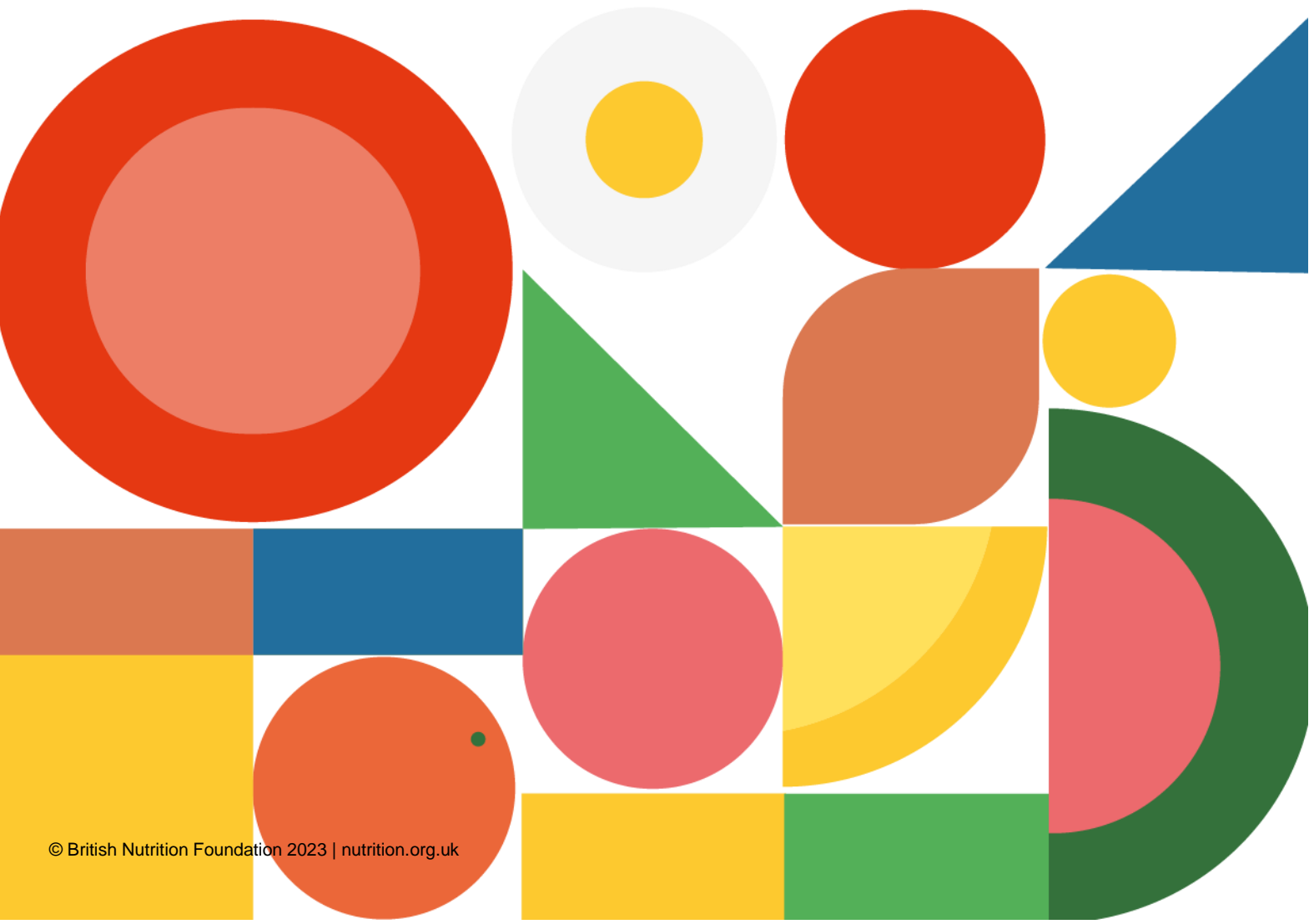


British Nutrition Foundation's Healthy Eating Week 2023

For Everyone!

Primary 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 provider. 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.
- 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.
- Ask a colleague to organise some Healthy Eating Week activities for school staff using the [Workplace/Adult resources](#).

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, 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.

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.

How can we have more fibre?

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



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.

- 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](#).
- D) Task the children to keep a [Food and drink diary](#) for two days and identify the foods they eat that come from plants and those that come from animals. Do most of the foods they eat come from plants?
- E) 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?

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.

- F) 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.
- G) The following activity involves reading and ordering decimals. Give each child one of the [Fibre cards](#) and instruct them to read the amount of fibre in the food per 100g. Explain that we are looking at the amount of fibre in the foods per 100g so the same amounts of food are being compared, but we don't always eat 100g. Ask the children to order themselves from highest to lowest in fibre per 100g. What do they notice? Are they surprised by the amount of fibre in any of the foods? 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.
- H) 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.

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.

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

Did you know that only around one in ten children have 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 us to maintain a healthy weight because they are generally low in calories - you 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 some 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 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.

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.

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 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 9 of this guide.)

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? Tweet @NutritionOrgUK #HEW23 or email us at postbox@nutrition.org.uk?

