



LET'S CELEBRATE!

Let's Celebrate with Food

Food is used at times of celebration. Celebrations are often times when families and friends come together to share special occasions such as birthdays or at Christmas. We live in a multi-cultural nation with families from all over the world so lots of different foods are eaten during celebrations.

Food for Thought

People's backgrounds influence the foods included in different celebrations.



Influences on Food Choices

Think about the special times during the year you celebrate. When do they take place? Does your family have particular foods you like to eat during celebrations? What influences the food you choose? For example: traditional family foods, where you shop and who cooks or prepares food for your celebrations. Record your ideas.

Favourite Celebration Dish

Think of a dish or drink that you like to use for celebrations in your house. When do you use it for celebrations and why?

Describe your dish and the reasons why you use it for celebrations.

My Favourite Celebration Dish

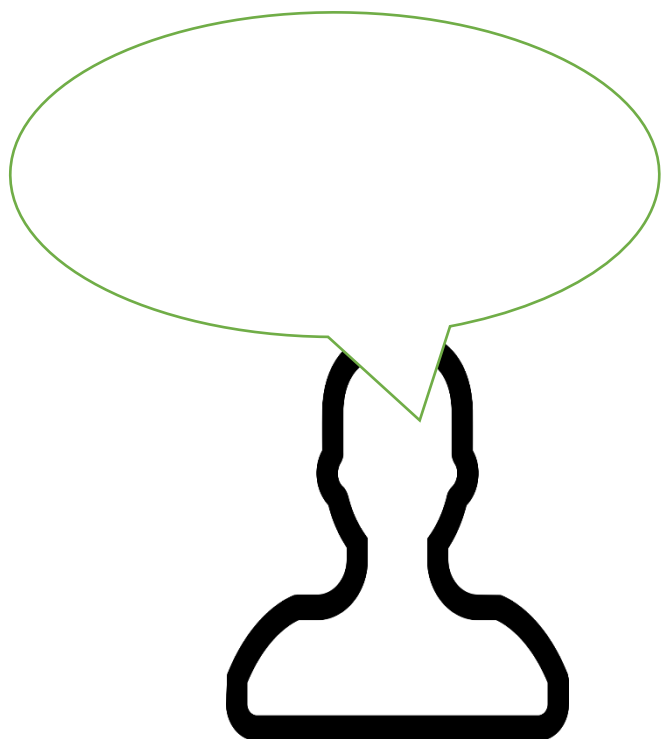
Food Memories

Family are often included at times of celebration such as birthdays, Christmas and other religious festivals. It's a time for family and friends to come together. Ask family members what their favourite celebrations dishes are and why. What is it about the particular celebrations foods that they like? Put their thoughts into the speech bubbles below.

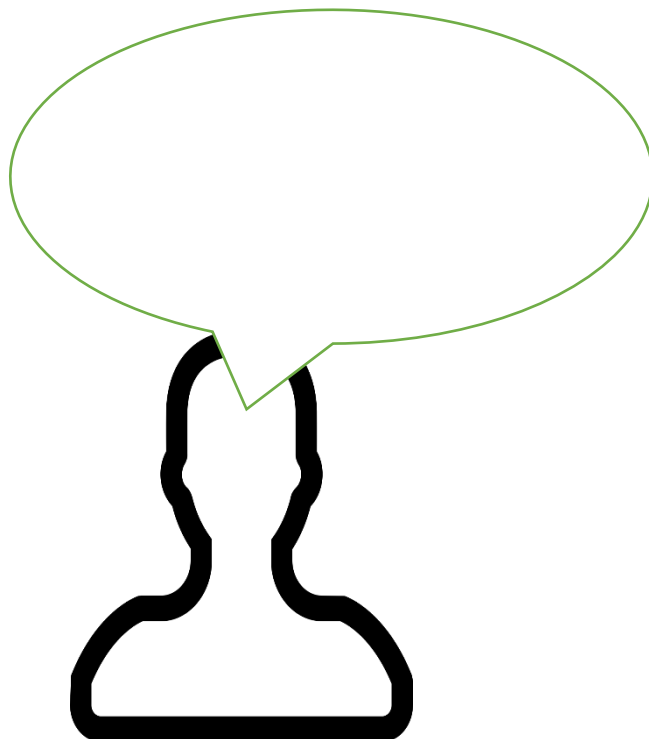
Smells and traditions are very powerful in bringing back memories of an event or place. For example: cinnamon and Christmas turkey; blowing out candles on birthdays or burnt sausages on campfires. Think of smells and traditions linked to food celebrations and add these thoughts to your speech bubbles.

