GOOD FOOD FOR THE HOLIDAYS

A toolkit to support good food for the Holiday Activity and Food Programmes and other out of school clubs

FOOD ACT!VE

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HOW TO USE THIS TOOLKIT

FOOD ACT!VE

This toolkit contains a wide range of information on a variety of different topics related to providing food for children and young people during school holidays.

It is separated out into different sections to make it easy to access the information you need. In summary, the toolkit contains:

- Key content to help your organisation provide good food that meets the School Food Standards and make learning about food fun.
- Links to further resources and other organisations who can support your delivery.
- Appendices with a range of additional resources to support you to provide good food.

To make it as easy as possible to navigate your way around, we've linked different parts of each document with buttons like the ones you can see in the bottom right-hand corner of this page

You can go to the next or previous page of the document by scrolling with your mouse or pressing the down/up keys.

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SECTION 1

Summary

This section provides a summary of the toolkit contents, the resources available and some best practices to help you achieve the School Food Standards

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1.1 SUMMARY

This toolkit has been developed by a team of public health nutritionists (registered with the Association for Nutrition) on behalf of Food Active, a healthy weight programme based in the North West of England, and delivered by the public health charity, Health Equalities Group (charity number: 1110067).

In Spring 2021, Food Active consulted with several local authority public health teams across the North West and coordinators of the Holiday Activities and Food Programme (hereafter HAF) programme, to find out where the current skills and knowledge gaps were when it came to food provision. Through this we identified a need to develop a toolkit, as a central repository which offered delivery providers practical information and support on how to provide food that meets the School Food Standards in a way that is appealing and delicious, plus ideas on how to make the nutrition education component of HAF interesting, simple and engaging.

Whilst physical activity is an important part of the HAF, the focus of this toolkit is around food provision and nutrition education. We have provided a list of useful external sources of information for physical activity in **Section 8.0**.

1.2 BEST PRACTICE FOR GOOD FOOD PROVISION AT HAF

Consider the following suggestions to ensure your provision meets mandatory requirements whilst showcasing good practice:

- Identify your 'Good Food' champion who will be responsible for all things food. . Ideally the role will be taken by someone who has a passion for food. The role could include being responsible for procuring, designing, developing menus and preparing food. Make sure the children, parents and carers at your provision know this is the person to speak to about all things food and use them as a leader and role model.
- Food provided at HAF must meet the School Food Standards. These standards have been developed to make it easier for school cooks to create imaginative, flexible and nutritious menus. Don't see these as restrictive – see these standards as an opportunity to serve up healthy and delicious food and broaden children's taste buds! **See Section 3.0** for detailed guidance.
- Variety is the spice of life and a key focus of the School Food Standards. It is important to provide a wide range of foods - whether it is different fruits, vegetables, grains, pulses or types of meat and fish.
- Each child can have different needs when it comes to food. It is vital to gain a good understanding of what these needs may be and respect these needs – whether it be allergens, aversions, religious or ethical requirements. **See Section 3.6** for more support.
- Don't underestimate children's ability to try something new – even those that might be a 'fussy eater' when they enter your provision. With the right approach, you may be pleasantly surprised! **See Section 3.10** for more support.
- We are not expecting you to be able to implement every piece of guidance in this toolkit. Start with making sure you meet the School Food Standards as a minimum, and work your way from there, introducing new activities or foods every week.
- Start off by conducting a quick audit of what food your currently provide so you can map out any strengths and weaknesses – see the Audit Tool in the Appendices for more information. Audit and evaluation of your provision is a useful way to reflect and continually improve.
- See this provision as an opportunity to positively influence children and their families' health and wellbeing!

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SECTION 2

Overview

This section provides and overview of the Holiday Activities and Food Programme, the Schools Food Standards and how this toolkit can help you provide healthy, nutritious and appealing food for children attending the HAF.

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Good Food for the Holidays: what this guidance will help you achieve

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2.1 THE HOLIDAY ACTIVITY AND FOOD PROGRAMME

Last year the Government announced that HAF will be expanded across the whole of England in 2021, covering the Easter, summer and Christmas holidays. The programme has been delivered in a small number of local authorities since 2018, providing healthy food and enriching activities to disadvantaged children.

School holidays can be particular pressure points for some families because of increased costs (such as food and childcare) and reduced incomes. For some children that can lead to a holiday experience gap, with children from disadvantaged families more likely to experience 'unhealthy holidays' in terms of nutrition and physical health.

As a result of this programme, the aim for children who attend this provision is to; eat more healthily over the school holidays; be more active during the school holidays; have a greater knowledge of health and nutrition, among other factors such as reducing social isolation and building resilience.

The programme also aims to ensure families who participate in the programme have the opportunity to develop their understanding of nutrition and food budgeting through training and advice sessions and signposting towards other information and support, for example, health, employment and education.

2.2 FOOD AND NUTRITION STANDARDS FOR THE HOLIDAY ACTIVITY AND FOOD PROGRAMME

The Department for Education expect delivery partners for the HAF to adhere to the following standards:

Food provision

Providers must provide at least one meal a day (breakfast, lunch or tea) and all food provided at the holiday club (including snacks) must meet school food standards (**See Section 3** for more information).

Whilst the expectation is that the majority of food served by providers will be hot, it is acknowledged that there will be occasions when this is not possible a cold alternative may be used.

All food provided as part of the programme must:

- comply with regulations on food preparation (**See Section 5.2**)
- consider allergies and dietary requirements (**See Section 3.6**)
- consider any religious or cultural requirements for food (**See Section 3.6**)

Nutritional education

Providers must include an element of nutritional education each day aimed at improving the knowledge and awareness of healthy eating for children. These do not need to be formal learning activities and could include activities such as:

- involving children in food preparation and cooking
- growing fruit and vegetables
- taste tests
- Food education for families and carers

There are plenty of ideas in **Section 4.0** to help make learning about food and health fun.

Providers must include at least weekly training and advice sessions for parents, carers or other family members. These should provide advice on how to source, prepare and cook nutritious and low-cost food.

See Section 6.0 for more details on suggestions for nutritional education and support for parents.

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2.3 GOOD FOOD FOR THE HOLIDAYS: WHAT THIS GUIDANCE WILL HELP YOU ACHIEVE

The HAF is an opportunity to make a real difference, to open children and young people up to different foods, to engage them in interesting activities to widen their tastes, improve their health and to get them excited about food. Engaging in food activities can also develop practical food skills and budgeting, developing life-long learning and build resilience.

Food provided should look appealing and attractive, as well as taste delicious. It is important to involve children in as many processes of providing food as possible; from learning about where our food comes from, to getting involved in food preparation (where possible) to sitting down and tucking in with their peers. Furthermore, providing a pleasant space for children to enjoy their breakfast/lunch can also help to create a positive atmosphere and pleasurable experience at HAF.

Eating behaviours and habits are formed in early life and good nutrition in childhood can help to prevent a variety of health problems, both in the short term and later in life. There is increasing concern that many children are consuming too much fat, sugar and salt and too little fibre, fruit and vegetables. Meals served at the HAF are expected to all meet the School Food Standards, and providers need to work hard to ensure that there is a balanced offer which remains healthy, tasty and appealing to the child.

There are many benefits to providing healthy, nutritious and appealing food for children attending the HAF. This could include:

- Better levels of concentration and energy throughout the day
- It will help the children in your care to consume a healthier diet and encourage life-long healthy eating habits, support them to have better dental health and to remain a healthy weight
- A healthy breakfast and lunch are opportunities to contribute to children's 5-a-day
- You can help to assure children's food intake is varied and balanced for at least one/two meals a day
- Millions of children in the UK who rely on free school meals are at risk of hunger during school holidays. In addition, many families face difficulties in being able to access affordable childcare, pay for family holidays, cultural activities and day trips, and find suitable places for young people to spend enjoyable time in a safe environment. The HAF can help to bridge this gap.

We know that the Covid-19 pandemic has had a significant impact on children's diet and overall wellbeing, with some groups feeling the burden more than others. Research conducted by Northumbria University found that half of the children who received free school meal vouchers are reporting a significant drop in their intake of fruit and vegetables following the first lockdown in the spring/summer of 2020[i].

[i] Defeyter, G. and Mann, E. (2020) The Free School Meal Voucher Scheme: What are children actually eating and drinking? [online] Available at: https://northumbria-cdn.azureedge.net/-/media/corporate-website/new-sitecore-gallery/news/documents/pdf/covid-19-free-school-meal-vouchers-final.pdf?modified=20200605160553

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Children have also experienced negative impacts on their own learning and development, as well as social skills as a result of the numerous lockdowns and school closures.

This research only strengthens the rationale for providing holiday clubs to support children and families in receipt of free school meals both as we recover from the pandemic but as long-term provision during school holidays.

Consultation

Following consultation with the Food Active network, local authorities identified that there was a gap in support for the delivery of this type of provision. Over the Easter Holidays, we consulted with a number of delivery partners operating across Cheshire West and Chester, Wirral and Halton to understand further where and what the gaps are when it comes to providing good food during the HAF.

This guidance has been developed to help provide support, advice and signposting information for delivery partners of the HAF programme over the summer, Christmas holidays in 2021 and beyond, and will be reviewed regularly.

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SECTION 3

Good food for the holidays: food provision

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3.1 WHY IS HEALTHY EATING IMPORTANT FOR CHILDREN AND YOUNG PEOPLE?

Eating well is essential to good health and well-being for people of all ages – but particularly for children and young people.

Children and young people who eat well and are physically active tend to:

Have a healthy body weight

- Feel good about themselves
- Have plenty of energy to be active
- Have stronger muscles and bones
- Enjoy better physical and mental health
- Sleep better

Children and young people who are hungry or malnourished * may:

**malnutrition refers to an unbalanced diet which can be due to too many or too little nutrients, resulting in a person being underweight or overweight.*

- Be irritable, moody or aggressive
- Be unable to concentrate and focus on tasks
- Have less energy for daily activities
- Be uninterested in learning situations and do less well at school
- Be at higher risk of developing conditions including dental health problems, heart disease, type 2 diabetes, high blood pressure, some types of cancer, depression, overweight and obesity

We should look to take every opportunity to encourage children and young people to eat well and promote well-being through good nutrition and learning opportunities to increase knowledge and confidence about food – and the HAF is a great opportunity.

Image: World Obesity Federation

3.2 WHAT ARE THE SCHOOL FOOD STANDARDS?

The School Food Standards, first introduced in 2015 (updated in 2019) by the Department for Education, are mandatory for all maintained schools. They apply to all food service on school premise up to 6pm, which includes breakfast clubs, break times, school lunches and after school food provision. Since 2014 all academies and free schools must also meet the standards, and this is an explicit requirement in their funding agreements. These school food standards are designed to ensure that food provided to pupils in school is nutritious and of a high quality, and support children and young people to develop healthy eating habits and get the energy and nutrition they need.

Delivery partners of HAF are required to ensure the food provided at their provision meets the School Food Standards.

In the following pages, we will detail what these standards are, what food groups are involved, what their role is in relation to children's health and how often you are required to provide food from these groups across the day or week.

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Food group	Why is it important?	How often?	Further information
Starchy foods such as rolls, bread, wraps, pitta breads, pasta, rice or potatoes.	✓ Quick source of energy. ✓ Contain B vitamins, which help to keep us energised. ✓ Provide a source of fibre, which supports a healthy digestive system. ✓ Starchy foods help children feel full, so they are less likely to snack!	• One or more portions of this food every day. • Three or more different starchy foods each week. • One or more wholegrain varieties of starchy food each week. • Starchy food cooked in fat or oil no more than two days each week (applies across the whole school day). • Bread - with no added fat or oil - must be available every day.	• We should try to base meals on these types of foods, choosing wholegrains where possible as they contain more fibre than white varieties – wholegrain pasta can contain up to 2.5 times more fibre than white pasta! • You can try 50/50 varieties of bread or mix brown and white pasta or rice together as a starting point. Look for lower-salt breads & crackers and avoid using dried or canned ready-made pasta in sauce as these can be very salty. • When making mash or homemade baked wedges or chips, keep the skin on your potatoes! This is where the fibre is stored! Processed potato products such as waffles, smiley faces or croquettes should be avoided. • Don't add salt when boiling potatoes, rice or pasta – is it not needed!

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Food group	Why is it important?	How often?	Further information
Fruit and vegetables	✓ Fruit and vegetables provide vitamins, minerals and fibre. ✓ Eating these foods keep children healthy and reduces the risk of disease in later life.	• One or more portions of fruit every day. • One or more portions of veg every day. • A dessert containing at least 50% fruit two or more times a week. • At least three different fruits and three different veg every week.	• The Government encourage us to eat at least five portions of fruit and veg every day. • Variety is KEY! Try to keep things interesting by mixing up the type of fruit and veg you serve every day/week – this will help to vary the colours, flavours and textures of the meals you serve. • Fresh, frozen and tinned fruit & veg all count – just make sure you pick tinned fruit in natural juices, not syrup and tinned vegetables without added salt. • Frozen fruit and veg is a great way to reduce food waste. See Section 3.9 on reducing food waste. • Don't forget, as well as being a good source of protein, pulses and beans also count as a portion of vegetables. If you do serve baked beans, try to make sure these are lower salt/sugar varieties. • Dried fruit still counts as one of your five-a-day, however as they contain lots of sugar do not serve portions greater than 30g and avoid providing as a snack/in between meals. • Try to avoid overcooking fresh vegetables. Steaming, microwaving and stir frying are better options than boiling. Some vitamins can be lost in the boiling water. This is fine if you are making soup as you consume the water, but if you are just boiling the veg this can mean we lose some of the goodness! If you do need to boil them, try doing this in a small amount of water.

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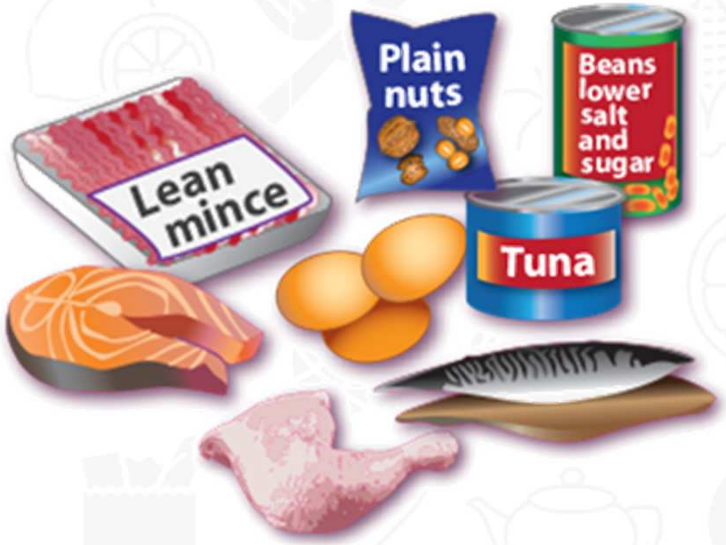
Food group	Why is it important?	How often?	Further information
Proteins such as meat, fish, beans and pulses	✓ Protein is essential for the body to grow and repair itself. ✓ It also provides a range of vitamins and minerals, including iron and zinc. ✓ Oily fish is important as it contains omega 3 fatty acids, which are important for heart health and our brain.	• A portion of food from this group every day. • A portion of meat or poultry on three or more days a week. • Oily fish once or more every three weeks. • For vegetarians, a portion of non-dairy protein three or more days per week. • A meat or poultry product (manufactured or handmade, and meeting legal requirements) no more than once each week in primary school aged children (4-11) and twice each week in secondary school aged children (12-16).	• There are lots of protein options, so it is a good idea to try to vary them throughout the week. Options include boiled egg, ham, chicken, soya, Quorn, tuna, mackerel, salmon, hummus, chickpeas, lentils or beans. • Beans, peas and lentils are good alternatives to meat because they're naturally very low in fat yet rich in fibre, protein, vitamins and minerals. • Eggs are also a convenient alternative to meat and are extremely versatile. • Tinned tuna does not count as an oily fish as the omega 3 is lost during the canning process. • You don't need to rely on meat to make a meal satisfying or appealing. Encourage the children to go meat-free one day a week. • Go to the Marine Stewardship Council (www.msc.org) for advice on buying responsibly sourced fish.



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Food group	Why is it important?	How often?	Further information
Milk and dairy such as milk, yogurt, cheese and fromage frais.	✓ Dairy products are an important source of energy, protein and provide calcium for healthy bones and teeth. ✓ Unsweetened calcium-fortified dairy alternatives like soya milks, soya yoghurts and soya cheeses also count as part of this food group. These can make good alternatives to dairy products.	• A portion of this food group every day • Lower fat milk must be available for drinking at least once a day during school hours 	• Try to include a variety across the week. • Semi skimmed or skimmed milk (green or red tops) are the best options for children over the age of 5, as they contain less fat. • Dairy products can largely vary in saturated fat and sugar, so it's important to pick healthier options where you can. You can do this by checking the labels on dairy products and seeing if the traffic light labelling system is red. See Section 5.1 for more information on reading food labels.

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Food group	Why is it important?	How often?	Further information
Food and drink high in fat, sugar and salt such as cakes, biscuits, pork pies, crisps and sweets.	✓ Food and drink high in fat, sugar and salt should only be consumed in small amounts and less often. ✓ Limiting these types of foods in the diet can help to reduce the risk of tooth decay and weight gain, and in later life, diseases such as high blood pressure and heart disease.	• No more than two portions of food that have been deep-fried, batter-coated, or breadcrumb-coated, each week* • No more than two portions of food which include pastry each week* • No snacks, except nuts, seeds, vegetables and fruit with no added salt, sugar or fat* • Savoury crackers or breadsticks can be served at lunch with fruit or vegetables or dairy food • No confectionery, chocolate or chocolate coated products* • Desserts, cakes and biscuits are allowed at lunchtime. They must not contain any confectionery e.g., chocolate coated or chocolate chip. • Salt must not be available to add to food after it has been cooked* • Any condiments must be limited to sachets or portions of no more than 10 grams or one teaspoonful* ** Indicates this applies across the whole day*	• As a population most of us are eating too much fat, sugar and salt so it is important we try to limit foods that are rich in these nutrients. • Check the food labels and choose mono- and poly-unsaturated fats – such as rapeseed, soya, sunflower and olive oils – wherever possible for cooking or salad dressings. • Avoid products that list partially hydrogenated fat or oil on the label. • A small cake or biscuit on occasion as part of a balanced diet; this could include a scone, fruit loaf, plain muffin, flapjack or plain biscuits. Confectionery such as sweets, chocolate bars, processed fruit bars or anything coated in chocolate are not permitted. • Crisps are not advisable; instead offer crackers, breadsticks and rice cakes occasionally. • See Section 3.4 on making some healthy and simple swaps. • Do not use flavour enhancers such as MSG or E621. These can be very high in sodium.

