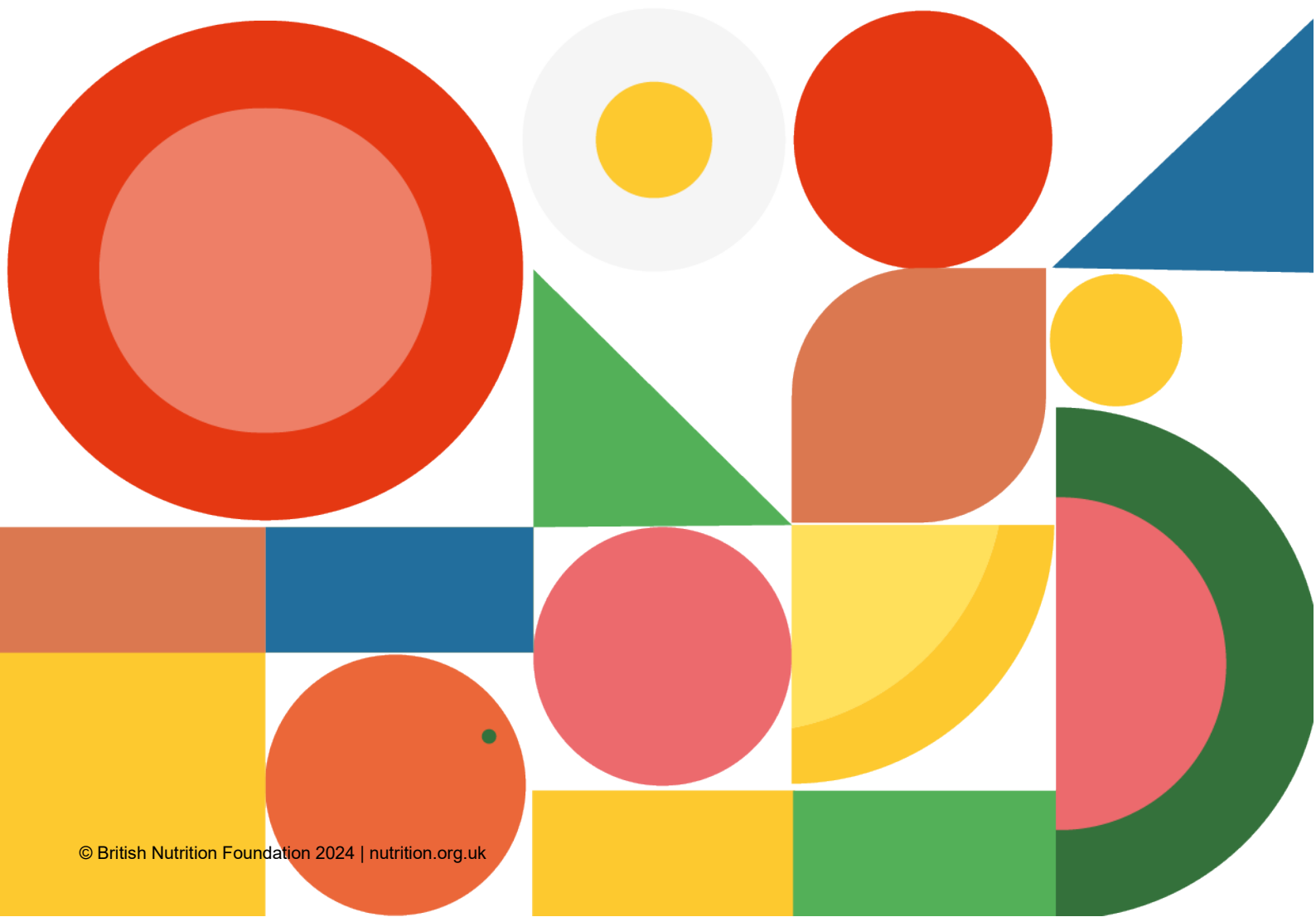


British Nutrition Foundation's Healthy Eating Week 2024

Give it a go!

Primary Guide



Welcome to the British Nutrition Foundation's Healthy Eating Week 2024

This year's 12th Healthy Eating Week will take place from 10-14 June 2024. This guide will provide you with the information and resources you will need to take part in the Week.

We are encouraging everyone to '**Give it a go**' this Healthy Eating Week! Whether that means having one extra portion of fruit or vegetables a day, being a bit more active, experimenting with a new recipe or using up leftovers - Healthy Eating Week 2024 is all about giving it a go!

