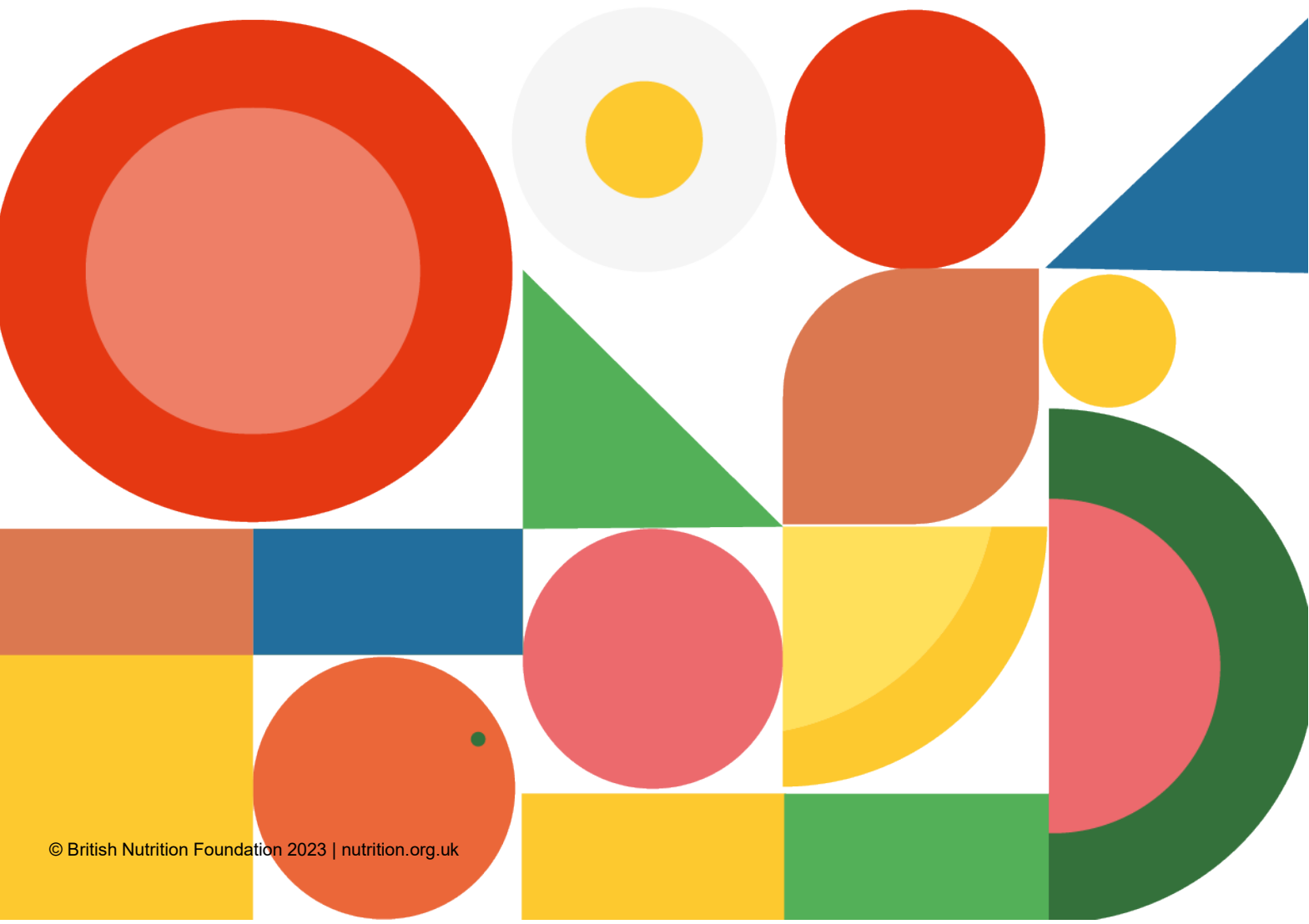


British Nutrition Foundation's Healthy Eating Week 2023

For Everyone!

Secondary guide



Welcome to the British Nutrition Foundation's Healthy Eating Week 2023

This year's 11th Healthy Eating Week will take place from –12-16 June 2023. This guide will provide you with the information and resources you will need to take part in the Week.

