



# Helping Everyone Eat Better



**Activity ideas for store colleagues to use with school groups**



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# About this resource

## Helping Everyone Eat Better

Sainsbury's is committed to supporting customers to reduce carbon emissions and food waste, helping them recycle more, use less plastic, and guide them to make healthier, more sustainable choices. It's recognised that positive food choices can have benefits for health and the environment. This series of practical activities are designed to help students become the informed consumers of the future!

## Three key themes

The activities within this document are divided into three key themes:

- **Healthy Eating:** based on the NHS Eatwell plate, this series of activities provides the opportunity for students to explore the key food groups (fruit and vegetables, protein, dairy and carbohydrates) as well as potential issues with sugar and portion sizes
- **Informed consumers:** labelling and food origins are explored in these activities that aim to provide students with the knowledge they require to make informed choices
- **Sustainability:** young people are increasingly focused on environmental and sustainability issues; these activities focus on food waste and plastics.

## Planning a session

When planning a session, selecting activities that have clear links or share themes works well. Some of these links are suggested on the activity pages. When selecting activities, you may also wish to consider:

- **Age:** These activities are designed for students aged 4 to 16. Each activity has a suggested age range. However, this is only a suggestion and many of the activities have a 'Make it simpler' and 'Make it harder' suggestion which can be used to make the task suitable for a younger or older age group.





- **Time:** Each activity comes with a suggested time. Again, this is just a suggestion. Younger students may require more time to complete activities and sometimes children's questions and natural curiosity will mean that planned timings cannot be stuck to.
- **Preparation:** A list of resources required is included with each activity. Some of the paper-based resources included in this document may require printing and, in some cases, cutting out. Other resources should be available in the store.
- **Questions:** An important way of supporting, or challenging students, is through questioning. Each activity is designed to answer a few key questions. (Questions being answered). These are detailed near the start of each page. Support answering these questions can be found in the 'Questions being answered: Prompts' resource on pages 46-52. Throughout this document, you will also find example questions to use with a group. to generate discussion. Look out for these in *italics*.
- **Staying safe:** You must complete a risk assessment (as appropriate for the store) before undertaking these activities. Amongst other considerations should be food allergies and food hygiene. You will also need to consider the additional needs of the students and should discuss risk assessments with the school or educational provision provider in advance of any visit.





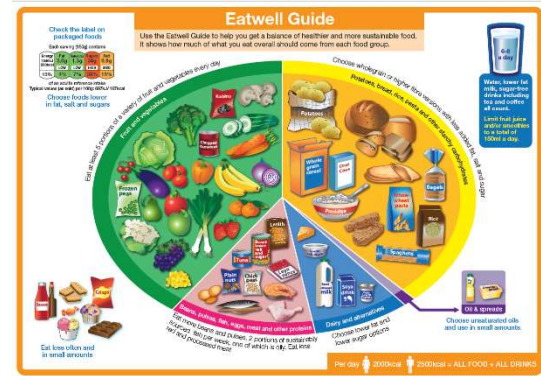
# Food groups

**Time:** 20 minutes

**Age:** 7-16

## Resources required

- Eatwell Guide poster (pg.25)
- Food groups shopping lists (pg.26)
- Pencils
- Variety of food products (if not in-store)
- Shopping baskets



## Questions being answered

Which food groups form part of a healthy diet?

## Instructions

Show the students the Eatwell guide poster. *What is each group called? Which foods can we find them in? What are the daily recommendations for each food group?*

If in-store, ask the children to go shopping with their shopping lists in groups. If not in store, ask the children to make their selections from the products provided.

## You could also...

Create a basket of food for a vegetarian or vegan and show how they can still have a balanced diet.

## Make it simpler

Give children some items to choose from rather than searching for them. Ask the students to place the products on their Eatwell guide to ensure they have a product for each food group.

## Make it harder

Ask the students to make their healthy basket of food better for the planet. *What are the food miles for these products? Are the products grown/reared/produced locally or in Britain? Are they in season?*





# Fruit and vegetable rainbow

**Time:** 10-15 minutes

**Age:** 4-7

## Resources required

- Fruit and vegetable rainbow poster (pg.27)
- Variety of fruits and vegetables (if not in-store)



## Questions being answered

What is the most colourful fruit/vegetable?

How many portions of fruit and vegetables should we be eating daily?

## Instructions

Talk to the students about the importance of eating 5 portions of **fruit and vegetables** a day. It's a good idea to vary the fruits and vegetables that we eat as they contain different vitamins. *Do you eat the same fruit/vegetables?*

The students are going to be selecting different fruits and vegetables to make a rainbow. *Can we find something for each colour? Can some go on more than one colour? Which fruit or vegetable is the most colourful in the store? Once the rainbow is made, admire all the colours and produce. What is each fruit or vegetable called? Where are they grown? Have you tried any/all of these fruits and vegetables?*

## You could also...

Play a 'guess the fruit and vegetable' game. *Can you guess the fruit/vegetable from the clues given?* Give clues based on the 5 senses. It feels... It smells...

Play a feely bag game where the student puts their hand into the bag and guesses the fruit/vegetable using their sense of touch.

## Make it harder

Can the students create a rainbow with fruits and vegetables that have been grown only in Britain? *Is this harder? Why?*





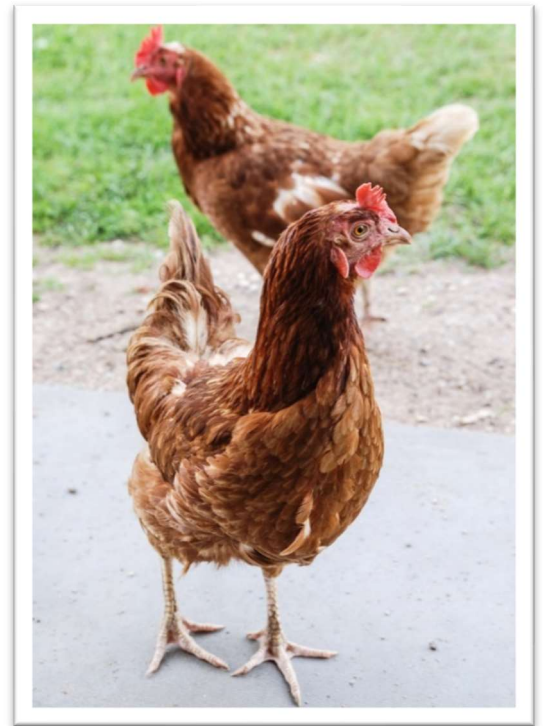
# Does food come from animals?

**Age:** 4-11

**Time:** 20 minutes

## Resources required

- 'What do farm animals produce' posters (pg.28-31)
- Where does our food come from? Shopping lists (pg.32)
- Variety of food products that derive from chickens, sheep, pigs and cows (if not in-store)
- Shopping baskets



## Questions being answered

What do chickens/pigs/sheep/cows produce?