- A) 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 on twitter @NutritionOrgUK #HEW23 or email it to us at postbox@nutrition.org.uk?
- B) 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.
- C) Use [The colourful present](#) story (5-7 years) and resources to stimulate discussion about fruit and vegetables.
- D) 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](#).
- E) Task children to produce an advert or poster to encourage other children to eat their 5 A DAY.
- F) 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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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 our health and the health of the planet we should aim to include more plant and alternative sources of protein. 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). Check food labels and choose options lower in saturated fat and salt.

We can include different plant sources of protein throughout the day as part of meals and snacks. For example, good choices of plant protein foods could include:

- Reduced sugar and salt baked beans on wholemeal toast for lunch
- Reduced fat hummus with oatcakes as a snack
- Lentils in a curry for an evening meal

How can we vary our protein?

Be creative with beans...and peas and lentils:

- Add pulses like beans, chickpeas and lentils to dishes – try canned varieties with no added salt as an affordable and convenient protein source.
- Make a salad based around different pulses like mixed beans or green lentils.
- Try a bean-based dip to have as a snack with oatcakes or rye crackers.
- Mix up snacks using chickpeas – try falafel, roasted chickpeas or reduced fat houmous.
- Why not try making your own bean dip or roasting your own chickpeas? For recipes, visit our Healthy Eating Week [Recipe area](#).

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!
- Halve 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).

Activities and resources



Key activity



Vary your protein

You can use the [Protein cards](#) for various activities to help children 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 children 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);
- order the cards alphabetically;
- sort themselves into foods that have and haven't been served for school lunch.

2. Display the [Protein cards](#) and challenge the children 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.

A) Look at the protein group on [Eatwell Guide \(basic\) poster](#) or the [Eatwell Guide presentation](#) and ask children to:

- name the food group;
- name each food in the group;
- give examples of the foods in this group that they have tried and how they ate them, e.g. tuna sandwich;
- identify any foods in the group that they have not tried before;
- say whether each food comes from a plant or an animal;
- name other foods that would belong in this group (e.g. different types of beans, lentils, fish).

Explain to the children that we should eat a variety of foods from this group and choose the foods that come from plants more often.

B) The [Pulse presentation](#) shows images of different pulses (beans, peas and lentils) to help children learn about the variety of protein foods that come from plants. It can be used in the following ways:

- Show the presentation slides with the unnamed pulse images, ask the children to name the pulses, say if they have tried them and in what dishes.
- Divide the children into groups of 4-5. Print out a set of the 10 unnamed pulse images (slides 2-11) and the pulse labels (slide 23) for each group. Task the children to cut out the pulse labels and then match them to the pulse images.
- Have a pulses quiz! In pairs or small groups, the children should write the numbers from 1-10 on a piece of paper. Show the unnamed pulse images one at a time,

giving each pair or group a few moments to write what they think the pulse is called. Use the named pulse images (slides 13-22) to run through the answers. How many did they get right? Was it challenging? Can they name any other pulses?

- C) Set children the challenge of investigating a pulse. They can use the [Pulse project sheet](#) to help.
- D) You can use the [Protein cards](#) and [Protein in meals cards](#) for various activities to help children become more familiar with different protein foods.
- Cut the name labels off the [Protein cards](#). Ask the children to match the name labels to the foods.
 - Hand out the [Protein cards](#) and get the children 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? (Vegetarian mince and eggs.);
 - order the cards alphabetically;
 - sort themselves into foods that have and haven’t been served for school lunch.
 - Display the [Protein cards](#) challenge the children to list the protein foods from the cards that they have tried before and what meal they ate that included the protein. Then ask them to list the protein foods they haven’t tried before but would like to. They could do some research to find dishes or recipes that include this food. If appropriate, you could arrange a tasting session for children to try some of the protein foods they haven’t experienced before.
 - Cut the name labels off the [Protein in meals cards](#). Task children to match the names to the dishes. Talk about which of these dishes they have tried before.
 - Task children to match the [Protein cards](#) to the [Protein in meals cards](#). Ask them for other examples of meals that include these protein foods. Challenge children to find out about the ‘farm to fork’ journey for some of the protein foods.

Got a great idea for an activity or game that uses these cards? Why not share it on twitter @NutritionOrgUK #HEW23 or email it to us at postbox@nutrition.org.uk?

- E) Get children involved in preparing ingredients to create a salad bar. Include a variety of different canned (in water) beans and lentils, and lots of different fruit and vegetables. Use the [Setting up a cooking session guide](#), [Food skills guide](#) and [Ingredient check letter](#) to help you organise your session. Set out your salad bar and enjoy a class lunch together!

Recipes

Try these recipes which use different pulses. You can experiment by swapping the pulses for other types!

- [Crunchy chickpea sandwich](#)
- [Royal rice](#)
- [Hummus, pepper and grated carrot pockets](#)

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 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.

- A) 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?
- B) 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.
- C) 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 children).
- D) 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 the recycling information on each container and draw it on the [Drink recycling labels sheet](#). Older children can explore the recycling instructions further by completing the [Reading recycling labels sheet](#).
- E) 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.
- F) 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>

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

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.

- A) 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.)
- 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) 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. You can search for recipes by age or food commodity on the [Food – a fact of life recipe area](#) or take a look at our [Healthy Eating Week recipes selection](#) for inspiration!

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