This year's Healthy Eating Week aims to help everyone learn more about what they can do to have a healthier and more sustainable diet by focusing on five themes:

- **Focus on fibre - for meals and snacks**
Have more wholegrain foods, fruit and vegetables, beans, peas, and lentils.
- **Get at least 5 A DAY - canned and frozen count too**
Have at least 5 portions of a variety of fruit and vegetables every day.
- **Vary your protein - be more creative**
Eat a wider variety of protein foods and choose plant protein sources more often.
- **Stay hydrated- fill up from the tap**
Have about 6-8 drinks a day and choose reusable or recyclable drinks containers.
- **Reduce food waste - be food wise**
Aim for the right amount when you shop, cook, and eat to avoid throwing food away.

Read on for background information about the Week's five themes, and activities and resources for use in school.

Whole school

Use these ideas to get your whole school involved in Healthy Eating Week.

- Display the [Healthy Eating Week posters](#) in a communal area such as the hall or dining area.
- Share the [Healthy Eating Week all themes sheet](#) with your school kitchen or meal supplier. Ask them to highlight dishes that support the Week's themes during Healthy Eating Week. They could use the [What's happening today? signs](#) to signpost dishes.
- Complete and display the [What's happening this week? sheet](#) to show everyone what you have got planned for the Week. You could make this available on your school website or social media channels.
- Award pupils (and staff!) with the [Healthy Eating Week certificate](#) for their participation and achievements during Healthy Eating Week.
- Ask a member of staff to organise some Healthy Eating Week activities for school staff using the [Workplace/Adult resources](#).
- Organise a whole school Healthy Eating Week **picnic or lunch**. Use local and seasonal ingredients, especially fruit and vegetables, provide wholegrain options and be food wise, avoiding food waste. If it is a hot day, remember to offer plenty of cold drinks ideally in reusable or recyclable drinks containers.

You can find all the resources above, here: <https://www.nutrition.org.uk/healthy-eating-week-2023/>

Short on time?



We have developed one, easy to use, **key activity** for each day's themes. Look out for the first activity listed under the *Activities and resources* for each theme in this guide.

Why not share what your school is doing for Healthy Eating Week on Twitter @NutritionOrgUK #HEW23 or email us at postbox@nutrition.org.uk?

Focus on fibre – for meals and snacks

Have more wholegrain foods, fruit and vegetables, beans, peas, and lentils.

Most of us are not eating enough fibre. In the UK, teenagers aged 11-16 years are recommended to have 25g of fibre each day. However, they are currently only eating, on average, 16g a day. UK adults are recommended to have 30g of fibre each day but are currently only eating, on average, 19g a day.

Eating plenty of fibre as part of a healthy, balanced diet is linked to a lower risk of heart disease, stroke, type 2 diabetes, and bowel cancer. Choosing fibre-rich foods may also help us to feel fuller for longer, which can help support weight management. Eating fibre-rich foods alongside drinking plenty of fluids and keeping physically active can help prevent constipation.

Fibre may also help to increase 'good' bacteria in the gut, and it is thought that our gut bacteria may play an important role in aspects of health such as immune function, obesity and even brain function and mood!

Fibre intake can be increased by including fibre-rich plant foods in the diet, such as:

- Wholegrain varieties of starchy foods like wholegrain breakfast cereals, wholewheat pasta, wholemeal bread, and brown rice
- Pulses like kidney beans, chickpeas, and lentils
- Nuts and seeds
- Potatoes with skins on
- Fruit and vegetables

Wholegrain, wholewheat or wholemeal – what's the difference?

All these terms refer to products made using the 'whole' of the grain - the bran, germ, and endosperm!

Healthy eating guidelines in the UK, known as the [Eatwell Guide](#), focus on eating a plant-rich diet including plenty of foods with fibre. If everyone in the UK followed the Eatwell Guide, this could reduce the environmental impact of our diets by about a third, including less land and water use, and lower greenhouse gas emissions.

Top tips

Choose higher fibre foods at mealtimes and for snacks:

- Go for potatoes, sweet potatoes, or yams with the skins on.
- Add fruit to your wholegrain breakfast cereal or porridge.
- Snack on fruit, vegetable sticks, rye crackers, oatcakes, unsalted nuts, or seeds.
- Add plenty of vegetables to meals, as a side dish or salad.
- Add pulses like beans, chickpeas or lentils to stews, curries, and pasta sauces.

Try new wholegrain foods:

- Check food packaging for the terms 'source of fibre' or 'high in fibre.' A 'source of' fibre has at least 3g of fibre per 100g, and 'high in' fibre has more than 6g per 100g.
- Check food packaging for the words wholegrain, wholewheat or wholemeal on food products like wholewheat noodles and wholemeal bread.
- Go for wholemeal or higher fibre seeded breads. If you only like white bread, why not try versions that combine white and wholemeal flour?
- Go for high-fibre lower sugar breakfast cereals like wholewheat biscuit cereal (e.g., wheat biscuits), no added sugar muesli, bran flakes or porridge.