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Food group	Why is it important?	How often?	Further information
Healthier drinks	✓ Water and low-fat milk are the best choices for staying hydrated. ✓ Water does not contain sugar and can help kids to concentrate and feel energised. ✓ Low fat milk, such as semi skimmed or skimmed, provides important nutrients including protein and calcium, which help to support growth and development and strong bones and teeth. Perfect for fuelling children!	The only drinks permitted are: • Plain water (still or carbonated) • Lower fat milk or lactose reduced milk • Fruit or vegetable juice (max 150ml) • Plain soya, rice or oat drinks enriched with calcium; plain fermented milk (e.g., yogurt) drinks. • Combinations of fruit or vegetable juice with plain water (still or carbonated, with no added sugars or honey) • Combinations of fruit juice and lower fat milk or plain yogurt, plain soya, rice or oat drinks enriched with calcium; cocoa and lower fat milk; flavoured lower fat milk, all with less than 5% added sugars or honey. Limited to a portion size of 330ml, contain added vitamins and minerals but no more than 150ml of fruit or vegetable fruit. Combination drinks must be at least 45% fruit or vegetable juice. • Tea, coffee, hot chocolate • Lower fat milk must be available for drinking at least once a day during school hours.	• Water should be made freely available and encouraged across the whole day. At mealtimes, make sure jugs of water with cups are accessible. See Section 3.3 on some more ideas to make water more appealing. • Fruit and vegetable juice is a good option when served in portions no larger than 150ml and are only served once a day. This is because the sugars in fruit and vegetables are released when they're juiced or blended, making them "free sugars". Once released, these sugars can damage your teeth, especially if you drink juice or smoothies often.

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The Government Buying Standards for Food and Catering

The School Food Standards also recommend using the Government Buying Standards for Food and Catering services alongside the standards to help reduce salt, saturated fat and sugar in children's diets.

These Buying Standards include a wide range of factors from environmental issues, production standards, resource efficiency and healthy eating and aim to create a minimum standard for sustainable procurement.

These standards are not mandatory for HAF providers, but they are recommended to use alongside the School Food Standards. You can read the full standards here, and we have pasted the specific recommendations around nutrition below that you may wish to use to take your food provision that one step further – and healthier!

Food group/ nutrient	Standards
Reducing salt	✓ Vegetables and boiled starchy foods such as rice, pasta and potatoes, are cooked without salt. ✓ Salt is not available on tables. ✓ At least 50% of meat and meat products, breads, breakfast cereals, soups and cooking sauces, ready meals and pre-packed sandwiches (procured by volume) meet Responsibility Deal salt targets and all stock preparations are lower salt varieties (i.e., below 0.6g/100mls).
Increasing fruit and vegetable consumption	✓ At least 50% of the volume of desserts available is based on fruit – which can be fresh, canned in fruit juice, dried or frozen. ✓ A portion of fruit is cheaper than a portion of hot or cold dessert. ✓ Meal deals include a starchy carbohydrate, vegetables and 1 portion of fruit
Reducing saturated fat	✓ Meat and meat products, biscuits, cakes and pastries (procured by volume) are lower in saturated fat where available. At least 50% of hard yellow cheese has a maximum total fat content of 25g/100g; at least 75% of ready meals contain less than 6g saturated fat per portion; at least 75% of milk is reduced fat; and at least 75% of oils and spreads are based on unsaturated fats.
Cereals	✓ At least 50% of breakfast cereals (procured by volume) are higher in fibre (i.e., more than 6g/100g) and do not exceed 22.5g/100g total sugars. See Section 5.1 for more support on reading food labels.
Fish	✓ If caterers serve lunch and an evening meal, fish is provided twice a week, one of which is oily. If caterers only serve lunch or an evening meal, an oily fish is available at least once every 3 weeks.

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3.3 EASY WAYS TO IMPROVE THE NUTRITIONAL CONTENT OF MEALS

Fill up on fruit:

- Top wholegrain cereal with sliced fruit such as diced fresh strawberries, blueberries, raspberries or plums.
- Whip up a tasty porridge for children using spices and frozen fruit; frozen blueberries with cinnamon and frozen cherries with cocoa powder are tasty. You can either defrost overnight in the fridge or thaw in the microwave, if applicable.
- Serve a small 150ml glass of unsweetened fruit juice with breakfast or lunch. Avoid serving fruit juice in between mealtimes as this can damage children's teeth, and only serve one glass per day maximum.
- When offering something sweet (we all know children love sweet flavours!), rather than offering a chocolate bar, include a portion of fruit. This could include an apple, satsuma, mini-can of fruit chunks in natural juice or a small box of raisins (30g maximum – and only served at mealtimes, not as a snack)
- Try and include a serving of fruit in desserts e.g. apple crumble, banana loaf, fruit flapjack, fruit and natural yoghurt
- Make fruit skewers or kebabs to serve with lunch as dessert, alongside a yogurt dip.
- Make a fruit salad / pick and mix selection; more flavours, more colours and more fun! Also, if more than one type of fruit is served, the likelihood of a child eating some increases!
- If serving rice pudding, avoid adding a blob of jam and instead add some tasty fruit. Diced tinned pineapple or peaches, or diced fresh strawberries are a nice addition.

Vamp up the veggies:

- Serving eggs on toast? Make sure you serve some veg alongside - tinned plum tomatoes, grilled mushrooms or a portion of baked beans (reduced sugar/salt) are good options.
- Adding leeks, tomatoes and/or mushrooms to an omelette.
- Grated vegetables are delicious added to cakes and muffins:
  - Grated carrot, cinnamon and raisin.
  - Grated courgette, lime and poppy seed.
  - Grated beetroot and cocoa.
- Rather than serving up plain toast with spread, think about grilling some tomatoes and/or mushrooms and serving on top of toast. Or mash up avocado and spread on top of toast.
- Serving up bite-sized sticks such as carrot, cucumber or pepper with dip (low fat hummus, salsa or tzatziki).

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Vamp up the veggies (cont.):

- Adding more vegetables to sandwiches, tortilla wraps, rolls and bagels couldn't be easier. Add a couple of washed and dried salad leaves as a minimum for each sandwich, and consider some of the tasty other fillings below:
    - Try grated carrot or pepper for some added crunch. Tuna mayo with grated red pepper or hummus/low fat cheese with grated carrot are tasty options.
    - Sliced beetroot, cucumber or spring onion with grated low-fat cheese.
    - Adding sliced tomatoes can be tasty, but they can make the bread soggy if making the sandwiches in advance, which can put some children off. If you are, either put the sliced tomatoes in between the filling rather than touching the bread directly or remove some of the seeds to remove some of the moisture.
- Adding a selection of vegetables to rice and pasta salads is a super easy option. Peas, sweetcorn, spring onions, red/yellow/orange peppers, diced celery or carrot are great options.
- Adding extra vegetables to hot meals is also really easy – some ideas include:
    - Chilli con carne: add diced onions and red/yellow/orange peppers to the mix, making sure you add lots of beans such as kidney, cannellini, pinto, borlotti and haricot which also count as a portion of veg. You can often buy mixed tins of beans such as these in most leading supermarkets. Super handy to boost the veg content, bulk out the chilli and very economical.

TOP TIP: It is definitely worth considering making a vegetarian/vegan chilli con carne; the meat is barely missed and means you can cater for everyone in one go!

    - Pasta bake: Pasta makes a great base for sneaking in all sorts of ingredients! Stick to tomato-based sauces rather than cream-based sauces to help up the veg, and you can consider adding a wide range of fresh or frozen veg such as: diced carrot, onions and celery, red/yellow/orange peppers, mushrooms, courgette, aubergine, peas, sweetcorn, green beans, spinach, broccoli, cauliflower…the list is endless!

TOP TIP: If you are concerned some children won't like the texture of some veg, you can blend the sauce for a smoother consistency, which may be tastier for some children. See Section 7.2 for a tasty pasta bake recipe.

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Vamp up the veggies (cont.):

- Curry: Many curries are traditionally vegetarian, so don't always think chicken or beef when you think curry. Cauliflower is a great addition to curries, when kept chunky it can actually feel quite 'meaty'! Beans and pulses are also very popular in curries, such as chickpeas and red lentils to make dahls. For a tasty curry recipe, **click here**.
- Stews/casseroles: earthy vegetables such as carrots, celery, swede, turnip, celeriac and peas are a great way to bulk up stews and casseroles.
- Stir fry: Add baby corn, mangetout, green beans, bean sprouts, red/yellow/orange peppers, broccoli, mushrooms.
- Cottage/shepherd's pie: Boost the veg by adding carrots, celery and peas to the meat mix and for the mash topping, boil half potatoes and half swede, turnip, celeriac or sweet potato.
- Fajitas/burritos: add mixed beans, chunky red/yellow/orange peppers and red onions to the spicy filling to help boost the veg content.
- Side dishes to serve with chicken, fish and other proteins: Celeriac/sweet potato mash, cauliflower and broccoli cheese/gratin (made with lower fat cheese, milk and spread), roasted spiced cauliflower, mix steamed green vegetable medley, roasted Mediterranean vegetables (peppers, courgettes, aubergines), mixed bean salad with sweetcorn, steamed green beans with garlic and herbs, corn on the cob, smashed peas with mint, cabbage salad, lemon roasted brussels sprouts, baked parsnip or sweet potato wedges, cauliflower or broccoli 'rice'.

Pack some protein

- Eggs are a quick, easy and cheap way to boost protein; start the day off right by serving boiled or scrambled eggs with wholemeal soldiers or toast.
- Add a dollop of low-fat Greek yogurt to cereal and porridge; topped with a selection of fresh/tinned/frozen fruit.
- If preparing a vegetable pasta bake, consider adding:
  - Lentils to the tomato sauce; this could be either tinned and drained pre-cooked green lentils or soaked and boiled green or red lentils.
  - Adding flakes of tinned mackerel (plain or in tomato sauce) or tinned salmon.
  - Chunks of poached chicken or turkey breast.
  - Sprinkling low fat cheese or crumbled feta on top and baking until crispy and golden.
  - Adding ricotta to the tomato sauce; ricotta is naturally lower in fat compared to other cheeses, has a delicious subtle flavour and mixes well into sauces.

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Pack some protein (cont.):

- Add tinned/drained beans or peas to cold pasta or rice dishes/salads.
- Add red or green lentils to soups; such as red pepper, chickpea and chilli soup, sweet potato and lentil soup or lentil Bolognese soup. This is a great way to boost the vegetable content and make soup a more filling dish for children.
- Serve hummus as a dip for veggie sticks; hummus is made from chickpeas, which are a good source of protein. If buying pre-made hummus, try to go for low fat versions or make it yourself! For a quick and easy hummus recipe for 30, **click here**.

Oily fish

- Adding tinned flaked mackerel, sardines or salmon to your tomato pasta sauce.
- Make a fishy pâté for a sandwich filling. Mix a can of tinned salmon with two tablespoons of low-fat yoghurt and two teaspoons of lemon juice, spread over wholemeal bread along with salad leaves. Or you could use smoked mackerel fillets
- What child doesn't love chicken nuggets? Swap the chicken for slices of salmon! For a great salmon nuggets recipe, **click here**.
- (Most) kids love fish fingers, which are often made with white fish like cod, basa or haddock. To try and squeeze in oily fish, swap for slices of salmon. Serve up with peas or baked beans and homemade potato wedges with the skin on.

Starchy carbohydrates

- When serving bread, try to mix things up by serving wraps, bagels, muffins or pitta breads. Wholemeal varieties are a great option as they contain more fibre, but 50/50 varieties or one slice/half each of white and wholemeal may be a little more appealing to the children to begin with.
- Couscous, rice and pasta are low cost, simple to make and you can easily add a variety of vegetables to change things up. Again, with rice and pasta consider serving 50/50 white and brown to start with. Once they are familiar, consider going 100% wholegrain. Once cooked they will hardly notice the difference!
- Serving cooked new potatoes can be a nice addition to lunch; they are delicious served hot with a main meal or can be used to make a cold potato salad dish with Greek yogurt, chopped egg and diced spring onions.
- Serving jacket potatoes is a great way to make sure you serve up the skin of the potato – which is where all the fibre is contained.

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Making water more appealing!

We know that some children find water bland and boring – but it is really important to encourage them to drink more water and ensure it is accessible across the day. Here are some useful tips on how to make water more appealing to young people:

- Spice up plain water by infusing them with some fresh fruit, vegetables and herbs – add combinations such as cucumber, melon and mint, strawberry and basil, blueberry and ginger, watermelon and kiwi are tasty infusions!
- Provide each pupil with their own reusable water bottle, ideally one where they can write their name on it.
- Encourage the kids to chill or freeze their water bottle overnight - iced water is so refreshing! Alternatively, just add some ice cubs to any jugs of water you provide at mealtimes.
- Display some posters around your venue where water is provided (i.e., water fountains) and describe them as 'Hydration Stations'! See the Give Up Loving Pop resources in **Section 4.5** for some useful resources.
- Be a role model for the young people – if they see you drinking lots of water across the day, they may be more likely to drink more!
- Throw a 21-day Give Up Loving Pop challenge during your provision – this will challenge the kids to swap sugary drinks for water and milk for 3 days along with their families and other kids at the programme. **See Section 4.5** for more information.

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Other vitamins and minerals

The table below shows a number of foods and drinks which are excellent sources of vitamins and minerals.

Try to make sure your menus include a range of these foods over the course of a week, so that children are consuming a variety of vitamins and minerals to support healthy growth and development.

Vitamin or mineral	Excellent or good sources
Vitamin A *Needed for a healthy immune system, skin and eyesight*	✓ Dairy products and fortified fat spreads ✓ Carrots, sweet potatoes, red peppers, swede, mangoes and melon ✓ Dark green vegetables, such as spinach, cabbage and broccoli
Vitamin C *Important for children's general health and immune system. It can also help their body absorb iron.*	✓ Oranges, kiwi fruit, strawberries ✓ Broccoli, tomatoes and peppers
Vitamin D *Important for bone and muscle health. We need Vitamin D to absorb calcium!*	✓ Fortified breakfast cereals ✓ Sardines, mackerel, pilchards, salmon ✓ Eggs
Iron *Important to help carry oxygen around the body.*	✓ Liver and red meat ✓ Beans, such as red kidney beans, edamame beans, chickpeas and lentils ✓ Nuts and dried fruit – such as dried apricots ✓ Fortified breakfast cereals and soybean flour
Zinc *Helpful in making new cells and wound healing*	✓ Lean meat, corned beef and offal such as kidney ✓ Dairy foods and bread ✓ Shellfish and nuts and seeds
Calcium *Helps to build and maintain bones and keep teeth healthy*	✓ Milk, cheese and other dairy foods and soya drinks with added calcium ✓ Green leafy vegetables – such as curly kale, okra and spinach ✓ Bread and anything made with fortified flour ✓ Fish where you eat the bones – such as sardines and pilchards

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3.4 SMART SWAPS TO HELP REDUCE FAT, SUGAR AND SALT IN YOUR FOOD PROVISION

Food and drinks high in fat, sugar and salt include items such as chocolate, cakes, biscuits, full-sugar soft drinks, processed meat products such as meat pies, sausages and burgers, deep fried food such as chips, butter and ice-cream. These types of food are generally discouraged in the School Food Standards, so it is important to try and take steps to reduce the amount of foods you serve that contain high levels of fat, sugar and or salt. Fat, sugar and salt are added to lots of popular foods nowadays, so it is really easy to serve up more than children and young people need.

Below is a useful guide to help to make some smart swaps to reduce the fat, sugar and salt content of meals served at your provision.

We have also produced a useful guide for procurement of healthier food and drink ingredients; please click here to access. This resource was produced to provide support to procuring ingredients for shielded food parcels in response to the Covid-19 pandemic, however the resource provides some useful guidance on how to select healthier food and drink items.

Another useful way to identify foods that are high in fat, sugar and salt is to check out the nutrition labels displayed on packaging. You can find lots more information and support on understanding food labels in **Section 5.1**.

GOOD TO KNOW: Some fruits, vegetables and dairy products contain natural sugars. These foods give us the vitamins, minerals and fibre our bodies need, so we don't need to worry about these types of sugars. We do need to cut down on 'free sugars' – found in foods that have been manufactured but also those found in honey, syrups and fruit juices. The sugars found naturally in whole fruit and vegetables are less likely to cause tooth decay because the sugar is contained within the structure of the fruit. This is why we need to limit fruit and vegetable juice to 150ml max per day.

Instead of...	Try...
Packet of crisps	Breadsticks, rice cakes or crunchy vegetable sticks served with low fat dip.
White ham sandwich	Half white, half brown wholemeal ham and lettuce sandwich
Cream cakes	Toasted teacakes, crumpets or English muffins with a little unsaturated spread
Boiled sweets	Dried fruit such as raisins, dried apricots, dried figs or dates
Slice of cake or muffin	A slice of malt loaf or banana bread, or plain pancakes with fruit.
Slice of pizza	Make a pitta pizza! So simple and a much healthier option. For a useful recipe, **click here**.