## Instructions

This activity provides the opportunity to inform students about meat as a source of **protein** and the origins of **dairy** products. Show the students the posters. *What does each farm animal produce?* Talk to the students about how milk is the main ingredient in lots of other food items like cheese, cream, ice cream and yoghurt. If in-store, ask the students to go shopping with their shopping lists in groups. If not in store, ask the students to make their selections from the products you have brought with you which are arranged like a shop.

## You could also...

Ask children to consider the sources of protein a vegetarian or vegan might consume and take the opportunity to examine and compare the products. Watch an in-store butchery demonstration. Try the '**How to make butter**' activity.

## Make it simpler

Give the students some items to sort rather than searching for them.





# How to make butter

**Age:** 4-16

**Time:** 20-40 minutes

## Resources required

- Double cream
- Clean jars or pots with lids
- Mug or small bowl
- Chopping board
- Wooden spoon
- Greaseproof paper for wrapping
- Bread or crackers (for tasting)



## Questions being answered

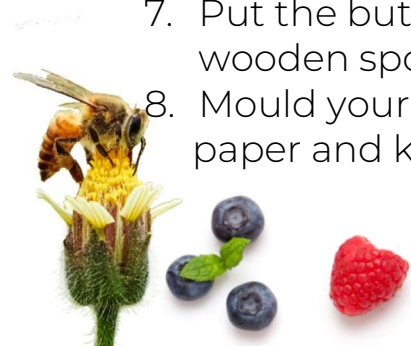
How is butter made?

What are dairy products?

## Instructions

This activity provides the perfect opportunity to explore **dairy** products. Before you begin, remove the cream from the fridge and let it warm to room temperature for 30 minutes.

1. Pour enough cream into a jar to come a third of the way up the sides.
2. Screw on the lid as tightly as possible to prevent the cream from spilling out.
3. Shake the jar so that the cream bounces against the lid. Don't stop shaking or the butter will not form. The butter-making process takes between ten minutes and half an hour – the more cream you use the longer it will take.
4. At first cream will slosh around in the jar but after a while, the noise stops. At this stage you just have whipped cream.
5. Keep shaking. Shaking to music might help! Suddenly a lump of butter in a thin, watery liquid (buttermilk) will form. Carefully open the lid and look inside. **The butter can be tasted at this point – OR:**
6. Wash the butter under the cold tap. Drain the buttermilk off and fill the jar with cold water. Swirl the lump of butter around in the water and then pour the water away. Do this several times until the water is clear.
7. Put the butter on a board and press down on it with the back of a wooden spoon (to force out any remaining buttermilk.)
8. Mould your butter into a shape, wrap it in greaseproof paper and keep it in the fridge or eat it with fresh bread.







# A spud for every occasion

**Age:** 4-13

**Time:** 20-40 minutes

## Resources required

- A Spud for every occasion card activity (pg.33)
- A selection of different potatoes from the store or access to the shelves
- Cutting surface/chopping board and a sharp knife
- A potato that has been left in a light place and allowed to turn green.
- A potato that has begun to sprout.



## Questions being answered

Are all potatoes the same?

How do I store potatoes and avoid waste?

## Instructions

Potatoes are a versatile healthy food. Because they are high in starch, they are considered a carbohydrate. Different potatoes have different textures and tastes.

Ask students to examine a range of potatoes and suggest how they could be grouped e.g., *size, colour, smooth skin or rough skin*. Cut potatoes in half and look at the flesh, is this the same colour for all the potatoes? To get the best from your potatoes it is important to pick the right type. Carry out the potato type card matching activity. *Do you have any of these examples in your selection today?*

## You could also...

Potatoes will remain good to eat for a long time if kept in a cool dark place. Potatoes naturally sprout (produce shoots) when temperatures increase. If we plant the potato, it will then grow into a new potato plant. Why not try the '**Recycled Planters**' activity?





## Make it simpler

Put a selection of different potatoes into one large bag and ask the participants to take one each. They can then arrange the potatoes in size order. For some fun include some Imperfectly Tasty potatoes of unusual shapes and sizes. Take the largest and the smallest potatoes and ask the participants to guess the weight of each. Then confirm the weight using a balance.

## Make it harder

Explain the green potato: Potatoes that are exposed to light will turn green this is due to the formation of chlorophyll, the green colour is a useful indicator that levels of certain toxins that are harmful to humans, known as glycoalkaloids, may be increased. Do not eat green potatoes.





# Sugar. Too much of a good thing?

**Age:** 7-16

**Time:** 20 minutes

## Resources required

- Sugar cubes OR granulated sugar
- Scales
- Bowls
- Food items containing sugar

## Questions being answered

How much sugar is in our food?

How much sugar should be in our diet?



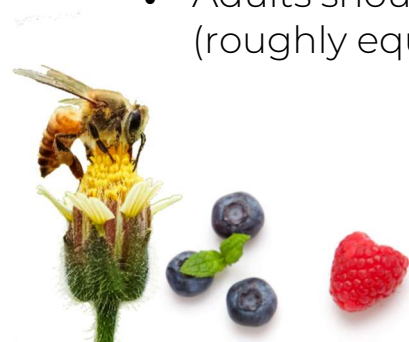
## Instructions

Explain that many foods contain **sugar**. Too much sugar can be unhealthy and cause weight gain and tooth decay. The NHS Eatwell guide explains that the type of sugars most adults and children in the UK eat too much of are "free sugars". These are:

- Sugars added to food or drinks. These include sugars in biscuits, chocolate, flavoured yoghurts, breakfast cereals, and fizzy drinks.
- Sugars in honey, syrups and unsweetened fruit juices, vegetable juices, and smoothies.

Challenge the students to guess how much sugar is in a range of items. Make sure you've made a note of the amount of sugar in your chosen items before the start of the session. Using sugar cubes is a fun way for the students to visualise their guesses (alternatively they could also use granulated sugar and scales.) Compare the students' guesses to the actual amount of sugar in the products. *Is the amount of sugar in these products surprising?* Now challenge students to guess how much free sugar in total they should have daily. Free sugars shouldn't make up more than 5% of a person's calorie intake. This means:

- Adults should have no more than 30g of free sugars a day, (roughly equivalent to 7 sugar cubes).





- Children aged 7 to 10 should have no more than 24g of free sugars a day (6 sugar cubes).
- Children aged 4 to 6 should have no more than 19g of free sugars a day (5 sugar cubes).

## You could also...

Explore an aisle of the supermarket (or some provided products). Which breakfast cereal, fizzy drink, smoothie, has the most sugar per portion? You could link this investigation to the 'Perfect Portions' activity suggestion.

Let students discover the huge range of sugar types in the store. What are they used for? You could conduct a taste test.

## Make it simpler

For younger participants simply guessing which product has the most sugar might be sufficient. Work together as a group to guess how much sugar is in an item. Help them visualise this value by counting out cubes or spoons of sugar. Do this together.