Consider the pennies:

- Try own brand canned beans, pulses, and lentils as these can be better value than branded versions.
- Bulk buy – buying larger bags of pasta or rice can save money. Remember to be food wise though and not cook more than you need.

Activities and resources



Key activity



Build a brilliant snack

Take a look at the [Build a brilliant snack](#) sheet for ideas, and then set up a snack station for children. Invite them to create a fibre filled snack (great for lunch too!). Remember to check for allergies, intolerances, and dietary requirements before running this activity.

- Task pupils to record and calculate the amount of fibre they had yesterday using the [Track my fibre](#) sheet and [Explore Food](#) (free nutritional analysis tool).
- Display the [Fabulous fibre swaps poster](#). Using the [Explore Food](#) nutrition analysis tool, get the pupils to increase the fibre in a selection of dishes. You could choose dishes from the *Food – a fact of life* [recipe area](#).
- Download and print off the [fibre fact cards](#) and use as part of a display to promote focusing on fibre.
- Challenge pupils to make changes to a recipe to increase the amount of fibre provided. Use the [Fibre challenge](#) worksheet for ideas.
- Get the school kitchen/meals provider on board! Ask them to provide a higher fibre dish and promote it as the 'Fibre dish of the day.' They can use the *Focus on fibre* [What's happening today? sign](#) to signpost the dish.
- Review the fibre content of a variety of pizzas using empty packaging or electronic nutrient information. Challenge pupils to modify a pizza recipe and come up with different ways of increasing the fibre content. Use this [worksheet](#) to support.
- Use the *Find your fibre fortune* [instructions](#), [worksheet](#) and [store cupboard items](#) to challenge the pupils to create a fibre-filled meal based on three randomly selected ingredients. Pupils should then complete the questions on the worksheet.
- Make some exciting new dishes from different global cuisines that use a variety of higher fibre food such as chickpeas, lentils, or beans. Why not try one of the new [global cuisine recipes](#) on *Food - a fact of life*?
- Plan and set up a tasting activity to promote healthier, higher fibre tasty snacks. Ideas might include hummus with vegetable sticks, homemade oatcakes with a vegetable dip, fruit kebabs, baked skin-on potato wedges, or [roasted chickpeas](#). Sensory science and tasting activity resources can be found [here](#). Remember to check for allergies, intolerances, and dietary requirements before this activity.

Tutor group

- Use the [Fibre race board game](#) as a fun way to share messages around eating more fibre.
- Hand out the [Fibre cards](#) which show the amount of fibre in different foods. Ask the pupils to line up in descending order of fibre content by either portion or 100g. Compare the difference between similar food, such as white and brown rice, and discuss why there is a difference. Compare and contrast the different amounts of fibre in different fruit and vegetables.
- Fill in the missing words on the [Quick facts on fibre worksheet](#).
- Task pupils to create a poster about fibre, outlining why it is important, how much we should have, and how we can have more in our diet. You can share the [Fun way to fibre](#) poster for inspiration!
- Share the [Track my fibre worksheet](#) with pupils – can they achieve the recommended 25g of fibre a day?

Remember to get your school staff involved in Healthy Eating Week! Look at the [workplace/adult resources](#) for ideas!

Get at least 5 A DAY – put plenty on your plate

Have at least 5 portions of a variety of fruit and vegetables every day.

In the UK, [healthy eating guidelines](#) recommend that fruit and vegetables should make up over a third of what we eat.

Did you know that teenagers aged 11-18 years have less than 3 portions of their 5 A DAY?

Fruit and vegetables provide a range of essential vitamins, minerals, and fibre as well as a variety of compounds produced by plants which give fruit and vegetables their colour and may benefit health. Diets high in fruit and vegetables are also associated with a lower risk of diseases such as heart disease, stroke, and some cancers. Fruit and vegetables can also help teenagers to maintain a healthy weight because they are generally low in calories - they can eat plenty for relatively few calories!

Fruit and vegetables tend to have a lower environmental impact in terms of greenhouse gas emissions and land use than other types of food.

Different coloured fruit and vegetables contain their own combination of nutrients. Eating a variety of different coloured fruit and vegetables as part of meals and snacks can provide teenagers with a range of important nutrients. Remember it is at least 5 A DAY – more is better!

