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# Eat Smart Play Smart

A Manual for Out of School Hours Care  
Third edition



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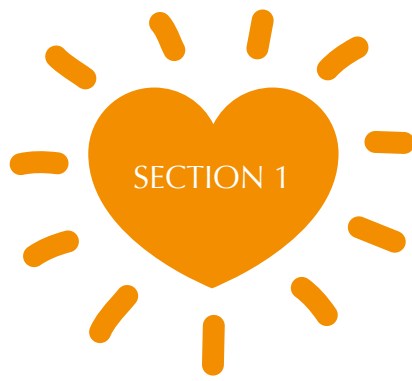
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## Introduction



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Healthy eating and physical activity are vital for good health. Poor eating habits and inadequate levels of activity can contribute to lifestyle diseases such as heart disease, diabetes, stroke, high blood pressure, obesity and some cancers.

In Australia there is a high number of children who are overweight and obese. To address this it is important children develop healthy eating and physical activity habits early in life.

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### **The benefits of physical activity and healthy eating include:**

- Healthy growth and development
- Achieve and maintain healthy weight
- Develop strong bones and muscles
- Strength and flexibility
- Develop gross motor skills
- Higher energy levels
- Improved fitness
- Improved mental health
- Better concentration
- Reduce stress
- Make friends

Educational leaders can play a role in supporting and motivating educators and discussing routines to promote healthy eating and physical activity. Out of School Hours Care (OSHC) services are valuable in promoting healthy eating and physical activity to children and their families by:

- Providing healthy food and drinks
- Providing planned and spontaneous active play
- Teaching about healthy eating, physical activity and health
- Providing food activities e.g. food preparation and games
- Role modeling by educators
- Providing a supportive environment to encourage healthy behaviours
- Policies to support healthy eating and physical activity
- Providing information to families

### **What you do and say?**

The *National Quality Standards* outlines the role OSHC educators have in teaching healthy lifestyles through everyday experiences and routines<sup>1</sup>.

What you as educators do and say as part of your everyday routines in OSHC can promote healthy behaviours. Take the opportunity to talk to children about health when you prepare and serve food and when you are doing physical activity.

Eat and drink with the children and be involved with physical activities. Children will notice not just what you say but what you do. Be a good role model with your eating and activity habits.

### **How to Use the *Eat Smart Play Smart* Manual**

The content of the *Eat Smart Play Smart* (ESPS) manual has been designed to support OSHC services meet certain Quality Areas of the *National Quality Standards* and the principles, practice and outcomes of *My Time, Our Place – Framework for School Age Care in Australia (My Time, Our Place)*<sup>2</sup>.

### **Using the ESPS manual to meet requirements of the *National Quality Standards***

In the ESPS manual there is information and practical tools (e.g. checklists and sample policies) to assist OSHC services meet standards/elements that relate to healthy eating and physical activity. Table 1 (See p11) highlights evidence for these standard/element and cross references to relevant information in the ESPS manual.

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The ESPS manual includes the most up to date guidelines on healthy eating and physical activity for children and food handling and hygiene information. In addition **practical tools** are included for OSHC educators to use. These include:

- Care Plan for Children with Specific Dietary Needs
- Food Handling and Hygiene Checklist for Out of School Hours Care
- Menu Checklist for Out of School Hours Care
- Menu Template
- Sample Menu
- Packing a Healthy Lunchbox
- Food Activities
- Blank *Australian Guide to Healthy Eating*
- Recipes
- Sample Nutrition, Food Handling and Hygiene Policy
- Australia's Physical Activity and Sedentary Behaviour Guidelines for Children
- Physical Activity Checklist for Out of School Hours Care
- Sample Physical Activity Program
- Physical Activity Ideas
- Sample Physical Activity and Small Screen Recreation Policy

### Links to *My Time, Our Place*

The information in the ESPS manual takes into account of the principles, practices and outcomes of *My Time, Our Place* (See Figure 1 on next page)<sup>2</sup>.

The ESPS manual is linked to Outcomes 2 and 3 of *My Time, Our Place*:

Outcome 2: Children are connected with and contribute to their world

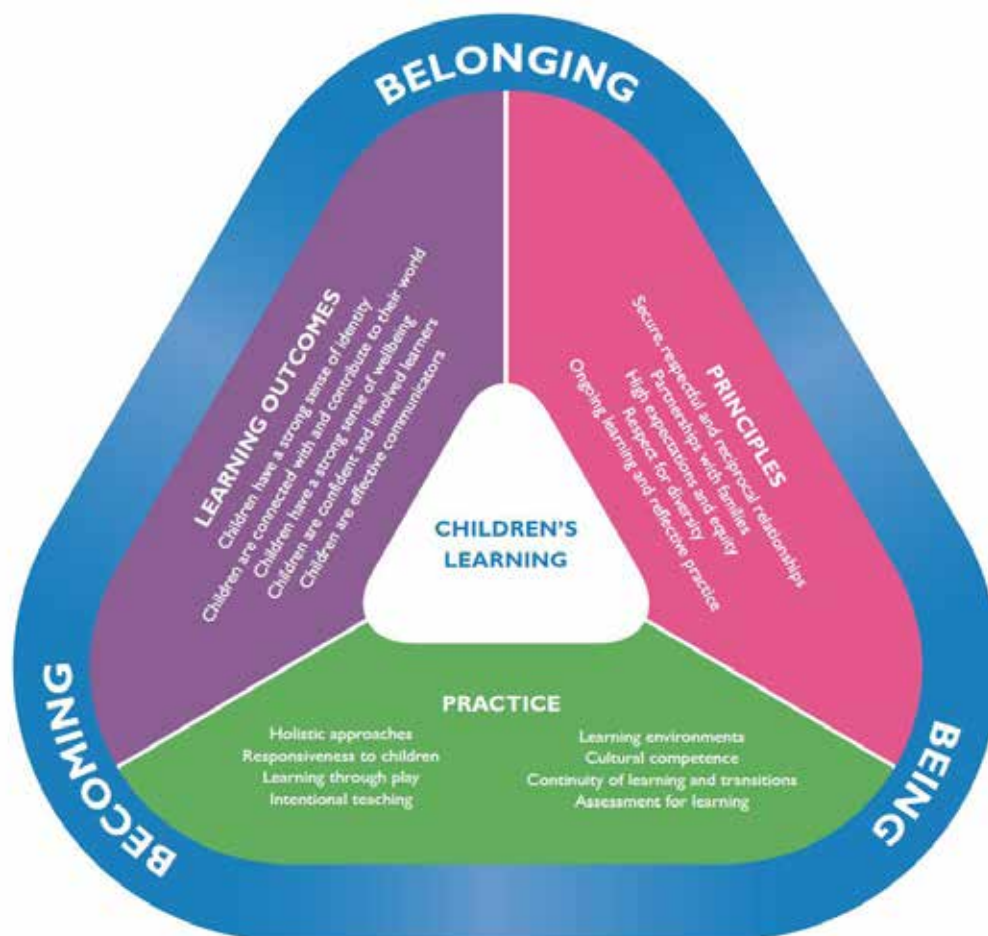
Outcome 3: Children have a strong sense of wellbeing

The ESPS manual incorporates the following principles and practices of *My Time, Our Place*:

- Partnering with families
- Respect for diversity
- Cultural competencies
- Collaborating (responsiveness) with children
- Learning environments
- Assessment for learning



Figure 1: Elements of the Framework for School Age care



Source and reprinted with permission from Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2011<sup>2</sup>. *My Time, Our Place* – Framework for School Age Care in Australia, Commonwealth of Australia (2011).

These principles, practices and learning outcomes can be demonstrated in relation to healthy eating and physical activity in the OSHC setting through:

#### Promoting Healthy Eating and Physical Activity

- OSHC educators role modeling enjoying healthy foods and being involved in physical activities
- Providing activities and discussing links between behaviour and health.

#### Programs

- Programming a range of energetic physical activities (e.g. dance, creative movement, sport, drama)
- Programming activities to develop balance, fine and gross motor skills
- Programming games and food activities representative of the families and community of the OSHC service
- Programming activities that promote healthy eating (e.g. cooking, games).



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### **Families**

- Involving families and children in decisions about food provided, nutrition and physical activity policies, programs and activities
- Providing families and children with up to date nutrition and physical activity information.

### **Culture**

- Celebrating diversity by valuing and including foods and games of different cultures
- Using food and games to introduce ways to communicate across cultures.

### **Environment**

- Ensuring resources allow children to develop and practice fine and gross motor skills
- Providing environments that support wellbeing
- Ensuring activities don't damage but preserve the environment
- Celebrating the use of nature as a free and valuable playground
- Involving children in recycling, composting and/or worm farms
- Using indoor and outdoor spaces to grow foods, herbs and flowers
- Developing an understanding of the value of purchasing foods with limited packaging (on health and environment).

## **Links to the *National Quality Standards***

The ESPS manual is aligned to certain Quality Areas of the *National Quality Standards*<sup>1</sup>. The main Quality Areas, standards and elements that are relevant to healthy eating and physical activity are:

### **Quality Area 2**

#### **Children's health and safety**

##### Standard 2.1

Each child's health is promoted

» Element 2.1.1

Each child's health needs are supported

» Element 2.1.3

Effective hygiene practices are promoted and implemented

##### Standard 2.2

Healthy eating and physical activity are embedded in the program for children

» Element 2.2.1

Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child

» Element 2.2.2

Physical activity is promoted through planned and spontaneous experiences and are appropriate for each child

---

## Quality Area 3 Physical Environment

### Standard 3.3

The service takes an active role in caring for its environment and contributes to a sustainable future

- » Element 3.3.1  
Sustainable practices are embedded in service operations
  
- » Element 3.3.2  
Children are supported to become environmentally responsible and show respect for the environment



**Table 1: Quality Areas, standards and elements that relate to healthy eating and physical activity.**

- This table highlights the Quality Areas, standards/elements that relate to healthy eating and physical activity.
- In the ESPS manual there is information and tools such as checklists and sample policies to assist OSHC services to meet these standards/elements.
- Evidence for these standard/elements is listed with cross references to relevant information in the ESPS manual.

Evidence	Relevant Section shown in Black Bold
<b>Quality Area 2 Children’s Health and Safety</b>	
<b>Standard 2.1 Each child’s health is promoted</b>	
Up to date information on how to manage specific health needs e.g. allergies Current food safety and hygiene practices	Specific Dietary Needs <b>p31</b>  Food Handling and Hygiene <b>p36</b>
<b>Element 2.1.1 Each child’s health needs are supported</b>	
Promote healthy lifestyle  Health requirements are communicated with families and staff (e.g. dietary requirements documented)	<i>Australia’s Physical Activity and Sedentary Behaviour Guidelines</i> (promoted to families) <b>p170</b> Food Activities <b>p56</b> Recipes - Cooking with Children <b>p83</b> Physical Activity Ideas <b>p179</b> Specific Dietary Needs: Sample Care Plan for Children with Specific Dietary Needs <b>p35</b>
<b>Element 2.1.3 Effective hygiene practices are promoted and implemented</b>	
Food handling and hygiene policy Demonstrate safe hygiene practices  Access to information on current hygiene practices Teach children hygiene practices including hand washing and dental	Sample Nutrition, Food Handling and Hygiene Policy <b>p75</b> Food Handling and Hygiene <b>p36</b> Hygiene when Cooking with Children <b>p83</b>
<b>Quality Area 2 Children’s Health and Safety</b>	

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## Standard 2.2

### Healthy eating and physical activity are embedded in the program for children

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Ensure educators have up to date information on guidelines for healthy eating and physical activity	<i>Australian Dietary Guidelines</i> <b>p16</b> <i>Australia's Physical Activity and Sedentary Behaviour Guidelines</i> <b>p170</b> Food Activities <b>p56</b>
Teach children about healthy lifestyles through everyday experiences and routines	
Promote and teach healthy lifestyle and good nutrition	Recipes - Cooking with Children <b>p83</b> Food Activities <b>p56</b>
Activities on healthy eating	Menu Planning
Encourage children to make healthy food and drink choices	Specific Dietary Needs <b>p31</b>
Children have access to nutritious food and take account of individual needs including when on excursions and on special occasions	
Program is balanced with planned and spontaneous active play	Planning Physical Activity <b>p172</b>
Provide an environment that encourages physical play	Programming Physical Activity

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#### Element 2.2.1

### Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child

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Food and drinks provided are consistent with (including quantity) the <i>Australian Dietary Guidelines</i>	Menu Planning <b>p44</b> <i>Australian Dietary Guidelines</i> <b>p16</b> Packing a Healthy Lunch <b>p55</b>
Families are encouraged to provide food that is consistent with the <i>Australian Dietary Guidelines</i>	
Food and drinks provided are consistent with the service's menu	Sample Nutrition, Food Handling and Hygiene Policy <b>p75</b>
Service menu is on display	
Drinking water is available	
Food and drink provided takes account of individual needs (e.g. dietary, cultural)	
The service communicates with families about individuals dietary needs	Specific Dietary Needs <b>p31</b>
Food and drink experiences are communicated to families	Communicating with Families <b>p54</b> Factsheets and Useful Contacts <b>p192</b>
Healthy eating resources and information on where to access them is provided to families	
Children who have missed snack/mealtime have food and drink made available at another time	
Food and drinks are stored and heated safely	
Promote and teach healthy lifestyle and good nutrition	
Mealtimes are relaxed and enjoyable and a time for staff to role model healthy eating	
Furniture and utensils are appropriate to allow children to enjoy mealtimes	Food Handling and Hygiene <b>p36</b>
Activities on healthy eating	What you do and say? <b>p6</b>
Foods and drinks are not used as rewards or punishments	Food Activities <b>p56</b> Recipes to cook with children <b>p79</b>

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## Quality Area 2 Children's Health and Safety

### Element 2.2.2

#### Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child

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Regular movement and physical activities programmed and implemented	Planning Physical Activity <b>p172</b>
Program includes physical activity for children's different needs (e.g. abilities and age)	Programming Physical Activity <b>p176</b>
Program includes balance of quiet play with energetic outdoor play	
Children have regular opportunity for outdoor play	
Physical play to include dance, drama and creative movement	
Physical activity includes activities to support gross motor skills and balance	Physical Activity Ideas <b>p179</b> Fundamental Movement Skills in Action Cards (activities using gross motor skills) <b>p188</b>
Children have the opportunity to plan and set up physical play	
Educators involved in physical activity with children	Educator involvement <b>p175</b>
Children's involvement in physical activity is encouraged (e.g. ability and comfort)	
Educators talk to children about their bodies and how physical activity is important to health	
Information on the importance of physical activity to child health and development is provided to families	Factsheets and Useful Contacts <b>p192</b> Communicating with Families <b>p54</b> and <b>p171</b>

## Quality Area 3 Physical Environment

### Standard 3.3

#### The service takes an active role in caring for its environment and contributes to a sustainable future

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Policies and practices promote understanding on how to care for the environment and promote life skills	Sample Nutrition, Food Handling and Hygiene Policy <b>p75</b>
Involve children in environment friendly activities	Food Activities:
Educator role model environment friendly practices	Growing Food and Herbs <b>p70</b>
	Environment <b>p72</b>
	Recycling <b>p72</b>

### Element 3.3.1

#### Sustainable practices are embedded in service operations

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Daily practices include sustainable practices (e.g. recycling, use of water/energy, nude food)	Sample Nutrition, Food Handling and Hygiene Policy <b>p75</b>
Children are involved in planned sustainable practices	Food Activities:
Educators share information with children about environment and human impact on environment	Growing Food and Herbs <b>p70</b>
	Environment <b>p72</b>
	Recycling <b>p72</b>

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**Quality Area 3**  
**Physical Environment**

**Element 3.3.2**

**Children are supported to become environmentally responsible and show respect for the environment**

Children are involved in planned activities to care and respect the environment and understand human impact on the environment

Educators share information with children about the environment and human impact on the environment  
Space to promote life skills including growing and preparing food, reducing waste and recycling

Sample Nutrition, Food Handling and Hygiene Policy **p75**

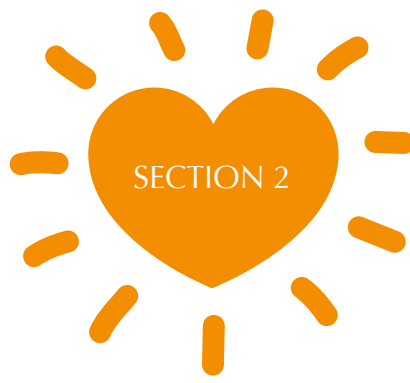
Food Activities:

Growing Food and Herbs **p70**

Environment **p72**

Recycling **p72**





## Nutrition, Food Handling and Hygiene



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### **Nutrition for Children**

Children develop eating habits early in life so it's important they learn about healthy eating and healthy food choices.

The *Australian Dietary Guidelines* and the *Australian Guide to Healthy Eating* are the most up to date dietary recommendations for Australians<sup>3</sup>. They have been developed to provide a guide to the types and amounts of foods that are needed for good health and reduce the risk of developing chronic disease.

These guidelines should be used to guide menu planning in OSHC services to ensure healthy, safe food is offered to children.

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## Australian Dietary Guidelines

### Guideline 1

**To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs.**

- Children and adolescents should eat sufficient nutritious foods to grow and develop normally. They should be physically active every day and their growth should be checked regularly.
- Older people should eat nutritious foods and keep physically active to help maintain muscle strength and a healthy weight.

### Guideline 2

**Enjoy a wide variety of nutritious foods from these five food groups every day.**

- Plenty of vegetables of different types and colours, and legumes/beans
- Fruit
- Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
- Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat
- And drink plenty of water.

### Guideline 3

**Limit intake of foods containing saturated fat, added salt, added sugars and alcohol.**

- a. Limit intake of foods high in saturated fat such as many biscuits, cakes, pastries, pies, processed meats, commercial burgers, pizza, fried foods, potato chips, crisps and other savoury snacks.
  - Replace high fat foods, which contain predominately saturated fats such as butter, cream, cooking margarine, coconut and palm oil with foods which contain predominately polyunsaturated and monounsaturated fats such as oils, spreads, nut butters/pastes and avocado.
  - Low fat diets are not suitable for children under the age of 2 years.
- b. Limit intake of foods and drinks containing added salt
  - Read labels to choose lower sodium options among similar foods.
  - Do not add salt to foods in cooking or at the table.
- c. Limit intake of foods and drinks containing added sugars such as confectionary, sugar-sweetened soft drinks and cordials, fruit drinks, vitamin waters, energy and sports drinks.
- d. If you choose to drink alcohol, limit intake. For women who are pregnant, planning a pregnancy or breastfeeding, not drinking alcohol is the safest option.

### Guideline 4

**Encourage, support and promote breastfeeding.**

### Guideline 5

**Care for your food; prepare and store it safely.**





# Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts



NHRMC, 2013<sup>3</sup>

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## Australian Guide to Healthy Eating

The *Australian Guide to Healthy Eating* (AGHE) is a food selection guide based on the *Australian Dietary Guidelines*. It is a pictorial guide showing the proportion of the five food groups needed for good health. The AGHE encourages eating a wide variety of foods from the five food groups every day.

If your OSHC service cares for children from an indigenous background you can use the Indigenous Guide to Healthy Eating. See <https://www.eatforhealth.gov.au/accessible-versions-australian-dietary-guidelines-resources>

To explain the *Australian Guide to Healthy Eating* to children you can use the terms *Everyday foods* and *Sometimes foods*. See Food activities based on the AGHE (p59).

**Everyday foods** are the foods in the five food groups, that is foods inside the circle of the AGHE.

**Sometimes foods** are the foods and drinks that do not fit into the five food groups, and are found outside the circle at the bottom of the AGHE.

Healthy eating key messages of the *Australian Guide to Healthy Eating*:

- Eat a variety of foods (*Everyday foods*) from the five food groups every day
- Drink plenty of water
- Limit *Sometimes foods*

### Everyday Foods

What foods are in the five food groups?

#### Grains Group (cereal)

- Breads e.g. wholegrain, wholemeal, rye, pita, lavash, naan, focaccia, crispbreads, damper
- Breakfast cereals e.g. oats, porridge, muesli, wholewheat biscuits
- Grains e.g. rice, barley, corn, polenta, buckwheat, spelt, millet, sorghum, triticale, rye, quinoa, semolina
- Cereal products e.g. pasta, noodles, couscous, bulgur, English muffin, crumpet, rice cakes, popcorn, flour, oats, quinoa and barley.

#### Vegetable Group

- Green vegetables e.g. broccoli, brussel sprouts, bok choy, cabbages, kale, lettuce, silverbeet, spinach, snow peas, green peas and green beans, zucchini
- Root vegetables e.g. potato, sweet potato, carrots, beetroot, onions, shallots, garlic, bamboo shoots, swede, turnip, cassava, taro
- Legumes e.g. split peas, red kidney, soy, lima and cannellini beans, chickpeas, lentils, and tofu
- Other vegetables e.g. tomato, celery, cucumber, cauliflower, avocado, capsicum, eggplant, mushrooms, okra, pumpkin.

#### Fruit Group

- Apples, pears, oranges, mandarins and grapefruit
- Stone fruit e.g. plums apricots, cherries, peaches and nectarines

- 
- Bananas, paw paw, mangoes, pineapple and melons
  - Berries, grapes and passion fruit.

### **Milk, Yoghurt, Cheese and / or Alternative Group**

- Milks including reduced fat or full cream, plain and flavoured, long life, powdered milk and evaporated milk, soy beverages (fortified with at least 100 mg calcium/100 mL)
- Yoghurt including reduced fat or full cream, plain and flavoured ,soy yoghurt (calcium fortified)
- Cheese including reduced fat or full fat, hard cheeses (e.g. cheddar, Edam, Gouda) and soy cheeses (calcium fortified).

### **Lean meat, Poultry, Fish, Eggs, Tofu, Nuts, Seeds and Legumes and Beans Group**

- Lean meats e.g. beef, lamb, veal, pork and kangaroo
- Poultry e.g. chicken, turkey, duck, emu and goose
- Seafood e.g. fish, prawns, crab, scallops, lobster, oysters, mussels and clams
- Eggs
- Nuts e.g. almonds, walnuts, macadamias, hazelnuts, cashews, brazil nuts, peanuts, pine nuts and nut spreads
- Seeds e.g. pumpkin seeds, sesame seeds, sunflower seeds
- Legumes e.g. split peas, red kidney, soy, lima and cannellini beans, chickpeas, lentils, and tofu.

### **Sometimes Foods**

*Sometimes foods* are the foods and drinks that do not fit into the five food groups, and are found outside the circle at the bottom of the AGHE. These may be referred to as discretionary foods.

There are two groups outside the circle under the headings:

1. Use small amounts, and
2. Only sometimes and in small amounts

*Use small amounts* refers to unsaturated fats including oils and spreads. For more information on fats, see p23.

*Only sometimes and in small amounts* refers to foods and drinks that are not vital for good health. These foods may add to the enjoyment of eating but offer little or no nutrition other than kilojoules (energy). Most Australians eat too many *Sometimes foods* and this may mean they are replacing nutritious foods from the five food groups.

### **Sometimes Foods and Drinks**

#### **Foods**

- Lollies, chocolate
- Sweet spreads e.g. jam,
- Sweet sauces and dressings
- Cakes, biscuits, muffins, doughnuts
- Muesli bars
- Desserts, ice creams
- Cream/sour cream
- Pastries e.g. sweet and savoury pies

- 
- Processed meats and sausages
  - Burgers, pizza, fried foods
  - Potato chips
  - Cream, butter

#### Drinks

- Soft drinks and cordials
- Fruit juice drinks
- Vitamin waters and flavoured mineral waters
- Energy and sports drinks

### Variety

To eat a healthy diet children need to eat a variety of nutritious foods and drinks. This means eating foods from the five food groups and eating variety from each group. Children may be reluctant to try new foods. OSHC is an ideal setting where children can be exposed to new foods.

Try to offer children new foods – the more children are offered a new food, the more likely they will accept it, especially if they see peers or role models (particularly educators) enjoying the food.

Enjoying foods from different cultures is a good way to introduce children to different flavours, textures and aromas. Providing food from diverse cultural backgrounds recognises and respects people of various cultures. It also provides an opportunity for children to learn about other cultures.

### Snacks

Healthy snacks throughout the day are an important part of a child's daily nutritional intake. It is very difficult for children to eat enough healthy foods at main meals to meet their growth and development needs. Healthy snacks are based on *Everyday foods* (the five food groups).

Studies of children's eating habits have shown that children do not eat enough vegetables, fruit and wholegrain foods. In addition, children are receiving about 40% of their energy needs from *Sometimes foods*<sup>4,5</sup>.

Encourage children to try wholegrain varieties. Choose products labelled 'wholegrain' or 'wholemeal' or check the ingredient list for wholegrains (that is, they include the whole grain such as oats, rye or wholewheat).

The recommended daily vegetable intake is 4 ½ serves for children in the age range of 4-8 years and 5 serves for children in the age range of 9-11 years<sup>3</sup>. This equals about 2 cups or more of vegetables each day. Children would find it difficult to eat this amount of vegetables in a single meal. To ensure a child's vegetable intake is met, it is essential to include vegetables as snacks.

Dental health also needs to be considered when planning snacks. Sweet sticky foods can cause tooth decay. Ideally children should be taught to brush their teeth after snacks, however this is not always practical. Providing water for children to drink and rinse their mouths with after snacks helps to protect teeth<sup>6</sup>.

When planning snacks for children ensure to provide:

- A variety of colours, textures and flavours
- *Everyday foods* (the five food groups) and avoid *Sometimes foods*
- Fruits and vegetables
- Wholemeal or wholegrain foods to provide children with more iron and fibre
- Water

## Drinks

Healthy drinks include water and plain milk. It is recommended serving reduced fat milk.

### Water

It doesn't matter how old you are – water is essential for life. Water is the best drink for children attending OSHC. Drinking water is the best way to quench thirst.

Water doesn't come with all the sugar and energy (kilojoules) found in fruit juice drinks, soft drinks, sports drinks and flavoured mineral waters. Drinking tap water (with fluoride) helps strengthen teeth and bones<sup>7</sup>.

Make water an attractive choice for children by:

- Using decorative water jugs
- Serving it chilled or with ice in summer
- Adding lemon, mint leaves or other fruits such as oranges for flavour
- Using fun shaped ice cubes.

	Serves per day		
	4-8 years	9-11 years	12-13 years
Boys	2	2 ½	3 ½
Girls	1 ½	3	3 ½

### Milk

While milk is important for calcium intake, too much can lead to a poor appetite. Reduced fat milk is the best choice for children over the age of 2 years as it is lower in saturated fat and kilojoules (energy). Children over the age of 5 years can have skim dairy products.

How much milk, yoghurt, cheese and/or alternatives should children eat each day?  
What is a serve of milk, yoghurt, cheese and/or alternatives (500–600 kJ)\*?

1 cup (250 mL) fresh, UHT long-life or reconstituted powdered milk or buttermilk  
½ cup (120 mL) evaporated milk  
2 slices, or 4x3x2cm piece (40 g) hard cheese  
½ cup (120 g) ricotta cheese  
¾ cup (200 g tub) yoghurt or custard  
1 cup (250 mL) soy beverage or beverages made from rice or other cereals which contain at least 100 mg of added calcium per 100 mL

\*Choose mostly reduced fat and/or skim dairy products

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## Sugar in Drinks

All sweet drinks, such as fruit drinks, cordials, soft drinks, sports drinks, vitamin waters and flavoured mineral waters are high in energy (kilojoules). These drinks can increase the risk of tooth decay and obesity (see Dental Health p29).

The School Physical Activity and Nutrition Survey in 2010 of school aged children found fruit juice was a popular beverage, especially among younger students (Years K to 4). Soft drinks, cordials, and sports drinks were consumed on a daily basis by 10 - 20% of students, with approximately 5% reporting they drank 2 or more cups per day.<sup>8</sup> Children and young people were the group most likely to exceed the World Health Organisation's recommendation of consuming no more than 10% of energy (kilojoules) from sugar. Sugar sweetened drinks were the main source of sugars.<sup>9</sup>

**A sugar sweetened drink ban** exists in NSW Department of Education (DoE) schools.<sup>10</sup> This includes all drinks served from the school canteen and vending machines. This ban on sugar sweetened drinks applies to OSHC services on NSW DoE school grounds. It is recommended that all OSHC services do not serve sugar sweetened drinks.

Sugar sweetened drinks are defined as those with more than 300kj per serve or 100mg sodium per serve

- Soft drinks
- Energy drinks
- Fruit drinks
- Flavoured mineral waters
- Sports drinks
- Cordials
- Iced teas
- Sweetened waters
- Sports waters
- Flavoured crushed ice drinks

The ban does not include flavoured milks, which are a better choice as a drink because they contain calcium and protein, but should still be limited due to the sugar content.

## A Closer Look at Fats, Sugars and Salt

In general Australians eat too much saturated fat, sugar and salt and this is reflected in the *Australian Dietary Guidelines*, which recommend limiting foods containing saturated fat, added salt and sugar.

Eating too much saturated fat, sugar and /or salt can increase the risk of disease later in life including heart disease, diabetes, stroke and obesity. A large amount of saturated fats, sugars and salt in our diet comes from *Sometimes foods*.

*Sometimes foods* are the foods and drinks that do not fit into the five food groups, and are found outside the circle at the bottom of the AGHE (under headings: *Use small amounts* and *Only sometimes and in small amounts*).



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## Fats

We all need to eat some fat every day. Fat is essential for nerves, brain and skin cells and to protect the organs. Fat also provides fat soluble vitamins and adds to the texture and taste of food. However, the type of fat we consume is important as it has the potential to improve health and specifically heart health.

What are the main types of fat?

There are four main types of fat found in food:

- Saturated fat
- Trans fats
- Unsaturated fats, which includes: polyunsaturated fats, monounsaturated fats

Replacing foods that contain saturated fats and trans fats with healthier unsaturated fats is recommended in the *Australian Dietary Guidelines*. For example replacing butter, cream, coconut or palm oil with foods that contain healthy polyunsaturated and monounsaturated fats such as spreads, avocados and polyunsaturated oils. Limiting the intake of cakes, pastries, potato crisps, processed meats, commercial burgers and pizza is also recommended.

### Saturated Fat

Eating a lot of saturated fat increases blood cholesterol, in particular increasing the bad LDL cholesterol.

Choosing foods with healthier fats instead, helps to balance blood cholesterol by increasing the good HDL cholesterol and lowering the bad LDL cholesterol. This reduces the risk of heart disease.

Saturated fat mainly comes from:

- the fat you can see on meat and chicken
- dairy products
- some plant foods like palm and coconut oil
- processed foods like biscuits, pastries
- takeaway foods that have used ingredients like butter, palm oil (often simply called vegetable oil)

### Trans Fat

To reduce the risk of heart disease, limit intake of trans fat. Trans fat increases the risk of heart disease by increasing the bad LDL cholesterol and lowering the good HDL cholesterol in the blood.

Small amounts of trans fats naturally occur in dairy products, beef, veal, lamb and mutton. The way some fats and oils are processed during manufacturing produces artificial or 'industrially produced' trans fats. They are in foods that use partially hydrogenated vegetable fats, like deep-fried foods and baked foods like biscuits, cakes and pastries.

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### Tips for eating less saturated and trans fats

- Choose reduced fat milk, cheese and yoghurt.
- On packaged food products in the supermarket, check the ingredients list for 'hydrogenated oils' or 'partially hydrogenated vegetable oils' and avoid foods with these.
- Eat less cakes, biscuits and pastries. Also limit takeaway foods like hamburgers, pizza and hot chips. These foods should only be eaten sometimes and in small amounts.
- 50% of the fat content in butter is saturated fat and 4% is trans fat. Swap butter for a margarine spread made from canola, sunflower, olive or dairy blends.
- Trim all the fat you can see off meat, and remove skin from chicken.
- Avoid processed meat (e.g. sausages and salami).
- Choose legume or bean-based meals twice a week.

### Polyunsaturated and Monounsaturated Fats

Healthier fats include monounsaturated fats and polyunsaturated fats (omega-3 and omega-6).

These fats help the cholesterol balance in the blood by decreasing the bad LDL cholesterol and increasing the good HDL cholesterol.

Sources of monounsaturated fat

- Avocados
- Almonds, cashews and peanuts
- Cooking oils made from plants or seeds like canola, olive, peanut, soybean, rice bran, sesame and sunflower.

Sources of polyunsaturated fat (both omega-3 and omega-6)

- Fish
- Tahini (sesame seed spread)
- Linseed (flaxseed) and chia seeds
- Soybean, sunflower, safflower, and canola oil, and margarine spreads made from these oils
- Pine nuts, walnuts and brazil nuts.

### Tips for eating more healthy fats

- Include 2–3 serves of fish a week (100–150 g per serve).
- Use oils and margarine spreads made from olive, sunflower, canola and safflower in cooking and on sandwiches and toast, instead of butter. If you don't like the taste of margarine on sandwiches, try tahini or avocado.
- Choose wholegrain bread with linseeds.

On ingredients lists on food packages fat can be listed under other names, see p27.

## Sugars

The *Australian Dietary Guidelines* recommends limiting added sugars. Like fats, added sugars can increase the energy (kilojoules) of our diet. A high intake of added sugar can cause tooth decay and weight gain. Eating a lot of foods with added sugar may mean missing out on more nutritious foods from the five food groups.



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### **What foods and drinks contain added sugar?**

- Lollies, chocolate
- Sweet spreads e.g. jam
- Sweet sauces and dressings
- Cakes, biscuits, muffins, doughnuts
- Pastries, pies
- Muesli bars
- Desserts, ice creams

### **Drinks**

- Soft drinks
- Energy drinks
- Fruit drinks
- Flavoured mineral waters
- Sports drinks
- Cordials
- Iced teas
- Sweetened waters
- Sports waters
- Flavoured crushed ice drinks

Added sugars are often found in processed packaged foods referred to as hidden sugar. On ingredients lists on food packages sugar can be listed under other names, see p27.

## **Salt**

The *Australian Dietary Guidelines* recommends limiting the intake of foods and drinks containing added salt. Too much salt in the diet can cause high blood pressure and reducing salt intake can reduce risk of stroke and heart disease. Most salt in the diet is from salt added to processed packaged foods.

### **Foods high in salt**

- Processed meats (e.g. bacon, ham, devon)
- Bread and breakfast cereals
- Crackers and crispbreads
- Cheese
- Sauces and spreads
- Chips and crisps
- Foods canned in salt or brine.

When buying processed packaged foods, use the nutrition information panel (see p28) to compare salt (sodium) content or choose foods labelled with:

- No added salt
- Reduced salt

### **Ways to Cut Down on Salt**

#### **Choose Herbs and Spices**

There is no need to add salt when cooking at home or at the dinner table. Rather than adding salt when you cook, use lemon juice, garlic, vinegar, or herbs and spices.

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### Train Your Tastebuds

When you regularly eat salty foods, you can develop a taste for it. This is especially important for children, whose tastes are being trained for life.

The good news is you don't have to cut out salt all at once. If you reduce gradually, your tastebuds will adjust in only a few weeks.

### Check the Food Label

Look for foods labelled 'no added salt' or 'salt reduced'. Use the 'per 100 g' column of the nutrition information panel to choose lower salt products.

### Stick to Fresh Where Possible

Include a wide variety of fresh fruit and vegetables, meat, poultry and fish and legumes and lentils.

### Know Where Your Salt Comes From

High levels of salt are often added to foods such as packet soups and sauces, pies, sausage rolls, sausages, processed meat, pizzas and frozen meals.

Limiting salty snacks like chips, pretzels, crackers and dips, will also help cut down salt.

It may not be obvious that processed foods are high in salt. On the ingredients lists on food packages salt can be listed under other names, see p27.

## Food Labels

Food labels will help you make healthy choices. All packaged foods must contain the following information:

- What the food is and some include direction or ideas for using a food product
- Name and street address in Australia or NZ of **the supplier** of the food (e.g. the manufacturer, marketer or importer)
- A list of the **ingredients**, in decreasing order from the most to the least in quantity
- A statement of the **shelf life** of the product, either a 'use by' or a 'best before' date
- The nutrition information panel with the content of the basic nutrients in the food, per serving and also per 100 g of that food
- **Warning and advisory statements** about substances that may be harmful to people with allergies and food sensitivities, such as nuts
- Where the food is grown, produced, made or packed and what proportion of ingredients come from Australia is also being added to food labels.



