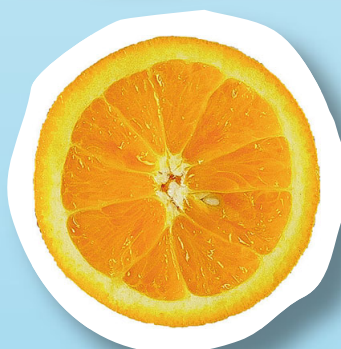
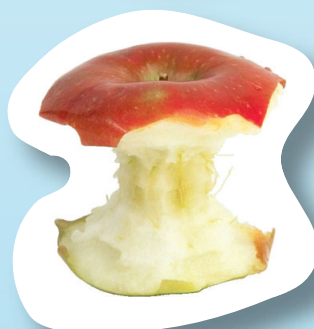
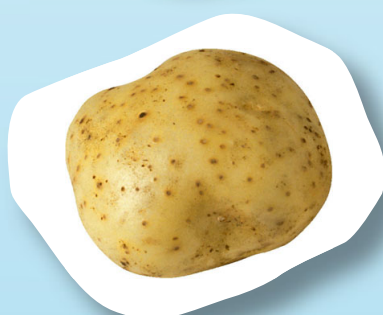


Smiling For Life

A programme to help Early Years Settings and Childminders
provide healthy food to ensure good dental health
for 0-5 year old children



ACTIVITY PACK

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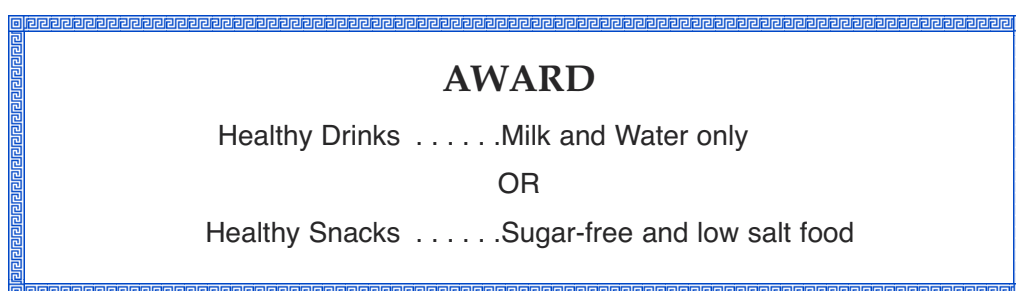
Smiling for Life Nutrition Award

The Smiling for Life programme has been created to help early year's settings and childminders provide healthy snacks, drinks and food for 0 – 5 year old children.

This programme is run by the Berkshire Oral Health Promotion Team to promote good oral health and contribute to the reduction of childhood obesity.

Early years settings are encouraged to develop and implement a healthy snacks policy to ensure all staff, parents and children understand what kind of food and drinks should be provided.

Childminders are also encouraged to adopt a healthy food policy. An award is available for policies that meet the Smiling for Life criteria. This award is open to any early years setting or childminder with a written snacks policy.



If you think your policy qualifies for this award simply fill in the application form and send it to the Berkshire Oral Health Promotion Team (address and application at the back of the pack) with a copy of your policy. This programme is linked to the healthy schools programme and the award counts as credit towards the healthy eating component of the award. A model policy is also available at the back of the pack.

Healthy snacks

Children, especially young children, need to eat regularly so nutritious snacks between meals are an important part of the day.

There is overwhelming evidence to show that frequent intakes of sugary drinks and foods promote dental decay. (1)

To prevent damaging young teeth it is better to have sugar free foods as snacks.

Fruit and vegetables have long been recognised as healthy foods and a valuable source of vitamins and minerals. But their contribution to good health goes much further than this. It is now well recognised that diet is a factor in many of the chronic diseases affecting our society, including heart disease cancer, obesity and asthma. Young children can't eat the quantities that adults can so it is recommended that children are offered small amounts of fruit and vegetables five times a day.

Although fruit does not damage teeth dried fruit can be damaging as it is very sweet and sticky so we recommend that they are restricted to meal times.



Other products likely to contain lots of sugar are:

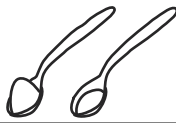

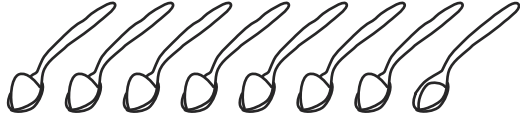
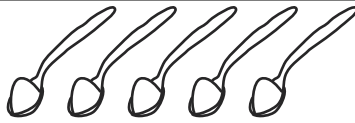
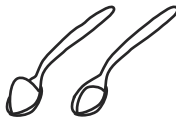
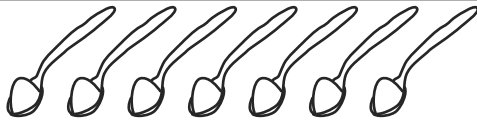
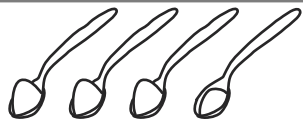

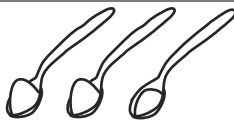
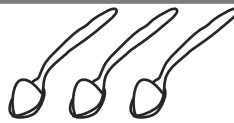
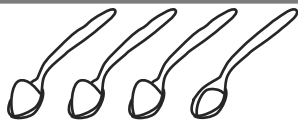
- Confectionary – Such as sweets and chocolates
- Cakes – These could be given at the end of a meal
- Biscuits
- Cereal bars – These are often very high in sugar and fat, it is worth keeping these foods to meal times too

(1) Scientific basis of OHE 2009

How much sugar!

Many foods contain hidden sugars that can damage teeth. Foods high in sugar are best eaten at meal times when the damage to teeth is less.

If you do give children sugary snacks in between meals, be tooth kind and try to get them to eat them at one go and not to spread it out over a long time. It may not be too difficult!

Food	Quantity	How much sugar
Chocolate digestives	1 biscuit	1 $\frac{1}{4}$ Teaspoons 
Ordinary digestive	1 biscuit	$\frac{1}{2}$ Teaspoon 
Liquorice Allsorts	1 small packet	7 $\frac{1}{2}$ Teaspoons 
Smarties	1 tube	5 Teaspoons 
Milky way	1 small bar	1 $\frac{1}{2}$ Teaspoons 
Cola drink	1 can	7 Teaspoons 
Blackcurrant drink	1 carton	3 $\frac{1}{2}$ Teaspoons 
Cornflakes	1 small bowl	$\frac{1}{2}$ Teaspoon 
Sugar coated cornflakes	1 small bowl	2 $\frac{1}{2}$ Teaspoon 
Jelly	1 pot	3 Teaspoons 
Fromage Frais	1 standard pot	3 $\frac{1}{2}$ Teaspoons 

Ideas for Nutritious Snacks with no Added Sugar or Salt

It is not just sugar in snacks that should be avoided. Salt is also very high in a lot of snacks. High levels of salt should be avoided in children and one way of making sure they don't have too much is to choose low salt snacks.

Salt is added to most processed foods and 75% of the salt we eat is derived from processed foods. There are some types of snacks that can contain high levels of salt such as:

Crisps

Savoury / cheesy flavoured snacks

Bombay mix

Processed meat / sausages.

Fruit and vegetables	All types, peeled and chopped
Dairy foods	Cubes of cheese, plain yoghurt with added fresh fruit
Crackers	Low salt varieties such as water biscuits, breadsticks, etc.
Sandwiches or rolls	Lean ham, turkey, chicken, tuna, salmon, cheese, yeast extract, egg, salad vegetables
Bread or toast	Toasted fingers, chappati, pitta bread, potato cakes, matzos With unsaturated fat spread
Rice cakes	
Savoury scones	With unsaturated fat spread
Slice of pizza	
Plain popcorn	Home made
Breakfast cereals	Unsweetened e.g. Weetabix, Cornflakes, Rice Krispies

Birthdays and Celebrations

Birthdays and celebrations are an important part of pre-school life and in some a tradition of lavish celebrations develops with cakes, biscuits, fizzy drinks and goody bags full of sweets and toys. This may not be very healthy for children in large centres where there are lots of birthdays to celebrate and it can put pressure on less well off parents to conform to the norm.

Some centres may opt for a pretend cake – cardboard coloured paper and play –dough are readily available to make cheap and cheerful imitation cakes – but it shouldn't be forgotten that celebrations and festivals can be a good way to learn about other cultures and so can be a welcome part of preschool life.

It is recommended that cakes and sweet treats are avoided on these occasions or served as part of a balanced lunch to protect teeth.

Healthy Drinks

As with sugary foods, drinks that contain a lot of sugar can lead to dental decay.

For good oral health, milk and water are the only recommended drinks between meals.

Fruit juices are a good choice of drink at meal times as the vitamin C can help iron absorption from some foods.

However, fruit juice is acidic and can damage teeth, which is why we recommend that it is diluted and restricted to meal times.

The pH of selected popular drinks

Tooth enamel will dissolve at values below pH 5.5

Although tooth enamel is extremely strong it will dissolve in acidic conditions (values below pH 5.5). Drinks are often very acidic, and they have the added disadvantage of being consumed frequently, which means that the tooth enamel is more likely to be eroded by drinks, especially those in between meals.

Water and milk are the only drinks that can be drunk in between meals without damaging teeth.

If you do give your child other drinks try and limit these to meal times, this will reduce the amount of damage they do to the teeth.

Check the chart below to see how acidic (values below pH 5.5) some drinks can be!

Product	pH
Spring water	7.87
Tap Water	7.6
Milk (non-fat)	6.51
<i>Drinks below this line are acidic and will dissolve tooth enamel</i>	
<i>Keep these drinks to meal-times</i>	
Spring Water (carbonated)	4.72
Pure Orange Juice	4.09
Cherryade	3.54
Pineapple Juice	3.5
Diet Cola	3.28
Flavoured Water	2.84
Blackcurrant Drink	2.72
Cola	2.22

Cool kids Use Cups!

The advice of the Government, oral health team and health visitors, is to discourage the use of a bottle after the age of 12 months.

The only drinks served in a bottle should be water or milk. All other drinks should be in a cup and if they contain sugar, kept to meal times.

Unfortunately extended and inappropriate use of bottles can be a problem. The use of milk shakes, cola, sugary tea or even rusks dissolved in bottles can damage teeth. For child carers the switch from bottle to cup is an important step, both as part of child development and to protect teeth. A child still using a bottle at home can be encouraged to use a cup at the nursery / preschool or childminder's.



TIPS FOR MOVING FROM BOTTLE TO CUP

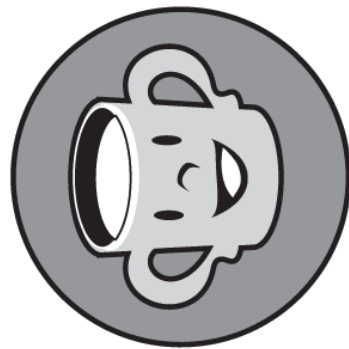
Here are some practical tips which may help.

As soon as they can hold things, **give your child a cup to play with.**

When you start weaning at around 4 months,

introduce a cup even if very little is taken from it.

Sit your child upright before offering food or drink.



Mess is normal – be prepared. There will be less mess if food and drink are kept in one place.



Keep the bottle out of sight, especially when offering a drink from a cup.



Remember that **milk** may be given from a cup but **don't give too much.**



NEVER leave your child alone with a drink at sleep times.



As your baby gets older, if he or she wakes during the night, a drink may not be necessary – **give a cuddle instead.**



Older children may **give up their bottles** for a new toy.



Moving on to a cup may not be easy, and may take longer than you think, but **it will be worth all your hard work!**



If you want any more information on feeding your child, contact your local health visitor.

Weaning and Speech Development

A baby's digestive system is usually ready for solid foods at around 6 months of age. A baby is ready for solid food to be introduced if they can do all of these three things:

1. Sit up with their head held steady.
2. Co-ordinate their eyes hands and mouth, they should be able to look at food, take it and place it in their mouth by themselves.
3. Babies should be able to swallow; if they are not ready to swallow they will often push the food back out of their mouth and there would be more food on the face than in the mouth.

The process of introducing food helps babies prepare to talk? When different types and textures of food are given, a baby learns to move and control their lips, tongue, jaw and cheeks; these are the same patterns of movement used for speech and enable "baby babble" to develop.

Closing the lips is one of the first feeding movements that babies learn when breast or bottle feeding and when they progress to being fed from a spoon. The first sounds that babies learn are usually made with the lips together, for example "b", "m" and "p".

Once lumpy or mashed foods are introduced a baby should become more vocal and start to use more sounds. At six to seven months babies begin to raise the tip of the tongue when sucking and by nine months babies begin to raise the tip of their tongue to say "t", "d" and "n". The other sounds including "f", "v", "sh" and "ch" develop later, these sounds need a greater level of control and use similar patterns of movement to chewing.

Dummies and Speech Development

Most health professionals recommend that children are weaned away from a dummy at around 12 months of age. This is because regular or long term use of a dummy can create problems with a child learning to speak, because it prevents the child babbling and using the full range of tongue movements, both of which are necessary for making all of the different sounds of speech.

Learning to talk is not easy and toddlers need lots of practice. Practicing talking will help language skills to develop. If a toddler has a dummy constantly in his/her mouth it will discourage the child from talking and delay speech development. If a child does still use a dummy and wants to talk to you, then it is best to ask the toddler to take the dummy out of his/her mouth before you talk to each other.

Prolonged use of a dummy can also lead to incorrect positioning of the teeth, so that the top and bottom set do not meet together properly.

Factors that affect teeth

Why first teeth decay

Tooth decay is caused by the interaction of sugar and dental plaque.

- A layer of plaque, largely made up of bacteria (germs) forms continuously on the surface of the teeth.
- Each time sugar enters the mouth the plaque bacteria produce acid, which dissolves the surface of the teeth. This is called demineralisation.
- If there are frequent sugar intakes – and acid attacks – throughout the day, a cavity can form. This will have to be checked by a dentist, and may have to be treated by filling or extracting the tooth.
- It is sensible to only eat sugary foods at mealtime.

Twice daily tooth brushing is essential. For children under 3 it is recommended that they use a toothpaste with at least 1,000ppm of fluoride. Children over the age of 3 should use a pea sized blob of a family fluoride toothpaste (1350 – 1500ppm).



Pea-sized blob



Smear of paste

The use of a fluoride toothpaste and twice daily brushing is important in preventing decay because it applies fluoride regularly to children's teeth:

- The benefits are greatest if parents help their children to brush at least until the age of 7
- As a guide as soon as a tooth appears until the age of 3 years children should use a smear of paste on their brush. After the age of three they should use a small pea sized amount of paste.
- **After brushing the child should spit out the toothpaste but not rinse to ensure the fluoride stays on the teeth**
- Regular dental visits are recommended to pick up problems early.

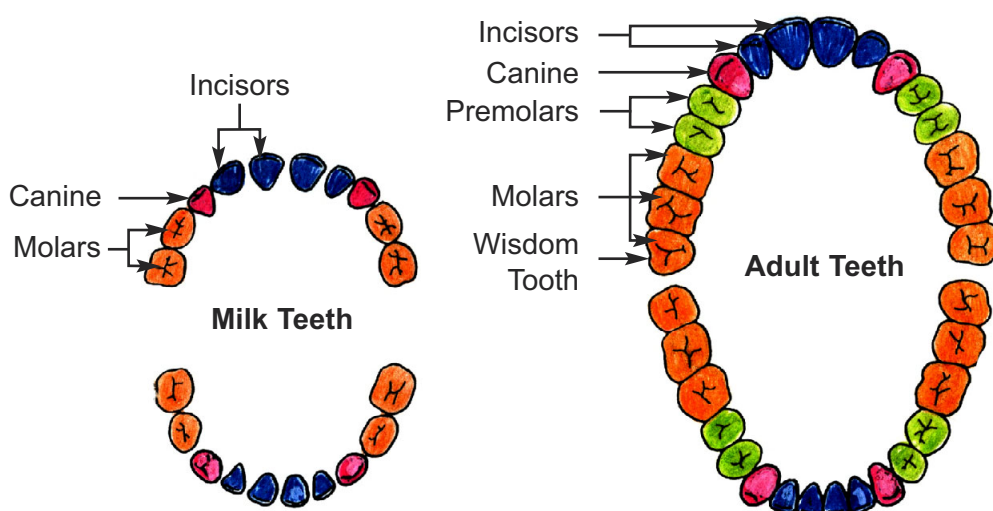
Tooth growth chart

Milk teeth	Growth Begins	Shedding begins
Central Incisors	6 – 8 months	6 – 8 years
Lateral Incisors	7 – 9 months	7 – 8 years
Canines	16 – 18 months	9 – 12 years
1st Molars	12 – 14 months	10 – 11 years
2nd Molars	20 – 24 months	10 – 11 years

Usually by the time a child is between 2 and 3 years old, all the baby teeth have appeared. Each tooth should remain in its place until the permanent tooth grows and replaces it.

Adult Teeth	Growth Begins
Central Incisors	6 – 8 years
Lateral Incisors	7 – 9 years
Canines	9 – 12 years
1st Pre-molars	10 – 12 years
2nd Pre-molars	10 – 12 years
1st Molars	6 – 7 years
2nd Molars	11 – 13 years
3rd Molars (wisdom teeth)	17 – 21 years

The first back teeth are often called six-year molars. They do not replace any baby teeth but grow just behind the 2nd baby molars. These are very important and parents and carers should look out for these teeth in particular and give them special care and attention.



Medicines

Childminders or nurseries who administer their own paracetamol syrup should make sure that it is sugar free.

Parents who bring sugar containing medication for chronic conditions could be advised to check with their doctor or pharmacist whether a sugar free version is available. Children on long term sugar containing medicines can suffer higher rates of decay.

Teething

Teething pain can be treated by giving babies something hard to chew on such as a piece of carrot or apple (from nine months), a teether or using sugar free teething gel or sugar free paracetamol for more severe pain. Rusks are not advised unless they are homemade because they can contain a high amount of sugar.