- A portion of fruit or vegetable is 80g – a medium-sized banana or apple, two or more plums or satsumas, or three heaped tablespoons of cooked vegetables.
- A portion of dried fruit is 30g – a heaped tablespoon of raisins, two figs or three prunes.
- 150ml glass of unsweetened 100% fruit or vegetable juice or smoothie counts as a maximum of one of 5 A DAY.
- Three heaped tablespoons of pulses count as a maximum of one of the recommended 5 A DAY.

Top tips

Add more fruit and vegetables throughout your day:

- Fruit and vegetables can be included at breakfast, e.g. fruit on porridge, or tomatoes and spinach with eggs on wholemeal toast.
- Snack on different fruit and vegetables during the day - have a fruit or vegetable snack at breaktime.
- Be adventurous and try new vegetables, or even fruit, in savoury dishes!
- Try a tasty salad for lunch – add brightly coloured vegetables such as red pepper or red cabbage and apple slaw.

Fresh, frozen, dried, and canned all count:

- Frozen fruit and vegetables are nutritious and provide a convenient way to increase intake. Frozen spinach can be added to a curry, or frozen berries can be thawed and stirred into low-fat plain yogurt or used to make [Awesome overnight oats](#). Using frozen fruit and vegetables can help reduce food waste.
- Choose canned fruit and vegetables in natural juice or water with no added sugar or salt. Canned fruit with low fat plain yogurt makes a tasty dessert!
- Dried fruit should only be eaten at mealtimes to reduce the impact on teeth.

Consider the pennies:

- Use odd bits of vegetables to make a vegetable soup or add to stews, curries, or quiches.
- Use frozen or canned fruit and vegetables as these can be better value than fresh, enable portion control and help to reduce food waste.
- Buy loose fruit and vegetables where you can. This way you will only buy what you need, saving money, and help to prevent food waste.
- Store fruit and vegetables in the fridge below 5°C to extend their shelf life.
- Many supermarkets now sell value boxes with a selection of fruit and vegetables that are surplus, in season or 'wonky'.

Activities and resources



Key activity



Find the fruit and vegetables

Help children become more familiar with the wide variety of fruit and vegetables available by using the [Find the fruit and vegetables](#) resource. Make a colour copy of sheet showing the fruit and vegetables and use the questions (secondary) provided to support discussion about the different fruit and vegetables. (The names of the fruit and vegetables can be found on page 9 of this guide.)

You could also:

- task pupils to name all the fruit and vegetables;
- display this resource for the pupils to use independently. They can make up their own questions to ask each other;
- organise a tasting session to allow the pupils to try some of the fruit and vegetables from the resource that they haven't tasted before;
- sort the fruit and vegetables in different ways, e.g. by colour, shape, tried before, not tried before, available as canned or frozen varieties, grown in/outside the UK, cost per portion!

If you have a great idea for how to use this resource, why not share it with us? Tweet [@NutritionOrgUK](#) #HEW23 or email us at postbox@nutrition.org.uk?

- What is a portion? Have a variety of fruit and vegetables to show the pupils. Ask for volunteers to estimate how much of each food would make up a portion. Use the [5 A DAY presentation](#) to review portion size.
- Make a variety of recipes that demonstrate the use of a range of fruit or vegetables and how they can easily be incorporated in dishes. There are lots of exciting ideas such as [Roasted vegetable and chickpea inspired tagine](#), [North African style za'atar roast cauliflower couscous salad](#) and [Bean and plantain stew](#) – search in the *Food – a fact of life* [recipe area](#).
- Challenge the pupils to create a 5 A DAY menu that includes a breakfast, lunch, evening meal, snacks, and drinks. They should explain how at least 5 portions of fruit and vegetables have been included and why the dishes have been chosen.
- Cook up a tasty soup that uses at least two portions of vegetables. Serve with a starchy wholegrain carbohydrate such as a wholemeal roll or include wholewheat pasta or brown rice in the recipe. [Tomato, bean, and pasta soup](#) could be a great one to try!
- Consider the importance of seasonality and the benefits of eating fresh fruit and vegetables when they are in season. Task pupils to make a dish using seasonal fruit or vegetables. The [Seasonality presentation](#) provides information on when food is in season.
- Set up a tasting table – encourage pupils to try a fruit or vegetable that they are not familiar with. *Remember to check for allergies, intolerances, and dietary requirements before this activity.*

- Challenge pupils to make a tasty mixed bean salad – a mixture of fresh, dried, and canned beans can be used but ensure that pupils check the cooking instructions if using dried.
- Try roasting root vegetables such as sweet potato, carrots, parsnips with aromatic herbs like rosemary. Try to use seasonal vegetables – you could grow your own at school or home. A recipe for roasted vegetables can be found [here](#).
- Make a Vegetable chilli and then complete a nutritional analysis of the dish and compare it with a Chilli con carne. A recipe for Chilli con carne can be found [here](#). To make a Vegetable chilli, replace the beef mince with a 400g can of black beans and use a vegetable stock cube. Use [Explore Food](#) to complete the nutritional analysis. A guide for teachers and supporting activity sheets can be found [here](#).