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Instead of...	Try...
Chocolate dessert pot	Fruit salad with yogurt, rice pudding or low sugar jelly pot
Bar of chocolate	A banana or some chunks of fresh pineapple
Chocolate hob nobs	Plain biscuits where possible, consider buying 'Thins' varieties or Wholegrain biscuits.
Bolognese or Chilli con carne made with 20% fat beef mince	Swap for 5% beef mince and consider using half meat, half beans or lentils. Mixed beans in chilli con carne works really well, and red lentils added to Bolognese is also tasty.
Ice cream	Low fat yoghurt or reduced sugar rice pudding. You can sweeten them with fresh fruit such as blueberries or pineapple
Bag of toffee popcorn	Homemade popcorn with cinnamon
Sauces such as ketchup, salad cream, mayo, soy sauce, brown sauce etc.	Choose low sugar/fat/salt varieties where possible and make sure you stick to no more than 10g per portion. Avoid plastic single use sachets.
Chocolate or sugar-coated cereals	Low sugar and wholegrain cereals. Suitable options include Shredded Wheat, Weetabix, Cheerio's, Bran Flakes (branded and own brand). Porridge oats are a cheap and healthy option – serve with low fat Greek yogurt and fresh, frozen or tinned fruit.
Cheese on white toast	Wholegrain crackers with 30g reduced fat cheese
Strawberry, chocolate or banana milk	Semi skimmed milk carton or a 150ml glass of fruit smoothie.
Creamy pasta sauces such as spaghetti carbonara	Swap for whole wheat pasta bakes with tomato-based sauces. Don't forget to throw in diced celery, carrots, courgettes and/or mushrooms into your tomato sauce for added flavour and nutrients.
Croissant, Danish pastry or cinnamon swirl	A scotch pancake with fresh fruit and a dollop of low-fat Greek or natural yogurt

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Instead of...	Try...
Processed meat products i.e., salami	Poached/grilled or roasted chicken or turkey slices, with the skin removed
Adding salt to homemade meals	Swap the salt for just a touch of ground black pepper and utilise the wide range of fresh and dried herbs available or ingredients such as garlic, ginger, fresh chilli to flavour food. When boiling potatoes, pasta or rice you don't need to add salt - just fresh boiling water will do!
Stock cubes and gravy granules	Make your own stock by boiling up odd ends and peelings of vegetables or use low-salt bouillon.
Grated full fat cheddar or red Leicester on top of pasta bake	Use lower fat alternatives, or naturally lower fat cheeses such as feta and ricotta.
Battered cod or haddock	Poached, baked or steamed cod or haddock fillets with some tasty lemon and parsley – even better, try to use oily fish once a week such as salmon or mackerel.
Battered chicken breasts or pieces	Homemade chicken nuggets made with wholegrain breadcrumbs and baked, or shredded poached chicken breast with some Cajun seasoning.
Homemade cheese sauce made with full fat cheddar, butter and whole milk	Use semi or skimmed milk, reduced fat cheddar, lower fat spread and dried mustard powder for an extra kick.

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3.5 A ROUGH GUIDE TO PORTION SIZES

Everyone needs a healthy balance of foods but knowing how much food to provide for children of different ages can be challenging. Portion sizes are important to help us find that balance, to provide enough nutrients and satisfy us, as well as making sure we aren't overfeeding children.

Although the principles of healthy eating are similar for adults and children, children do not require the same size portions as adults. They have smaller bodies and stomachs, and their portions should reflect this. At different ages, children will require different amounts of food to meet changing energy and nutrient requirements. The HAF provision is available to children of a wide age range, from the ages of 6 to 16 – which can reflect a significant difference in terms of the portion size of the food they are provided with.

Below is some useful advice and information on how to strike the right portion size for children of different ages.

Top tips for getting the right portion size

- Be careful of pre-packaged portions. Most processed foods are sold as adult portions so a child will not need the full portion.
- Try using a smaller plate or bowl for younger children. This will make it easier to offer "child-size" portions.
- As it takes approximately 20 minutes for the brain to send signals that you are full, it is a good idea to encourage children to eat slowly and chew their food, as this will allow them to recognise when they are full.
- Try to have mealtimes without distractions such as television, computer, electronic games and smart phones. These can distract them, and they may not notice the signals telling them they are full.
- Never force children to clear their plate. If they say they're full, they probably are full!

Remember that the weight of food can change when it is cooked due to water loss or gain. Check whether portion guidance refers to cooked or dried food. Here are some examples:

Food	Raw weight (g)	Cooked weight (g)
Pasta (boiled)	35	80
White rice (boiled)	30	80
Red split lentils (boiled)	12	40
Lean beef mince (stewed)	35	30
Salmon (steamed)	34	30
Pork sausages	40	30

For more information on serving sizes, please see the **Appendices** for the School Food Standards guide.

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3.6 GUIDE TO CATERING FOR SPECIAL DIETS

The School Food Standards state that schools should make reasonable adjustments for pupils with particular requirements, for example to reflect medical, dietary and cultural needs. It is therefore important that you consider this within your provision.

A special diet is one that cannot be selected freely from the main choices available. This could be due to an allergy, intolerance or other medical need; or because children are following a religious or cultural diet; or a vegetarian or vegan diet.

Food allergies, intolerances and other special diets for medical reasons

Food allergies are when the body's immune system reacts unusually to a specific food, because it mistakenly perceives it as a threat. In children, common food allergies are to cow's milk, eggs, peanuts, nuts, fish and shellfish. Symptoms can include itching in the mouth, throat or ears, a raised itchy red rash (hives), swelling of the face, around the eyes, lips, tongue and roof of the mouth and vomiting. In the most serious cases, a severe allergic reaction (anaphylaxis, which can include breathing difficulties, light headedness and feeling like you are going to faint) can be life-threatening. Food allergies are common – on average, most school classes in the UK will have one or two children with food allergy. However, accidental reactions are common: most younger children have at least one accidental reaction every 2-3 years. Fortunately, most reactions present with mild-moderate symptoms, and do not progress to anaphylaxis – even in children who have had anaphylaxis before.

The Food Standards Agency categorises the following 14 food allergens as: celery, cereals containing gluten (such as barley and oats), crustaceans (such as prawns, crabs and lobsters), eggs, fish, lupin, cow's milk, molluscs (such as mussels and oysters), mustard, peanuts, sesame, soybeans, sulphur dioxide and sulphites (if they are at a concentration of more than ten parts per million) and tree nuts (such as almonds, hazelnuts, walnuts, brazil nuts, cashews, pecans, pistachios and macadamia nuts).

People with allergies need to avoid the foods to which they are allergic. It is important that children with suspected food allergies see their GP for referral to an allergy clinic for a formal diagnosis. Children with severe allergies may be given a device known as an autoinjector pen (e.g., epi-pen) containing a dose of adrenaline to be used in emergencies, the details of which should be included as part of an allergy management plan.

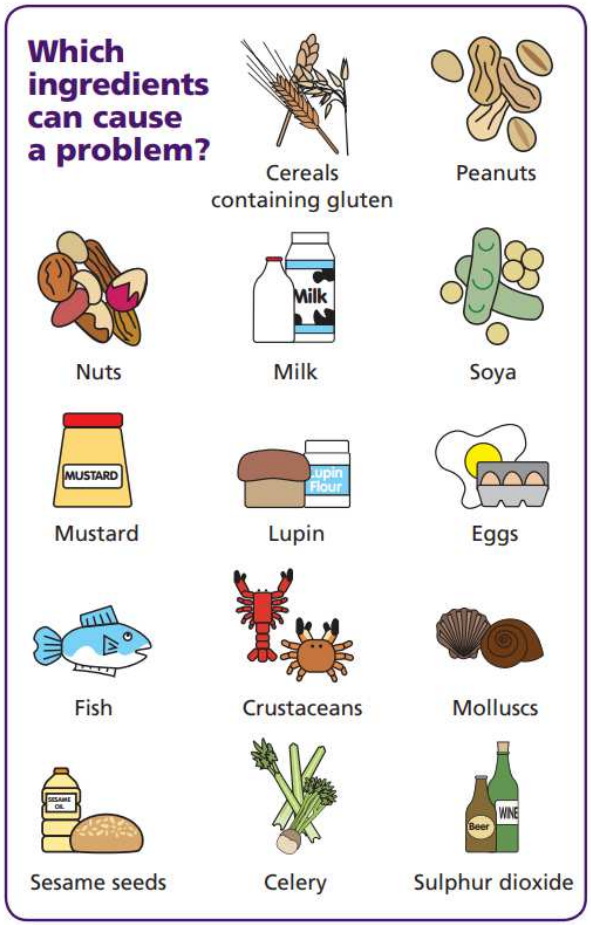

Image: Food Standards Agency (2015)
https://www.allsafe.org.uk/wp-content/uploads/2015/01/allsafe-allergy-bundle.pdf

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Food intolerances

Food intolerances are different from food allergies. Unlike food allergies, food intolerances are not life threatening but can cause unpleasant symptoms.

Food intolerances are common in food groups/products such as dairy products (as a result of the lactose), gluten (found in bread, flour, breakfast cereals etc.) and more.

Coeliac disease

Coeliac disease is not an allergy or intolerance. It is an autoimmune disease, where eating gluten triggers the immune system, damaging the lining of the gut and also affecting other parts of the body. People with coeliac disease cannot eat foods containing gluten. Gluten is a protein found in wheat, barley, rye and oats (unless specified as gluten free oats).

Examples of foods containing gluten include bread, pasta, flour, breakfast cereals, cakes, biscuits and pastry. Gluten can also be found in many other processed foods, such as soups, sauces, and sausages. Traces of gluten can also be found in food where gluten is not an ingredient, because of cross-contamination from gluten containing foods.

Other medical diets can include where children need to follow high energy or fat diets, or food with a modified texture to make it easier for them to chew and swallow. Settings may need to seek advice from a health professional where medical diets are required.

If any child or young person attending your provision has a medically diagnosed food allergy, intolerance or disease, appropriate medical advice and any dietary requirements to avoid specific foods or ingredients must be closely followed.

Medical advice should always be sought before specific foods are excluded from the diet. It is also important to work with parents/guardians to ensure that any food allergies are accounted for, and that parents can play their role in preventing adverse reactions.

From December 2014 new food regulations came into force which mean that all food providers - including out of school clubs if they serve food - have a legal duty to provide information to consumers if any of 14 specified allergenic ingredients are contained in their food. For more information, please follow the link below.

https://www.food.gov.uk/business-guidance/allergen-guidance-for-food-businesses

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Cultural and religious food customs

The table on the right, and over the next few pages, provide some useful information to understand and explore some of the issues that will be important when providing food for a child of a different ethnicity at HAF. Please note, that the information included below is generalised and is not intended to be prescriptive to each child or young person, it serves as a guide only.

It is important that you discuss an individual's needs with children's parents or guardians so that you can respond to the child's needs whilst they are attending HAF. The list might not be exclusive, but it contains details of the main ethnic groups living in UK and describes the dietary patterns and fasting rules of all main religions.

Ethnic group	Religion	Language	Diet	Fasting
Arab This includes people who have emigrated from the Middle East and Northern Africa.	Commonly Islam, but not exclusively.	Arabic is the spoken language, but not exclusively.	• Arabs often follow their Islamic religion on the subject of diet. • They only eat Halal meat where animals are slaughtered according to their religious methods. • They do not eat pork or pork products. • Traditionally Arabic meals are meat or fish cooked with herbs and spices and served on a bed of rice. • Plenty of fresh salad and special flat, circular bread is also very common and eaten with nearly all meals. • Dates are popular and form part of the staple diet. • Coffee is made and served with great ritual and ceremony. The drink is strongly flavoured and served in small cups.	Arabs fast during the Ramadan period, although the sick, elderly, pregnant, women who are breastfeeding or menstruating and children who have not yet reached puberty can be excused.

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Ethnic group	Religion	Language	Diet	Fasting
Asian - Bangladeshi People who originate from Bangladesh, formerly East Pakistan.	The religion followed by the majority of the population is **Islam,** but a small proportion may be **Hindus.**	Bengali is the spoken language, but not exclusive.	• Islamic Bangladesh people do not eat pork or pork products and are only allowed to eat Halal meat where animals are slaughtered according to their religious methods. • Bangladeshis who follow the Hindu faith may be vegetarians • Its helpful to discuss vegetarian substitutes to offer a meal that is culturally appropriate • Some may not be used to eating with a knife and fork. Most eastern populations use their fingers and spoons for eating.	Fast during the Ramadan period – with similar exclusions to other religions observing Islam.
Asian - Chinese Chinese people have a rich and varied religious tradition and a complex system of beliefs.	**Taoism and Buddhism** are the main religions although some Chinese are **Christians.**	There are several different dialects spoken by Chinese people: Cantonese, Chiu-Chow, Hakki, Mandarin and See-Yip. Cantonese is the most commonly spoken.	• The Chinese believe that in order to be healthy, equilibrium between hot and cold needs to be maintained, be it in the form of food, herbs or medicines. Foods are classified as hot or cold. Therefore, in order to restore balance, the Chinese may adhere to a special diet. • Rice is the staple food of the Chinese people which is eaten with a variety of meat, fish and vegetable dishes. • Chinese meals have greatly influenced western eating habits.	

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Ethnic group	Religion	Language	Diet	Fasting
Asian – Indian (Gujurat) The two main centres of emigration from India are the states of Gujurat and Punjab. The religion, culture and way of life of both groups are markedly different.	The religion followed by the community is mainly **Hinduism**, but a small proportion is **Muslim**.	Hindi is the administrative language of India, but Gujarat is the first spoken language.	• The diet varies considerably, depending upon the person's religion. Hindus place great significance on spiritual diet. • They believe that it is wrong to take an animal's life – therefore they are strict vegetarians. They will not accept food which has come into contact with prohibited food. • Rice is the staple food which is eaten in combination of vegetables, salads and pickles • People from India may prefer to eat their traditional meals with their fingers or a spoon.	Fasting is considered a spiritual and physical benefit and is a personal decision.
Asian - Chinese Chinese people have a rich and varied religious tradition and a complex system of beliefs.	**Taoism and Buddhism** are the main religions although some Chinese are **Christians.**	There are several different dialects spoken by Chinese people: Cantonese, Chiu-Chow, Hakki, Mandarin and See-Yip. Cantonese is the most commonly spoken.	• The Chinese believe that in order to be healthy, equilibrium between hot and cold needs to be maintained, be it in the form of food, herbs or medicines. Foods are classified as hot or cold. Therefore, in order to restore balance, the Chinese may adhere to a special diet. • Rice is the staple food of the Chinese people which is eaten with a variety of meat, fish and vegetable dishes. • Chinese meals have greatly influenced western eating habits.	

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Ethnic group	Religion	Language	Diet	Fasting
Asian – Indian (Hindus) The Indian name for the sub-continent is 'Hindusian' meaning land of Hindus.	**Hinduism** is the main religion of India.	Hindi is the administrative language of the country, but Urdu is also understood by most.	• Hindus place great significance on a spiritual diet. They have a great love of animals because of their belief in reincarnation, and for this reason they do not believe in killing animals. • Hindus believe the cow is the most sacred animal – the killing of a cow is one of the greatest religious crimes. Hindus are normally very strict vegetarians. They will not accept food which has come into contact with prohibited food. • Rice and chapattis are both eaten with various vegetables, pulses and yoghurts. Pickles and salads are commonly used as side dishes.	Fasting is considered to give both spiritual and physical benefits and is a personal choice.
Asian - Pakistani People who originate from Pakistan.	The religion followed by the population is usually **Islam**.	Urdu is the administrative language of Pakistan; Pakistanis can usually speak Punjabi, Urdu or Hindi.	• People from Pakistan do not eat pork or pork products. They prefer Halal meat where animals are slaughtered according to their religious methods. • Chapatti, which is made out of wheat, is the staple food and rice is not uncommon. These staples are eaten with highly spiced meat, fish and vegetable dishes. Salads are eaten with a meal as a side dish. • Its helpful to discuss vegetarian substitutes to offer a meal that is culturally appropriate • Some may not be used to eating with a knife and fork. Most eastern populations use their fingers and spoons for eating.	Fast during the Ramadan period – with similar exclusions as other groups observing Islam.

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Ethnic group	Religion	Language	Diet	Fasting
Rastafarians Rastafari is a way of life, not a religion.	Rastafarians believe in one true God, Haille Selassie, that they will all return to Africa, their true home, and that they will be free. They have many links with the Christian and Jewish faiths. Rastafarians are taught never to cut their hair, as it is a symbol of strength.	The language used by the Rastafarian is based on a Jamaican patois. Sentences are constructed with little use of verbs and other non-Rastafarians may not understand the speech.	• Rastafarians eat strictly I-tal which means 'natural and clean' • Early Rastafarians are unlikely to eat meat, scavengers or shellfish • Rastafarians do not eat pork • Rastafarians regularly eat fish, but will not eat fish more than twelve inches long • Rastafarians eat lots of fruit and vegetables • Food is prepared without salt, and coconut oil is the most likely form of oil to be utilised • Rastafarians do not drink alcohol • They do not drink milk or coffee, but will drink anything herbal, grown from natural roots, e.g., herbal tea	
Romani and Traveller Eastern European Romani in the UK are mainly from Romania, the Czech Republic and Slovakia.	The traditional Romani belief system is pantheistic (believing in many gods) and based on beliefs to preserve the true Romany way of life. For the most part, Romani people have also adapted to the religion of their country of residence.	The Romani language is derived from old Punjabi or Hindi. There are different dialects in different countries, but a core of common words. There is no universal written Romani language.	• Romani people eat most foods as long as they are prepared in the traditional way: washed in running water, prepared by women who were suitably dressed and not touched by a woman whilst being served.	

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Ethnic group	Religion	Language	Diet	Fasting
Judaism Predominant religion in Israel and widespread worldwide as minorities, including the UK	Judaism is an Abrahamic ethnic religion comprising the collective religious, cultural, and legal tradition and civilization of the Jewish people. Judaism is characterized by a belief in one transcendent God who revealed himself to Abraham, Moses, and the Hebrew prophets and by a religious life in accordance with Scriptures and rabbinic traditions.	The Hebrew language is central to Judaism, but several other languages have also been used in biblical translations and interpretations.	• The Jewish dietary laws require food prepared in accordance with them is termed kosher. • In order to be considered kosher, mammals must have split hooves and chew their cud. For seafood to be kosher, the animal must have fins and scales. Certain types of seafood, such as shellfish, crustaceans, and eels, are therefore considered non-kosher. Concerning birds, a list of non-kosher species is given in the Torah – but chicken and turkey are generally permitted. • Meat and poultry (but not fish) must come from a healthy animal slaughtered in a process known as shechitah. Forbidden parts of animals include the blood, some fats, and the area in and around the sciatic nerve.	Yom Kippur is the holiest day of the year for Jews, which includes complete fasting by all healthy adults. Fasting begins at religious majority– age 13 for boys and age 12 for girls. Fasting is prohibited for a variety of medical reasons (e.g., for nursing mothers, diabetics, people with anorexia nervosa, etc.).