This year's themes are:

- **Get at least 5 A DAY**
Fresh, frozen, dried and canned all count.
- **Stay hydrated**
Have about 6-8 drinks a day. Tap water is a great choice.
- **Move more**
Find more ways to be active every day.
- **Focus on fibre**
Have more wholegrain foods, fruit and vegetables, beans and lentils.
- **Reduce food waste**
Aim for the right amount when you shop, cook and eat.

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 themes (on page 2) with your school kitchen or meal provider. Ask them to highlight, or prepare, dishes that support the Healthy Eating Week themes.
- Complete and display the [What's happening this week? poster](#) to show everyone what you have got planned for the Week. You could make this available on your school website or social media channels.
- Provide children with a copy of the [My Health Tracker](#) to use during Healthy Eating Week. (The tracker folds to become a small booklet.)
- Award children (and staff!) with the [Healthy Eating Week certificate](#) for their participation and achievements during Healthy Eating Week.
- Organise a whole school Healthy Eating Week picnic or lunch.
- Ask a colleague to organise some Healthy Eating Week activities for school staff using the [Workplace resources](#).
- Share the link to the [Healthy Eating Week recipes](#) with colleagues and parents/carers – these can be made at school or home.

You can find all the school resources, here:

<https://www.nutrition.org.uk/healthy-eating-week/primary/>

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, or find them on the [website](#).



Why not share what your school is doing for Healthy Eating Week @NutritionOrgUK #HEW24 or email us at postbox@nutrition.org.uk?



Get at least 5 A DAY

Fresh, frozen, dried and canned all count.

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

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 us to maintain a healthy weight because they are generally low in calories - you can eat plenty for relatively few calories!

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 provides us 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 for adults, and about the amount that fits in the palm of the hand for children.
- A portion of dried fruit is 30g for adults and around half of this for children. Dried fruit can stick to teeth, which may lead to tooth decay, so it's best to keep dried fruit to mealtimes and not between meals.
- 150ml glass of unsweetened 100% fruit or vegetable juice or smoothie counts as a maximum of one of your 5 A DAY.
- A portion of pulses (about a handful for children) counts as a maximum of one of the recommended 5 A DAY.

[*Healthy Survey 2018 – Fruit & vegetables](#)

How can we get our 5 A DAY?

Add more fruit and vegetables throughout your day:

- Try to include fruit and vegetables at breakfast time such as having berries on porridge or sliced banana on wholemeal toast.
- Snack on different fruit and vegetables during the day, such as crunchy carrot, cucumber and celery sticks.
- Get adventurous and try new vegetables, or even fruit, in savoury dishes!

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 natural yogurt. Frozen fruit and veg can help reduce food waste.
- Choose canned fruit and vegetables in natural juice or water with no added sugar or salt.
- Keep dried fruit to mealtimes only to reduce the impact on teeth.

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 vegetable** resource. Make a colour copy of sheet showing the fruit and vegetables and use the **questions (primary)** provided to support discussion about the different fruit and vegetables. (The names of the fruit and vegetables can be found on page 6 of this guide.)

[Find the fruit and vegetable resources here.](#)

You could also:

- task children to name all the fruit and vegetables
- display this resource for the children to use independently. They can make up their own questions to ask each other
- organise a tasting session to allow the children 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?
@NutritionOrgUK #HEW24 or email us at postbox@nutrition.org.uk?

- A) Using the [Create a super salad sheet](#) for ideas, prepare a selection of salad ingredients. Invite the children to choose ingredients to create their own salad, or, why not set up a practical food activity so the children can prepare the salad ingredients themselves? Remember to check for allergies, intolerances, and dietary requirements before running this activity.
- B) Create a colourful fruit and vegetable display using all, or a combination of the [Fruit and vegetable snack cards](#), [Fruit cards](#) and the [Vegetable cards](#). You could allow the children to add a dot sticker to images of the fruit and vegetables that they try during Healthy Eating Week. Why not share a photo of your display @NutritionOrgUK #HEW24 or email it to us at postbox@nutrition.org.uk?
- C) Set up a fruit and vegetable tasting session and include seasonal and local fruit and vegetables, canned fruit (in juice) and frozen berries (thawed as on pack instructions). Explain to the children that canned and frozen fruit and vegetables last longer, so can help to save food waste, and they can cost less. Use the [Tasting guide](#) to help you organise your session. You may like the children to complete the [Tasting sheet](#) to record their experience and display the [Sensory vocabulary](#) words.
- D) Use [The colourful present](#) story (5-7 years) and resources to stimulate discussion about fruit and vegetables.