Tutor group

- Task pupils to produce a storyboard or an advert to encourage other teenagers to eat their 5 A DAY.
- Challenge pupils to find a fruit and/or vegetable for each letter of the alphabet and create a fruit and vegetable A-Z!
- Ask pupils to draw around their hand and then create a 5 A DAY poster to encourage others to eat a variety of fruit and vegetables each day.

Find the fruit and vegetables



<p>1st row:</p> <ul style="list-style-type: none"> • Red apple • Lemon – high in vitamin C • Raspberry • Black grapes • Orange - high in vitamin C • Plum • Sweetcorn - high in vitamin C, if canned • Aubergine • Marrow (or courgette) <p>2nd row:</p> <ul style="list-style-type: none"> • Mushroom • Pineapple - high in vitamin C • Strawberry - high in vitamin C • Green apple • Bananas • Red pepper- high in vitamin C • Peas • Lettuce • Red chili • Radish 	<p>3rd row:</p> <ul style="list-style-type: none"> • Green grapes • Pomegranate • Carrot – source of vitamin A • Blackberry • Melon – source of vitamin A, if a cantaloupe melon • Cabbage - high in vitamin C • Pumpkin – source of vitamin A • Cherry tomatoes • Beetroot • Spring onion - high in vitamin C, bulb only • Cucumber <p>4th row:</p> <ul style="list-style-type: none"> • Avocado • Lime - high in vitamin C • Watermelon • Pear • Cherries • Satsuma - high in vitamin C • Green pepper - high in vitamin C • Turnip • Tomato • Orange pepper- high in vitamin C 	<p>5th row:</p> <ul style="list-style-type: none"> • Fig • Gherkin • Mango- high in vitamin C • Red grapes • Apricot (or peach) • Kiwi fruit - high in vitamin C • Garlic • Asparagus • Broccoli - high in vitamin C • Onion
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Vary your protein – be more creative

Eat a wider variety of protein foods and choose plant protein sources more often.

Protein is important for lots of different functions in the human body, from muscle and bone growth to producing hormones and cells needed for our immune system.

Healthy dietary patterns include a variety of nutrient-rich protein foods. To benefit their health and the health of the planet, teenagers should aim to include more plant and alternative sources of protein in their diet. Did you know that growing pulses can improve soil health and reduce the need for fertilisers?

We are advised to eat less red and processed meat, both for health and sustainability reasons. Replacing processed or fatty meats with pulses could reduce saturated fat and salt intake whilst increasing the fibre in the diet. We do not have to exclude animal foods – just try to swap some for pulses (beans, peas, and lentils), nuts, seeds, tofu, and soya or mycoprotein-based meat alternatives (e.g. vegetarian mince). Checking food labels can help us choose those foods lower in saturated fat and salt.

Why not think about trying different plant sources of protein throughout the day as part of meals and snacks? For example, good choices of plant protein foods could include:

- Small handful (20g) of plain unsalted nuts and seeds as a snack, or sprinkled on wholegrain breakfast cereal
- 200g (half a standard 400g can) reduced sugar and salt baked beans on wholemeal toast for lunch
- 2 tablespoons of reduced fat humous with oatcakes as a snack
- 120g lentils in a curry for their evening meal

For information on portion sizes for protein, take a look at our [Get Portion Wise!](#) information.

Top tips

Be creative with beans, peas, and lentils:

- Add pulses like beans, chickpeas, and lentils to your dishes – try canned varieties with no added salt as an affordable and convenient protein source.
- Have a salad for lunch based around different pulses, like mixed beans or green lentils.
- Why not make a bean-based dip or roasted chickpeas as a snack? For recipes, visit our [Recipes area](#).
- Suggest pupils mix up their snacks using chickpeas – they could try falafel, roasted chickpeas, or reduced fat hummus.

Go half and half (or all the way if you want to try a meat-free meal):

- Try swapping half (or all) chicken for chickpeas, lamb for lentils, and beef for beans in recipes made in school - canned varieties of pulses with no added salt are an affordable and convenient protein source.
- Try halving the meat in dishes like bolognese, curries, stews, or stir-fries and replace with a plant source of protein like beans, pulses, tofu, soya mince or mycoprotein-based meat alternative (e.g. vegetarian mince).