Accidents

Children run the risk of chipping or knocking or teeth through falls and accidents and child carers should know how to cope with these emergencies.

Children under 5 will usually only have baby (first) teeth, but if a front tooth gets knocked out the other front teeth can drift closing the gap so that when permanent teeth come through there isn't enough room. Fractures of baby teeth are uncommon but sometimes a tooth can be displaced, usually knocked backwards. This can be painful and cause problems with eating and even closing the mouth. Very loose teeth could cause choking if swallowed or breathed in.

In this situation contact the parent immediately and ask for the child to be taken to their usual dentist or call NHS Choices on 111 to find an emergency dentist.

How To Handle a Dental Emergency

Toothache	<ul style="list-style-type: none"> • Rinse out mouth with warm water. • Brush teeth carefully to remove any food trapped between teeth. Use floss if necessary. If there's swelling, place cold compresses on the outside of the cheek. Do not use heat or place aspirin on aching tooth or gums. • See dental professional as soon as possible.
Object wedged between teeth	<ul style="list-style-type: none"> • Try first to remove object by brushing teeth carefully. Use floss if necessary. Guide the floss carefully to prevent cutting gums. • If you can't remove the object, see a dental professional. • Do not try to remove the object with a sharp or pointed instrument.
Knocked-out tooth	<ul style="list-style-type: none"> • Place the tooth in a container of milk, salt water or the child's saliva. If these are unavailable, use plain water. • Take the child and tooth to a dentist immediately, within 30 minutes if possible. • If you are unable to get to the dentist immediately: <ul style="list-style-type: none"> – gently rinse the tooth in warm water. Do not touch the root. – Permanent tooth: carefully insert the tooth back in place. – Baby tooth: do not try to replace a baby tooth back into its socket. Place it in cold milk or water and take it with you to the dentist. • See your dentist within 30 minutes if possible.
Broken tooth	<ul style="list-style-type: none"> • Gently clean dirt or debris from injured area with warm water. • Place cold compresses on the face, in the area of the injured tooth, to minimize swelling. • Apply direct pressure to the bleeding area with a clean cloth. • Go to the dentist immediately.
Bitten lip or tongue	<ul style="list-style-type: none"> • Apply direct pressure to the bleeding area with a clean cloth. • If swelling is present, apply cold compresses. • If bleeding continues, go to a hospital emergency room.

HEALTH WATCH

In case of injury...

- Keep calm and always be reassuring to the child.
- Stop or control any bleeding (by applying pressure).
- Notify parents or caregiver.
- Child should see a dentist to check the tooth or injured area.

Introduction to eating for health

Your role as a child carer is very important, as many children spend significant amounts of time in a pre-school setting

You also have access to children during the period that dental disease first appears. Child carers can also help parents to make the home environment healthier for their children.

Good teeth are important to help children eat, talk, smile and feel confident.

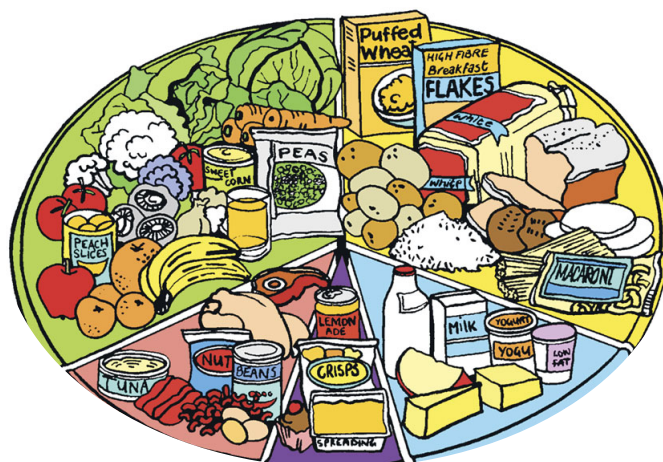


This pack is designed to give you information on healthy snacks and drinks, how to keep young teeth healthy and ideas for fun activities.

Childhood obesity is on the increase so establishing good eating patterns early in life is very important. Children should be encouraged to eat a wide variety of foods. They should eat foods from each of the four main food groups every day.

The eatwell plate (right) represents the types of foods we need and the proportions they are required in to constitute a healthy diet.

Children under 2 years will need more fat as a proportion of their diet, and should have full fat (whole) milk. From the age of 2 – 5 children should be working towards the eatwell model and can move to semi skimmed milk if they are having a varied diet.



A varied diet is associated with better health and is more likely to contain all the nutrients the body needs.

Fruit and vegetables are particularly important for good health. Under 5's should be encouraged to taste at least 5 different fruits and vegetables a day. Fruits and vegetables provide the body with a good range of vitamins and antioxidants which are all important to keep the body healthy.

Even with a varied diet it is recommended that children up to the age of 5 should receive vitamin drops. This is the responsibility of the parents or guardians but carers have a role in providing parents with information and support on such matters.

To help with the planning of menu's simple food based standards and sample menu's are included at the back of this pack.

Fussy Eaters

What to do when a child won't eat

Many children will go through a phase where they don't eat! Although this is very worrying children will not be harmed if they don't eat enough for a short time.

The tips below may help you through this phase:

- Try and make meals more relaxed and eat with them.
- Don't rush meals; however, don't keep a child at the table for a prolonged period of time, 30 minutes is usually long enough.
- Offer regular meals and avoid large snacks and fizzy drinks between meals as they may fill them up.
- Avoid offering anything other than water the hour before a meal.
- If a new food has been refused try it again after a few weeks, children may try a food several times before they decide they like it.
- Keep offering new foods; if a food is refused just take it away without making a fuss. Always offer new foods with familiar foods that you know they will eat.
- Never take food away and offer a completely different meal.
- Avoid giving excessive amounts of milk, if you are unsure about the quantity talk to your health visitor, GP or dietitian
- Getting children involved in the preparation of new foods may be helpful.
- Don't label your child as a fussy eater. If they hear you talking about their fussy eating they may enjoy the attention and choose to continue to refuse new foods.

If the problems continue and you become very worried about your child's weight or growth contact your health visitor, GP or dietitian for further advice.

Guidelines for packed lunches

Not every meal has to be a 'hot meal' for it to be nutritious, snack meals and packed lunches can be just as nutritious.

Top tips:

- Involve the child in deciding some of the content of the meal.
- Cut sandwiches into shapes
- Think Small! – small portions of foods such as cherry tomatoes are great. In small children you may need to cut cherry tomatoes in half to reduce the risk of choking
- Variety – Use pasta's, rice or couscous as a base for salads to make a change from sandwiches.

Try to provide something from each of the four main food groups in the eatwell plate.

Remember, children need much smaller portions than adults. A portion of fruit or vegetables is roughly the size of their handful.

Fruit	Vegetables	Bread, rice potatoes, pasta	Meat, fish eggs beans	Milk and dairy foods
½ of an apple ½ of a medium banana 2 teaspoons of raisins ½ of an orange	Slices of cucumber or salad leaves in a sandwich 3 cherry tomatoes A child's handful of chopped carrots	1 slice of bread (thinly sliced) 1 mini pitta bread 1 mini soft roll 2 big spoonfuls of pasta salad ½ of a chapatti or wrap	1 slice of ham tin of tuna 1 egg 1 tablespoon of hummus 1 small slice of quiche 1 slice of chicken	1 matchbox size chunk of cheese 1 pot of fromage frais 1 pot fruit yoghurt 1 small glass of milk

Suggested book list

Going to the Dentist

By Anne Civardi and Stephen Cartwright., an Usbourne First Experiences book, ISBN 0746041195

This is a useful little book to introduce young children to what to expect on a visit to the dentist. It follows Jake and Jessie Judd as they are taken to the dentist by their mother when Jake develops toothache.

Most of the aspects of treatment which cause anxiety to children are sensitively included, such as having injections and experiencing drilling. Messages about looking after teeth and eating the right foods are given.

Adults can extend this information further by explaining to children why we use toothpaste, how much to use and how often to brush. Some common practices are omitted from illustrations, such as the dentist wearing gloves and the fact that children sometimes wear goggles for treatment.

All About Me - Activity handbook

By Stephanie Cooper. Published by nursery world TES, ISBN 1848220000

This book contains over a hundred activities divided into seven chapters each concentrating on one aspect of the title. All activities are linked to the curriculum, which reference to specific Early Learning Goals.

The chapter "Looking after myself" is of particular relevance to a healthy eating and dental health topic. Activities include "looking after my teeth", "Am I healthy" and "Sleepy head". However, there are references to "healthy and unhealthy" foods and "foods which are bad for teeth". It is important, if using the book to remember not to categorise food as good or bad, but to get across the message that some foods can be eaten at any time, whereas others are best eaten in small amounts and less frequently.

Nibble

A board book published by Tree House in the "Heads and Tails" series.

ISBN 185576220X

This book, for very young children, involves lifting flaps to discover what foods pets eat. On the last page a little boy is revealed in a hen coop eating an egg.

Pizza Fun

By Judy Bastyra. Published by Kingfisher. ISBN 0753450615

This is a fun book shaped like a pizza. There are ten recipes for children to make including a stuffed snake pizza and snail pizza. There are illustrate lists of tools needed and a step – by- step instructions. Examples include a "spring lamb pizza" with mozzarella cheese "lamb" in a spinach pizza base "field".

Handa's Surprise

By Eillen Browne Published by Walker. ISBN 0744536340

Handa puts seven different delicious fruits in a basket to take to her friend Akeyo as a surprise. But Handa's walk takes her past a variety of animals and the fruits do look very inviting... A very popular book with nursery adults and children. Also available as a Big Book and with a DVD.

Eat up Gemma

By Sarah Hayes. Published by Walker. ISBN 0744513286

Baby Gemma is up to mischief – refusing to eat, throwing her breakfast on the floor, squashing her grapes, feeding her dinner to the dog... But one day, in church, her brother has a clever idea for getting Gemma to eat up.

Funny Bones series

By Janet and Allan Ahlberg. Published by little Mammoth. ISBN 01405651817

Children love to be “scared” by the amusing antics of this family of skeletons who live in “a dark dark house” and go for an outing in the night to scare each other in the park. Use this interest as a starting point for Activity 12, looking at bones. Perhaps the children could refer to the book when making their pictures.

Dem Bones

By Bob Barner. Published by Puffin

ISBN 0811808270

This book gives the words of the well-known African song “Dem bones”. Follow the skeletons as they dance their way across the pages and learn about the bones of the skeleton at the same time.

Zed's Bread

By Mick Manning. Published by Warner Books Ltd. ISBN 0744568773

As well as an early reader book this is an excellent information book which informs the reader about different breads of the world. It also includes a recipe for authentic bread.

Oliver's Vegetables, Oliver's Fruit Salad and Oliver's Milkshake

By Vivien French. Published by Hodder. ISBN 0304634790, 0340704535, 0340754540

These amusing books give positive messages about healthy eating. Oliver helps his grandpa grow vegetables, helps make a fruit salad and makes a milkshake after visiting a farm and buying fruit.

Gimme Five

By Nicola Graimes. Published by Carroll & Brown. ISBN 0904760112

Here is everything parents need to know about how to get their children to eat the recommended five portions of fruit and vegetables a day. In addition to providing vital information such as what constitutes a portion and what proportion of fruit and vegetables is right for a child, how many portions in a glass of fresh fruit juice and whether you can 'count' fruit yoghurt and baked beans. There are over 80 easy-to-prepare child-pleasing recipes and dozens of tips and techniques to make fruit and vegetables more attractive to even the most recalcitrant child.

Eating the Alphabet

By Lois Ehlert. Published by Red Wagon Books. ISBN 015201036X

Ages 1-3. This appetising alphabet book shows fruits and vegetables so juicy and alive, you'll wish they could jump off the page and into your mouth. Even vegetable haters will find it hard to resist the vibrantly coloured collage illustrations, which make each item look fascinating and appealing. Long a favourite picture book, this title is now available in a smaller board book edition, just right for introducing toddlers to the mysteries of endive, kiwifruit and papaya.

Smile, Crocodile, Smile

By An Vrombaut. Published by Oxford University Press. ISBN 0192725475

In this story we meet Clarabella Crocodile who has so many teeth that tooth-brushing time can last all day and she misses out on playtime - until her friends come to her rescue, that is. The book conveys a message about the importance of brushing your teeth in a light-hearted, funny way. It features immediately appealing and lovable characters who just bounce off the page.

Barney Goes to the Dentist

By Linda Cress Dowdy. Published by Quartet Books. ISBN 1570641161

Barney joins Ashley in a visit to the dentist for a check-up and cleaning.

Show me your Smile: A visit to the dentist - Dora the Explorer

By Christine Ricci. Published by Simon & Schuster. ISBN 0869871694

This book is ideal for anyone who has a child who is nervous about going to the dentist, and of course loves Dora. This book is really well written and gets the child involved by getting them to look for things such as a purple toothbrush and a star sticker plus lots more.

Traditional stories

There are many editions of these available, e.g. Ladybird Books.

The Enormous Turnip

Children love joining in with this popular story and gain great satisfaction from repeating the sequence as the line of people and animals trying to pull up the enormous turnip grows longer and longer.

There is always amusement at the end when they all fall over!

The story will link well with Activity 4 as the enormous turnip is finally made into a huge pot of soup which feeds all of the hungry helpers. It could also be linked with Activity 1 about routines to reinforce the idea of order and sequence.

The Little Red Hen

In this story the little red hen makes some bread, asking for helpers with each stage, from planting the seeds to baking the finished loaf. None of the animals she asks will help but all volunteer to eat the loaf. With great satisfaction the little red hen eats it all herself. Link this story with Activity 5, reading it before starting to make the bread so that the children become more aware of the way corn is grown and turned into flour.

Food safety and hygiene

Many of these activities involve handling food. Ensure that you follow these guidelines:

Food safety and hygiene and hints

- Do not leave perishable food at room temperature for more than two hours. Perishable food brought from home, including sandwiches, should be kept in a fridge or cool place at a temperature below 5°C.
- Insulated cool boxes or a cool box with cool packs, should be used for carrying food when taking children on trips or outings.
- Eggs should be kept in a fridge.
- Eggs given to babies or toddlers should be cooked until both the yolk and the white are solid.
- Food stocks should be rotated and food beyond its use-by date discarded.
- If food is to be eaten warm it should be re-heated until piping hot and then cooled down before serving.
- Avoid keeping food hot for long periods.
- Cool left-over food quickly and refrigerate.
- Do not use unpasteurised milk or milk-based products such as cheese and yogurt, made from unpasteurised milk. If a parent brings in goat's or sheep's milk for their child, check with the parent if the milk needs to be boiled.
- Root vegetables such as carrots and parsnips should always be peeled and topped and tailed. Fruit and vegetables to be eaten raw should be peeled for the very young children, and washed well.
- Pieces of nut should not be given to under-5s to avoid possible choking or allergic reaction.
- Allergic reactions can be very serious. There should be a careful plan for choosing a safe and nutritious diet for any individual child with a true allergy.

activity 1

daily routines

Raise the children's awareness of the daily routines which are essential to good health as they create this display.

Health benefits

Supervised tooth brushing twice a day with a fluoride toothpaste is an essential part of keeping teeth healthy. Ideally, teeth should be brushed before coming to the pre-school in the morning, and then again last thing at night. You can discuss with the children:

- Why they brush their teeth and how often
- Whether they have any help
- What kind of toothpaste they use
- **Spit, don't rinse**

Learning outcomes

To have personal independence in dressing and hygiene

To use appropriate mathematical language related to time

To listen and talk about their experiences

Group size: four children

Resources

Scissors, felt pens or crayons, pictures of routines from magazines, glue, paper.

Making the display

- Talk to the children about the routines in their day
- Let each child look for pictures of "morning routines" such as getting up, dressing, washing, cleaning teeth, in the magazines, and cut them out. While they are doing so encourage them to talk about their own experiences.
- Let the children glue the pictures associated with each routine on to a circle of card.
- Arrange the four circles on one half of a display board labelled "morning routines" and write relevant captions under each.
- Repeat the activity looking for pictures associated with "bedtime routines" such as undressing, sleeping, bathing and cleaning teeth and glue these circles to the other half of the display.
- Let the children draw pictures of the things they do in the morning and at bedtime and add these to the display.

Further ideas

- Use the pictures to create simple books.
- Dramatise the routines with physical actions, introducing small and large movements.
- Read stories involving sequences, such as the traditional *Little Red Hen* (see "suggested book list" in *Introduction to Activity Sheets*).

Adapting the activity for younger children

Play with the children in the home area and involve the dolls. Pretend to get up, wash, dress, have breakfast and clean teeth. Dramatise bedtime routines in this way.

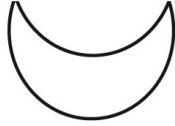
Home links

Ask parents to help children to complete an illustrated diary of family routines in their day and to bring this in to share with the rest of the group. Use the toothbrushing chart at home.



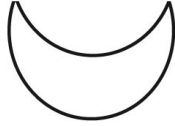
My Toothbrushing Chart

Sunday	<input type="checkbox"/>	<input type="checkbox"/>
Monday	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>
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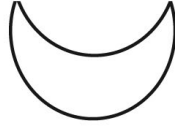
My Toothbrushing Chart

Sunday	<input type="checkbox"/>	<input type="checkbox"/>
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Friday	<input type="checkbox"/>	<input type="checkbox"/>
Saturday	<input type="checkbox"/>	<input type="checkbox"/>



My Toothbrushing Chart

Sunday	<input type="checkbox"/>	<input type="checkbox"/>
Monday	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>
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Saturday	<input type="checkbox"/>	<input type="checkbox"/>



My Toothbrushing Chart

Sunday	<input type="checkbox"/>	<input type="checkbox"/>
Monday	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>
Saturday	<input type="checkbox"/>	<input type="checkbox"/>



activity 2

designing a lunch box

Children will learn a great deal about choosing appropriate tools and materials as they design their own lunch boxes and have a picnic at nursery.

Health benefits

This activity encourages children to enjoy a healthy picnic meal - and perhaps to try sandwich fillings that they might not have at home or have eaten before. When making the sandwiches and filling the lunch boxes, you could discuss with the children why the sandwiches are a healthy choice.