- E) Teach about 5 A DAY using the notes and resources from [Activity 4 - Everyone should eat at least 5 portions of fruit and vegetables a day.](#)
- F) Task children to produce an advert or poster to encourage other children to eat their 5 A DAY.
- G) Task children to create a seasonal fruit and vegetable display. To find out when fruit and vegetables are in season, have a look at this guide from the National Farmers' Union (NFU) <https://bit.ly/3HeGPxQ>

Recipes

Make some of these fruit and vegetable based dishes with your children. You can add to or swap the fruit and vegetables in these dishes!

- [Stripy salad pot](#)
- [Coleslaw](#)
- [Fruit kebabs](#)

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
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Stay hydrated

Have about 6-8 drinks a day. Tap water is a great choice.

Our bodies lose water throughout the day in urine and sweat as well as small amounts through 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 around 6-8 glasses or cups of fluid each day, and more if the weather is hot, or we are exercising, or being active.

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

Other healthier choices include lower-fat milks, or unsweetened 100% fruit or vegetable juices and smoothies that can provide vitamins and minerals but should be kept to one small glass (150ml) per day.

Sugary soft drinks should be limited – swap these for water or soft drinks without added sugars.

Using reusable or recyclable drinks containers can 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 children aged 5-11 years poster](#).

How can we stay hydrated?

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

- Keep a bottle of tap water with you to encourage you to drink plenty.
- Infuse tap water with different fruit and vegetables for extra flavour – try strawberries, cucumber and mint.
- Have a drink of water at every meal.

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

- Use a reusable bottle for water and keep it topped up.
- Read the recycling instructions on cartons, cans and bottles to recycle them correctly.

Activities and resources

Key activity

Hydration station

Set up a hydration station using the **Hydration station set up guide** and **Hydration station sign**. Encourage children to help themselves to drinks.



[Find the hydration resources here.](#)

- Show the [Hydration and activity presentation](#). You could show the whole of the presentation or just focus on the hydration part. Talk to the children about the drinks they usually have. Do they have about 6-8 drinks a day, more if the weather is hot or they are active? Do they make healthier drink choices? Could they improve their choices?
- Read through the [Healthy hydration poster \(for children aged 5-11\)](#) with the children and discuss what is being said about the different types of drinks. What information from the poster do they find interesting/didn't they know before? Which drinks do they usually have? Has this poster made them think about changing some of their drink choices in the future? What's good about this poster? What could be better? Task children to create their own Healthy hydration poster to share information with other children their age about healthier drink choices.
- Children could carry out a drink survey to find out about the types of drinks their classmates usually have. They could create their own survey for recording the information or you could use the [Drink investigation](#) (younger pupils) or [Drink survey](#) (older pupils).
- Provide a selection of empty, clean drink containers, e.g. water bottles, milk cartons, juice cartons, soft drink cans (cover the opened area, which may be sharp, with tape to prevent cuts). Task the children to find, and record, the recycling information on each container. Discuss what they find.
- Why should we recycle? Task children to find out the reasons why we should recycle drink containers, and other food packaging. Challenge them to create a display in school to share the information with everyone. You could get classes from different year groups to work together and have a series of displays around the school.
- Take a look at your local council website for more information about what is recycled in your area and how. Some councils may have short video clips to explain more about their recycling processes, for example: <https://youtu.be/MOFJWGcY4ho>



Move more

Find more ways to be active every day.

Children and young people (aged 5 -18 years):

- should engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week* (For children or young people with disabilities, the guidance is 20 minutes of physical activity per day.**) This can include all forms of activity such as physical education, active travel, after-school activities, play and sports.
- should engage in a variety of types and intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength.
- should aim to minimise the amount of time spent being inactive (sedentary), and when physically possible should break up long periods of not moving with at least light physical activity.

[*UK Chief Medical Officers' Physical Activity Guidelines](#)

[**UK Chief Medical Officers' Physical Activity Guidelines for Disabled Children and Disabled Young People 2022](#)

A young person who is physically active and plays sport on a regular basis will have better...