Consider the pennies:

- Eat more oats – oats are an affordable cereal that are higher in protein than other grains. Add oats as a thickener to soups and stews, add to a crumble topping or be adventurous and try an oat 'risotto'!
- Use canned or frozen fish instead of fresh. Remember to choose sustainable varieties and canned fish in spring water rather than oil. Make a quick and tasty pasta salad with canned tuna, salmon or crab and canned mixed beans for added protein!
- Jacket potatoes can be an affordable, quick, and easy meal option. Especially if cooked in a microwave. Why not add plain reduced fat cottage cheese as a high protein filling? You could make your own cottage cheese in class by following this [recipe](#). The cottage cheese could then be used to make [Gzik](#), a Polish topping for boiled or baked potatoes or crusty bread.

Activities and resources



Key activity



Vary your protein

You can use the [Protein cards](#) for various activities to help pupils become more familiar with the variety of different protein foods, e.g. cut each food cards into three pieces (as shown by the dashes), shuffle the pieces and then challenge pupils to match each card to put them back together.

1. Hand out the **Protein cards** and get the pupils to:

- sort themselves into plant or animal sources of protein;
- sort themselves into the following groups – beans, lentils, peas, nuts and seeds, fish, meat and other. Which foods are in the 'other' group? (Plant-based mince and eggs).

2. Cut off the amount of protein in each food from the cards (bottom section) and then ask pupils to sort the foods into the order they link has the least protein to the most protein. Go through the answers and ask the pupils to place the foods in the correct order. Discuss what they have found out. Did anything surprise them? How might they use this information to increase the protein content of a recipe?

3. Display the **Protein cards** and challenge the pupils to list:

- the protein foods from the cards that they have tried before and what meal they ate that included the protein;
- the protein foods they haven't tried before but would like to.

- In cooking lessons, encourage pupils to try some plant-based dishes. How about our [Mushroom and chickpea curry](#) or [Red lentil bake](#) from our [Recipe area](#)?
- If you have a school canteen or meal provider, ask them to include some bean and lentil-based dishes on the menu during Healthy Eating Week.
- The Eatwell Guide includes beans, pulses, fish, eggs, meat, and other proteins as examples of protein sources. It recommends choosing lower fat protein-rich foods and reducing high intakes of red and processed meat, and eating more fish (including oily fish), beans, pulses, and lentils. Discuss examples of how this can be achieved, and challenge pupils make a dish that uses at least one plant source of protein. Videos, PowerPoint presentations and activities around the Eatwell Guide can be found [here](#).

- Task pupils to modify a recipe to increase the amount of plant-based protein used. For example, swapping beans or lentils for half the meat in a dish. They could then use [Explore Food](#) to complete a nutritional analysis of the dish.
- Using plant-based dairy alternatives instead of milk has grown in popularity in recent years but they are not always high in protein. Task pupils to investigate and compare the protein content of a range of plant-based milk alternatives, such as soya drinks. This task could then be extended to test the frothing properties of various milks using the [Frothy milk activity](#).
- Challenge pupils to make a range of pesto sauces using plant-based protein sources such as canned chickpeas or edamame beans instead of pine nuts. Try growing your own basil in the classroom or kitchen garden! Rocket, spinach, watercress, parsley, tarragon, mint, or coriander are also a great alternative to basil.
- Task pupils to complete the [Multicultural cooking with beans and pulses](#) or the [Beans and pulses worksheet](#).
- Ask pupils to choose a pulse and find out about it. Where does it grow, and how can it be used in cooking? Use the [Pulse project worksheet](#) to support this activity.
- Use the [Proteins in meals cards](#) alongside the Protein cards (Key resource) to show how protein can be used in meals. Challenge the pupils to make one of the meals.
- Jazz up your baked beans! Pulses are a great source of protein and fibre, why not try these ideas with your pupils?
 - Add chilli powder, frozen mixed vegetables, canned sweetcorn or peas, crushed garlic, fresh or dried herbs to a can of baked beans – whatever you have. Heat through and use to top a jacket potato.
 - Add a little Worcestershire sauce to baked beans on toast, top with grated reduced-fat Cheddar cheese and ground black pepper.
 - Finely slice a green chilli and a small onion and fry in a little spray oil with 1 x 5ml spoon ground ginger, 1 x 5ml ground turmeric, 1 x 5ml ground cumin and 1 x 5ml dried coriander. Add the beans and heat through.
- For a quick and easy meal using baked beans, make tasty [Pork and beans](#). Serve with crusty wholemeal bread and a crunchy salad.