Food hygiene

Always begin activities involving food with a hand washing session. See notes in *Introduction to Activity Sheets* for hints on food hygiene.

Learning outcomes

To explore and select materials and equipment to develop skills such as cutting, joining and folding

To solve mathematical problems through practical activities

To make appropriate use of technology

To take initiative

Group size - Whole group for picnic. Groups of four children to make lunch boxes.

Resources

Selection of recycled materials suitable to make box shapes - card, cartons, cereal boxes, shoe boxes etc. Scissors, paper, glue, spreaders, sticky tape, paper napkins. String, ribbon, wool and other suitable materials for handles. Sample lunch boxes.

Bread, reduced fat spread and sandwich fillings. Fruit.

Making the boxes

- Show the children a few lunch boxes of different colours and sizes. Why do they think they are a similar shape? What do the children think they should put in the boxes? Suggest they might make some sandwiches together.
- Let the children choose suitable materials to make a box for their food. Talk about the lid and handle. What can they use to make these. Is the box big enough for the sandwiches the children will make?
- As far as possible let the children experiment with different ways of attaching lids and handles to their boxes. Make suggestions or ask appropriate questions to encourage the children to reach their own conclusions about the success of the materials.
- Line the inside of the boxes with paper napkins for cleanliness. Remind the children of the importance of washing their hands before handling the food.
- When the boxes are complete, display them on a table until the next session.
- Cereal boxes might contain traces of nuts. If you have a child in your nursery with a nut allergy, don't use these boxes for this activity.

Making the sandwiches:

- Make sandwiches together, from these suggestions:
 - using different types of bread (sliced and unsliced): white, wholemeal, pitta bread, rolls, bagels etc.
 - making 'open' sandwiches as well as 'closed'
 - choosing different sorts of filling (see below); for those that are moist (e.g. cream cheese), a fat spread (e.g. butter) will not be needed.

Salad vegetables (including washed lettuce - shredded, slices of tomato, cucumber, onion, radish, celery. Also grated carrot, slices of pepper, cress). **Canned fish** (including tuna, pilchards, salmon and sardines) mixed with fromage frais or natural yoghurt. **Meat** (including lean ham and chicken).

Cheeses (including cottage cheese, grated or thinly sliced hard cheese - e.g. cheddar etc. **Fruit** (including raisins, dried apricots, pineapple chunks, apple slices, mashed banana, mashed avocado).

Eggs (hard boiled and sliced or mashed, or cold scrambled egg).

- Let the children wrap up their chosen sandwich in a piece of kitchen roll and put it in their lunch box. Add a piece of fruit.
- Make extra sandwiches and lunch boxes for any younger children in the group.
- Enjoy a picnic together at the end of the session on the carpet or outdoors. Supply milk or water to drink.

Further ideas

- Arrange an outing to a park or into the country to have a picnic. Talk about the things the children see.
- Make some salt dough food and create a picnic display by spreading a cloth on a table and sitting dolls around the lunch boxes with the food on paper plates.

Adapting the activity for younger children

Encourage the older children to make extra sandwiches and boxes for the younger children. Invite the younger children to join the picnic.

Home links

- Ask parents for recycled materials to make lunch boxes.
- Ask parents to come and help with the sandwich making
- Check with parents about any allergies the children might have before this activity.
- Invite parents of younger children to join the picnic with their children (see suggested letter included).

Dear Parents,

As part of our topic on "Healthy Eating and Dental Health" we are designing our own lunch boxes and plan to have a picnic at the nursery

on _____

Please could you send in any boxes that the children might use to make their lunch boxes, such as shoe boxes, small cereal boxes, washed plastic cartons. We will also need things to make handles, including string, wool and ribbon.

We plan to make our own sandwiches at the nursery for the picnic. *Please let us know if your child is allergic to anything before we prepare the sandwiches.*

We would welcome contributions for the sandwich fillings from the list below. You are welcome to help at this session.

Our sandwich filling ideas:-

Lettuce	Avocado
Cottage Cheese	Apple
Fromage Frais	Banana
Cheese	Egg
Carrot	Red pepper
Cucumber	Celery
Tomato	Cheese spread

Thank you for helping us,

The Nursery Staff

activity 3

creating fruity milk shakes

Explore the flavours of different fruits as you create these healthy milk drinks

Check for allergies

Health Benefits

This activity focuses on nutritious drinks - that are also good for teeth. Sugary drinks like squash sipped frequently, especially between meals, can damage teeth and so are not the best choice. Sugar-containing drinks are especially damaging if served in a baby's bottle. You could discuss with the children:

- Why milk helps teeth and bones grow
- What sugary drinks like squash can do to teeth if they are drunk too often

Food hygiene

Always begin activities involving food with a hand washing session.

See notes in Introduction to *Activity Sheets* for hints on food hygiene.

Learning outcomes

To respond to the senses of smell and taste

To handle appropriate tools safely and with increasing control

To look closely at similarities, differences and changes

Group size: four children

Resources

A variety of soft fruit for children to cut up and blend, such as strawberries, bananas, raspberries and cherries (remember to remove stones first). Four chopping boards, blunt knives, spoons and bowls. Blender. Milk, natural yogurt. Beakers. Sieve. Large bowl.

Making the milk shake

- Wash one type of fruit thoroughly and drain off excess water in a sieve.
- Let each child chop some of the fruit into small pieces and put it in a bowl.
- Tip the bowls of fruit into the blender. Add a carton of yoghurt and 150 ml of milk.
- Put the lid on the blender and whiz the mixture for a minute until smooth and frothy.
- Divide the mixture into four glasses for the children to taste.
- Experiment with the different fruits and combinations of fruits to make new flavours.
- Decide on exciting names for your milk shakes.

Further ideas

- Make some pictures of the fruits used in the milk shakes. Get the children to choose the flavour they like best and record this on a graph using one of the pictures.
- Try whisking the mixture rather than blending it.
- Try tasting different types of milk - skimmed, semi-skimmed and full cream. Can the children notice any difference in the taste?
- Talk about where milk comes from and look at the appropriate books and posters.

Adapting the activity for younger children

Younger children should manage this activity easily if the fruit is soft.

Home links

- Send home a recipe for the milk shakes
- Milk shakes sweetened with syrup or chocolate powder should be kept to mealtimes.



activity 4

making vegetable soup

Children will love to be involved in the creation of their own soup and will have the pleasure of eating it afterwards.

Health benefits

This activity encourages children to prepare and enjoy eating healthy foods.

Food hygiene

Always begin activities involving food with a hand washing session.
See notes in *Introduction to Activity Sheets* for hints on food hygiene.

Learning outcomes

To listen attentively to rhymes and instructions
To respond in a variety of ways to what they smell and taste
To handle appropriate tools safely and with increasing control
To look closely at similarities, differences and changes
To explore the features of vegetables

Group Size: whole group for discussion. Groups of four children to prepare soup.

Resources

Variety of vegetables, stock cube, large pan, four chopping boards, knives (not too sharp), large wooden spoon, aprons, ladle, beakers, teaspoons.

Making the basic soup

- Read the poem about making soup and make up actions.
- Discuss with all the children the different types of vegetables. Can they name them all? Pass them around the group for children to smell and make comments.
- Present the vegetables in manageable pieces. Let the children cut them into bite size chunks.
- Ask the children to drop the chunks into the pan in the centre of the table.
- Add water to cover the vegetables and sprinkle on a stock cube.
- Away from the children bring the soup to the boil and simmer until vegetables are cooked.
- Once cooled, ask the children to put portions of the soup into beakers using a ladle.
- Enjoy a tasting session. Discuss the flavours and textures.

Variations on the basic recipe

- Try making soups with just one vegetable, such as celery or carrot.
- Try adding milk to the soup and comparing the difference in colour and taste.
- Try adding noodles, pasta, lentils or croutons made from toast.
- Blend half the soup to a smooth texture. Make comparisons. Which do the children prefer?

Further ideas

- Make coleslaw using sliced cabbage, carrot, apple and raisins.
- Make fresh fruit salad with fruit available.

Adapting the activity for younger children

Make fruit salads with the children using soft fruits or enjoy “yoghurt play”. Pour natural yoghurt on to a clean surface and let the children feel the texture.

Home links

Ask the parent to bring in some ingredients and help with the food preparation.



activity 5

making bread

Let the children make their own bread to enjoy at snack time.

Health benefits

This activity encourages children to prepare and enjoy eating healthy foods.

Food hygiene

Always begin activities involving food with a hand washing session.

See notes in *Introduction to Activity Sheets* for hints on food hygiene.

Learning outcomes

To work together as a group, sharing and taking turns

To look closely at similarities, differences and changes

To solve problems during practical activities

To handle appropriate tools safely and with increasing control

To respond in a variety of ways to what they see, smell and taste

Group size: whole group for discussion. Groups of four children for bread making.

Resources

Story of the “Little Red Hen”, four baking sheets and four bowls, plastic jug.

500g of white flour, one teaspoon of salt, two teaspoons of dried yeast.

150ml of boiling water, 150ml of cold milk per batch of bread.

Making bread

- Prepare the baking sheets using grease and warm them in the oven.
- Mix the cold milk and water in jug (care must be taken with the water).
- Let the children sprinkle the yeast on top and leave in a warm place for 20mins.
Encourage the children to look at intervals to see the bubbles rising and smell the yeast.
- Divide the flour into the four bowls and add a pinch of salt to each.
- Ask the children to make a well in the middle and add the yeast mixture.
- Let the children mix this to a dough with their hands.
- Sprinkle the flour on the clean work surface and let the children knead the dough for a while before shaping the bread into miniature loaves or rolls.
- Allow the bread to rise for at least half an hour.
- Put on the trays and cook for around fifteen minutes in a hot oven.
- Remember to involve children in the measuring of ingredients.

Further ideas

- Spread different fillings on the bread for snack time (See Activity 4 for suggested fillings).
- Bring in a selection of different types of bread for the children to sample.
- Visit a bakery or ask a baker to come and talk about making bread.
- Create quick pizzas using split muffins or “ready-made” bases. Spread each half with tomato puree/chopped tomatoes; sprinkle on grated cheese and grill.

Adapting the activity for younger children

Younger children will enjoy kneading the dough made by older children or adults.

Home links

- Send home a simple recipe sheet
- Ask parents to come in and help with the bread making.



activity 6

feely sacks

The children will have great fun guessing the items in the feely sacks while developing their sense of touch.

Health benefits

This activity includes food and drinks that form part of a healthy diet - and are good choices for between-meal snacks. Toothbrushes and toothpaste are also included in the activity. When food or drink cartons are chosen, you could discuss with the children why these are good for them. When brushes or paste are chose, you could talk about:-

- What toothpaste tastes like
- Why it helps our teeth to stay healthy
- Why they brush their teeth and how often
- Whether they do it on their own or have any help
- What might happen to their teeth if they didn't brush them

Learning outcomes

- To respond to what they touch in a variety of ways
- To express their ideas and feelings with confidence
- To increase their vocabulary of words related to teeth and healthy eating

Group size: up to ten children

Resources

Large sack with drawstring opening, ten items associated with teeth and healthy eating, e.g. toothbrush, toothpaste, beaker, apple, plastic milk carton, carrot, empty yoghurt carton, bread roll, small plastic cow, large vegetable such as a cabbage.

How to play the game

- Ask the children to sit in a circle
- Put the items in the sack and put it in the middle of the circle
- Let the children pass around the sack and take turns to put their hand in and feel an object. Ask them to describe it and guess what it is. What shape is it? Is it hard or soft?
- Talk about the object as a group, emphasising the important health aspects.

Further ideas

- Play a memory game with the items, putting them in the centre of the floor and removing one while the children have their eyes shut. Ask them to guess which one has gone.
- Have sacks related to specific foods, such as a dairy sack, fruit sack and vegetable sack.

Adapting the activity for younger children

Let the children pick an object out of a box and say what it is.

Home links

Encourage some parents to form a story sack group and ask them to create items for sacks based on the children's favourite stories. This has proved most successful in nurseries around the country, providing a valuable set of resources.

activity 7

look after your teeth

Children are encouraged to think about the foods that are harmful to teeth in between meals.

Health Benefits

Sugary foods and drinks eaten and drunk frequently, especially between meals can damage teeth and so are not the best choices.

Learning outcomes

- To identify and sort foods
- To understand which foods contain sugar and are therefore damaging to teeth
- To understand that there are foods which need to be eaten sparingly

Group size

The whole group. Children can do the activity on their own or in small groups

Resources

Photocopies of the sheet (overleaf) and colouring materials

Talking about snacks

Note that fruit juice is not recommended between meals, as the natural sugars and acidity of the fruit are damaging to teeth. Whole fruit is OK.

Healthy snacks

If you need to eat between meals, try one of these:

- Fresh fruit – Apple slices, orange segments, banana, seedless grapes
- Washed and chopped raw vegetables e.g. carrots, celery, cucumber, tomato
- Wholemeal bread or toast – with savoury spread such as marmite, peanut butter or vegetable pate
- Savoury cracker, bread sticks or matzos
- Scone – plain or cheese
- Crumpet
- Slice of Pizza
- Plain home made popcorn
- Sugar free breakfast cereal with semi skimmed milk

Drinks

It is important to drink throughout the day, 6 – 8 small cups every day are recommended.

Milk and water are the only drinks recommended for between meals

Drinks containing sugar should be kept to meal-times only.

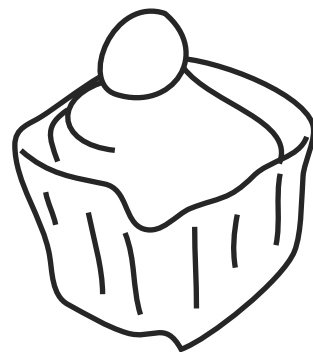
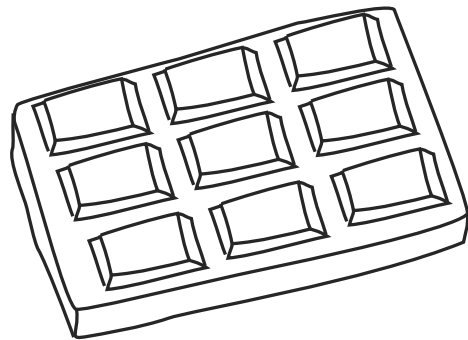
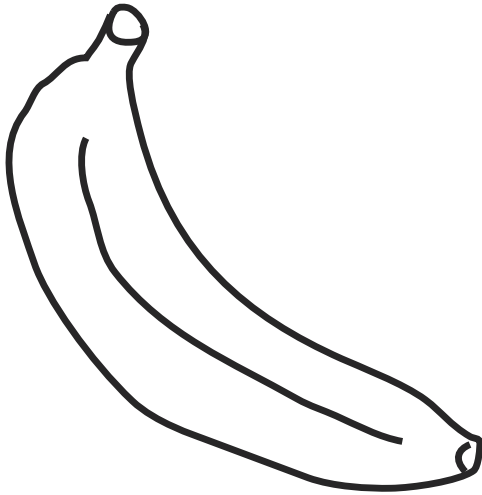
Home Links

Get the children to take home some food diary sheets to complete and colour at home (Activity 8, 9, 10).

Look After Your Teeth

Cross out the foods and drinks that are bad for your teeth.

Colour in foods and drinks you can eat between meals.



activity 8

my healthy breakfast

Have fun discussing and draw breakfast for the children.

Health Benefits

This activity encourages children to have breakfast. A good start to help achieve the recommended 5 a day.

Learning Outcomes

- To take part in a discussion on healthy eating
- To explore options for including fruit and vegetables at breakfast

Resources

Photocopy sheets (on reverse) for children to work in small groups.

Further ideas

It is not a good idea for children to go to school without anything to eat as it may be difficult for them to concentrate on school work later in the morning.

Children could product their won blend of cereal by mixing sugary cereals with low sugar varieties. An extension to this activity would be for each child to make their own box, into which they can put their custom made cereal.