CELEBRATION FOOD THOUGHTS

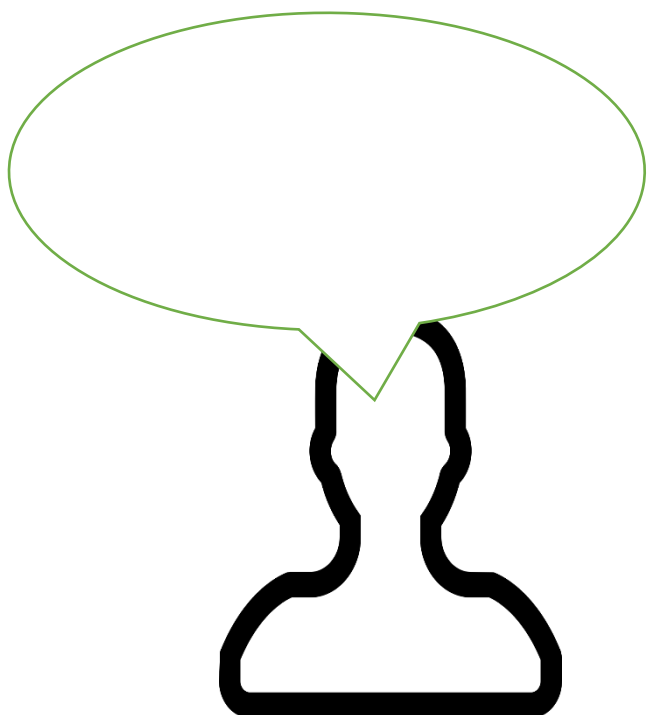
Choose four family members and record their thoughts about celebration food in the bubbles below. You could add their face and hair to make them recognisable!



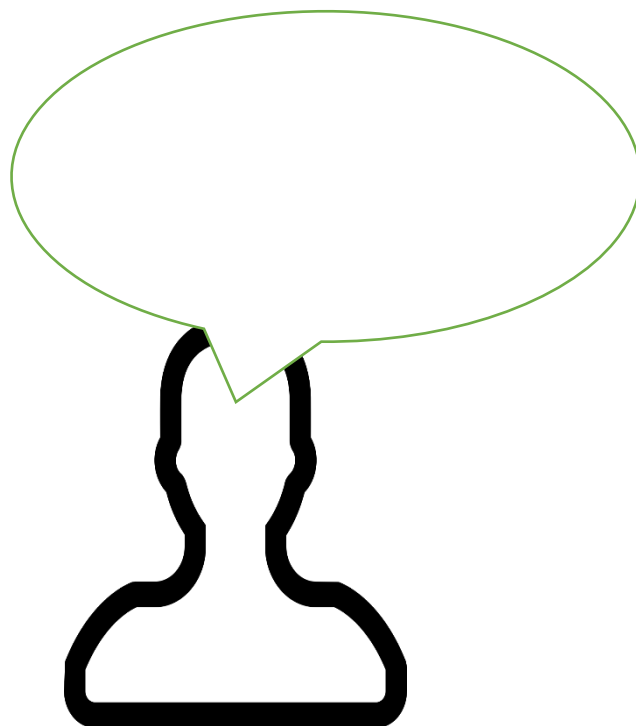
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Name: _____



Name: _____



POPCORN CHICKEN

These herby chicken bites are so moreish and very versatile. Have them as a main meal with a salad, vegetables and jacket potato or pop them in a wrap with some lettuce for lunch. They're also great on their own to serve as a nibble at parties.



Skill Check: Follow a recipe; follow food safety & hygiene rules; tidy away; use measuring spoons; use weighing scales; cut using bridge/claw technique safely; crack an egg; beat an egg; coat e.g. goujons; use a hob (with adult supervision).