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The guide on the right will help to identify any key food groups that may not be appropriate for a selection of religions/faiths. The list is intended as a guide only, and always check with the individual child/family first.

	Jewish	Hindu	Sikh	Muslim	Buddhist	Rastafarian
Eggs	No blood spots	Some	Yes	Yes	Some	Some
Milk/yoghurt	Not with meat	Yes	Yes	Yes	Yes	Some
Cheese	Not with meat	Some	Some	Possibly	Yes	Some
Chicken	Kosher	Some	Some	Halal	No	Some
Mutton/lamb	Kosher	Some	Yes	Halal	No	Some
Beef/beef products	Kosher	No	No	Halal	No	Some
Pork/pork products (including bacon)	No	No	Rarely	No	No	No
Fish	With fins and scales	With fins and scales	Some	Some	Some	Yes
Shellfish	No	Some	Some	Some	No	No
Butter/ghee	Kosher	Some	Some	Some	No	Some
Lard	No	No	No	No	No	No
Cereal foods	Yes	Yes	Yes	Yes	Yes	Yes
Nuts/pulses	Yes	Yes	Yes	Yes	Yes	Yes
Fruits/vegetables	Yes	Yes[3]	Yes	Yes	Yes	Yes
Fasting[4]	Yes	Yes	Yes	Yes	Yes	Yes

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Vegan and vegetarian

Vegetarians do not eat meat, poultry, fish, shellfish or animal products such as lard or gelatine. There are four main types of vegetarian:

- Lacto-ovo-vegetarians eat both dairy products and eggs; this is the most common type of vegetarian diet.
- Ovo-vegetarians eats eggs but not dairy products
- Lacto-vegetarians eat dairy products but not eggs.
- Vegans do not eat dairy products, eggs, or any other products derived from animals (e.g., honey). Seek advice from a dietitian if a vegan diet is requested. Many settings include a vegetarian option as part of their menu every day, as vegetarian diets are relatively common.

It is important to remember than non-vegetarian/vegan children can eat vegetarian/vegan dishes too!

Consider providing meals with plant-based proteins for all children in your provision, this can be a good opportunity to offer children different foods, tastes and textures they may not have experienced before. Children are often receptive to trying new foods alongside their peers. There are some meal ideas and inspiration for these diets in Section 7.0.

Below provides a useful overview of the dietary requirements of some of the special diets covered throughout this section.

Instead of...	Try...
Vegetarian	No meat or meat derivative products. Vegetarians can eat both dairy products and eggs. However, the way in which some dairy or other food products are prepared can mean they are not vegetarian. A classic example of this is Parmesan, which is often used to make pesto or pasta sauces/toppings. This is because animal rennet is used to make it. Some sauces may contain animal ingredients unknowingly, i.e., Worcester sauce contains fish. Always check the label is see if it is vegetarian friendly if you are unsure.
Vegan	Vegans do not eat dairy products, eggs, or any other products derived from animals. This can include products such as honey (as a result of the intensive production methods), mayonnaise (made using egg yolks), dark chocolate (some brands make using milk, but not all) and even some 'meat substitutes' such as Quorn (egg whites can be found in some products). Always check the label is see if it is vegan friendly if you are unsure.
Pescatarian	Pescatarians eat a vegetarian diet, but also eats fish and other seafood. It's a largely plant-based diet of whole grains, nuts, legumes, produce and healthy fats, with seafood playing a key role as a main protein source. Many pescatarians also eat dairy and eggs.
Milk/ Dairy/ Lactose free	Avoid any foods that have made contact with or include any form of milk (evaporated, powdered, buttermilk, etc.), cheese, butter, sour cream, custard, pudding, or other milk-based product.

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Instead of...	Try...
Egg free	Eggs are used in many manufactured foods, so it is important to check the ingredients list – look out for egg yolk, white, dried egg, egg protein, pasteurised egg, egg albumin or egg lecithin.
Gluten free	Those who have coeliac disease must avoid foods that contain gluten. This includes barley, rye or wheat, including farina, graham flour, semolina, durum, couscous and spelt. This includes bread, pasta, cereals, biscuits or crackers, cakes and pastries, pies and gravies. Even a small amount of gluten can cause problems, so it is important to always check the labels of the foods you buy.
Diabetic or 'Diabetic friendly'	Current NHS diabetes diet advice is that there is no special diet for people with diabetes. Many people with diabetes focus on the carbohydrate content of their meals and prefer a low-carb diet for rigid blood glucose level control. There is also a recommendation on eating plenty of starchy carbohydrates with a low glycaemic index (low GI) – which tend to be wholegrains, pulses and fruit and vegetables.
Kosher	'Kosher' is a term used to describe food that complies with the strict dietary standards of traditional Jewish law – which have been described in the first table of this section.
Halal	Islamic dietary laws define which foods are halal. Foods that carry a halal symbol on their packaging have been approved by an agency and are certified to be free of any forbidden components or ingredients. Further information on Halal food can be found in the first table of this section.

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FOOD ACT!VE

Best practice for catering for special diets and dietary requirements

- If a child requires a special diet, talk to their family and agree how to meet their dietary needs. In some cases, you might also need to seek advice from a registered dietitian or a doctor
- Each child/young person is different - an individual approach should always be taken
- Make sure that all staff are aware of children's individual dietary requirements, so that children's choices, beliefs and safety are respected and protected
- Have a policy and procedure in place to follow when you receive requests for a special diet for a child
- Children with special needs should be included in meal (unless otherwise indicated by their condition) with the other children in your setting
- Try to make children with special diets feel as included as possible; this could include serving a vegan or vegetarian meal once a week or serving a traditional ethnic dish, teaching the children about some of the traditions and food cultures around that specific region.
- Also consider feeding practices, whereby some children may be more at ease using their hands to eat certain meals, such as rice dishes. Do not discourage the child to do this, but just make sure they wash their hands before and after handling food.
- Settings should work closely with dietitians and other health professionals, parents and children where medical diets are required.

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3.7 PROVIDING FOOD FOR SPECIAL OCCASIONS

We realise that celebrating birthdays and other special occasions is important, however this can often mean cake, sweets, maybe another slice of cake and even more treats being served or brought in by the child; which are not part of the School Food Standards. Promoting non-food celebrations & rewards at the HAF can be a valuable opportunity to demonstrate that happiness and celebrations do not have to be associated with unhealthy food and drink. Here are some ideas to celebrate birthdays and other special occasions without serving up a tonne of sugar:

- Allowing the children to come to provision in fancy dress or a costume
- Serving a healthier afternoon tea – low fat cheese and cucumber, tuna and sweetcorn and egg and cress wholemeal finger sandwiches, toasted teacakes or plain pancakes served with fresh fruit and yogurt; Bring in special party napkins (or party hats)
- Extra play time or the child can choose the main activity the class does during free time
- Give the child a special sticker to wear all day
- Arrange a treasure hunt around the venue for the kids
- Have the whole class do the hokey pokey, the chicken dance, or the booty slide, whatever the child's favourite song is!

Remember, some children may not wish for their birthdays to be celebrated or recognised – older/secondary school aged children particularly! So always consult the child and parent beforehand.

3.8 USING FOOD AS A REWARD

Rewards are often used as a way to recognise positive behaviour in children and young people. Food rewards, especially sweets and chocolate, are often used because they are usually inexpensive, and most kids love sweet treats.

Rewarding children with treats can be a very easy bargaining tool in order to get them to behave in a particular way. However, making these associations between food and rewards can lead to a greater interest in less healthy food and drink, so we need to focus on different strategies for rewarding children and/or dealing with negative emotions. Ultimately, food should not be a tool and there are many disadvantages to using food as a reward:

- Using foods as a reward, bribe, or to 'makes things better' is associated with a number of less desirable outcomes.
- Increased liking for foods used for rewards; which tend to be 'treat' foods such as sweets or chocolate.
- It contradicts our other messages around healthy eating.
- It teaches kids to eat when they're not hungry

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Instead, try and focus on alternative ways of rewarding children – particularly those that do not involve food!

- Children love to be told 'well done' so words of simple praise can go a long way!
- Each time a child tries a new food, give them a sticker, badge, or rubber stamp. This gives them an instant reward that they can proudly show off.
- To keep children motivated, use a reward chart with a non-food prize at the end. Each time the child tries a new food, give them a star on their chart. After 5 stars, give them a prize. This can help them to associate the reward beyond the here and now.
- As an alternative to stickers, buy some small, inexpensive, non-food prizes (e.g., crayons, stickers, ball) that can be given out when a reward is needed. Consider making this even more fun by wrapping the prizes and doing this as a lucky dip.
- A favourite activity can be a reward. Let the child choose what they would like to do and get the other kids involved.
- Outings can be rewards, such as a trip to the park, library, swimming pool, shops, or another favourite place.

3.9 REDUCING FOOD WASTE AND SUSTAINABILITY

Food waste

Approximately 4.5 million tonnes of edible food, worth around £14 million, is wasted every year in the UK. The carbon associated with this wasted food is equivalent to that generated by one in five cars on UK roads! Currently, potatoes, bread and milk make up the top 3 wasted food items in UK homes that could have been eaten, with 20 million whole slices of bread, 4.4 million whole potatoes and 3.1 million glasses' worth of milk thrown away every day .

Correct storage of ingredients can help to make sure ingredients stay at the best for longest, so it is worth checking out the packaging for storage information.

Taking some steps to help reduce food waste can help to ensure your provision is more sustainable – which is really important in this day and age. Children and young people are also very aware of the climate emergency, talking about food waste and sustainability is another way of engaging children around food. Here are some ideas on how to use leftover ingredients to help reduce food waste and save money, these money saving tips can also help families managing on a budget. Here are some top tips and ideas on how to use up leftovers of some commonly wasted ingredients.

<u>Bread</u>

- Make breadcrumbs using a hand grater and freeze.
- Prepare a tasty bread and butter pudding for dessert.
- Whisk up eggy bread for breakfast.
- Make croutons for your soup
- Use muffins or rolls as mini pizza bases

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3 Good food for the holidays: food provision

FOOD ACT!VE

Roast chicken or turkey

- Make a tasty turkey club or coronation chicken sandwich
- Shred it into your soup at lunch
- Make a hearty stock using the caraccas
- Add cooked chunks or slices to make a curry

TOP TIP: If using cooked leftovers, cool down leftovers as quickly as possible (within 2 hours), store them in the fridge and eat them within 2 days. If you have leftover uncooked chicken or turkey, make sure you store in a resealable tub and consume within 2 days. Ensure the food is piping hot when you serve it next.

Potatoes:

- Use leftover mash to make fishcakes or gnocchi.
- Use leftover roasties to make bubble & squeak.
- For potatoes that are slightly past their best, grate and mix with onions to make your own hash browns.
- You could also try to make homemade fries – just remember to keep the skin on and bake instead of fry for a healthier version.

TOP TIP: Potatoes last longer when they are stored in a cool, dark place. Don't worry if there are a few sprouts - just remove these and clean before cooking.

Cheese:

- Grate hard cheeses, store in a reusable plastic container and sprinkle lightly over your next cottage pie or pasta bake straight from the freezer.
- Cheese sauce is easy, just make a béchamel and add leftover scraps of any cheese - essential for lasagne, macaroni or cauliflower cheese and lots of other favourites.

Top Tip: Whilst most cheese freeze well, soft cheeses like cream cheese, ricotta and mascarpone don't and usually split.

Vegetables:

- Throw leftover cooked veg into an omelette; red onions, peas, peppers, mushrooms are all tasty additions.
- Add to stir fry with any leftover rice; top with a fried egg.
- Vegetables such as cabbage can be a nice addition to a pasta dish
- Add uncooked green vegetables at the end of making a stew or casserole for an extra boost of nutritious veg.
- Add left over vegetables to stock, throw in some beans or pulses for a hearty soup.

Chopped tomatoes:

- Cook with onions, garlic, herbs and veggies to create homemade tomato sauce
- Use to make your own pizza topping

TOP TIP: Avoid putting open tin cans in the fridge, as the food inside may develop a metallic taste.

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Locally sourced and seasonal ingredients

Purchasing and consuming more ingredients that are locally grown is much better for environment, compared to fruits and vegetables that have travelled all the way across the Atlantic to reach our dinner tables. It is also good for our local economy, through supporting local farmers and fruit and veg producers. We are actually able to grow a wide range of fruits and vegetables in the UK, so think about whether you can join a local box scheme which sources locally grown fruit and vegetables. These are often no more expensive than buying fruit and vegetables in supermarkets and will help to support your local community. Organic fruits and vegetables do not contain more nutrients than conventionally grown ones, but farmers who grow food organically make an important contribution to protecting wildlife and keeping the land and soil healthy.

Purchasing seasonal food also has environmental benefits; they use less energy for artificial heating or lighting, for refrigeration and storage and avoid losses during storage, which helps to produce less GHG emissions, compared to fruit and vegetables that are grown under protection and may be imported. Seasonal foods tend to be fresher, tastier and more nutritious than food consumed out of season, crops are picked at their peak of ripeness, better tasting and full of flavour.

Plastic waste

Food, whether you are buying it, eating it or preparing it, can often result in a lot of plastic waste. Helping to reduce plastic waste can help to create a more sustainable provision – as discussed children and young people are often aware of the environmental concerns around plastic pollution. Reducing plastic waste can often result in making use of refillable containers – it is really important to make sure that you clean these thoroughly in between uses and maintain good hygiene practices across the provision at all times.

- Don't reach for the cling film every time you need to cover or store food. Have a range of re-usable containers or recycled tubs to store leftovers or keep food fresh or use reusable cotton-wax wraps to cover foods.
- Say NO to single serving fruit in plastic and buy whole fruit.
- Say NO to plastic knives, forks and plates. Use metal cutlery or wooden alternatives.
- Avoid straws – if you do need to serve them, make sure they are biodegradable paper straws or reusable straws.
- Use refillable pepper shakers rather than buying new containers. For any reused containers, ensure they are cleaned thoroughly after use.
- Avoid individual sachets of sauce and use reusable or biodegradable condiment pots.
- If you are able to, consider buying fruit and vegetables from your local grocery – more often than not, these outlets serve less produce wrapped in unnecessary plastic packaging. If you aren't able to shop at your local green grocers, some large supermarkets offer loose fruit and vegetables – try to go for this instead.
- When out shopping for ingredients for your provision, don't forget your bags for life.

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3.10 TOP TIPS FOR HANDLING FUSSY EATERS

Fussy eating is common (particularly in children and young people) and is often a way for children to exert their independence or test boundaries, resulting in them refusing certain types of foods or food groups. This can feel like a real challenge, but most children given the right conditions and support will get through it in the end.

It is important to remember however, you should never force a child to eat under any circumstances. It is also important to never express your frustrations if a child refuses a food, or pass judgement. Instead, try to create an environment where the child or young person feels comfortable with what they are eating before encouraging them to try different foods / eat more. You need to consider how food looks, the environment in which food is offered, the smell, texture, portion size as well as taste. Try some of our suggestions below that can help you to encourage children at your provision to try different foods.

If you have any real concerns about a child who is consistently refusing food at your provision, it might be worth raising this with their parent/guardian – as this could on some occasions be a by-product of another issue; which could include decayed teeth, sore gums, acid reflux (indigestion), cough, allergies, enlarged tonsils, digestive problems, and parasites.

Here are some top tips to apply in your provision. This is not an exclusive or fool-proof list and intended as a guide only. You may even find your own methods to encourage children to try new foods!

Variety is key

We've said it once, and we will say it again! Variety really is important for many different reasons; and can help to keep things interesting for children. Fussy eaters may not like something one day but will be open to trying something another day.

Don't give up!

It often takes as many as 10-15 careful introductions to a new food before a child will eat it. It's okay if the new food just sits on the child's plate. This will give the child a chance to touch and smell the food. Eating may come later! Remember that children's tastes change. Use the phrase "It's alright if you don't like it today" and try to offer it again in the near future.

Lead by example

Try to ensure staff at HAF eat the same food as provided to the children. Children and young people can be very impressionable; staff can act as a positive role model if they see you and other adults/members of staff eating and enjoying the food provided at the club, it may encourage them to try and eat the food too! Show the fussy eaters how tasty the food is. It is really important to practice what we preach.

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An extra pair of hands in the kitchen

If possible, helping with meal preparation will give children and young people further chances to explore new foods and can be a fantastic way of increasing children's interest in food, chances of trying the food and also improving their skills and confidence in the kitchen. It can also be a fun and practical activity! This may not be possible for every provision – if not, consider preparing the food in front of children and/or allowing children to touch and smell ingredients can help. If you are preparing a hot meal with lots of ingredients, allow the children the chance to see, touch and smell exactly what is going into the meal. See Section 4.4 for more information on getting children involved in food preparation. You could even consider involving children in writing the shopping list and a shopping trip, to help engage them further and could even to pass onto parents if not practical within the session.

Sensory engagement

Helping children to use their senses beyond just taste to explore foods can be beneficial. Encourage children to use all five senses and talk about how things look, sound, feel, smell and taste as you go along.

Create an enjoyable and fun eating experience

Creating a positive, comfortable and fun space for eating is really important. Make sure this space is well kept, clean and tidy at all times – and allocated time for mealtimes is not rushed. Try and make sure everyone sits down together at mealtimes - children are more likely to eat if they see others doing the same. That is especially true when they are fed in the presence of other children who are eating and is often how they acquire a liking for a new food. If you can, try to make sure staff sit down and eat with the children too.

Try to create interesting discussions or conversations that include all children and so everyone has a chance to speak. Go the extra mile by turning the dining room/hall into a restaurant setting! Napkins, tablecloths, menus, table water and table service (depending on how many members of staff you have). Encourage children to serve one another, help set and lay the table etc. For some children, 'eating out' can be a totally new experience or only an experience that occurs on special occasions. Turning the dining room into a restaurant may increase the child's excitement and interest in the whole eating experience – and encourage them to try new foods!