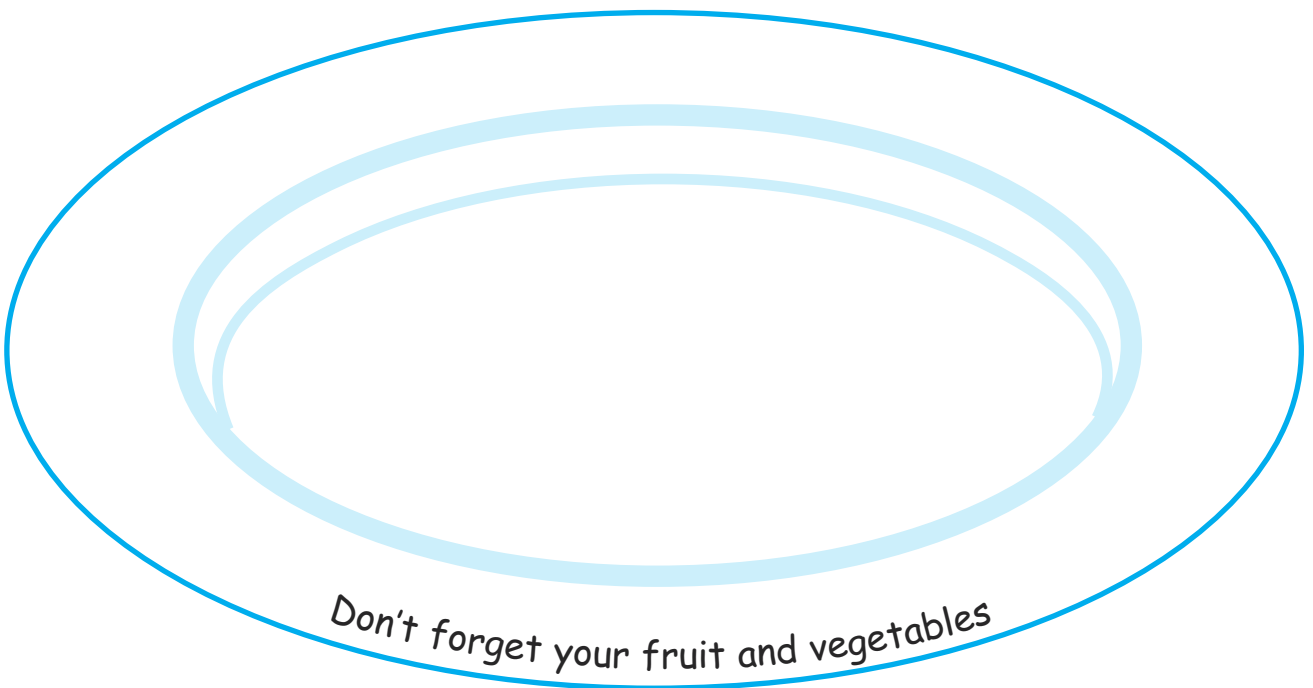
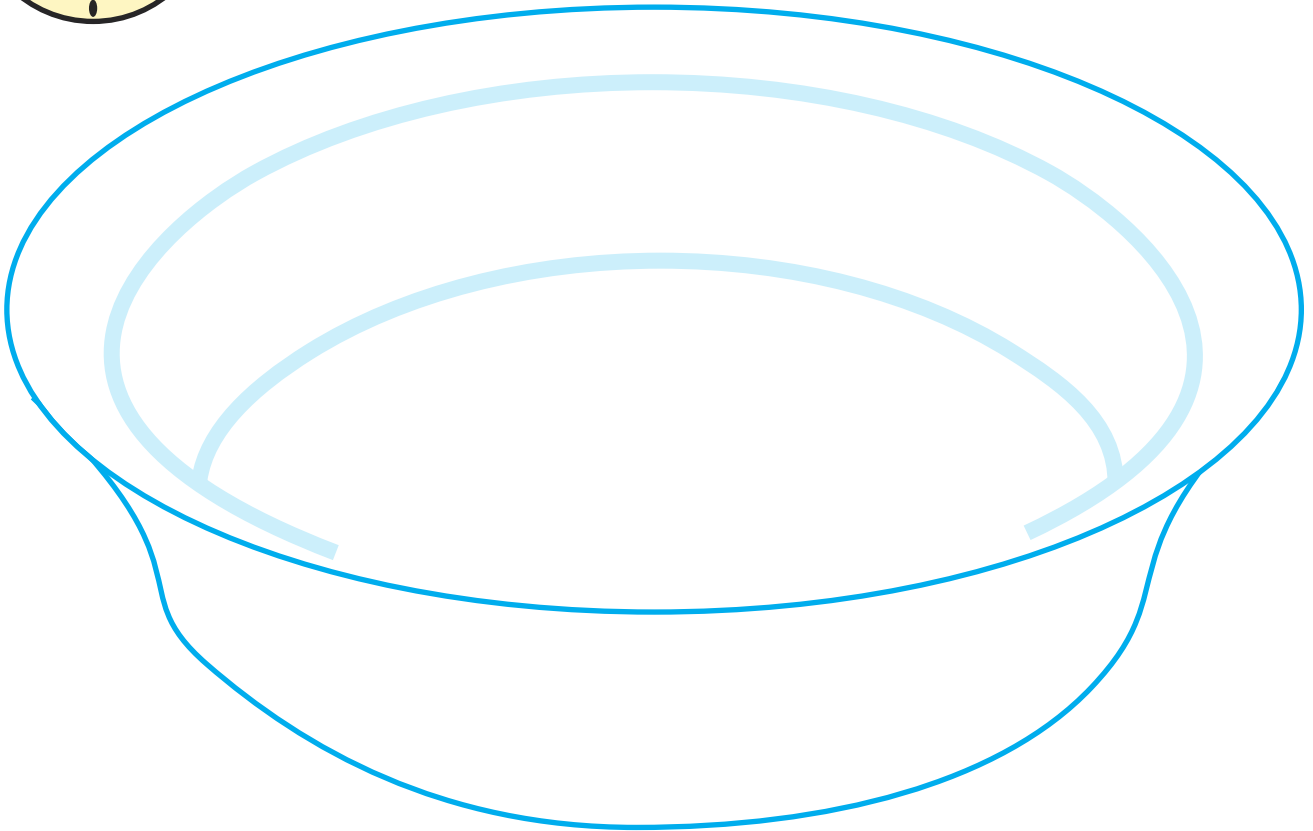
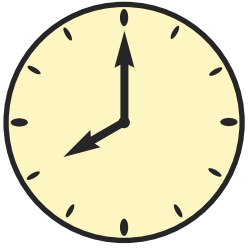
Home links

Send individual sheets home with the children and ask them to draw what they have for breakfast the following morning.

Activity 8

Name _____

My Healthy Breakfast



Don't forget your fruit and vegetables

activity 9

my healthy lunch

Have fun discussing what children have for lunch and what they would like to have if they could design their own lunch!

Health Benefits

This activity encourages children to have a healthy lunch

- Encourages at least one portion of vegetables and one portion of fruit for lunch.
- Encourage children to choose foods lower in fat.

Learning outcomes

- To learn that including at least two portions of fruit and vegetables at lunchtime helps towards the 5 a day target
- To consider how to include foods from each food group

Group size

Small groups with a leader for each group

Resources

Photocopy sheets (on reverse) and colouring materials

Further Activities

Get the children to work in groups and discuss the options for packed lunches as well as hot lunches.

Other information for teachers:

Lunches both hot and cold should follow similar guidelines:

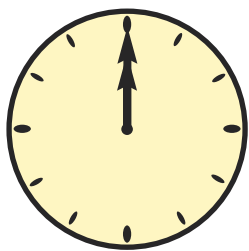
- Always have at least one portion of vegetables. This may be raw or cooked.
- Have a piece of fruit after a main meal – either fresh, dried or tinned in fruit juice.
- Always have a protein food. This may be meat, fish, eggs, cheese, beans or lentils.
Processed foods like chicken nuggets burgers or sausages are very high in fat and salt so should not be eaten every day.
- Starchy foods such as bread, jacket potatoes, boiled potatoes, pasta or rice are good staples and help satisfy hunger. Chips can be eaten occasionally but are to eat every day.

Home Links

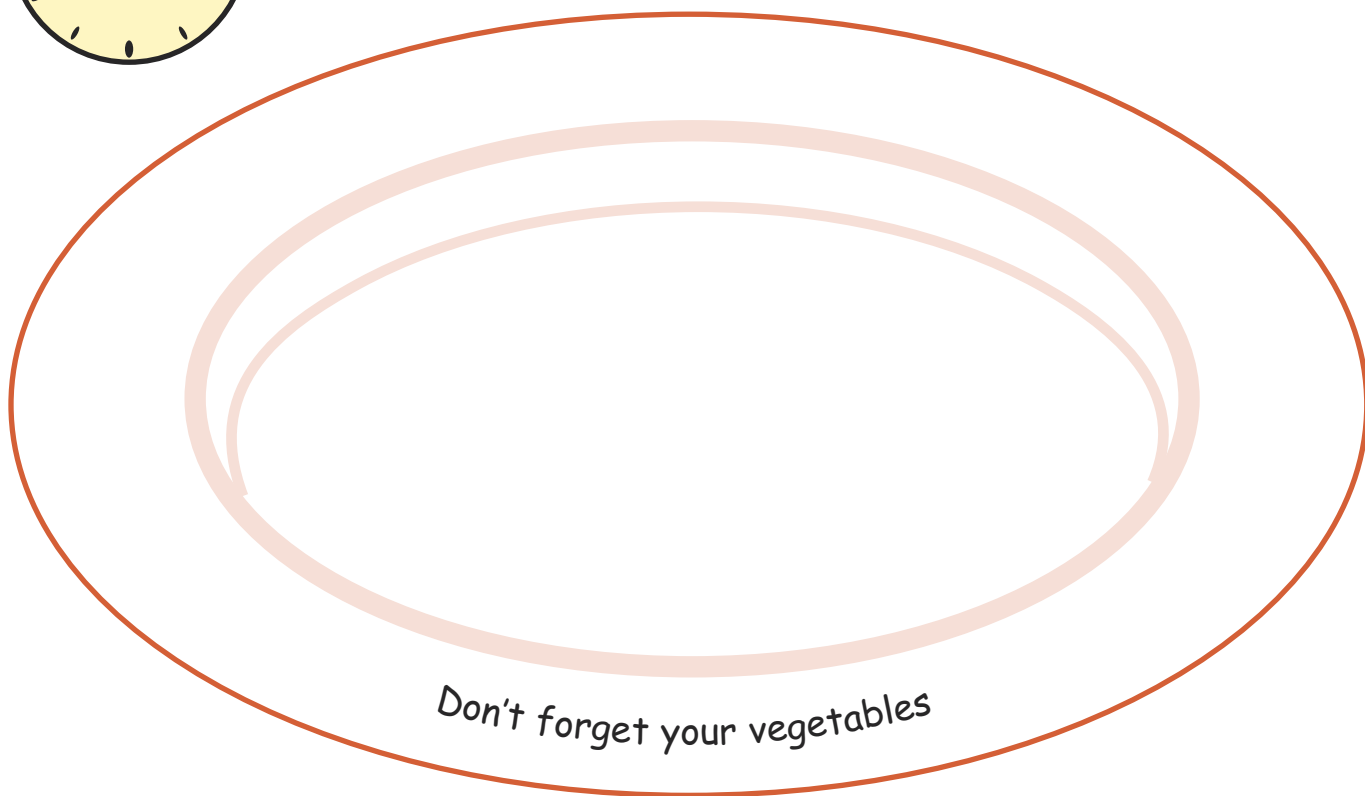
Send home individual sheets and ask the children to draw foods they would have for lunch at home.

Activity 9

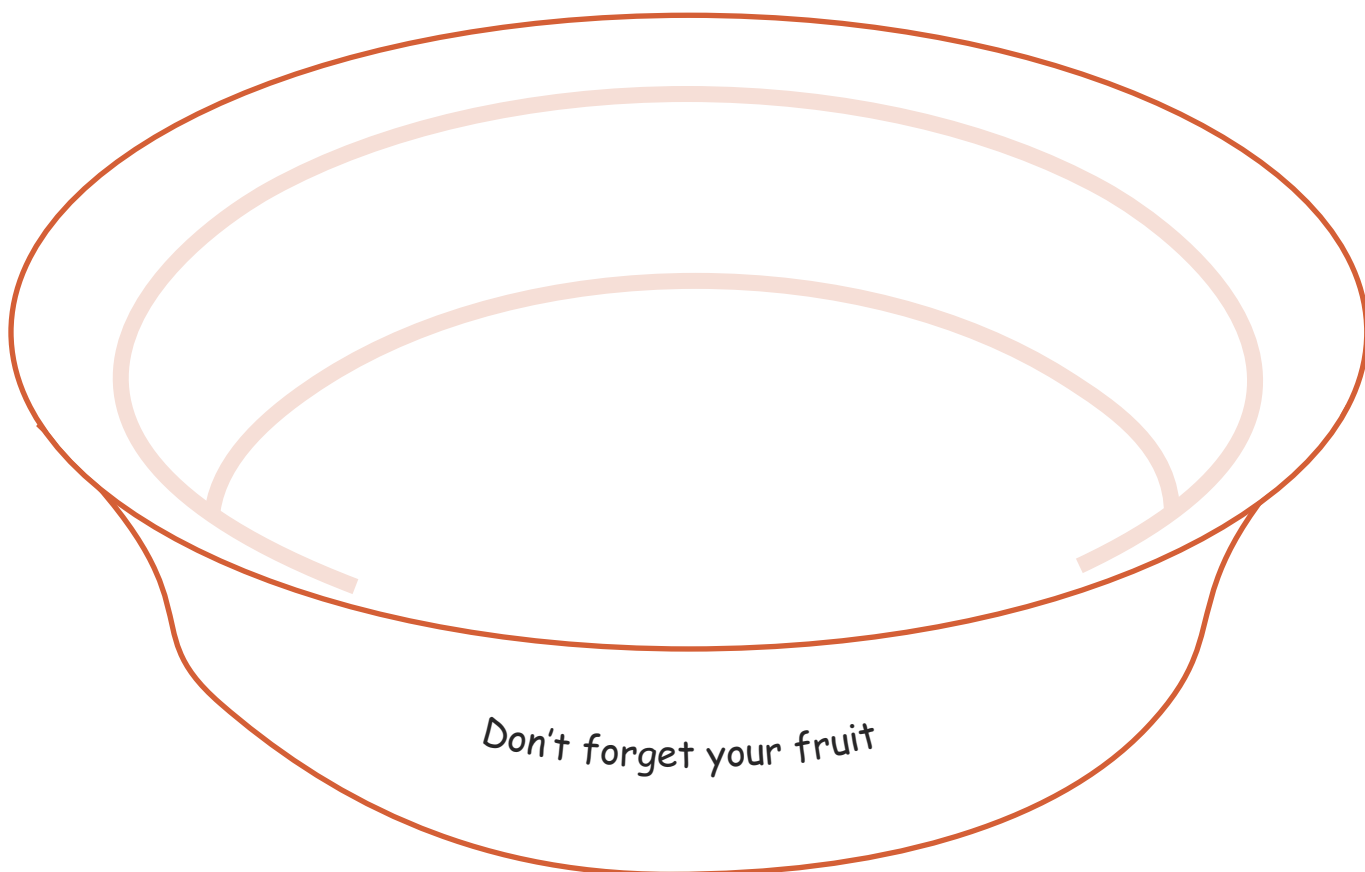
Name _____



My Healthy Lunch



Don't forget your vegetables



Don't forget your fruit

activity 10

my healthy tea

Have fun discussing what children have for lunch and what they would like to have if they could design their own tea!

Health Benefits

This activity encourages children to have a healthy tea

- Encourages at least one portion of vegetables and one portion of fruit for tea
- To consider how to include foods from each food group at teatime.

Learning outcomes

- To learn that including at least two portions of fruit and vegetables at teatime helps towards the 5 a day target
- To consider how to include foods from each food group at teatime

Group size

Small groups with a leader for each group.

Resources

Photocopy sheets

Colouring materials

Further Activities

Get the children to work in groups and discuss the options for teas and what they would choose.

Teacher's information:

Tasty teas for hungry children:

Some meal suggestions include:

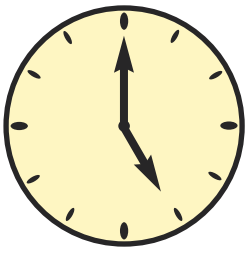
- Jacket potato – add your favourite filling such as tuna, grated cheese, baked beans, cottage cheese, chopped hard boiled egg, chopped ham / corned beef. Try and avoid adding butter or margarine
- Scrambled egg and sweetcorn with wholemeal toast.
- Cauliflower or macaroni cheese with tomatoes
- Mashed sardines or pilchards on wholemeal toast
- Grilled sausages – try low fat varieties with mashed potatoes and peas.
- Baked beans on toast with cheese toppings
- Ploughman's tea – wholemeal, roll with cubes of cheese, pineapple, tomato, cucumber apple and carrot.
- Stirfry tuna / bacon / chopped ham etc. with vegetables, served with pasta.
- Filled pitta bread e.g.. With Tuna / chicken/ ham / lower fat cheese & salad
- Kedgeriee – mix flaked fish (usually smoked haddock) chopped hard boiled egg and rice served with a coloured vegetable.

Home Links

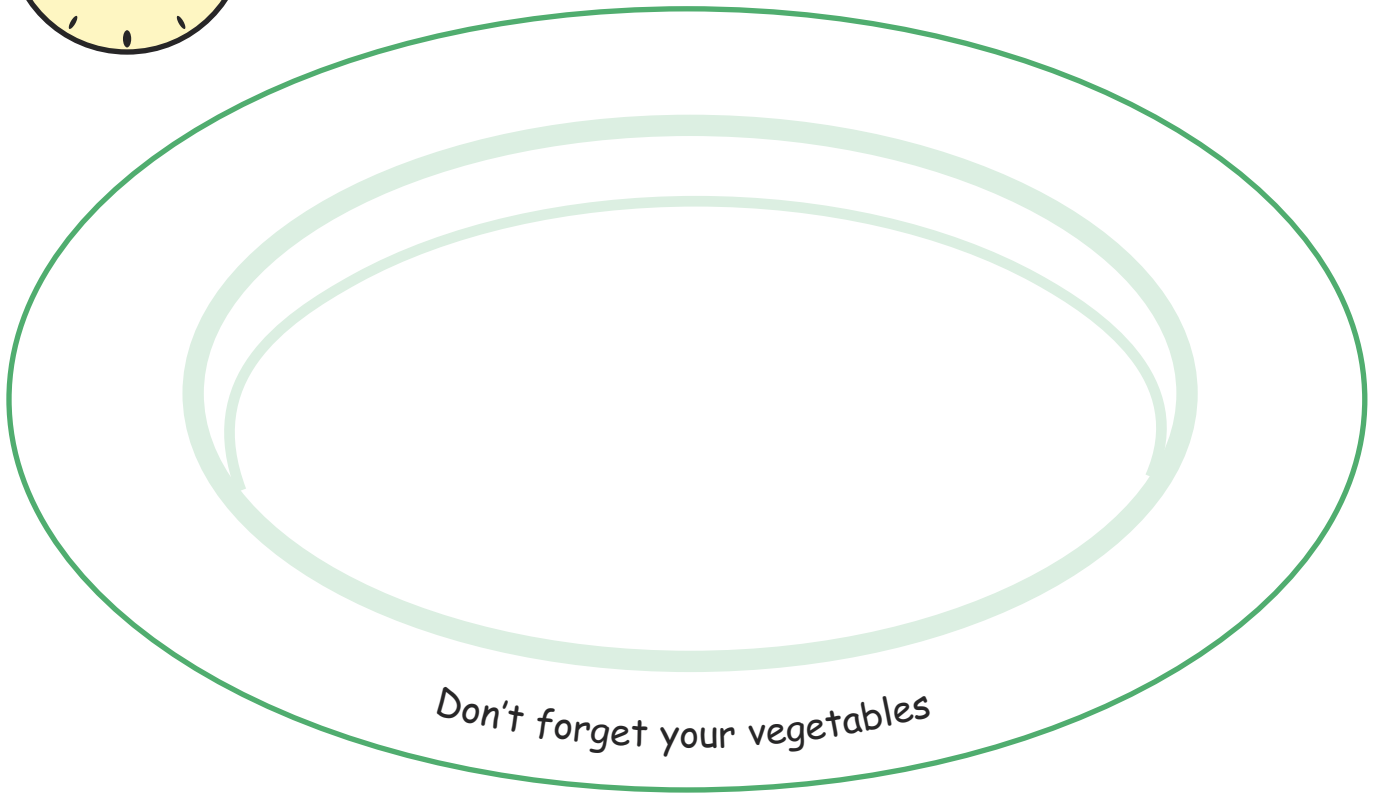
Send home individual sheets and ask the children to draw foods they would have for Tea at home.

