat and salt per serving

Per 108g serving

ENERGY
521kJ / 124kcal

6%

MED

FAT
5.1g

7%

LOW

SATURATES
0.6g

3%

LOW

SUGARS
3.4g

4%

LOW

SALT
0.08g

1%

% of an adult's reference intake

Typical values per 100g : Energy 482kJ / 115kcal

So, thinking about Daredevil Dip...

Chickpeas are legumes and like other legumes (beans, peas and lentils) they are packed with protein and fibre. They are also low in calories and fat and contain a number of minerals which are thought to be hugely beneficial to our health.



Beetroot is so good for us! Low in calories and high in fibre and phytochemicals (anthocyanins and saponins) thought to lower the risk of heart disease.

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...

Make a letter - Call out a letter of the alphabet and ask the children to make their bodies into that shape. You can demonstrate to make it easier. Useful stretching letters are 'l', 't', 'o', 'x', 'f', 'k', 'r'.



Main activity...

Car journey - Tell the children that they are going on a journey and cars have gears to help them move faster from 1st up to 5th. Call out the gears with accompanying actions: 1st walking on the spot, 2nd walking on the spot with high knees and arms swinging, 3rd jogging on the spot, 4th jogging on the spot with high knees and pumping arms, 5th as fast as they can move on the spot. Shout "brake!" and the children come to a sudden stop. Go through the gears again, you can go backwards too, but now call out places to stop at various times such as 'petrol station' (mime putting petrol in the car) and 'zebra crossing' (lie down on the floor) before continuing. The children can make up other stopping places and actions to develop the activity.

Cool down...

Toe tensing - Children should remove their shoes and lay on their back. Get the children to wiggle their toes, they should then curl their toes up and then stretch their toes out as widely as they can. Relax the foot. The children should then try and flex their toes individually starting first with their big toe, then their 2nd, 3rd, 4th and finally their little toe. End with wiggling the toes again and lay down quietly.



HAPPY SPACE MEDITATION - 10 minute Mindfulness practice



WALT What Am I Learning Today?

- To notice how it feels to be happy.

WILF What I am Looking For?

- To be able to describe where I feel happy.
- Draw a picture of where I feel happy (to extend the practice).

Guidance and preparation

- Children to choose their own comfortable position eg lying or sitting (in or outdoors).

Resources

- Chime bar (any percussion instrument).

Useful for...

A calming practice to end the school day or week.

Activity (8 minutes)

1. Adult to ask children to close their eyes (if comfortable) or lower gaze to the floor.
2. Children to take 2 deep breaths to settle.
3. Adult to use chime bar to signal start of the practice.
4. Adult to ask the children to think of their favourite place and to guide practice with occasional questions.
5. Imagine your favourite place: "What can you hear?", "What can you see?"
6. "What can you smell?" "What colours do you see?"
7. Remind children that they don't need to put their hands up to answer the questions.
8. Children to listen and think of their response quietly inside their own heads.
9. Adult to close the practice by using the chime bar.

Discussion (2 minutes)

- Where is your favourite place?
- What did you see and hear?
- What colours did you see?