From farm to fork

Help children understand where the food they eat comes from by learning about plants, farming and fishing can be a great way to get your fussy eater excited about food. A day out to a local farm, a story book or tv show or growing some plants yourself can all help change your child's perspective of food. See Section 4.3 for more ideas.

Make food fun

It can be really beneficial to make mealtimes fun. You don't need to spend hours making vegetables look like flowers but being positive and capturing their imagination really helps! YouTube has tonnes of useful ideas on how to

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make food fun for children and young people getting them involved in preparing is definitely something that they will enjoy too. **See Section 4.0** for some ideas on how to create games around food/mealtimes.

Increase the child's appetite

Children and young people are more likely to eat if they are hungry. Try these techniques to increase their appetite:

- Encourage children to be active before mealtimes – if possible, time outside in the fresh air stimulates appetite. Consider facilitating an activity before mealtimes. This could include something as easy as the Daily Mile or something more sport-orientated; touch football, volleyball, frisbee, rounders to name a few. If the weather isn't great, space permitting there are lots of YouTube videos with great indoor activities such as dance routines including Joe Wicks or try GoNoodle. We have also provided some more signposting to other physical activity ideas in **Section 8.0**.
- Avoid grazing during your provision; this can spoil appetites!
- Follow set times for meals and stick to them during your provision.
- Whilst providing easy access to fresh drinking water is important, try to make sure children are not filling up on fluids before they eat. Consider offering water at the middle or end of the meal.

Listen, communicate and consult!

Listening to what children like and involving them in the process of food provision can be helpful. If you can, try and consult with the children when designing the menu, or create a menu that is repeated each week that includes any recommended changes by the children.

It is also important to listen to what children request when it comes to serving their food. Some children don't like different parts of the meal touching other parts, some prefer to have food that they can see clearly (for example, not covered in sauce or gravy), some may prefer certain food items on separate plates and bowls, and some may prefer foods prepared a certain way (grated carrot rather than batons). Consider starting off simple and adding new things each week.

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3.11 CONSIDERATIONS FOR CHILDREN LIVING WITH LEARNING DISABILITIES

Children and young people with learning disabilities have the same requirements for healthy eating as everyone else in the population, but they may find it more difficult to access a healthy diet for a number of reasons. Abnormal eating behaviours is one of these reasons, and are commonly observed in people with learning disabilities and could manifest themselves in one or many of the following ways:

- Refusing to eat
- Selective eating/fussy eating – eating a limited number of foods or only certain colours/flavours/ textures (though this may also be due to sensory difficulties in children with Autistic spectrum disorder [ASD] – see below)
- Children and young people with an ASD commonly show eating difficulties such as food refusal, selective eating, over-eating and behavioural problems at mealtimes. They may have a preference for routine and sameness, and this may mean that meals need to be at the same time every day, in the same place. This may also extend to them wanting to eat the same foods every day. People with ASD often pay close attention to detail and may become upset if the positioning of food on a plate is altered, or food is slightly over/undercooked (even if you may not notice this). Sensory difficulties experienced by people with ASD mean that a child may be particularly sensitive to texture, taste, smell and noise, which will affect what and where they eat.
- Poor or disruptive table manners
- Refusing to come to the dinner table
- Tantrums at mealtimes
- Eating too fast or too slow
- Regurgitation, vomiting or spitting out food during eating

If you have a child with learning disabilities attending your HAF provision, below are some useful suggestions and considerations for providing food for these children. Some of these tips may be helpful for encouraging all children to try and eat food too!

- Consult with the child's parent/carer beforehand and make sure you are aware of any specific needs of the child. This might include eating at specific mealtimes, eating/drinking from certain plates or crockery or how to serve up the food. Make sure you keep a record of this and share with all staff, so they are all aware.
- Encourage children to become familiar with food and eating; make it an important part of the day and normalise it.
- Encourage children to handle food. This could include messy play with foods and helping out with meal preparation (**See Section 4.0** for more information and ideas).
- Keep the time of mealtimes regular and avoid making any last-minute changes without notifying the child beforehand.
- It may be more sensible to gradually introduce new foods for children with learning disabilities, so they don't feel too overwhelmed by all the new food items.

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- If you experience any behaviour issues, try to stay calm and relax. Children learn that refusing to try foods or playing about with food is a powerful way to gain attention. Try to ignore eating behaviours that are irritating so that you are not giving the child attention for misbehaving.
- Consider a reward or sticker chart for certain behaviours i.e., staying seated at mealtimes, eating all their breakfast/lunch, talking nicely with friends.

You can find more information on eating difficulties in children and young people living with learning disabilities in this useful toolkit, published by the Caroline Walker Trust.

When running physical activities or games with children, you will also need to consider how you can make this as inclusive as possible. See this useful toolkit from Sport England for more information.

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SECTION 4

Making learning about food fun!

This section is full of creative ideas and suggestions to fulfil the nutrition education aspect of the Holiday Activities and Food Programme, including food growing, food-related games and activities.

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See subsections

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4 Making learning about food fun!

FOOD ACT!VE

SECTION 4.1
Creative ideas and top tips

SECTION 4.2
Food-related games and activities

SECTION 4.3
Food growing

SECTION 4.4
Top tips on getting children and young people involved in food preparation and cooking

SECTION 4.5
Food education and lessons

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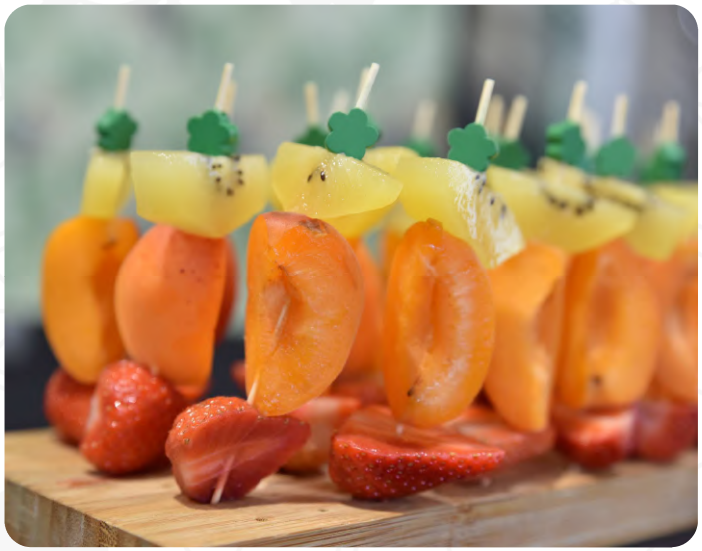
4.1 CREATIVE IDEAS AND TOP TIPS

The HAF is a great opportunity to show children that mealtimes can be exciting and interesting. Here are some tips creative tips and ideas.

- Focus on the colour; remember the saying 'eat the rainbow'? Not only is it healthy to eat the rainbow, but it can also be naturally more appealing! Try purchasing unusual colours of familiar vegetables – yellow tomatoes, purple cauliflowers or carrots!
- Use fun names for various foods; 'baby trees' for broccoli, asparagus rex, superhero spinach, monster melon, x-ray vision carrots – get creative and think of your own!
- Change up the presentation and get creative by serving things up in an attractive and appealing way. Rather than serving a whole apple, banana or orange, why not try making a fruit skewer. Kids love skewers and just putting fruit on a stick can make the food much more appealing.
- Create next week's menu with the children; this will help them take ownership and work together to create a tasty week of meals. Remember to guide them to choose a balanced breakfast/lunch using the information in this guidance.
- Use a range of bread items over the course of a week – mix up bread, rolls, pittas, wraps, chapattis, bagels and sandwich thins.
- If you are serving sandwiches or a packed lunch at your provision, consider 'Mix and match' sandwiches – make a few different flavours, divide into two or three and put one of each flavour in each packed lunch so they have a variety of sandwiches to try.
- Get a few cookie cutters and cut sandwiches into different shapes. Just try not to cut off too much waste, and if you do keep the bread offcuts and **see Section 3.9** for ideas on how to use them up.



- Include lots of different colours in the form of fresh fruit and vegetables. Vegetables can be added to sandwiches, rice salad, pasta or served as crudités.
- Change up the scenery – if it is a nice day, consider setting up lunch outside.
- Themed weeks – consider making themed weeks/days that serve foods from around the world. This can really broaden children's knowledge of different cultures and foods, plus an exciting chance to try new dishes. Indian, Mexican, Italian, Spanish, French, Greek, Japanese, American, Chinese – there are so many to try!
- Try to use any religious celebrations and festivals in the calendar to create themed menus. Make sure you check out **Section 3.6** for more information on culturally appropriate foods. We have picked out some events that align with school holidays:
    - In August, Raksha Bhandhan is held; an Indian celebration of brotherly/sisterly love.
    - In October/November, it is Halloween and Diwali: Hindu Festival of Light.

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- In December, the 6th signals St Nicholas Hanukkah, which is a Jewish Festival and Christmas Day / Boxing Day.
- On February 3rd: Japanese bean scattering, 14th: Valentine's Day and 40 days before Easter: Pancake Day (Shrove Tuesday).
- In March/April: Mothering Sunday, Passover (Jewish festival of Pesach), Easter

4.2 FOOD-RELATED GAMES AND ACTIVITIES

- Each week taste and discuss foods which start with the chosen letter of the week. For example, for the letter 'M' try mushroom, milk and mango.
- Making pictures with food – for example, using dried pasta and pulses, rice, seeds or bay leaves.
- Taste tests can be fun and encourage children to try new foods. Encourage children to take turns tasting new foods and describing to the group what the food tastes like. There are lots of worksheets online that you can download and print or create your own. Children can also discuss the foods' appearance, smell and texture. You could also get the children to make their own rainbow fruit skewer with their favourite fruits. Offer different kinds of foods to try on a special theme day. For example, on apple day offer green apples, red apples, dried apples, pureed apple and canned apples to show them how one ingredient can be used in multiple ways and taste different ways!
- Create a veggie patch and encourage children to water and care for the plants. Use the exercise as an opportunity to discuss where food comes from and how it grows. **See Section 4.3** for more information on food growing.
- Cutting out food pictures from magazines for collages, murals or mobiles.
- Place some vegetables in a bag (e.g., pillow slip). Ask children to feel inside the bag and guess which vegetables are there. As a variation, blindfold children and place a vegetable in their hands. Ask them to guess what the vegetable is by feeling, smelling and even tasting it.
- Food-related songs and rhymes – for example: Five currant buns, Five little peas in a pea-pod pressed, Mix a pancake, Ten fat sausages.
- Fruit and veg bingo! Another way to reinforce and familiarise the kids with different types of fruits and vegetables. You can find some printable cards here.
- Fruit and veg colouring in sheets – the Eat Them To Defeat Them campaign has lots of fantastic sheets you can download. The campaign also has lots of other fantastic resources and recipes, make sure you check it out and display some of them around your venue!

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- Healthy snack tasting session. Display a wide range of healthier snacks and allow the children to try small amounts of each food, asking them to think about what it tastes like, whether they like it and explaining why these foods are better options than crisps, sweets and chocolate. Ask them to rate each snack out of 5 and describe the flavours and textures.
- Excursions to places like a farm, food market, supermarket, bakery or butcher are fun and educational. Try to have a clear objective in mind, something that you would like the children to gain from the experience. Follow up the excursion with related activities like discussions, drawing pictures and food tasting. For example, visit a farm and watch a cow being milked. Then discuss with the children how yoghurt and cheese are made. This may not be possible for every provision and may be subject to Covid-19 restrictions. Check with each venue directly for up to date information.
- Eggs in pop experiment; this experiment shows children how sugar sweetened drinks can harm our teeth, compared to healthier options such as water. This experiment needs a couple of weeks to take effect, but if you start it on the first week over the summer provision then this gives you plenty of time. Make sure you check up on the eggs once a week to see how they deteriorate. There are also lots of edible food science experiments you could do with the children – just avoid any that involve using less healthy food and drink, which could ultimately result in them being consumed too!
- Make a 'taste the rainbow' collage; Promote the healthy eating principle of 'eating the rainbow' by making a food rainbow collage with the children. This will take a fair bit of preparation, as you'll need to cut out lots of pictures of healthy food of all colours from magazines or brochures. First get the children to sort the pictures into different colours, and then they can glue them onto a large sheet of paper, in a rainbow formation.

4.3 FOOD GROWING

Food growing can teach children about soil, nutrition, science and life cycles of the vegetables and the creatures attracted to the garden. HAF provision over the summer is an ideal opportunity to grow some small, quick and easy herbs and vegetables. You don't need lots of equipment or a huge outdoor space to grow your own crops – and this can be a great activity to do with children to take them from planting to plate! Here are a few ideas to get you started:

- Cress egg cups: A quick, easy and fun way to grow your own cress – perfect for making egg and cress sandwiches or adding to salads.
- Salad leaves: Home grown salad leaves can be sown and ready to eat in around 3 weeks! The best thing is that the more you harvest, the more you grow. Perfect for a fresh side salad with a main meal or added to sandwiches.
- Radishes: these fiery little vegetables can be ready in 3-4 weeks, and are a delicious addition to salads, a tasty snack or delicious roasted.

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4.4 TOP TIPS ON GETTING CHILDREN AND YOUNG PEOPLE INVOLVED IN FOOD PREPARATION AND COOKING

The thought of getting the kids involved in food preparation and cooking may be daunting, but it can be an invaluable way of engaging children with food, increasing their interest and likelihood of eating the meal and boosting their skills and confidence in the kitchen – therefore fitting in well with the core principles of the HAF.

However, there are some important things to consider before welcoming children in the kitchen:

- It is really important to **never leave children and young people unsupervised in the kitchen.**
- It is also important to emphasise the hazards to children and young people every time they are in the kitchen and communicate this effectively with them. You may want to hold an information giving session prior to them entering the kitchen, with some colouring in sheets or group activities on identifying hazards in the kitchen. See Section 8.0 for some resources.
- Consider how much supervision the group need; you may need to designate one member of staff per 5 children, for example depending on your capacity and age ranges.
- **A risk assessment is essential** – for all types of food preparation. Make sure you complete one prior to each cooking/practical food session you host. There is a template for you to use in Section 8.0.
- We would recommend that you only use strong plastic knives rather than metal knives at this stage, and only use metal when parents are present and involved in any sessions.
- If you do choose to use knives – plastic or metal – it is **really important to conducting a risk assessment and do some knife skills training** (some useful links can be found below) with the young people beforehand. We would only suggest using metal knives if you have experience of delivering similar sessions with young people – if you are less confident or familiar, we would strongly suggest opting for plastic knives.
- If using any type of knife, it is very important to make sure **all are accounted for after the session and these are stored safely** in a secured place where the children cannot gain access to.
- Covid-19 has also resulted in heightened safety measures in schools where food preparation and cooking is involved, to minimise any risk, and you should be mindful of this whilst delivering your provision as a whole. See Section 8.0 for more support and resources.

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4 Making learning about food fun!

FOOD ACT!VE

Here are some tips that will help you to get children and young people hands on in the kitchen – and yes, before you ask, it will be messy!

- **It takes time!** Preparing recipes may take longer than usual with all the extra pairs of hands (surprisingly) as you will need to carefully explain each task.
- **Mess, mess and more mess.** Cooking can be quite busy at the best of times, so when children are involved, it can be a recipe for…well, mess! Enforce a bit of damage control by putting a tablecloth down on the floor underneath their workstation and ask the children to tidy as they go by putting small bin bags across the work surfaces, but ultimately you need to accept there will be some mess to tidy up at the end, so let it happen. And when it comes to the washing up – make sure the children are involved in this bit too. It is an important part of the food preparation process, so children and young people need to understand that what gets used in the kitchen, must get washed!
- **Planning is key.** Select an appropriate recipe – one that kids will enjoy and involves plenty of steps and processes so everyone can get involved. You may need to do some preparation before the children join you in

the kitchen, such as creating workstations, getting out equipment and buying ingredients. Consider which children are capable of doing different tasks, depending on their age range. See below for a rough guide and suggestions on age-appropriate tasks in the kitchen.

- **Ready, steady, cook.** It is definitely worth investing in some aprons to protect the children's clothes from getting dirty, and make sure you tie back long hair. Keep some hair bands handy!
- **Safety first.** Always conduct a risk assessment for each session you hold and use this opportunity to talk to the children about the importance of food hygiene and a few of the basics. As standard, always make sure you get the children to wash their hands before touching any food and in between touching raw and cooked or ready to eat foods. Get into the habit of handwashing for 20 seconds and ask the children to do a sing-song to 'Happy Birthday' twice (this is usually how long this song lasts).
- One step at a time. Ask older children to read out the recipe, step by step to the group, or with younger children read it out for them and show them any pictures. Then allocate who is going to do what.
- Use every opportunity to educate. Cooking can be another way to learn about science, geography and maths! As you are progressing through each step of the recipe, talk about each ingredient, where it comes from, what it tastes like and what is smells like. Give the children the opportunity to taste and smell each ingredient before you add it to the dish (you may need more than the recipe states if this is the case!). This can help to encourage the children to eat and try more foods – particularly fussy eaters, as discussed in Section 3.10. Just make sure you use clean spoons to taste, not fingers or stirring spoons! Ask the children to weigh out the ingredients for you too and calculate any increases in quantities if appropriate.

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4 Making learning about food fun!

FOOD ACT!VE

- Last but not least – make it fun! Cooking is a really interesting and fun task to do with children, but it will only work if you are relaxed and allow the children to be creative with food and discover new skills. If you are stressed, the children will notice, and it won't create a relaxed atmosphere. Try to start with basic recipes at the start of your provision, gradually moving to more complicated recipes towards the end of HAF, to make it less challenging for you to facilitate. Let the children explore their way around the kitchen, only stepping in when absolutely necessary. Emphasise the need for working as a team. If something goes wrong or a child makes a mistake, make sure you reassure the children that it isn't the end of the world. And enjoy the meal together at the end!

Some suggested tasks to get children of various ages involved are listed below. Remember however to take a tailored approach to each child according to their maturity level and safety is paramount at all times.