Equipment: Weighing scales, measuring spoons, fork, 2 spoons, 2 large bowls, 1 medium bowl, garlic crusher, 2 baking trays.

Allergens*: Wheat | Gluten | Egg
May contain soya.

Ingredients (makes 4 portions):

- 450g chicken breast
- 1 tsp oregano
- 1 tsp rosemary
- 1 garlic clove, crushed
- 100g plain flour
- Freshly ground black pepper
- 2 eggs, beaten
- 300g breadcrumbs

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

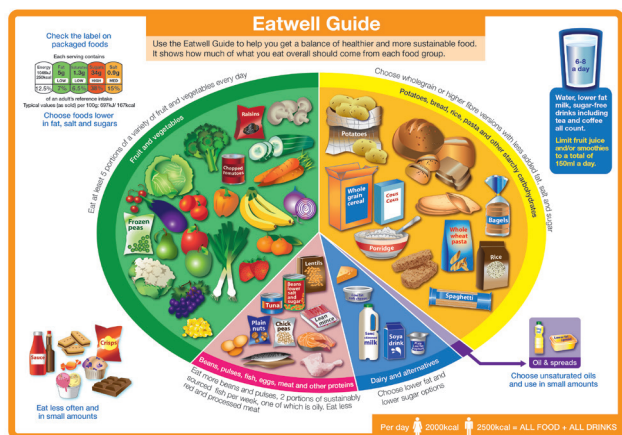
Method

1. Preheat the oven to 190C / Gas Mark 5.
2. Cut the chicken into small bite-sized chunks (approx. 2cm pieces) and put in a large bowl.
3. Crush the garlic, add it to the chicken and mix together.
4. Crack the eggs into the medium bowl and beat them with a fork.
5. Weigh the flour into a large bowl, add the herbs and pepper and stir to combine.
6. Place your breadcrumbs in the third large bowl.
7. Working in small batches, dip the chicken pieces first into the egg, then into the herby flour and then finally into the breadcrumbs to coat before placing them on the baking trays.
8. Cook for 15 minutes until crispy and golden brown.

N.B. because the flour and breadcrumbs have come into contact with raw chicken, throw any that is left away.

POPCORN CHICKEN

Nutrition Information

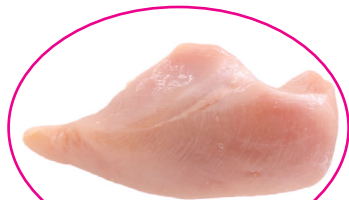


The Eatwell guide shows the proportions of the main food groups that form a healthy, balanced diet:

- 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 Popcorn Chicken ...

Chicken is high in protein, and is a good source of B vitamins. Without the skin chicken breast meat is low in fat and calories.



Breadcrumbs are a good source of complex carbohydrates which gives us energy. It is also a good source of fibre and B vitamins. In general, wholemeal and whole-grain flours/bread tend to be more nutritious than white, and they also contain more fibre.



Energy, sugar, fat and salt per serving

Per 194g serving

ENERGY
2167kJ / 512kcal

LOW

FAT
5.6g

LOW

SATURATES
1.1g

LOW

SUGARS
3.8g

MED

SALT
0.8g

% of an adult's reference intake

Typical values per 100g : Energy 1117kJ /264kcal

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...

Tight body stretch - Ask the children 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 children 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...

Down in the Jungle - Explain to the children that they have to pretend they are running through a jungle. The teacher will shout out commands and the children will act them out whilst standing in one spot. Commands include jump over logs; duck under branches; high knees through the quick sand; run from the tiger; tip toe past the snakes etc.

Cool down...

Noises - Ask the children to find a space to lie in and be quiet (or sit at their desk depending on availability of space). Ask them to close their eyes and listen to all the noises surrounding them. Can they hear their own breathing and their heart beat?





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 adult 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. Adult 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. Adult to signal end of 1st practice with chime bar.
7. Adult to introduce 2nd practice using same technique and inviting children to explore how different feelings can change the breath.
8. Adult to call out different emotions eg 'angry' 'worried' 'calm' 'happy' and children to explore how each emotion affects their breathing.
9. Adult 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?