## Using the Ingredients List to Choose Healthy Food

All food packages have an ingredients list. The ingredients are listed in order from most to least. If fat, sugar or salt are listed in the top of the ingredients list, then it is likely the food or drink is not a healthy choice.

Often other words for fat, sugar and salt are used in the ingredients list. Be aware of these when you are choosing foods. Also remember that some of the healthiest options, like fresh fruit and vegetables don't have labels.

Examples of other names for fat:

<b>Saturated fat</b>		<b>Unsaturated fats (mono and polyunsaturated)</b>	
Butter	Chocolate	Sunflower oil	Sesame oil
Milk solids	Carob	Safflower oil	Olive oil
Palm oil	Copha	Soybean oil	Mustard oil
Coconut oil	Beef fat	Canola oil	
Vegetable oil	Tallow	Rice bran oil	
Ghee	Dripping/lard	Peanut oil	
Cream/ sour cream	Shortening	Polyunsaturated vegetable oil	
<b>These should be avoided</b>		<b>These fats are a healthier choice and can be used in small amounts</b>	

Examples of other names for sugar:

Sucrose	Honey	Cane sugar
Glucose	Syrup	Castor sugar
Lactose	Maltose	Brown sugar
Fructose	Malt extract	Raw sugar
Treacle	Mannitol	Sweetened condensed milk
Molasses	Sorbitol	

Examples of other names for salt:

Sodium	Sea salt	Sodium ascorbate
Na	Garlic salt	Sodium lactate
Monosodium glutamate	Vegetable salt	Sodium nitrate
MSG	Celery salt	
Sodium bicarbonate	Celtic salt	
Baking powder	Rock salt	

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## Using the Nutrition Information Panel to Choose Healthy Food

Use the per 100 g column to compare products.

Fats:

- Choose products low in fat, aim for less than 10 g total fat per 100 g
- Choose products with the lowest saturated fat. Less than 3 g saturated fat per 100 g is ideal
- For milk, yoghurt and ice cream, aim for products with less than 2 g total fat per 100 g

Sugars:

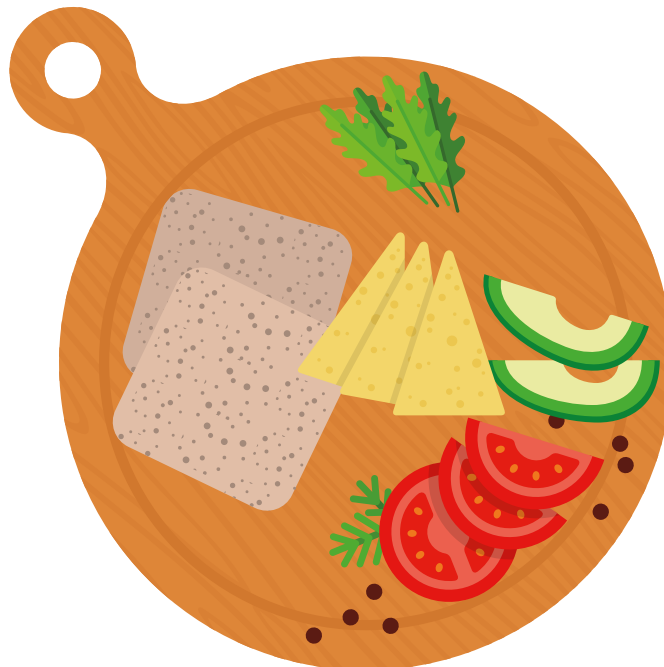
- Choose products low in sugar, aim for less than 15 g sugar per 100 g

Salt:

- Choose products low in salt, aim for products with less than 200 mg sodium per 100 g

Fibre: Use the per serve amount.

- Choose products with the most fibre
- Choose breads and cereals with at least 4 g fibre per serve.





# HOW TO UNDERSTAND FOOD LABELS

## What to look for...

Don't rely on health claims on labels as your guide. Instead learn a few simple label reading tips to choose healthy foods and drinks, for yourself. You can also use the label to help you lose weight by limiting foods that are high in energy per serve.

Nutrition Information		
Serving size – 30g (2/3 cup)		
	Per serve	Per 100g
<b>Energy</b>	432kJ	1441kJ
<b>Protein</b>	2.8g	9.3g
<b>Fat</b>		
Total	0.4g	1.2g
Saturated	0.1g	0.3g
<b>Carbohydrate</b>		
Total	18.9g	62.9g
Sugars	3.5g	11.8g
<b>Fibre</b>	6.4g	21.2g
<b>Sodium</b>	65mg	215mg
<b>Ingredients:</b> Cereals (76%) (wheat, oatbran, barley), psyllium husk (11%), sugar, rice, malt extract, honey, salt, vitamins.		
<b>Ingredients ▲</b> Listed from greatest to smallest by weight. Use this to check the first three ingredients for items high in saturated fat, sodium (salt) or added sugar.		

**Total Fat ▶**  
Generally choose foods with less than **10g per 100g**.  
For milk, yogurt and icecream, choose less than **2g per 100g**.  
For cheese, choose less than **15g per 100g**.

**Saturated Fat ▶**  
Aim for the lowest, per 100g. **Less than 3g per 100g is best.**

*Other names for ingredients high in saturated fat:* Animal fat/oil, beef fat, butter, chocolate, milk solids, coconut, coconut oil/milk/cream, copha, cream, ghee, dripping, lard, suet, palm oil, sour cream, vegetable shortening.

**Fibre ▶**  
Not all labels include fibre. Choose breads and cereals with **3g or more per serve**

**◀ 100g Column and Serving Size**  
If comparing nutrients in similar food products **use the per 100g column**. If calculating how much of a nutrient, or how many kilojoules you will actually eat, use the per serve column. But check whether your portion size is the same as the serve size.

**Energy**  
Check how many kJ per serve to decide how much is a serve of a 'discretionary' food, which has 600kJ per serve.

**Sugars**  
Avoiding sugar completely is not necessary, but try to avoid larger amounts of added sugars. If sugar content per 100g is more than 15g, check that sugar (or alternative names for added sugar) is not listed high on the ingredient list.

**◀ Sodium (Salt)**  
Choose lower sodium options among similar foods. **Food with less than 400mg per 100g are good, and less than 120mg per 100g is best.**

*Other names for added sugar:* Dextrose, fructose, glucose, golden syrup, honey, maple syrup, sucrose, malt, maltose, lactose, brown sugar, caster sugar, maple syrup, raw sugar, sucrose.

*Other names for high salt ingredients:* Baking powder, celery salt, garlic salt, meat/yeast extract, monosodium glutamate, (MSG), onion salt, rock salt, sea salt, sodium, sodium ascorbate, sodium bicarbonate, sodium nitrate/nitrite, stock cubes, vegetable salt.

Source and reprinted with permission from NHMRC, 2015 <sup>11</sup>

## Health Star Rating System

The Health Star Rating System uses stars to show the nutritional profile of packaged food<sup>12</sup>. The rating takes into account the energy, saturated fat, sodium and sugars, as well as nutrients important for health such as dietary fibre, protein and proportion of fruit, vegetables, nuts and legumes.

The system is voluntary and packaged foods range from ½ to 5 stars. The more stars the healthier the choice. The Health Star Rating System provides a quick way to compare the nutrition of similar packaged foods.

Whole foods such as fresh fruit and vegetables do not need to display the stars as they are an important part of the diet as shown in the *Australian Dietary Guidelines*.

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### Using the Health Star Rating System

You can make healthier choices by using the Health Star Rating System to compare the overall nutritional profile of packaged food products.

Try these tips next time you go shopping.

- Look for the Health Star Ratings on the front of packaged food products.
- Use the Health Star Ratings to compare similar food products. Remember, the more stars, the healthier the choice.
- Use the nutrition information panel to choose products that contain less sodium, saturated fat and/or sugars.

The Health Star Ratings are one tool to assist you in following a healthy diet, and consideration should be given to eating a wide variety of nutritious foods, many of which may not be packaged.

For more information on the Health Star Rating System visit <http://www.healthstarrating.gov.au/internet/healthstarrating/publishing.nsf/Content/making-healthier-choices-easier>

### Dental Health

Oral health affects overall wellbeing and diet plays a key role in affecting dental health both positively and adversely.

The *Australian Dietary Guideline 3 (c)* states:

**Limit intake of foods and drinks containing added sugars such as sugar sweetened soft drinks and cordials, fruit drinks, vitamin waters, energy and sports drinks<sup>3</sup>.**

The link between sugar and dental caries has long been known, however it is not just what you eat but when you eat and other oral health habits that affect dental health<sup>13</sup>.

Acidic foods and drinks (e.g. soft drinks, fruit drinks, sports drinks and cordials) cause dental erosion. Sticky foods can cause dental caries because they stick to teeth and may not be removed even with brushing.

How frequently sugar and acidic foods and drinks are eaten is as important as the amount eaten. It takes about 30 minutes to an hour to restore normal pH in the mouth after eating<sup>13</sup>. If sugary/acidic foods are offered, it is best to eat them at meals rather than as a snack to reduce the frequency of erosion.

Saliva is protective by neutralizing acid. Certain foods stimulate saliva production. These include calcium rich foods and in particular cheese, fresh fruit and vegetables.

Fluoride is beneficial in preventing acid erosion. In Australia most of the water supply is fluoridated and toothpastes contain fluoride.

#### **For good dental health at OSHC:**

- After breakfast allow children to brush their teeth
- Limit sugary and acid foods, especially between meals
- Limit sticky foods e.g. fruit straps, chewy muesli bars, dried fruit, lollies

- 
- Choose healthy snacks (e.g. afternoon tea) including fruits, vegetables, cheese and yoghurt
  - Encourage small amounts of cheese after meals or snacks
  - Serve only water and milk as drinks
  - Avoid sugar, soft drinks, fruit drinks, sports drinks and energy drinks

## Specific Dietary Needs

Some children attending OSHC may have specific dietary needs due to illness, allergies, intolerances, religion, culture or parental preferences. It is essential that services collect and document information (see p35) from parents and health professionals and make all educators aware to ensure the needs of children are supported.

### Food Allergies

Food allergies are **immune** reactions to the protein components of individual foods. The most common foods capable of causing allergies are peanut and tree nuts, egg, milk, fish, shellfish, sesame, wheat and soy.

Symptoms range from mild to potentially life threatening. Some children can develop acute, severe reactions unexpectedly, sometimes on the very first time they eat the food.

Food allergies must always be taken seriously, even in children who have only experienced mild reactions in the past. Eating the offending food can lead to anaphylaxis, which can quickly become life-threatening, requiring emergency first aid treatment.

Typical symptoms include rapidly spreading welts, swelling, breathing difficulties and in extreme cases, allergic shock and collapse.

Under the Education and Care Services National Regulations at all times there should be at least one educator in attendance who has undertaken anaphylaxis management training.<sup>14</sup>

### Caring for a Child with Food Allergies

Management involves **complete avoidance** of the offending food(s). Listen carefully to the family concerns, and make sure they bring a doctor's letter or certificate documenting which food(s) the child is allergic to. Collect information using or adapting the Sample Care Plan for Children with other Specific Dietary Needs (p35). Educators should meet with the family of each child at risk of anaphylaxis to discuss the action plan and complete a risk minimisation plan.

Download the *ASCIA Action Plans for Anaphylaxis*<sup>15</sup> [www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis](http://www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis)

Download *Risk Minimisation Plan*<sup>16</sup> and *Medical Conditions: Risk Management Strategies*<sup>17</sup> <http://networkofcommunityactivities.org.au/health-and-safety/>

Also see NSW Department of Education *Anaphylaxis Guidelines for Early Childhood Education and Care Services*<sup>18</sup>

[https://www.det.nsw.edu.au/media/downloads/what-we-offer/regulation-and-accreditation/early-childhood-education-care/anaphylaxis\\_guide.pdf](https://www.det.nsw.edu.au/media/downloads/what-we-offer/regulation-and-accreditation/early-childhood-education-care/anaphylaxis_guide.pdf)

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The Action Plan should include the child's photograph, documented confirmed allergens, parent and medical practitioner contact details as well as first aid response including any prescribed medications. These need to be kept updated and should be displayed appropriately for educators as well as the families of other children. Where appropriate other children at the service, should be made aware of the serious consequences of accidental exposure.

Educators should be trained on how to recognise and respond to mild, moderate or severe allergic reactions, including training in the use of adrenaline auto injector devices (EpiPen/Anapen). Where access to face-to-face anaphylaxis training is unavailable or if educators require interim or refresher training, ASCIA anaphylaxis e-training for schools and childcare services is available from the ASCIA website ([www.allergy.org.au](http://www.allergy.org.au))

Art and craft materials should be carefully checked to make sure they do not include milk cartons, egg crates or nut shells. No peanut butter or other food allergens (e.g. other nuts, egg, milk, and sesame) should be used in cooking activities, food activities or games. Note however, anaphylaxis is very unlikely to occur from skin contact to foods or exposure to food odours.<sup>19</sup>

When food is provided, the food prepared for that child should not contain the offending ingredients (allergens).

Policies should be put in place to ensure that the OSHC environment is safe for the child. Educators involved in menu planning and food preparation should know how to read food labels, how to provide substitutes to maintain good nutrition, and be aware of the possibility of cross-contamination in the kitchen and eating areas.

Educators also need to be aware that if a child has a food allergy, all ingredients used in recipes need to be checked to ensure they do not contain traces of the relevant food allergen. For severely allergic children, families may want to provide food prepared from home.

Meals prepared at the service which contain ingredients with 'May contain traces of nuts' on a label should not be given to nut allergic children but can be served to other children.<sup>19</sup>

Educators should discuss appropriate recipes and menus with the family. The child should be supervised during meal times and should only be given food that has been checked and does not contain the offending allergen(s).

While egg, peanut and milk are the most common food allergies, peanuts and tree nuts are the most likely foods to cause fatal anaphylaxis. As a result, OSHC services may implement specific risk-minimisation strategies for nut products, but not other allergens (e.g. removal of nut products).<sup>19</sup>

Children should be educated about allergies and anaphylaxis and strategies to minimise accidental exposure. This includes hand washing before and after meals, and not sharing or swapping foods.



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## **Food Intolerances**

Food intolerances do not involve the immune system and do not cause severe allergic reactions. They can be caused by natural food chemicals such as salicylates, amines or glutamates (natural MSG), or they can be additives such as added MSG preservatives, colourings or flavourings. In sensitive children, reactions to these substances can develop over time from the cumulative effects of many foods in the child's daily diet.

FODMAPS (Fermentable Oligosaccharides, Disaccharides, Monosaccharides and Polyols) is another common food intolerance in children which means some children have difficulty managing food high in the natural sugar fructose and some other sugars and starches.

Unlike allergies, food intolerances are rarely life-threatening, though they can be very distressing for the child as well as the family. In children, common symptoms include irritable, hyperactive or erratic behaviour, sleep disturbance, upset stomach, loose motions, feeling sick, skin rashes and blocked nose.

### **Caring For a Child with Food Intolerances**

There is no single 'right' diet for children with food intolerances. Once a child's intolerances are correctly identified, management involves a reduction in daily intake of the offending chemicals from all relevant food sources. Unlike allergies, complete avoidance of specific foods is rarely necessary.

The specific dietary changes required may be simple. For example, cutting out fruit juices or processed foods or they may involve extensive modification of the child's entire diet, depending on the degree of sensitivity. OSHC educators should take note of the family's concerns and find out what kind of reaction might occur if the child consumes too much of the offending food substances.

Certain foods like milk (and other dairy products), soy or wheat can cause either allergies or intolerances in susceptible children. In these circumstances educators should ask families to provide a medical certificate specifying the exact nature of the problem and the degree of care that needs to be taken with the relevant foods.

If a child's diet is significantly restricted, or if there is a complex problem with food allergies as well as intolerances, the advice of a dietitian experienced in children's nutrition should be sought to make sure the child's nutritional needs are being met.

## **Coeliac Disease**

Coeliac disease is not an allergy or intolerance. It is a condition in which gluten (a protein found in wheat and certain other cereals) causes damage to the lining of the small bowel. The damage interferes with the normal digestion and absorption of food, usually resulting in diarrhoea and poor nutrition.

To manage coeliac disease a strict gluten-free diet must be followed. On this special diet the child can grow and develop normally.

Gluten can be found in wheat, rye, barley and oats. The main foods to avoid include wheat cereals, flour, bread and biscuits. Many pre-packaged foods also contain gluten.

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Fresh meat, fish, eggs, dairy products, rice, corn, fruit and vegetables are all naturally gluten free. It is important that a child with coeliac disease still enjoys a variety of foods from the five food groups to ensure normal growth and development.

Coeliac NSW & ACT. Helpline 1300 458 836  
<http://nswact.coeliac.org.au/coeliac-disease/>

### **Dealing with Specific Dietary Needs**

In addition to food allergies, intolerances and coeliac disease, there are other medical conditions where a special diet needs to be followed. These conditions include but are not limited to cystic fibrosis, diabetes and asthma.

In all cases the requirements for a special diet need to be supported and documented by a health professional such as a general practitioner or dietitian.

### **Summary of what to do if a child in your care has specific dietary needs**

- Ask about dietary needs at enrolment, use the Sample Care Plan for Children with other Specific Dietary Needs on p35.
- Obtain certification for the special diet from a health professional.
- Obtain detailed written information from the family on the diet to be followed while at OSHC.
- Involve parents, educators and the child in developing a care plan for the child and use:
  - » Risk Management Plan and refer to Medical Conditions: Risk Management Strategies <http://networkofcommunitiyactivities.org.au/health-and-safety/>
  - » ASCIA action plans for a child with a food allergy [www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis](http://www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis)
  - » Ensure written instructions on a child's special dietary needs are easily accessible to all educators.
- Every six to twelve months ask the family whether the diet has been reviewed and obtain details of any changes.
- For information on specific special diets See Useful Contacts p194.

## Sample Care Plan for Children with Specific Dietary Needs

### 1. Personal details

Child's last name: ..... Child's given names: .....

Date of birth: ..... Parent's name: .....

Address: .....

Home phone: ..... Work phone: ..... Mobile phone: .....

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### 2. Reason for child's special diet

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### 3. What foods and substance should the child avoid?

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### 4. What foods and substance should the child include?:

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### 5. What alternative foods can be used? (e.g. eggs, dairy food, beans, nuts, tofu as alternative for products for vegetarians)

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### 6. How long will the child be on this special diet?

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### 7. Who will provide the food for the child while they are in OSHC? (*Circle response*)

Breakfast	Parent / OSHC service
Lunch (in vacation care)	Parent / OSHC service
Afternoon tea	Parent / OSHC service
Drinks	Parent / OSHC service

---

### 8. Does the child's special diet need any other consideration? (e.g. eating times, additional supervision)

---

### 9. Do you want to discuss or plan strategies for programs involving food? (e.g. parties, cooking and food activities)

---

### 10. If the child is accidentally exposed to food or substances that should be avoided, what would occur? (e.g. possible symptoms)

---

### 11. What action should be taken if the child is accidentally exposed to food or substances that should be avoided? (e.g. contact parents/doctor, no action required)

---

## Food Handling and Hygiene

OSHC educators have a duty of care to protect children against food-borne hazards such as food poisoning. Food handled correctly will ensure that the children and educators in OSHC receive high-quality and safe food.

### Food Poisoning

Food that causes illness may not look, smell or taste any different. Food poisoning can usually be prevented if care is taken when selecting, handling, storing and preparing food. The main cause of food poisoning is harmful bacteria. Small numbers of bacteria in foods are usually not a problem. However, if present in sufficient numbers, bacteria can cause food poisoning.

The bacteria that cause food poisoning can be found everywhere

- Skin, saliva, nostril, hair, faeces, urine, sweat
- Rubbish bins, dirt
- Animals and insects
- Food, especially raw foods e.g. raw meat, fish, and chicken
- Clothing
- Dish cloths and tea towels.

There are four things that bacteria need to multiply:

**1. Food** – bacteria grow fastest in **high risk foods**.

High risk foods include raw and cooked meat, chicken, fish and other seafood, milk, cheese, yoghurt and other milk based products, eggs, sauces, salad dressing, cooked pasta and rice, cut fruit and vegetables, processed food containing eggs, beans or other protein rich foods.

**2. Moisture** – all living things need moisture to grow. Low moisture foods like crackers, bread, cake, uncooked pasta and uncooked rice are not considered high risk.

**3. Temperature** – most bacteria like warmth and grow best between 5°C and 60°C. This is known as the *danger zone*. Room temperature is usually in the *danger zone*.

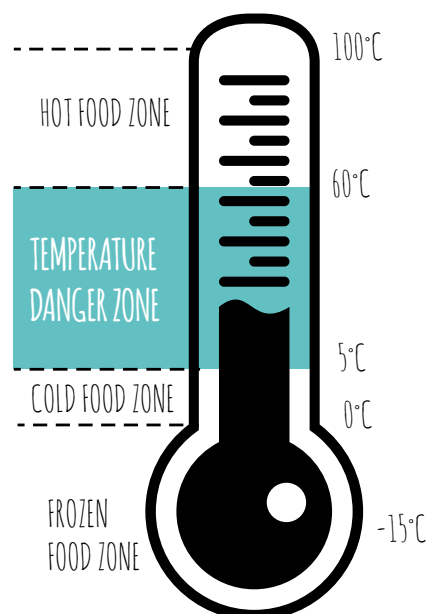
**4. Time** – bacteria double in number every 20 – 30 minutes. Leaving high risk food in the *danger zone* for more than two hours is risky, as bacteria will have enough time to increase in numbers to a dangerous level.

**Keep high risk foods out of the *danger zone*.**

- The temperature *danger zone* is between 5°C and 60°C. Bacteria that cause food poisoning grow rapidly in the *danger zone*.
- Cold food needs to be stored at 5°C or below.
- Hot food needs to be kept at 60°C or above.

**Remember the 2 Hour Rule**

- High risk food left in the temperature *danger zone* for longer than 2 hours is dangerous and should be thrown out.



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## Steps to Prevent Food Poisoning

Even though bacteria are found EVERYWHERE these simple steps can prevent food poisoning:

- Adequate food preparation facilities
- Good personal hygiene
- Safe food selection
- Safe food storage
- Safe food preparation
- Regular cleaning
- Waste and vermin.

These steps are outlined in more detail below and are summarised in the Food Handling and Hygiene Checklist for Out of School Hours Care (see p41) (with the corresponding numbers). Use this checklist regularly to review your services food handling practices.

### Food Preparation Facilities

1. Easy access to hot and cold running water enables you to wash your hands frequently during food preparation and to keep the food preparation equipment and areas clean.
2. A dishwasher or double bowl sink is recommended to thoroughly clean plates and cups. Dishwashers sanitise plates and utensils because of the high temperatures that they operate at. If a dishwasher is not available, use a two-step process of washing and rinsing. Wash dishes in hot (45°C) soapy water and rinse thoroughly with hot water (77°C), then allow to air dry.
3. Ensure soap is available for educators and children to wash their hands. Washing hands with soap helps remove bacteria from your hands.
4. Provide paper towels for educators and children to dry their hands. Re-using towels and tea towels can spread bacteria.
5. Check your refrigerator is large enough to store all perishable foods.
6. Regularly monitor and record the temperature of the refrigerator and adjust it if required. To minimise the growth of harmful bacteria the temperature in the main part of your refrigerator should be less than 5°C. Use a probe thermometer to test the temperature of a food in the refrigerator or a small container of water permanently kept in the refrigerator. Label the container for this purpose.
7. Provide adequate seating so that children can sit whilst eating. This can reduce the risk of choking or accidents.
8. Check all equipment is in good condition. Dispose of any equipment that has cracks, crevices or chips that can harbour bacteria. This is particularly important for chopping boards made of soft material (such as plastic or wood), which can develop cracks or cut marks over time. This can make the boards difficult to clean thoroughly as bacteria may lodge in the crevices and contaminate foods subsequently cut on the board. Plastic or wooden boards should be replaced frequently to prevent crevices forming. Non-porous cutting boards such as pyrex are useful. All cutting boards should be scrubbed regularly in hot, soapy water and allowed to dry completely.

### Personal Hygiene

9. Germs from sick people can be spread through food. When you are sick, do not prepare or handle food for children and do not allow children who are sick to participate in cooking or food preparation activities.

- 
10. Washing hands reduces the possibility of contaminating food with bacteria from the hands. If you choose to wear gloves when serving food make sure you wash your hands before putting on the gloves.

Wash hands with soap and warm running water:

- before handling food
- after going to the toilet
- after handling raw food, money or garbage
- after smoking
- after touching ears, nose, hair or your mouth.

11. Dry hands completely using paper or single use towels. To prevent bacteria spreading do not use a dishcloth or tea towel to dry hands.
12. Use tongs or wear disposable gloves when handling cooked food or 'ready to eat' foods such as sandwiches, fruit, cheese, crackers.
13. Ensure any cuts or sores are thoroughly bandaged with clean, waterproof material and covered by wearing disposable gloves.
14. Tie hair back or wear a hat to reduce the chance of contamination from hair falling into food.
15. Wear clean clothing and a clean apron daily.
16. The *National Quality Standards* state that the service should be a tobacco free environment. Do not allow smoking in the food preparation area.
17. Encourage children to wash their hands before handling or eating food to reduce the risk of bacteria spreading.
18. To limit the spread of bacteria do not allow children to share food, plates, cups or utensils. Serve finger foods or dips to children on individual plates or use tongs to serve. Always use a clean spoon to taste food to avoid transferring bacteria to the food.

### Safe Food Selection

19. Food may sometimes contain harmful bacteria before you buy it. Check all packages carefully before purchasing or accepting deliveries of food to your service. Do not buy, accept or use any of the following potentially unsafe foods:
- Swollen, chilled food packages: swelling results from action by bacteria, which produces gas.
  - Swollen cans: this swelling may also indicate bacterial action.
  - Dented cans: knocks hard enough to cause dents can lead to faulty seams and breaks in a can's seal, allowing bacteria to enter.
  - Frozen food packages containing ice crystals or large chunks of ice: this suggests that the food may have previously thawed and been refrozen.
  - Frozen foods that have been stored above the 'food line' in a frozen food display cabinet (usually about 5cm below the rim of the cabinet). This line indicates the level below which food must be kept to remain frozen.
  - Torn packages and imperfect seals.
20. It is important to buy foods that are within their 'best before dates' or 'use-by dates' and with sufficient shelf life remaining to allow time to use the food. It is illegal to sell food that is outside its use-by date because these dates are an indication of the safety of the food. Best before dates are indicators of quality but should also allow sufficient storage time before expiry. Reject food delivered to the service that is not within the 'use-by date'.

- 
21. If food is delivered to the service, make sure someone is available to check that any high risk food is at or below 5°C or, at or above 60°C. Also check that frozen foods are completely frozen.

### Safe Food Storage

22. Keep perishable food cold during transportation e.g. from supermarket to your service. Place cold food in an esky or insulated bag with an ice pack or frozen drink to make sure it stays cold for the entire journey. Place it in the refrigerator or freezer immediately on arrival.
23. Refrigeration of perishable foods minimises bacterial growth. If foods are not to be used immediately place them in the refrigerator. Perishable foods that should be stored in the refrigerator include:
- sandwiches (all fillings)
  - salads
  - pre-cooked meals (such as spaghetti bolognese, fried rice, meat and vegetables, quiche and pies)
  - all dairy foods (such as milk, cheese, custard and yoghurt)
  - cut up fruit or fruit salad, fruit juice (unless the label states the food does not require refrigeration)
  - some drinks do not require refrigeration prior to opening, but must be refrigerated after opening.
- If you are unsure if a food needs to be kept cold, it is best to store it in the refrigerator.
24. Do not leave perishable foods at room temperature.

### If food has been at room temperature for more than two hours, it must be thrown out.

25. To limit bacterial growth and keep perishable food at a safe temperature, ensure your refrigerator temperature is 5°C or lower.
26. Store perishable food in sealed containers or covered properly to maintain quality and prevent cross contamination.
27. Raw (uncooked) food contains more bacteria than cooked or processed food. To prevent cross contamination store cooked and raw food separately. Store raw food in the bottom of the fridge or in a sealed section of the refrigerator (such as the fruit and vegetable drawers or meat keeper section) to ensure it doesn't drip on foods that are already cooked.
28. Regularly check the freezer temperature is below -15°C to keep frozen foods in good condition. Defrost the freezer when ice builds up.
29. Divide large amounts of food into smaller containers before storing in the refrigerator or freezer to allow the food to cool or freeze more rapidly.
30. Store non-perishable foods (e.g. canned, dried foods) in a dry place. When non-perishable foods are opened and packages cannot be resealed, transfer food into a sealed container.
31. Check cupboards and refrigerator daily to remove stale or suspect foods.

### Safe Food Preparation

32. Use separate equipment to prepare raw and cooked food e.g. have a chopping board for raw meats and one for cooked meats. Using different coloured boards makes for an easy system. If it is not possible to have separate equipment for raw and cooked foods, ensure equipment is washed thoroughly between uses.



- 
33. Wash fruit and vegetables well in clean water to remove soil and bacteria.
  34. Always thaw frozen food in the refrigerator (on the bottom shelf or in the meat keeper draw) or in the microwave. If thawing food in the microwave, make sure it is used immediately. Do not thaw food on the kitchen bench or run frozen food under water to help it to thaw.
  35. Thawed raw meat, chicken or fish is a good environment for bacteria to grow and cannot be refrozen unless cooked first. The cooked dish can then be frozen.
  36. To limit the time food is between 5°C - 60°C (the *danger zone*) reheat food once only.
  37. If food needs to be reheated, reheat quickly to at least 60°C just before serving. If food needs to be kept warm for an extended period keep it at 60°C or above.

### Regular Cleaning

38. Wash work areas and equipment with warm water and soap and rinse in hot water. If not using a dishwasher, it is necessary to wash up in water at 45°C and rinse in water at least 77°C.
39. After washing, sanitise all work areas and equipment to destroy bacteria. Use an approved chemical sanitizer that is safe for food preparation. Be sure to follow manufacturer's instructions.
40. Avoid using tea towels and allow equipment to air dry. Wipe up food spills with a paper towel then throw it away. If tea towels need to be used, ensure a clean tea towel is used each time. If used, tea towels should be cleaned and sanitised daily.
41. Establish a cleaning roster that is part of the daily routine. In addition to cleaning the benches, walls and floors, regularly clean appliances such as refrigerators, stoves, ovens and microwaves to reduce the opportunity for bacteria to grow. Also clean the area around and under appliances, fixtures and fittings, exhaust canopies and filters.
42. Keep floors clean by sweeping or vacuuming floors daily and washing them at least weekly.

### Waste and Vermin

43. Ensure adequate rubbish bins, with lids, are available and regularly emptied and maintained. Wash rubbish bins used inside the kitchen area in warm water with detergent daily.
44. Be alert to signs of vermin activity and prevent their access by ensuring doors and windows close tightly and by repairing any cracks in walls or cupboards.
45. Use qualified personnel if pest control is required.



## Food Handling and Hygiene Checklist for Out of School Hours Care

Use this checklist regularly to check your service's procedures.

DATE: \_\_\_\_\_

	YES	NO
<b>Food Preparation Facilities</b>		
1. There is access to hot and cold running water.	<input type="checkbox"/>	<input type="checkbox"/>
2. A sink is available for washing up.	<input type="checkbox"/>	<input type="checkbox"/>
3. There is soap available for hand washing.	<input type="checkbox"/>	<input type="checkbox"/>
4. Paper towels are available for hand drying.	<input type="checkbox"/>	<input type="checkbox"/>
5. There is sufficient refrigerator space for storing all perishable food.	<input type="checkbox"/>	<input type="checkbox"/>
6. The refrigerator temperature is checked and recorded regularly using a probe thermometer.	<input type="checkbox"/>	<input type="checkbox"/>
7. There is adequate seating or floor space for children to sit whilst eating.	<input type="checkbox"/>	<input type="checkbox"/>
8. Equipment such as cutting boards are in good condition with no crevices or cracks.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Personal Hygiene</b>		
9. Educators and children who are sick do not prepare food.	<input type="checkbox"/>	<input type="checkbox"/>
10. Educators wash their hands with soap and warm running water before handling food.	<input type="checkbox"/>	<input type="checkbox"/>
11. After washing, educators dry their hands completely with a paper or single use towel.	<input type="checkbox"/>	<input type="checkbox"/>
12. Educators wear disposable gloves or use tongs when handling cooked or 'ready to eat' food.	<input type="checkbox"/>	<input type="checkbox"/>
13. Educators ensure any cuts or sores on their hands are covered.	<input type="checkbox"/>	<input type="checkbox"/>
14. Educators prevent their hair from falling into food.	<input type="checkbox"/>	<input type="checkbox"/>
15. Educators handling and preparing food wear a clean apron each day.	<input type="checkbox"/>	<input type="checkbox"/>
16. Educators do not smoke in the food preparation area.	<input type="checkbox"/>	<input type="checkbox"/>
17. Children wash their hands before handling or eating food.	<input type="checkbox"/>	<input type="checkbox"/>
18. Children do not share food, plates, cups or utensils.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Safe Food Selection</b>		
19. Only food that has safe packaging is used.	<input type="checkbox"/>	<input type="checkbox"/>
20. Only foods within their 'best before dates' or 'use-by dates' are used.	<input type="checkbox"/>	<input type="checkbox"/>
21. If food is delivered to the service, the temperature of high risk foods is checked before it is accepted.	<input type="checkbox"/>	<input type="checkbox"/>

<b>Safe Food Storage</b>	<b>YES</b>	<b>NO</b>
22. Perishable food is kept cold while transporting.	<input type="checkbox"/>	<input type="checkbox"/>
23. All perishable food is stored in the refrigerator.	<input type="checkbox"/>	<input type="checkbox"/>
24. Perishable food left at room temperature for longer than 2 hours is thrown out.	<input type="checkbox"/>	<input type="checkbox"/>
25. The interior refrigerator temperature is below 5°C.	<input type="checkbox"/>	<input type="checkbox"/>
26. All food in the refrigerator is covered or in sealed containers.	<input type="checkbox"/>	<input type="checkbox"/>
27. Raw food is stored at the bottom of the refrigerator or in a sealed section of the refrigerator.	<input type="checkbox"/>	<input type="checkbox"/>
28. The interior of the freezer is -15°C or lower.	<input type="checkbox"/>	<input type="checkbox"/>
29. Large amounts of food are divided into smaller containers before refrigerating or freezing.	<input type="checkbox"/>	<input type="checkbox"/>
30. Non-perishable foods are stored in sealed containers in a dry place.	<input type="checkbox"/>	<input type="checkbox"/>
31. Cupboards and refrigerator are checked daily to remove any food that is out of date or has spoiled.	<input type="checkbox"/>	<input type="checkbox"/>
 <b>Safe Food Preparation</b>		
32. Separate equipment (e.g. chopping boards) is used to prepare raw and cooked foods.	<input type="checkbox"/>	<input type="checkbox"/>
33. Fruit and vegetables are washed well.	<input type="checkbox"/>	<input type="checkbox"/>
34. Meat, fish and poultry are thawed in the refrigerator or microwave.	<input type="checkbox"/>	<input type="checkbox"/>
35. Thawed food is not refrozen.	<input type="checkbox"/>	<input type="checkbox"/>
36. Food is reheated once only.	<input type="checkbox"/>	<input type="checkbox"/>
37. Food is reheated quickly to at least 60°C just before serving.	<input type="checkbox"/>	<input type="checkbox"/>
 <b>Regular Cleaning</b>		
38. Work areas and equipment are cleaned with warm soapy water then rinsed in hot water.	<input type="checkbox"/>	<input type="checkbox"/>
39. After they are cleaned, all work areas and equipment including chopping boards are sanitised.	<input type="checkbox"/>	<input type="checkbox"/>
40. Equipment is allowed to air dry. Tea towels are not used.	<input type="checkbox"/>	<input type="checkbox"/>
41. There is a daily cleaning roster that educators implement.	<input type="checkbox"/>	<input type="checkbox"/>
42. Floors are swept or vacuumed daily and washed at least once a week.	<input type="checkbox"/>	<input type="checkbox"/>
 <b>Waste and Vermin</b>		
43. Adequate rubbish bins are available and cleaned daily.	<input type="checkbox"/>	<input type="checkbox"/>
44. Doors and windows close tightly and any cracks in walls and cupboards have been sealed to prevent access by vermin.	<input type="checkbox"/>	<input type="checkbox"/>
45. Vermin control is conducted by qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>

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## Storage Life of Refrigerated Food

Bacteria will eventually grow in the cold and food will spoil even in the refrigerator.