Activity 10

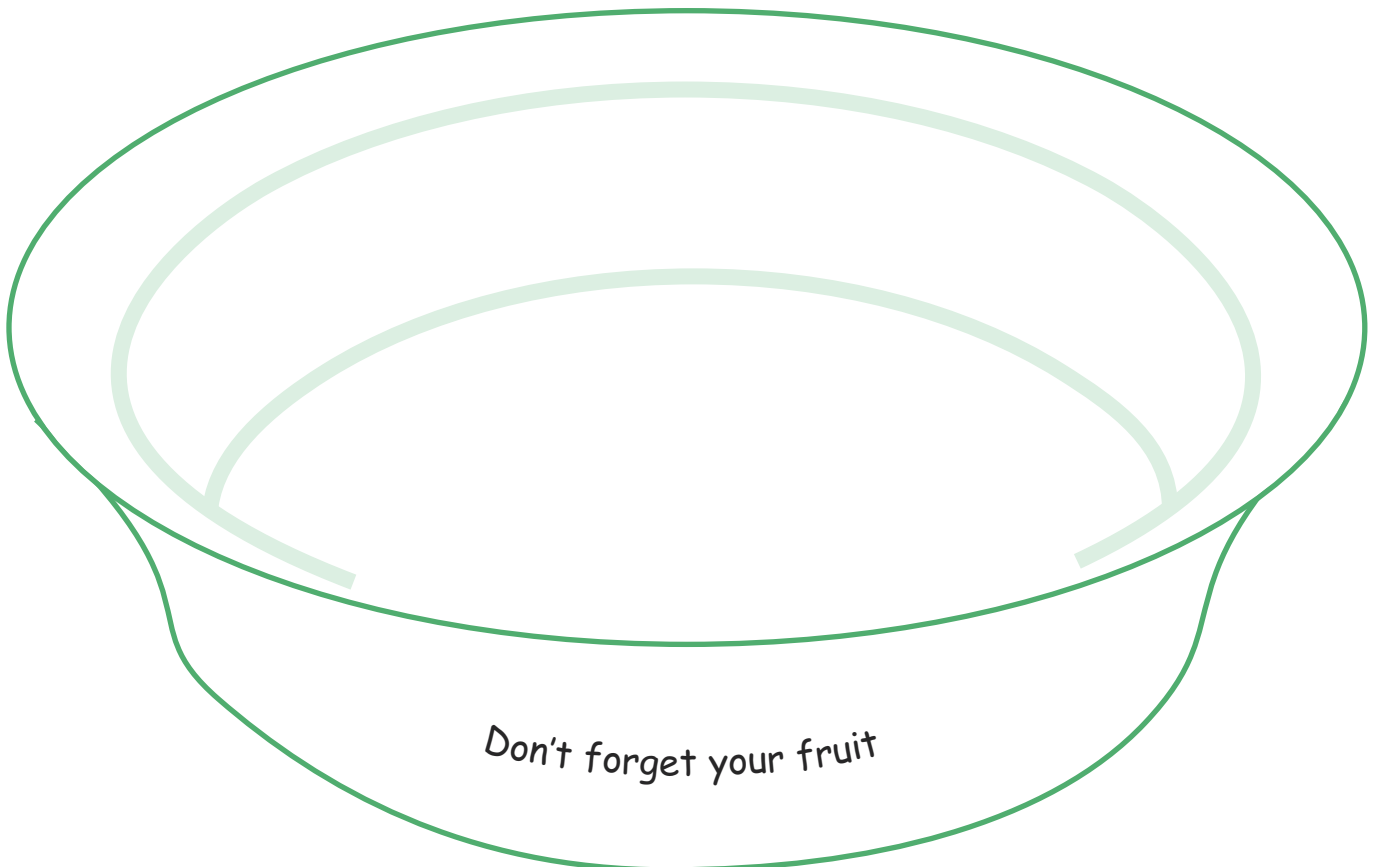
Name _____



My Healthy Tea



Don't forget your vegetables



Don't forget your fruit

activity 11

salad caterpillar

Have fun creating a caterpillar from food! Use the very hungry caterpillar book as a stimulus to create a healthy salad

Health Benefits

This activity focuses on using fresh vegetables to create an edible collage.

Fresh vegetables are a nutritious and healthy source of numerous vitamins and minerals. By engaging the children in this fun activity they can be persuaded to try vegetables they would otherwise avoid.

Fruit and vegetables are good for you.

Try to eat at least five different types of fruit and vegetables are good for you.

Learning outcomes

- To prepare fresh food
- To handle appropriate tools sagely and with increasing control.
- To see that salad vegetables can be fun.
- To learn that by trying new tastes, people can learn to like them.
- To realise that people can help each other to enjoy food.
- To see that people may be pleasantly surprised by a new taste

Group size: Groups of three children

Resources

NOTE FOOD HYGIENE:

Always begin activities involving food with a hand washing session.

- Lettuce, Watercress, Cucumber, Tomato, Carrots, Raisins, Peppers – red and yellow, olives.
- Large tray
- Tin foil
- Ingredients for dressing: Olive oil, balsamic vinegar, mustard, lemon juice
- Jam Jar
- Three chopping boards, small knives.

MAKING THE CATERPILLAR COLLAGE

Adults preparation

- Slice the tomatoes and cucumber into 5 - 10 mm widths
- Peel and chop carrots into lengths
- Chop the yellow peppers into short thin lengths

Children's preparation:

- Cover the tray in the tin foil
- Wash all the vegetables
- Tear holes in the lettuce and watercress leaves (where the caterpillar has eaten through) and lay it on the tray to create a bed of leaves.
- Arrange the cucumber and tomato alternatively on the leaves to form the body of the caterpillar.
- Chop the carrots into short lengths to make the legs
- Place the raisins on the body to make spots
- Use the yellow peppers to make hairs on his back
- Use the blunt end of the red pepper to make the face
- Add strips of red pepper to make feelers
- Use the olive halves to make eyes
- Half a cucumber for a mouth.

THE DRESSING:

Use four times as much oil as vinegar plus a small amount of mustard

Place the ingredients in the jam jar and crew on top

The whole class can have a shake to blend the ingredients

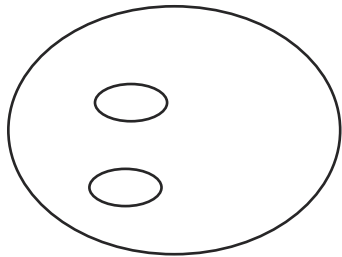
TASTE EVERYTHING

Encourage the children to try the dressing with the salad

Home Links

Send home a photocopy of the sheet and ask the children to draw a caterpillar using foods they have at home.

My Salad Caterpillar by _____



Draw and label your caterpillar showing your ingredients.

The dressing

Recipe

Put a lid on the jar
and **SHAKE!**

Tick your ingredients:

- | | | | | | | | | | |
|---------|--------------------------|----------|--------------------------|---------|--------------------------|------------|--------------------------|---------|--------------------------|
| Peppers | <input type="checkbox"/> | Cucumber | <input type="checkbox"/> | Carrots | <input type="checkbox"/> | Tomatoes | <input type="checkbox"/> | Raisins | <input type="checkbox"/> |
| Lettuce | <input type="checkbox"/> | Olives | <input type="checkbox"/> | Cress | <input type="checkbox"/> | Watercress | <input type="checkbox"/> | | |

activity 12

looking at bones

Develop children's understanding of their bodies as they create these skeleton pictures.

Health benefits

This activity focuses on bones - teeth are the only bones that we can see without using X-rays. You can relate bone health to keeping teeth healthy by discussing:-

- The foods and drinks that help our teeth to stay healthy, such as cheese and milk
- The foods and drinks that we shouldn't have too often, if we want to keep our teeth healthy, such as sweets, cakes, biscuits and sugary squash.
- What the children use their teeth for.

Learning outcomes

- To explore the features of living things
- To understand more about growth
- To understand the relationship between healthy eating and healthy bodies

Group size: whole group for discussion. Up to six for activity.

Resources

Books and posters about skeletons, X-ray pictures or model skeletons if available, black paper, white paper, white drinking or art straws, white spent matchsticks, string, wool, glue and scissors.

Making the pictures

- Talk to the children about skeletons and show them the pictures. Can they feel any of their bones? Have they ever had an X-ray? What happens when we break our bones?
- Introduce the idea of keeping our bones strong to support our bodies by eating the right foods and taking lots of exercise. Talk about the importance of drinking milk and eating dairy products such as cheese, fromage frais and yoghurt.
- Give each child a piece of black paper and leave a selection of white materials in the centre of the table to create bones to build up a skeleton.
- Make a display by creating a large life-size skeleton with card bones in the centre and surrounding this with the children's pictures.

Further ideas

- Sing the song "Dem bones, dem bones" (for the words use the book "Dem Bones", see "suggested book list" in the *Introduction to Activity Sheets*).
- Talk about other living things which have bones. Buy a fish and look at the bones with a magnifying glass. Read the *Funnybones* stories.

Adapting the activity for younger children

Talk to younger children about their bones and let them feel the difference between the hard and soft parts of their arms and legs.

Home links

- Ask the parents to bring in suitable white items to make bones.
- Invite parents to come and read the *Funnybones* stories to the children.

activity 13

matching toothbrushes to beakers

Develop the children's mathematical skills as they have fun creating their own toothbrushes and beakers.

Health benefits

Regular supervised brushing with a fluoride toothpaste reduces tooth decay in children.

This activity uses toothbrushes to meet educational goals - to draw attention to the health benefits of brushing, you could discuss with children:

- Why they brush their teeth and how often
- Whether they do it on their own or have any help
- What might happen to their teeth if they didn't brush them

Learning outcomes

- To sort, match and compare using everyday items
- To solve problems through practical activities
- To explore colour, shape and form in three dimensions

Group size: up to six children

Resources

Six yoghurt pots or plastic cups, pieces of thin doweling or lollipop sticks, small rectangles of sponge, PVA glue, spreaders, thin paper such as tissue, thick paint in six bright colours, brushes, small pots for paint, aprons, washing facilities nearby.

How to complete the activity

- Let each child choose a pot to make a beaker and cover this with glue. Spread tissue all around the pot, adding more glue if necessary. Allow the glue to dry.
- Ask each child to choose a different colour from the small pots of paint and paint their pot, covering the tissue complete.
- Give each child a lollipop stick to paint in the same colour as their beaker.
- When it has dried, stick on a rectangle of sponge to create the bristles of the toothbrush. Allow to dry.
- Let the children make several brushes to put in their beakers.
- Stand the brushes in the beakers and talk about the colours and the numbers of brushes.

Further ideas

- Let the children write labels for their beakers if they are able
- Play matching games by putting the appropriate coloured toothbrushes into the same coloured beakers.
- Encourage number recognition by numbering beakers from one to five and putting the correct number into each beaker.

Adapting the activity for younger children

Play matching games with coloured beakers, dolls and new toothbrushes. Give each doll a beaker and find the brush to match. Pretend to clean the doll's teeth.

Home links

Ask the parents to bring in appropriate recycled materials to make the beakers and brushes.



activity 14

the dentist's surgery

Set up your own dentist's surgery in your role play area.

Health Benefits

Regular check ups at the dentist are important to:

- Enable parents to receive preventive advice
- Allow preventive treatments to be given if necessary
- Ensure any disease is treated early
- Encourage the child to become accustomed to the surgery environment

Learning outcomes

- To take part in role play and make up their own stories
- To talk about their experiences
- To use pictures and words to communicate meaning
- To work well in groups

Group size - up to six children

Resources

A chair and stool to represent a dentist's chair, bib for children having treatment, white shirt and masks for dentist, nurse's outfit, bowl and beaker on small table to rinse, X-rays, posters or drawings of teeth to display, gloves for dentist, goggles for child/dentist, lamp, torch, toy instruments from doctor's/tool sets. Waiting area - chairs, magazines, relevant children's books, table and chair for receptionist, telephone, pencil, pad for messages, diary for appointments.

Suggestions for setting up the surgery

- Clear an area and allow space for a waiting area
- Use some of the resources above and include the children in discussions about what is needed and where to put things
- Join in the play at first and make suggestions about how to use resources
- Make regular visits as a "patient" to monitor play and make suggestions to extend children's ideas
- Encourage children to develop their emergent writing as they fill in appointment cards, write down patient's names and make notes on treatment

Further ideas

- Invite a dentist or dental nurse to visit the children to talk about their work.
- Visit a local dental surgery, photograph the visit and create a display
- Talk about how to care for teeth

Adapting the activity for younger children

Play with the resources with the children. Do not include as many items. Let them pretend the nursery dolls are patients.

Home links

Write to parents requesting items for the surgery.

Ask them to talk positively to their children about visits to the dentist.

Give out leaflets about healthy eating and caring for teeth.



"People Who Help Us"

Dentist

Free Activity Pack Resource Box Early Years and Key Stage 1



Available to borrow from Berkshire Health Promotion Resources

To locate in catalogue:

1. Go to www.bhps.org.uk/cat
2. In TITLE box, type dental health
3. Click SEARCH button

NOTE Inflatable dentist's chair is a separate item but will appear in search results
There is also an electric pump – search for *electric pump* as TITLE

For more information on the service, see their advert below.



Health Promotion Resources

A free lending and supply library of health related materials for anyone with a 'health promoting' role working in Berkshire

Items include:

- **lending items**
books, DVDs, models, etc.
- **supply items**
leaflets, posters, etc. - to keep
- **information**
web-sites, organisation and individual contacts, etc.

Everything is available **free of charge** within Berkshire.

Please see our website for more information:

www.bhps.org.uk/resources

Register on-line to borrow items



activity 15

using different types of brushes

Encourage your children to care for their appearance as they explore different brushes.

Health benefits

This activity emphasises self-care and personal hygiene - of which tooth brushing is an important part.

When using the nail brush and soap, you could discuss toothpaste with the children:

- would you brush your teeth with soap? Why not?
- what does toothpaste taste of?
- why does it help our teeth to stay healthy?

When pretending to brush a doll's teeth, you could discuss with the children:

- why they brush their teeth and how often
- whether they do it on their own or have any help
- what might happen to their teeth if they didn't brush them

Learning outcomes

- To have personal independence
- To have confidence and self respect
- To handle appropriate tools safely and with increasing control

Group size - whole group for discussion. Pairs for working with the brushes

Resources

Selection of brushes for display table - toothbrush, nail brush, carpet brush, shoe brush, scrubbing brush, clothes brush, sweeping brush with short handle (next to table), hair brush, pet grooming brushes. Unusual brushes such as a chimney brush, wire brush, car wash brush. Bowl, soap, towel, dustpan, shoes.

Suggested ways to use the brushes

- Discuss the purpose of the different types of brushes with the whole group. Pass them around and make comparisons. How do they feel?
- Work with the children in pairs giving them the opportunity to try some of the brushes.

Further ideas

- Encourage movement skills by miming brushing actions to music. Include large movement skills such as sweeping and cleaning chimneys.
- Try to identify the different brushes by touch. Put them in a sack individually and take turns to feel the sack.
- Play a memory game by taking away a brush from the table and asking the children to guess which one is missing.
- Making patterns in clay with toothbrushes and handles.

Adapting the activity for younger children

Play role play games with the children using the brushes.

Home links

Ask parents to bring in brushes from home for the display.



activity 16

Colouring Pictures

These colouring sheets reinforce the messages of good dental health while the children have fun.

Health Benefits

This activity encourages the young to focus and identify items that are associated with tooth friendly foods and equipment used for dental hygiene.

Learning Outcomes

- To understand that you need to brush your teeth everyday
- To be able to recognise a tooth brush
- To recognise some of the fruits that can be eaten as a snack

Group Size

Whole group. For individuals to use their preferred sheet.

Resources

Photocopies of the colouring sheets

Coloured pencils, felt tips, paint or wax crayons depending on age of children.

Further Activities

Discuss the children's favourite fruits, and snack foods, get them to draw their favourites.

Ask the children to colour the tooth brushes the same as their own at home.