## Make it harder

Challenge students to calculate how many bowls of cereal they could eat before reaching their recommended daily allowance of sugar. *Which cereal could you eat the most portions of?*





# Perfect portions

**Age:** 4-16

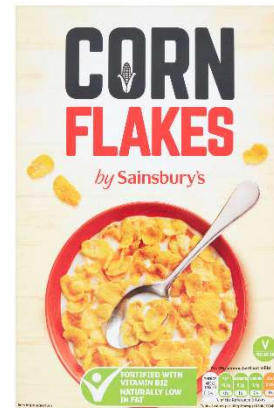
**Time:** 20 minutes

## Resources required

- Breakfast Cereal
- Scales
- Bowls

## Questions being answered

- What does a portion look like?



## Instructions

Explain that things like breakfast cereal normally have a suggested serving size (portion size) printed on the box (serving suggestion for cereal is often 30g.) Challenge everyone to pour themselves a 'portion' into a bowl. Now take it in turns to weigh their 'portion' using scales. How close were they to the recommended serving size? *Does this surprise them?*

Allow everyone to look at the cereal boxes. Point out the ingredients' information, and the nutritional information (including traffic lights). If using a variety of cereals, you might like to ask, "Which has the most/least...?"

## You could also...

Explore what other portion sizes look like. This activity could be linked to fruit and vegetables. What does 5-a-day look like? Generally, a portion of vegetables is as much as you can fit in the palm of your hand. Set out 5 portions of fruit and vegetables. *Does this seem a lot?*

## Make it simpler

For younger participants simply weighing a 'portion' may be sufficient. The youngest need not be taught the details behind nutritional values but may still be able to infer information from the traffic light values.

## Make it harder

Challenge participants to calculate how many bowls of cereal they could eat before reaching their recommended daily allowance / required sugar intake. *Would eating just cereal be healthy?*





# Sainsbury's average basket

**Age:** 11-16

**Time:** 20 minutes

## Resources required

- Eatwell Guide poster (pg.25)
- Sainsbury's average basket information sheet (pg34)
- Variety of food products (if not in-store)
- Shopping baskets



## Questions being answered

What does a healthy diet look like?

What are the food groups?

How can I make my basket of food healthier?

## Instructions

Show the students the Eatwell guide poster. *What is each group called? Which foods can we find them in? What are the daily recommendations for each food group?*

Look at Sainsbury's average basket information sheet. *What does this tell us about average diets in Britain? Are people sticking to the Eatwell recommendations? What can we do to have healthier diets? What should we eat more/or less of?*

## You could also...

Demonstrate to the students what an Eatwell Guide basket of food would look like in comparison to Sainsbury's average basket. *What are the differences?*

## Make it simpler

Look at the pie charts and talk about the visual differences between the three diagrams. *Are the healthy portions bigger in the Eatwell guide pie chart or the Average Sainsbury's basket? How can we make it healthier? What do we need more/or less of?*

## Make it harder

Look at the percentages of each food group. *Can the students work out how to create Sainsbury's average basket? Can the students work out how to create the Eatwell Guide basket? What foods will you include?*





# Traffic light nutrition

**Age:** 7-16

**Time:** 20 minutes

## Resources required

- Eatwell Guide poster (pg.25)
- Traffic light nutrition explained resource (pg.35)
- Variety of food products (if not in-store)
- Shopping baskets



## Questions being answered

What does a healthy diet look like?

How can I make healthier choices?

Should my diet contain mostly foods that are labelled green?

## Instructions

Use the Eatwell guide to talk about the different food groups. *What is each group called? What are the daily recommendations for each food group?* To help us to eat healthily, Sainsbury's uses a traffic light system on their product labels. Use the 'traffic light nutrition explained' sheet and let the students see the labels on some example products. *What does red/amber/green mean?*

Ask the students to walk around the store looking for healthy choices. *Can you fill your basket with products that have only green and amber on their labels? What do you notice about the products which have red on their traffic light labels?*

## You could also...

Use the NHS food scanner app to find healthier alternatives to products that are high in sugar, salt and fat.

## Make it harder

Go shopping to find all the ingredients to make a meal of your choice, ensuring that all the products' traffic light labels are either green or amber. *Could you fill your basket with only green traffic light labelled products to make your favourite meal?*





# Food Assurance: know your standards

**Age:** 11-16

**Time:** 20 minutes

## Resources required

- Food Assurance Scheme logo cards (pg.36)
- Food Assurance Scheme description cards (pg37)
- Variety of food products (if not in-store)
- At least one example showing each food assurance standard

## Questions being answered

What is a food assurance scheme?  
 What does each standard mean?  
 Can buying farm-assured foods help everyone eat better?



## Instructions

Ask participants to look at the foods and try to identify any food assurance scheme labelling. *Discuss as a group. Does anyone know what these labels mean?*

With students in small groups, ask each group to try and match the food assurance scheme logo cards to the description cards.

*Are there any surprises? Have participants seen these logos before? Have these logos influenced your food choice?*

## You could also...

Link this activity to the [‘Traffic Light Nutrition activity’](#)

## Make it simpler

Ask students to sort food products into groups according to the assurance scheme logo. *Do some foods have more than one logo?*

Note: Both the Red Tractor and British Lion Egg schemes are baselines of the LEAF marque standard i.e. All LEAF marque farms Red Tractor Assured Farms.







## Make it harder

Ask students to compare similar items of food e.g. milk produced to organic standards and milk not registered as organic. You could look for similarities and differences e.g. in nutritional composition, country of origin, other food assurance logos. *Are all free trade products organic? Does organic food have a higher price? What are the reasons for price differences? Do food assurance schemes help customers to eat better?*





# Foods from around the world

**Age:** 4-16

**Time:** 10-15 minutes

## Resources required

- Foods around the world audit sheet (pg.38)
- Variety of foods from different countries (if not in-store)
- Foods around the world audit sheet
- Clipboards and pencils



## Questions being answered

What countries can be found in the World Food aisle?

What are the national dishes or foods in other countries?

## Instructions

Standing in the 'World Foods' aisle, ask the student to look along the shelves to see if they can find foods that originate in countries around the world. Ask the students to fill this information in on their audit sheet. Spend time discussing your findings together. *What country is the food from? What is the food called? Have you visited this country? Do any of your families come from this country?*

Hold up a few items from the shelves and name the country that they originate. Ask the students to share their stories about the foods that they eat at home. Are these foods all British?

Now go to the fresh produce aisle. *Why is some fresh produce not grown in the UK? Why is it important that we're able to import some foods? Are there foods we don't need to import?*

## You could also...

Use a world map to locate these countries, adding a dot to the map to see the coverage of countries that the foods originate in, but are eaten in the UK.

## Make it harder

Go to other aisles in-store and see if you can find other products that come from different countries. *What frozen or chilled products can you find that come from different countries? Can you find an item in the 'World Foods' aisle, the chilled aisle and the frozen aisle all from the same country?*

*Where do they originate?*





# Imperfectly tasty

**Age:** 4-16

**Time:** 20 minutes

## Resources required

- Imperfectly Tasty scoring sheet (pg.39)
- Pencils
- Variety of 'imperfectly tasty' produce and their standard counterpart
- Preparation equipment – knife, peeler, chopping board, paper plates, napkins
- Blindfolds



## Questions being answered

Do markings, shape or size make a difference to the taste of fresh produce?  
What is your favourite fruit/vegetable?