Physical health

- Cardiovascular fitness
- Healthy weight
- Strength
- Co-ordination
- Energy levels



Mental health

- Happiness
- Resilience
- Equipped to tackle anxiety and stress
- Improved mood through release of 'feel good' endorphins



Social wellbeing

- Less lonely
- More trusting
- Improved communication and teamwork skills



Brain function

Evidence shows **being physically active** impacts on progress and achievement.

It **improves the brain** by stimulating growth of the part responsible for **learning** and **memory**.

Young people's **ability to concentrate** also improves after physical activity.

[Youth Sport Trust](#)

Moderate and vigorous activity

Moderate intensity physical activity will increase body temperature, increase the rate of breathing and make the heart beat faster. When exercising at a moderate level, it should be possible to talk but hard to sing a song.

Vigorous intensity physical activity will increase body temperature, make breathing even faster and heavier and make the heart beat rapidly. When working at this level, it's hard to say more than a few words without pausing for breath.

Moving more

As well as being physically active, it is also important that children and young people reduce the amount of time spent being inactive, e.g. watching TV, playing computer games, travelling by car (when active travel is an option). This is because, overtime, inactive behaviour can lead to weight gain and obesity, which can increase the risk of developing chronic diseases in adulthood such as heart disease, stroke, and type 2 diabetes.

Here are some examples of how young people can move more, and what counts as moderate and vigorous activity.

Moving more	Moderate	Vigorous
<p>In school:</p> <ul style="list-style-type: none"> Active lessons (lessons that involve opportunities for moving around) Breaking up long period of sitting with a short 'stretch and move' activity Helping out, e.g. setting up classroom activities, tidying up <p>Outside school:</p> <ul style="list-style-type: none"> Swapping screen time for active tasks or hobbies Getting outside at weekends 	<p>In school:</p> <ul style="list-style-type: none"> Active travel (e.g. walking or wheeling to school) <p>Outside school:</p> <ul style="list-style-type: none"> Cleaning Walking the dog 	<p>In school:</p> <ul style="list-style-type: none"> Playing chase Playing football or similar games <p>Outside school:</p> <ul style="list-style-type: none"> Swimming Martial arts Scotting

Make it manageable:

- The daily activity recommendation doesn't have to be achieved in one go. It can be spread across the day in manageable chunks, for example, 10 minutes at a time.
- The easiest way to move more is to make activity part of everyday life. Encourage children and young people to look for everyday opportunities to move a bit more and share their ideas.

Key activity

Move more activity cards

Use the **Move more activity cards** to get pupils thinking about different ways to get active (the cards include ideas for their use). Challenge them to make up their own games using the activity cards!

[Find the Move more activity cards here.](#)



A) Provide pupils with a copy of the **Move more bingo** to complete at home or school to help them get moving more.

B) Pupils can complete the 'Move more' section of their [My Health Tracker](#) to record activities that count towards their daily 60 minutes a day.



NATIONAL SCHOOL SPORTS WEEK 2024

Take a look at the Youth Sport Trust 60 second physical activity challenges – there are 26 to try!

60 SECOND PHYSICAL ACTIVITY CHALLENGES

A fun 'compete against yourself' approach to physical activity with a focus on resilience and perseverance and the aim to achieve bronze, silver, or gold medal targets.

National School Sports Week

The Youth Sport Trust National School Sports Week is running from Monday 17 to Sunday 23 June 2024. Register your school to receive free equipment, resources, lesson plans, classroom activities co-designed by young people for young people. A great way to follow on from Healthy Eating Week!

[REGISTER NOW!](#)



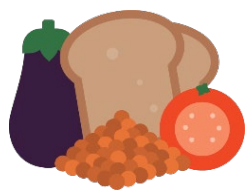
Case study video clips

Get inspired by watching these short video case studies:

- The Michael Syddall C of E Primary School, winner of the Youth Sport Trust Outstanding Primary Practice Award 2023, show us how to weave at least 30 active minutes into your school day: [Watch here](#)
- Abbey and Fountaindale School, winner of the Youth Sport Trust Outstanding Inclusive Practice Award 2023, shows us how they support every child achieving their absolute best: [Watch here](#)

For information about being active, and making activity more accessible, take a look at these links:

- [NHS – Why sitting too much is bad for us](#)
- [NHS – Accessible activities](#)
- [Youth Sport Trust, SEND resources](#) - A set of top tips and helpful resources to support you in including children and young people with Special Educational Needs and Disabilities (SEND).