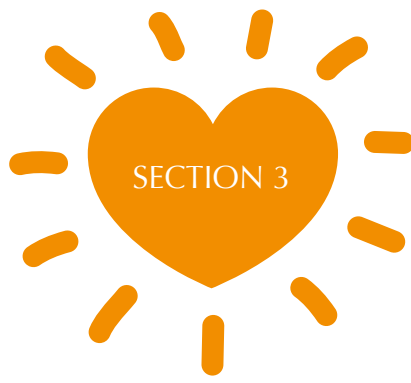
### A guide to refrigerator life of food

Raw food	Storage life in refrigerator
Chicken	3 days
Meat	3 days
Fish	3 days
Minced meat	2 days
Milk	5 days
Cooked rice	2 days
Eggs	3 – 6 weeks

CSIRO, 2015<sup>20</sup>

### What should OSHC services do?

- Check with your local government Food Surveillance Officer or Environmental Health Officer about notification of your service as a food business.
- Your local government Food Surveillance Officer or Environmental Health Officer will also be able to help guide you in the area of safe food handling and hygiene, as well as keeping you informed regarding current food safety standards.
- All food handlers are required to have safe food handling and hygiene knowledge and skills for the work that they do.
- OSHC services need to have food handling and hygiene policies in place and review these regularly (see p75).
- If you have any queries, contact the NSW Food Authority.



## Menu Planning



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### Key Issues to Consider When Menu Planning

When planning the foods to provide to children in OSHC consider:

- children's nutrition needs, likes and dislikes
- allergies
- facilities
- budget
- number of children being catered for
- time for preparation
- food variety and colour
- religious and cultural beliefs of children and educators
- climate

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## Background to the Menu Checklist for Out of School Hours Care

The following Menu Checklist for OSHC has been developed to help educators in OHSC services plan healthy breakfasts and afternoon teas. The menu checklist is based on the *Australian Dietary Guidelines* in line with National Quality Standard requirements.

### Using the Menu Checklist to Plan Breakfast and Afternoon Tea will ensure Your OSHC Service is:

- Providing food from the five food groups (*Everyday foods*)

#### **Cereal based foods**

- » Serve wholemeal/wholegrain varieties
- » Serve breakfast cereals with less than 15 g/100 g of sugar or less than 25 g/100 g sugar if they contain dried fruit.

#### **Fruit or vegetables**

- » Fresh, frozen, canned (fruit in unsweetened juice) and dried are all suitable. Serve cooked or raw.
- » Limit dried fruits to once a week as they can damage teeth.
- » Does not include JUICE.

#### **Milk, yoghurt and cheese**

- » Serve reduced fat varieties of milk, yoghurt and cheese.
- » If serving milk alternatives (e.g. soy) choose with added calcium (100 mg/100 mL).

#### **Lean meat, poultry, fish, eggs, tofu, and legumes and beans**

- » Serve lean meats and limit processed meats.
- » **Note:** Nuts and nut products should not be served in OSHC.
- Providing variety of foods from each food group.
- Limiting *Sometimes foods* to twice a term (including vacation care).
- Providing wholemeal/wholegrain foods. Choose products labelled 'wholegrain' or 'wholemeal' or check the ingredient list for wholegrains that is, they include the whole grain such as, oats, rye or wholewheat.
- Providing healthy drinks. Water should always be available and reduced fat milk is a healthy drink.
- Juice, fruit drinks, cordials and soft drinks are NOT recommended and are considered *Sometimes drinks*.

**A sugar sweetened drink ban** exists for NSW Department of Education (DoE) schools. This includes all drinks served from the school canteen and vending machines. This ban on sweetened drinks applies to OSHC services on NSW DoE school grounds. It is recommended that all OSHC services do not serve sugar sweetened drinks. This includes most soft drinks, energy drinks, fruit drinks, flavoured mineral waters, sports drinks, cordials, iced teas, sweetened waters, sports waters and flavoured crushed ice drinks.

The ban does not include flavoured milks, which are a better choice as a drink as they contain calcium and protein, but should still be limited due to the sugar content.

**Everyday foods** are the foods in the five food groups, that is foods inside the circle of the AGHE.

**Sometimes foods** are the foods and drinks that do not fit into the five food groups, and are found outside the circle at the bottom of the AGHE.

Have a look at the *Australian Guide to Healthy Eating* diagram on p17.

## Menu Checklist for Out of School Hours Care

Use this checklist to plan your breakfast and afternoon tea in OSHC.

### Does your Breakfast Each Day Include?

### Does your Afternoon Tea Each Day Include?

#### A Cereal Based Food

Breakfast cereals (less than 15 g/100 g of sugar or less than 25 g/100 g sugar if they contain dried fruit), breads, fruit bread, plain cracker biscuits, rice cakes and rice crackers, corn thins, muffins, fruit buns, crumpets, pikelets, pasta, rice, noodles and couscous.

**Note:** Choose wholemeal/wholegrain varieties

#### A Fruit or Vegetable

Fresh, frozen, canned fruit (canned in unsweetened juice not syrup) or dried fruit, but not juice.

Raw or cooked vegetables including salad vegetables, fresh, canned or frozen vegetables.

#### Milk, Yoghurt, Cheese

Reduced fat milks, cheese, cheese spread, yoghurt and milk alternatives (e.g. soy) with added calcium (100 mg/100 mL).

**Note:** Cream cheese, cream, sour cream and butter are not high sources of calcium.

#### Lean Meat, Poultry, Fish, Eggs, Tofu and Legumes

Beef, lamb, kangaroo, pork, fish (e.g. tuna), chicken, eggs, tofu, legumes (e.g. baked beans, chick peas, lentils).

#### Water as a Drink

Always serve water as a drink. Reduced fat milk is also a good choice.

### In Addition:

#### Serve enough of each food group to allow each child to have a serve from each group

#### Every week include at least three different varieties from each food group

#### Only serve *Sometimes foods* twice a term (including vacation care)



## Menu Template

### Week beginning:

Breakfast				
Monday	Tuesday	Wednesday	Thursday	Friday
Water	Water	Water	Water	Water
Check each breakfast includes:				
<input type="checkbox"/> Cereal based food <input type="checkbox"/> Fruit or vegetable <input type="checkbox"/> Milk, yoghurt, cheese <input type="checkbox"/> Lean meat, poultry, fish, eggs, tofu, legume				
Afternoon Tea				
Monday	Tuesday	Wednesday	Thursday	Friday
Water	Water	Water	Water	Water
Check each afternoon tea includes:				
<input type="checkbox"/> Cereal based food <input type="checkbox"/> Fruit or vegetable <input type="checkbox"/> Milk, yoghurt, cheese <input type="checkbox"/> Lean meat, poultry, fish, eggs, tofu, legume				

- Water is always available
- Serve enough of each food group to allow each child to have a serve from each group
- Every week include at least three different varieties from each food group
- Only serve **Sometimes foods** twice a term (including vacation care)

## Sample Menu

### Week beginning:

Breakfast					
Monday	Tuesday	Wednesday	Thursday	Friday	
Wholemeal toasted sandwich: Cheese Tomato Tuna	Scrambled egg Wholemeal toast Banana Smoothie (See Recipe p86)	Breakfast cereal Milk Tinned fruit Wholemeal crackers topped with ham	Baked beans Wholemeal toast Milk	Wholemeal crackers with sliced boiled egg Sliced apple with yoghurt	
Water	Water	Water	Water	Water	
Check each breakfast includes:					
<input checked="" type="checkbox"/> Cereal based food <input checked="" type="checkbox"/> Fruit or vegetable <input checked="" type="checkbox"/> Milk, yoghurt, cheese <input checked="" type="checkbox"/> Lean meat, poultry, fish, eggs, tofu, legume					
Afternoon Tea					
Monday	Tuesday	Wednesday	Thursday	Friday	
Lavash wraps with canned Tuna (in spring water or olive oil, drained) with corn kernels and mayonnaise Yoghurt	Hawaiian rice salad (see Recipe p134)  Milk	Wholemeal crackers Cheese cubes Veggie sticks: Carrot Capsicum Celery Hommous	Baked Burgers (See Recipe p99) served with: Cheese Tomoato Lettuce Wholemeal roll	Red Lentil Veggie Soup (See Recipe p108)  Wholemeal Lebanese bread Milk	
Water	Water	Water	Water	Water	
Check each afternoon tea includes:					
<input checked="" type="checkbox"/> Cereal based food <input checked="" type="checkbox"/> Fruit or vegetable <input checked="" type="checkbox"/> Milk, yoghurt, cheese <input checked="" type="checkbox"/> Lean meat, poultry, fish, eggs, tofu, legume					



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## Breakfast Ideas

Breakfast is an important meal. It provides energy to get us through the day. Eating breakfast improves learning and concentration. With a healthy breakfast children have the energy to play, be alert and concentrate in class.

Use the Menu Checklist for OSHC to ensure each breakfast includes:

- Cereal based food
- Fruit or vegetable
- Reduced fat Milk, yoghurt, cheese
- Lean meat, lean poultry, fish, eggs, tofu and legumes
- A healthy drink.

What people eat at breakfast time depends on a number of factors, including cultural background, religious beliefs, food preferences, food availability and time.

Try a combination of these ideas to provide a breakfast that meets the Menu Checklist for OSHC.

### Cold Suggestions

- Serve fresh fruit salad in plastic cups with spoons
- Slice fruit, such as bananas and pineapple and serve with reduced fat yoghurt
- Cut oranges into wedges and serve
- Make fresh fruit smoothies with reduced fat milk, reduced fat yoghurt and seasonal fruit (see Super fruit smoothies recipes p86).
- Serve wholegrain breakfast cereals with sliced fruit, such as bananas, apricots or peaches (fresh or canned in unsweetened juice), strawberries or kiwi fruit. Serve with reduced fat milk or yoghurt
- Serve a variety of wholegrain breads, such as rolls or bagels, fruit loaf, English muffins, crumpets, bread sticks, crispbreads, rice cakes or pikelets
- Spread breakfast biscuits with any of the suggested toppings below
- On top of the bread or cereal base, try a variety of these toppings

#### Spreadable Toppers:

- » margarine spread
- » reduced fat cream cheese
- » ricotta or cottage cheese

#### Fruit and Vegetable Toppers:

- » banana, sliced or mashed
- » sultanas or chopped dried apricots
- » grated apple
- » tomato slices
- » avocado

#### Drinks:

- » cold water
- » plain fat reduced milk.

### Hot Suggestions

- Serve a variety of breads, such as wholegrain toast, toasted rolls or bagels, fruit loaf, English muffins, toasted crumpets, freshly cooked pikelets or pancakes, or warm pita pockets.
- On top of the bread or cereal base, try a variety of these hot toppings (using a grill, oven or toasted sandwich maker).

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### Hot Toppers:

- » No added salt or salt reduced baked beans or salt reduced spaghetti in tomato sauce, with a little grated reduced fat cheese
- » No added salt or salt reduced baked beans with chopped lean ham
- » Salt reduced tomato sauce, sprinkle of grated reduced fat cheese and a slice of fresh tomato
- » Cooked lean chicken, sliced tomato and grated reduced fat cheese
- » Poached or scrambled eggs and grilled fresh tomato
- » Chopped lean ham and no added salt tomato paste
- » Chopped onions, tomatoes, chives and parsley cooked in a non-stick frying pan until soft. Serve with a little grated parmesan cheese
- » Chopped spring onions, sliced mushrooms and a little evaporated reduced fat milk cooked in a pan until mushrooms are soft
- » Heat together canned creamed corn, a little Dijon mustard and finely chopped green capsicum
- » Cottage (or ricotta) cheese topped with sliced strawberries, kiwi fruit or peaches (fresh or canned in unsweetened juice) and sprinkled with ground cinnamon (or nutmeg) cooked under a hot grill.

### Breakfast Cereals

- Serve porridge with dried, fresh or canned (in unsweetened juice) fruit, such as sultanas or sliced apple (see Quick, Creamy Porridge recipe p87).
- Top wholegrain or high fibre cereals with warm reduced fat milk and warm stewed fruits or canned fruit in unsweetened juice.
- Serve warm wholegrains, such as barley porridge, rice porridge, quinoa or couscous porridge, with dried fruits or fresh chopped fruit.

### Afternoon Tea Ideas

Afternoon tea can be an important snack time for children. Depending on their age and developmental stage, they may be very hungry at the end of their school day.

A healthy afternoon tea can include almost any type of food. Use the Menu Checklist for OSHC to ensure each afternoon tea includes:

- Cereal based food
- Fruit or vegetable
- Reduced fat Milk, yoghurt, or cheese
- Lean meat, lean poultry, fish, eggs, tofu or legumes
- A healthy drink.

Try a combination of these ideas to provide an afternoon that meets the Menu Checklist for OSHC:

- Small baked meatballs (see Baked meatballs recipe p103) with salt reduced tomato sauce, sweet chilli sauce or reduced fat tzatziki dip
- Sliced bread stick with ricotta cheese, banana and cinnamon
- Cubes or wedges of reduced fat cheese with wholegrain crackers
- Grilled reduced fat cheese on toast or crumpet.

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### Fruit

- Serve fruit in season. Place in a basket and let children help themselves.
- Cut fruit into different shapes and sizes and make a colourful platter.
- Try making fruit animals (make ladybugs from orange halves, mice from pear halves or ask children to come up with their own).
- Plan to have specific fruits available for each afternoon tea and offer a variety throughout the week, varying colours and presentation.
- Freeze chunks or slices of fruit, such as oranges, bananas, grapes, watermelon, rockmelon, honeydew melon and fresh pineapple. Wrap in plastic wrap to freeze.

### Vegetables

- Offer short lengths of cooked fresh or frozen corn cobs without added salt. Steam, boil or microwave the corn.
- Offer plain unsalted popcorn.
- Serve home-made (no added salt) or shop bought salt reduced soup in the winter months. Serve with a wholegrain bread roll or crackers and reduced fat cheese.

### Snack Packs

- Fill small bags, cups or bowls with a selection of reduced fat cheese cubes, carrot sticks, celery sticks and other crunchy vegetables, or combine dried fruit and plain unsalted popcorn.

### Yoghurt

- Choose reduced fat varieties of plain, vanilla or fruit yoghurt. Serve chilled or frozen.

### Sandwich Ideas

Offer a variety of breads, sandwich types and fillings.

The range of breads and rolls available is extensive. Try introducing varieties you haven't used before as well as old favourites, including pita, rye bread, pumpnickel, lavash, sorj, bagels, focaccia, fruit or raisin bread, English muffins, crumpets, or bread sticks. Encourage children to try wholegrain and wholemeal varieties.

#### **Offer a variety of sandwich types including:**

Fingers, pinwheels (see Pinwheels recipe p156), open, bread rolls, filled pita pockets, wraps and club sandwiches.

Extend the range of fillings offered. Here are a few examples to get you started.

Reduced fat cream cheese, cottage cheese or grated reduced fat cheese with:

- salad (lettuce, carrot, tomato, cucumber)
- grated carrot and sultanas
- apple, celery and raisins.

Lean chicken with:

- salad (lettuce, carrot, tomato, cucumber)
- diced celery, chives and reduced fat plain yoghurt
- lettuce, tomato and avocado.

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Lean ham with:

- salad (lettuce, carrot, tomato, cucumber)
- mustard, tomato, bean sprouts and lettuce.

Canned tuna (in spring water or a healthier oil such as olive oil, drained) with:

- salad (lettuce, carrot, tomato, cucumber)
- corn kernels and mayonnaise
- diced celery and cucumber.

Other sandwich ideas:

- avocado (mashed and combined with lemon juice) with salad (lettuce, carrot, tomato, cucumber)
- mashed canned, no added salt kidney beans (rinsed and drained), sweet chilli sauce, capsicum and corn kernels
- tomato, fresh basil or mint
- hummous, tomato and cucumber
- falafel, tomato and lettuce
- roasted vegetables (drained of oil), such as capsicums and eggplant, with salad greens
- no added salt or salt reduced baked beans and lettuce
- hummous, tabouleh and mixed salad leaves.

### Spreads

- Use margarine spread instead of butter or dairy blends.

### Toasted Sandwiches

Toasted sandwiches can be pre-prepared and cooked, then kept warm in a pie warmer or warm oven.

#### Safety note

Fillings in jaffles and toasted sandwiches can be very hot for children. For safety, cut sandwiches well before serving to allow them to cool slightly.

### Fillings

- No added salt or salt reduced baked beans with grated reduced fat cheese
- Reduced fat cheese
- Reduced fat cheese and tomato
- Reduced fat cheese, tomato and lean ham
- Reduced fat cheese, corn kernels and lean ham
- Reduced fat cheese, tomato, pineapple and lean ham
- Canned pie apple, sultanas and reduced fat cheese
- Canned tuna in spring water (drained), tomato and reduced fat cheese
- Reduced fat cheese, celery and grated carrot
- Mashed potato and pumpkin
- Mashed banana and sultanas.

### Homemade Pizzas

Use a variety of breads as a quick and easy base for homemade pizza. For example, bread sticks, crusty long or round bread rolls, Turkish bread, focaccia, pita bread or English muffins. Grill the pizzas and then keep warm in a pie warmer or warm oven.

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### Topping Suggestions:

- No added salt tomato paste, sliced tomato and grated reduced fat cheese
- No added salt tomato paste, lean ham, pineapple, corn kernels and grated reduced fat cheese
- Tomato salsa, canned red kidney beans (rinsed and drained), spring onion and grated reduced fat cheese
- Cranberry sauce, lean roast turkey, spring onion and reduced fat cheese
- Chilli sauce, grated carrot, corn kernels, bean shoots and grated reduced fat cheese
- No added salt tomato paste, tomato, baby spinach leaves and reduced fat feta cheese
- Salt reduced tomato pasta sauce, lean ham, mushrooms, capsicum and grated reduced fat cheese
- Mashed potato, carrot, corn kernels and peas.

### Healthy Dips

- Hommous (blend chick peas, tahini, lemon juice, garlic, paprika)
- Corn relish dip (mix cottage cheese or ricotta with corn relish)
- Avocado salsa (mix mashed avocado, lemon juice, refried beans and mild salsa)
- Pineapple and ricotta (mix drained, crushed pineapple and ricotta cheese)
- Creamy avocado yoghurt (mix Greek yoghurt, avocado, garlic and ground cumin)
- Tuna and ricotta with lemon juice and parsley
- Carrot dip (cooked carrot until soft and mash with ricotta or cream cheese. Add cumin for flavour).

### Healthier Barbecue Ideas

If holding a barbecue as part of the OSHC service, consider these healthier options.

### Main Meal Items

- When shopping for sausages and hamburgers check the nutrition information panel (per 100g) on product labels and choose ones lowest in fat and sodium (salt).
- Use lean chicken, lean red meat or fish.
- Try different cuts of lean meat and lean chicken or make into kebabs.
- Serve vegetable kebabs e.g. pineapple, mushroom, capsicum or tomato.
- Try lentil, tofu or vegetable burgers.
- Cook noodles on the barbeque and cook with vegetables (e.g. cabbage, carrot, capsicum) and/or chicken.
- If providing sausages or other meat in bread, ensure some type of salad or vegetable is available. For example, grilled onions, corn on cob, individual salad ingredients such as tomato, cucumber, lettuce, avocado, corn kernels or capsicum.

### Bread

Offer a variety of breads, including wholegrain, wholemeal, sourdough or rye. Use margarine spreads instead of butter or dairy blends. If possible, give children the option to add spread if they want it.

### Salads

Homemade salad dressings are healthier than shop bought. Make your own using healthier oils (e.g. canola, sunflower, soybean, olive) with vinegar, lemon juice, herbs and mustards. If using shop bought dressings and mayonnaises, choose ones lower in fat and sodium (salt) (see Recipes p80).

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## Communicating with Families

OSHC services have a responsibility to have open communication with families. Having parents engaged in the service allows for good relationships and parental support. Involving parents in planning menus and developing policies means they feel consulted and know the reasons behind decisions. This reduces misunderstandings. Communicate with families by:

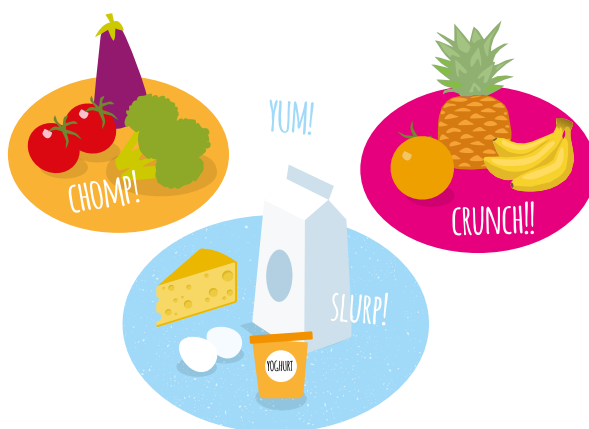
- Allowing families input into food provided and physical activities provided
- Allowing families to provide foods from different cultures represented at the service
- Involving parents in policy development
- Discussing specific dietary needs of children
- Providing families with healthy eating resources or information on where to access these
- Displaying menus and menu checklist for families to view.

### Ways to Communicate

Communicating with families can be part of your daily practice by:

- Newsletters, see these ready to use newsletter snippets <http://www.healthykids.nsw.gov.au/teachers-childcare/live-life-well-@-school/resources-for-teachers/information-for-parents.aspx> and links to factsheets on p193.
- Displays e.g. menus
- Children can take home food activities
- Messages in sign in/sign out diary.

If your OSHC service operates vacation care, parents may be asked to pack food. This *Packing a Healthy Lunch* factsheet (p55) can be provided to parents as a guide of what to pack in a lunchbox. Inform parents that it is part of your OSHC service's nutrition policy that healthy foods are provided. (See sample Nutrition, Food Handling and Hygiene Policy p75).



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## Packing a Healthy Lunch

Pack a healthy lunch with a variety of foods each day:

- **Cereal Based Foods**

Breads, fruit bread, plain cracker biscuits, rice cakes and rice crackers, corn thins, muffins, fruit buns, crumpets, pikelets, pasta, rice, noodles and couscous.

Note: Choose wholemeal/wholegrain varieties

- **Fruit or Vegetables**

Fresh, frozen, canned fruit (in unsweetened juice not syrup) or dried fruit, but not juice. Raw or cooked vegetables including salad vegetables, fresh, canned or frozen vegetables.

- **Milk, Yoghurt, or Cheese**

Reduced fat milks, cheese, cheese spread, yoghurt and non-dairy alternatives (e.g. soy) choose with added calcium (100 mg calcium per 100 mL or g).

- **Lean Meat, Lean Poultry, Fish, Eggs, Tofu or Legumes**

Beef, lamb, kangaroo, pork, fish (e.g. tuna), chicken, eggs, tofu, legumes (e.g. baked beans, chick peas, lentils).

- **Water as a Drink**

Always serve water as a drink. Reduced fat milk is also a good choice.

### Limit the Following Foods/Drinks

- High fat/salt snacks e.g. chips and savoury snack biscuits
- High fat/sugar foods e.g. sweet biscuits including cream filled and chocolate biscuits, chocolate and yoghurt covered health and muesli bars
- Sticky snacks as these may cause tooth decay e.g. lollies, fruit straps, health food bars
- Drinks high in sugar e.g. cordials, soft drinks and fruit drinks, energy and sport drinks.

Please do not send treats e.g. chocolate, lollies, biscuits, etc. to share. Although school holidays are a special time it is best to keep treats for outside of OHSC.

### Keep the Lunchbox Cool

- Use insulated bags
- Place ice bricks in the lunchbox
- Place frozen drinks in the lunchbox

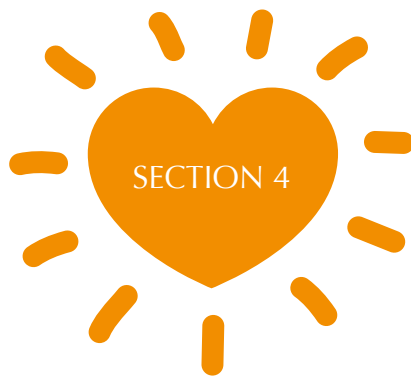


### Healthy Lunch Ideas

- Egg and lettuce roll, cheese sticks, apple and water
- Rice salad with capsicum and corn, banana and milk
- Egg or tuna sushi rolls, fruit salad with reduced fat yoghurt and water
- No added salt or salt reduced baked beans, crackers, cheese cubes, grapes and water
- Tuna sandwich, reduced fat yoghurt, mandarin and water
- Lentil soup, bread stick and reduced fat milk
- Reduced fat cheese, lettuce and lean ham sandwich, pear and water







## Food Activities and Policy



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Cooking and food activities can help develop children’s knowledge and skills regarding healthy eating habits. They promote thinking about food, cultures and eating behaviours in an enjoyable way.

Cooking is a great, fun activity but for some children the opportunities for learning to cook are decreasing. OHSC services offer a great opportunity for children to be exposed to new foods, cooking skills and food activities. Cooking and food activities offer an opportunity to link to families by sharing recipes and communicating food activities used in OSHC.

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There are a range of recipes (p79) in the manual that have been designed to allow school-aged children (5-12 year olds) to be involved in cooking.

### Food Activities

Food activities encourage children to learn about food and health. It is an opportunity to expose children to different foods, link what they eat to their health and learn to enjoy a variety of foods from different cultures.

You can also involve children in preparing, serving and cooking.

### Healthy Eating Key Messages to Promote through Food Activities

- Eat a variety of nutritious *Everyday foods* from the five food groups every day
- Limit *Sometimes foods*
  - » *Everyday foods*: foods in the circle of the AGHE
  - » *Sometimes foods*: foods in the *Only sometimes and in small amounts* section of the AGHE
- Drink plenty of water
- Enjoy fruits and vegetables
- Care for the environment by reducing waste, recycling and growing food

This section includes icons for:



Equipment



Discuss



Variations

### My Cookbook



- My cookbook cover page
- Texta/coloured pencils
- Recipes
- Staples or folder

Encourage children to make their own healthy cookbook. Print the My Cookbook cover page (next page). When you cook with children, copy the recipe for them to add to the cookbook. Make the cookbook by stapling recipes to the cover page or using a folder. Children can also search for new healthy recipes to try and add to their recipe book. See these links for healthy recipes

<http://www.healthykids.nsw.gov.au/recipes.aspx> and  
<http://www.healthykids.nsw.gov.au/campaigns-programs/yhunger/yhunger-cookbooks.aspx>





# My Cookbook

Name:

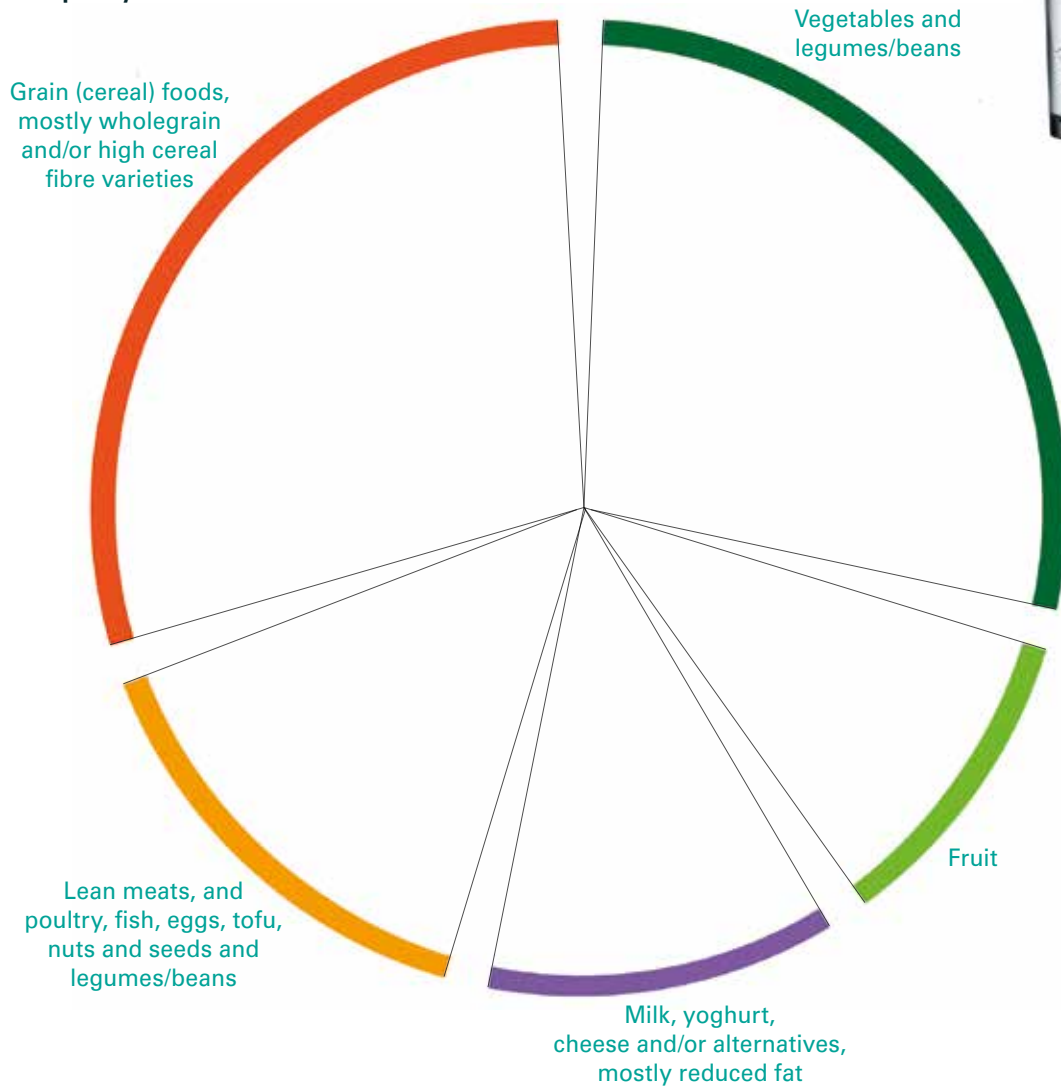
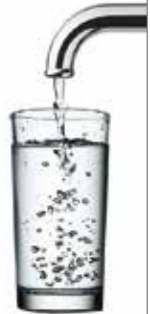
My healthy recipes include:



# Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.



### Use small amounts



### Only sometimes and in small amounts



Source and reprinted with permission from NHRMC, 2013<sup>3</sup>

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## Activities based on the *Australian Guide to Healthy Eating* (AGHE)



- AGHE poster
- AGHE blank poster

Poster and pamphlets of the AGHE can be printed from:

<https://www.eatforhealth.gov.au/accessible-versions-australian-dietary-guidelines-resources>

A blank AGHE can be printed from:

[https://www.eatforhealth.gov.au/sites/default/files/files/the\\_guidelines/N55i\\_A4\\_agthe\\_blank\\_hi\\_res.pdf](https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/N55i_A4_agthe_blank_hi_res.pdf)

- Use a blank AGHE as a worksheet or a poster.
- Ask children to draw food or cut out pictures of food and place onto the food groups of the blank AGHE worksheet or poster.



- *Everyday foods* are the foods in the circle and *Sometimes foods* are the foods outside of the circle.



### What We Eat

Ask children to record foods that they have eaten over the last week or a day. Add pictures of these foods to the blank AGHE. This could be done as a group or individually.



- Is there a balance of *Everyday foods* from the five food groups?
- Are there too many *Sometimes foods*?
- Can you improve what you eat and drink? e.g. drink more water, eat more fruit.

### OHSC Menu

Ask children to look at the OSHC menu for the week. Add pictures of foods on the menu to the blank AGHE.



- How healthy is our OSHC menu?
- Is there a balance of *Everyday foods* from the five food groups?
- Are there too many *Sometimes foods*?
- Can the OSHC menu be improved? e.g. include more vegetables.

### Food Packages



- Food packages
- Provide food packages and ask children to bring in food packages. Stick food packages onto the blank AGHE. Use How to Understand Food Labels (see p29) sheet to decide if foods (especially snack foods) are *Everyday* or *Sometimes foods*.



- Is there a balance of *Everyday foods* from the five food groups?
- Are there too many *Sometimes foods*?
- Food packages and effect on environment e.g. waste.
- Which groups don't have many packages?
- There are not many packages for the fruit, vegetable and meat groups.
- Which groups have a lot of packages?
- *Sometimes foods*. Processed (or packaged) foods are often less healthy.
- If we choose foods with less packaging it is good for the environment as there is less waste.



## Reading Food Labels



- Food packages

Provide food packages and ask children to bring in food packages of snack foods (muesli bars, chips, chocolate, salt and sweet biscuits).



- Too much fat, sugar and salt are not good for you. Often these are hidden in packaged foods and even in foods that are marketed as healthy foods.
- Too much fat can increase the energy (kilojoules) of our diet and can then cause weight gain and diseases later in life.
- Too much sugar can increase the energy (kilojoules) of our diet, cause weight gain and tooth decay and diseases later in life.
- Too much salt can cause high blood pressure and diseases later in life.
- All food packages have an ingredients list. The ingredients are listed in order of quantity from most to least. If fat, sugar and/or salt are listed as one of the first three ingredients then the food is high in this and most likely a *Sometimes food*.
- Look at the ingredients list.
  - » Look at food packages and ask what does this food contain most?
  - » Look at other words for salt, fat and sugar (see tables below and p63).
  - » Are any of these words listed on the ingredients list?
  - » Are they listed at the top of the list?
  - » Decide if the food is an *Everyday* or *Sometimes food*.
    - *Everyday foods: foods in the circle of the AGHE*
    - *Sometimes foods: foods and drinks that do not fit into the five food groups, and are found outside the circle at the bottom of the AGHE.*

Examples of other names for fat:

<b>Saturated fat</b>		<b>Unsaturated fats (mono and polyunsaturated)</b>	
Butter	Chocolate	Sunflower oil	Sesame oil
Milk solids	Carob	Safflower oil	Olive oil
Palm oil	Copha	Soybean oil	Mustard oil
Coconut oil	Beef fat	Canola oil	
Vegetable oil	Tallow	Rice bran oil	
Ghee	Dripping/lard	Peanut oil	
Cream/ sour cream	Shortening	Polyunsaturated vegetable oil	
<b>These should be avoided</b>		<b>These fats are a healthier choice and can be used in small amounts</b>	



Examples of other names for sugar:

Sucrose	Honey	Cane sugar
Glucose	Syrup	Castor sugar
Lactose	Maltose	Brown sugar
Fructose	Malt extract	Raw sugar
Treacle	Mannitol	Sweetened condensed milk
Molasses	Sorbitol	

Examples of other names for salt:

Sodium	Sea salt	Sodium ascorbate
Na	Garlic salt	Sodium lactate
Monosodium glutamate	Vegetable salt	Sodium nitrate
MSG	Celery salt	
Sodium bicarbonate	Celtic salt	
Baking powder	Rock salt	



- Food packages
- *How to Understand Food Labels*
  - » Look at nutrition information panels to decide if a food is an *Everyday* or *Sometimes food*. Use the *How to Understand Food Labels* (see p29) to compare different packaged foods e.g. breakfast cereals, yoghurts, crackers.



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## Food and Drink Displays

Provide drink bottles/cans and ask children to bring in drink bottles/cans.