Age range	Age-appropriate tasks
5-7-year-olds	✓ Grating – fingers can easily be grated so keep watch and make sure they don't get too close to the end of whatever they're grating. ✓ Mashing – just make sure the potatoes and pan aren't too hot and give every child a go. You can't over-mash your mash! ✓ Mixing – batters, sauces or stews with a wooden spoon. Just watch out for the temperature. ✓ Measuring – even the very youngest children can do this but as children learn to read and do basic maths, this is a great opportunity for them to do this with less supervision. ✓ Peel oranges or hard-boiled eggs – even after they have been removed from the pan eggs can be very hot, so run them under the cold tap first and be careful of residual heat. ✓ Cracking eggs – do a quick demonstration first and explain if they do get some eggshell in the bowl, it's ok! Emphasise the need to spoon out any eggshell if this does happen – not with their hands! ✓ Sieving – it's best to balance the sieve over a bowl and tap it rather than shaking it around! ✓ Setting the table or restaurant – an important part of mealtimes! ✓ Drying up – just make sure you don't give them large and heavy piece of equipment. Show them where each piece of crockery/equipment goes.

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Age range	Age-appropriate tasks
8-11-year-olds	✓ Cutting and slicing fruit and vegetables – use a strong plastic knife for now and show the kids this video to understand basic knife skills. ✓ Use a vegetable peeler – these are not very sharp, but it is still important to take care and concentrate. Peeling veg can take a long time, so this is a great way to keep kids occupied whilst also handling and familiarising themselves with vegetables. ✓ Preparing vegetables – this could include peeling skins off onions and garlic and washing fresh fruit and vegetables. Preparing a fresh salad is a great task! ✓ Use a tin opener – just give a quick demonstration and warn them to only use the handle to rotate the blade. ✓ Measuring dry and wet ingredients. ✓ Whisking.
Aged 12+	✓ Measuring dry and wet ingredients with scales and measuring jugs. ✓ Slice and chop vegetables – use a strong plastic knife and show them some basic knife skills beforehand. ✓ Follow step by step recipes. Just make sure they follow it closely – otherwise they risk having a gross lunch! ✓ Using heat on a hob, oven and microwave – boiling pasta or vegetables.

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4.5 FOOD EDUCATION AND LESSON PLANS

You may wish to deliver some more traditional assembly/lesson-style sessions as part of your activities at the HAF. Below is a list of a number of different lesson plans you could use, including a mixture of Food Active resources but also signposting to further sites. Try to incorporate discussion, activities or physical activity into these sessions as much as possible, to help keep the children and young people engaged. Some of these sessions might be suitable to invite parents and carers too as well.

Healthier Place, Healthier Future Trailblazer

A selection of three lesson plans and PowerPoints exploring the following issues:

- Sugar and health (suitable ages 4-8)
- Food waste (suitable ages 8-11)
- Environment (rubbish and climate change – all ages)
- Junk food marketing (suitable ages +12)

ACCESS THE LESSON PLANS HERE

Give Up Loving Pop:

The Give Up Loving Pop (GULP) is a campaign delivered by Food Active, aiming to raise awareness of the health harms of consuming too many sugary drinks, and promote water and milk as healthier alternatives.

There are a number of free to access resources on the website, including a Key Stage 2 and 3 assembly. There are also a number of other activities and games that you may wish to use, including a GULP star chart – why not consider holding your own GULP 21-challenge or display some posters around your venue?

ACCESS THE LESSON PLANS HERE

Vitamin D:

'Vitamin D: The Sunshine Vitamin' is a resource developed by Food Active, aimed at Key Stage 3 aged pupils to help raise awareness of the importance of Vitamin D to children and young people's health. The PowerPoint Presentation is accompanied by comprehensive delivery notes.

ACCESS THE LESSON PLANS HERE

Healthy Packed Lunches

Food Active have developed two PowerPoint Presentations, designed to be delivered at assembly time (~20 minutes long) for Key Stage 1 and Key Stage 2, to highlight the importance of a healthy packed lunch and what a healthy packed lunch looks like. The session also contains a number of activities you could get the children involved in after the assembly.

ACCESS THE LESSON PLANS HERE

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Other nutrition lesson plans/assemblies:

- TES is a useful website with lots of teacher-approved lessons and activities on healthy eating. You may need to open an account to register, and some resources are costed: https://www.tes.com/resources/search/?&q=healthy%20eating

- Twinkl is another useful website containing lots of lesson plans, activities and resources relating to healthy eating. You may need to open an account to register, and some resources are costed: https://www.twinkl.co.uk/search

- Sugar Smart has lots of useful resources and activities on reducing sugar, suitable for primary and secondary school aged children: https://www.sugarsmartuk.org/get_involved/

- Food A Fact for Life has a wide range of free resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating: https://www.foodafactoflife.org.uk/

- Eat Smart Sheffield hosts a useful directory of resources relating to food and healthy eating, including cooking, growing, sustainability and much more: https://www.learnsheffield.co.uk/Partners/Eat-Smart-Sheffield/Resources

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SECTION 5

Food skills

This section provides you with some further information and support on how to choose, handle and prepare food that is healthy, nutritious and budget friendly.

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5 Food skills

FOOD ACT!VE

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Food labels

SECTION 5.2
Food hygiene and handling

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Keeping costs down

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FOOD ACT!VE

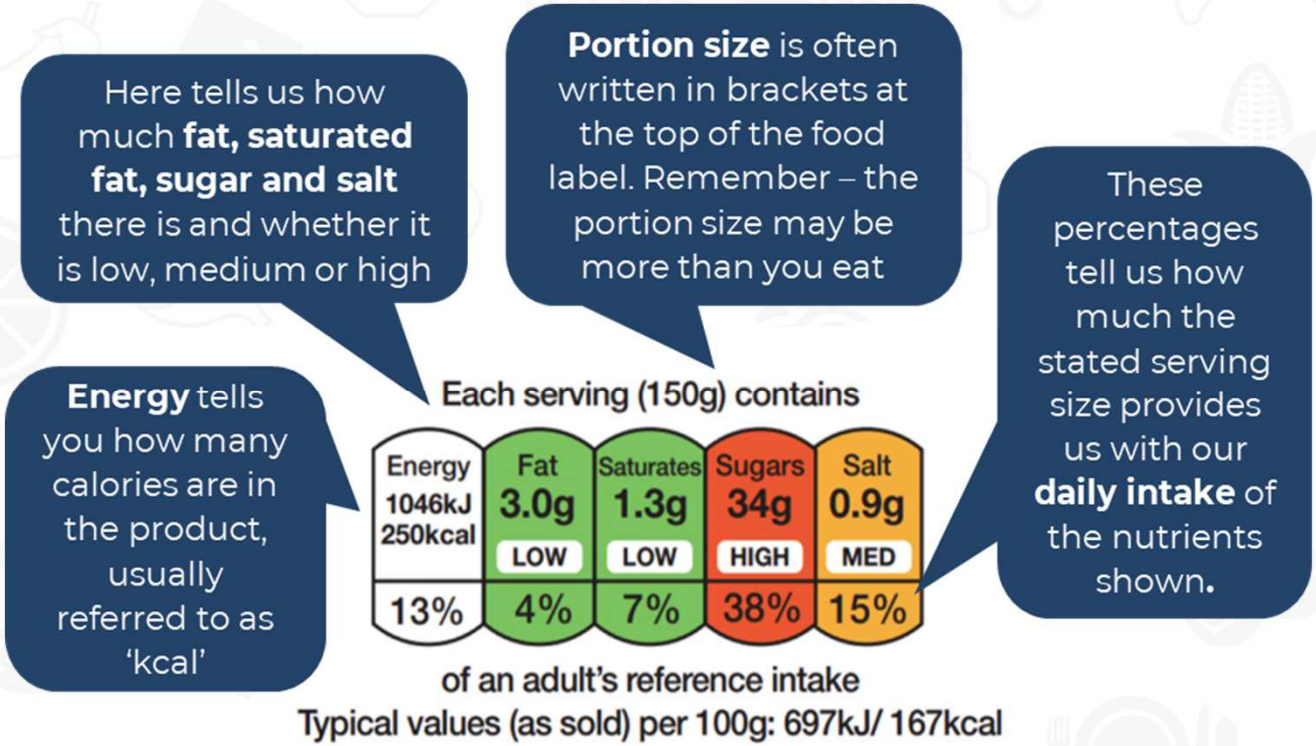
5.1 FOOD LABELS

When selecting healthier products, food labels can be a really useful way to identify the healthier options from the less healthy. However, food labels contain so much information, it can be difficult to know what it all means and what you should be looking out for. Most products have nutritional information on the label, which can often be colour coded on the front. This tells you at a glance whether the food is healthy or not and includes information on energy (KJ/kcal), fat, saturates (saturated fat), carbohydrates, sugars, proteins, salt and sometimes fibre.

A Quick Guide To Reading Food Labels

Understanding and getting into the habit of checking food labels will help us make healthier choices. What should we be looking out for?

- HIGH (red): This means the product is high in fat, saturated fat, sugar and/or salt.
- MEDIUM (amber): This means the product is neither high or low in the specific nutrient, and you can eat it most of the time.
- LOW (green): This means the food is low in a specific nutrient – the more green labels on a product, the healthier it is!



You can also find more detailed nutritional labelling on the back of packaging. This type of information is mandatory, which is helpful as the traffic light labelling system is not mandatory and can be displayed in different ways and colours, which can be confusing to interpret. Below is a guide on how to identify low and high fat, sugar and/or salt food and drinks where the traffic light labelling system is absent. You could even print this page and cut out this table to keep handy in your wallet, whilst out shopping.

	Low	Medium	High
Total fat	>3g per 100g	3.1g – 17.4g per 100g	<17.5g per 100g
Saturated fat	>1.5g per 100g	1.6g – 4.9g per 100g	<5g per 100g
Total sugars	>5g per 100g	5.1g – 22.4g per 100g	<22.5g per 100g
Salt	>0.3g per 100g	0.4g – 1.4g per 100g	<1.5g per 100g

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For example:

- If a fruity yogurt contains 9.5g sugars per 100g, this would be classed as a medium sugar choice.
- If a packet of crisps contains 2.1g salt per 100g, this would be classed as a high salt choice.
- If a slice of cake contains 6.7g saturated fat per 100g, this would be classed as a high saturated fat choice.

You will also see an ingredients list on the back of packaging – this is listed in order of weight, with the largest ingredient listed first. So – the higher up sugar, fat and salt are on the ingredients list, the less healthy it is likely to be!

You may also want to communicate some of this with the children at your provision, as these are some useful food skills for them to learn too. Food A Fact for Life contains some useful resources to help children and young people gain skills – follow the link below:

https://www.foodafactoflife.org.uk/11-14-years/healthy-eating/nutrition-labels/

5.2 FOOD HYGIENE AND HANDLING

When selecting healthier products, food labels

If you serve any food of any kind at your out of school club, your club is classed as a "food business" and as such needs to be registered with your local authority. You can find out more about this process here:

https://www.food.gov.uk/business-guidance/register-a-food-business

Surprisingly there is no legal requirement for operators of food businesses to hold a formal food hygiene qualification, just that they have had some training. However, Ofsted expects that at least one member of staff at an Ofsted registered setting has a Food Handling and Hygiene Level 2 qualification.

It is beneficial that staff members at HAF take part in some food handling and hygiene training in preparation for delivery of the HAF; this could just be for your Good Food Champion, who can then inform other members of staff of best practice as and where required. There are a range of courses available, many of which can be completed online and are low cost (**See Section 8.0**). The training will help to support staff to increase their skills and confidence in preparing food, but also ensuring the food provided at HAF is safe to eat.

Below are the four basic steps towards good food hygiene in the kitchen.

1. **Cleaning:** Clean kitchen surfaces after preparing foods; after handling raw meat, poultry, fish and other raw foods always wash hands, utensils and surfaces thoroughly and before any contact with other food. Remember to wash your fruit and vegetables too!
2. **Check food is piping hot before serving:** Double check that sausages, burgers, pork and poultry are cooked right through; they should not be 'rare' or pink in the middle and when pierced with a knife any juices that run out of the meat should be clear, not bloody.
3. **Keep raw foods separate from cooked and ready-to-eat food at all times.** Ideally use separate chopping boards for raw and cooked foods to prevent cross-contamination. Store cooked foods or foods that don't require cooking on a separate shelf in the fridge to raw foods. Ideally store raw foods at the bottom of the fridge and cooked foods near the top.

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4. **Do not put hot food directly into the fridge or freezer, let it cool sufficiently first;** cooling should be completed within one hour after cooking. To speed cooling divide foods into smaller portions or place in a wide dish.

Food hygiene and preparation is also important when it comes to children with special dietary requirements, for example if they are gluten free or require Halal meat. **See Section 3.6** for more information.

5.3 KEEPING COSTS DOWN

Food provision can be a significant outlay, however, creating healthy and nutritious meals and menus for your provision doesn't have to cost the world. Here are some useful tips on how to be savvy in the supermarket, and savvy in the kitchen.

In the supermarket

- It can be more economical to buy bigger packs of food, as the price per kg goes down. You can buy large packs of meat in the supermarket, both fresh or frozen, which can often be much cheaper than smaller packs.
- Be savvy with the supermarket you shop at, and the brands you buy. Budget supermarkets like Aldi and Lidl can be much cheaper or stick to own brands at some of the larger supermarkets. They often taste similar but with a better price tag!
- If you are providing food for a large number of children, you may want to consider buying food from your local cash and carry. Some require purchasing a membership to shop there, but they can be a very economical option if you are buying large quantities of food.
- Try buying seasonal fruit and vegetables or find out what is on offer that week and base your meals around these items. This will also help to change things up every week, and help children try lots of different fruit and vegetables!
- Remember that frozen fruit and vegetables are just as good as fresh, but can be cheaper too! Nowadays you can find a wide variety of frozen fruit and veg that can be purchased in large quantities.

In the kitchen

- Batch cooking is a great way to save you time and money. If you are going to the effort of preparing a dish such as stews, soups, casseroles, chilli or Bolognese, why not double the recipe and store portions of the meal in the freezer for a later in your provision.
- Adding cheap sources of protein such as beans, pulses and lentils to meals such as stews, pasta dishes, casseroles and soups can help make them go further – and add a boost of healthy fibre and vitamins while you are at it!
- Utilising your leftovers is a fantastic way of saving money and preventing food waste. **See Section 3.9** for more information and support.
- Eating too much is an easy way to overspend, but it is also very easy to do - **See Section 3.5** for more information on portion sizes.

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SECTION 6

Engaging with parents and carers in good food

In this section, we will look at how to go about engaging parents and carers in the HAF programme and a range of training opportunities and resources you can provide for them.

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Engaging parents and carers in good food

As part of the HAF, providers must include at least weekly training and advice sessions for parents, carers or other family members. These should provide advice on how to source, prepare and cook nutritious and low-cost food.

You may wish to do some quick consultation with parents and carers beforehand, so you can tailor the advice to ensure it is as useful as possible. See the Appendices for a template survey you could use to gauge areas of interest from parents and carers.

Some ideas on how you to engage with parents include:

- Sending home food parcels with recipe cards, ingredients, nutrition and food skills handouts. We have a range of resources on our website that are suited to food parcels, and include recipes that are low-cost, nutritious and easy to make. Handouts with simple and easy to understand information are also available. Click here to access these resources. You could add in our Meal Ideas and Inspiration handout which provides lots of ideas on how to use ambient and fresh ingredients to create simple and easy to make meals.
- Be Food Smart Parent Pack is a Change4Life resource, from Public Health England. This is a useful tool for engaging parents and carers with exciting activities and ideas to help families make healthier eating choices.
- Host your own Great Big Pan Challenge with families attending the HAF! This challenge is aimed at engaging the local community in issues around food and practical cookery and involves a competition to create delicious and nutritious dishes, using the standard ingredient list found in Trussell Trust Food Parcels. A 1st, 2nd and 3rd food-themed prizes are awarded to the most innovative entries, decided by a panel of judges. You can find out how to deliver your own challenge in the 'how-to' toolkit.
- Launch a 21-day GULP campaign and encourage the parents to get involved; launch this with an assembly with both the children and their parents and ask them to complete a diary to see how many sugary drinks they've cut out of their diet. **See Section 4.5** for more information on GULP.
- Create a resource pack for parents with lots of information and support on healthy eating for the family. You could either drip feed this each week or create a booklet and hand out at the start. This will require access to a printer and purchasing a ring binder folder and could include information on the basic principles of healthy eating, recipe ideas, inspiration and food skills such as meal planning and budgeting. Food a Fact for Life has some fantastic resources for parents and carers, which can be found here. The resource pack could include some activities for children too, such as colouring in or word searches.
- Deliver a workshop with parents to discuss issues around healthy eating. Get the kids to design an invite for their parents and/or create an attractive poster to display at your venue, and if possible, try to provide childcare on the day for any younger kids who will accompany their mum or dad (this can be a big barrier). Offer food related freebies (food parcels or meal kits) and certificates of attendance. Activities at the workshop could include a practical cookery session (with the parents and kids teamed up), healthy snack tasting sessions or blind tasting sessions, competition to pack a healthy lunch box (providing a range of different foods to choose from), sugar detectives activities to work out how much sugar is in a range of food/drink or holding a competition such as a MasterChef invention test.

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- Hold a celebration event at the end of the provision, to include an awards ceremony. Awards could be given for a range of different food-related behaviours, such as biggest veg muncher (one or two kids who have enjoyed veg the most), fruit fanatic (one or two who have enjoyed fruit the most) and head chef (kids who have got the most involved in cooking). Parents could be invited to help prepare the food for the celebration event, working in teams with their children and enjoying it together after the awards ceremony has taken place.

It is important at all times to ensure that these activities are provided in a way that supports and empowers parents and carers and doesn't judge or stigmatise them in terms of the food they buy or skills they have in the kitchen.

Further signposting

Holiday clubs must be able to provide information, signposting or referrals to other services and support that would benefit the children who attend their provision and their families.

This could include sessions provided by Citizen's Advice; school nurses, dentists or other healthcare practitioners; family support services/children's services; housing support officers; jobcentre Plus; organisations providing financial education

Such sessions could be held when parents drop their children off in the morning, or half an hour before it finishes to make it as convenient as possible. As suggested above, providing a creche can help to encourage parents to engage and allows them to concentrate.