## Instructions

Show the students a variety of Imperfectly Tasty produce. Explain that Sainsbury's does a range where the produce may vary in size or shape and have some interesting features.

Discuss how these fruits and vegetables do not meet the 'perfect' standard some consumers want and could potentially be wasted.

Students are to participate in a blind food tasting session where they will score each item. They will be tasting some standard produce and some produce from the Imperfectly Tasty range. *Do imperfections affect the taste of the produce?*



## You could also...

Ask the students to create a radio advertisement for an Imperfectly Tasty product. *What are its selling points? Why should the consumer choose your product?*

Make bird feeders with the food waste after tasting the produce by threading the fruits and vegetables onto gardening wire and attaching a string handle.





# Best before, still great after!

**Age:** 7-16

**Time:** 20 minutes

## Resources required

- Variety of food products (if not in-store)

## Questions being answered

What is meant by 'best before' and 'use-by'  
How can we reduce food waste?

## Instructions

Give participants access to a wide range of foods types (or go onto the shop floor.)

Challenge them to find a food that has a best before date and one that has a use-by date. Explain that: Use-by dates relate to the food's safety and are the most important date to remember. Foods can be eaten (and most can be frozen) up until the use-by date, but not after. Best before dates relate to quality and not safety. For example, vegetables that are bent or withered can be cooked. Bread that is a little stale can be toasted. Biscuits that are a little soft can be put into puddings and cheese can be trimmed down or melted. *How could what we have learnt help reduce food waste?*

## You could also...

Set a challenge: Who can find the food with the longest date? What type of food would you expect it to be? Taste test: Compare toast made from bread with a best before date of today to toast made from bread with a much longer best before date. *Can anyone tell the difference?* Link to the '[Imperfectly Tasty](#)' activity.

## Make it harder

Compare the dates on two products with similar ingredients (e.g. tinned fish and fresh fish.) *Why is there such a difference in shelf life?* Discuss the role of bacteria and consider how the tinning process works. Now consider the difference in shelf-life between frozen and fresh products.





# Plastic hunt

**Age:** 9-16

**Time:** 10-25 minutes

## Resources required

- Plastic audit sheet (pg.40)
- Recycled craft ideas sheet (pg.41)
- What Sainsbury's say about plastics document (pg42-43)
- Clipboards
- Pencils



## Questions being answered

What plastic alternatives could be used?

Why is plastic sometimes necessary?

## Instructions

Talk to the students using the 'What does Sainsbury's say about plastic' document. *How are Sainsbury's trying to be better for the planet? What is Sainsbury's doing to reduce the amount of plastic used in-store?* The students will hunt for plastics. *Where is plastic being used?* Students are to fill in the audit sheet as they go around the store. Once the audits have been completed, discuss the findings. *Why is it being used? Does Sainsbury's use any alternatives? Could further alternatives be used? E.g. Plastic milk bottles are used as they are less likely to get damaged, glass is heavier so requires more energy (fuel to transport), plus they require more water to clean glass for them to be reused.*

## You could also...

Have a look at 'Recycled Craft Ideas' and have a go at making something imaginative and interesting by reusing packaging materials from stores such as bottles, cans and cardboard boxes. Ask local schools if they would like any large cardboard boxes to use for role play, imaginative play, or arts and crafts activities.

## Make it harder

Students are to offer an alternative to plastics being used in-store. *What material could be used instead of plastic? What materials are better for the environment?*





# Recycled planters

**Age:** 4-11

**Time:** 25 minutes

## Resources required

- Seed/expired fruit and veg
- Compost
- Containers
- Watering cans

## Questions being answered

Where does our food come from?



## Instructions

Students may not always appreciate where their everyday food comes from or what the plants that produce it look like. Allow students to collect seeds from tomatoes or select potatoes that have begun to sprout. This process should allow a discussion about food waste. Choose a range of food containers: bags and tins work well. Fill the containers with compost and plant seeds, or tubers of your chosen species. Try to link the plant to the original contents of the container.

## You could also...

Take time to look at the variety of potatoes and tomatoes available in the store. *Why are there so many different varieties? Where are they grown? What are they used for?* Use this opportunity to taste test some of the varieties. *Is there a favourite?*

## Make it simpler

Seed planting is a valuable activity. If the use of a variety of containers is logistically a challenge, collecting seeds from fruit and vegetables that have passed their expiry dates remains a great activity. Why not simply plant them in old plastic bottles or punnets?





# What a lot of old rubbish!

**Age:** 7-14

**Time:** 10-25 minutes

## Resources required

- What a lot of old rubbish cards (pg.44)
- What a lot of old rubbish answers (pg.45)

Range of household items:

- Glass bottle
- Plastic bottle
- Plastic bag
- Aluminium can
- Tin can
- Paper cup
- Banana (peel)



## Questions being answered

How long does it take household waste to decompose?

## Instructions

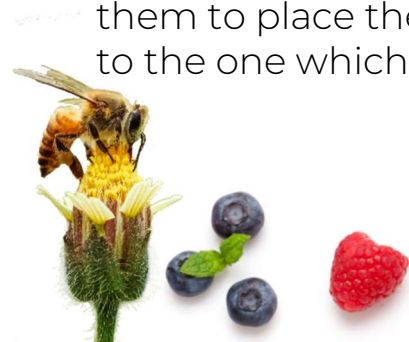
Give students a range of household items and discuss with them what happens to these items once they have been used. They may suggest that things are thrown away (entering landfill), discarded as litter, recycled, or reused. *What happens to litter? How long might it persist in the environment? Why is litter a bad thing for the environment?* Challenge students to match the decomposition time cards to the items before revealing the correct answer. *Are you surprised that these things last as long as they do? Why might this be a problem? How can we prevent our rubbish from causing harm?*

## You could also

Challenge students to produce an anti-littering poster for display in the store. They could include images of some of the items that have been discussed as part of this activity or facts about decomposition times.

## Make it easier

Younger students might find the figures involved confusing. Simply ask them to place the items in order from the one which would last the longest to the one which would decompose the most quickly.