A variety of drink bottles/cans:

- Soft drinks
  - » Energy drinks
  - » Fruit drinks
  - » Flavoured mineral waters
  - » Sports drinks
  - » Cordials
  - » Iced teas
  - » Sweetened waters
  - » Sports waters
  - » Flavoured crushed ice drinks
- Sugar cubes or plastic teaspoons
- Paper to make labels
- Space to display drinks and labels



- Too much sugar can increase the energy (kilojoules) of our diet, cause weight gain and tooth decay and diseases later in life.
- Water is the best drink to quench thirst and for good health.
- Drinks high in sugar are *Sometimes foods*.
- Look on food labels and work out how much sugar is in each drink and place the appropriate number of teaspoons or sugar cubes in front of that drink.  
(Note: 5 g = 1 teaspoon, OR 1 sugar cube)
- Make a label with the amount of sugar in that drink.
- Display the drink display where children and parents can view it.



- Ask children to guess how much sugar is in each drink then work out the exact amount with them.
- Older children can work out how much sugar is in 100 mL of each drink and compare and place the drinks on display in order of sugar quantity.
- Make food displays of sugar, fat or salt in different foods.
- You can use teaspoons of butter/margarine for fat displays and salt packets for salt displays.
- Some food display ideas:
  - » Sugar in snack foods e.g. lollies, muesli bars, cereal bars, chocolate.
  - » Salt in snack foods e.g. chips, popcorn, crackers, rice crackers.
  - » Fat in take away foods e.g. chips, burgers, pizza.

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## Compare Healthy and Less Healthy Foods and Drinks



Poster and pamphlets of the AGHE can be printed from: <https://www.eatforhealth.gov.au/accessible-versions-australian-dietary-guidelines-resources>

Food and Drink Display Cards <http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogram/ISLHDFoodCardsCropped.pdf>

This is a good follow on activity after food and drink displays. Often food and drink displays highlight which foods and drinks are unhealthy. It is important to provide ideas on healthy alternatives.

Make comparisons of sugar and fat content between packaged foods and healthier foods (e.g. a fruit strap versus an apple).

Use the Food and Drink Display Cards (<http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogram/ISLHDFoodCardsCropped.pdf>) to start a discussion. See examples on the next page.



Ask children to think of healthy snacks from *Everyday foods* (foods from the five food groups). Here are some ideas:

- Vegetable sticks with a dip such as hommous, eggplant or yoghurt
- Savoury muffins or pikelets such as carrot and zucchini
- Corn on the cob
- Fresh fruit in season can be served whole, sliced, cut in half, cubed or in wedges
- Frozen banana, strawberries or orange quarters
- Canned fruit or fruit cups in unsweetened natural juice
- Plain milk or fruit smoothies
- Fresh or frozen plain, flavoured or fruit yoghurts
- Cheese cubes, sticks or slices
- Creamed rice or rice puddings
- Raisin bread or fruit loaf
- Plain, vegetable or fruit based pikelets, scones or muffins
- Wholegrain crackers and crispbreads
- Rice crackers, rice cakes or corn thins



Educators and children can develop their own food and drink display cards.

## POTATO CRISPS



HIGH IN  
SALT



\*PER 100g

## POPCORN



HIGH IN  
FIBRE



\*PER 100g

## ORANGE JUICE



DAMAGES  
TEETH



\*5 TEASPOONS PER 250ML

## WATER



PROTECTS  
TEETH



\*0 TEASPOONS PER 250ML

Source and reprinted with permission from NSW Ministry of Health, 2014<sup>21</sup>, NSW Department of Education, Office of Sport and the Heart Foundation, 2016<sup>21</sup>

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## Fruit and Vegetables

### What Am I?



- Pictures of fruits and vegetables.
- 3 strips of circular paper to fit around a child's head
- Paper clips or blue tack

Select children to be 'in'. Place the paper on their head and using blue tack or paper clips, attach a picture of a fruit or vegetable.

Ask the children who are 'in' to ask questions that can only be answered with 'yes' or 'no'. Ask questions such as:

- Am I green?
- Do I have seeds?
- Can you eat my skin?
- Am I crunchy?
- Can you eat me raw?
- Am I used in salads?
- Do you need to peel me?
- Can you bake me?



The children continue to ask question until they can work out what fruit or vegetable they are. Use some familiar and some not so familiar fruits and vegetables including fruits and vegetables from different cultures.



For a sports version of this game, see Sports Head p187.

### World of Fruits and Vegetables



- World map
- Food magazines
- Coloured pencils/textas

Use a world map and cut out pictures or draw pictures of fruits and vegetables from different parts of the world. Children can research fruits and vegetables and where they are commonly eaten.



- Fruits and vegetables from different cultures
- How fruits and vegetables are cooked in different countries
- Where and how the fruits and vegetables are grown

### Fruit/Vegetable of the Week

Have a fruit/vegetable of the week. Include unfamiliar fruits and vegetables and those typical to different cultures (e.g. plantain, custard apple, star fruit, lychee).





- Where the fruit is grown?
- What country it is from?
- Is it available in Australia?
- What season is it available?
- Is it available canned, frozen or dried?
- What meals it is used in?

At the end of the week stick that fruit/vegetable on a world map (see World of Fruits and Vegetables activity above)

### **Fruit/Vegetable Alphabet Mural**



- Paper
- Food magazines
- Coloured pencils/textas

Get children to make an alphabet mural with fruits or vegetables for every letter of the alphabet (e.g. A for avocado, B for berry, C for carrot...Z for zucchini). Children can draw or stick pictures or food packets on to the mural to make a collage.



As a quick activity this could be done by writing an alphabetical list of fruits/vegetables on paper by individual children or on butchers paper by a group of children.

### **Food Alphabet Game**

Children sit in a circle and elect someone to start the game. The first person has to say a food starting with the letter A, then move clockwise around the circle.

Each child says the last word three times while they come up with a food starting with the next letter. For example, the first child says “apple, apple, apple-bread”, the next child says “bread, bread, bread-cheese”, the next child says “cheese, cheese, etc”. Everyone can clap as you move around the circle. If a child can’t think of a word, move on to the next child.

### **A Rainbow of Colour**



- Paper
- Food magazines
- Coloured pencils/textas

On a poster draw an outline of a big rainbow but do not colour it in. As the children eat fruit or vegetables of different colours they can colour in that colour on the rainbow and write in the name of the fruit/vegetables they ate. Make the rainbow simple with colours that you know will be on your menu. Also try to add in some new fruits/vegetables to the menu as a fun way to introduce new foods to the children.

#### **Examples:**

**Red:** red capsicum, tomato, red apple, strawberry

**Orange:** carrot, orange, mandarin, pumpkin, sweet potato, apricot, peach, rockmelon

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**Yellow:** yellow capsicum, squash, corn, yellow melon, yellow apples, lemon juice, banana, pineapple

**Green:** lettuce, cucumber, green beans, snow peas, green apple, green capsicum, zucchini, kiwifruit

**Indigo/purple:** plum, dark grapes, blueberries, purple cabbage, beetroot, passionfruit

**Pink:** watermelon



- It is important to eat a variety of fruits and vegetables.
- Explain that different coloured vegetables provide different vitamins and minerals, so eating a rainbow of fruits and vegetables is not only fun but also healthy.

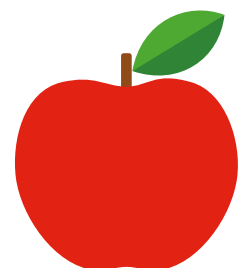
### Apple Bobbing



- Buckets
- Water
- Apples

Fill four small buckets or containers with water, and place one apple in each. Line up four children, with hands behind their backs. Yell “GO!” The four children then race each other to get their apple in to their mouth and out of the water. The first one to catch their apple wins.

All the children can then eat their apples. Throw the water onto the garden or lawn area and start again with fresh water and apples for the next four children to play.





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## Growing Food and Herbs

### Vegie Patch



- Plot or pots
- Compost, potting mix or soil
- Seeds or seedlings

Start your own vegetable and herb patch and involve the children in watering, planting, weeding and harvesting. What you grow can be used in the OSHC menu or sold or given to families. Choose quick growing, easy to maintain vegetables and herbs.

Some suggestions include:

- Corn, cucumber, tomatoes, lettuce, carrots, and herbs.
- Mung beans, bean sprouts and watercress can be easily grown in small pots.

Children can make their own pots using milk cartons and drink containers. These can be painted and decorated.

### Potato Patch



- Bin or drum
- Compost, potting mix or soil
- Potatoes



1. Find an old drum or bin. Make drainage holes in the base.
2. Choose a sunny site and set the drum/bin on bricks to raise it off the ground.
3. Half fill the drum/bin with compost, potting mix or good garden soil.
4. Place four or five sprouting potatoes on the soil. Cover with a layer of mulch. Water regularly, keeping the soil moist but not wet.
5. Add more mulch as the plants grow.
6. Keep the growing potatoes well underground. Make the plants stretch for sunlight.
7. Look for the flowers on the plant. Harvest when the plants begin to wither and die.
8. Here's the fun part: push the bin over and go potato hunting. (Dig through the soil and find the potatoes.)
9. Plant in spring (after frosts) and harvest in 10 weeks.

### Growing Carrot Plants from Carrot Tops

Growing carrot tops is easy, rewarding and fun! The leaves will grow and grow, but it is important to understand that the actual carrot itself will not grow again. They make pretty house plants, and the leaves are actually edible (but quite bitter).



- Any type of plate
- Water
- Enough carrot tops (with about one inch stub of carrot still on them) for at least one per child

Create a shallow pool of water on the plate and place the carrot stubs in the water. Encourage the children to hypothesise as to what will happen, discuss and/ or create representations of the children's hypothesis through drawing, modeling or other creative

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means. Check the plates regularly to ensure that there is still adequate water. In a few days you will notice that the carrot tops have developed roots! Observe the plants growth over a period of time, and eventually you may like to plant them in pots and send them home as house plants!



- At the same time as growing the carrot tops, you may like to plant some carrot seeds in the garden or do this experience while you already have carrots growing. Investigate the different parts of vegetables – above the ground and below the ground.
- You can try this with the bottom of celery, the top of beetroot, radish, or by placing the white end of green onions in a glass of water and changing the water every day. You can even plant the top of pineapples in the garden.



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## Environment

### Composting and Worm Farms

Composting is easy to set up and maintain. Children can be involved in adding food waste to the compost. The compost can then be used on your vegie patch.

Worm farms are simple to maintain and the children love seeing the worms at work.

Many councils subsidise the cost of compost bins and worm farms and some provide training and workshops on setting up worm farms and composts.

For a guide on how to start composting and worm farming see:

- Foodwise: A beginner's guide to worm farming  
<http://www.foodwise.com.au/wp-content/uploads/2013/07/Worms-ONLINE-1.pdf>
- Foodwise: A beginner's guide to composting  
[www.foodwise.com.au/wp-content/uploads/2013/07/Compost-ONLINE.pdf](http://www.foodwise.com.au/wp-content/uploads/2013/07/Compost-ONLINE.pdf)



- Food waste that can be composted or added to a worm farm. This benefits the environment by reducing waste.
- Packaged foods create waste whereas for most fresh foods the waste is limited and can be composted.
- How worms are earth's natural recyclers.

### Recycling

Involve children in recycling. Collect waste from the OSHC service and involve children in sorting through it.



- Different types of waste:
  - » Waste that can be composted or added to a worm farm
  - » Waste that can be recycled
  - » Waste that cannot be recycled
- Ask children how food waste could be reduced?
- Packaged food is often *Sometimes foods*.
- Limiting packaged food is good for health and environment



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## Foods from Different Cultures

### World of Foods



- World map
- Food magazines
- Coloured pencils/textas

Use a world map and cut out pictures or draw pictures of foods and meals from different parts of the world. Children can research meals and foods and where they come from.



- Meals that the children eat and the countries they originate from.
- Favourite foods from different cultures (particularly those cultures represented in the service).
- Differences in flavours (e.g. spicy, bitter and sweet foods from different cultures) and textures.

### Cultural Exploration



- World map
- Food magazines
- Coloured pencils/textas

In Australia we are truly fortunate to have access to such a vast array of multicultural culinary delights. We can explore foods from different cultures in many ways. One suggestion is to taste test and explore one type of food and how this varies in different cultures. For this example we have used dips, crackers, bread and biscuits.

Note: Check beforehand to ensure that you are aware of any allergies/intolerances.

Breads and spreads from around the world:

- Saos and vegemite (Australia)
- Pappadams (India)
- Bruschetta (Italy)
- Baguette (France)
- Pita bread (Middle East and Africa)
- Tzatziki (Greece)
- Hommous (Middle East)
- Refried beans (South America)
- Salsa (South America)
- Tahini (Middle East)

These are just suggestions – be sure to include foods that are relevant to the cultures represented in your service. Write the foods names or draw or stick pictures of the foods on a world map.



- Invite family or community members to the service to conduct cooking experiences with the children, or to share in snack times.
- Include cutlery and crockery from a variety of cultures.

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## Excursions

Ideas that support healthy eating and sustainability:

- Cooking classes that focus on cooking *Everyday foods* (healthy foods)
- Visit a bakery
- Garden visits
- Gardening workshops
- Compost and worm farming
- Farm visits



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## Policy

This manual includes sample policies for:

- Nutrition, Food Handling and Hygiene (see p75)
- Physical Activity and Small Screen Recreation (see p189)

Written policies set a clear framework for how the service is managed, operates and assists in:

- Planning
- Decision making
- Familiarising new educators and families with how the OSHC service operates
- Avoiding conflicts and misinterpretations
- Assisting to meet the NQS and *My Time, My Place* requirements.

The ESPS manual provides nutrition, food handling and hygiene and physical activity information to help your OSHC service develop policies and put them into practice.

## Sample Nutrition, Food Handling and Hygiene Policy

This sample policy meets the requirements of the *National Quality Standards* and is aligned to the outcomes of *My Time, Our Place*. The following information is provided to assist OSHC services to develop their own nutrition, food handling and hygiene policy.

Delete sections that are not relevant to your OSHC service and add additional points that reflect your practice. Involve educators and families in the policy development. Review the process and ensure that the final policy is on display and accessible to all educators and families.

### **(Insert OSHC service name) Nutrition, Food Handling and Hygiene Policy**

#### **Policy Statement**

**(Insert OSHC service name)** service recognises that good nutrition, food handling and hygiene is essential for each child's healthy growth and development. For this reason the service will:

- Provide nutritious, good quality food that is consistent with the *Australian Dietary Guidelines*
- Provide a positive eating environment, relaxed and enjoyable for children to eat their meals and snacks (*My Time, Our Place* Outcome 3).
- Ensure all food served at the service takes account of individual needs, being consistent with the child's own dietary requirements, and takes into consideration the children's like and dislikes as well as meet any cultural requirements of families (*My Time, Our Place* Outcome 3).
- Encourage the development of the children's healthy eating habits and reinforce healthy eating practices by educators (*My Time, Our Place* Outcome 3).
- Ensure learning about growing our own food and collaborate with children to produce our own opportunities to use food we have grown ourselves in our menu (*My Time, Our Place* Outcome 2).
- Encourage communication with families to promote healthy eating and to share recipes and traditions to enrich the variety and enjoyment of food by the children and support the children's development of respect for and understanding of diversity (*My Time, Our Place* Outcome 1).
- Commit to implementing the Food Standards Code and Food Act 2003.
- Provide opportunity for OSHC educators to be updated about current nutrition information.

- 
- Ensure safe personal hygiene practices are followed by children and educators.
  - Provide food to children that has been stored, prepared and served in a safe and hygienic manner.
  - Educate children, OSHC educators and families about safe food handling and hygiene practices.

### **Provide Nutritious, Good Quality Food that is Consistent with the Australian Dietary Guidelines**

- Educators use the Menu Checklist for OSHC to plan breakfast and afternoon tea to be consistent with the *Australian Dietary Guidelines*.
- Food and drinks provided are consistent with the service's menu.
- Service menu is on display.
- Children and families will be encouraged to contribute to the menu.
- The menu reflects cultural traditions and recipes from various cultures especially those represented in the service and the local community.
- During vacation care families are encouraged to provide healthy foods and drinks, consistent with the *Australian Dietary Guidelines*.
- Drinking water will be available at all times.
- Children who have missed snack/mealtime have food and drink made available at another time.

### **The Menu Takes Account of Individuals Needs**

- Food and drink provided takes account of individual needs (e.g. dietary, cultural).
- The service communicates with families about individuals dietary needs.

### **Provide a Positive Eating Environment**

- Foods and drinks are not used as rewards or punishments.
- Mealtimes are a relaxed and enjoyable time.
- Educator's role model healthy eating.
- Furniture and utensils are appropriate to allow children to enjoy mealtimes.

### **Encourage Development of Children's Healthy Eating Habits**

- Children will be involved in preparing and serving food.
- The service will promote and teach healthy lifestyle and good nutrition and include cooking and food activities.
- The program will include life skills, including growing and cooking food and recycling.

### **Encourage Communication with Families**

- Food and drink activities are communicated to families.
- Healthy eating information will be provided to families.

### **Provide Opportunity for OSHC Educators to be Updated About Current Nutrition Information**

- Educators are encouraged to update their knowledge and skills on food and nutrition issues for children.

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### **Ensure Safe Personal Hygiene Practices are Followed by Children and Educators**

- Educators and children who are sick will not be involved in food handling and preparation.
- Educators will wash their hands before preparing, serving or eating food. Educators will use warm running water and soap to wash hands and use disposable paper towels to dry hands.
- Educators will tie hair back or wear a hat when preparing and serving food.
- Children will be encouraged to wash their hands before preparing, serving or eating food.
- When involved in food preparation activities, children will be supervised and encouraged to follow good hygiene and food handling practices.
- Children will be discouraged from handling other children's food and utensils.

### **Provide Food to Children that has been Stored, Prepared and Served in a Safe and Hygienic Manner**

- The service will have a designated area for food preparation and storage which is safe and hygienic.
- Gloves will be worn or food tongs will be used by all educators handling 'ready to eat' foods.
- Food will be stored and served at safe temperatures: below 5°C or above 60°C.
- If required, food will be reheated once only.
- Perishable food that has been left at room temperature for more than 2 hours will be thrown out.
- All food will be stored in sealed containers.
- Separate cutting boards will be used for raw meat and chicken, and utensils and hands are washed before touching other foods.
- Cutting boards will be replaced regularly so they are not cracked or creviced.
- Perishable foods will be kept cold while transporting.
- Food preparation, eating areas and utensils will be cleaned regularly.
- The refrigerator temperature will be monitored regularly by using a probe thermometer, to ensure it is less than 5°C.
- The Food Handling and Hygiene Checklist for OSHC will be used regularly to review, evaluate and document the service's food handling practices.

### **Educate Children, OSHC Educators and Families about Safe Food Handling and Hygiene Practices**

- Ongoing food handling and hygiene professional development will be provided for educators.
- Educators will discuss food handling and hygiene with children when serving, preparing and eating food.
- The service will make food handling and hygiene information available to families.



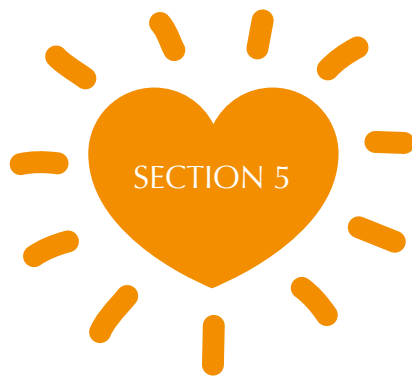
**Considerations:**

Education and Care Services National Regulations	National Quality Standard	Other Service policies/ documentation	Other relevant documents
r77 r78 r79 r80 r90	Standard 2.1 Standard 2.2 Standard 3.3	<ul style="list-style-type: none"> <li>• Parent Handbook</li> <li>• Staff Handbook</li> <li>• Dealing with Infectious Diseases Policy</li> <li>• OSHC Program</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Australian Dietary Guidelines</i></li> <li>• <i>National Food Standards Code (FSANZ)</i></li> <li>• <i>Food Act 2003 (NSW)</i></li> <li>• <i>Food Regulation 2010 (NSW)</i></li> <li>• <i>Eat Smart, Play Smart Manual</i></li> </ul>

**Endorsement by the Service:**

<b>Approval Date:</b>
<b>Date for Review:</b>





## Recipes



The recipes include icons for:



recipes that need an oven



recipes that need refrigerator/  
freezer



recipes suitable for involving children



quick tip – tips to vary the recipe or make it easier to prepare



recipes that need a stove



recipes that need a blender



recipes that need a microwave



recipes that need a grill

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All recipes in this manual meet the Heart Foundation recipe guidelines 'The right ingredient. Guidelines for healthier recipes'.<sup>22</sup> This means the recipes are healthier and reflect the *Australian Dietary Guidelines*. The recipes use healthier cooking methods and healthier ingredients.

Healthier ingredients means including:

- fruit and vegetables
- wholegrain breads and cereals
- fats, oils and salad dressings higher in unsaturated fats (polyunsaturated and monounsaturated)
- reduced fat dairy and non-dairy alternatives (e.g. soy milk with added calcium)
- lean meat, lean poultry and fish.

and limiting use of:

- foods high in saturated and trans fats
- salt (Note: There is no need to add salt to recipes or cooking water)
- sugar.

The following points describe in more detail healthier ingredients to use in the recipes:

- **Vegetables:** If using canned vegetables, such as tomatoes, corn kernels and legumes, look for products labelled 'no added salt' or 'salt reduced' or check the ingredient list and choose those without any added salt.
- **Fruit:** Use fresh fruit in season, frozen fruit and fruit canned in unsweetened juice.
- **Cereal based foods:** Choose products labelled 'wholegrain' or 'wholemeal' or '100% wholewheat'. Check the ingredient list for wholegrains that is, they include the whole grain such as, oats, rye or wholewheat.
- **Oils:** Use healthier oils such as canola, olive and sunflower oil. You can substitute a different healthier oil to the one specified in most recipes depending on what you have in your pantry.
- **Spreads:** Use margarine spreads made with healthier polyunsaturated and monounsaturated oils such as canola, sunflower or olive oil, instead of butter or dairy blends.
- **Salad dressings and mayonnaises:** Shop-bought salad dressings and mayonnaises can be high in saturated fat and salt (sodium). Check the ingredient list and choose those made using healthier oils such as olive, canola or sunflower. Check the nutrition information panel (per 100 mL or 100 g) and choose ones lower in fat (particularly saturated fat) and sodium.
- **Lean meat and poultry** means:
  - » Lean meat: minimum fat marbling and trimmed of all visible fat
  - » Lean poultry: skinless and trimmed of all visible fat
  - » Lean ham: trimmed of all visible fat. Some products might be labelled '97% fat free'.
- **Canned fish:** Use canned fish in spring water or a healthier oil such as olive, canola or sunflower oil.
- **Eggs:** All eggs are fresh chicken eggs with an average size of 59 g.
- **Dairy and non-dairy alternatives:** Use reduced fat dairy products such as milk, cheese and yoghurt.

Choose products labelled 'reduced fat', '98% fat free', '2% fat' or 'low fat'. If using non-dairy alternatives (e.g. soy milk) make sure they have added calcium by checking product labels for claims such as 'high in calcium' or check the nutrition information

panel (per 100 mL) and make sure it has at least 100 mg calcium per 100 mL or per 100 g.

- **Home stock and shop-bought stock:** Homemade stock with no added salt is preferred for all recipes using stock. But for convenience and to save time you can use shop-bought salt reduced stocks.
- **Natural sweeteners:** Use fresh, dried, canned (in unsweetened fruit juice) and frozen fruit to naturally sweeten recipes rather than added sugars such as sugar, honey and syrup.
- **Condiments and seasonings:** Use no added salt or salt reduced varieties. Check the ingredient list and nutrition information panel (per 100g or per 100 mL column) on product labels and choose those with the lowest salt (sodium).
- **Miscellaneous:** If you cannot find a particular ingredient stated in the recipe such as, canned salt reduced spaghetti in tomato sauce, check the nutrition information panel (per 100g or 100 mL column) on the product label and choose the product lowest in unhealthy fats (saturated and trans fats) and salt (sodium).

### Recipe Measurements

- Measurements are in standard Australian metric cup and spoon measurements.
- Abbreviations used in this resource:

Tablespoon = tbsp

Teaspoon = tsp

Gram = g

Kilogram = kg

Millilitre = mL

#### Liquid measures

1 metric cup = 250 mL

1 tablespoon = 20 mL

1 teaspoon = 5 mL

- Fruit and vegetables are medium in size unless otherwise stated and provided per individual unit.
- Cup and spoon measurements and individual units for fruit, vegetables and canned products, are also provided by **approximate** metric weight equivalent. This is intended to help when planning and shopping for particular ingredients. For example, 1 cup of sultanas weights approximately 200g.
- Sizes for ingredients in cans or packets are based on what is currently available in major supermarkets at time of publication. available in major supermarkets. If you cannot get the size specified do not worry, the sizes aim to give you an idea of the amounts of ingredients you need. So just get the closest size you can to the one specified.
- All preparation and cooking times are approximate.
- All oven temperatures are for conventional oven. You may have to modify temperatures if using a fan force oven. So refer to manufacturer's instructions.

### Equipment

- Large and small mixing bowls.
- Large chopping boards.
- Large soup pot(s) (to regularly cook for more than 20 or 30 children, you will need two 8 litres cooking pots to whip up sufficient amounts of noodles, pasta and delicious winter soups).
- Large and small saucepans.
- 1 litre heatproof measuring jug.
- Metric measuring cups.

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- Sufficient baking trays, for example, for 50–60 children you will need five baking trays.
  - Sufficient muffin trays, for example, for 50–60 children you will need five muffin trays with 12 inserts (it's best to buy the non-stick variety).
  - Long-handled wooden spoons.
  - Serving spoons.
  - Egg lifters.
  - Tongs.
  - Rubber spatulas for scraping out the last of the cake or muffin mixture from mixing bowls.
  - Paper towel dispenser — lots of paper towels will be needed for patting dry, washed fruits and vegetables and drying hands.
  - Food preparation gloves.

### Useful Equipment for Large Numbers

- **Electric non-stick frying pan** to cook pikelets, pancakes, fritters, patties, burgers, stir-fried vegetables and fried rice quickly and with an easily controlled temperature. Services with more than 20 children will benefit from having two electric frying pans as they will be able to cook large batches of food in half the time.
- **Food processor** for chopping vegetables, herbs and grating cheese and vegetables quickly. Look for a large capacity processor.
- **Blender** for making delicious smoothies and milkshakes, blending soups and making dips and pesto. Look for a large capacity blender.
- **Hand-held blender** for blending soups, and saves time because you can blend soups in their cooking pots.
- **Very large mixing bowls** to accommodate large quantities. You can usually buy inexpensive large plastic bowls from discount shops.
- **Big mixing spoons** for mixing large quantities.

## Handy Hints

### Tips for Cooking for Large Groups

- Electrical equipment will reduce preparation time, especially when preparing vegetables.
- Pasta for large numbers. It is not safe or practical to boil pasta for large numbers if you have limited space and do not have super-size catering pots. Quick vegetable pasta (see p115) uses small pasta or fresh Hokkien noodles because they do not require the same type of cooking as regular pasta and can be added directly to the main cooking pot to cook.
- Handling hot stock. If using stock cubes or powder, make the stock using the appropriate amount of salt reduced stock cube/s or powder and ¼ amount of recommended boiling water. Then add the remaining amount of stock in the form of boiling water directly to the main cooking pot.

### Budgeting and Shopping Hints


- Look for specials and cheaper brands in the supermarket.
- Prepare a list before you go so you are not tempted by expensive treats or impulse buys.
- Purchase non-perishables in bulk quantities if you have the storage space.
- Buy fruits and vegetables when they are in season.

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- The recipes included contain mainly fresh fruits and vegetables. If obtaining or storing fruits and vegetables is a problem, canned (no added salt or salt reduced vegetables and fruit in unsweetened juice) and frozen plain varieties can be substituted without compromising the nutritional quality of the recipes.

### **Time Saving Tips**

- Use a food processor to reduce the amount of preparation time where chopping and grating is required. You can usually freeze left over grated vegetables such as carrots, onions and potatoes, to use later.
- For speed and convenience, you may like to use minced garlic available at supermarkets. Two cloves of fresh minced garlic are equivalent to about ½ teaspoon ready-minced garlic.
- To save on washing muffins trays, buy muffin paper cases to pop into the pans. It makes them quick and easy to remove from the pans. You won't need to brush the trays with oil or melted margarine spread and there's no washing up.
- Canola or olive oil cooking sprays are quick, easy and convenient to use for greasing baking trays and pans.

## **Cooking with Children**

Cooking is a great, fun activity. Children should be encouraged to be involved in food preparation and cooking whenever possible. Recipes suitable for involving children are highlighted with . These recipes have been designed specifically for school-aged children. Recipes were chosen and designed for their:

- Ease of preparation
- Element of fun
- Multicultural influences
- Food handling and hygiene
- Budget and facilities available at OSHC services.

Safety tips have been included with some of the recipes for children to consider when making a recipe.

Encourage children to make their own healthy cookbook. Print the *My Cookbook* cover page, see p58. Children can also search for new healthy recipes to try and add to their recipe book. See the Healthy Kids Web Site recipe sections for more ideas <http://www.healthykids.nsw.gov.au/default.aspx>

### **Hygiene when Cooking with Children**

Cooking with children can be an enjoyable activity that allows them to learn about food and become interested in what they eat. The following simple precautions will help to ensure safe cooking experiences:

- Children wash and dry their hands before and after cooking.
- Tie back long hair.
- Ensure the area used to conduct cooking activities is safe. Be aware of the dangers of heat.
- Ensure adequate supervision of children at all times.
- Don't let children lick the bowl or utensils when making cakes, muffins or biscuits.
- It is recommended that children only prepare food that will be cooked afterwards.<sup>23</sup> Any bacteria in the food will be destroyed when the food is cooked. Suitable foods include cooked biscuits, soups, pizza, quiche, muffins.

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- If the food will not be cooked, only allow children to prepare food to eat themselves.<sup>23</sup> For example fruit salad, fruit or vegetable kebabs, fruit or vegetable platters, fruit smoothies, and wraps.
  - Making pikelets can be a popular activity. Ensure there is no raw batter left around the edges and serve cooked pikelets immediately.<sup>24</sup>
  - Use tongs or wear disposable gloves when handling cooked food or 'ready to eat' foods such as sandwiches, fruit, cheese, crackers.
  - It is advisable that when children are obviously unwell they are not allowed to handle food.<sup>24</sup>







## Super fruit smoothies

Smoothies are a delicious way to get a fruity start to the day.

Use a food processor or blender and make the smoothies in batches. Try using different fruits according to the seasons. Take advantage of the wonderful variety of fruits canned in unsweetened juice too (see Vanilla peach smoothie recipe below).



**Preparation time:** 5 - 10 minutes

**Cooking time:** No cooking needed

### Banana berry smoothie

Ingredients	Makes 10	Makes 20	Makes 30
Bananas, peeled	3 (295 g)	6 (590 g)	9 (880 g)
Strawberries, hulled	½ x 250 g punnet (125 g)	1 x 250 g punnet (250 g)	1½ x 250 g punnets (375 g)
Honey	2 tbsp (40 g)	4 tbsp (80 g)	6 tbsp (120 g)
Reduced fat milk	6 cups (1½ L)	12 cups (3 L)	20 cups (5 L)

#### Method

Simply blend all the ingredients together until creamy and smooth. Serve at once.

### Mango magic smoothie

Ingredients	Makes 10	Makes 20	Makes 30
Mangoes, peeled, sliced	2 - 3 (590 g - 880 g)	4 - 6 (1.2 kg - 1.8 kg)	6 - 8 (1.8 kg - 2.4 kg)
Honey	2 tbsp (40 g)	4 tbsp (80 g)	6 tbsp (120 g)
Reduced fat milk	8 cups (2 L)	16 cups (4 L)	24 cups (6 L)

#### Method

Simply blend all the ingredients together until creamy and smooth. Serve at once.

### Vanilla peach smoothie

Ingredients	Makes 10	Makes 20	Makes 30
Canned peaches in unsweetened juice	1 x 825 g can (825 g)	2 x 825 g cans (1.65 kg)	3 x 825 g cans (2.48 kg)
Reduced fat vanilla yoghurt	¾ cup (200 g)	2 cups (500 g)	3 cups (750 g)
Reduced fat milk	6 cups (1½ L)	12 cups (3 L)	20 cups (5 L)

#### Method

Simply blend all the ingredients (including the juice from the canned peaches) together until creamy and smooth. Serve at once.

# Quick, creamy porridge

Serve warm in winter with sultanas or sliced bananas.



**Preparation time:** 5 minutes

**Cooking time:** 15 minutes

<b>Ingredients</b>	<b>Makes 10</b>	<b>Makes 20</b>	<b>Makes 30</b>
Quick-cooking oats	3 cups (250 g)	6 cups (495 g)	9 cups (740 g)
Water	3 cups (750 mL)	6 cups (1½ L)	9 cups (2¼ L)
Reduced fat milk	4 cups (1 L)	8 cups (2 L)	12 cups (3 L)

## Method

1. Put the quick-cooking oats in a large saucepan and add the water and milk.
2. Bring to the boil over medium–high heat, stirring every now and then.
3. Reduce the heat, cover and cook gently until thick and creamy, about 12 minutes, stirring occasionally.
4. Serve at once with dried fruit, sliced fresh fruit or canned fruit in unsweetened juice, and a little honey or brown sugar if desired.



## Sweet and creamy rice

This is similar to porridge, but is also suitable to serve as a snack or dessert. In winter, serve warm with dried or stewed fruit. In summer, serve chilled with sliced fresh fruit or canned fruit in unsweetened juice, peaches, apricots or pineapple.



**Preparation time:** 5 minutes

**Cooking time:** 35 minutes

Ingredients	Makes 10	Makes 20	Makes 30
Rice	2 cups (400 g)	4 cups (800 g)	6 cups (1.2 kg)
Water	2 cups (500 mL)	4 cups (1 L)	12 cups (3 L)
Reduced fat milk	8 cups (2 L)	16 cups (4 L)	24 cups (6 L)
Sugar	$\frac{1}{3}$ cup (85 g)	$\frac{3}{4}$ cup (190 g)	1 cup (250 g)
Vanilla essence (optional)	1 tsp	2 tsp	3 tsp

### Method

1. Put the rice in a large saucepan and add the water. Bring to the boil, stirring once or twice.
2. Reduce the heat and cook gently for 3 minutes.
3. Add the milk and stir over a medium-high heat until the mixture returns to the boil.
4. Reduce the heat, cover and cook gently until the rice is tender and creamy, about 35 minutes, stirring every now and then to ensure the rice does not stick on the bottom of the pan. Add a little extra milk if the mixture becomes too thick.
5. Stir in the sugar and if using, the vanilla.
6. Serve at once or cool and then chill in the refrigerator.

# Sweet and creamy coconut rice

This dish is much loved in South-East Asian countries. Serve topped sliced banana, strawberries canned fruit (in unsweetened juice).



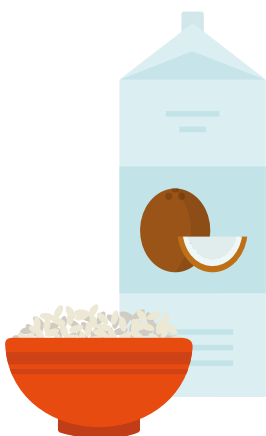
**Preparation time:** 5 minutes

**Cooking time:** 35 minutes

<b>Ingredients</b>	<b>Makes 10</b>	<b>Makes 20</b>	<b>Makes 30</b>
Rice	2 cups (400 g)	4 cups (800 g)	6 cups (1.2 kg)
Water	2 cups (½ L)	4 cups (1 L)	12 cups (3 L)
Reduced fat milk	6 cups (1½ L)	8 cups (2 L)	14 cups (3½ L)
Reduced fat coconut milk	2 cups (500 mL)	4 cups (1 L)	6 cups (1½ L)
Brown sugar	¼ cup (60 g)	½ cup (90 g)	1 cup (180 g)

## Method

1. Put the rice in a large saucepan and add the water. Bring to the boil, stirring once or twice.
2. Reduce the heat and cook gently for 3 minutes.
3. Add the milk and the coconut milk, and stir over medium–high heat until the mixture returns to the boil.
4. Reduce the heat, cover and cook gently until the rice is tender and creamy, about 35 minutes, stirring every now and then to ensure the rice does not stick on the bottom of the pan. Add a little extra milk if the mixture becomes too thick.
5. Stir in the sugar.
6. Serve at once or cool and then chill in the refrigerator.