Every area is different, but try to make links with Citizens Advice, Job Centre Plus, Social Care plus any local/national charities that provide family support Family Intervention Service or Early Help and Prevention, Homestart and even Local Food banks. You could look to build up your own directory of where to signpost parents to depending on their query/question.

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SECTION 7

Menu ideas and inspiration

We've assembled some simple meal ideas for breakfast and lunch at the HAF that align with the School Food Standards. We've also provided a short list of recipes for you to take inspiration from!

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7 Menu ideas and inspiration

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Packed Lunches

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7 Menu ideas and inspiration

FOOD ACT!VE

7.1 Overview

Over the following pages, we have listed meal ideas and inspiration for breakfast and lunch provided at HAF, that align with the School Food Standards.

We have provided a general list of both hot and cold recipes, and a number of scalable recipes that might be suitable for use.

The cold recipe ideas include some ingredients that require cooking, but all dishes are served cold. In addition to this, we have provided some guidance for those providers with little/no kitchen facilities and may choose the cold packed lunch route.

All recipes serve approximately 30 children, depending on their age. We hope to add to these in the winter months with some more seasonal recipes, so please do check our website later in the year for updates.

SYMBOL GUIDE	
V	Vegetarian Make sure you check the label to ensure there are no meat derived ingredients. Some are less obvious and relate to the practices in which the food is prepared in rather than the ingredients themselves.
Ve	Vegan Some vegetarian dishes can be made vegan by simply swapping out any dairy spreads or milk for non-dairy alternatives.
Gf	Gluten free Some dishes using bread can be made using gluten free bread. This does not guarantee that the dish is 100% gluten free as it most likely will be prepared an environment where cross-contact with other gluten product.
Df	Dairy free Some dishes can be made dairy free by simply swapping out any dairy spreads or milk for non-dairy alternatives.

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7.2 Breakfast Ideas

Make sure that fresh drinking water is readily available and accessible for children. Other suitable drinks to offer could be 150ml glass unsweetened fruit juice or semi skimmed milk.

HOT, COOKED BREAKFAST

- Scrambled eggs, grilled cherry tomatoes or mushrooms served on brown toast. Serve with 150ml glass of unsweetened glass of fruit juice (ve, df). You could also serve some unsmoked bacon medallions.
- Breakfast frittata muffins, served with a slice of wholegrain toast and 150ml glass of unsweetened fruit juice (v, gf). See recipe 2.
- Boiled eggs served with wholegrain toast, a banana and glass of semi skimmed milk (v) or 150ml glass of unsweetened fruit juice (ve, df)
- Low sugar/salt baked beans served on a wholegrain toasted English muffin or bagel (ve, df). 150ml glass of unsweetened fruit juice can be served on the side. Adding some grilled mushrooms can be a tasty addition.
- Tinned plum tomatoes served on wholegrain toast and a poached egg (v).
- Roasted tomatoes on wholegrain toast, baked with a sprinkle of parmesan cheese and breadcrumbs for a bit of crunch. Sprinkle with chopped chives.
- Breakfast burrito; guacamole, sliced tomatoes and scrambled egg encased in a wholegrain tortilla wrap (v, df). See recipe 3.
- Homemade wholegrain pancakes served with mixed fresh or frozen fruit and 0% fat plain yogurt. Add a 150ml glass of unsweetened fruit juice (v).
- Eggy bread (made with two eggs and brown bread). Serve with a 150ml glass of orange juice for one of your 5-a-day (v, df).
- Porridge made with semi or skimmed milk, topped with fruit (v). Some tasty combinations include:
  - Cinnamon, frozen blueberries and fresh sliced banana
  - Frozen dark cherries, pinch of dark chocolate powder
  - Mixed berries such as strawberries and blackberries with a dollop of 0% fat plain yogurt

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FOOD ACT!VE

7.2 Breakfast Ideas

Make sure that fresh drinking water is readily available and accessible for children. Other suitable drinks to offer could be 150ml glass unsweetened fruit juice or semi skimmed milk.

COLD BREAKFAST IDEAS

- 0% fat plain Greek Yogurt or Natural Yogurt pots topped with a selection of fruit (v). Some tasty combinations include:
  - Tropical twist with diced tinned pineapple (in fruit juice), topped with a sprinkle of desiccated coconut.
  - Peach melba with tinned peaches (in fruit juice), frozen raspberries and crushed almonds.
  - Strawberry and kiwi.
- Overnight oats pot (v). See Recipe 1.
- Wholegrain cereal topped with fresh fruit and yogurt and served with semi or skimmed milk. Some great cereals include Shredded Wheat, Weetabix, Cheerio's, Bran Flakes (branded and own brand). Serve with a 150ml glass of unsweetened fruit juice (v).
- Banana and apricot wholegrain bagels with low fat cream cheese (v).
- Mashed avocado served on a toasted wholegrain English muffin or bagel and a glass of semi skimmed milk (v) or 150ml glass of unsweetened fruit juice (ve).
- Toasted wholegrain English muffins, bagels or sliced bread with low fat spread. Serve with a banana and glass of semi skimmed milk (v).

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7.3 Lunch ideas

Always make sure fresh drinking water is ready, available and appealing at mealtimes. If you haven't served fruit juice in the morning, you could serve a 150ml glass of unsweetened fruit juice or diluted juice.

HOT LUNCHES

- Frittata muffins served with a side salad. You can adapt recipe 2 with some other flavour combinations to suit and change things up! (v, gf)
- Salmon or mackerel fishcakes, served with a side salad and homemade tartare sauce (df, gf if no breadcrumbs are used)
- Homemade mini pizzas served with a side salad. Great one to get the kids involved in – see recipe 5.
- Chicken and mushroom barley risotto (gf).
- All day breakfast; scrambled eggs, wholegrain toast, grilled tomatoes, mushrooms and unsmoked bacon medallions.
- Poached lemon and garlic chicken breast or salmon fillet served with steamed new potatoes and broccoli (gf, df).
- Pork chops served with apple, new potatoes and cauliflower and broccoli bake (gf).
- Caribbean vegetable skewers, served with wholegrain pittas and herby yogurt dip (v).
- Lamb or vegetarian moussaka (v) with green lentils and served with a green salad.
- Chickpea and spinach curry (ve, df, gf). See recipe 7.
- Lamb rogan josh with wholegrain rice.
- Red lentil dahl served with plain naan or chapatti (ve).
- Chicken (df) or aubergine tagine (ve), served with green beans and cous cous.
- Black bean burrito, made with wholegrain rice, tortilla and mixed peppers (ve).
- Baked jambalaya with wholegrain rice, chicken and vegetables. Served with a green salad (gf, df).
- Beed Asian stir fry with fresh mixed vegetables (df). See recipe 8.
- Meat (5% fat beef mince - df) or vegetable chilli (ve) served with wholegrain rice or a baked potato (gf). You could also make enchiladas with the chilli mix, instead placing a portion in a tortilla wrap, rolling up and placing tightly in a oven proof dish. Sprinkle with low fat cheddar and bake for 10-15 minutes until the cheese and tortillas are crispy and golden.
- Jerk chicken or turkey steaks, breasts or thighs with wholegrain rice and peas (gf).
- Homemade salmon nuggets with homemade potato wedges and beans/peas (df). See recipe 4.
- Sweetcorn fritters (v). See recipe 10.
- Stuffed peppers with herby wholegrain rice and feta, served with a green salad (v, gf).

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7.3 Lunch ideas

Always make sure fresh drinking water is ready, available and appealing at mealtimes. If you haven't served fruit juice in the morning, you could serve a 150ml glass of unsweetened fruit juice or diluted juice.

HOT LUNCHES

- Homemade soup, served with a wholegrain bread. Some easy, tasty and filling combinations could be:
  - Spicy red lentil and pepper (ve)
  - Butter bean and leek (ve).
  - Minestrone (df)
  - Moroccan chickpea (ve, df)
  - Sweet potato and lentil (ve)
  - Lentil Bolognese (ve)
  - Red lentil and coconut (ve, df)
  - Mexican bean soup (ve, df)
  - Curried lentil and vegetable (ve, df)
  - *Can be gluten free; check stock cubes as gluten can vary.*
- Pasta bakes; made with wholegrain pasta, topped with grated low-fat cheddar and served with a side salad.
  - Herby sardine or mackerel pasta.
  - Tomato, tuna and sweetcorn.
  - Fajita pasta with cajun seasoning and mixed peppers. See recipe 6.
  - Mediterranean pasta with ricotta (v)
  - Spicy 5% fat beef or pork meatballs with roasted vegetables
  - Green beans, peas and homemade pesto.
- Jacket potatoes (gf), served with a side salad and one of the following fillings:
  - Egg and cress, made with low-fat mayonnaise (v, df)
  - Low sugar/salt beans and low-fat grated cheese (v)
  - Tuna crunch, diced red onions and peppers mixed with low fat mayonnaise (df)
  - Tuna and sweetcorn (df)
  - Chilli con carne or veggie chilli (ve), topped with low fat grated cheese (not ve).
  - Coronation chicken, made with 0% fat yogurt, curry powder, raisins and dried apricots

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7.3 Lunch ideas

Always make sure fresh drinking water is ready, available and appealing at mealtimes. If you haven't served fruit juice in the morning, you could serve a 150ml glass of unsweetened fruit juice or diluted juice.

COLD LUNCHES

- Chicken, couscous and roasted med vegetable salad, served with a green salad (df).
- Mixed bean and rice salad, served with a green salad (ve, gf, df).
- Sandwiches made with wholegrain bread, pitta breads, tortilla wraps, bagels or rolls. Serve with vegetable sticks and hummus (see recipe 11). Some potential fillings you could use include:
  - Low fat cream cheese, sliced cucumber and salad leaves
  - Egg and cress, made with low fat mayonnaise
  - Grated lower-fat cheese mixed with grated apple, sliced spring onion and a tablespoon of low-fat mayonnaise (v).
  - Tuna and sweetcorn, made with low-fat mayonnaise.
  - Turkey club, slices of turkey with fresh salad leaves, tomato and tbsp low fat mayonnaise.
  - Sliced boiled egg, tomato and a tbsp low fat/sugar salad cream.
  - Salmon or mackerel pâté with salad leaves, chopped tomato and cucumber
  - Falafel, grated carrot, lettuce leaves, hummus (ve) or herby yogurt dip (v – see recipes 11-14)
  - Spiced chicken, red onion, spinach and a tablespoon of yoghurt or low-fat mayonnaise.
  - Coronation chicken, made with 0% fat yogurt, curry powder, raisins and dried apricots.
- Open top sandwiches served with a side salad. Toast one thick slice of wholegrain bread and top with one of the following toppings:
  - Hummus (see recipe 11), shredded cooked chicken and diced tomatoes (df).
  - Guacamole, flaked tinned tuna and diced tomatoes (df).
  - Smoked flaked mackerel and cooked prawns mixed with 0% fat Greek yogurt, lemon zest, black pepper, diced spring onions and cucumber.
- Fresh summer salad – with washed and prepared lettuce leaves, diced cucumber and tomato and served with a toasted wholegrain pitta bread on the side (gf without). Toppings could include:
  - Classic Greek salad; feta cheese and olives, drizzled with herby yogurt (v).
  - Chicken Caesar; shredded chicken, strips of unsmoked bacon medallions and a drizzle of creamy garlic dressing.
  - Tuna niçoise, with flaked tinned tuna, green beans, new potatoes.
- Tuna, egg and potato salad (gf).
- Tuna, mixed bean and potato salad (gf).

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7.4 Packed Lunches

We realise that some HAF providers will have very limited cooking facilities and may choose the cold packed lunch route. Here are some simple steps to preparing a healthy packed lunch. Remember that variety is key, so it is important to change things up daily. If you can make it a DIY session where the kids pick what they want from an assortment of healthy ingredients, then even better!

1) Start with choosing your starchy food. Starchy food could be wholegrain bread, wraps, bagels, pasta, rice, noodles, potato, chapatti, rolls, pitta bread. If a child doesn't like wholegrain, try making a sandwich from one slice of white bread and one slice of wholemeal/brown bread.

2) Next, pick your protein. Protein could be chicken, mackerel, eggs, tuna, turkey, falafel, kidney or cannellini beans, salmon. Some fillings can be high in fat, so try to stick to lean meats (including chicken or turkey), fish (such as tuna or salmon), reduced-fat cream cheese, and reduced-fat hard cheese.

3) Now it's time to add some salad and/or a side of vegetables. Always add salad leaves to sandwiches, and other veg such as red or spring onion, grated carrot, tomatoes or cucumber. A handful of cherry tomatoes or sticks of carrot, cucumber, celery and peppers all count towards their 5-a-day too. Adding a small pot of reduced-fat hummus or other dips (see recipes 11-14) may help with getting kids to eat vegetables – kids love to dip!

4) Next up, it's time for something sweet. Fruit is full of naturally occurring sugars so is a great option to provide that sugary hit that kids love. Apples, bananas, grapes or satsumas are easy options as you don't need to prepare them or store them in anything, but if you do have the facilities to chop up fruit then melon, kiwi and mango are great options. Dried fruit such as raisins or apricots can be a nice option, just make sure the kids have no more than 30g each and eat it with their lunch. You can often find 20g pots of dried fruit sold in supermarkets which can be a handy option.

5) Almost there...now it is time to add a nutritious snack, ideally a source of dairy. This could be a low fat/sugar yoghurt or fromage frais, a portion of low-fat cheese (light Babybel cheeses are an easy option) or pot of low sugar rice pudding or custard. Or you could add some breadsticks and dip (see recipes 11-14), crackers with peanut butter, a portion of nuts and seeds, a slice of malt loaf, scone or teacake.

6) Something to wash it down with – and water is always the best option here. Try and make sure it is nice and chilled. You could provide a glass of semi-skimmed milk or 150ml unsweetened fruit juice if you wanted. See **Section 3.4** on making water more appealing to kids.

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You can also see the checklist in the Appendices to help create healthy packed lunches. Finally, here are some other tips for providing healthy and tasty packed lunches:

- Dried fruit such as raisins, sultanas and dried apricots are not only cheaper than processed fruit bars and snacks but can be healthier too. Remember to keep dried fruit to mealtimes as it can be bad for children's teeth.
- Swap cakes, chocolate, cereal bars and biscuits for malt loaf, fruited teacakes, fruit breads or fruit (fresh, dried or tinned – in juice not syrup).
- Kids love crisps, but they can often be high in fat and salt. Ideal substitutes could be plain popcorn, breadsticks or plain rice cakes instead.
- Sugary drinks are not permitted! Offer water and lower fat milk instead.
- If the packed lunches have been made in advance, make sure they are stored correctly and chilled. Warm lunches not only pose a health and safety risk, but they can often result in salad wilting and sandwiches becoming soggy and smelly. This can be really off putting for kids!
- Avoid using plastic bags for each packed lunch, use paper bags instead.

7.5 DESSERTS

HOT	COLD
• Oaty apple crumble served with low fat custard (v). • Apple strudel with low fat crème fraiche or custard (v). • Low sugar rice pudding with diced tinned peaches (in fruit juice, not syrup [v, gf]). • Toasted teacake, topped with 0% fat Greek yogurt and fresh diced strawberries (v). • Apple, sultana and cinnamon muffins (v)	• Layered fruity yogurt pots topped with a sprinkle of granola (v). • Lemon berry fool (v, gf). • Fruit salad with low fat crème fraiche (v, gf). • Low fat quark cheesecake (v). • Low sugar jelly with fruit (v, df, gf). • Eton mess, using 0% fat Greek yogurt, fresh strawberries, raspberries and/or blueberries, topped with crushed pieces of meringue (v, gf). • Slice of malt loaf with 0% fat Greek yogurt and fresh diced strawberries.

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7.6 HEALTHIER SNACKS

- Hardboiled egg with a flavoured tsp of low-fat mayonnaise – mustard or curry work well, just make sure not to use too much! (v, df, gf)
- Plain rice cakes with low fat cream cheese and sliced cucumber (v)
- Veggie sticks such as carrots, peppers, cucumber or celery served with hummus, salsa or yogurt herb dip – see recipes 11-14.
- Wholegrain piece of toast topped with low sugar peanut butter or low-fat cream cheese (use a variety of white, brown, wholemeal, granary or crusty breads, including toast); crumpets, English muffins, bagels, pitta bread or sandwiches.
- A teacake, slice of malt loaf, fruit scone, fig roll.
- Dairy foods such as cheese or plain yoghurt with added fruit.
- Fresh fruit such as pears, apple slices, satsumas, banana, seedless grapes, slices of melon, mango, pineapple, kiwi, plums, or berries such as strawberries and raspberries.
- Home-made plain popcorn, with a sprinkle of cinnamon.
- Plain biscuits such as crispbreads, oatcakes, breadsticks, cream crackers or melba toast.

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7 Recipes

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RECIPE 1
Breakfast: Cinnamon and blueberry overnight oats (v)

RECIPE 2
Breakfast: Frittata muffins (v, gf)

RECIPE 3
Breakfast: Burrito (v, df)

RECIPE 4
Lunch: Salmon nuggets (df)

RECIPE 5
Lunch: Mini pizzas

RECIPE 6
Lunch: Fajita paste bake

RECIPE 7
Lunch: Chickpea and spinach curry (ve, gf, df)

MORE RECIPES

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RECIPE 8
Lunch: Beef Asian stir fry
(df)

RECIPE 9
Lunch: Falafels
(ve, df)

RECIPE 10
Lunch: Sweetcorn fritters
(v)

RECIPE 11
Healthier snacks:
Homemade hummus
(ve, df, gf)

RECIPE 12
Healthier snacks:
Homemade salsa
(ve, gf, df)

RECIPE 13
Healthier snacks:
Homemade guacamole
(ve, df, gf)

PREVIOUS RECIPES

RECIPE 14
Healthier snacks:
Homemade herby Greek yoghurt

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FOOD ACT!VE

RECIPE 1: CINNAMON AND BLUEBERRY OVERNIGHT OATS (V)

Ingredients	Quantity
Porridge oats	1.5kg
Semi skimmed milk or unsweetened dairy free milk	2.5 litres
Dried cinnamon	7.5tsp
0% fat Greek Yogurt or Natural Yogurt	650g
Frozen blueberries	1.5kg
Mixed nuts (almonds, walnuts, cashews)*	500g
Runny honey (optional)	To taste

****See Section 3.6*** *on nut allergies.*

Method

1. Get a large container and combine the oats, cinnamon, yogurt and milk together. Mix thoroughly.
2. Get the blueberries out of the freezer the night before and store in a sealed container to defrost.
3. The next day, divide the mixture between 30 bowls and top with the fruit of your choice, a scattering of mixed nuts and a drizzle of honey (optional). When we mean a drizzle, don't squeeze the bottle and criss-cross over the bowl, just a light drizzle over the berries is plenty. Don't waste the blueberry juice, drizzle some of this on top of each bowl too!

