



# FOOD WASTE WARRIORS

Have you ever thought about the food we all eat costing money to buy and the time it takes your family to shop for everything? We need to make sure that we don't waste it.

## Ways to not waste food

Discuss with an adult when you might throw food away in your household. It might be that you've eaten a few bites out of an apple and thrown it away or that you had too much food on your plate at a meal time that you left and threw away.

What could you do differently to not waste food? Here are some examples below. Add three different ideas to the list below.

1. When eating an apple, you could cut it into slices and save half for later.
2. Have smaller portions of food on your plate at meal times so you eat it all up.
3. Use over-ripe bananas to make cookies/milkshakes/banana bread or ice cream.
- 4.
- 5.
- 6.

## Wonky Superheroes!

Have you seen the wonky fruit and vegetable for sale in our shops? It may be a different shape, but it's just the same in flavour and goodness as all the perfectly shaped fruit and vegetables. We can't waste them.



Imagine the wonky fruit and vegetables are all feeling sad because they might not be picked and could be left behind on the shelf. Can you help turn them into super heroes? Create your own wonky super hero characters. For example, King Curly Carrot or Super Knobbly Spud. Use the boxes below to draw your characters and give them super powers!

### Think about:

- Which vegetable to choose – carrot, potato, parsnip, onion, pepper
- Your character's name
- What they look like – you could label the different parts
- What their super power is - for example, King Curly Carrot could have an extra arm for super strength and Super Knobbly Spud an extra eye so he can see in the dark!

**My Wonky Superhero is** \_\_\_\_\_

**My Wonky Superhero is** \_\_\_\_\_



## 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

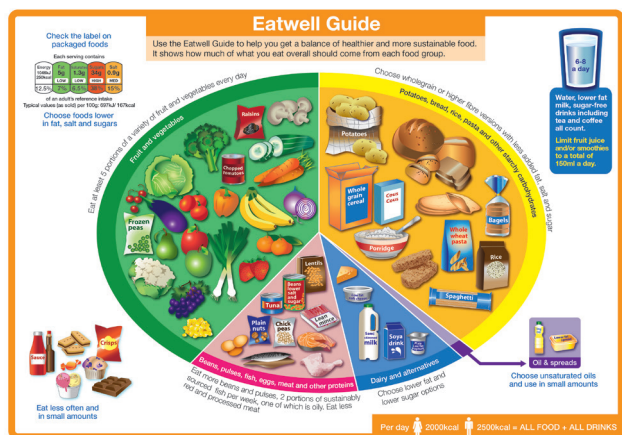
1. Preheat the oven to 180C /Gas Mark 5-6 and put greaseproof paper on the baking sheet.
2. Unpeel the bananas and in a large bowl, mash them well with the fork.
3. Add the ground ginger if using and mix into the bananas.
4. Add the oats and stir well so there are no dry bits.
5. Put spoonfuls of the 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 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; inside or outside.
- Use chime bar to signal the beginning and end of the practice.

### Resources

- Chime bar (any percussion instrument).

### Useful for...

Adult 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. Adult to explain the practice to the children.
2. Adult 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: adult 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. Adult to use chime bar to signal the end of the practice.

### Discussion (2 minutes)

Adult 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?