# Pancakes

These are delicious for breakfast, dessert or a snack. Serve with fruit and reduced fat yoghurt.



**Preparation time:** 5 minutes

**Cooking time:** 20 minutes

Ingredients	Makes 10	Makes 20	Makes 30
Plain white flour	1 cup (150 g)	2 cups (300 g)	3 cups (450 g)
Eggs	1	2	3
Reduced fat milk	1½ cups (375 mL)	3 cups (750 mL)	4½ cups (1 L)
Margarine spread or canola oil cooking spray for cooking	2 tsp (10 g)	1 tbsp (20 g)	1½ tbsp (30 g)

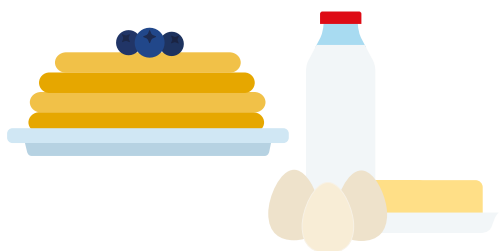


## Storing pancake mixture

*If you do not use all the mixture at once, you can store it in the refrigerator for up to two days. However, the mixture will thicken in this time and you will need to add a little extra reduced fat milk or water to return it to the correct consistency.*

## Method

1. Put the flour in a large mixing bowl.
2. Make a well in the middle and add the eggs.
3. Using a wooden spoon, gradually beat the eggs into the mixture, adding the milk slowly until a thin batter is formed.
4. If possible, allow the mixture to stand for 15 minutes to soften the flour and thicken the mixture.
5. Heat a frying pan over medium–high heat with 1 teaspoon of the margarine spread or spray with canola oil.
6. Cook the pancakes in ¼ cupfuls, rotating the pan to spread the pancake out evenly over the bottom of the pan.
7. When the mixture has set, using an egg lifter, carefully flip it over.
8. Cook 1 minute on the second side, then transfer the pancake to a plate and cover to keep warm.
9. Continue making the pancakes until you have used up all the mixture, adding 1 teaspoon more of the margarine spread (or canola oil spray) to the pan after making five pancakes.



# Wholemeal pikelets

Vary this recipe to make savoury pikelets by adding vegetables (e.g. grated carrot, zucchini, pumpkin or canned corn). Add 1 cup of vegetables to make 20 pikelets.



**Preparation time:** 5 minutes

**Cooking time:** 5 - 10 minutes

Ingredients	Makes 10	Makes 20	Makes 30
Wholemeal self-raising flour	1¼ cups (175 g)	2⅓ cups (325 g)	3½ cups (490 g)
Caster sugar	1½ tbsp (30 g)	3 tbsp (60 g)	4½ tbsp (90 g)
Eggs, beaten	1	2	3
Reduced fat milk	1 cup (250 mL)	1¾ cups (440 mL)	2⅔ cups (665 mL)
Vanilla essence	½ tsp	1 tsp	1½ tsp
Margarine spread or canola oil cooking spray for cooking	2 tsp (10 g)	1 tbsp (20 g)	1½ tbsp (30 g)



## Consistency of mixture

*The correct consistency of the uncooked mixture should be that of thick pouring custard. If the mixture becomes too thick stir in a little extra reduced fat milk.*

## Method

1. Combine the flour and sugar.
2. Make a well in the centre of the mixture and gradually stir in the eggs, milk and vanilla.
3. Allow the mixture to stand for a few minutes so the flour absorbs some of the milk and the mixture thickens slightly (see Quick tip).
4. Heat a frying pan over medium–high heat (200°C if using an electric frying pan).
5. Brush 1 teaspoon of margarine spread over the pan (or spray with canola oil) to coat it evenly.
6. Cook the mixture in ¼ cupfuls until bubbles rise on the uncooked surface, about 1½ minutes.
7. Turn the pikelets over and cook for a further 2 minutes on other side.
8. Put the cooked pikelets on paper towels until ready to use.
9. If not using at once, cover with paper towels to prevent the pikelets from drying out.
10. Continue making the pikelets until you have used up all the mixture, adding 1 teaspoon more of the margarine spread (or canola oil spray) to the pan after cooking five pikelets.

# Fruity currant pikelets

Serve hot or cold with reduced fat cream cheese or margarine spread.



**Preparation time:** 5 minutes

**Cooking time:** 5 - 10 minutes

Ingredients	Makes 10	Makes 20	Makes 30
Wholemeal self-raising flour	1¼ cups (175 g)	2⅓ cups (325 g)	3½ cups (490 g)
Brown sugar	1 tbsp (15 g)	2 tbsp (30 g)	¼ cup (45 g)
Currants	½ cup (75 g)	1 cup (150 g)	1½ cups (225 g)
Eggs, beaten	1	2	3
Reduced fat milk	1 cup (250 mL)	1¾ cups (440 mL)	2⅔ cups (665 mL)
Margarine spread or canola oil cooking spray for cooking	2 tsp (10 g)	1 tbsp (20 g)	1½ tbsp (30 g)



## Consistency of mixture

*The correct consistency of the uncooked mixture should be that of thick pouring custard. If the mixture becomes too thick stir in a little extra reduced fat milk.*

## Method

1. Combine the flour, sugar and currants.
2. Make a well in the centre of the mixture and gradually stir in the eggs and milk.
3. Allow the mixture to stand for a few minutes so the flour absorbs some of the milk and the mixture thickens slightly (see Quick tip).
4. Heat a frying pan over medium–high heat (200°C if using an electric frying pan).
5. Brush 1 teaspoon of margarine spread (or spray with canola oil) over the pan to coat it evenly.
6. Cook the mixture in ¼ cupfuls until bubbles rise on the uncooked surface, about 1½ minutes.
7. Turn the pikelets over and cook for a further 2 minutes on other side.
8. Put the cooked pikelets on paper towels until ready to use.
9. If not using at once, cover with paper towels to prevent the pikelets from drying out.
10. Continue making the pikelets until you have used up all the mixture, adding 1 teaspoon more of the margarine spread (or canola oil spray) to the pan after cooking five pikelets.

# Banana pikelets

Serve hot or cold with margarine spread or top with sliced banana and sprinkle with cinnamon.



**Preparation time:** 5 minutes

**Cooking time:** 5 - 10 minutes

Ingredients	Makes 10	Makes 20	Makes 30
Bananas, peeled, mashed (see Quick tip below)	1 (100 g)	2 (195 g)	3 (295 g)
Brown sugar	1 tbsp (15 g)	2 tbsp (30 g)	¼ cup (45 g)
Eggs, beaten	1	2	3
Reduced fat milk	1 cup (250 mL)	1¾ cups (440 mL)	2⅔ cups (665 mL)
Vanilla essence	½ tsp	1 tsp	1½ tsp
Wholemeal self-raising flour	1¼ cups (175 g)	2⅓ cups (325 g)	3½ cups (490 g)
Margarine spread or canola oil cooking spray for cooking	2 tsp (10 g)	1 tbsp (20 g)	1½ tbsp (30 g)



## Consistency of mixture

*The correct consistency of the uncooked mixture should be that of thick pouring custard. If the mixture becomes too thick stir in a little extra reduced fat milk.*

## Mashing bananas

*When mashing several bananas, use a potato masher.*

## Method

1. Mash the bananas (see Quick tip). Combine with the sugar, eggs, milk and vanilla, then stir in the flour.
2. Allow the mixture to stand for a few minutes so the flour absorbs some of the milk and the mixture thickens slightly (see Quick tip).
3. Heat a frying pan over medium–high heat. Add 1 teaspoon margarine spread (or spray with canola oil) and cook mixture in ¼ cupfuls.
4. When bubbles rise on the uncooked surface, about 1½ minutes, the pikelets are ready to turn over.
5. Turn pikelets and cook for a further 2 minutes on other side.
6. Put cooked pikelets on paper towels until ready to use.
7. If not using at once, cover with paper towels to prevent the pikelets from drying out.
8. Continue making the pikelets until you have used up all the mixture, adding 1 teaspoon more of the margarine spread (or canola oil spray) to the pan after cooking five pikelets.





# Apple and sultana pancakes

Serve with reduced fat thick plain yoghurt, ricotta or margarine spread.



**Preparation time:** 10 minutes

**Cooking time:** 5 - 10 minutes

Ingredients	Makes 10	Makes 20	Makes 30
Granny Smith apples, grated	1 large (170 g)	2 large (345 g)	3 large (520 g)
Sultanas	½ cup (100 g)	1 cup (200 g)	1½ cups (300 g)
Brown sugar	1 tbsp (15 g)	2 tbsp (30 g)	¼ cup (45 g)
Eggs, beaten	1	2	3
Reduced fat milk	1 cup (250 mL)	1¾ cups (440 mL)	2⅔ cups (665 mL)
Wholemeal self-raising flour	1¼ cups (175 g)	2⅓ cups (325 g)	3½ cups (490 g)
Ground cinnamon	½ tsp	1 tsp	1½ tsp
Margarine spread or canola oil cooking spray for cooking	½ tsp	1 tsp	1½ tsp



## Consistency of mixture

*The correct consistency of the uncooked mixture should be that of thick pouring custard. If the mixture becomes too thick stir in a little extra reduced fat milk.*

## Method

1. Combine the grated apple with the sultanas, sugar, eggs and milk, then stir in the cinnamon and flour.
2. Allow the mixture to stand for a few minutes so the flour absorbs some of the milk and the mixture thickens slightly (see Quick tip).
3. Heat a frying pan over medium–high heat. Add 1 teaspoon margarine spread (or spray with canola oil) and cook mixture in ¼ cupfuls.
4. When bubbles rise on the uncooked surface, about 1½ minutes, the pancakes are ready to turn over.
5. Turn the pancakes and cook for a further 2 minutes on other side.
6. Put cooked pancakes on paper towels until ready to use.
7. If not using at once, cover with paper towels to prevent the pancakes from drying out.
8. Continue making the pancakes until you have used up all the mixture, adding 1 teaspoon more of the margarine spread (or canola oil spray) to the pan after cooking ten pancakes.

# Breakfast crumble

This crumble also makes a great afternoon tea treat or dessert. Serve with reduced fat plain yoghurt for variety, try combination of apple and rhubarb, apple and pear or apricot (canned in unsweetened juice).



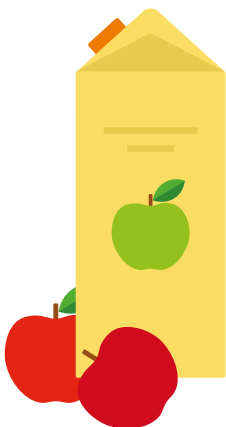
**Preparation time:** 10 minutes

**Cooking time:** 15 minutes if using canned pie apples  
30 minutes if stewing fresh apples

Ingredients	Makes 10	Makes 20	Makes 30
<b>Apple filling</b>			
Granny Smith apples	13 (2 kg)	26 (4 kg)	39 (6 kg)
Unsweetened apple juice	1 cup (250 mL)	2 cups (500 mL)	3 cups (750 mL)
or canned pie apple fruit, unsweetened	3 x 800 g cans (2.4 kg)	6 x 800 g cans (4.8 kg)	9 x 800 g cans (7.2 kg)
<b>Crumble topping</b>			
Untoasted muesli	2 cups (235 g)	4 cups (470 g)	6 cups (700 g)
Wholemeal flour	$\frac{3}{4}$ cup (105 g)	$1\frac{1}{2}$ cups (210 g)	$2\frac{1}{4}$ cups (315 g)
Brown sugar	$\frac{1}{2}$ cup (90 g)	1 cup (180 g)	$1\frac{1}{4}$ cups (225 g)
Ground cinnamon	1 tsp	2 tsp	3 tsp
Margarine spread, melted	4 tbsp (80 g)	$\frac{2}{3}$ cup (165 g)	1 cup (250 g)

## Method

1. If using fresh apples, peel, core and slice them and place in a large saucepan. Add the apple juice, cover and bring to the boil. Reduce the heat to low-medium and cook until the apples become pulpy, 10–15 minutes.
2. Preheat oven to 190°C.
3. Spread the stewed or canned apples out in an even layer in a large baking dish.
4. To prepare the crumble, combine the muesli, flour, sugar and cinnamon.
5. Using your fingers, gradually work in the margarine spread.
6. Sprinkle the crumble topping over the apples and bake in the preheated oven until golden brown, about 15–20 minutes.



# Hash browns

These are good on a cold winter's morning. Serve with salt reduced tomato sauce.



**Preparation time:** 10 minutes

**Cooking time:** 20 minutes

Ingredients	Makes 10	Makes 20	Makes 30
Potatoes, grated	4 (955 g)	8 (1.9 kg)	12 (2.9 kg)
Onions, grated	½ (65 g)	1 (130 g)	1½ (200 g)
Eggs, beaten	2	4	6
Ground pepper	Pinch	¼ tsp	¼ tsp
Sunflower oil for cooking	2 tbsp (40 mL)	4 tbsp (80 mL)	6 tbsp (120 mL)



## **Veggie variety**

*Try using half quantity potato and half quantity grated carrot, pumpkin or sweet potato.*

## **Method**

1. Grate the potatoes, then place in a large sieve or colander to drain excess liquid.
2. Combine the grated potato with the onion, eggs and pepper.
3. Heat a frying pan over medium–high heat (200°C if using an electric frying pan).
4. Add 1 tablespoon of oil and cook five hash browns at one time (use ¼ cup of the mixture for each hash brown and press the mixture flat against the pan using a spatula to keep them thin and crispy).
5. Cook until golden brown on both sides, about 2 minutes each side.
6. Serve at once or transfer to a plate and keep warm in oven until needed.
7. Continue making the hash browns until you have used up all the mixture, adding 1 tablespoon more of sunflower oil to the pan after cooking five hash browns.

# Breakfast omelette

Serve this warm with wholemeal toast.



**Preparation time:** 10 minutes

**Cooking time:** 10 - 15 minutes

Ingredients	Makes 10	Makes 20	Makes 30
Eggs	10	20	30
Reduced fat milk	½ cup (125 mL)	1 cup (250 mL)	1½ cups (375 mL)
Chopped herbs e.g. parsley, chives	½ cup (30 g)	¾ cup (50 g)	1 cup (60 g)
Ground pepper	Pinch	¼ tsp	¼ tsp
Canola oil for cooking	1 tbsp (20 mL)	2 tbsp (40 mL)	3 tbsp (60 mL)
Tomatoes, chopped	2 (300 g)	4 (610 g)	6 (910 g)
Grated reduced fat cheddar style cheese	½ cup (60 g)	1 cup (120 g)	1½ cups (180 g)



## Herbs

*Freshly chopped herbs, such as parsley and chives, go especially well with eggs.*

## Method

1. Separate the yolks from the white of the eggs.
2. Whisk the egg whites until they form soft peaks and set aside.
3. Beat the egg yolks and combine with the milk, herbs and pepper.
4. Using a large metal spoon, fold the beaten egg whites through the mixture.
5. Heat a frying pan over medium heat.
6. Add the oil and heat for a few seconds.
7. Make the omelettes in batches, according to the size of your frying pan.
8. Pour a proportion of the egg mixture into the hot frying pan and cook over low-medium heat until set, about 5 minutes.
9. Sprinkle a proportion of the tomatoes and cheese evenly over the top.
10. Cook under a hot grill to brown the cheese, about 1 minute, then cut into portions and serve at once.





## Baked burgers

These make a great lunch for vacation care. Baking the burgers in muffin pans keeps the fat to a minimum and makes them easier to form into burgers quickly. Add reduced fat cheese for variety.



**Preparation time:** 20 minutes

**Cooking time:** 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Lean minced beef	300 g	700 g	1 kg	1.25 kg	1.75 kg
Eggs, beaten	1	1	2	2	3
Onions, chopped finely	½ (65 g)	1 (130 g)	1 (130 g)	2 (265 g)	3 (395 g)
Garlic cloves, crushed	2	3	4	5	6
Carrots, peeled and grated	½ (65 g)	1 (130 g)	1½ (195 g)	2 (260 g)	2½ (325 g)
Zucchini, grated	1 (195 g)	2 (390 g)	2 (390 g)	3 (585 g)	3 (585 g)
No added salt tomato paste	1 tbsp (20 g)	2 tbsp (40 g)	2 tbsp (40 g)	3 tbsp (60 g)	4 tbsp (80 g)
Sweet chilli sauce	1 tbsp (30 g)	2 tbsp (55 g)	3 tbsp (85 g)	½ cup (115 g)	¾ cup (175 g)
Dried breadcrumbs	1 cup (90 g)	2 cups (180 g)	3 cups (270 g)	4 cups (360 g)	5 cups (450 g)
Olive oil cooking spray for cooking					
<b>To serve</b>					
Mayonnaise (see Recipes p80)	2½ tbsp (50 mL)	⅓ cup (85 mL)	½ cup (125 mL)	⅔ cup (165 mL)	¾ cup (190 mL)
Sweet chilli sauce or salt reduced tomato sauce	2½ tbsp (50 g)	⅓ cup (85 g)	½ cup (130 g)	⅔ cup (175 g)	¾ cup (195 g)
Small wholemeal buns or English muffins, split open	10	20	30	40	50
Tomatoes, sliced	2 (300 g)	4 (610 g)	6 (910 g)	8 (1.2 kg)	10 (1.5 kg)
Lettuce (small), shredded	½	1	1½	2	2½

### Method

1. Preheat the oven to 230°C.
2. Combine the beef, eggs, onion, garlic, carrot, zucchini, tomato paste and sweet chilli sauce. Use your hands to combine the ingredients, adding enough breadcrumbs to bring the mixture to a hamburger consistency.
3. Spray the oil over the muffin pans. Place the burger mixture into the prepared muffin pans.
4. Spray a little more oil over the outside of the bottom of a standard drinking glass and use to flatten each burger evenly.
5. Bake the burgers in the preheated oven until cooked through, about 20 minutes.
6. Meanwhile, split the buns open, spread mayonnaise on the underside of the lid of the buns and sweet chilli sauce or tomato sauce on the bottom of the buns. Add lettuce and tomato slices.
7. When the burgers are cooked, all you have to do is add the burger and pop on the lid of the bun.

# Corny chicken burgers

Baking these burgers reduces the fat content and makes it easy to form into burgers.



**Preparation time:** 30 minutes

**Cooking time:** 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Lean minced chicken	275 g	550 g	800 g	1.1 kg	1.4 kg
Eggs, beaten	1	1	2	2	3
Onions, chopped finely	½ (65 g)	1 (130 g)	1½ (200 g)	2 (265 g)	2 (265 g)
Garlic cloves, crushed	2	3	4	4	5
Canned no added salt sweet corn kernels, drained	½ cup (90 g)	1 cup (180 g)	1½ cups (265 g)	2 cups (355 g)	2½ cups (445 g)
Sweet chilli sauce	1 tbsp (30 g)	2 tbsp (55 g)	3 tbsp (85 g)	3 tbsp (85 g)	4 tbsp (110 g)
Coriander or parsley, chopped	¼ cup (15 g)	⅓ cup (20 g)	½ cup (30 g)	¾ cup (50 g)	¾ cup (50 g)
Dried breadcrumbs	1 cup (90 g)	2 cups (180 g)	2½ cups (225 g)	3 cups (270 g)	3½ cups (315 g)
Olive oil cooking spray for cooking					
<b>To serve</b>					
Mayonnaise (see Recipes p80)	2½ tbsp (50 mL)	½ cup (125 mL)	¾ cup (190 mL)	1 cup (250 mL)	1¼ cups (315 mL)
Sweet chilli or salt reduced tomato sauce	2½ tbsp (70 g)	½ cup (175 g)	¾ cup (260 g)	1 cup (350 g)	1¼ cups (440 g)
Wholegrain buns or English muffins, split open	10	20	30	40	50
Tomatoes, sliced	2 (305 g)	4 (610 g)	6 (910 g)	8 (1.2 kg)	10 (1.5 kg)
Cucumber, sliced	¼ (55 g)	½ (110 g)	¾ (160 g)	1 (215 g)	1¼ (265 g)

## Method

1. Preheat the oven to 230°C.
2. Combine chicken, egg, onion, garlic, sweet corn, zucchini, sweet chilli sauce and coriander (or parsley).
3. Use your hands to combine the ingredients, adding enough breadcrumbs to bring the mixture to hamburger consistency.
4. Spray the oil over muffin pans. Place the burger mixture into the prepared muffin pans.
5. Spray a little more oil over the outside of the bottom of a standard drinking glass and use to flatten each burger evenly.
6. Bake the burgers in the preheated oven until thoroughly cooked, about 20 minutes.
7. To assemble, spread mayonnaise on underside of the bun lid. Spread sweet chilli sauce (or tomato sauce) on the bun base.
8. Add the burger, then top with tomato and cucumber slices. Put the bun lid on and serve.

# Tuna patties

Serve these patties on a bun with lettuce, tomato and mayonnaise, or wrap in Lebanese bread with salt reduced tomato sauce.



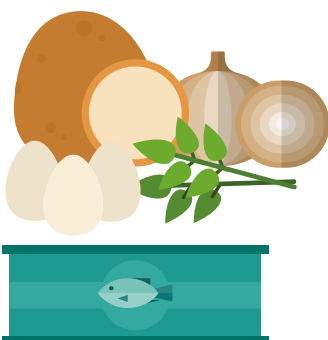
**Preparation time:** 10 minutes

**Cooking time:** Potatoes: 15 - 18 minutes  
Patties: 5 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Potatoes, peeled	500 g	1 kg	1.5 kg	2 kg	2.5 kg
Onions, chopped finely	½ (65 g)	1 (130 g)	1 large (165 g)	2 medium (285 g)	2 large (330 g)
Parsley, chopped	½ cup (30 g)	1 cup (60 g)	½ bunch	¾ bunch	1 bunch
Eggs, beaten	2	3	4	5	6
Canned tuna (in spring water or healthier oil), drained	1 x 425 g can (425 g)	2 x 425 g cans (850 g)	2 x 425 g cans (850 g)	3 x 425 g cans (1.3 kg)	3 x 425 g cans (1.3 kg)
Black pepper, coarsely ground	Pinch	¼ tsp	⅓ tsp	½ tsp	⅔ tsp
Canola oil for cooking	2 tbsp (40 mL)	3 tbsp (60 mL)	⅓ cup (85 mL)	½ cup (125 mL)	⅔ cup (165 mL)

## Method

1. Cut the potatoes into 2–3 cm chunks.
2. Put the potatoes in a large saucepan and almost cover with boiling water.
3. Cover and bring to the boil, then reduce the heat and simmer until tender, about 15 minutes.
4. Meanwhile, prepare the other ingredients as described.
5. Drain the water from the potatoes and mash with a potato masher.
6. Transfer the potatoes to a large mixing bowl and allow them to cool.
7. Stir in the remaining ingredients. Use your hands to form ¼ cupfuls of the mixture into patties and arrange on a tray.
8. Heat 1 tablespoon of the oil in a frying pan and cook the patties until golden brown, about 2 minutes each side.
9. Cook the patties in batches, adding a little more of the remaining oil as required, until cooked through and golden brown on the outside. Serve immediately.





# Tuna and sweet potato patties

These are a tasty way to enjoy fish and sweet potatoes. Serve as a burger or in a wrap with lettuce and tomato.



**Preparation time:** 20 minutes

**Cooking time:** 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Sweet potato	1 small (200 g)	1 medium (400 g)	1¼ medium (500 g)	1 large (750 g)	2 medium (850 g)
Canned tuna (in spring water), drained well	1 x 425 g can (425 g)	2 x 425 g (850 g)	2 x 425 g cans (850 g)	3 x 425 g cans ( 1.3 kg)	3 x 425 g cans (1.3 kg)
Eggs, beaten	1	2	2	3	4
Onions, chopped finely	½ (65 g)	1 (130 g)	1½ (200 g)	2 (265 g)	2½ (330 g)
Frozen peas	½ cup (75 g)	1 cup (145 g)	1½ cups (220 g)	2 cups (290 g)	2½ cups (365 g)
Sweet chilli sauce	1¼ tbsp (35 g)	2 tbsp (55 g)	¼ cup (90 g)	⅓ cup (115 g)	½ cup (175 g)
Parsley, chopped	¼ cup (15 g)	½ cup (30 g)	¾ cup (50 g)	1 cup (60 g)	1¼ cups (80 g)
Dried breadcrumbs	¾ cup (65 g)	1¼ cups (115 g)	2¼ cups (90 g)	2½ cups (100 g)	3½ cups (140 g)
Olive oil for cooking	1½ tbsp (30 mL)	3 tbsp (60 mL)	⅓ cup (85 mL)	½ cup (125 mL)	⅔ cup (165 mL)
<b>To serve</b>					
Bread stick, sliced	½	1	1½	2	2½
Sweet chilli sauce	2½ tbsp (70 g)	½ cup (175 g)	¾ cup (260 g)	1 cup (350 g)	1¼ cups (440 g)
Lettuce (small), shredded	½	1	1½	2	2½
Tomatoes, sliced	2 (305 g)	4 (610 g)	6 (910 g)	8 (1.2 kg)	10 (1.5 kg)
Reduced fat cheese slices, cut in half on diagonal	5	10	15	20	25



**Storing leftover grated sweet potato.** Grated sweet potato can be successfully frozen.

**Use an oven instead of the frying pan.** You could also bake these patties in the oven as per Baked burgers (see p99).

## Method

1. Peel and grate the sweet potato then combine in a large mixing bowl with the tuna, eggs, onion, peas and sweet chilli sauce.
2. Add enough breadcrumbs to bring the mixture to a hamburger consistency.
3. Use your hands to form the mixture into patties.
4. Heat a frying pan over medium–high heat, add 1 tablespoon oil. Cook the patties in batches, adding a little more of the remaining oil as required, until cooked through and golden brown on the outside.
5. To serve, spread a little sweet chilli sauce on each slice of bread then arrange a small lettuce leaf on top. Top with the patty, tomato slice and cheese triangle.

# Baked meatballs

Baking meatballs keeps the fat to a minimum. These make great dippers to serve with a tasty sauce. Also try serving with pita pocket bread, lettuce and tomato.



**Preparation time:** 20 minutes

**Cooking time:** 15 - 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Makes the following number of balls	30	60	90	120	150
Lean minced beef	300 g	600 g	900 g	1.2 kg	1.5 kg
Eggs, beaten	1	2	2	3	4
Onions, chopped finely	½ (65 g)	1 (130 g)	1½ (200 g)	2 (265 g)	2 (265 g)
Garlic cloves, crushed	1	2	3	4	5
Carrots, peeled and grated	½ (65 g)	1 (130 g)	1½ (195 g)	2 (260 g)	2½ (325 g)
Zucchini, grated	½ (100 g)	1 (195 g)	2 (390 g)	3 (585 g)	4 (780 g)
No added salt tomato paste	1 tbsp (20 g)	2 tbsp (40 g)	3 tbsp (60 g)	½ cup (125 g)	⅔ cup (165 g)
Sweet chilli sauce	2 tsp (15 g)	1 tbsp (30 g)	1½ tbsp (40 g)	2 tbsp (55 g)	3 tbsp (85 g)
Dried breadcrumbs	1 cup (90 g)	2 cups (180 g)	3 cups (270 g)	4 cups (360 g)	5 cups (450 g)
Olive oil cooking spray for cooking					
<b>To serve</b>					
Super salsa (see p139) or sweet chilli sauce	⅓ cup (115 g)	½ cup (175 g)	¾ cup (265 g)	1 cup (350 g)	1¼ cups (440 g)



## Variety

For a variation, try replacing the sweet chilli sauce in the meatball mixture with a little curry powder.

## Method

1. Preheat oven to 230°C.
2. Combine the beef, eggs, onion, garlic, carrot, zucchini, tomato paste and sweet chilli sauce. Use your hands to combine the mixture, adding enough breadcrumbs to bring the mixture to a hamburger consistency.
3. Spray the baking trays with oil. Spray more oil on the palms of your hands and use your hands to form the mixture into small balls about 3 cm in diameter.
4. Arrange meatballs on the prepared baking trays. Bake until cooked through and lightly browned on the outside, 15–20 minutes.
5. Remove from the baking trays and serve with Super salsa (see pxxx) or sweet chilli sauce.

# Beany melts

This recipe spices up beans with vegetables and cheese.



**Preparation time:** 10 - 12 minutes

**Cooking time:** 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
No added salt or salt reduced baked beans	1 x 425 g can	2 x 425 g cans (850 g)	3 x 425 g cans (1.28 kg) cans	4 x 425 g cans (1.7 kg) cans	4 x 425 g cans (1.7 kg) cans
Spring onions (with green tops), sliced	4 onions	8 onions	1 bunch	1½ bunches	2 bunches
Frozen sweet corn kernels	⅔ cup (180 g)	1½ cups (405 g)	2 cups (540 g)	4 cups (1.1 kg)	4 cups (1.1 kg)
Red capsicums, seeds removed, chopped	1 small (225 g)	1 (270 g)	2 (540 g)	3 (815 g)	3 (815)
Sweet chilli sauce	3 tsp (20 g)	1½ tbsp (40 g)	2 tbsp (55 g)	2½ tbsp (70 g)	3 tbsp (85 g)
or Tabasco sauce	Few drops	¼ tsp	¼ tsp	½ tsp	¾ tsp
Wholemeal English muffins	5	10	15	20	25
Grated reduced fat cheddar style cheese	1 cup (120 g)	2 cups (240 g)	2½ cups (300 g)	3 cups (360 g)	4 cups (480 g)
Black pepper, coarsely ground	Pinch	¼ tsp	⅓ tsp	½ tsp	½ tsp

## Method

1. Preheat oven to 200°C.
2. Using a wooden spoon, combine the baked beans, spring onions, sweet corn, capsicums and sweet chilli sauce (or Tabasco sauce) in a large mixing bowl.
3. Using a small sharp knife, split the muffins in half.
4. Arrange the muffin halves on a clean work surface.
5. Divide the baked bean mixture between muffins and spread out evenly on each one.
6. Sprinkle with the grated cheese and pepper.
7. Arrange on baking trays and bake until they are heated through and the cheese is a light golden brown, about 15 minutes.



# Broccoli and green pea soup

Serve in cups with toast fingers to dip in the soup.



**Preparation time:** 15 minutes

**Cooking time:** 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil	1 tbsp (20 mL)	2 tbsp (40 mL)	2 tbsp (40 mL)	3 tbsp (60 mL)	4 tbsp (80 mL)
Onions, chopped	1 (130 g)	2 (265 g)	2 (265 g)	3 (395 g)	3 (395 g)
Celery, chopped	2 sticks	4 sticks	½ bunch (200 g)	¾ bunch (300 g)	1 bunch (400 g)
Broccoli, trimmed and chopped	350 g	700 g	1.2 kg	1.5 kg	2 kg
Frozen peas	1 cup (145 g)	2 cups (290 g)	3 cups (435 g)	4 cups (580 g)	5 cups (725 g)
Minced garlic	1 tsp	2 tsp	3 tsp	1 tbsp	1 tbsp
Homemade no added salt or salt reduced vegetable stock	1½ cups (375 mL)	3 cups (750 mL)	4½ cups (1.2 L)	6 cups (1.5 L)	8 cups (2 L)
Dried basil	1 tsp	2 tsp	3 tsp	1 tbsp	1¼ tbsp
Reduced fat milk	1½ cups (375 mL)	3 cups (750 mL)	4½ cups (1.2 L)	6 cups (1.5 L)	8 cups (2 L)
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp



## Great colour and texture

*Be sure to cook the broccoli only until it is tender — it should still be a nice shade of green. If you overcook broccoli it will develop an olive green colour and a strong flavour. The addition of the peas helps liven up the colour and also creates a thick, satisfying texture.*

## Method

1. Heat the oil in a large pan and stir-fry the onions and celery for 2 minutes.
2. Turn the heat to very low, put the lid on the pan and cook gently for 5 minutes while you chop the broccoli.
3. Add the broccoli, peas and garlic to the pan and stir to combine with the onions and celery. Cover the pan and continue to cook gently.
4. Add the hot stock to the pan and bring the soup to the boil.
5. Reduce the heat, cover and simmer until the broccoli is tender, about 10 minutes (see Quick tip).
6. Add the basil.
7. If you have a blender, blend the soup in batches, adding a cup or so of the milk to each batch to cool the soup while blending. Return the soup to the pan and reheat.
8. Alternatively, if you have a hand-held blender, simply blend the soup in the pot, then stir in the milk and reheat gently.
9. Season with pepper and serve in cups with spoons.

# Chicken noodle soup

Serve in cups with toast fingers to dip in the soup.



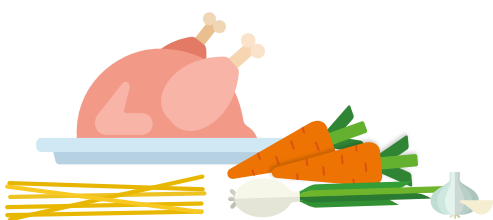
**Preparation time:** 10 - 12 minutes

**Cooking time:** 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Homemade no added salt or salt reduced chicken stock	5 cups (1.25 L)	10 cups (2.5 L)	16 cups (4 L)	20 cups (5 L)	24 cups (6 L)
Lean chicken breast fillets	1 small (150 g)	1 large (325 g)	2 medium (495 g)	3 medium (745 g)	4 medium (990 g)
Carrots, peeled and chopped	1 large (170 g)	2 (260 g)	3 (390 g)	4 (515 g)	5 (645 g)
Celery, chopped	1 stick	2 sticks	3 sticks	4 sticks	½ bunch (200 g)
Spring onions, sliced	½ bunch	1 bunch	1 bunch	1½ bunches	2 bunches
Frozen sweet corn kernels	1½ cups (405 g)	3 cups (810 g)	4½ cups (1.2 kg)	6 cups (1.6 kg)	6½ cups (1.8 kg)
Minced garlic	1 tsp	2 tsp	3 tsp	1 tbsp	1 tbsp
Plain dried noodles (not fried), broken into pieces	125 g	250 g	375 g	500 g	600 g
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp

## Method

1. Put the stock in a large pan, cover and bring to the boil.
2. Meanwhile, cut the chicken into small cubes.
3. Add the chicken to the stock and continue to bring to the boil (use a large spoon to skim off any foam that rises to the surface).
4. Add the carrots, celery, spring onions, sweet corn and garlic.
5. Return the soup to the boil, stirring every now and then.
6. Reduce the heat, cover and simmer until the vegetables are tender, about 15 minutes.
7. Stir in the noodles, then return the soup to the boil.
8. Immediately turn off the heat, cover the pan and allow the soup to stand for 5 minutes to cook the noodles.
9. Season with pepper and serve in cups with spoons.



# Pumpkin soup

Serve in cups with toast fingers to dip in the soup.



**Preparation time:** 15 minutes

**Cooking time:** 15 - 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil	1 tbsp (20 mL)	2 tbsp (40 mL)	2 tbsp (40 mL)	3 tbsp (60 mL)	4 tbsp (80 mL)
Onions, chopped	1 (130 g)	2 (265 g)	2 (265 g)	3 (395 g)	3 (395 g)
Celery, chopped	2 sticks	4 sticks	½ bunch (200 g)	¾ bunch (300 g)	1 bunch (400 g)
Jap pumpkin (see Quick tips below)	600 g	1.2 kg	1.8 kg	2.4 kg	3 kg
Homemade no added salt or salt reduced vegetable stock	3 cups (750 mL)	6 cups (1.5 L)	8 cups (2 L)	12 cups (3 L)	16 cups (4 L)
Reduced fat milk	1½ cups (375 mL)	3 cups (750 mL)	4 cups (1 L)	6 cups (1.5 L)	8 cups (2 L)
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp



## Milk for soup

Try adding variety to the foods you serve by using calcium enriched soy milk — it makes surprisingly creamy soups.