Tutor group

- Compare a variety of food labels (these could be digital) from canned beans, peas, lentils, and other pulses and compare the amount of fibre and protein provided per 100g by each food.
- Can you identify the food? Show pupils the [Pulses presentation](#) which contains pictures of different types of beans, peas, lentils, and other pulses. See how many they can identify and name.
- Challenge pupils to try a new protein this week and let everyone know how they get on!

Stay hydrated – fill up from the tap

Have about 6-8 drinks (glasses or cups of fluid) a day and choose reusable or recyclable drinks containers.

Our bodies lose water throughout the day in urine and sweat, as well as breathing. If we do not drink enough fluids, we can become dehydrated over time. To stay hydrated we need fluid from foods and drinks.

We should have about 6-8 glasses or cups of fluid each day, and more if the weather is hot, we are exercising or being active.

Water is a great choice as a main drink because it keeps you hydrated without adding calories to the diet, or sugars that can potentially damage teeth.

Other healthier choices include unsweetened tea, coffee or herbal infusions, and lower fat milk. Unsweetened 100% fruit or vegetable juices and smoothies can provide vitamins and minerals but should be kept to a maximum of one small glass (150ml) per day.

Sugary soft drinks and energy drinks should be limited - swap these for water or soft drinks without added sugars. Sports drinks can be useful when exercising at high intensity for over an hour, but they are high in sugars so should only be consumed if needed.

Using reusable or recyclable drinks containers will help reduce waste and keeping them handy is a good way to remember to drink more throughout the day.

You can find more information on the [Healthy hydration for adults and teenagers poster](#).

Top Tips

Make tap water your main drink (other sugar-free drinks count too!):

- Keep a bottle of tap water handy during the day.
- Infuse tap water with different fruit and vegetables for extra flavour – try strawberries, cucumber, and mint.
- Have a glass of lower fat milk after exercising for protein and hydration, instead of sugary soft drinks or energy drinks.

Choose reusable bottles and cups, or drinks in recyclable containers (and recycle them correctly):

- Keep a reusable bottle with you so you can re-fill and hydrate regularly.
- Use a reusable flask for tea and coffee on the go.

Consider the pennies:

- Freeze leftover fresh herbs in an ice cube tray and use to flavour your water.
- Make fresh fruit lollies with fruit that has begun to go soft. Mash with a fork and dilute with a little water or semi-skimmed milk and freeze in reusable lolly moulds. Strawberries, raspberries and even bananas are great for making fun and refreshing lollies. Why not try traffic light lollies with different coloured fruit?

Activities and resources



Key activity



Hydration station

Set up a hydration station using the [Hydration station set up guide](#) and [Hydration station sign](#). Encourage pupils to help themselves to drinks.

- Consult with your school meals provider and focus on the provision of and easy access to water in the school dining room. Set up an information area about the benefits of staying well hydrated.
- Set up a *Hydration station* to encourage pupils to stay hydrated during the school day. Take a look at our [Hydration station set up guide](#) for support and label your station with our [Hydration station sign](#). A variety of infused water could be offered for tasting.
- Did you know there are apps which show where you can refill your water bottle when you are out and about? Why not find one of these and share it with your pupils?
- Test the pupils' knowledge of hydration with the [Hydration quiz](#) and follow up with the [Hydration presentation](#).
- Task pupils to compare the contents and nutritional value of a selection of energy drinks. Discuss the outcomes and when/if these might be needed. There is a [Sports nutrition presentation](#) to support.
- Challenge the pupils to make a [Fruit smoothie](#) using seasonal produce. Remember to explain to pupils that that smoothies and fruit juice count towards their 5 A DAY but they should only drink a combined maximum of 150ml a day. Smoothies are a great way to use up fruit and veg that has begun to go soft, helping to reduce food waste.
- Task pupils to create an 'infographic' that could be used on the school website/social media platforms that outlines practical tips to keep children and young people hydrated.

Tutor group

- Complete a [drinks survey](#) with your form.

Reduce food waste – be food wise

Aim for the right amount when you shop, cook, and eat to avoid throwing food away.

In the UK, households are responsible for 70% of UK food waste. According to Waste and Resources Action Programme (WRAP)*, the three most wasted foods are fresh potatoes, bread, and milk.

So much goes into producing our food - water, energy, land, and transport. Reducing the amount of food we waste is therefore important to make diets more sustainable, helping you save money but also helping to save wasting the planet's resources.