# Eatwell Guide poster



## Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

Energy 1046kJ 250kcal	Fat 3.0g LOW	Saturates 1.3g LOW	Sugars 34g HIGH	Salt 0.9g MED
13%	4%	7%	38%	15%

of an adult's reference intake  
Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



6-8 a day

Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

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

Fruit and vegetables



Eat less often and in small amounts

Choose wholegrain or higher fibre versions with less added fat, salt and sugar

Potatoes, bread, rice, pasta and other starchy carbohydrates



Beans, pulses, fish, eggs, meat and other proteins

Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat



Dairy and alternatives

Choose lower fat and lower sugar options



Choose unsaturated oils and use in small amounts



Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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# Food groups shopping lists



## Shopping list

- 1 product high in carbohydrate
- 1 oil or spread product
- 1 dairy or an alternative product
- 3 fruit or vegetables
- 2 products high in protein

## Challenge items:

- 1 healthy snack
- 1 healthy drink

## Shopping list

- 1 product high in carbohydrate
- 1 oil or spread product
- 1 dairy or an alternative product
- 3 fruit or vegetables
- 2 products high in protein

## Challenge items:

- 1 healthy snack
- 1 healthy drink

## Shopping list

- 1 product high in carbohydrate
- 1 oil or spread product
- 1 dairy or an alternative product
- 3 fruit or vegetables
- 2 products high in protein

## Challenge items:

- 1 healthy snack
- 1 healthy drink

## Shopping list

- 1 product high in carbohydrate
- 1 oil or spread product
- 1 dairy or an alternative product
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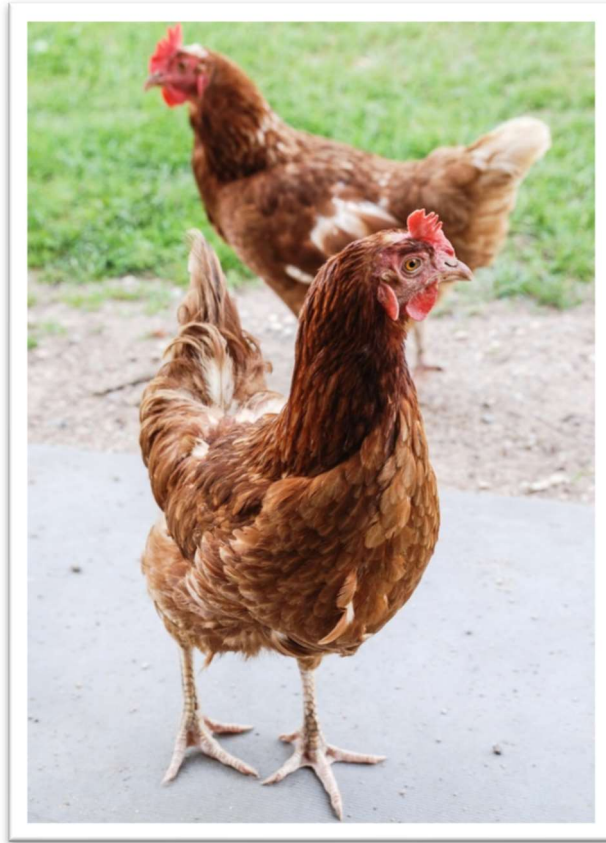


# Fruit and vegetable rainbow poster





# What do chickens produce?



Chickens produce meat and eggs.





# What do cows produce?



Cows produce meat (beef), milk and leather.





# What do pigs produce?



Pigs produce meat (pork, bacon, ham).





# What do sheep produce?



Sheep produce meat (lamb, mutton), milk and wool.





# Where does our food come from? Shopping lists



## Shopping list 1

- 3 products that come from cows
- 1 product that comes from pigs
- 2 products that come from chickens
- 1 product that comes from sheep

## Shopping list 2

- 1 product that comes from cows
- 2 products that come from pigs
- 2 products that come from chickens
- 1 product that comes from sheep

## Shopping list 3

- 1 product that comes from cows
- 3 products that come from pigs
- 2 products that come from chickens
- 1 product that comes from sheep

## Shopping list 4

- 2 products that come from cows
- 1 product that comes from pigs
- 2 products that come from chickens
- 1 product that comes from sheep





# A spud for every occasion card sort

Match the colours to find examples of each potato type

**Fluffy potatoes** have a fluffy middle when cooked.

Great for roasties, tasty jackets and chunky chips

**Salad potatoes** can be cooked in their skin and have a firm bite. Tasty steamed boiled or roasted, they make a quick healthy dish.



**Smooth potatoes** hold their shape when boiled or cooked in a sauce such as dauphinoise or a hot pot. Try them boiled or as wedges.

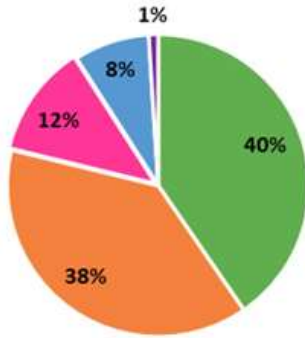






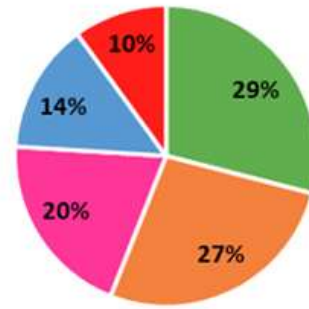
# Sainsbury's average basket (Information Sheet)

## THE EATWELL GUIDE



- Fruit and vegetables
- Potatoes, bread, rice, pasta and other starchy carbohydrates
- Beans, pulses, fish, eggs, meat and other proteins
- Dairy and alternatives
- Oils & spreads

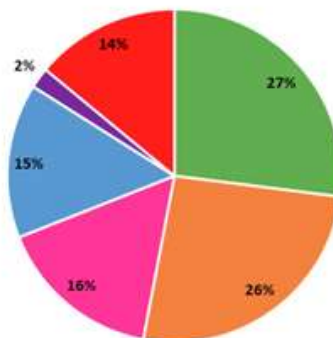
## CURRENT UK DIET SCARBOROUGH ET AL, 2016



- Fruit and vegetables
- Potatoes, bread, rice, pasta and other starchy carbohydrates
- Beans, pulses, fish, eggs, meat and other proteins
- Dairy and alternatives
- Oils & spreads and discretionary foods high in fat, salt & sugar

N.B. 4% is allocated for disc

## AVERAGE SAINSBURY'S BASKET\* *excludes beer, wine and spirits & composite dishes*



- Fruit and vegetables
- Potatoes, bread, rice, pasta and other starchy carbohydrates
- Beans, pulses, fish, eggs, meat and other proteins
- Dairy and alternatives
- Oils & spreads
- Discretionary foods high in fat, salt and sugar

\*Engaged customers are those who have a high percentage of their grocery spend at Sainsbury's.