Focus on fibre

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

Most of us are not eating enough fibre. In the UK, children of primary school age are recommended to have 20g of fibre each day, but are currently only eating, on average, 14.3g a day. UK adults are recommended to have 30g of fibre each day but are currently only eating, on average, 19g a day.

[Source: NDNS results from years 9 to 11 \(2016 – 2019\)](#)

Eating plenty of fibre as part of a healthy balanced diet helps to keep our digestive system healthy and 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 health such as immune function and obesity and even brain function and mood!

You can increase your fibre intake by including fibre-rich plant foods in your 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.

Choose higher fibre foods at mealtimes and for snacks:

- Go for potatoes, sweet potatoes, or yams with the skins on.
- Add fruit to wholegrain breakfast cereal or porridge.
- Snack on fruit, vegetable sticks, rye crackers or oatcakes.
- 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:

- You may see ‘source of fibre’ or ‘high in fibre’ on the front of food packaging - a ‘source of fibre’ has at least 3g of fibre per 100g, and ‘high in’ fibre has more than 6g per 100g.
- Check 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.

Activities and resources

Key activity



Fibre cards

You can use the **Fibre cards** for various activities to help children become more familiar with different foods that provide fibre.

Here are some of the ways the cards could be used.

- Ask the pupils to line up from highest to lowest in fibre. 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.
- Sort the **Fibre cards** into the Eatwell Guide food groups and discuss what they notice.
- Place the cards in a bag and let the pupils select two or three cards at random. Challenge them to plan a meal, or find a recipe, that includes one or more of the foods.
- Play 'higher' or 'lower'. Place the cards in a pile face down. Take the first card, read the fibre content and attach the card to the board or a wall. Take a second card and cover the fibre content. Show pupils the card and ask if they think it is higher or lower in fibre than the first card. Reveal the answer and stick the card next to the first one. Repeat the process with the next card. You could award points for correct answers and set up a scoring system.

The cards can be used 'whole' or cut into two or three parts (as shown by the dashes). Pupils can then be challenged to reassemble the parts.

[Find the Fibre cards here.](#)

- A) The Eatwell Guide is the UK healthy eating model. The model shows us that around 1/3 of our diet should come from the *Fruit and vegetables* group and around 1/3 from the *Potatoes, bread, rice, pasta and starchy carbohydrates* group. Foods in these two groups come from plants and provide fibre. Some of the foods in the *Beans, pulses, fish, eggs and other proteins* group also come from plants and provide fibre, e.g. chickpeas, lentils.

Use the age [5-7 Eat well lesson ideas and resources](#) (Activities 1, 2 and 3) or age [7-11 Eat well lesson ideas and resources](#) (Activities 1, 2 and 3) to teach children about the Eatwell Guide. Emphasise that the Eatwell Guide shows us that most the food we eat should come from plants.

- B) To help children understand more about which foods come from plants and which come from animals, you could provide copies of the [Eatwell Guide \(basic\)](#) sheet and task the children, in pairs, to circle all foods from plants in one colour and all the foods from animals in another colour. Help them to notice that the Eatwell Guide is showing us that most of the food we eat should come from plants. Task them to add other foods to the Eatwell Guide sheet, writing these by the food groups where they belong.
- C) Reinforce children's understanding of where foods belong on the Eatwell Guide by letting them use the [Eatwell Guide interactive activity](#).

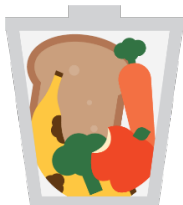
Did you know?

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.