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RECIPE 2: BREAKFAST FRITTATA MUFFINS (V, GF)

Ingredients	Quantity
Eggs, medium	36
Spinach (not frozen, this can make the muffins soggy!)	100g
Cherry tomatoes, quartered	600g
Button mushrooms, diced	450g
Feta, crumbled	350g
Black pepper	To taste
Oil spray	

**You will need five muffin trays for this recipe*

Method

1. Preheat oven to 180°C fan, 200°C electric or gas mark 6
2. Spray the muffin tins with the oil spray – this will prevent them from sticking to the tin!
3. In a large bowl, whisk the eggs and black pepper
4. Then fold in the spinach, cherry tomatoes, button mushrooms and feta to the egg mixture.
5. Divide the mixture between the holes
6. Bake for 20 minutes or until the top is golden

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RECIPE 3: BREAKFAST BURRITO (V, DF)

Ingredients	Quantity
Eggs, medium	30
Semi-skimmed milk	50ml
Cherry tomatoes, quartered	600g
Guacamole – see recipe 13.	30 servings
Wholemeal or 50/50 tortilla wraps	30
Oil spray	

Method

1. In a large bowl whisk the eggs and black pepper. Add the milk.
2. Cook the egg mixture on the hob on a low heat, using a spatula to fold and help it scramble. You may need to use some oil spray to stop it sticking to the pan.
3. Once the egg is cooked, it is time to assemble the burritos. On each burrito, spread a tablespoon of guacamole down the centre, leaving an inch either side so it is not touching the sides.
4. Next, sprinkle a handful of quartered tomatoes on top of the guacamole.
5. Then spoon a 1-2tbsp of scrambled egg on top.
6. Now its time to wrap. Fold the bottom edge of the filling in first, then fold over one side to start rolling into a sausage shape. Slice it in half and serve.

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RECIPE 4: SALMON NUGGETS

Ingredients	Quantity
Salmon fillets, frozen	30
Plain flour	1kg
Eggs, medium	10
Breadcrumbs (wholegrain or a mix of white and brown – shop bought can be used)	500
Lemon, zested	3
Black pepper, ground	To taste

Method

1. Get the salmon fillets out the night before to defrost in the fridge. Alternatively, you can use fresh salmon.
2. Chop them into bite sized chunks.
3. In one bowl, add the flour. In a second bowl crack in the eggs and whisk with a fork. In a third bowl add the breadcrumbs and mix in the lemon zest and pepper to taste.
4. Make the nuggets by taking one chunk of salmon, coating it in the flour, dip it in the egg and then sprinkle on the breadcrumbs. Repeat until all the nuggets have been made.
5. Lightly grease a baking dish and place the nuggets onto it. Bake in the oven at 220c for 12-15 minutes until cooked through.
6. Serve immediately with homemade wedges, mashed potato and peas and/or sweetcorn.

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RECIPE 5: MINI PIZZAS

Ingredients	Quantity
Wholegrain pittas	30
Tomato paste	2 x 200g tubes
Mozzarella, grated / balls, diced	500g (2x bags) / 3-4 balls, drained
Cherry tomatoes, quartered	450g
Other vegetables; diced pepper, red onion, mushroom or sweetcorn	200-400g
Other protein, shredded chicken, tuna or prawns.	200-400g
Fresh basil	1 large bunch

Method

1. Heat oven to 200°C/180°C fan/gas mark 6 and put a baking sheet inside to heat up.
2. Spread each pitta with 1 tsp puree. Top with the tomatoes, any other protein or vegetables and top with a sprinkle of grated or diced mozzarella.
3. Place on the hot sheet and bake for 10 mins until the pittas are crisp and the cheese has melted.
4. Scatter with basil and serve with a green salad and some homemade potato wedges.

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RECIPE 6: FAJITA PASTA BAKE

Ingredients	Quantity
Wholegrain penne or other short pasta shape	3kg
Chicken thighs, boneless and skinless	3kg
Red onion, strips	3 large
Mixed peppers (fresh – deseeded and sliced – or frozen)	9 fresh peppers, or 1.5kg of frozen
Mushrooms, sliced	900g
Cajun seasoning	5 tbsp
Chopped tomatoes, tinned	1kg
Tomato puree	3tbsp
Sour cream	500g
Grated low fat cheddar	250g
Fresh parsley, diced	1 large bunch
Oil spray	

Method

1. Preheat oven to 200°C/180°C fan/gas mark 6.
2. In a large non-stick baking dish, add the peppers, mushrooms, and onion and spray with the oil spray so the vegetables are coated. Add half the Cajun seasoning and thoroughly combine with all the vegetables. Place in the over for 30 minutes.
3. Next, spray a large and deep-frying pan with a little oil and add the diced chicken thighs, cooking on a medium-high heat for 5-7 minutes so they brown.
4. Next, add the rest of Cajun seasoning and garlic. Allow to cook for 2-3 minutes, stirring frequently.
5. Add the chopped tomatoes and tomato puree, season with black pepper, and allow to simmer for 10-15 minutes.
6. Next, cook the pasta in a large saucepan in boiling water. Make sure to only cook the pasta al dente, as it will continue to cook in the oven when baked later.
7. Take out the roasted vegetables and add them to the sauce.
8. Once the pasta in cooked, drain and reserve 1 large mug of the pasta water.
9. Remove the sauce from the hob and add the sour cream, mixing thoroughly to combine. Then add the pasta and mix, ensuring all the sauce coats the pasta. If the sauce is a little dry, add a splash or two of the pasta water to loosen.
10. Pour the pasta into a baking dish (ideally use the one you roasted the vegetables in!), scatter with grated cheese and bake for about 10-15 minutes. Serve with a green salad.

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RECIPE 7: CHICKPEA AND SPINACH CURRY (VE, GF, DF)

Ingredients	Quantity
Onions, diced	5 large
Garlic	1 whole bulb
Curry powder	100g
Chopped tomatoes, tinned	2kg
Chickpeas, tinned	4kg
Light coconut milk	2 litres
Spinach, diced	500g
Rapeseed oil	3tbsp
Pepper	To taste
Wholegrain rice, to serve	1.8kg (60g per person)
Fresh coriander, diced	1 large bunch
Oil spray	

Method

1. Put a saucepan of water on to boil. While making the chickpea curry, cook the rice following manufacturer instructions.
2. Put oil in a large size saucepan and turn on the heat to medium - high.
3. When oil is hot but not smoking, add the diced onion and cook for 5 to 6 minutes stirring often until it begins to soften and gets a bit of colour.
4. Crush the garlic and add this and the curry powder, and cook stirring constantly for 1-2 minutes making sure it does not stick.
5. Add the chopped tomatoes, bring to a simmer and cook for 5 minutes stirring often.
6. Add the chickpeas and coconut milk, mix well and bring it to a gentle simmer. Cook for a further 5-10 minutes stirring every so often.
7. Finally, add the chopped spinach and cook until wilted; it should not take longer than 1-2 minutes. To wilt a leafy green vegetable means to cook it very briefly until it has lost its shape.
8. Check for seasoning and serve with rice.

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RECIPE 8: BEEF ASIAN STIR FRY (DF)

Ingredients	Quantity
Wholegrain medium egg noodles	1kg
Beef strips, with the fat removed	1kg
Soy sauce	50ml
Fresh ginger, peeled and grated	
Garlic, diced	5 cloves
Chinese 5 spice	2tbsp
Mixed peppers, sliced	300g
Red onion, sliced	300g
Beansprouts	200g
Peas or sweetcorn	200g
Spring onions, sliced	4
Sesame oil	2 tbsp
Black pepper	To taste

Method

- Toss the diced beef in the Chinese 5 spice
- Heat the sesame oil in a large heavy bottomed pan and add in the beef, stirring frequently for 1-2 minutes
3. Next add the vegetables (except for spring onions), garlic and ginger and again with pepper.
4. Boil a pan of water and add the noodles for around 5 minutes or until soft. If using frozen peas or sweetcorn, you can cook them in the same pan as the noodles.
5. Drain the noodles, reserving 1 mug of the boiling water, and add them to the vegetable and ginger mixture.
6. Add the soy sauce and a splash of boiling water if the dish is a little dry. Taste and check seasoning – if another tablespoon or two of soy sauce is needed then add and mix.
7. Sprinkle with the diced spring onions and serve immediately.

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RECIPE 9: FALAFELS (VE, DF)

Ingredients	Quantity
Cooked chickpeas, drained	1.8kg
Eggs, beaten	3
Onion, finely diced	1 large or 2 small
Garlic, diced	3 cloves
Ground cumin	3tbsp
Paprika	3tbsp
Lemon	3tbsp juice
Ground coriander	3tbsp
Plain flour	6tbsp
Chilli powder	1tbsp
Wholemeal pita bread or tortilla wrap	30 (1 per person)
Portion of herby yoghurt dip (see recipe 14)	30 (1tbsp per person)
Mixed salad	Portion

Method

1. Drain, rinse and dry the tinned cooked chickpeas
2. Add the chickpeas, diced onion, garlic, flour, herbs and spices into a food processor
3. Blend the ingredients together, leaving a little coarse (not as smooth as hummus)
4. Roll the mixture into balls and leave, covered, in a fridge for 30 minutes to allow them to firm up
5. Preheat a fryer to 175˚C.
6. Working in small batches, cook the falafel in the fryer, checking regularly as they will brown quite quickly. Alternatively, you can bake for 25 to 30 minutes in a preheated oven at 170C fan, 190C electric or gas mark 5, carefully flipping the falafels halfway through baking, until the falafels are deeply golden on both sides.
7. Serve in a toasted pita bread or tortilla wrap filled with fresh salad and drizzle with the herby yogurt dip.

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RECIPE 10: SWEETCORN FRITTERS (V)*

Ingredients	Quantity
Sweetcorn	1.8kg
Spring onions	300g
Fresh coriander	75g
Plain flour	600g
Paprika	6tbsp
Garlic powder	6tbsp
Ground cumin	3tbsp
Ground coriander	3tbsp
Semi-skimmed milk	90ml
Eggs	6
Water	90ml
Olive oil	To brush
Black pepper	To taste
Lemon juice	Juice of 1 lemon
0% Greek or Natural Yoghurt	450g

**Recipe from Veg Power #EatThemToDefeatThem*

Method

1. Mix the flour, baking powder and spices together in a bowl
2. Next add the eggs, water and milk and whisk together to form a batter.
3. Next add the sweetcorn, chopped spring onions and fresh coriander.
4. Whisk the mixture together (the batter should just coat the fresh ingredients), cover and label and leave in the fridge for 1 hour.
5. Line a tray with parchment paper, lightly brush with olive oil and place in the oven at 200°c.
6. Using a serving spoon scoop the mixture up and drop the mixture onto the hot tray by angling the pointy end of the spoon down. If you let the mixture drop onto the same point on the tray the fritter will naturally form.
7. Place the tray in the oven and bake for 10 minutes before turning each fritter and baking for another 10 minutes.
8. If the fritter looks a little dry when turning you can brush it with some more olive oil.
9. Mix the yoghurt, lemon juice and salt and pepper together to make the dressing.

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RECIPE 11: HOMEMADE HUMMUS (VE, DF, GF) – 30 PORTIONS

Ingredients	Quantity
Tinned chickpeas	5 tins, drained
Water	6tbsp
Extra virgin olive oil	6tbsp
Garlic	5 cloves, diced
Lemon juice	4tbsp
Ground cumin	2-3 tsp
Salt and pepper	To taste

Method

1. Add the chickpeas, tablespoons of water, the olive oil, lemon juice, garlic, cumin, and 1/4 teaspoon of salt to a food processor. Process until smooth and creamy. If needed, add additional water to thin out the hummus and 1/4 teaspoon of salt to your taste preference.
2. Store covered in the refrigerator

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FOOD ACT!VE

RECIPE 12: HOMEMADE SALSA (VE, GF, DF) – 30 PORTIONS

Ingredients	Quantity
Red onion	1.5kg
Garlic	4 cloves, diced
Extra virgin olive oil	3tbsp
Fresh tomatoes	1.5kg
Fresh coriander	20g
Salt and pepper	To taste

Method

1. Dice tomatoes, onion, garlic and coriander.
2. Mix ingredients adding a splash of olive oil and season.

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RECIPE 13: HOMEMADE GUACAMOLE (VE, GF, DF) – 30 PORTIONS

Ingredients	Quantity
Avocado	6 large
Red onion	1 large
Fresh tomato	6 fresh salad/vine tomatoes
Fresh coriander	Large handful
Lime juice	Juice of 3 limes
Salt and pepper	To taste

Method

1. Finely chop the red onion, tomatoes and coriander.
2. Half the avocadoes, remove the stone and scoop out the flesh using a spoon.
3. In a bowl, add all the ingredients together with the lime juice & seasoning and mix well.

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RECIPE 14: HOMEMADE HERBY GREEK YOGHURT DIP (V, GF) – 30 PORTIONS

Ingredients	Quantity
% fat Greek yoghurt	980g
Ground cumin	2tsp
Dried dill	2tsp
Lemon juice	2tbsp
Fresh parsley	50g chopped
Salt and pepper	To taste

Method

1. Mix all the ingredients together in a mixing bowl.
2. Allow the dip to rest for 10-15 minutes at room temperature before serving, allow the flavours to meld. This step is not mandatory, but it does improve the dip's flavour.
3. Give it another quick stir, then serve it with cut-up veggies.

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SECTION 8

Other useful sources of information

In this section we have provided a range of further online resources including further support from the HAF, additional recipe ideas, food safety information, portion sizes, supporting children with disabilities and much more!

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See subsections

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8 Further info + support for the HAF

FOOD ACT!VE

- UK Government: Holiday Activities and Food programme
- HAF Alliance
- HAF Alliance Research
- School Food Plan: What Works Well
- Department for Education: What you need to know about the HAF
- Edsential: Impact Assessment HAF Summer 2020
- UK Government: Evaluation of the 2019 HAF programme
- HAF press release and social media
- Government buying standards for food and catering services

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8 Menus and recipes

FOOD ACT!VE

School Food Plan: What Works Well

NHS Change 4 Life Recipes

End Child Food Poverty: Full time meals

Biteback 2030 Recipes

Veg Power Recipes

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8 Allergies and special diets

FOOD ACT!VE

- UK Government: Supporting pupils at school with medical conditions
- Allergy UK: Useful allergy resources for schools
- BDA: Food allergy and food intolerance
- British Nutrition Foundation: What is food allergy and intolerance?
- BDA: Milk allergy
- British Nutrition Foundation: Lactose intolerance
- Food Standards Agency: Online food safety training

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8 Healthy Eating

FOOD ACT!VE

School Food Standards Guidance

Resources from the Caroline Walker Trust

NHS Change 4 Life: Food Facts

Caroline Walker Trust: Eating well for 5-11-year-olds

School Wellbeing: The Free School Meals Toolkit

Food Active: Packed Lunch Guidance

Magnificent Munchers: Teenage Fussy Eaters

Child Feeding Guide

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8 Activities around learning about food

FOOD ACT!VE

School Food Plan: What Works Well: Learning About Food

Eat Them To Defeat Them

Taste Education

The Tesco Eat Happy Project

The Tesco Eat Happy Project: Cooking with Children

My Doctor: How to make healthy food changes

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8 Supporting Children with disabilities

FOOD ACT!VE

Activity Alliance: Being Active Report

Caroline Walker Trust: Eating Well: Children and adults with learning disabilities

Action for healthy kids: Including all children health for kids with disabilities

Public Health England: Supporting people learning disabilities to have a health diet and be active

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8 Physical activity

FOOD ACT!VE

- Groove3: Workouts
- MovetoLearnMS
- The Daily Mile
- P.E with Joe
- NHS Change 4 Life: Sports and Activities
- NHS Better Health: Get Active
- Playworks: Six Active Indoor Games for Kids

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8 Food safety in the kitchen and risk assessments

FOOD ACT!VE

- Food a Fact for Life: Good food hygiene and safety practices secondary
- Twinkl: Kitchen Safety
- Food Safety & Hygiene Level 2 Course
- Childcare: Cooking with children
- Food Standards Agency: How to cook your food to prevent food poisoning
- NHS Live Well: How to prepare and cook food safely

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8 Portion sizes

FOOD ACT!VE

School Food Standards: A practical guide for schools and their cooks and caterers

NHS Live Well: 5-a-day portion sizes

British Nutrition Foundation: Portion sizes

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8 Sustainability and food waste

FOOD ACT!VE

EUFIC: Explore seasonal fruit and vegetables in Europe

EUFIC: 7 tips to reduce your food waste

Love Food Hate Waste

WWF: 10 tips to help you eat more sustainably

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SECTION 9

Appendices

This section includes a range of resources that may help you during your provision, including:

1. School Food Standards Portion Size Guide
2. Good Food for the Holidays Audit Tool
3. Schools Food Standards: Checklist for school food
4. Parents and carers healthy eating and food skills survey
5. Sharing best practice with other HAF providers
6. Press release and social media
7. Photo / video consent form
8. Menu Plans
9. Packed Lunch Menu Plans

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Download appendices

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10 Food Active: About us + Acknowledgements

Food Active is a healthy weight programme delivered by the Health Equalities Group, and commissioned by local authority public health teams, NHS organisations, and Public Health England teams at both regional and national level.

To find out more about the programme, click the button below to visit the Food Active website:

Go to Food Active website

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This toolkit was written by Beth Bradshaw (ANutr) and Nicola Calder (RNutr.) on behalf of Food Active. This toolkit was designed by Michael Viggars.

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