Making small changes can help reduce food waste, such as:

- Checking the food storage information on food labels when unpacking the food shop
- Checking the fridge temperature at home is set to 0-5°C and freezer to -18°C
- Storing food in airtight containers to keep it fresh

Top Tips

Know your portions and use these when you choose, cook, and serve food and drinks (to stop buying or cooking too much):

- Use the [Get Portion Wise!](#) guide to help get food portions right.
- Measure out the portion sizes using weighing scales, spoons, and hands.
-

Plan ahead – plan your meals for the week, write a shopping list, batch cook for later, use up leftovers:

- If you buy more food than is needed, freeze for another time. Did you know that butter, cheese, milk, coconut milk, chilli and herbs can all be frozen?
- Choose foods with the latest 'use by' date to maximise the time you have to use it.
- Write a shopping list of ingredients to get the right amount of food for meals and snacks during the week.
- Plan to eat leftovers, or use them as part of other dishes, the next day.

Source of information:

*WRAP: <https://wrap.org.uk/sites/default/files/2021-10/food-%20surplus-and-%20waste-in-the-%20uk-key-facts-oct-21.pdf>



Key activity

Food waste survey

Give pupils copies of the [Food waste survey](#) to complete at home. Ask the pupils to report back about what they find and actions their family can take in the future.



- Ask pupils if they have a food waste recycling bin at home. If they have, this week is a good time to remind them what can and cannot be put in the food recycling. Find out more [here](#).
- Discuss food waste with pupils. What do they consider to be the most common foods that are wasted in the UK? Show the [Food waste presentation](#) and complete the [worksheet](#).
- Listen to the [Food waste webinar](#) discussing the importance of reducing food waste. Challenge pupils to come up with ideas that could be implemented in school or at home.
- Knowing about food and date labels are an important way that can help prevent food waste. Use the [Food labels presentation](#) to introduce 'Use by' and 'Best before' dates and how they can be used effectively. Further information can be found on the [Food Standards Agency](#) website.
- Challenge pupils to create a dish which uses leftover ingredients. Use the [Leftover cards](#), [List of store cupboard items](#) and [Food in season presentation](#) to generate ideas. Make sure that pupils remember that cooked foods should only be reheated once.
- Waste not, want not challenge! Have pupils got fruit which has gone a bit soft? Tell them not to throw it away but make something tasty instead. They could make a [Fruit crumble](#), [Fruit smoothie](#), [Fruity muffins](#), [Fruit scones](#) or [Raisin and banana cookies](#). If they have any vegetables past their best, they could make [Herby veggie crumble](#), [Savoury rice](#), [Vegetable soup](#) or [Roasted vegetables](#).
- Encourage pupils to plan their family's meals with their parents/carers for a week. The [Menu and shopping planner](#) can be used to support. Alternatively, pupils can create their own planner.
- Task the pupils to be creative, help prevent food waste and make their own soup! The activity can be completed individually, in pairs or in groups. Follow the instructions on the [Super soup activity – teacher instructions](#) sheet to set up the activity for your pupils. There is also a [recipe](#) to support the pupils to complete the activity. Why not make [Speedy flatbreads](#), using just three ingredients, to accompany the soup? For pupils with additional needs, planning what to eat, buy and cook is important for developing skills for independent living. A range of resources to support pupils when planning what to eat, shopping, cooking, and eating and sharing (including portion control) can be found [here](#).

Tutor group

- Have a look at the resources on the [Zero Waste Scotland](#) website for the Love Food Hate Waste Secondary Education pack, which includes a useful PowerPoint presentation.
- Write a 'Tips to Reduce Food Waste' poster/advert/graphic/short video that could be displayed in school and posted in the school newsletter or social media.
- Supporting information/resource can be found on [Love Food Hate Waste](#) and the [WRAP – Action on Food Waste](#).

Consider the pennies:

- The cost of ingredients is a continuing challenge for schools, pupils, and their families. There are a number of activities and resources to support understanding the cost of ingredients, working to a budget and comparing the cost of ingredients [here](#). There are also fact sheets around [Cooking on a budget: healthy, affordable dishes](#)

Remember! There is a [What's happening today? sign](#) for each of the Week's themes. You can edit these signs to share information or instructions with your school community about what is happening on each day of Healthy Eating Week.

There is also a [Healthy Eating Week certificate](#) that can be awarded to pupils and staff who have participated in Healthy Eating Week activities.

Why not share what your school is doing for Healthy Eating Week on twitter? [@NutritionOrgUK](#)
[#HEW23](#)



New Derwent House,
69-73 Theobalds Road,
London
WC1X 8TA

020 7557 7930
postbox@nutrition.org.uk
nutrition.org.uk

Registered Charity 251681
A Charity Registered in Scotland SC040061