- D) We get a lot of our daily fibre from grains. Foods that are made with grain provide fibre, but we get more fibre from types of foods that are wholegrain, because the 'whole' of the grain is used.
- Show [The Milling process presentation](#) (7-11 years) and talk about what makes flour white, brown or wholemeal.
 - Explain that rice is a type of grain. Show the [Remarkable rice video clip](#). Give the children the [Remarkable rice storyboard sheet](#) and ask them to illustrate the different stages of the rice's journey from mill to fork. (You can edit this sheet to remove some of the tasks if you are working with younger children.) Discuss what happens to make rice brown or white, and what happens to rice that doesn't make it into packets – is it wasted?
- E) Display a selection of wholegrain foods (e.g. wholegrain breakfast cereal, wholemeal bread, wholewheat pasta, wholewheat noodles, brown rice) and their non-wholegrain equivalents (e.g. white bread, pasta). Explain to the children that some of these foods are 'wholegrain' which means the 'whole' of a grain is used. Wholegrain foods provide us with more fibre than non-wholegrain foods. Fibre helps keep our digestive system healthy. The words 'wholemeal', 'wholewheat' or 'wholegrain' on food packaging tell us that the whole of the grain has been used to make a food. Choose children to come up and match the wholegrain and non-wholegrain varieties of each food. Ask them to look on the packaging for the words 'wholemeal', 'wholewheat' or 'wholegrain' and point to where these are. Talk about the differences in how the different varieties of the foods look. Younger children can complete the [Is it wholegrain? sheet](#). Older children can complete the [Fibre hunt sheet](#) which involves looking at the food labels on the wholegrain and non-wholegrain foods, and finding out how much fibre, per 100g, is in each food. Show the children how to find this information on the label before they begin.
- F) With older primary school children, you may like to try some of the activities in the [Fibre February activity pack](#).

Recipes

- Make some [Soda bread](#) with the children and explain that flour provides fibre, especially wholemeal flour, which is included in the recipe.
- Make some [Awesome overnight oats](#) with the children. Explain that the oats and fruit in this recipe provide fibre.



Reduce food waste

Aim for the right amount when you shop, cook, and eat.

In the UK, households are responsible for 60% of UK food waste. According to Waste and Resources Action Programme (WRAP)*, the most commonly wasted foods are fresh potatoes, meals (home-made and pre-prepared), 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 us save money but also helping to save wasting the planets resources.

You can make small changes to reduce your food waste, such as:

- Planning how much food you need to prepare meals and snacks during the week.
- Checking the food storage information on food labels.
- Setting the fridge to 0-5°C and freezer to -18°C.
- Storing food in airtight containers to keep it fresh.

How can we reduce food waste?

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

- Adults can take a look at the [Get Portion Wise!](#) guide to help get portions right.
- For the latest government guidance on portion sizes and food groups for children aged 4-10 years, [click here](#).
- Measure out portion sizes – use weighing scales, spoons and your hands.

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

- Buy foods with the latest ‘use by’ date to maximise the time available to use them.
- If more food is cooked than is needed, have it for lunch the next day. Throw in some different grains and vegetables to bulk it out, or portion out and freeze for another day.
- Write a shopping list of ingredients for meals and snacks throughout the week.
- If too much food has been made, share with friends, neighbours or colleagues to stop food going to waste.

Source of information:

*WRAP: [Food Surplus and Waste in the UK Key Facts - updated November 2023 | WRAP](#)

Activities and resources

Key activity



Food waste survey

Give children copies of the **Food waste survey** to complete at home. Ask the children to report back about what they find and actions their family can take in the future.

[Find the Food waste survey here.](#)

- A) Print the [Food waste or food wasted?](#) sheet. Cut out the images on the first sheet and display sheets showing the plate and food waste bin. Show the images one at a time and talk to the children about what they are and whether they could have been eaten, or if they should be in the food waste bin. Attach the images to the appropriate sheet. Explain to children that lots of food is wasted which means all the things (e.g. water, energy, land, transport) used to make the food are wasted too. Talk about ways we can reduce food waste. Food safety and hygiene should also be discussed when talking about ideas for reducing food waste with the children.
- B) Allow children to explore the [Love Food Hate Waste](#) website to find out three interesting food waste facts. They could write the facts in speech bubbles and create a display.
- C) Challenge children to come up with ways to use up bread, vegetables and milk, which are some of the most commonly wasted foods in the UK.
- D) Children could interview staff in the school kitchen, or the meal provider, to find out about food that is wasted at lunchtime. Can they think of ways this food waste could be reduced? They could deliver an assembly or presentation to raise awareness with other children.
- E) Storing our food correctly can help reduce food waste. Use the [Hygiene and safety \(Activity 1\) lesson and resources](#) to help children learn more about where their food should be stored. (These resources are designed for children aged 5-7 years but may be suitable for older primary school children too.)
- F) Ask the children 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 this information for your local area, [here](#).

Recipes

Lots of recipes can be adapted to use up food that might otherwise be wasted. Try some recipes with children this week, and talk about the ingredients that could be swapped and added to use up food. Take a look at our [Healthy Eating Week recipes selection](#) for inspiration!

Remember! There is a [What's happening this week? poster](#) that you can compete and display, to show your school community what's happening during 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? @NutritionOrgUK #HEW24



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