## Jap pumpkin

With its relatively tender flesh, Jap pumpkin is easy to cut and peel, making an easier job of chopping up this amount of pumpkin. Buy pieces of pumpkin in sizes you can manage, such as five 700 g pieces, rather than a whole pumpkin

## Method

1. Heat the oil in a large pan and stir-fry the onions and the celery for 2 minutes.
2. Turn the heat to very low, put the lid on the pan and cook for 10 minutes.
3. Meanwhile, cut the pumpkin into large pieces.
4. Use a small sharp knife to remove the seeds and skin. Cut the pumpkin into roughly 2 cm cubes.
5. Add the pumpkin to the pan and stir to combine with the other vegetables. Cover and continue to cook the pumpkin gently.
6. Add the hot stock to the pan and bring the soup to the boil, stirring once or twice.
7. Reduce the heat, then cover and simmer until the pumpkin is tender, about 15 minutes.
8. If you have a blender, blend the soup in batches, adding a cup or so of the milk to each batch to cool the soup while blending.
9. Return the soup to the pan and reheat gently.
10. If you have a hand-held blender, simply blend the soup in the pot, then stir in the milk and reheat gently.
11. Season with pepper and serve in cups with spoons.

# Spicy red lentil and vegetable soup

Plain naan or roti bread is great to heat and serve with this Indian-inspired soup.



**Preparation time:** 12 - 15 minutes

**Cooking time:** 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Split red lentils	¾ cup (150 g)	1½ cups (300 g)	2¼ cups (425 g)	3 cups (600 g)	4 cups (800 g)
Homemade no added salt or salt reduced vegetable stock	3 cups (750 mL)	6 cups (1.5 L)	9 cups (2.2 L)	12 cups (3 L)	16 cups (4 L)
Onions, chopped	1 (130 g)	2 (265 g)	2 (265 g)	3 (395 g)	3 (395 g)
Celery, chopped	1 stick	2 sticks	3 sticks	4 sticks	½ bunch (200 g)
Jap pumpkin, peeled, seeds removed	150 g	300 g	450 g	600 g	750 g
Mild curry powder	1 tsp	1½ tsp	2½ tsp	3½ tsp	1 tbsp
Minced garlic	1 tsp	2 tsp	3 tsp	1 tbsp	1 tbsp
Frozen peas	1 cup (145 g)	2 cups (290 g)	3 cups (435 g)	4 cup (580 g)	5 cups (725 g)
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp



## Red split lentils

*Red split lentils are great to use because they do not need to be pre-soaked and don't take long to cook. Like other legumes, they make satisfying warming soups and are rich in vitamins, minerals and dietary fibre.*

## Method

1. To rinse the lentils, put them in a large pan, cover with water and stir. Drain most of the water from the lentils.
2. Cover the rinsed lentils with the vegetable stock, then bring to the boil, stirring occasionally.
3. Meanwhile, chop the onions and celery and add to the soup as it comes to the boil.
4. Use a large serving spoon to remove and discard any foam that rises to the surface.
5. Chop the pumpkin and add to the soup, along with the curry powder, garlic and peas.
6. Once the soup has come to the boil, reduce the heat, cover and simmer until the vegetables are tender, about 15 minutes.
7. Season with pepper and serve in cups with spoons.

# Tomato, red lentil and vegetable soup

Serve in cups with toast fingers to dip in the soup.



**Preparation time:** 10 - 12 minutes

**Cooking time:** 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil	1 tbsp (20 mL)	2 tbsp (40 mL)	2 tbsp (40 mL)	3 tbsp (60 mL)	4 tbsp (80 mL)
Onions, chopped	1 (130 g)	2 (265 g)	2 (265 g)	3 (395 g)	3 (395 g)
Split red lentils	$\frac{3}{4}$ cup (150 g)	$1\frac{1}{2}$ cups (300 g)	$2\frac{1}{4}$ cups (425 g)	3 cups (600 g)	4 cups (800 g)
Boiling water	$2\frac{1}{2}$ cups (625 mL)	5 cups (1.25 L)	$7\frac{1}{2}$ cups (1.8 L)	10 cups (2.5 L)	12 cups (3 L)
Jap pumpkin, peeled and chopped	200 g	400 g	600 g	800 g	1 kg
Salt reduced tomato pasta sauce	$2\frac{1}{2}$ cups (625 mL)	5 cups (1.25 L)	$7\frac{1}{2}$ cups (1.8 L)	10 cups (2.5 L)	12 cups (3 L)
Dried basil	$1\frac{1}{2}$ tsp	3 tsp	5 tsp	7 tsp	2 tbsp
Minced garlic	$1\frac{1}{2}$ tsp	3 tsp	5 tsp	7 tsp	2 tbsp
Frozen peas	1 cup (145 g)	2 cups (290 g)	3 cups (435 g)	4 cups (580 g)	5 cups (725 g)
Pepper, coarsely ground	Pinch	Pinch	$\frac{1}{4}$ tsp	$\frac{1}{2}$ tsp	$\frac{1}{2}$ tsp

## Method

1. Heat the oil in a large pan and stir-fry the onions for 1–2 minutes.
2. Turn the heat to very low, put the lid on the pan and cook the onions gently for 5 minutes while you rinse the lentils.
3. To rinse the lentils, put them in a mixing bowl, cover with cold water and stir. Drain as much water as possible from the lentils.
4. Add the lentils to the onions, then stir in the boiling water.
5. Bring the soup to the boil, using a large serving spoon to remove and discard any foam that rises to the surface.
6. Chop the pumpkin and add it to the soup, along with the pasta sauce, basil, garlic and peas.
7. Once the soup has come to the boil, reduce the heat, cover and simmer until the vegetables are tender, about 15 minutes.
8. Season with pepper and serve in cups with spoons.





# Creamy carrot soup

Serve in cups with toast fingers to dip in the soup.



**Preparation time:** 10 minutes

**Cooking time:** 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil	1 tbsp (20 mL)	2 tbsp (40 mL)	2 tbsp (40 mL)	3 tbsp (60 mL)	4 tbsp (80 mL)
Onions, chopped	1 (130 g)	2 (265 g)	2 (265 g)	3 (395 g)	3 (395 g)
Celery, chopped	2 sticks	4 sticks	½ bunch (200 g)	¾ bunch (300 g)	1 bunch (400 g)
Frozen sweet corn kernels	1½ cups (405 g)	3 cups (810 g)	4½ cups (1.2 kg)	6 cups (1.6 kg)	6½ cups (1.8 kg)
Carrots, peeled	4 (515 g)	8 (1 kg)	12 (1.5 kg)	16 (2.1 kg)	20 (2.6 kg)
Homemade no added salt or salt reduced vegetable stock	3 cups (750 mL)	6 cups (1.5 L)	9 cups (2.2 L)	12 cups (3 L)	16 cups (4 L)
Reduced fat milk	1½ cups (375 mL)	3 cups (750 mL)	4½ cups (1.2 L)	6 cups (1.5 L)	8 cups (2 L)
Tabasco sauce	¼ tsp	½ tsp	¾ tsp	1 tsp	1 tsp

## Method

1. Heat the oil in a large pan and stir-fry the onions, celery and sweet corn for 2 minutes.
2. Turn the heat to very low, put the lid on the pan and cook for 5 - 10 minutes while you chop the carrots.
3. Add the carrots to the pan and stir to combine with the other vegetables. Cover and continue to cook gently.
4. Add the hot stock to the pan and bring the soup to the boil.
5. Reduce the heat, cover and simmer until the carrots are tender, about 15 minutes.
6. If you have a blender, blend the soup in batches, adding a cup or so of the milk to each batch to cool the soup while blending. Return the soup to the pan, add the Tabasco and reheat.
7. Alternatively, if you have a hand-held blender, simply blend the soup in the pot, then stir in the milk and Tabasco sauce and reheat gently.
8. Serve in cups with spoons.

## Cooked rice – absorption method

When cooking more than 30 serves, you will need to use two large (8 litre) pans.



**Preparation time:** 1 minutes

**Cooking time:** 12 - 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Rice	2 cups (400 g)	4 cups (600 g)	6 cups (1.2 kg)	8 cups (1.6 kg)	10 cups (2 kg)
Water	5 cups (1¼ L)	10 cups (2½ L)	15 cups (3¾ L)	20 cups (5 L)	24 cups (6 L)



### **Pre-cooking rice**

*For fried rice and for rice salads, it is best to pre-cook the rice the day before and refrigerate. Cold cooked rice retains its separate grains more easily so you don't end up with gluggy rice.*

### **Method**

1. To wash the rice, place the rice in a large cooking pot. Cover with water, stir, then drain most of the water.
2. Cover the rice with the amount of water specified in the table above.
3. Cover the pan with the lid and bring the water to the boil, stirring briefly once or twice to prevent rice sticking to the bottom of the pan.
4. Reduce the heat and cook gently with lid on until rice is tender and fluffy, about 12 minutes.
5. Remove from the heat and use as required.



# Corn fritters

These fritters are full of vegetables and are delicious served on wholemeal bread or in a bun with salt reduced tomato sauce.



**Preparation time:** 10 - 20 minutes

**Cooking time:** 10 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Frozen sweet corn kernels	1½ cups (405 g)	3 cups (810 g)	5 cups (1.4 kg)	6 cups (1.6 kg)	6½ cups (1.8 kg)
Spring onions (with green tops), sliced	4 onions	8 onions	1 bunch	1½ bunches	2 bunches
Capsicum, seeds removed, chopped	1 small (200 g)	2 small (400 g)	1 large (330 g)	2 medium (520 g)	2 large (655 g)
Parsley or chives, chopped	¼ cup (15 g)	½ cup (30 g)	⅔ cup (40 g)	1 cup (65 g)	1 cup (65 g)
Black pepper, coarsely ground	Pinch	¼ tsp	⅓ tsp	½ tsp	½ tsp
Sweet chilli sauce	1 tbsp (30 g)	2 tbsp (55 g)	3 tbsp (85 g)	4 tbsp (110 g)	5 tbsp (140 g)
Eggs, beaten	2	3	5	5	6
Reduced fat milk	½ cup (125 mL)	1 cup (250 mL)	1½ cups (375 mL)	2 cups (500 mL)	2½ cups (625 mL)
Wholemeal self-raising flour	1 cup (140 g)	1¾ cups (245 g)	2½ cups (350 mL)	3 cups (420 g)	4 cups (560 g)
Canola oil for cooking	1 tbsp (20 mL)	2 tbsp (40 mL)	¼ cup (65 mL)	⅓ cup (85 mL)	⅓ cup (85 mL)

## Method

1. Using a wooden spoon, combine corn, onions, capsicum, parsley (or chives), pepper, sweet chilli sauce, eggs and milk in a large mixing bowl.
2. Stir in the wholemeal self-raising flour.
3. Heat a frying (or electric) pan with 2 teaspoons of oil and cook the mixture in ¼ cupfuls (this will produce fritters about 7 cm in diameter).
4. Cook until golden brown, about 2 minutes each side, and serve as soon as possible.
5. If not using at once, cover and store in the refrigerator for up to 3 days. Alternatively, transfer to a freezer storage container and freeze for several weeks.

# Zucchini fritters

These zucchini fritters are delicious served on wholemeal bread or in a bun with salt reduced tomato sauce.

**Preparation time:** 10 - 12 minutes

**Cooking time:** 10 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Zucchinis, grated	$\frac{3}{4}$ (140 g)	$1\frac{1}{2}$ (280 g)	2 (420 g)	3 (600 g)	4 (750 g)
Onions, chopped finely	1 small (105 g)	2 small (205 g)	1 large (165 g)	2 medium (265 g)	3 medium (395 g)
Frozen peas	1 cup (145 g)	$1\frac{1}{2}$ cups (220 g)	2 cups (290 g)	$2\frac{1}{2}$ cups (365 g)	3 cups (435 g)
Black pepper, coarsely ground	Pinch	$\frac{1}{4}$ tsp	$\frac{1}{3}$ tsp	$\frac{1}{2}$ tsp	$\frac{1}{2}$ tsp
Eggs, beaten	2	3	5	5	6
Reduced fat milk	$\frac{1}{3}$ cup (85 mL)	$\frac{2}{3}$ cup (165 mL)	1 cup (250 mL)	$1\frac{1}{2}$ cups (375 mL)	2 cups (500 mL)
Wholemeal self-raising flour	$\frac{2}{3}$ cup (95 g)	$1\frac{1}{3}$ cups (185 g)	2 cups (280 g)	$2\frac{1}{2}$ cups (350 g)	3 cups (420 g)
Canola oil for cooking	1 tbsp (20 mL)	2 tbsp (40 mL)	$\frac{1}{4}$ cup (65 mL)	$\frac{1}{3}$ cup (85 mL)	$\frac{1}{3}$ cup (85 mL)

## Method

1. Using a wooden spoon, combine the zucchinis, onions, peas, pepper, eggs and milk in a large mixing bowl.
2. Stir in the wholemeal self-raising flour.
3. Heat a frying pan with 2 teaspoons of oil and cook the mixture in  $\frac{1}{4}$  cupfuls (this will produce fritters about 7 cm in diameter).
4. Cook until golden brown, about 2 minutes each side, and serve as soon as possible. The cooked fritters are suitable for freezing.
5. If not using at once, cover and store in the refrigerator for up to 3 days. Alternatively, transfer to a freezer storage container and freeze for several weeks.



## Fried rice

To make it easy to eat, serve fried rice in cups with spoons.

**Preparation time:** 12 - 15 minutes

**Cooking time:** 12 - 15 minutes

<b>Ingredients</b>	<b>Serves 10</b>	<b>Serves 20</b>	<b>Serves 30</b>	<b>Serves 40</b>	<b>Serves 50</b>
Cold Cooked rice (see p111)	4 cups	8 cups	12 cups	16 cups	20 cups
Canola oil	3 tbsp (60 mL)	4 tbsp (80 mL)	5 tbsp (100 mL)	½ cup (125 mL)	½ cup (125 mL)
Eggs, beaten	3	6	9	12	15
or sliced lean ham, cut into strips	4 slices	8 slices	12 slices	16 slices	20 slices
Capsicums, sliced	2 (520 g)	4 (1 kg)	6 (1.6 kg)	8 (2.1 kg)	10 (2.6 kg)
Spring onions, sliced	1	2	3	4	5
Bean shoots, rinsed and drained well	250 g	500 g	750 g	1 kg	1.25 kg
Cabbage, shredded	½ small	1 small	1½ small	2 small	2 large
Salt reduced soy sauce	2 tbsp (40 mL)	⅓ cup (90 mL)	⅓ cup (90 mL)	½ cup (130 mL)	½ cup (130 mL)
Black pepper, coarsely ground	Pinch	¼ tsp	⅓ tsp	½ tsp	½ tsp

### Method

1. Heat 1 tablespoon of oil in a frying pan and add the beaten eggs in a thin layer.
2. Cook until set, then remove from pan and set aside. When cool, cut into strips. If not using egg, set sliced ham aside.
3. Add the remaining oil to the pan and stir-fry the capsicums, spring onions, bean shoots and cabbage until almost tender, about 5 minutes.
4. Gradually stir in the rice and cook until heated through and piping hot, about 10 minutes.
5. Stir in the soy sauce, sesame oil, pepper and egg (or ham) slices, then remove from the heat and serve at once.



## Quick vegetable pasta

Adding small pasta or fresh Hokkien noodles directly to a 'soupy' style sauce makes it much easier to cook pasta for large numbers. Serve this pasta with a bowl of grated reduced fat tasty cheese for sprinkling on top.

**Preparation time:** 5 - 10 minutes

**Cooking time:** 25 - 30 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil	1 tbsp (20 mL)	2 tbsp (40 mL)	¼ cup (65 mL)	¼ cup (65 mL)	½ cup (85 mL)
Spring onions, sliced	4 onions	½ bunch	¾ bunch	1 bunch	1 bunch
Carrots, peeled and grated	1 (150 g)	2 (300 g)	3 (450 g)	4 (600 g)	5 (750 g)
or pumpkin, peeled and grated	150 g	300 g	450 g	600 g	750 g
Minced garlic	1 tsp	2 tsp	3 tsp	1 tbsp	1½ tbsp
Canned no added salt crushed tomatoes	1 x 810 g can (810 g)	2 x 810 g cans (1.6 kg)	3 x 810 g cans (2.4 kg)	4 x 810 g cans (3.2 kg)	5 x 810 g cans (4.1 kg)
No added salt tomato paste	1 small tub (140 g)	½ x 500 g jar (250 g)	¾ x 500 g jar (375 g)	1 x 500 g jar (500 g)	1 x 500 g jar (500 g)
Frozen peas	¾ cup (110 g)	1½ cups (220 g)	2¼ cups (325 g)	3 cups (435 g)	4 cups (580 g)
Boiling water	3 cups (750 mL)	6 cups (1.5 L)	9 cups (2.25 L)	12 cups (3 L)	15 cups (3.75 L)
Fresh Hokkien noodles	800 g	1.6 kg	2.5 kg	3.2 kg	4 kg
or dried small pasta shapes	3½ cups (375 g)	6¾ cups (750 g)	11¼ cups (1.25 kg)	13½ cups (1.5 kg)	18 cups (2 kg)
Chopped parsley	½ cup (30 g)	1 cup (60 g)	1½ cups (90 g)	2 cups (120 g)	1 small bunch
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp



**Cooking pasta for large numbers** involves masses of boiling water. Making the sauce thin and 'soupy' means you can add small pasta, such as macaroni or elbow pasta, directly to the pan. Fresh Hokkien noodles also make a great alternative to cooked spaghetti because they do not need to be boiled, just added to the simmering sauce at the end of the cooking time. When preparing more than 20 serves, make sure you have two large (8 litre pans) to cook the sauce and stir through the noodles.

### Method

1. Heat the oil in a large pan (about 8 L capacity) and stir-fry the onions, carrots (or pumpkin) for 1–2 minutes.
2. Stir in the garlic, tomatoes, tomato paste, peas and boiling water.
3. Cover and bring the sauce to the boil, stirring every now and then.
4. Reduce the heat and simmer until the vegetables are tender, about 10–15 minutes.
5. If using Hokkien noodles: stir the noodles through and simmer for about 2 minutes, then turn off the heat and allow to stand for 5 minutes.
6. If using small pasta shapes: add the pasta and simmer until cooked, about 10 minutes. Stir once or twice to ensure the pasta does not stick to the bottom of the pan.
7. Add pepper and parsley to taste, then serve.

# Vegetable couscous

This is a quick and easy one dish meal and is great for cooler months. Served cold, this recipe makes a tasty salad.



**Preparation time:** 5 minutes

**Cooking time:** 10 - 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil	1 tbsp (20 mL)	2 tbsp (40 mL)	3 tbsp (60 mL)	½ cup (85 mL)	⅓ cup (85 mL)
Onion, chopped finely	2 (265 g)	3 (395 g)	4 (530 g)	5 (660 g)	6 (790 g)
Celery, chopped finely	3 stalks	3 stalks	6 stalks	8 stalks	10 stalks
Frozen peas	1 cup (145 g)	1¾ cups (255 g)	2⅔ cups (390 g)	3½ cups (510 g)	4⅓ cups (630 g)
Semi-dried tomatoes (not in oil), chopped	½ cup (75 g)	1 cup (150 g)	1⅔ cups (250 g)	2 cups (300 g)	3 cups (440 g)
Ground coriander	2 tsp	3 tsp	1 tbsp	1½ tbsp	2 tbsp
Ground chilli powder	¼ tsp	⅓ tsp	½ tsp	¾ tsp	1 tsp
Couscous (see Quick tip below)	1½ cups (280 g)	3 cups (555 g)	4½ cups (835 g)	6 cups (1.1 kg)	7½ cups (1.4 kg)
Homemade no added salt or salt reduced vegetable stock	1½ cups (375 mL)	3 cups (750 mL)	4⅓ cups (1.1 L)	6 cups (1.5 L)	7 cups (1.8 L)



## Couscous

Couscous consists of tiny pellets made from semolina (the inner part of wheat) and water, coated with flour. Try wholemeal couscous to add variety and extra nutrients.

## Convenience

When preparing more than 20 serves, you will need to use large pans for cooking the couscous.

## Method

1. Heat a large saucepan over medium–high heat. Add the oil and stir-fry the onion, celery and peas for 2 minutes.
2. Stir in the semi-dried tomatoes, coriander and chilli powder and cook for 1 minute.
3. Stir in the vegetable stock and bring to the boil over high heat, stirring once or twice.
4. Stir in the couscous and cook for 1 minute, then cover pan with lid and remove from the heat. Allow the couscous to stand until it has absorbed the stock and is tender, 5–10 minutes.
5. Serve hot or refrigerate to serve cold.

# Vegetable noodles

When preparing more than 20 serves of these noodles, make sure you have two large (8 litre) pans to cook the sauce and then stir through the noodles.



**Preparation time:** 12 - 15 minutes

**Cooking time:** 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Canola oil	1 tbsp (20 mL)	2 tbsp (40 mL)	2 tbsp (40 mL)	3 tbsp (60 mL)	3 tbsp (60 mL)
Carrots, peeled and diced	2 medium (260g)	4 medium (520 g)	6 large (1 kg)	7 large (1.25 kg)	9 large (1.5 kg)
Zucchini, diced	2 (390 g)	3 (500 g)	4 (800 g)	3 large (1 kg)	4 large (1.2 kg)
Frozen sweet corn	1 cup (270 g)	2 cups (540 g)	3 cups (810 g)	4 cups (1.1 kg)	5 cups (1.4 kg)
Spring onions, chopped	½ bunch	1 bunch	1½ bunches	2 bunches	2 bunches
Bean shoots, rinsed and drained	100 g	200 g	300 g	400 g	500 g
Sweet chilli sauce	2 tbsp (55 g)	⅓ cup (115 g)	½ cup (175 g)	½ cup (175 g)	⅔ cup (235 g)
Homemade no added salt or salt reduced vegetable stock	4 cups (1 L)	7 cups (1.75 L)	10 cups (2.5 L)	12 cups (3 L)	14 cups (3.5 L)
Fresh Hokkien noodles	800 g	1.75 kg	2.5 kg	3.25 kg	4 kg
Salt reduced soy sauce	1½ tbsp (30 mL)	¼ cup (65 mL)	⅓ cup (85 mL)	½ cup (130 mL)	½ cup (130 mL)
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp



### Handling hot stock

Make the vegetable stock using the appropriate amount of salt-reduced stock cube/s and ¼ amount of boiling water – boil the water in an electric jug first. Then add remaining amount of stock in the form of boiling water. This is much less troublesome than having 4 litres of hot stock in another pot.

### Fresh Hokkien noodles

Fresh Hokkien noodles are plump, golden-coloured noodles that expand when added to hot sauces and liquids. They are available from chilled cabinets of larger supermarkets and Asian grocery stores.

### Method

1. Heat the oil in a large pan and stir-fry the carrots and zucchini for 2 minutes.
2. Add the sweet corn, spring onions, bean shoots, sweet chilli sauce and vegetable stock (see Quick tip).
3. Bring the mixture to the boil, stirring once or twice.
4. Reduce the heat, cover and cook until the vegetables are just tender, about 10 minutes.
5. Add the noodles, soy sauce and pepper to the pan/s and stir through to ensure the strands separate and combine with the hot sauce.
6. Heat gently for 2 minutes, stirring. Turn off the heat and allow noodles to stand for 5 minutes before serving.



# Slurpy noodles

This recipe is a good recipe for the winter.

**Preparation time:** 15 minutes

**Cooking time:** 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil	1 tbsp (20 mL)	2 tbsp (40 mL)	3 tbsp (60 mL)	$\frac{1}{3}$ cup (85 mL)	$\frac{1}{2}$ cup (125 mL)
Spring onions, trimmed and chopped	6 onions	1 bunch	1 bunch	$1\frac{1}{2}$ bunches	2 bunches
Pumpkin, peeled and seeds removed, grated	300 g	600 g	900 g	1.2 kg	1.5 kg
Canned no added salt sweet corn kernels, drained	1 cup (180 g)	$1\frac{1}{2}$ cups (250 g)	2 cups (375 g)	3 cups (500 g)	$3\frac{1}{2}$ cups (625 g)
Homemade no added salt or salt reduced stock	6 cups (1.5 L)	12 cups (3 L)	18 cups (4.5 L)	24 cups (6 L)	30 cups (7.5 L)
Vermicelli or Hokkien noodles	300 g	600 g	1 kg	1.2 kg	1.5 kg
Bean shoots, rinsed and drained	100 g	200 g	300 g	400 g	500 g
Salt reduced soy sauce	$1\frac{1}{2}$ tbsp (30 mL)	3 tbsp (65 mL)	$\frac{1}{2}$ cup (130 mL)	$\frac{2}{3}$ cup (175 mL)	$\frac{3}{4}$ cup (200 mL)



## **Pumpkin**

*Choose a nice, tender pumpkin, such as Jap pumpkin, which is easier to peel and grate. For large quantities, use a food processor to grate the pumpkin.*

## **Variety**

*For a change, use grated zucchini, carrot or sweet potato instead of the pumpkin. Try shredded Chinese cabbage instead of the bean shoots. You can use fresh or frozen sweet corn instead of canned.*

## **Method**

1. Heat a large saucepan over medium–high heat, add the oil and stir-fry the onion, pumpkin and corn for 2 – 3 minutes.
2. Stir in the vegetable stock and bring the mixture to the boil over high heat.
3. Add the noodles and cook for 3 minutes. Remove from the heat and stir in bean shoots and soy sauce. Serve immediately in small bowls or heat-proof cups with spoons.

## Sweet corn subs

You can vary the toppings on the subs see p52 for more topping ideas.



**Preparation time:** 10 - 12 minutes

**Cooking time:** 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Canned creamed corn	1 x 420 g can (420 g)	1½ x 420 g cans (630 g)	2 x 420 g cans (840 g)	3 x 420 g cans (1.3 kg)	3 x 420 g cans (1.3 kg)
Canned no added salt red kidney beans, rinsed and drained	¾ x 400 g can (300 g)	¾ x 400 g can (300 g)	1 x 400 g can (400 g)	1 x 400 g can (400 g)	1¾ x 400 g cans (700 g)
Celery, finely sliced	1 stick	2 sticks	3 sticks	4 sticks	½ bunch (200 g)
Bread sticks	1 small	1 large	2 large	3 large	4 large
Grated reduced fat cheddar style cheese	⅔ cup (80 g)	1⅓ cups (160 g)	2 cups (240 g)	2 cups (355 g)	2½ cups (445 g)
Black pepper, coarsely ground	Pinch	¼ tsp	⅓ tsp	½ tsp	½ tsp
Tomatoes, sliced	4 (500 g)	6 (1 kg)	8 (1.25 kg)	11 (1.75 kg)	15 (2.25 kg)
Parsley or chives, chopped	¼ bunch	½ bunch	½ bunch	¾ bunch	1 bunch

### Method

1. Preheat oven to 220°C.
2. Combine the corn, red kidney beans and celery.
3. Use a sharp, serrated knife to cut the bread sticks in half crossways, then cut in half lengthways.
4. Trim the rounded tops of the bread sticks so they sit flat on baking trays.
5. Spread the corn mixture evenly over the tops of the bread sticks.
6. Top with the grated cheese and sprinkle with pepper.
7. Bake until golden brown, about 15 minutes. Remove from oven and immediately top with the tomato slices and parsley.
8. Cut the subs in pieces according to children's appetites



## Hot crackers

Wholegrain crackers are great for quick snacks. Simply top with a selection of toppings and grill (see p50 and p52) for more topping ideas). This recipe allows one large cracker or two medium-size crackers per serve.



**Preparation time:** 12 - 15 minutes

**Cooking time:** 10 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Large wholegrain crackers	10	20	30	40	50
or medium-size (about 8 g each) wholegrain crackers	20	40	60	80	100
Tomatoes, sliced	2 large (400 g)	4 large (800 g)	6 large (1.2 kg)	8 large (1.6 kg)	10 large (2 kg)
Avocados, sliced	1	2	3	4	5
Reduced fat cheese	10 slices	20 slices	30 slices	40 slices	50 slices
Ground pepper	To taste	To taste	To taste	To taste	To taste

### Method

1. Spread the biscuits out on a clean work surface.
2. Arrange the tomato and avocado slices on the biscuits.
3. Top with the cheese and cook under hot grill until the cheese melts, about 2–3 minutes.
4. Sprinkle with pepper and serve at once.



## Cool cheese and salsa crackers

Wholegrain crackers are great for quick snacks. Simply top with a selection of toppings and grill (see p51 and p52) for more topping ideas). This recipe allows one large cracker or two medium-size crackers per serve.

**Preparation time:** 5 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Reduced fat cheese slices	10 slices	20 slices	30 slices	40 slices	50 slices
Medium-size (about 8 g each) wholegrain crackers	20	40	60	80	100
Salsa (mild)	½ cup (140 g)	1 cup (275 g)	1⅔ cup (460 g)	2¼ cup (620 g)	2¾ cup (755 g)
Alfalfa sprouts or mixed sprouts	½ x 200 g punnet (100 g)	1 x 200 g punnet (200 g)	1½ x 200 g punnets (300 g)	2 x 200 g punnets (400 g)	2½ x 200 g punnets (500 g)
Continental cucumbers, sliced	½ (145 g)	1 (290 g)	1½ (440 g)	2 (580 g)	2½ (730 g)

### Method

1. Take a stack of 10 cheese slices at a time, then use a large sharp knife to cut them in half diagonally.
2. Spread the crackers out on a clean work surface and arrange the halved cheese slices on top.
3. Spread the salsa on top of the cheese.
4. Top with the sprouts and lastly the cucumber slices. Serve at once.

## Cool chilli crackers

Wholegrain crackers are great for quick snacks. Simply top with a selection of toppings and grill (see p51 and p52) for more topping ideas). This recipe allows one large cracker or two medium-size crackers per serve.

**Preparation time:** 12 - 15 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Ricotta cheese	½ cup (150 g)	1¼ cups (300 g)	1¾ cups (450 g)	2⅓ cups (600 g)	3 cups (750 g)
Sweet chilli sauce	3 tsp (20 g)	6 tsp (40 g)	2 tbsp (55 g)	3 tbsp (85 g)	½ cup (115 g)
Black pepper, coarsely ground	Pinch	Pinch	¼ tsp	¼ tsp	½ tsp
Medium-size (about 8 g each) wholegrain crackers	20	40	60	80	100
Carrots, grated	2 (250 g)	4 (600 g)	7 (900 g)	9 (1.2 kg)	11 (1.5 kg)
Alfalfa sprouts or mixed sprouts	½ x 200 g punnet (100 g)	1 x 200 g punnet (200 g)	1½ x 200 g punnets (300 g)	2 x 200 g punnets (400 g)	2½ x 200 g punnets (500 g)
Tomatoes, sliced	4 (600 g)	8 (1.2 kg)	12 (1.8 kg)	16 (2.4 kg)	21 (3.2 kg)



### **Tomatoes keep it all together**

*Although topping the crackers with the alfalfa sprouts looks great, it is difficult to eat them without a 'lid'. The best way to keep it all together when eating is to put the tomato slices on top. If you would like to add a touch of colour and more crunch, add a slice of Lebanese cucumber.*

### **Method**

1. To make the ricotta spread, use a wooden spoon to combine the ricotta cheese, sweet chilli sauce and pepper in a mixing bowl.
2. Lay the crackers out on a clean work surface and spread with ricotta mixture.
3. Top the crackers with the grated carrot, sprouts and finally the tomatoes (see Quick tip). Serve at once.

# Tropicana pizzas

These pizzas are quick and simple to make.



**Preparation time:** 10 - 20 minutes

**Cooking time:** 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Round wholemeal pita bread	2	4	6	8	10
No added salt tomato paste	1/3 x 500g jar (165 g)	3/4 x 500 g jar (375 g)	1 x 500 g jar (500g)	1 1/4 x 500 g jars (620 g)	1 1/2 x 500 g jars (750 g)
Carrots, grated	1 (130 g)	2 (260 g)	3 (390 g)	4 (515 g)	5 (645 g)
Zucchini, sliced	1 (195 g)	2 (390 g)	3 (585 g)	4 (780 g)	5 (975 g)
Capsicums, seeds removed, sliced	1 (260g)	2 (520 g)	3 (780 g)	4 (1 kg)	5 (1.3 kg)
Bean shoots, rinsed and drained	100 g	200 g	300 g	400 g	500 g
Canned pineapple pieces in unsweetened juice	1 x 415 g can (415 g)	1 x 825 g can (825 g)	1 x 825 g can (825 g)	1 1/2 x 825 g cans (1.2 kg)	2 x 825 g cans (1.65 kg)
Grated reduced fat cheddar style cheese	1 3/4 cup (200 g)	3 1/4 cup (390 g)	5 cups (600 g)	6 2/3 cups (800 g)	8 1/3 cups (1 kg)
Spring onions, chopped	2 onions	4 onions	6 onions	8 onions	1 bunch
Pepper, coarsely ground	Pinch	Pinch	1/4 tsp	1/2 tsp	1/2 tsp

## Method

1. Preheat oven to 220°C.
2. Lay the pita breads on a clean work surface and spread evenly with the tomato paste.
3. Sprinkle with the remaining ingredients in the order listed.
4. Bake until the vegetables are cooked and the cheese is golden brown, about 15 minutes.
5. Cut the pizzas in pieces according to children's appetites and serve.

# Vegetable pizzas

These pizzas are quick and simple to make.



**Preparation time:** 10 minutes

**Cooking time:** 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Round wholemeal pita bread	2	4	6	8	10
No added salt tomato paste	1/3 x 500g jar (165 g)	3/4 x 500 g jar (375 g)	1 x 500 g jar (500 g)	1 1/4 x 500 g jars (625 g)	1 1/2 x 500 g jars (750 g)
Spring onions, chopped	2 onions	4 onions	1/2 bunch	3/4 bunch	1 bunch
Zucchinis, sliced thinly	1 (140 g)	1 1/2 (280 g)	2 (420 g)	3 (600 g)	4 (750 g)
Basil pesto	2 tsp	1 tbsp	1 1/2 tbsp	2 tbsp	2 1/2 tbsp
Capsicums, seeds removed, sliced	1 (260 g)	2 (520 g)	3 (780 g)	4 (1 kg)	5 (1.3 kg)
Grated reduced fat cheddar style cheese	2 cups (240 g)	4 cups (480 g)	5 cups (600 g)	6 cups (720 g)	7 cups (840 g)



## Veggie variety

Use a variety of other vegetables according to individual preferences, for example, grated carrot, or corn kernels, sliced mushrooms, spinach leaves or roasted pumpkin pieces.

## Method

1. Preheat oven to 220°C.
2. Lay the pita breads on a clean work surface and spread evenly with the tomato paste.
3. Sprinkle with the remaining ingredients in the order listed.
4. Bake until the vegetables are cooked and the cheese is golden brown, about 15 minutes.

**Warning:** Basil pesto contains nuts.



# Banana pikelets

Serve hot or cold with margarine spread or top with sliced bananas and sprinkle with cinnamon. Also suitable for breakfast.