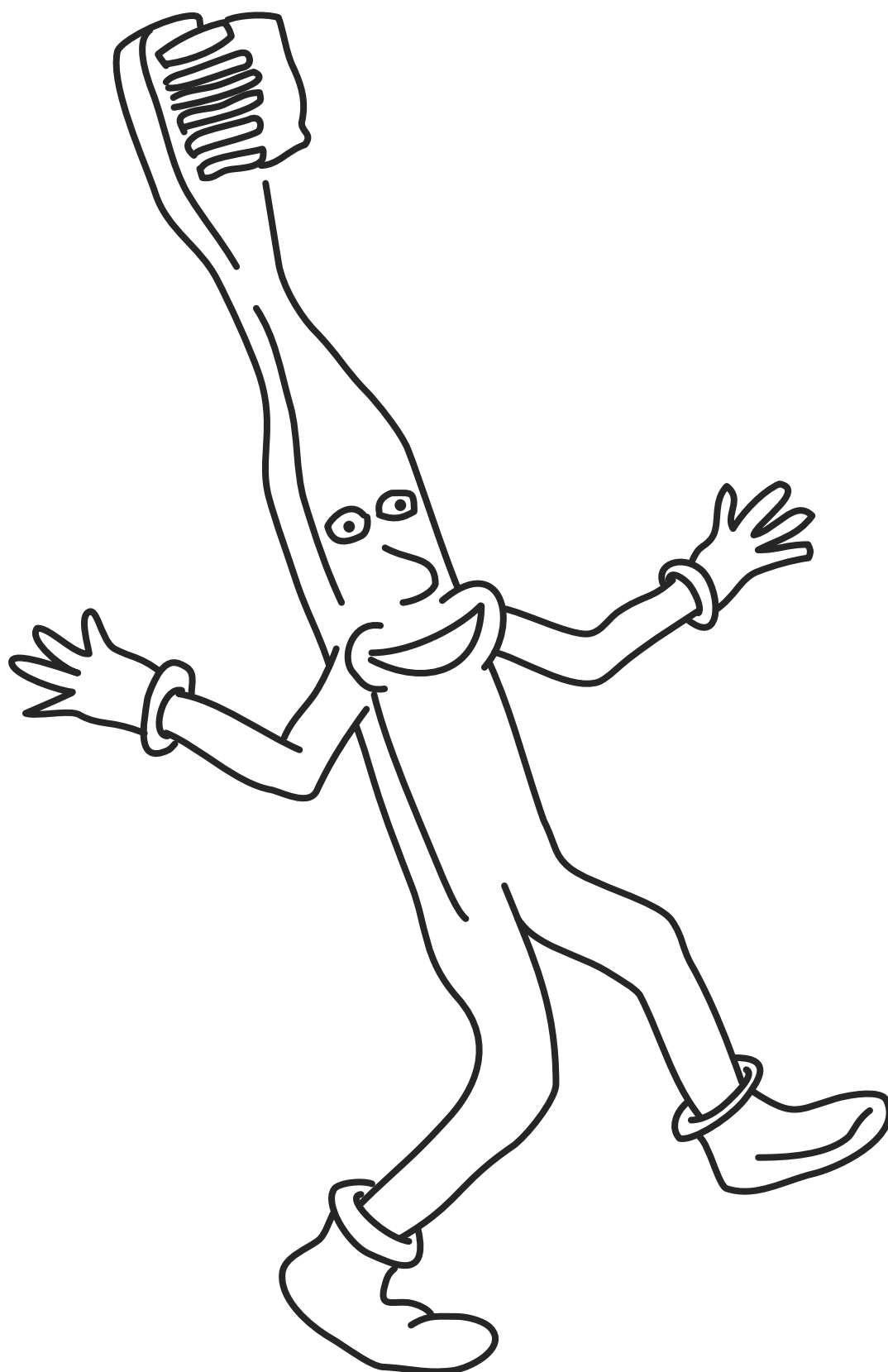
Home Links

Let the children take home their completed work along with blank sheets they can colour at home.



Julie says...

“To keep your teeth healthy,
brush them every day”



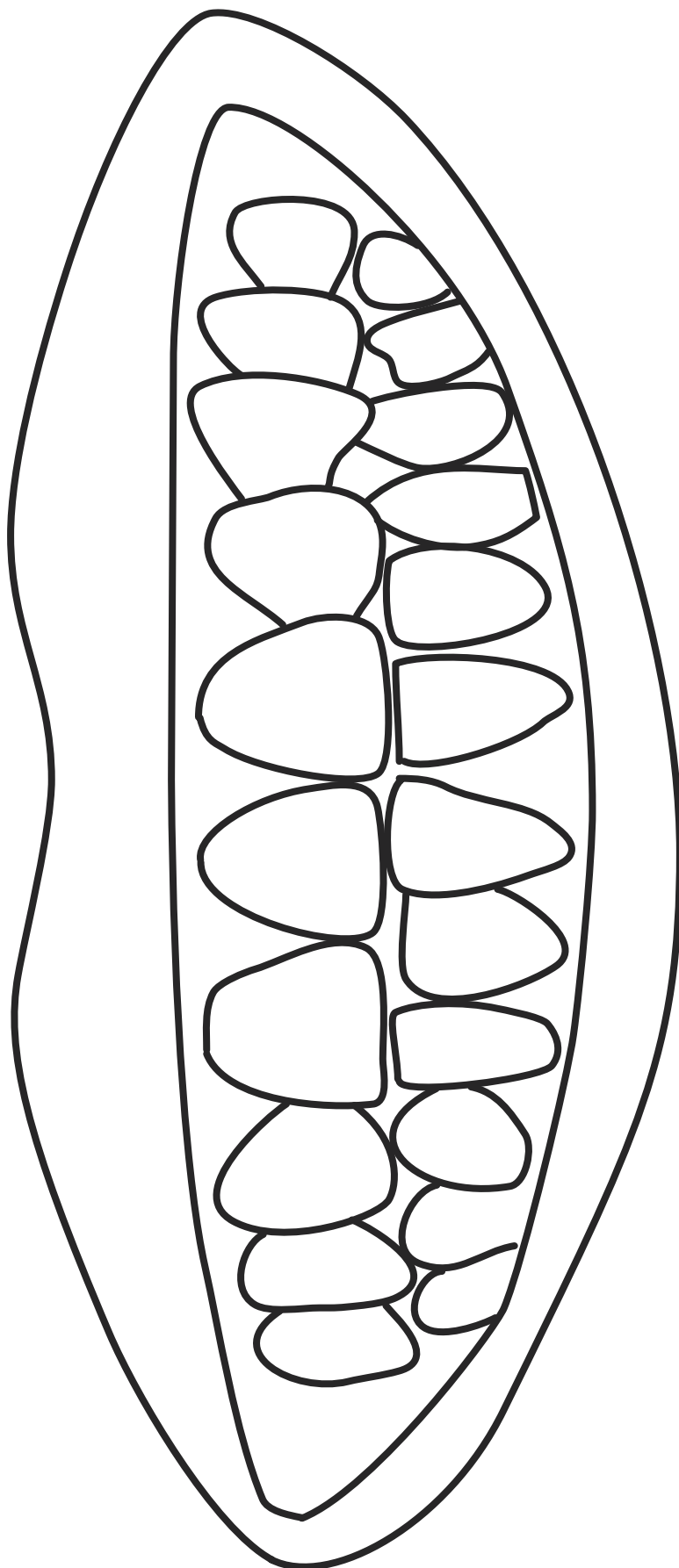
Toothbrush

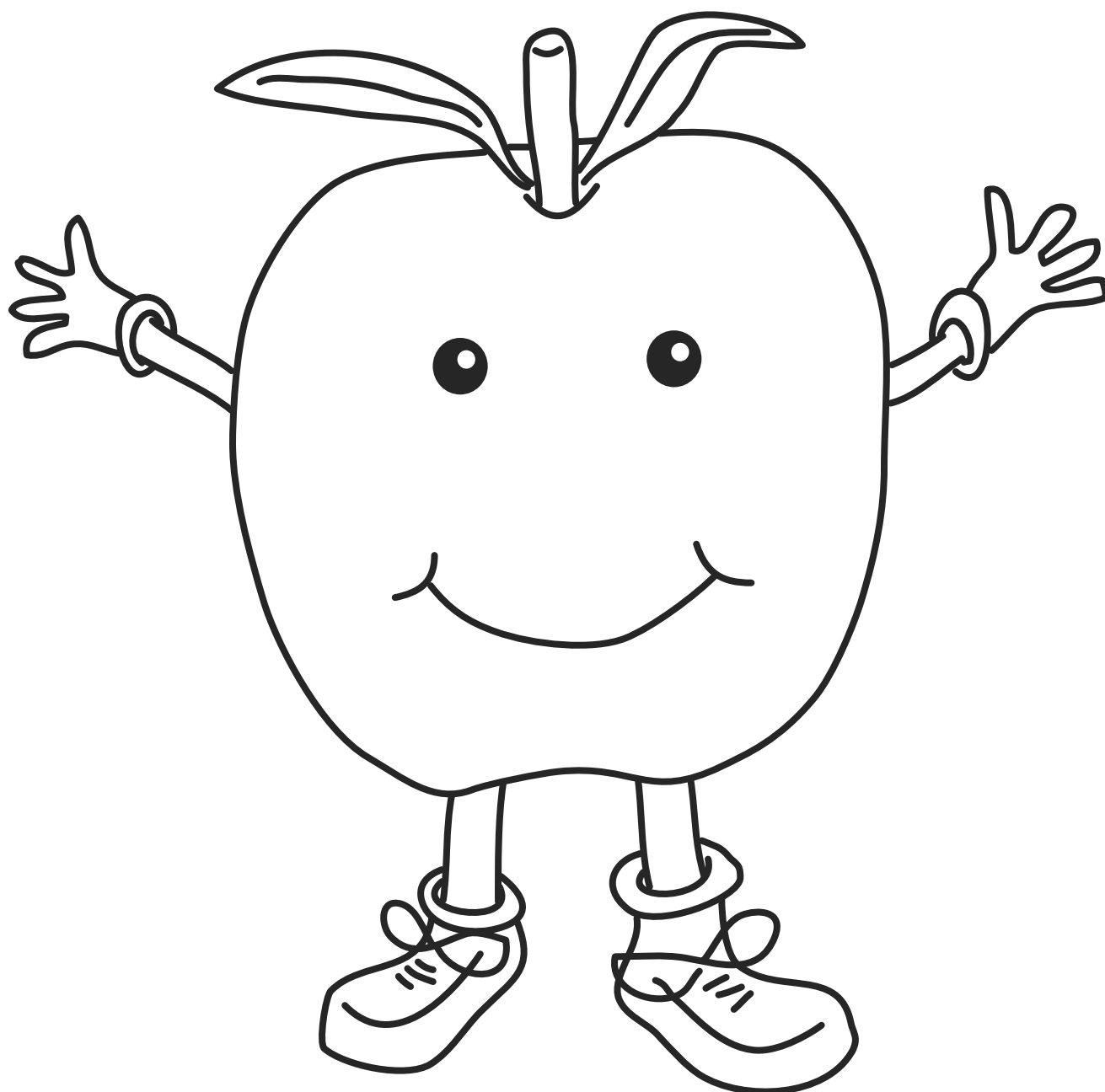


Tommy says...

“Keep sugary foods to mealtimes”

Your Teeth are for Life

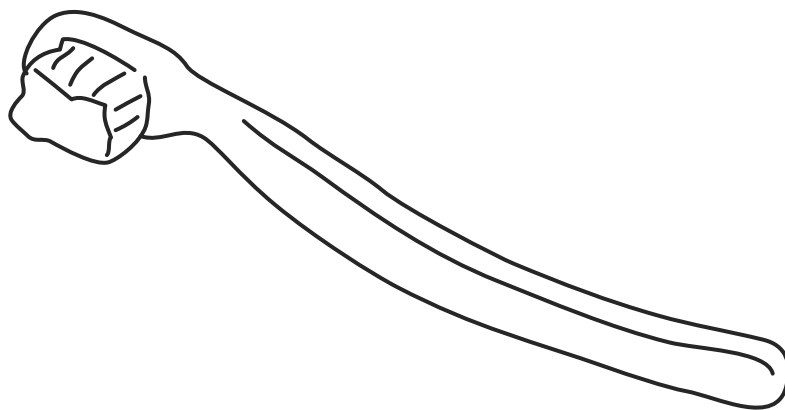
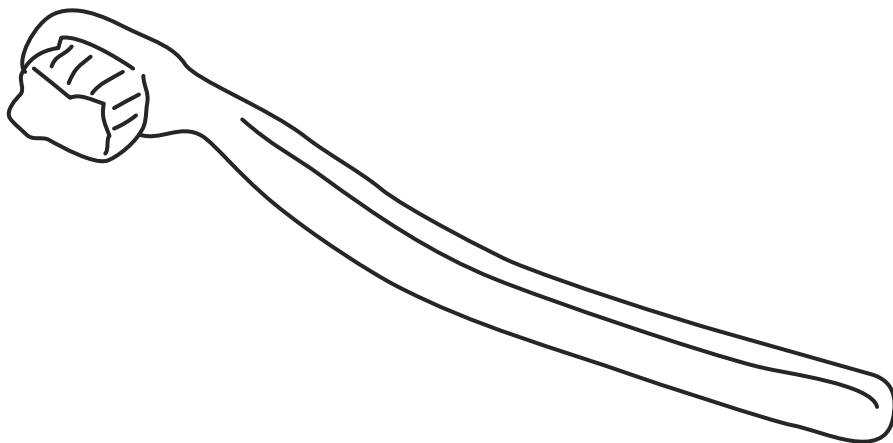
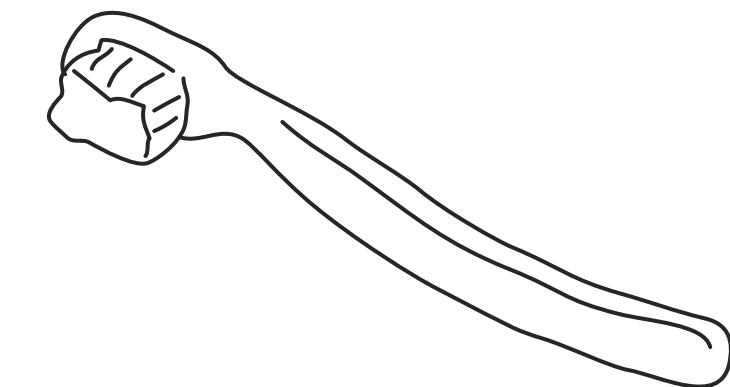




Apple

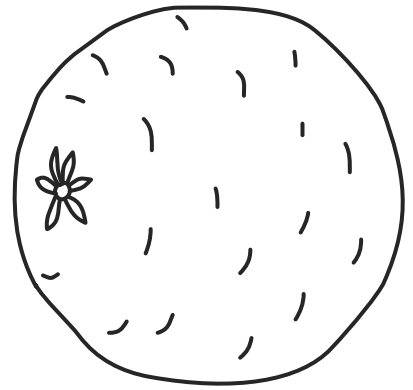
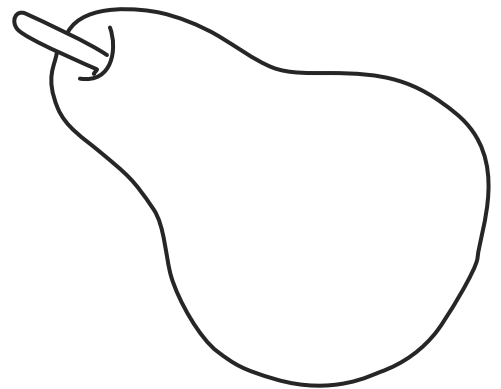
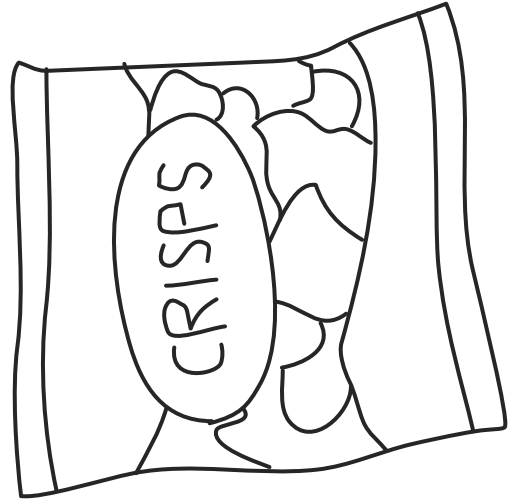
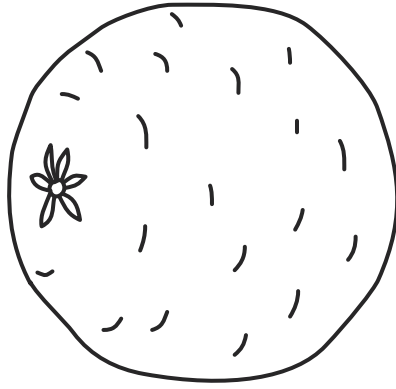
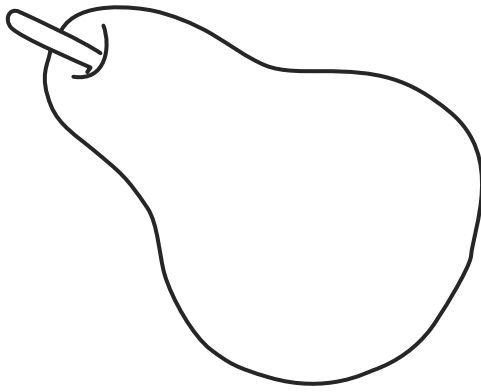
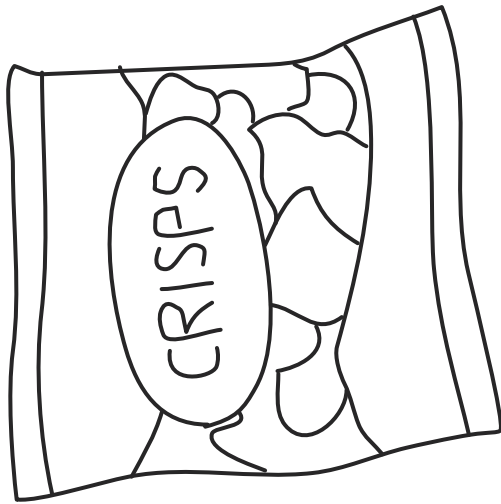
Colour the longest toothbrush yellow

Colour the shortest toothbrush red



Join the pairs with a line

Colour both in the same colour



Brush your teeth twice a day - and spit, don't rinse



Songs and poems

Making Soup

Who will help me make some soup,
make some soup, make some soup
Who will help me make some soup,
Soup for the nursery children.

Chop up the carrots in they plop,
in they plop, in they plop
Chop up the carrots in they plop,
Making soup for the nursery children.

Empty the pea pods, pop, pop, pop,
pop, pop, pop, pop, pop, pop
Empty the pea pods, pop, pop, pop.
Making soup for the nursery children.

Slice up the onions, wipe your eyes,
wipe your eyes, wipe your eyes
Slice up the onions, wipe your eyes
Making soup for the nursery children

Crumble the stock cube, sprinkle, sprinkle, sprinkle,
Sprinkle, sprinkle, sprinkle, sprinkle, sprinkle, sprinkle
Crumble the stock cube, sprinkle, sprinkle, sprinkle,
Making soup for the nursery children.