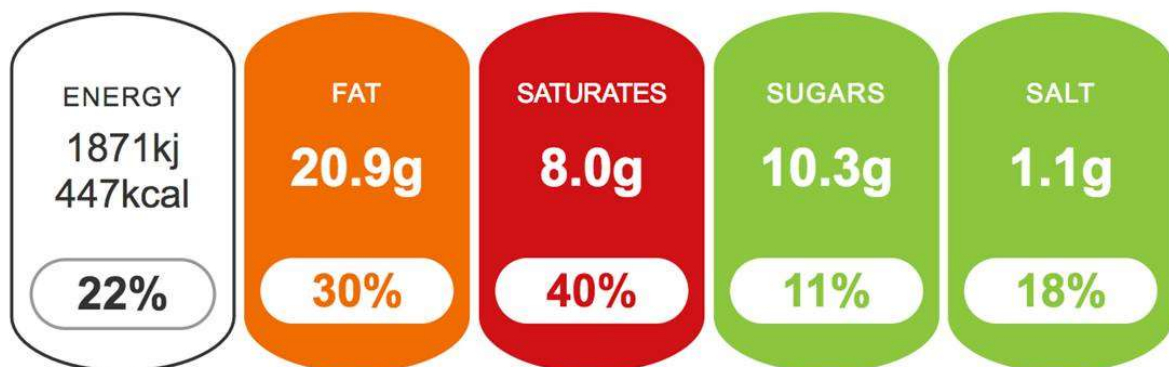


# Traffic light nutrition explained

At the bottom of every recipe on [sainsbury.co.uk](https://www.sainsbury.co.uk) and on the front of all Sainsbury's packaging you'll find a 'traffic light' label displaying the amount of energy, fat, saturates, sugars and salt that a serving of the recipe or food provides.

At a glance, you can see whether a serving contains high (red), medium (amber) or low (green) amounts of fat, saturates, sugars and salt. You'll find more detailed nutrition information in the table on the back of food packaging, and the ingredients list on the back of packs will highlight any relevant allergens too.

To make healthier choices, look for foods and recipes that have more green and amber and very few red traffic lights. Sainsbury's has several ranges that have very few, if any, red multiple traffic lights, including our 'be good to yourself' and 'my goodness' ranges.





# Food assurance schemes logo cards





# Food assurance scheme cards

**Organic means working with nature. It means higher levels of animal welfare, lower levels of pesticides, no manufactured herbicides or artificial fertilisers and more environmentally sustainable management of the land and natural environment, which means more wildlife. All organic farms and food companies are inspected at least once a year and the standards for organic food are laid down in European law**

**A leading global assurance system recognising more sustainably farmed products. It stands for more environmental sustainability and is held by farm businesses which meet our rigorous standards of sustainable farming practice. The principles of Integrated Farm Management (IFM) underpin the requirements of this certification. IFM is a whole farm business approach that delivers more sustainable farming.**

**The UK's largest food standards scheme, covering all the areas you care about – animal welfare, food safety, traceability and environmental protection. Our animals have the right living space, food, and water and are healthy. Fertilisers and pesticides are only used when absolutely necessary. The Union Jack on our label confirms your food has been produced entirely in the UK and can be traced right back through the supply chain to British farms**

**All eggs that carry the British Lion mark have been produced under the stringent requirements of the British Lion Code of Practice which ensures the highest standards of food safety. The code covers the entire production chain and ensures strict food safety controls including the guarantee that all hens are vaccinated against Salmonella and a 'passport' system ensuring that all hens, eggs and feed are fully traceable.**

**Our mission is to connect disadvantaged farmers and workers with consumers, promote fairer trading conditions and empower farmers and workers to combat poverty, strengthen their position and take more control over their lives. It is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.**

**Our team of assessors and farm livestock officers check farm animals have been well cared for to strict welfare standards. The welfare standards cover the whole of an animal's life, from their health and diet to environment and care. This includes things like space, light, bedding, transport and humane slaughter. Our vision is for all farm animals to have a good life and be treated with compassion and respect.**

These statements are taken directly from the organisation's website and do not reflect the opinion of LEAF Education and nor are they validated by LEAF Education.





# Food from around the world audit

Product name	Where is the food product from?





# Imperfectly Tasty scoring sheet

	Taste score /5	Smell score /5	Texture score /5	Any comments
Imperfectly Tasty option A				
Standard option A				
Imperfectly Tasty option B				
Standard option B				
Imperfectly Tasty option C				
Standard option C				
Imperfectly Tasty option D				
Standard option D				
Imperfectly Tasty option E				
Standard option E				





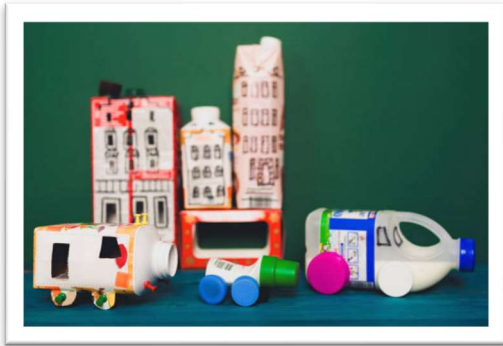
# Plastic audit sheet

What is plastic being used for?	Location in store	Could an alternative be used? Yes or No	What could be used instead?	Any further comments

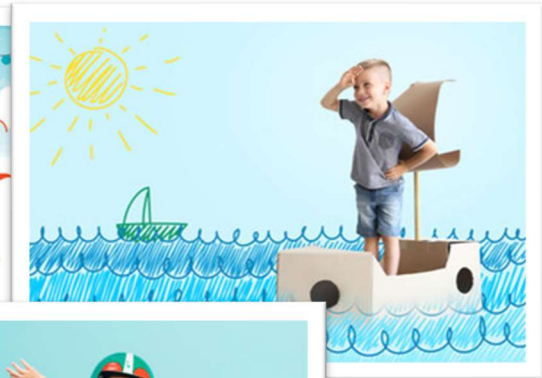
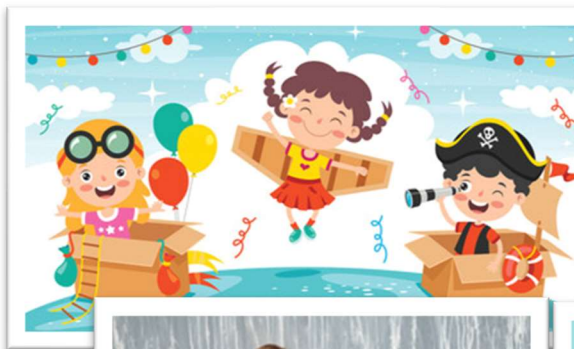




# Recycled craft ideas



Have a go at reusing packaging to make something imaginative and interesting.  
Challenge – what can you make from a cardboard box?







# What Sainsbury's say about plastic

## Reduce use of plastic packaging

Packaging helps us deliver fresh, undamaged produce, but we know that it can have a negative impact on our planet. We're working hard to ensure we are operating sustainably, therefore reducing plastic across our operations and supply chain is one of our key priorities. This is why we were the UK's first major retailer to make a significant commitment to reduce plastic, pledging to cut plastic packaging by 50 per cent by 2025.