**Preparation time:** 5 minutes

**Cooking time:** 5 - 10 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Bananas, peeled, mashed (see Quick tip below)	1 (100 g)	2 (200 g)	3 (300 g)	4 (400 g)	5 (500 g)
Brown sugar	1 tbsp (15 g)	2 tbsp (30 g)	¼ cup (45 g)	⅓ cup (60 g)	½ cup (90 g)
Eggs, beaten	1	2	3	4	5
Reduced fat milk	¾ cup (190 mL)	1½ cups (375 mL)	2⅓ cups (585 mL)	3 cups (750 mL)	4 cups (1 L)
Vanilla essence	½ tsp	1 tsp	1½ tsp	2 tsp	3 tsp
Wholemeal self-raising flour	1¼ cups (175 g)	2⅓ cups (325 g)	3½ cups (490 g)	4½ cups (630 g)	5¼ cups (735 g)
Margarine spread for cooking	1 tsp (5 g)	2 tsp (10 g)	3 tsp (15 g)	4 tsp (20 g)	5 tsp (25 g)



**Mashing bananas**  
*When mashing several bananas, use a potato masher.*

## Method

1. Mash the bananas. Combine with the sugar, eggs, milk and vanilla, then stir in the flour.
2. Allow the mixture to stand for a few minutes so the flour absorbs some of the milk and the mixture thickens slightly.
3. Heat a frying pan over medium–high heat. Add 1 teaspoon margarine spread and cook mixture in ¼ cupfuls.
4. When bubbles rise on the uncooked surface, after about 1½ minutes, the pikelets are ready to turn over.
5. Turn pikelets over and cook for a further 2 minutes on other side.
6. Put cooked pikelets on paper towels until ready to use.
7. If not using at once, cover with paper towels to prevent the pikelets from drying out.
8. Continue making the pikelets until you have used up all the mixture, adding 1 teaspoon more of the margarine spread to the pan each time you cook 10 pikelets.





# Fruity currant pikelets

Serve hot or cold with cream cheese spread or margarine. Also suitable for breakfast.



**Preparation time:** 5 minutes

**Cooking time:** 5 - 10 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Wholemeal self-raising flour	1¼ cups (175 g)	2⅓ cups (325 g)	3½ cups (490 g)	4½ cups (630 g)	5¼ cups (735 g)
Brown sugar	1 tbsp (15 g)	2 tbsp (30 g)	3 tbsp (45 g)	4 tbsp (60 g)	½ cup (90 g)
Currants	½ cup (75 g)	1 cup (150 g)	1½ cups (225 g)	2 cups (300 g)	2½ cups (375 g)
Eggs, beaten	1	2	3	4	5
Reduced fat milk	1 cup (250 mL)	1¾ cups (440 mL)	2⅔ cups (565 mL)	3½ cups (875 mL)	4 cups (1 L)
Margarine spread or canola oil cooking spray for cooking	2 tsp (10 g)	1 tbsp (20 g)	1½ tbsp (30 g)	2 tbsp (40 g)	2½ tbsp (50 g)



## Consistency of mixture

*The correct consistency of the uncooked mixture should be that of thick pouring custard. If the mixture becomes too thick, stir in a little extra reduced fat milk.*

## Method

1. Combine the flour, sugar and currants.
2. Make a well in the centre of the mixture and gradually stir in the eggs and milk.
3. Allow the mixture to stand for a few minutes so the flour absorbs some of the milk and the mixture thickens slightly (see Quick tip).
4. Heat a frying pan over medium-high heat (200°C if using an electric frying pan).
5. Brush 1 teaspoon of margarine spread over the pan to coat it evenly.
6. Cook the mixture in ¼ cupfuls until bubbles rise on the uncooked surface, after about 1½ minutes.
7. Turn the pikelets over and cook for a further 2 minutes on other side.
8. Put the cooked pikelets on paper towels until ready to use.
9. If not using at once, cover with paper towels to prevent the pikelets from drying out.
10. Continue making the pikelets until you have used up all the mixture, adding 1 teaspoon more of margarine spread to the pan each time you cook five pikelets.

# Wholemeal pikelets

Vary this recipe to make savoury pikelets by adding vegetables (e.g. grated carrot, zucchini, pumpkin or canned corn). Add 1 cup of vegetables to make 20 pikelets.



**Preparation time:** 5 minutes

**Cooking time:** 5 - 10 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Wholemeal self-raising flour	1¼ cups (175 g)	2⅓ cups (320 g)	3½ cups (490 g)	4½ cups (630 g)	5¼ cups (740 g)
Caster sugar	1½ tbsp (30 g)	¼ cup (65 g)	⅓ cup (85 g)	½ cup (125 g)	⅔ cup (165 g)
Eggs, beaten	1	2	3	4	5
Reduced fat milk	1 cup (250 mL)	1¾ cups (440 mL)	2⅔ cups (670 mL)	3½ cups (875 mL)	4 cups (1 L)
Vanilla essence	½ tsp	1 tsp	1½ tsp	2 tsp	3 tsp
Margarine spread or canola oil cooking spray for cooking	2 tsp (10 g)	1 tbsp (20 g)	1½ tbsp (30 g)	2 tbsp (40 g)	2½ tbsp (60 g)



## Consistency of mixture

*The correct consistency of the uncooked mixture should be that of thick pouring custard. If the mixture becomes too thick, stir in a little extra reduced fat milk.*

## Method

1. Combine the flour and sugar.
2. Make a well in the centre of the mixture and gradually stir in the eggs, milk and vanilla.
3. Allow the mixture to stand for a few minutes so the flour absorbs some of the milk and the mixture thickens slightly (see Quick tip).
4. Heat a frying pan over medium-high heat (200°C if using an electric frying pan).
5. Brush 1 teaspoon of margarine spread over the pan to coat it evenly.
6. Cook the mixture in ¼ cupfuls until bubbles rise on the uncooked surface, after about 1½ minutes.
7. Turn the pikelets over and cook for a further 2 minutes on other side.
8. Put the cooked pikelets on paper towels until ready to use.
9. If not using at once, cover with paper towels to prevent the pikelets from drying out.
10. Continue making the pikelets until you have used up all the mixture, adding 1 teaspoon more of the margarine spread to the pan each time you cook five pikelets.

# Pancakes

These are served for afternoon tea or breakfast, as a dessert or snack. Serve with fruit and reduced fat yoghurt.



**Preparation time:** 5 minutes

**Cooking time:** 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Plain white flour	$\frac{3}{4}$ cup (100 g)	$1\frac{2}{3}$ cups (225 g)	$2\frac{1}{2}$ cups (340 g)	4 cups (540 g)	$4\frac{3}{4}$ cups (640 g)
Eggs	1	2	3	4	5
Reduced fat milk	$1\frac{1}{2}$ cups (375 mL)	3 cups (750 mL)	$4\frac{1}{2}$ cups (1.1 L)	6 cups (1.5 L)	8 cups (2 L)
Margarine spread or canola oil cooking spray for cooking	2 tsp (10 g)	1 tbsp (20 g)	$1\frac{1}{2}$ tbsp (30 g)	2 tbsp (40 g)	$2\frac{1}{2}$ tbsp (50 g)

## Method

1. Put the flour in a large mixing bowl.
2. Make a well in the middle, and add the eggs.
3. Using a wooden spoon, gradually beat the eggs into the mixture, adding the milk slowly until a thin batter is formed.
4. If possible, allow the mixture to stand for 15 minutes to soften the flour and thicken the mixture.
5. Heat a frying pan over medium–high heat with 1 teaspoon of the margarine spread.
6. Cook the pancakes in  $\frac{1}{4}$  cupfuls, rotating the pan to spread the pancake evenly over the bottom of the pan.
7. When the mixture has set, use an egg lifter to carefully flip it over.
8. Cook for 1 minute on the second side, then remove the pancake from the pan.
9. Continue making the pancakes until you have used up all the mixture, adding 1 teaspoon more of the margarine spread to the pan each time you cook five pancakes.



# Quick, fruity crumble cups

Serve fruit crumble in cups. This recipe can be frozen for a summer treat (see Quick tip below).



**Preparation time:** 15 minutes

**Cooking time:** 10 - 12 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
<b>Crumble topping</b>					
Wholemeal self-raising flour	½ cup (70 g)	1 cup (140 g)	1½ cups (210 g)	2 cups (280 g)	2½ cups (350 g)
Quick cook oats	½ cup (40 g)	1 cups (80 g)	1½ cups (125 g)	2 cups (165 g)	2½ cups (210 g)
Brown sugar	¼ cup (45 g)	½ cup (90 g)	1 cup (180 g)	1½ cups (270 g)	2 cups (360 g)
Ground cinnamon	½ tsp	1 tsp	2 tsp	3 tsp	1 tbsp
Mixed spice	¾ tsp	1 tsp	2 tsp	3 tsp	1 tbsp
Margarine spread, plus extra for greasing	2 tbsp (40 g)	3 tbsp (60 g)	½ cup (125 g)	¾ cup (190 g)	1 cup (250 g)
<b>Fruit and yoghurt</b>					
Canned pie apple or canned apricots in unsweetened juice, drained and chopped	1 x 800g can (800 g)	2 x 800 g cans (1.6 kg)	3 x 800g cans (2.4 kg)	4 x 800 g cans (3.2 kg)	5 x 800 g cans (4 kg)
Reduced fat vanilla yoghurt	750 g	1.5 kg	2.2 kg	3 kg	3.75 kg



### During the hot months

*In hot weather, pop the prepared Quick, fruity crumble cups in the freezer overnight. Remove from the freezer 10 minutes before serving time to allow them to thaw slightly.*

### Method

1. Preheat the oven to 200°C. Using a pastry brush, brush the margarine over baking trays.
2. Place the flour, oats, brown sugar, cinnamon and mixed spice in a mixing bowl and rub the margarine in with fingertips.
3. Spread the crumble mixture in an even layer on baking trays.
4. Bake in the preheated oven until golden brown, about 10–12 minutes.
5. Meanwhile, divide the apples (or apricots) between the serving cups and spoon the yoghurt on top.
6. Sprinkle the crumble mixture directly into the cups on top of the yoghurt.
7. Serve each cup with a plastic spoon.

# Thick microwave custard

Cooking custard in the microwave might not save cooking time, but it does mean you don't have to stand at the stove stirring constantly.



**Preparation time:** 1 minutes

**Cooking time:** 25 minutes (10 serves)  
30 minutes (20 serves)

Ingredients	Serves 10	Serves 20
Custard powder	8 tbsp (80 g)	1¼ cups (160 g)
Sugar	2½ tbsp (50 g)	5 tbsp (100 g)
Reduced fat milk	5 cups (1.25 L)	10 cups (2.5 L)
Vanilla essence	1 tsp	2 tsp



## Cooking bowls

You will need to have a large microwave ovenproof bowl with a capacity of at least 2 litres for 10 serves or at least 3 litres for 20 serves. This recipe is only recommended for up to 20 serves, as it becomes cumbersome lifting large heavy bowls out of the microwave to stir the custard several times during cooking.

## Method

1. Put the custard powder and sugar in a large microwave ovenproof bowl (see Quick tip).
2. Add ½ cup of the milk and use a wooden spoon to mix the ingredients to a smooth paste.
3. Stir in the rest of the milk and vanilla.

### To cook custard for 10 serves:

1. Cook in a microwave on **high** for 10 minutes.
2. Remove the custard from the microwave and stir.
3. Return the custard to the microwave and cook for a further 15 minutes, stirring every 5 minutes.

### To cook custard for 20 serves:

1. Cook in a microwave on **high** for 10 minutes.
2. Remove the custard from the microwave and stir.
3. Return the custard to the microwave and cook for a further 20 minutes, stirring every 5 minutes.



# Thin microwave custard

Cooking custard in the microwave might not save cooking time, but it does mean you don't have to stand at the stove stirring constantly.



**Preparation time:** 1 minute

**Cooking time:** 17 minutes (10 serves)  
23 minutes (20 serves)

Ingredients	Serves 10	Serves 20
Custard powder	5 tbsp (50 g)	10 tbsp (100 g)
Sugar	2½ tbsp (50 g)	5 tbsp (100 g)
Reduced fat milk	5 cups (1.25 L)	10 cups (2.5 L)
Vanilla essence	1 tsp	2 tsp



## Cooking bowls

You will need to have a large microwave ovenproof bowl with a capacity of at least 2 litres for 10 serves or at least 3 litres for 20 serves. This recipe is only recommended for up to 20 serves, as it becomes cumbersome lifting large heavy bowls out of the microwave to stir the custard several times during cooking.

## Consistency of mixture

The correct consistency of the uncooked mixture should be that of thick pouring custard. If the mixture becomes too thick, stir in a little extra reduced fat milk.

## Method

1. Put the custard powder and sugar in a large microwave ovenproof bowl (see Quick tip).
2. Add ½ cup of the milk and use a wooden spoon to mix the ingredients to a smooth paste.
3. Stir in the rest of the milk and vanilla.

### To cook custard for 10 serves:

1. Cook in a microwave on **high** for 5 minutes.
2. Remove the custard from the microwave and stir.
3. Return the custard to the microwave and cook for a further 12 minutes, stirring every 5 minutes.

### To cook custard for 20 serves:

1. Cook in a microwave on **high** for 8 minutes.
2. Remove the custard from the microwave and stir.
3. Return the custard to the microwave and cook for a further 15 minutes, stirring every 5 minutes.

# Fruity custard cups

These custard cups topped with fresh seasonal fruit, stewed fruit or fruit canned in unsweetened juice make a great snack or dessert.

## Fresh fruit custard cups

**Preparation time:** 5 - 10 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Thick microwave custard (see p130)	10 serves	20 serves	Use ready-made reduced fat custard (see Quick tip below)		
or ready-made reduced fat custard	5 cups (1.3 kg)	10 cups (2.6 kg)	15 cups (3.9 kg)	20 cups (5.2 kg)	25 cups (6.5 kg)
Strawberries, washed and sliced	1 x 250 g punnet (250 g)	2 x 250 g punnets (500 g)	3 x 250 g punnets (750 g)	4 x 250 g punnets (1 kg)	5 x 250 g punnets (1.25 kg)
or nectarines, sliced	5 (750 g)	9 (1.4 kg)	13 (2 kg)	17 (2.6 kg)	22 (3.3 kg)
or peaches, sliced	3 (400 g)	6 (870 g)	9 (1.3 kg)	12 (1.7 kg)	15 (2.2 kg)
or canned apricot halves in unsweetened juice, drained and sliced	1½ x 825 g cans (1.2 kg)	2¾ x 825 g cans (2.3 kg)	3¼ x 825 g cans (2.7 kg)	5 x 825 g cans (4.1 kg)	6¾ x 825 g cans (5.6 kg)



### Serving more than 20

*This recipe is based on the recipe for Thick microwave custard (see pxxx), which is practical to prepare for 20 serves. For more than 20 serves, use the pre-prepared reduced fat custard available at larger supermarkets.*

### Method

1. As soon as the custard has cooled slightly, transfer to the appropriate number of serving cups.
2. Top custard cups with fruit of choice, and serve with spoons.

## Fruit in juice custard cups

**Preparation time:** 2 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Thick microwave custard (see p130)	10 serves	20 serves	Use ready-made reduced fat custard (see Quick tip above)		
or ready-made reduced fat custard (see Quick tip above)	5 cups (1.3 kg)	10 cups (2.6 kg)	15 cups (3.9 kg)	20 cups (5.2 kg)	25 cups (6.5 kg)
Canned fruit in unsweetened juice (undrained)	1 x 825 g can (825 g)	2 x 825 g cans (1.65 kg)	3 x 825 g cans (2.48 kg)	4 x 825 g cans (3.3 kg)	5 x 825 g cans (4.1 kg)

### Method

1. As soon as the custard has cooled slightly, transfer to the appropriate number of serving cups.
2. Top custard cups with fruit and juice, and serve with spoons.

# Golden rice salad

This recipe is good for either the warmer or cooler months, because it is delicious served hot or cold.



**Preparation time:** 10 minutes

**Cooking time:** 20 minutes

Ingredients	Makes 10	Makes 20	Makes 30	Make 40	Make 50
Basmati rice	1½ cups (300 g)	3 cups (600 g)	4½ cups (900 g)	6 cups (1.2 kg)	7½ cups (1.5 kg)
Homemade no added salt or salt reduced vegetable stock	3½ cups (875 mL)	7 cups (1.75 L)	11 cups (2.75 L)	15 cups (3.75 L)	20 cups (5 L)
Turmeric	¾ tsp	1¼ tsp	2 tsp	2½ tsp	3 tsp
Frozen peas	¾ cup (110 g)	1½ cups (200 g)	2¼ cups (325 g)	3 cups (435 g)	4 cups (580 g)
Spring onions	4 onions	8 onions	1 bunch	1½ bunches	2 bunches
Carrots, peeled	2 (260 g)	4 (515 g)	6 (775 g)	8 (1 kg)	10 (1.3 kg)
Bean shoots, rinsed and drained	100 g	200 g	300 g	400 g	500 g
Ground white pepper	¼ tsp	½ tsp	¾ tsp	1 tsp	1¼ tsp



**Serve sizes**  
This recipe allows for a 1 cup serve per child.

## Method

1. Place the rice in a saucepan with the vegetable stock and turmeric.
2. Bring to the boil then reduce the heat. Place a lid on the pan and cook gently until the rice has absorbed all the stock, about 15 minutes.
3. Meanwhile, slice the spring onions and grate the carrots.
4. When the rice is cooked, remove from the heat.
5. Stir through the warm rice the frozen peas, spring onions and carrots. Allow to stand for a few minutes to thaw out the peas and cool the rice a little.
6. Serve warm or chilled and keep in the refrigerator until required. Be sure to store rice salad safely and for no longer than 2 days.





# Hawaiian rice salad

This recipe makes a tangy rice salad that is great for the warmer months. Serve in cups with spoons.



**Preparation time:** 10 minutes

**Cooking time:** 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Cooked rice (see p111)					
Frozen sweet corn kernels	2 cups (540 g)	4 cups (1.1 kg)	6 cups (1.6 kg)	8 cups (2.2 kg)	10 cups (2.7 kg)
Spring onions, chopped	5 onions	1 bunch	½ bunch	2 bunches	2 bunches
Celery, trimmed and chopped	3 sticks	½ bunch (200 g)	¾ bunch (300 g)	1 bunch (400 g)	1 bunch (400 g)
Red capsicums, diced	1 small (225 g)	2 small (450 g)	1 large (330 g)	2 medium (540 g)	2 large (655 g)
Pineapple pieces in unsweetened juice, drained	1 x 440 g can (440g)	2 x 440 g cans (880 g)	3 ¾ x 440 g cans (1.65 kg)	3 ¾ x 440 g cans (1.65 kg)	5 ⅔ x 440 g cans (2.49 kg)
Healthier salad dressing (see Recipes p80)	3 tbsp (60 mL)	⅓ cup (80 mL)	½ cup (125 mL)	⅔ cup (170 mL)	1 cup (250 mL)
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp
Lean ham, cut into thin strips	6 slices	12 slices	16 slices	20 slices	24 slices

## Method

1. If you have just cooked the rice, cool it quickly by spreading it out on baking trays.
2. Once the rice has stopped steaming, transfer it to a large mixing bowl.
3. Stir the frozen corn through the warm rice—this will cool the rice quickly and thaw out the corn at the same time.
4. Combine with the spring onions, celery, capsicums, pineapple pieces, dressing, pepper and ham.
5. Serve at once or cover and store in the refrigerator until needed.

**Note:** This recipe is not suitable for freezing.

# Kiddie kebabs

Serve these kebabs on their own or with dips.

**Preparation time:** 30 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Apples	1 (160 g)	2 (315 g)	3 (475 g)	4 (630 g)	5 (790 g)
Unsweetened orange juice	¼ cup (70 mL)	½ cup (140 mL)	¾ cup (210 mL)	1 cup (280 mL)	1 ½ cup (350 mL)
Carrots, peeled	2 (260 g)	4 (515g)	6 (775 g)	8 (1 kg)	10 (1.29 kg)
Celery, trimmed	2 stalks	5 stalks	8 stalks	12 stalks	14 stalks
Cherry tomatoes	1 x 250 g punnet (250 g)	2 x 250 g punnets (500 g)	2 x 250 g punnets (500 g)	3 x 250 g punnets (750 g)	4 x 250 g punnets (1 kg)
Lebanese cucumbers	1 (175 g)	2(350 g)	3 (520 g)	4 (695 g)	5 (870 g)
Reduced fat cheddar style cheese, cut into 1 cm cubes	125 g	250 g	375 g	500 g	625 g
Canned pineapple pieces in unsweetened juice	¼ x 440g can (110 g)	½ x 440 g can (220 g)	1 x 440 g can (440 g)	1 x 440 g can (440 g)	1 ½ x 440 g cans (660 g)
Short bamboo skewers, ends cut off (see Quick tip below)	20	40	60	80	100



## Bamboo skewers

*Snip the sharp ends off the bamboo skewers for children's safety. To save time, try lining skewers up and snipping several at a time. You will need to use short bamboo skewers. If unavailable, use strong kitchen scissors or shears to cut regular skewers in half.*

## Estimating quantities

**Apple:** one apple yields about 16 chunks. **Cucumber:** Lebanese cucumbers do not require peeling. One Lebanese cucumber yields about 12 pieces. **Carrot:** fresh and tender carrots are required. One carrot yields about 20 chunks. **Celery:** one stalk of celery yields about 10 chunks. **Pineapple:** a 440 g can yields about 84 small pieces. Pineapple rings are chunkier and firmer than pineapple pieces.

## Method

1. Cut the apple into quarters. Using a small sharp knife, remove the core from each quarter. Cut each quarter into approximately 2 cm chunks and place in the bowl. Pour the orange juice over to coat the apple to prevent it from going brown.
2. Cut carrots, celery and cucumbers into approximately 2 cm chunks.
3. Allowing for two skewers per serve: thread the carrot, celery, cheese, cherry tomatoes, cucumber and pineapple alternately on the skewers and pile onto serving platter/s.



## Alternative ingredients

*Other fresh fruits to use include whole strawberries, chunks of honeydew, rockmelon, grapes, chunks of pear, apricots, peaches or nectarines.*

*Other vegetables to use include red, yellow and green capsicums, baby button mushrooms and chunks of avocado in lemon juice.*

# Fruit and vegetable sticks

These make a healthier alternative to corn chips and are great with Tropical dip (see p138).

**Preparation time:** 15 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Carrots, peeled	3 (390 g)	4 (515 g)	8 (1 kg)	9 (1.2 kg)	11 (1.4 kg)
Celery, trimmed	3 stalks	5 stalks	8 stalks	12 stalks	14 stalks
Apples	2 (315 g)	4 (630 g)	6 (950 g)	8 (1.26 kg)	10 (1.6 kg)
Orange or pineapple juice, unsweetened (see Quick tip below)	2 tbsp (40 mL)	3 tbsp (60 mL)	$\frac{1}{3}$ cup (85 mL)	$\frac{1}{2}$ cup (130 mL)	$\frac{2}{3}$ cup (175 mL)



## Tropical dip

If you are making Tropical dip (see p138) to go with these, use the pineapple juice from the canned pineapple (unsweetened) instead of the orange juice.

## Estimating quantities

**Carrot:** three x  $\frac{1}{2}$  cm slices of carrot have been allowed per child. Four carrots yield about 60 slices. **Celery:** one stick of celery yields about 12 slices. Five stalks of celery yield about 60 slices. **Apple:** one apple yields about 16 pieces.

## Method

1. Use a large, sharp knife to cut the carrots and celery stalks into diagonal slices. (Cutting the vegetables into diagonal slices creates a larger surface area for scooping than a straight slice.)
2. Cut the apple into quarters and, using a sharp knife, remove the core. Cut the apple into 2–3 cm chunks, place in a bowl and sprinkle with the orange juice to prevent the apple chunks from going brown.
3. Place the dip you are using in a small bowl and arrange the carrot, celery and apple scoopers around the dip. Do not allow children to double dip. Alternatively, arrange carrot, celery and apple slices on individual serving plates with a spoonful of the dip alongside.



# Tangy tomato dip with bread dippers

This tomato dip is also delicious served as spread on sandwiches.



**Preparation time:** 25 minutes

**Cooking time:** 5 - 6 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
<b>Bread dippers</b>					
Mountain bread	3	6	9	12	15
Olive oil (see Quick tip below)	3 tsp (15 mL)	1½ tbsp (30 mL)	2 tbsp (40 mL)	3 tbsp (60 mL)	½ cup (85 mL)
Sweet paprika	1 tsp	2 tsp	3 tsp	4 tsp	5 tsp
<b>Dip</b>					
Semi-dried tomatoes (not in oil), chopped finely	6	12	¾ cup (100 g)	1 cup (140 g)	1¼ cup (175 g)
Ricotta cheese	1 cup (250 g)	2 cups (500 g)	3 cups (750 g)	4 cups (1 kg)	4¾ cups (1.25 kg)
No added salt tomato paste	2 tbsp (40 g)	4 tbsp (80 g)	6 tbsp (120 g)	8 tbsp (160 g)	10 tbsp (200 g)
Sweet chilli sauce	3 tsp (20 g)	1½ tbsp (40 g)	2 tbsp (55 g)	3 tbsp (85 g)	4 tbsp (100 g)
Lemons, juiced	½ (50 g)	1 (100 g)	1½ (150 g)	2 (200 g)	2½ (250 g)
Reduced fat plain yoghurt	2 tbsp (40 g)	4 tbsp (80 g)	½ cup (130 g)	¾ cup (195 g)	1 cup (260 g)
Ground pepper	Pinch	⅛ tsp	¼ tsp	⅓ tsp	½ tsp



## Convenience

For speed and convenience, use a little olive oil spray to coat the mountain bread before cooking instead of oil and a pastry brush.

## Estimating quantities

Each mountain bread yields about 20 pieces.

Semi-dried tomatoes: 100 g yields about 18 pieces semi-dried tomatoes.

## Method

- To make the bread dippers: preheat the oven to 210°C. Using a pastry brush, brush the mountain bread very lightly with a little olive oil. Using kitchen scissors, or a large sharp knife, cut the mountain bread into rectangles (about 5 cm x 3 cm). Arrange on baking tray/s and sprinkle with sweet paprika. Bake until lightly toasted, about 5–6 minutes.
- To make the dip: place the ricotta cheese in a mixing bowl. Add the semi-dried tomatoes, tomato paste, sweet chilli sauce, lemon juice, yoghurt and pepper to taste. Using a wooden spoon, beat the ingredients together until well combined.
- Place the dip in a serving bowl. If not using at once, put the dip in a storage container with a lid and store in the refrigerator until needed, but keep no longer than 2–3 days.
- Place a serving bowl of dip on a platter then arrange bread around the bowl. Do not allow children to double dip. Alternatively, place a spoonful of dip on individual serving plates with bread dippers alongside.

# Tropical dip



**Preparation time:** 10 - 12 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
<b>Dip</b>					
Canned crushed pineapple in unsweetend juice	½ cup (80 g)	1 cup (160 g)	2 ¾ cups (440g)	4 cups (640 g)	5 ½ cups (880 g)
Dried apricots, chopped finely	1 tbsp (15 g)	1½ tbsp (25 g)	2 tbsp (30 g)	3 tbsp (45 g)	4 tbsp (60 g)
or chopped fresh mint	1 tsp	2 tsp	3 tsp	1 tbsp	1¼ tbsp
Extra light (reduced fat) cream cheese	1 cup (250 g)	2 cups (500 g)	3 cups (750 g)	4 cups (1 kg)	5 cups (1.25 kg)
<b>'Dippers'</b>					
Carrots, sliced	3 (340 g)	4 (515 g)	8 (1 kg)	9 (1.2 kg)	11 (1.4 kg)
Celery, trimmed and sliced	3 stalks	5 stalks	8 stalks	12 stalks	14 stalks
Apples, sliced	2 (315 g)	4 (630 g)	6 (950 g)	8 (1.3 kg)	10 (1.6 kg)



## Softening cream cheese

You can soften the cream cheese by placing it in a microwave oven and heating on low heat for a short time. For example, 600 g cream cheese softens in two minutes using 50% microwave power. Otherwise, remove it from the refrigerator 15 minutes before using to soften at room temperature. Softened cream cheese can be successfully mixed using a fork or for large amounts, use a food processor.

## Purchasing canned pineapple

Canned pineapple in 100% natural juice is available in 440 g and 825 g cans from supermarkets. Larger catering-size cans are available from wholesale outlets.

## Method

1. To prepare the dip, drain the juice from the pineapple. The best way to drain the juice is to place a sieve over a bowl, pour the pineapple in and press down on the pineapple with the base of a clean bowl. Retain the juice to use later.
2. Place the cream cheese in a mixing bowl and, using a fork, soften it (see Quick tip). Using a wooden spoon, gradually beat in the drained pineapple. Add the chopped dried apricots or mint and beat in a little of the reserved juice to bring the mixture to the desired consistency.
3. Place the dip in serving bowl/s with a platter of fresh fruit and vegetable slices. Do not allow children to double dip. Alternatively, arrange fruit or vegetable slices on individual serving plates with a spoonful of the dip alongside. If not using at once, put the dip in a storage container with a lid and store in the refrigerator until needed, but keep no longer than 2-3 days.

# Super salsa

This salsa is perfect for dipping with bread dippers (see p137).



**Preparation time:** 15 minutes

**Cooking time:** 20 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil	1 tbsp (20 mL)	2 tbsp (40 mL)	¼ cup (65 mL)	⅓ cup (85 mL)	⅓ cup (85 mL)
Onions, chopped	½ (70 g)	1 (140 g)	2 (285 g)	2½ (355 g)	3 (425 g)
Capsicums, chopped	1 (260 g)	1½ (390 g)	2 (520 g)	3 (780 g)	4 (1 kg)
Minced garlic	½ tsp	1 tsp	1½ tsp	2 tsp	3 tsp
Ground cumin	½ tsp	¾ tsp	1 tsp	1½ tsp	1½ tsp
Canned no added salt chopped tomatoes	1 x 400 g can (400 g)	2 x 400g cans (800 g)	3 x 400 g cans (1.2 kg)	4 x 400 g cans (1.6 kg)	4 x 400 g cans (1.6 kg)
Sweet chilli sauce	1 tbsp (30 g)	2 tbsp (55 g)	3 tbsp (85 g)	⅓ cup (115 g)	⅓ cup (115 g)
Ground pepper	Pinch	⅛ tsp	¼ tsp	⅓ tsp	½ tsp

## Method

1. Heat a saucepan over medium heat and add the oil. Stir-fry the onion, capsicum, garlic and cumin for 2 minutes over medium heat.
2. Stir in the tomatoes and sweet chilli sauce.
3. Cover and cook over low-medium heat, stirring occasionally, until the vegetables are soft, about 10–15 minutes.
4. Season to taste with the pepper.
5. Serve at once or cover and store in the refrigerator for a maximum of 2–3 days.



# Avocado dip

This dip also doubles as a great sandwich filling.



**Preparation time:** 10 - 20 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Avocados, mashed	2 (320 g)	4 (635 g)	5 (795 g)	6 (955 g)	7 (1.1 kg)
Lemon juice	1 tbsp (20 mL)	2 tbsp (40 mL)	¼ cup (65 mL)	⅓ cup (90 mL)	½ cup (130 mL)
Tomatoes, chopped finely (see Quick tip below)	1 (150 g)	1 (150 g)	2 (300 g)	3 (450 g)	4 (600 g)
Onions, chopped finely	½ small (50 g)	1 small (100 g)	1 medium (140 g)	1 medium (140 g)	1 large (165 g)
Reduced fat plain yoghurt	2 tbsp (40 g)	3 tbsp (60 g)	⅓ cup (85 g)	½ cup (130 g)	¾ cup (195 g)
Minced garlic (optional)	¼ tsp	½ tsp	1 tsp	1½ tsp	2 tsp
Tabasco sauce	Few drops	¼ tsp	¼ tsp	½ tsp	¾ tsp
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp



## Fleshy tomatoes

For this recipe, use fleshy tomatoes, such as Roma tomatoes, rather than juicy ones. This will help ensure the dip is rich and luscious, rather than runny. If your tomatoes turn out to be quite juicy, drain excess juice away after chopping and reduce the amount of yoghurt.

## Method

1. Cut the avocados in half. Remove the pips and skin.
2. Using a potato masher, mash the avocados.
3. Combine the mashed avocados with the lemon juice and the remaining ingredients.
4. Serve at once or cover and store in the refrigerator until needed.

**Note:** This recipe is not suitable for freezing.

# Tzatziki dip

This is delicious served with fresh vegetable sticks and crackers, or use as a tasty sandwich spread.



**Preparation time:** 10 - 20 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Telegraph or continental cucumbers, grated (see Quick tip below)	1 (250 g)	2 (500 g)	3 (750 g)	4 (1 kg)	5 (1.25 kg)
Light (reduced fat) cream cheese	1 cup (250 g)	2 cups (500 g)	3 cups (750 g)	4 cups (1 kg)	5 cups (1.2 kg)
Minced garlic	½ tsp	1 tsp	1½ tsp	2 tsp	3 tsp
Reduced fat plain yoghurt	⅓ cup (85 g)	⅔ cup (175 g)	1 cup (260 g)	1⅓ cups (345 g)	1½ cups (390 g)
Lemon juice	1 tbsp (20 mL)	2 tbsp (40 mL)	¼ cup (65 mL)	⅓ cup (85 mL)	½ cup (125 mL)
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp



## Cucumber varieties

*Telegraph or continental cucumbers are especially suitable for this dip because they contain fewer pips and less juice than regular cucumbers.*

## Cucumbers – removing excess juice

*Cucumbers are surprisingly juicy, as you'll find out when you grate them. To remove excess juice, place the grated cucumber in a sieve propped on top of a bowl and place a small plate over the cucumber. Press the cucumber with the plate to squeeze out the juice. If you do not remove the juice, you will end up with cucumber soup instead of a luscious dip.*

## Method

1. Grate the cucumbers and remove the excess juice (see Quick tip).
2. Combine the remaining ingredients, then stir the cucumbers through.
3. Serve at once or store in a covered container in the refrigerator until needed.

**Note:** This recipe is not suitable for freezing.





# Vegetable dip

This vegetable dip is great with served with bread dippers (see p137).



**Preparation time:** 12 - 15 minutes

**Cooking time:** 16 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil	1 tbsp (20 mL)	2 tbsp (40 mL)	3 tbsp (60 mL)	$\frac{1}{3}$ cup (85 mL)	$\frac{1}{3}$ cup (85 mL)
Carrots, peeled and chopped	1 (130 g)	2 (260 g)	3 (390 g)	4 (515 g)	5 (645 g)
Spring onions, chopped	3 onions	6 onions	9 onions	1 bunch	1 $\frac{1}{4}$ bunches
Pumpkin, chopped	200 g	400 g	600 g	800 g	1 kg
Ground coriander	$\frac{1}{3}$ tsp	$\frac{3}{4}$ tsp	1 tsp	1 $\frac{1}{2}$ tsp	1 $\frac{3}{4}$ tsp
Ground cumin	$\frac{1}{4}$ tsp	$\frac{1}{3}$ tsp	$\frac{1}{2}$ tsp	$\frac{3}{4}$ tsp	1 tsp
Unsweetened orange juice	$\frac{1}{3}$ cup (65 mL)	$\frac{2}{3}$ cup (165 mL)	1 cup (250 mL)	1 $\frac{1}{3}$ cups (335 mL)	1 $\frac{2}{3}$ cups (415 mL)
Orange rind, freshly grated	1 tsp	2 tsp	3 tsp	1 tbsp	1 $\frac{1}{4}$ tbsp
Ricotta cheese	$\frac{1}{3}$ cup (100 g)	$\frac{3}{4}$ cup (200 g)	1 $\frac{1}{4}$ cups (300 g)	1 $\frac{1}{2}$ cups (400 g)	2 cups (500 g)
Tabasco sauce	Few drops	$\frac{1}{4}$ tsp	$\frac{1}{3}$ tsp	$\frac{1}{2}$ tsp	$\frac{3}{4}$ tsp

## Method

1. Heat a saucepan over medium-high heat and add the olive oil. Stir-fry the carrots, spring onion and pumpkin with the cumin and coriander for 1 minute.
2. Reduce the heat and place a lid on the pan. Cook over low heat for 10 minutes.
3. Add the orange juice and the grated orange rind and bring to the boil.
4. Reduce the heat and put a lid on the pan.
5. Cook over low-medium heat until the vegetables are tender, about 5 minutes. (Take care there is enough liquid in the pan towards the end of cooking time. Add a little water if needed).
6. Remove from the heat and allow to cool.
7. Using a food processor or a potato masher, puree the mixture.
8. Using a wooden spoon, beat the mixture with the ricotta cheese and the Tabasco sauce.
9. Transfer to serving bowl/s, or cover and store in the refrigerator for a maximum of 2-3 days.