Scatter the rice around the pan,
around the pan, around the pan
Scatter the rice around the pan,
Making soup for the nursery children.

Give it all a great big stir,
great big stir, great big stir
Give it all a great big stir,
Making soup for the nursery children.

Now is the time to eat it up,
eat it up, eat it up
Now is the time to eat it up
For the children at the nursery.

Sing this song to the tune of "Here we go round the Mulberry Bush" and add appropriate actions. Make up your own verses.

Five juicy apples

Five juicy apples, crunchy to the core,
One went in a lunchbox and then there were four.

Four juicy apples, hanging on a tree,
One went in a pie and then there were three.

Three juicy apples, ripe and good to chew,
One was made into some sauce and then there were two.

Two juicy apples, soon they will be gone,
One was squeezed to make a drink and then there was one.

One juicy apple, and this was just for me,
I pulled it down from off the branch and took it home for tea.

New brushes for old!

I loved my yellow toothbrush but it really was quite old,
The bristles were all curly and the handle hard to hold.
It tickled all around my mouth and left my teeth all brown,
So Mum decided to throw it out before we went to town.

There I bought a new one, it's long and thin and red,
My sister chose a short one that's fat and blue instead.
Mum bought us orange beakers and then she let us choose,
Some toothpaste in a squeezezy tube for both of us to use.

That night we had a lesson in how to keep teeth white,
We brushed so very gently and made them sparkling bright.
I love my new red toothbrush, I use it twice a day,
And I know I won't be sad when it must be thrown away.

Because I've got a surprise I'll tell to you today,
Mum knew I loved my yellow brush and kept it anyway.
Now every time it's raining and I wonder what to do,
My brush makes splashy pictures - shall I paint one now for you?

Sung to:

"Twinkle, Twinkle, Little Star"

Got my toothpaste, got my brush,
I won't hurry, I won't rush.
Making sure my teeth are clean,
Front and back and in between.
When I brush for quite a while,
I will have a happy smile!

Five Toothbrushes

Five toothbrushes, five toothbrushes,
In a line, in a line.
Take one down and use it, take one down and use it,
Make teeth shine, make teeth shine.

Four toothbrushes, four toothbrushes,
Tall and straight, tall and straight.
Use one in the morning, use one in the morning,
Don't be late, don't be late.

Three toothbrushes, three toothbrushes,
Clean and bright, clean and bright,
Use one when it's bedtime, use one when it's bedtime,
Keep teeth white, keep teeth white.

Two toothbrushes, two toothbrushes,
Hard to hold, hard to hold.
Throw them in the bin now, throw them in the bin now,
They're too old, they're too old.

One new toothbrush, one new toothbrush,
By itself, by itself.
Put it in the beaker, put it in the beaker,
On the shelf, on the shelf.

Sung to the tune of Frère Jacques.

Choose five children to be the toothbrushes standing in a line and let the rest of the children sit on the floor. For the first three verses choose a child from the floor to take away a "toothbrush". At the end of the fourth verse both "toothbrushes" sit down. For the last verse a child is chosen to be the new toothbrush. This child then chooses another four toothbrushes if the song is to be repeated.

Five bottles of milk

Five bottles of milk on the step by the door
One was used to make some cheese, and that left four.

Four bottles of milk for everyone to see,
One was used for yoghurt and that left three.

Three bottles of milk, sparkling clean and new,
One was used to make milk shakes and that left two.

Two bottles of milk, standing by the gate,
One was used for custard, the other was left in the crate.

One bottle of milk and that one's just for me,
I'll pour myself a great big glass and drink it for my tea.

Play this as a game with five children holding cardboard milk bottles, numbered one to five. Choose a child to come and take away a milk bottle with each verse. Alternatively say it as a finger rhyme, holding up five fingers and lowering them one by one.

Food Awareness Week Pack

The following activities have been taken from the Food Awareness Week resource pack

This pack is full of activities that promote healthy eating in children. It is predominately aimed at school-aged children.

Top Tips for a Healthier Lunchbox

Making sandwiches

- To avoid soggy sandwiches, make sure that you dry the salad with kitchen paper or a salad spinner. Alternatively, cut up some cucumber and add to cherry tomatoes in a separate sandwich bag.
- If your child refuses to eat brown bread at first, try buying 50/50 or 'best of both' sliced bread. Or you could make a sandwich from one slice of white bread and one slice of wholemeal bread.
- Always keep a selection of breads in the freezer for sandwiches. Today there are many different types of bread that you can introduce your child to and by using a different type of bread each day make their lunchbox more interesting. Try granary, wholemeal bread; chapatti, multi-grain and seed roll; mini wholemeal baguettes, bagels and wholemeal pitta.
- Breads and rolls kept in the freezer will remain fresh. You can take out the frozen bread the night before to make a sandwich.
- Cut down on the amount of margarine you use and try to avoid mayonnaise and butter.
- Cut down on crisps, which are high in fat, and choose plain popcorn, breadsticks or dried mixed fruit (without added sugar) instead.
- Pick low-fat sandwich fillings, such as lean meats, including ham or turkey, fish (such as tuna or salmon), cottage cheese, Edam or mozzarella, or sliced egg. Always try to add a little salad to savoury sandwiches or rolls.



Alternative to sandwiches

- In the winter or on cold days you could make some home-made soup for your child's lunchbox. Tomato, chicken and sweetcorn, and vegetable soup are healthy options that are quick and easy to make. You could add lentils and barley to thicken the soup and add protein, but try to avoid adding salt. The soup can be poured into a vacuum flask and eaten with some wholemeal or granary bread.
- In the summer, salads are light and refreshing and full of essential vitamins and minerals. Try sprinkling an assortment of seeds over the salad (sunflower, pumpkin, sesame and pine nuts) or dried fruit such as sultanas, raisins or chopped apricots.
- Cook a rice salad with lentils, and chop up cooked aubergine, peppers, spring onions and some turkey or chicken to add protein. Pasta salads are also a good option, and can be made with tuna and sweetcorn, chicken, peas and cherry tomatoes.
- Other options include adding a slice of home-made omelette with potato, courgette and tomato, or making a broccoli and tomato quiche. This could be made for an evening meal and a slice saved for lunch boxes the next day.
- Home-made pizza is also a favourite with children. Why not make a pizza together for an evening meal and save some for the next day's lunchbox? Add a tomato and basil sauce/paste, mozzarella cheese and plenty of chopped vegetables – peppers, onion, mushrooms and sliced courgettes. You could also make a mini pizza with a wholemeal muffin cut in half and topped with vegetables and/or ham and cheese. Toast this under a grill for a couple of minutes for a fun and different snack.
- Don't forget to add some vegetables to your child's lunchbox, such as cherry tomatoes, or sticks of carrot, cucumber, celery and peppers. Sugar snap peas are also a good choice because they are naturally sweet.

Sweets and puddings

- Include at least a portion of fruit in your child's lunchbox as this will set them on their way to the recommended 5 portions of fruit and vegetables a day. You could make an exotic fresh fruit salad with blueberries, raspberries, strawberries and melon or a more traditional version with apples, bananas, grapes and oranges.
- Try adding a handful of dried fruit such as raisins, apricots, figs or prunes for vitamins and also to encourage your child to try new foods.
- Try different desserts, such as stewed fruit. You can add a spoonful or two of natural yogurt, or you could sprinkle some rolled oats, and seeds on the top for extra crunch and vitamins and minerals.
- Replace cakes, chocolates and biscuits with scones, currant buns and fruit bread.
- Make sure that your child gets enough calcium by adding a slice of low-fat cheese, a low-fat yogurt (preferably free of sugar) or low-fat rice pudding.

Drinks

- Always make sure that your child is given a drink to go to school with as this will keep them hydrated and will help them to concentrate.
- Rather than drinks that are very high in sugar, such as fizzy drinks or squash, go for milk, water or fruit juice.
- Try a fruit smoothie made from natural yogurt, mixed berries, or maybe a home-made milk shake using fresh fruit and semi-skimmed milk. Dairy drinks should be stored in a vacuum flask to keep them cold.

Tips for reducing salt, fat and sugar

Reducing salt

- Always check food labels for the salt or sodium content. If sodium is listed and you want to convert this to salt, you multiply the sodium figure by 2.5.
- Cut down on salty snacks, such as crisps and nuts, and heavily salted foods such as bacon, cheese, and smoked fish.
- If you make your own foods (pasta, quiche, and bread) for your child's lunchbox cut down on the salt or do not add any.
- Buy low salt options wherever possible such as reduced salt and sugar baked beans or sweetcorn.
- When making sandwiches, go easy with sauces and pickles because these are usually very high in salt.

Reducing fat

- Always check the food label for fat content.
- Use margarine, mayonnaise or salad dressings sparingly and choose low fat versions.
- Avoid crisps as much as possible, try bread sticks and seeds without added fat or salt.
- Use cheese or cheese spreads sparingly, choose low fat versions where possible.
- Cut down on cakes, chocolate biscuits, chocolate and confectionery and substitute with fruit based items such as fig rolls, fruit cake and fruit pies.
- Limit eating meat pies, pasties, fried foods and salami as these are very high in fat and salt.
- Choose lean cuts of meat and chicken without skin wherever possible.

Reducing sugar

- Always read the label of any food you are buying for your child's lunchbox, whether snacks, biscuits or cakes (or dressings on ready-made salads).
- Always check the ingredient list on food labels. Watch out for other words used to describe sugar such as sucrose, glucose (syrup), fructose, hydrolysed starch and invert sugar. The higher up the ingredients list they come, the greater the quantity.
- Avoid drinks that are very high in sugar, such as fizzy drinks or squashes. Instead, choose unsweetened fruit juice, water, milk, smoothies or yoghurt drinks.
- Replace cakes, biscuits and chocolate bars with scones, currant buns and fruit bread.
- Instead of sweets and chocolate, give your child fresh or tinned fruit to snack on. Alternatively, you could try sunflower and pumpkin seeds or chopped up vegetables, cherry tomatoes or peppers.
- If your child insists on having sweets or chocolate, try to limit this to one day a week or very small amounts at mealtimes only. Never reward children with sweets.
- If you bake at home for your child's lunchbox, cut down on the sugar that you add. Try adding fresh strawberries, raspberries, blueberries, apricots or fruit purées.

Check how much fat, sugar and salt is in your food

Amounts per 100g

	Low	Medium	High
Sugar	5g or less	5 - 15g	15g or more
Fat	3g or less	3 - 20g	20g or more
Saturated fat	1.5g or less	1.5 - 5g	5g or more
Salt	0.3g or less	0.3 - 1.5g	1.5g or more

Chicken & Salsa Pitta Recipe

Ingredients

2 wholemeal pitta breads
150g cooked diced / cubed chicken
80g washed salad leaves
For the Salsa
 $\frac{1}{4}$ cucumber
2 ripe tomatoes
2 Spring onions
Small handful of mint leaves and
parsley chopped
1 x 10ml spoon of olive oil
1 Lemon (or lemon juice)
 $\frac{1}{2}$ pack of baby sweet corn

Equipment

Chopping board
Vegetable knife
Kitchen scissors
Mixing bowl
Lemon juicer (not needed if
using lemon juice)
Small bowl
10 ml spoon
Serving dish

Method

Prepare the Salsa

- Chop the cucumber and tomato into small chunks
- Finely chop the parsley and mint
- Cut the spring onions into small pieces with the knife or scissors
- Halve the lemon and use the juicer to squeeze the juice from one half and pour into a small bowl (ignore if using lemon juice)
- Place all the chopped ingredients into a mixing bowl and add the olive oil and a 5ml spoon of the lemon juice
- Mix all the ingredients together

To prepare the pitta

- Cut each pitta in half & separate to make a pocket
- Put a small amount of the chicken and lettuce followed by a spoonful of the Salsa
- Add more chicken and top with Salsa
- Put on the platter and garnish

Teacher's tips

Wraps and Pittas session

Aim:

The aim of the session is to have encouraged the children to prepare and taste a range of different wraps and pittas.

Learning outcomes

- To have prepared and tasted a dip to use with a wrap or pitta
- To have thought of how this food could be incorporated into their typical diet.

Suitable for

- Classroom situations for KS1 or 2

Resources required

- Written confirmation of any food allergies
- Completed hazard analysis chart
- Ingredients and equipment as detailed in the individual recipe sheets
- Paper towels / kitchen roll
- Disinfectant spray
- Hand washing facilities

Ham & Guacamole Pitta Recipe

Ingredients

- 2 Wholemeal pitta breads
- 150g cooked ham
- 2 tomatoes
- $\frac{1}{4}$ cucumber

For Guacamole

- 1 ripe avocado
- 1 lime (or lime juice)
- 1 Clove Garlic (or garlic puree)

Equipment

- Chopping board
- Vegetable knife
- Mixing bowl
- Lemon squeezer (not needed if using lime juice)
- Garlic press (not needed if using garlic puree)
- Fork
- Serving dish and plate

Method

Prepare the Guacamole

- Halve the avocado, remove the stone, peel and place in the mixing bowl
- Cut the lime in half and squeeze the juice from one half of the lime in the mixing bowl (or use 1 x 10ml lime juice)
- Peel and crush the garlic and add to the other ingredients (or use $\frac{1}{2}$ teaspoon garlic paste)
- Mash all the ingredients together with the fork

Make the wrap

- Cut each pitta in half and separate to make a pocket
- Chop the ham into cubes
- Chop the tomato and cucumber into similar sized cubes
- Mix the tomato and cucumber with the guacamole
- Put the ham into the pitta and top with the guacamole mix
- Add more ham and the top with the guacamole mix
- Place on the platter and garnish

Hummus and Spring Onion Wrap Recipe

Ingredients

- 2 wholemeal wraps
- 2 spring onions

For Hummus

- 1x 400g Can Chickpeas
- 1 lemon (or lemon juice)
- 1 clove garlic (or garlic puree)
- 3 x15ml (dessert spoon) of sesame oil
- 3-4 x 15ml spoons water

Equipment

- Sieve
- Blender
- Lemon squeezer (not needed if using lemon juice)
- Tablespoon
- Garlic press (not needed if using garlic puree)
- Spatula
- Chopping board and vegetable knife
- Serving Plate
- Tin opener

Method

Prepare the Hummus

- Drain the chickpeas and place into the blender
- Squeeze the lemon and add the juice to the blender
- Crush the garlic and add to the blender with the sesame oil
- Place the lid on the blender and switch on for 15 -20 seconds *UNDER THE SUPERVISION OF THE ADULT
- Turn the blender off. Use a spatula to move the chickpeas away from the edge of the blender and switch on for another 15 - 20 seconds
- Repeat this until a smooth paste is produced
- Put into the serving bowl

To make the wrap

- Slice the spring onions length ways into thin strips
- Spread the hummus evenly over the wrap
- Place the strips of spring onion on top
- Roll the wrap and secure with a cocktail stick at each end
- Cut into half and place on the platter and garnish.

Tuna, Pepper and Spicy Mayo

Wrap Recipe

Ingredients

- 2 wholemeal wraps
- $\frac{1}{2}$ tin of tuna
- $\frac{1}{2}$ red pepper

For Spicy Mayo

- 1 table spoon of low fat mayonnaise
- 1 tea spoon tomato puree
- 1 pinch hot chilli powder

Equipment

- Chopping board and vegetable knife
- Tin opener
- 15ml (tablespoon) spoon
- 5ml (teaspoon) spoon
- Mixing bowl
- Serving Plate

Method

- Mix all the dressing ingredients together in the mixing bowl
- Slice the peppers length ways into thin strips
- Open and drain the tin of tuna
- Mix the tuna and the dressing together
- Spread the mixture evenly over the wrap
- Place the strips of pepper on top
- Roll the wrap and secure with a cocktail stick at each end
- Cut into half and place on the platter and garnish

Guacamole Recipe

Ingredients

- 1 ripe avocado
- 1 lime (or lime juice)
- 1 Clove Garlic (or garlic puree)
- 4 Carrots

Equipment

- Chopping board
- Vegetable knife
- Mixing bowl
- Lemon squeezer (not needed if using lime juice)
- Garlic press (not needed if using garlic puree)
- Fork
- Serving dish and plate

Method

- Halve the avocado, remove the stone, peel and place in the mixing bowl
- Cut the lime in half and squeeze the juice from one half of the lime in the mixing bowl (or use 1 x 10ml lime juice)
- Peel and crush the garlic and add to the other ingredients (or use $\frac{1}{2}$ x 5ml spoon of puree)
- Mash all the ingredients together with the fork
- Put into the serving bowl, cover and refrigerate
- Slice the carrots and put onto the platter, cover and refrigerate

Dipper Suggestions

Serve with sliced carrots, baby corn or wholemeal pitas cut into strip or toasted triangles

Ideas

Try adding some finely chopped tomato

Teacher's tips

Dips and Dippers Session

Aim:

The aim of the session is to have encouraged the children to prepare and taste a range of different dips.

Learning outcomes:

- To have prepared and tasted a dip.
- To have thought of how this food could be incorporated into their typical diet.

Suitable for:

- Classroom situations for KS1 or 2

Resources required:

- Written confirmation of any food allergies
- Completed hazard analysis chart
- Ingredients and equipment as detailed in the individual recipe sheets
- Paper towels / kitchen roll
- Disinfectant spray
- Hand washing facilities

Mild Hummus Recipe

Ingredients

- 1x 400g Can Chickpeas
- 1 lemon (or lemon juice)
- 1 clove garlic (or garlic puree)
- 3 x15ml (dessert spoon) of sesame oil
- 3-4 x 15ml spoons water
- 1 red, yellow or green pepper

Equipment

- Sieve
- Blender
- Lemon squeezer (not needed if using lemon juice)
- Tablespoon
- Garlic press (not needed if using garlic puree)
- Spatula
- Serving dish and Plate

Method

- Drain the chickpeas and place into the blender
- Squeeze the lemon and add the juice to the blender
- Crush the garlic and add to the blender with the sesame oil
- Place the lid on the blender and switch on for 15-20 seconds *UNDER THE SUPERVISION OF THE ADULT.
- Turn the blender off. Use a spatula to move the chickpeas away from the edge of the blender and switch on for another 15-20 seconds
- Repeat this until a smooth paste is produced
- Put into the serving bowl, cover and refrigerate
- Slice the peppers and put onto the platter, cover and refrigerate

Dipper Suggestions

Serve with sliced peppers or wholemeal pitas cut into strips or carrots

Ideas

Swap the lemon for a lime. Add more garlic for extra punch! Add fresh or dried chilli for a kick. Add fresh herbs such as coriander, parsley or basil for a milder taste.