## Our commitment



Reduce our use of plastic packaging by 50 per cent by 2025 and then go further



### Key achievements

#### 70% reduction

of plastic in our Taste the Difference and SO Organic lamb and steak packaging

#### 859 million

teabags a year being moved from an oil-based plastic to plant-based plastic

#### 1<sup>st</sup> retailer

to remove black plastic trays and offer a recyclable alternative, saving over 1000 tonnes of hard to recycle plastic each year

#### 1<sup>st</sup> retailer

to remove single use plastic bags from loose produce





## Our approach

In order to deliver on our plastic reduction commitment, our five point approach is to:

- Remove completely where we can
- Reduce weight of packaging
- Replace where feasible, minimising any unintended consequences
- Recycle by making it easier for customers after use
- Reuse/refill options for our customers

We are aware our reduction commitment is ambitious and meeting this commitment will pose significant challenges that will require transformational thinking across the industry and whilst we will endeavour to change as much as we possibly can, we simply cannot make these changes alone.

We will be working alongside our suppliers, manufacturers, customers and other retailers to reduce the amount of plastic across the supply chain, whilst also investing in research and development on materials and technologies to enable a circular economy.

Latest examples of progress on reducing plastic packaging:

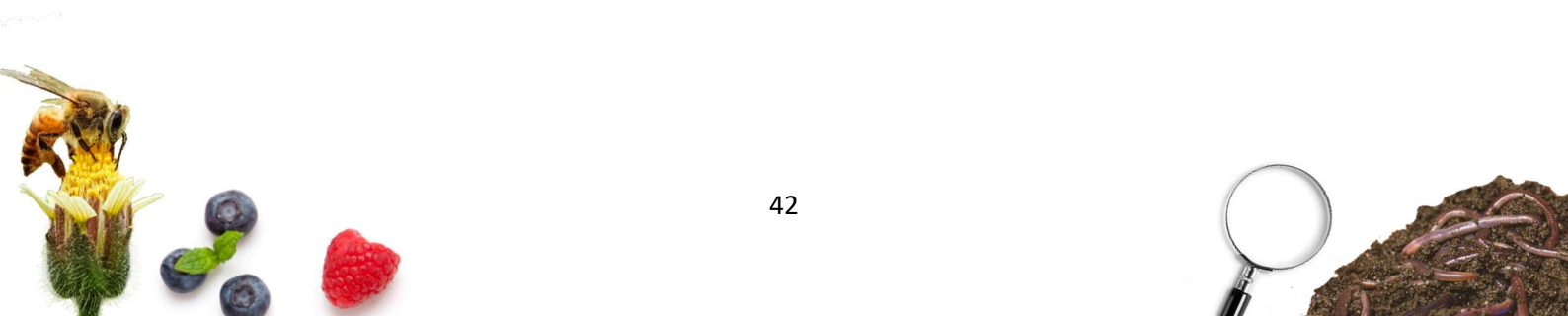
- We were the first supermarket to **remove** all plastic packaging from our own brand lightbulbs and batteries, saving 15 tonnes of plastic per year
- We've **removed** the plastic lids from all our own brand cream pots, saving 106 tonnes of plastic per year
- We've **removed** the plastic film from our By Sainsbury's broccoli, saving 49 tonnes of plastic per year (excludes centrals and locals)
- We've **replaced** the plastic used in our own brand two litre ice cream tubs, meaning they are now easily recyclable at home, replacing 215 tonnes of hard-to-recycle plastic per year.

## Working in collaboration

As members of the WRAP UK Plastics Pact, we are working to targets across our own-brand plastic packaging including:

- Removing and replacing difficult to recycle plastics including black plastic, PVC, and Polystyrene by 2021
- Averaging 30 per cent recycled content by 2022
- 100 per cent to be reusable, recyclable or compostable by 2023

As members of the Consumer Goods Forum's Plastic Waste Coalition of Action, we are aligned on initiatives including; packaging design guidelines, Extended Producer Responsibility principles, collaboration and driving action towards an optimal waste management system and Chemical Recycling.





# What a lot of old rubbish! Activity cards



1,000,000 years  
(One Million)

450 years

200 - 500 years

80 - 200 years

50 years

20 - 30 years

20 years

2 years





# What a lot of old rubbish! Activity answers

Item	Time to decompose (years)
Glass bottle	1,000,000
Plastic bottle	450
Plastic bags (dependent on type)	200-500
Aluminium cans	80-200
Tin cans (coated iron/steel)	50
Plastic film (cling film, crisp packets etc)	20-30
Paper cups	20
Banana peel	2

*Note that these values are for landfill. Times will vary in different environments. Values are taken from the BBC's Science focus article: <https://www.sciencefocus.com/planet-earth/top-10-what-are-the-longest-lasting-landfill-items/>*





# Questions being answered: Prompts

Each activity in this pack seeks to answer some key questions. The following pages can be used as prompts to help answer these questions

## Food groups

Which food groups form part of a healthy diet?

A healthy, balanced diet is made up of foods from the five food groups: starchy carbohydrates, fruits and vegetables, protein, dairy and healthy fats. Each food group provides nutrients, vitamins and minerals that our bodies need to stay healthy and function efficiently.

## Fruit and vegetable rainbow

What is the most colourful fruit/vegetable?

This answer can be based on personal opinion, but an example of a colourful fruit is a dragon fruit and an example of a colourful vegetable is a carrot.

How many portions of fruit and vegetables should we be eating daily?

Aim to eat at least 5 portions of a variety of fruit and vegetables each day; these can be fresh, frozen, tinned, dried or juiced.

## Does food come from animals?

What do chickens/pigs/sheep/cows produce?

Chickens produce meat and eggs.

Pigs produce meat (pork, bacon, ham).

Cows produce milk, meat (beef) and leather.

Sheep produce meat (lamb, mutton), milk and wool.

## How to make butter

How is butter made?

Butter is a natural product that is made by churning cream until it becomes semi-solid. The shaking/churning causes the fats molecules to clump together butter is used as a spread on foods such as bread and toast, but also as an ingredient when cooking and baking.





## What are dairy products?

Dairy products are products containing the milk of mammals. All mammals produce milk but people typically consume cow, sheep and goat's milk. Milk and dairy products, such as cheese and yoghurt, are great sources of protein and calcium. They can form part of a healthy, balanced diet. Unsweetened calcium-fortified dairy alternatives like soya milk, soya yoghurts and soya cheeses also count as part of this food group; they can make good alternatives to dairy products.

## A spud for every occasion

### Are all potatoes the same?

No. There are many different varieties of potatoes. Different potatoes have different textures and tastes. They're often grouped into 3 categories:

- **Salad potatoes** can be cooked in their skin and have a firm bite. Tasty steamed boiled or roasted, they make a quick healthy dish.
- **Fluffy potatoes** have a fluffy middle when cooked. Great for roasties, tasty jackets and chunky chips
- **Smooth potatoes** hold their shape when boiled or cooked in a sauce such as dauphinoise or a hot pot. Try them boiled or as wedges.

### How do I store potatoes and avoid waste?

Potatoes will remain good to eat for a long time if kept in a cool dark place. Potatoes naturally sprout (produce shoots) when temperatures increase and may turn green in the light.