Salsa Recipe

Ingredients

- $\frac{1}{4}$ cucumber
- 2 ripe tomatoes
- 2 Spring onions
- Small handful of mint leaves and parsley chopped
- 1 x 10ml spoon of olive oil
- 1 Lemon (or lemon juice)
- $\frac{1}{2}$ pack of baby sweet corn

Equipment

- Chopping board
- Vegetable knife, kitchen scissors
- Mixing bowl
- Lemon juicer (not needed if using lemon juice)
- Small bowl
- 10 ml spoon
- Serving dish

Method

- Chop the cucumber and tomato into small chunks
- Finely chop the parsley and mint
- Cut the spring onions into small pieces with the knife or scissors
- Halve the lemon and use the juicer to squeeze the juice from one half and pour into a small bowl (ignore if using lemon juice)
- Place all the chopped ingredients into a mixing bowl and add the olive oil and a 5ml spoon of the lemon juice
- Mix all the ingredients together
- Put into the serving bowl, cover and refrigerate
- Prepare the baby corn and put onto the platter and cover

Dipper Suggestions

Serve with baby corn, sliced peppers, carrots or wholemeal pitas cut into strips or triangles of toast

Ideas

You could use a small can of chopped tomatoes instead of fresh tomatoes. You could grate the cucumber instead of chopping it. Try adding a 10ml spoon of raisins to add sweetness.

Sardine Dip Recipe

Ingredients

100g of low fat soft cheese with black pepper
120g canned sardines in spring water
1 lemon (or lemon juice)
 $\frac{1}{4}$ cucumber

Equipment

Sieve
Mixing bowl
Tin opener
10ml spoon
Chopping board
Vegetables knife
Lemon juicer (not needed if using lemon juice)
Small bowl
Serving dish

Method

- Open the sardines and use the sieve to drain away the spring water
- Tip the drained sardines into the mixing bowl
- Spoon the low fat cream cheese into the mixing bowl
- Cut the lemon in half and use the juicer to squeeze the lemon juice from one half and add to the mixing bowl (or 10ml lemon juice)
- Mix all the ingredients together thoroughly
- Put into the serving bowl, cover and refrigerate
- Slice the Cucumber and put onto the platter, cover and refrigerate

Dipper Suggestions

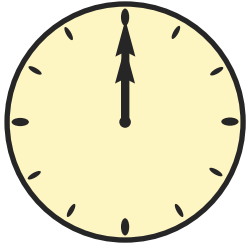
Serve with sliced cucumber, sliced pepper or wholemeal pitas cut into strips or blinis.

Ideas

Try a low fat soft cheese with garlic and herbs or chop up some parsley, chives or dill and add to a plain soft cheese.

Name _____ Age _____ Class _____

My Healthy Packed Lunch



Don't forget your vegetables and fruit

Teacher's tips

Healthy Lunch

Health Benefits

This activity encourages children to have a healthy lunch

- Encourages at least one portion of vegetables and one portion of fruit for lunch
- Encourage children to choose foods lower in fat.

Learning outcomes

- To learn that including at least two portions of fruit and vegetables at lunchtime helps towards the 5 a day target.
- To consider how to include foods from each food group at lunchtime

Packed Lunches

Always include fruit and vegetables, a protein food and a starchy food in a packed lunch.

To add variety use different types of bread for sandwiches, e.g. wholemeal bread, granary rolls, pitta bread, high fibre white bread, crackers, crispbreads, bagels, baps or crusty rolls. High fibre foods are filling without providing too many Calories. They also help prevent constipation, together with plenty of fluid. However, very young children should avoid having them at every meal.

Tips for sandwich fillings:

Poultry/meat - use lean cooked meats e.g chicken, ham

Cheese - especially the lower fat varieties and cottage cheese

Eggs - hard boiled and sliced in a sandwich or alone

Fish - tinned tuna, sardines (drained of oil, brine or preferably spring water)

Pulses - home made/bought lentil or bean pate or houmous.

Add to any of the sandwiches: lettuce, cress, tomatoes, peppers, radishes, beansprouts; or put some salad in a sealed container.

Use sticks of celery, carrots, cucumber or radishes to add a crunchy texture.

Cold chicken or turkey portions, savoury flans, pizza portions, are all suitable alternatives, together with salad and wholemeal bread.

PROTEIN

At least one portion of meats, cheese, eggs, fish or pulses should be included in a packed lunch.

FRUIT

Pack some fresh fruit or fresh fruit salad in a sealable container or try dried fruit

YOGURTS

Choose low fat ones (but watch the sugar content) or use natural yogurt and add fruit.

CRISPS AND SAVOURY SNACKS

Schools are not allowed to sell crisps or other savoury snacks. For a consistent approach encourage children who bring packed lunches to have nuts and seeds without added salt or fat.

CAKES AND BISCUITS

Use more wholemeal varieties. Try fruit cake, scones, tea cakes and fig rolls

DRINKS

Unsweetened fruit juices in cartons make a useful portable drink. Vitamin C helps the absorption of iron from food. Choose low calorie or "diet" varieties of fizzy drinks occasionally, to avoid too much sugar. Milk and water are best for teeth - choose semi-skimmed milk.

Healthy Meals

Recommendations for Menu Planners

To provide health balanced diet, meals should be based on the four main food groups from the Eatwell plate

Food Group	How much to serve	Good Choices	Notes
BREAD, RICE, POTATOES, PASTA and other starchy foods	<p>Foods from this group should be offered at every meal, and can be useful foods to offer as part of snacks.</p> <p>These foods should make up about a third of the food served each day</p>	<p>All types of bread – wholemeal, granary, brown, white, multigrain, bagels, wraps, pitta breads</p> <p>Potatoes or sweet potatoes – boiled mashed baked or wedges</p> <p>Yam, plantain, cocoyam cassava and other starchy root vegetables</p> <p>Pasta and noodles – wholemeal and white</p> <p>Rice – brown and white</p> <p>Other grains such as cous cous or bulgur wheat, maize (polenta) and cornmeal.</p> <p>Breakfast cereals - low sugar, low salt cereals such as porridge, puffed wheat, wheat bisks. Fortified cereals can be a good source of iron.</p>	<p>Low for lower salt breads</p> <p>Processed potato products like waffles or smiley faces should be avoided</p> <p>Avoid dried or canned ready – prepared pasta in sauce as these are very salty</p> <p>Avoid fried rice or flavoured dried rice in packets</p> <p>Avoid sugary breakfast cereals.(if it contains more than 15g of sugar pre 100g it is considered a high sugar food)</p>

Fruit and vegetables	<p>Offer different fruits and vegetables at meals and snacks.</p> <p>Aim for each days menu for childcare settings to offer:</p> <p>1-2 types of fruit</p> <p>2 -3 types of vegetables</p> <p>Children in full day care should have the opportunity to try 4 - 5 different fruits and vegetables each day</p>	<p>All types of fresh, frozen and canned vegetables - for example broccoli, cabbage, carrots, cauliflower, peas, peppers, spinach, swede</p> <p>All types of Salad vegetables – for example lettuce water cress cucumber, raw carrot, tomato, pepper radish and beetroot.</p> <p>All types of fresh fruit Such as apples bananas pears grapes kiwi oranges plums berries or mango.</p> <p>All types of canned fruit in juice for example peaches, pears, stewed plums.</p> <p>Stewed fruit such as stewed apple, stewed rhubarb, stewed dried fruits.</p> <p>Dried fruit such as raisins, dried apricots, dates, prunes</p>	<p>Avoid vegetables canned with added salt and sugar.</p> <p>Do not over cook fresh vegetables or cut them up for a long time before cooking them and leave them in water. This reduces the vitamin content.</p> <p>Sugar can be added to sweeten very sour fruit.</p> <p>Avoid dried fruit with added sugar and vegetable oil. Serve dried fruit with meals and not as a snack.</p>
Milk and dairy foods	Foods from this group should be offered at 2-3 meals and snacks each day	<p>Milk – Whole milk should be served for under 2's. Children over 2 can have semi-skimmed milk if they are good eaters</p> <p>Cheese</p> <p>Yoghurt and fromage frais</p>	<p>Avoid unpasteurised milk and milk drinks with added sugar.</p> <p>Avoid unpasteurised cheese and mould ripened (blue vein) cheeses. Vegetarian cheese should be used where appropriate</p> <p>Avoid yoghurts and fromage frais that have high sugar content.</p>

Meat, fish, eggs, beans and other non dairy sources of protein	<p>Main meals should always contain an item from this group.</p> <p>Foods in this group are high in iron and can also be usefully served as part of snacks e.g. sandwich fillings</p>	<p>Meat All types including beef, lamb, pork, chicken and turkey</p> <p>Fish includes:</p> <p>White fish: such as cod haddock</p> <p>Oil rich fish: such as mackerel, salmon, trout, sardines. Tinned tuna does not count as an oil rich fish but is a good source of nutrients</p> <p>Eggs – including boiled, scrambled or in an omelette.</p> <p>Pulses –including all sorts of beans and peas such as butter beans, red kidney beans, chick peas, lentils and baked beans</p> <p>Meat alternatives</p> <p>Such as soya mince, Textured vegetable protein, Quorn or Tofu.</p>	<p>Avoid processed meat products which are high in fat and salt such as crumb coated chicken products, burgers, pies.</p> <p>Some meat products such as sausages are popular with under 5's. Cheese a good quality version if you serve these foods and serve them no more than once a week.</p> <p>Make sure all fish produces are free of bones. Serve processed fish products such as fish fingers or fish bites no more than once a week.</p> <p>All eggs should be well done.</p> <p>Look for canned pulses with no added salt or sugar. Dhal and other dishes made from pulses should be made without adding a lot of oil and salt.</p> <p>Choose lower salt and sugar baked beans</p> <p>Processed products made from meat alternatives (eg vegetarian sausages, burgers and pies) can be high in fat or salt and should not be served more than once a week.</p>
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General Menu Planning Tips

Planning menus ahead will ensure that the best food choices are made and that meals are varied. When choosing meals to include in menus remember that:

- A Variety of foods should be served throughout the menu cycle and a minimum cycle of three weeks is suggested.
- Choose combinations of colours to make the food attractive. Three or four defined areas of colour look good on a plate
- A combination of different textures increase appeal. Children will appreciate crisp crunchy chewy smooth and soft foods
- Taste should be varied but meals containing too many different or new flavours may not be acceptable to children
- Some finger foods as well as foods which require cutlery allow variation at meal times.

‘Celebrations’

Family, religious and birthday celebrations are important milestones in children’s lives. However, it is sometimes difficult to manage the frequency of sweets, chocolate and cakes that these celebrations generate.

Here are some ‘tooth friendly’ alternative suggestions for managing them:

- Any cakes are served as part of lunch.
- Happy birthday is sung at lunch or break time with a ‘false’ birthday cake.
- A happy birthday activity such as a game of singing.
- Wearing of a ‘birthday’ badge for the day.
- Parents could be encouraged to provide alternatives to sweets, chocolates or cakes such as:
 - Party bag items for a ‘lucky dip’
 - Donation of money or books
 - Stickers for the children
 - Party hats for the children to wear throughout the day

Overleaf is an example letter you may wish to send out to parents to encourage best practice.

Dear Parent / Guardian,

We believe that helping your children make healthy choices is really important. To help our children to make these choices we are reviewing current arrangements for family, religious and birthday celebrations.

It is important that your child is allowed to celebrate with friends. We would like this celebration to continue in a positive and healthy way. It has become custom for parents to bring in a bag of sweets or cake to share on these occasions.

However, as you can appreciate in some instances this means sweets and chocolates are given out almost weekly. We know that eating sugary foods in between meals is a major cause of tooth decay and would like to make the following 'tooth friendly' alternative suggestions:

- Party bag items for a 'lucky dip'
- Donation of a book
- Stickers for the children
- Party hats for the children to wear throughout the day.

If you have any other ideas for ways to make your children's birthdays special please share them with us.

Yours sincerely



MODEL HEALTHY SNACKS POLICY

Name of group _____

All snacks provided are free from
sugars that can damage teeth and low in salt.

Fruit and vegetables are encouraged
(dried fruit at mealtimes only).

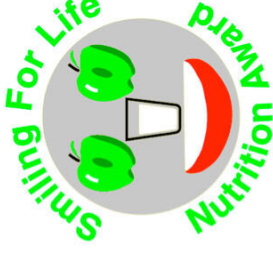
Water and milk are safe for teeth
and therefore the only drinks on offer.

All children over 1 year old will be
encouraged to drink from a cup.

The dietary needs of religious groups
and vegetarians/vegans are respected.

Parents/carers who wish to provide food for birthdays
are requested to provide fresh fruit rather than cakes/sweets.

This policy would qualify for the Gold Smiling for Life Nutrition Award.



APPLICATION FOR THE SMILING FOR LIFE NUTRITION AWARD

Name of group leader _____

Name of under 5 group _____

Address _____

Postcode _____ Telephone number _____

**Please enclose a copy of your drinks and/or snacks policy
and return to:**

Karen Gonzalez, Public Health Practitioner,
Oral Health Promotion, St Mark's Hospital, Maidenhead, Berkshire SL6 6BU

Did you adopt these policies as a result of the
Smiling for Life campaign? (delete as appropriate)

Yes

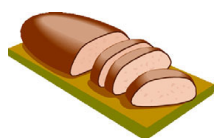
No

A parent's guide to healthy teeth

Understanding the importance of a healthy diet, and how tooth decay can happen, is the first step to your child having a mouth full of healthy white teeth.

Do milk teeth matter?

Yes they do! Though we lose our first set of teeth, they serve a number of key functions. First, they enable your child to eat properly. Second, they maintain the correct space for the permanent teeth to grow into. Third, they help your child to speak clearly (children who lose their milk teeth early may end up with speech problems). And fourth, they give your child a confident smile.



How should I care for my child's teeth?

Your child's teeth need to be cleaned twice a day with a fluoride toothpaste. This helps the mouth to remain healthy, which is important as an infection in a milk tooth can result in a dental abscess and the tooth being extracted.

Start cleaning your baby's teeth when the first tooth comes through. Continue to help with cleaning until your child is around seven years old. Remember to brush all the surfaces: inside, outside and the flat chewing parts.

What is plaque?

Plaque is the sticky substance that naturally adheres to teeth. Careful brushing can remove it, but if it hardens it can only be removed by a dentist or hygienist. Plaque

harbours millions of bacteria, allowing sugars to be turned into harmful acids very quickly.

Why is sugar so bad?

Our teeth are covered by a tough layer of enamel, which protects the softer, more sensitive, dentine inside. This enamel is very hard but can be broken down by the acids that are formed when bacteria in the mouth comes into contact with sugars from food. Children who are constantly exposed to sweet foods have their mouths bathed in these acids. Dentists advise regular mealtimes because the time-delay between eating allows the saliva to neutralise the acids.

But my toddler gets hungry between meals!

Most under-fives need a snack. Healthy options include: vegetable sticks, fresh fruit pieces, cubes of hard cheese, finger slices of wholemeal bread or toast, breadsticks or crackers.

What is fluoride?

Fluoride is a mineral that helps protect teeth. In some areas fluoride occurs naturally, while in others it's added (in very low levels) to the water supply. Currently only 10 per cent of the UK population receives fluoridated water, but in the future, water companies may be required to do this. To find out if your water is currently fluoridated, contact your local water supplier.

Are there any books that could help?

Check at the local library for any teeth or eating related story books. They could be a useful way to discuss the topic.



Do's and Don'ts

DO brush your child's teeth at least twice a day

DO use a family fluoride toothpaste no less than 1000 ppm fluoride

DO use from 0-3 yrs a smear of paste, and over 3 yrs a pea sized blob

DO encourage your child to Spit out and Not Rinse after brushing to retain fluoride on the teeth - **"SPIT DON'T RINSE"**

DO take your child to visit a dentist regularly

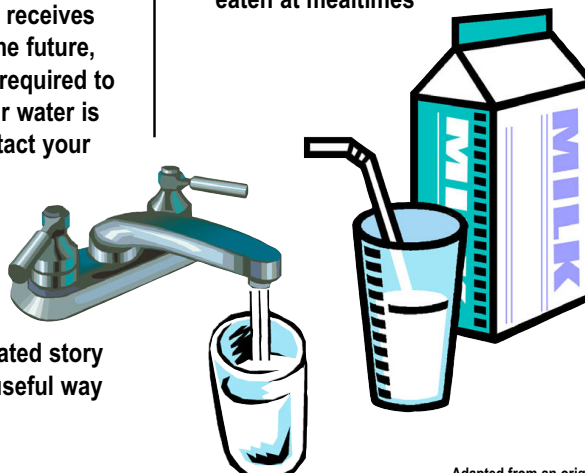
DO offer your child only water or milk to drink between meals

DO ask for a "sugar free" variety of medicine

DON'T give your baby a bottle after one year - use a cup instead even during the night

DON'T give your child sweets or sugary food and drinks between meals

DON'T forget pure fruit juice and dried fruit, although healthy, are very sugary so should only be eaten at mealtimes



Recommended Leaflets

These leaflets are all recommended for giving good and reliable advice on caring for young children's teeth. They are available free of charge from the **Berkshire Health Promotion Resources** service. For more information see **their advert** in this document and visit their website - www.bhps.org.uk/resources





Smiling For Life

Smiling for Life Pack - V2.02 - Feb 2013 (& Sep 13, Jun 14)

Produced by East Berkshire Public Health Dietitians in partnership with Oral Health
Promotion with support from local teachers and health professionals

Designed by Berkshire Health Promotion Resources - www.bhps.org.uk/resources

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