## Sugar. Too much of a good thing?

### How much sugar is in our food?

There can be a surprising amount of sugar in the food we eat. The NHS Eatwell guide explains that the type of sugars most adults and children in the UK eat too much of are "free sugars". These are:

- Sugars added to food or drinks. These include sugars in biscuits, chocolate, flavoured yoghurts, breakfast cereals, and fizzy drinks.
- Sugars in honey, syrups and unsweetened fruit juices, vegetable juices, and smoothies.





## How much sugar should be in our diet?

Free sugars shouldn't make up more than 5% of a person's calorie intake. This means:

- Adults should have no more than 30g of free sugars a day, (roughly equivalent to 7 sugar cubes).
- Children aged 7 to 10 should have no more than 24g of free sugars a day (6 sugar cubes).
- Children aged 4 to 6 should have no more than 19g of free sugars a day (5 sugar cubes).

## Perfect portions

What does a portion look like?

Portion suggestions are normally indicated on food packages. It's often easy to overestimate the size of a portion the suggested portion for most breakfast cereal is typically 30g. A good rule of thumb when judging portions of some foods like fruit and vegetables is as much as could be covered by the palm of your hand.

## Sainsbury's average basket

What does a healthy diet look like? What are the food groups?

A healthy, balanced diet is made up of foods from the five food groups: starchy carbohydrates, fruits and vegetables, protein, dairy and healthy fats. Each food group provides nutrients, vitamins and minerals that our bodies need to stay healthy and function efficiently.

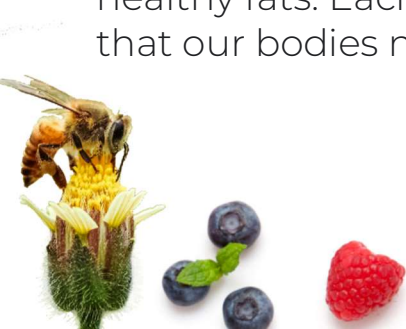
How can I make my basket of food healthier?

You can make healthy food swaps, for example, swap crisps for carrot sticks and houmous dip or dried fruit instead of a chocolate bar. We also need to buy and eat more fruit and vegetables.

## Traffic light nutrition

What does a healthy diet look like?

A healthy, balanced diet is made up of foods from the five food groups: starchy carbohydrates, fruits and vegetables, protein, dairy and healthy fats. Each food group provides nutrients, vitamins and minerals that our bodies need to stay healthy and function efficiently.





## How can I make healthier choices?

You can make healthy food swaps, for example, swap crisps for carrot sticks and houmous dip or dried fruit instead of a chocolate bar. We also need to buy and eat more fruit and vegetables.

## Should my diet contain mostly foods that are labelled green?

To make healthier choices, look for foods and recipes that have more green and amber and very few, red traffic lights. Sainsbury's has several ranges that have very few, if any, red multiple traffic lights, including the 'be good to yourself' and 'my goodness' ranges.

## Food assurance. Know your standards

### What is a food assurance scheme?

Various schemes aim to ensure that food is produced to a high standard. These schemes are often focused on producing safe, sustainable or economically fair products.

### What does each standard mean?

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Soil Association Organic Standard: Organic means working with nature. It means higher levels of animal welfare, lower levels of pesticides, no manufactured herbicides or artificial fertilisers and more environmentally sustainable management of the land and natural environment, which means more wildlife. All organic farms and food companies are inspected at least once a year and the standards for organic food are laid down in European law



Red Tractor: The UK's largest food standards scheme, covering all the areas you care about – animal welfare, food safety, traceability and environmental protection. Our animals have the right living space, food, and water and are healthy. Fertilisers and pesticides are only used when absolutely necessary. The Union Jack on our label confirms your food has been produced entirely in the UK and can be traced right back through the supply chain to British farms







LEAF Marque: A leading global assurance system recognising more sustainably farmed products. It stands for more environmental sustainability and is held by farm businesses which meet our rigorous standards of sustainable farming practice. The principles of Integrated Farm Management (IFM) underpin the requirements of this certification. IFM is a whole farm business approach that delivers more sustainable farming.



RSPCA Assured : Our team of assessors and farm livestock officers check farm animals have been well cared for to strict welfare standards. The welfare standards cover the whole of an animal's life, from their health and diet to environment and care. This includes things like space, light, bedding, transport and humane slaughter. Our vision is for all farm animals to have a good life and be treated with compassion and respect.



British Lion Eggs: All eggs that carry the British Lion Eggs mark have been produced under the stringent requirements of the British Lion Code of Practice which ensures the highest standards of food safety. The code covers the entire production chain and ensures strict food safety controls including the guarantee that all hens are vaccinated against Salmonella and a 'passport' system ensuring that all hens, eggs and feed are fully traceable.



Fairtrade: Our mission is to connect disadvantaged farmers and workers with consumers, promote fairer trading conditions and empower farmers and workers to combat poverty, strengthen their position and take more control over their lives. It is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.





## Can buying farm-assured foods help everyone eat better?

Buying food produced to a high standard may help ensure it's healthy, produced ethically and sustainably. There are many assurance schemes and they all have different focuses. Understanding these schemes can help people make informed choices.

## Food from around the world

What countries can be found in the World Food aisle?

Asia, India, Eastern Europe, Poland, Africa and the Caribbean to name a few.

What are the national dishes or foods in other countries?

Ask the students to share the national dishes and food of the countries their families or friends come from.

## Imperfectly Tasty

Do markings, shape or size make a difference to the taste of fresh produce?

No. Markings, shape or size do not make a difference to the taste of fresh produce. Discuss the blind tasting results.

What is your favourite fruit/vegetable?

Students' own personal opinions.

## Best before, still great after!

What is meant by 'best before' and 'use-by'?

Use-by dates relate to the food's safety and are the most important date to remember. Foods can be eaten (and most can be frozen) up until the use-by date, but not after. Best before dates relate to quality and not safety.

How can we reduce food waste?

Items that have reached their best before date can still be used. For example, vegetables that are bendy or withered can be cooked. Bread that is a little stale can be toasted. Biscuits that are a little soft can be put into puddings and cheese can be trimmed down or melted. Doing this could help reduce food waste.





## Plastic hunt

What plastic alternatives could be used?

Students' own opinions can be shared and discussed.

Why is plastic sometimes necessary?

Plastic packaging is used in the food supply chain because it supports the safe distribution of food over long distances and minimises food waste by keeping food fresh for longer.

## Recycled planters

Where does our food come from?

This activity gives students the opportunity to realise that while the food they eat often comes in bags or tins much of it was originally grown.

## What a lot of old rubbish

How long does it take household waste to decompose?

Item	Time to decompose (years)
Glass bottle	1,000,000
Plastic bottle	450
Plastic bags (dependent on type)	200-500
Aluminium cans	80-200
Tin cans (coated iron/steel)	50
Plastic film (cling film, crisp packets etc)	20-30
Paper cups	20
Banana peel	2

*Note that these values are for landfill. Times will vary in different environments. Values are taken from the BBC's Science focus article: <https://www.sciencefocus.com/planet-earth/top-10-what-are-the-longest-lasting-landfill-items/>*





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