# Mediterranean roll-ups

This recipe allows for half a roll-up for each child, so you may like to adjust the amounts to cater for older children with larger appetites.

**Preparation time:** 15 - 30 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Mountain bread	5 sheets	10 sheets	15 sheets	20 sheets	25 sheets
Hummous (see Warning below)	200 g	375 g	500 g	750 g	750 g
Iceberg lettuce, shredded	½ medium	1 medium	1 large	1½ large	2 large
Carrots, peeled and grated	1 (130 g)	2 (260 g)	3 (390 g)	4 (515 g)	5 (645 g)
Tomatoes, chopped	4 (610 g)	6 (910 g)	8 (1.2 kg)	10 (1.5 kg)	12 (1.8 kg)
Spring onions (with green tops), sliced	4 onions	8 onions	1 bunch	1½ bunches	2 bunches
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp



## Mountain bread

Mountain bread is available from larger supermarkets and delicatessens. Rectangular in shape, it is a thin, unleavened bread especially suitable for making wraps and roll-ups like these. You usually get eight.

## Method

1. Spread the sheets of mountain bread out on a clean work surface.
2. Use a rubber spatula or knife to spread the mountain bread evenly with the hummous.
3. Combine the lettuce, carrots, tomatoes, onions and pepper.
4. Spread the salad evenly over the hummous.
5. Roll the bread up firmly, then cut into neat serving portions and serve at once.

**Warning:** This recipe contains sesame seeds (in the hummous) and is not suitable for people with a nut allergy.



# Avocado salad roll-ups

Vary these roll ups by using different varieties of bread such as pita and Lebanese bread.

**Preparation time:** 15 - 30 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Small avocados, mashed	2 (200 g)	3 (300 g)	5 (500 g)	6 (600 g)	7 (700 g)
Lemon juice	2 tbsp (40 mL)	¼ cup (65 mL)	⅓ cup (85 mL)	½ cup (130 mL)	½ cup (130 mL)
Pepper, coarsely ground	Pinch	Pinch	¼ tsp	½ tsp	½ tsp
Mountain bread (see Quick tip below)	5 sheets	10 sheets	15 sheets	20 sheets	25 sheets
Iceberg lettuce, shredded	½ medium	1 medium	1 large	1½ large	2 large
Cucumbers, sliced thinly	1 (250 g)	2 (500 g)	3 (750 g)	4 (1 kg)	5 (1.26 kg)
Tomatoes, chopped	4 small (500 g)	6 medium (1 kg)	8 medium (1.25 kg)	11 medium (1.75 kg)	15 medium (2.25 kg)
Spring onions (with green tops), sliced	4 onions	8 onions	1 bunch	1½ bunches	2 bunches
Grated reduced fat cheddar style cheese	1 cup (120 g)	2 cups (240 g)	3 cups (360 g)	4 cups (480 g)	5 cups (600 g)

## Method

1. Combine the avocados with the lemon juice and pepper.
2. Spread the sheets of mountain bread out on a clean work surface.
3. Use a rubber spatula or knife to spread evenly with the mashed avocado.
4. Combine the lettuce, cucumbers, tomatoes, spring onions and cheese.
5. Spread the salad evenly over the avocado mixture.
6. Roll the bread up firmly, then cut into neat serving portions and serve at once.



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# Cream cheese rolls

Try serving this cream cheese topping on a variety of breads or on wholemeal crackers.

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**Preparation time:** 15 - 30 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Wholemeal bread rolls	5	10	15	20	25
Light (reduced fat) cream cheese	¼ cup (65 g)	½ cup (125 g)	¾ cup (190 g)	1 cup (250 g)	1¼ cups (315 g)
Carrots, peeled and grated	1½ (195 g)	3 (390 g)	4 (515 g)	5 (645 g)	6 (775 g)
Celery, finely diced	1 stick	3 sticks	½ bunch (200 g)	¾ bunch (300 g)	1 bunch (400 g)
Sultanas	½ cup (100 g)	1 cup (200 g)	1¾ cups (350 g)	2 cups (400 g)	2½ cups (500 g)



### **Bake-at-home rolls**

*For a treat, use easy bake-at-home-rolls. They are perfect for this recipe because they only require five or six minutes baking (which can be done while you prepare the filling) and are a neat size for a small child to handle. Allow one bake-at-home roll per child or two per older child. You usually find them in the bakery section of the supermarket.*

### **Method**

1. Using a sharp, serrated knife, cut the rolls in half lengthways.
2. Spread the halved rolls out on a clean work surface.
3. Use a rubber spatula or knife to spread the cream cheese over the rolls.
4. Combine the carrots, celery and sultanas in a mixing bowl.
5. Top the rolls with the mixture.
6. Cut each half roll in half again and serve at once.

# Vietnamese coleslaw

Serve on it's own in cups or wrap in rice paper rolls.

**Preparation time:** 12 - 15 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
<b>Salad</b>					
Cabbage, washed	¼	½	¾	1	1¼
Carrots, peeled, grated	2 (260 g)	4 (515 g)	6 (775 g)	8 (1 kg)	10 (1.29 kg)
Spring onions, finely sliced	½ bunch	1 bunch	1 bunch	1½ bunches	2 bunches
English mint, finely chopped	½ bunch	1 bunch	1½ bunches	2 bunches	2½ bunches
Vietnamese mint (see Quick tip below)	¼ cup (15 g)	½ cup (30 g)	¾ cup (50 g)	1 cup (60 g)	1¼ cups (80 g)
<b>Dressing</b>					
Fish sauce	2 tbsp (40 mL)	4 tbsp (80 mL)	½ cup (125 mL)	⅔ cup (165 mL)	¾ cup (190 mL)
Canola oil	2 tbsp (40 mL)	4 tbsp (80 mL)	½ cup (125 mL)	⅔ cup (165 mL)	¾ cup (190 mL)
Lemon juice	¼ cup (65 mL)	½ cup (125 mL)	¾ cup (190 mL)	1 cup (250 mL)	1¼ cups (315 mL)
Caster sugar	¼ cup (65 g)	½ cup (125 g)	¾ cup (190 g)	1 cup (250 g)	1¼ cups (315 g)



**Chinese cabbage**  
Chinese cabbage, otherwise known as wong gna bok, is fantastic for making coleslaw because it has both tender ribs and leaves, making it much easier to shred finely. It is available from larger supermarkets, fruit and vegetable markets and shops, and Asian grocery stores. Chinese cabbage is much less compact than regular cabbage, so you will need to use two to three times more than regular cabbage.

**Vietnamese mint**  
Vietnamese mint is a delicious Asian mint that adds a wonderful aromatic flavour to a host of hot and cold dishes.

## Method

### To make the salad:

Combine the cabbage, carrots, spring onions, English mint and Vietnamese mint in a large mixing bowl.

### To make the dressing:

1. Put all the ingredients into a screw-topped jar and shake to combine.
2. Pour the dressing over the vegetables and toss to combine.
3. Serve the coleslaw.

# Fruit kebabs with yoghurt dip

For variety use different fruits.



**Preparation time:** 20 - 25 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
<b>Yoghurt dip</b>					
Light (reduced fat) cream cheese	½ cup (125 g)	1 cup (250 g)	1½ cups (375 g)	2 cups (500 g)	2½ cups (625 g)
Honey (mild) (see Quick tip below)	1 tbsp (20 g)	2 tbsp (40 g)	3 tbsp (60 g)	4 tbsp (80 g)	5 tbsp (100 g)
Reduced fat vanilla yoghurt	1 cup (260 g)	2 cups (520 g)	3 cups (780 g)	4 cups (1 kg)	5 cups (1.3 kg)
<b>Fruit kebabs (or any fruit in season)</b>					
Rockmelon	½ medium	1 medium	½ large	1 large	1 large
Strawberries, washed	1 x 250 g punnet (250 g)	2 x 250 g punnets (500 g)	3 x 250 g punnets (750 g)	4 x 250 g punnets (1 kg)	5 x 250 g punnets (1.25 kg)
Bananas, peeled	4 (375 g)	8 (750 g)	12 (1.2 kg)	14 (1.4 kg)	18 (1.8 kg)
Wooden skewers (see Quick tip below)	20	40	60	80	100



## Safety with skewers

Use strong scissors or kitchen shears to snip the sharp ends off the wooden skewers.

## Honey

A mild-flavoured honey will not overpower the other ingredients (leatherwood or gum honeys tend to be a little overpowering in flavour).

## Method

### To make the yoghurt dip:

1. Use a wooden spoon to combine the cream cheese and the honey in a mixing bowl.
2. Stir in the yoghurt, cover and set aside in the refrigerator.

### To make the fruit kebabs:

1. Use a large knife to cut the rockmelon in half.
2. Using a metal dessert spoon, scoop out the seeds.
3. Cut the rockmelon halves into wedges.
4. Using a small, sharp knife, remove the skin and cut the rockmelon wedges into bite-size chunks.
5. Using a small sharp knife, remove the hulls from the strawberries and cut each strawberry in half lengthways.
6. Cut the bananas into 1 cm slices.
7. Thread all the fruit onto the skewers and serve two kebabs on a plate with a spoonful of the dip.

# Fresh and dried fruity kebabs



**Preparation time:** 25 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Apple or pear	1 (160 g)	2 (330 g)	3 (500 g)	4 (680 g)	5 (850 g)
Bananas, peeled, cut into chunks	2 (195 g)	4 (390 g)	6 (590 g)	8 (785 g)	10 (980 g)
Orange or pineapple unsweetened juice	½ cup (125 mL)	¾ cup (190 mL)	1 cup (250 mL)	1 cup (250 mL)	1½ cups (375 mL)
Pitted dates	10 (50 g)	20 (100 g)	30 (150 g)	40 (200 g)	50 (250 g)
Dried apricots	20 (70 g)	40 (140 g)	60 (210 g)	80 (280 g)	100 (350 g)
Strawberries	1 x 250 g punnet (250 g)	2 x 250 g punnets (500 g)	3 x 250g punnets (750 g)	4 x 250 g punnets (1 kg)	5 x 250 g punnets (1.25 kg)
10" bamboo skewers	10	20	30	40	50



## Variety

For variety, use pitted prunes instead of dates (10 Australian pitted prunes weigh about 70 g and there are about 47 Australian pitted prunes in a 250 g packet).

## Estimating quantities

There are approximately 12 strawberries in a 250 g punnet.

One medium-sized banana yields 10 x 1.5 cm chunks.

One medium-sized apple yields 24 x 2 cm chunks.

## Method

1. Cut the apple or pear into quarters and using a sharp knife, remove the core. Cut the apple or pear into 2 cm chunks and place in a bowl with the banana.
2. Pour the juice over and toss the fruit carefully in the juice (this will help prevent it from going brown).
3. Thread the apples, apricots, banana, dates and strawberries alternately onto the skewers. (Make sure there are no pips in the dates).
4. Using strong kitchen scissors or shears, snip ends off the skewers before serving for children's safety. To save time, line skewers up and snip several at a time.
5. Serve as soon as possible. If not serving immediately, cover and refrigerate for no longer than 2-3 days.

## Fruity swizzles

These are great way to jazz up plain water.

**Preparation time:** 20 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
6" bamboo skewers, ends cut off	10	20	30	40	50
Grapes	200 g	400 g	600 g	800 g	1 kg
Rockmelon, cut into 2 cm cubes	¼	½	¾	1	1¼
or honeydew melon, cut into 2 cm cubes	¼	½	¾	1	1¼
Small strawberries, hulls removed	1 x 250 g punnet (250 g)	2 x 250g punnets (500 g)	3 x 250 g punnets (750 kg)	4 x 250 g punnets (1 kg)	5 x 250 g punnets (1.25 kg)

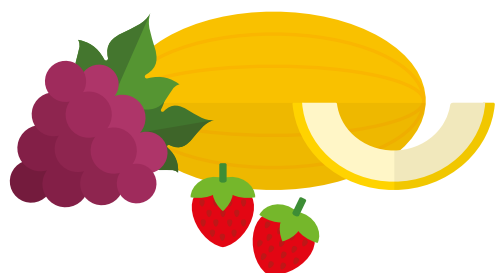


### Variety

*For variety and interest, use slices of kiwifruit, banana, pineapple or other fruits in season.*

### Method

1. Prepare the fruit swizzles by threading the grapes, rockmelon (or honeydew melon) and strawberries onto the skewers.
2. Using strong kitchen scissors or shears, snip end off skewers for children's safety. To save time, line skewers up and snip several at a time.
3. Place one swizzle in each glass or cup of plain water.





# Fruity yoghurt shakes

This refreshing drink is quick and easy to make. For variety, use different flavoured unsweetened fruit juices and reduced fat yoghurt.



**Preparation time:** 15 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Unsweetened tropical fruit juice or apple and blackcurrant juice or dark grape juice	6 cups (1.5 L)	12 cups (3 L)	18 cups (4.5 L)	24 cups (6 L)	30 cups (7.5 L)
Reduced fat plain or fruit yoghurt	2 cups (500 g)	4 cups (1 kg)	5¾ cups (1.5 kg)	7¾ cups (2 kg)	9½ cups (2.5 kg)
Ice cubes	10	20	30	40	50



### Alternatives to a blender

Place the fruit juice and yoghurt into a large, clean fruit juice or milk container, put the lid on and shake vigorously.

### Method

1. Arrange 250 mL capacity unbreakable glasses or cups on a serving tray.
2. Place an ice cube in each glass.
3. Using a blender, blend the fruit juice and yoghurt ingredients together in batches of four or five.
4. Pour blended ingredients into the glasses or cups (fill the cups to ¾ full to help prevent spillages). Serve at once.



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## Jelly fruit cups

These need to be prepared one day in advance.



**Preparation time:** 20 - 25 minutes, plus one day refrigeration

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Jelly crystals	2 x 85 g packets (170 g)	4 x 85 g packets (340 g)	6 x 85 g packets (510 g)	8 x 85 g packets (680 g)	10 x 85 g packets (850 g)
Strawberries, washed	1 x 250 g punnet (250 g)	2 x 250 g punnets (500 g)	3 x 250 g punnets (750 g)	4 x 250 g punnets (1 kg)	5 x 250 g punnets (1.25 kg)
Canned fruit in unsweetened juice, drained	1 x 415 g can (415 g)	1 x 825 g can (825 g)	2 x 825 g cans (1.65 kg)	2 x 825 g cans (1.65 kg)	3 x 825 g cans (2.48 kg)



### Jelly-friendly fruit

Some fresh fruits, such as pineapple and kiwi fruit, contain enzymes that prevent jelly from setting, so it's best to serve these fruits on top of the jelly rather than in it. Vary the fruit according to the seasons. In summer, try using berries, such as raspberries, loganberries, blackberries and blueberries (luscious and also economical in summer), apricots, nectarines, ripe plums, peaches and seedless grapes. In winter, try apples, pears, nashi fruit and bananas.

### Method

1. Prepare the jelly according to the instructions on the packet, then set aside to cool.
2. Meanwhile, use a small, sharp knife to remove the hulls from the strawberries.
3. Cut the strawberries into slices, then combine with the drained canned fruit in a mixing bowl.
4. Spoon the fruit into plastic cups and arrange the cups on trays that will fit into your refrigerator.
5. Pour the jelly into a jug (if you are making a large number of serves, do this in batches).
6. Pour about  $\frac{1}{3}$  cup of jelly into each cup of fruit.
7. Put the trays of jelly cups into the refrigerator (if the cups are all the same height, you can save space by stacking the trays of jelly on top of one another).
8. Allow the jelly to set overnight.

# Quick apricot 'tarts'



**Preparation time:** 10 - 20 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
English muffins	5	10	15	20	25
Light (reduced fat) cream cheese	½ cup (125 g)	1 cup (250 g)	1½ cups (375 g)	2 cups (500 g)	2½ cups (625 g)
Apricot jam	⅓ cup (100 g)	½ cup (200 g)	1 cup (300 g)	1⅓ cups (400 g)	1½ cups (500 g)
Fresh apricots, sliced	7 (400 g)	14 (800 g)	21 (1.2 kg)	25 (1.5 kg)	34 (2 kg)
or canned apricots In unsweetened juice, drained	1 x 825 g can (825 g)	2 x 825 g cans (1.65 kg)	3 x 825 g cans (2.48 kg)	4 x 825 g cans (3.3 kg)	5 x 825 g cans (4.13 kg)

## Method

1. Use a sharp knife to split the muffins in half.
2. Arrange the halves on a clean work surface.
3. Spread each with a rounded teaspoon of cream cheese.
4. Top each with a rounded teaspoon of jam.
5. If using fresh apricots:
  - wash the apricots then pat them dry with paper towel
  - using the small, sharp knife, cut them in half
  - remove the stone, and using the knife, cut each half into slices
  - arrange the apricot slices on top of the jam and serve at once.
6. Or if using drained canned apricots, arrange 3 drained apricot halves on top of each muffin.

**Note:** This recipe is not suitable for freezing.

# Quick peach or nectarine 'tarts'



**Preparation time:** 10 - 20 minutes

**Cooking time:** No cooking needed

<b>Ingredients</b>	<b>Serves 10</b>	<b>Serves 20</b>	<b>Serves 30</b>	<b>Serves 40</b>	<b>Serves 50</b>
English muffins	5	10	15	20	25
Light (reduced fat) cream cheese	½ cup (125 g)	1 cup (250 g)	1½ cups (375 g)	2 cups (500 g)	2½ cups (625 g)
Strawberry jam	⅓ cup (100 g)	½ cup (200 g)	1 cup (300 g)	1⅓ cups (400 g)	1½ cups (500 g)
Peaches or nectarines, sliced	3 (400 g)	5 (800 g)	8 (1.2 kg)	10 (1.5 kg)	13 (2 kg)

## Method

1. Use a sharp knife to split the muffins in half.
2. Arrange the halves on a clean work surface.
3. Spread each with a rounded teaspoon of cream cheese.
4. Top each with a rounded teaspoon of jam.
5. Arrange the sliced peaches or nectarines on top and serve at once.

**Note:** This recipe is not suitable for freezing.



# Quick pineapple 'tarts'



**Preparation time:** 10 - 20 minutes

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
English muffins	5	10	15	20	25
Light (reduced fat) cream cheese	½ cup (125 g)	1 cup (250 g)	1½ cups (375 g)	2 cups (500 g)	2½ cups (625 g)
Honey	2½ tbsp (50 g)	5 tbsp (100 g)	8 tbsp (160 g)	1⅓ cups (200 g)	1½ cups (300 g)
Canned pineapple rings in unsweetened juice, drained	1 x 825 g can (825 g)	2 x 825 g cans (1.65 kg)	3 x 825 g cans (2.48 kg)	4 x 825 g cans (3.3 kg)	5 x 825 g cans (4.13 kg)



### 'Squeezy honey'

*Putting the honey into a squeeze bottle will make it easy to drizzle. Squeeze bottles used for tomato sauce and mustard are available from supermarkets and bargain stores.*

### Method

1. Use a sharp knife to split the muffins in half.
2. Arrange the halves on a clean work surface.
3. Spread each with a rounded teaspoon of cream cheese.
4. Top each with 1 teaspoon of honey (see Quick tip).
5. Arrange the pineapple slices on top and serve at once.

# Quick strawberry 'tarts'



**Preparation time:** 10 - 20 minutes

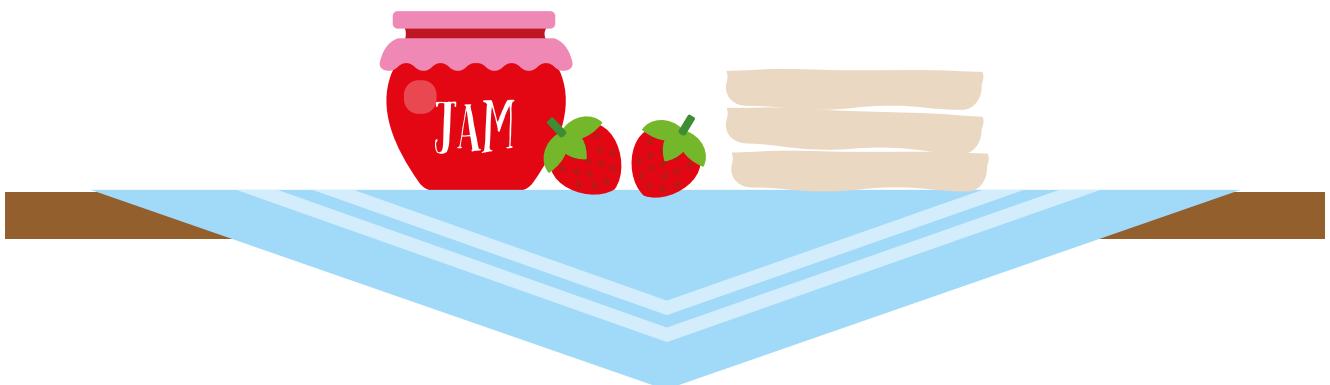
**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
English muffins	5	10	15	20	25
Light (reduced fat) cream cheese	½ cup (125 g)	1 cup (250 g)	1½ cups (375 g)	2 cups (500 g)	2½ cups (625 g)
Strawberry jam	⅓ cup (100 g)	½ cup (200 g)	1 cup (300 g)	1⅓ cups (400 g)	1½ cups (500 g)
Strawberries, washed	1 x 250 g punnet	2 x 250 g punnets (500 g)	3 x 250 g punnets (750 g)	4 x 250 g punnets (1 kg)	5 x 250 g punnets (2 kg)

## Method

1. Use a sharp knife to split the muffins in half.
2. Arrange the halves on a clean work surface.
3. Spread each with a rounded teaspoon of cream cheese.
4. Top each with a rounded teaspoon of jam.
5. Using the knife, remove the hulls from the strawberries and cut the strawberries into slices.
6. Arrange strawberry slices on top of the jam and serve at once.

**Note:** This recipe is not suitable for freezing.



# Pinwheels

This is a quick and easy recipe that kids will love to make.



**Preparation time:** 15 minutes

**Cooking time:** 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil cooking spray					
Wholemeal self-raising flour	$\frac{3}{4}$ cup (105 g)	$1\frac{1}{2}$ cups (210 g)	$2\frac{1}{4}$ cups (315 g)	3 cups (420 g)	$3\frac{3}{4}$ cups (525 g)
White self-raising flour	$\frac{3}{4}$ cup (100 g)	$1\frac{1}{2}$ cups (200 g)	$2\frac{1}{4}$ cups (305 g)	3 cups (405 g)	$3\frac{3}{4}$ cups (505 g)
Mixed dried herbs	$\frac{1}{2}$ tsp	1 tsp	$1\frac{1}{2}$ tsp	2 tsp	$2\frac{1}{2}$ tsp
Margarine spread, melted	3 tbsp (60 g)	4 tbs (80 g)	5 tbsp (100 g)	$\frac{1}{2}$ cup (125 g)	$\frac{1}{2}$ cup (165 g)
Reduced fat milk	1 cup (250 mL)	2 cups (500 mL)	$2\frac{1}{2}$ cups (625 mL)	$3\frac{1}{4}$ cups (815 mL)	4 cups (1 L)
Spreadable dip e.g. hummous, sun dried tomato	1 cup (250 g)	2 cups (500 g)	$2\frac{1}{2}$ cups (625 g)	$3\frac{1}{4}$ cups (815 g)	4 cups (1 kg)
Zucchini, grated	1 (195 g)	2 (390 g)	3 (585 g)	4 (780 g)	5 (975 g)
Grated reduced fat cheddar style cheese	1 cup (120 g)	2 cups (240 g)	3 cups (360 g)	4 cups (480 g)	5 cups (600 g)

## Method

1. Preheat the oven to 210°C. Spray the baking trays or muffin pans with a little oil spray (you will need 1 tray for approximately 8 pinwheels).
2. Place the flour and mixed herbs in a mixing bowl and make a well in the centre of the mixture. Add the melted margarine and milk to the well and gradually mix in the flour until a soft dough is formed.
3. Dust a clean bench top or chopping board with additional flour. Put the dough on the flour and knead it very lightly (take care not to handle it too much or it will be tough when cooked). When making this recipe for more than 20 serves, you will need to divide the dough into two or three portions before you proceed to the next step, so the dough is easier to fill and roll up.
4. Form the dough into a rectangle and dust with a little flour. Using a rolling pin, roll the dough out into a rectangle about 1 cm thick.
5. Brush water along a 2 cm strip along one of the long edges of dough. Spread the rest of the dough evenly with the dip. Top with the cheese and press the filling onto the dough. Working from the un-moistened edge of dough, roll the dough firmly into a cylinder encasing the filling. When you get to the moistened edge, press this firmly against the filled roll to secure it.
6. Using a sharp knife, cut the roll into 2 cm slices and arrange them on the prepared tray/s allowing room for them to spread a little.
7. Bake in the preheated oven until cooked through and golden brown, about 12 - 15 minutes. Serve hot or cold.

**Warning:** Hummous and sun-dried tomato spreads contain seeds and nuts.

# Sweet corn and zucchini muffins



**Preparation time:** 15 minutes

**Cooking time:** 15 - 20 minutes

Ingredients	Serves 12	Serves 24	Serves 36	Serves 48
Olive oil cooking spray				
Frozen sweet corn kernels (see Quick tip below)	1½ cups (405 g)	3 cups (810 g)	4½ cups (1.2 kg)	6 cups (1.6 kg)
Zucchini, grated	1 (195g)	2 (390 g)	3 (585 g)	4 (780 g)
Spring onions, chopped	4 onions	8 onions	1 bunch	1½ bunches
Olive oil	2 tbsp (40 mL)	⅓ cup (85 mL)	½ cup (125 mL)	¾ cup (190 mL)
Eggs, beaten	1	2	3	4
Grated reduced fat cheddar style cheese	1 cup (120 g)	2 cups (240 g)	3 cups (360 g)	4 cups (480 g)
Reduced fat milk	1 ¼ cups (315 mL)	2 ½ cups (625 mL)	3 ¾ cups (940 mL)	5 cups (1.25 L)
Sweet chilli sauce	1 tbsp (30 g)	2 tbsp (55 g)	3 tbsp (85 g)	4 tbsp (110 g)
Wholemeal self-raising flour	2 cups (280 g)	4 cups (560 g)	6 cups (840 g)	8 cups (1.1 kg)
Ground coriander	¼ tsp	⅓ tsp	½ tsp	¾ tsp



## Corn

You can use fresh, frozen or canned (no added salt) varieties of sweet corn kernels.

## Variety

For variety, you can replace the zucchini with chopped capsicums.

## Method

1. Preheat the oven to 210°C. Spray the muffin pans with the olive oil spray.
2. Combine the sweet corn, zucchini, spring onions, oil, eggs, cheese, milk and sweet chilli sauce. Stir in the flour and coriander; mix until just combined (do not over mix as this will make the muffins tough).
3. Spoon the mixture into prepared muffin pans.
4. Bake in the preheated oven until risen, cooked through and golden brown, about 15-20 minutes. Serve hot or cold.



# Vegie cheese muffins

This recipe is a tasty alternative to sweet muffins.



**Preparation time:** 12 - 15 minutes

**Cooking time:** 15 - 20 minutes

Ingredients	Makes 12	Makes 24	Makes 36	Makes 48
Margarine spread, melted	1/3 cup (85 g)	2/3 cup (165 g)	1 cup (250 g)	1 1/3 cups (335 g)
Eggs, beaten	2	4	6	8
Sweet chilli sauce	1/4 cup (90 g)	1/3 cup (115 g)	1/2 cup (175 g)	1/2 cup (175 g)
Spring onions, chopped	4 onions	1/2 bunch	3/4 bunch	1 bunch
Capsicums, seeds removed, chopped	1 (260 g)	2 (520 g)	3 (780 g)	4 (1 kg)
Tomatoes, chopped	2 (305 g)	3 (455 g)	4 (610 g)	5 (760 g)
Minced garlic	1 tsp	2 tsp	3 tsp	1 tbsp
Grated reduced fat cheddar style cheese	1 cup (120 g)	2 cups (240 g)	3 cups (360 g)	4 cups (480 g)
Reduced fat milk	1/2 cup (125 mL)	1 cup (250 mL)	1 1/2 cups (375 mL)	2 cups (500 mL)
Wholemeal self-raising flour	1 cup (140 g)	2 cups (280 g)	3 cups (420 g)	4 cups (560 g)
White self-raising flour	2/3 cup (90 g)	1 1/3 cups (180 g)	2 cups (270 g)	2 1/2 cups (340 g)



## Tomatoes

*Try to get Roma tomatoes, which are lovely and fleshy. They are easier to chop than juicy tomatoes and will not make the mixture too moist. If using really juicy tomatoes, do not add all the juice.*

## Method

1. Preheat oven to 200°C. Brush muffin pans with a little margarine spread.
2. Using a wooden spoon, combine the margarine spread, eggs, sweet chili sauce, spring onions, capsicums, tomatoes, garlic and half the grated cheese.
3. Stir in the milk, then the flour, until just combined (do not over mix as this will make the muffins tough).
4. Divide the mixture between the prepared muffin pans and top with the remaining cheese.
5. Bake until risen, golden brown and cooked through, about 15-20 minutes.
6. Allow the muffins to stand for 5 minutes. Using a bread and butter knife, loosen them from the pans and place on the cake cooler or the serving plate.

# Apple cinnamon rolls



**Preparation time:** 15 minutes

**Cooking time:** 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive oil cooking spray for greasing					
White self-raising flour	1 cup (135 g)	2 cups (270 g)	3 cups (405 g)	4 cups (540 g)	5 cups (675 g)
Wholemeal self-raising flour	1 cup (140g)	2 cups (280g)	3 cups (420 g)	4 cups (560 g)	5 cups (700 g)
Brown sugar	$\frac{1}{3}$ cup (60 g)	$\frac{2}{3}$ cup (120 g)	$\frac{3}{4}$ cup (135 g)	1 cup (180 g)	$1\frac{1}{2}$ cups (270 g)
Ground cinnamon	1 tsp	2 tsp	3 tsp	1 tbsp	$1\frac{1}{4}$ tbsp
Margarine spread, melted	$\frac{1}{4}$ cup (65 g)	$\frac{1}{2}$ cup (125 g)	$\frac{3}{4}$ cup (190 g)	1 cup (250 g)	$1\frac{1}{4}$ cups (315 g)
Reduced fat milk	$\frac{2}{3}$ cup (165 mL)	$1\frac{1}{4}$ cups (315 mL)	2 cups (500 mL)	$2\frac{1}{2}$ cups (625 mL)	$3\frac{1}{4}$ cups (815 mL)
Canned pie apple, unsweetened	$\frac{1}{2}$ cup (130 g)	1 cup (260 g)	$1\frac{1}{2}$ cups (390 g)	2 cups (520 g)	$3\frac{1}{2}$ cups (315 g)



## Neatly shaped rolls

*To keep the rolls in a nice neat shape, so they sit up rather than spread out when baking, place the cut roll dough into muffin pans that have been lightly greased with olive or canola oil cooking spray.*

## Method

1. Preheat oven to 210°C. Spray the baking trays lightly with oil (you will need 1 tray for approximately 8 rolls).
2. Combine the flours, brown sugar and cinnamon in a mixing bowl. Make a well in the centre of the mixture. Add the melted margarine and milk to the well. Using a large mixing spoon, gradually mix in the flour to form a soft dough.
3. Lightly flour a clean bench top or chopping board. Put the dough on the floured surface and knead it very lightly (take care not to handle it too much or it will become tough when cooked). When making this recipe for more than 20 serves, you may prefer to divide the dough into two or three portions before you proceed to the next step, so the dough is easier to fill and roll up.
4. Form the dough into a rectangle and dust with a little flour. Using a rolling pin, roll the dough into a rectangle about 1 cm thick.
5. Brush water along a 2 cm strip on one of the long edges of dough. Spread the apple over the remaining dough.
6. Working from the un-moistened edge of dough, roll the dough firmly into a cylinder encasing the apple. When you get to the moistened edge, press this firmly against the filled roll to secure it.
7. Using a sharp knife, cut the roll into 2 cm slices and arrange them on the prepared tray/s (see Quick tip).
8. Bake in the preheated oven until cooked through and golden brown, about 12–15 minutes. Serve hot or cold.

# Frozen yoghurt shortcakes

These are like mini cheesecakes and need to be prepared ahead of time as they need to be frozen. You can adapt the recipe easily by changing the flavour of yoghurt.



**Preparation time:** 25 minutes, plus 2 - 3 hours freezing time

**Cooking time:** No cooking needed

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40	Serves 50
Olive or canola oil cooking spray for greasing					
Extra light (reduced fat) cream cheese	1 cup (250 g)	2 cups (500 g)	3 cups (750 g)	4 cups (1 kg)	5 cups (1.25 kg)
Fruit jam	3 tbsp (60 g)	6 tbsp (120 g)	$\frac{3}{4}$ cup (225 g)	1 cup (300 g)	1 $\frac{1}{4}$ cups (375 g)
Reduced fat fruit yoghurt	1 cup (250 g)	2 cups (500 g)	3 cups (750 g)	4 cups (1 kg)	4 $\frac{3}{4}$ cups (1.25 kg)
Plain wheatmeal biscuits (see Quick tip below)	10	20	30	40	50
Fresh fruit slices to serve					



## Changing the flavours

You can adapt the recipe easily to change the flavours. For example, for strawberry yoghurt shortcakes, simply use reduced fat strawberry yoghurt and strawberry jam. For apricot yoghurt shortcakes, use reduced fat apricot yoghurt and apricot jam.

## Estimating quantities

There are approximately 34 wheatmeal biscuits per 250 g packet.

## Method

1. Spray muffin pans with a little olive oil spray.
2. Using a fork, soften the cream cheese. Using a wooden spoon, combine the jam with the cream cheese then beat in the yoghurt.
3. Divide the mixture evenly between the prepared muffin pans.
4. Top each with a wheatmeal biscuit, then place the shortcakes in the freezer and allow to freeze for 2 - 3 hours before serving.
5. Remove the tray from the freezer and allow to stand at room temperature for 5 minutes to soften before removing the shortcakes. If you are in a hurry, you can dip the base of the tray in hot water for a few seconds to loosen the shortcakes.
6. Using a knife, loosen the shortcakes around the edges then lift out and arrange on serving plates.
7. Serve at once with fresh fruit.



# Honey rock cookies



**Preparation time:** 10 - 12 minutes

**Cooking time:** 12 - 15 minutes

Ingredients	Makes 12	Makes 24	Makes 36	Makes 48
Wholemeal self-raising flour	¾ cup (105 g)	1½ cups (210 g)	2¼ cups (315 g)	3 cups (420 g)
White self-raising flour	¾ cup (100 g)	1½ cups (200 g)	2¼ cups (300 g)	3 cups (405 g)
Mixed spice	2 tsp	1 tbsp	1½ tbsp	2 tbsp
Brown sugar	1 tbsp (15 g)	2 tbsp (30 g)	3 tbsp (45 g)	½ cup (60 g)
Mixed dried fruit	1 cup 1 75 g)	2 cups (350 g)	3 cups (525 g)	4 cups (700 g)
Margarine spread, melted, plus extra for greasing	¾ cup (190 g)	1 cup (250 g)	1¼ cups (315 g)	1½ cups (375 g)
Honey	3 tbsp (60 g)	½ cup (150 g)	¾ cup (225 g)	1 cup (300 g)
Eggs, beaten	1	2	3	4
Reduced fat milk	2 tbsp (20 mL)	⅓ cup (85 mL)	½ cup (125 mL)	⅔ cup (165 mL)



## Measuring honey

When measuring honey in a cup, first brush the inside of the cup with a little of the melted margarine spread or canola oil so the honey slips out easily.

## Method

1. Preheat oven to 190°C. Brush baking trays with a little margarine spread.
2. Combine the flours, mixed spice, sugar and mixed fruit.
3. Combine the remaining margarine spread, honey, eggs and milk and acid to the dry ingredients.
4. Mix thoroughly. The mixture should resemble a cross between a biscuit dough and a muffin mixture. (You may need to add a little more milk to make mixing easier, but do not make the mixture too moist or the cookies will spread out on the baking trays during cooking.)
5. Arrange heaped tablespoons on the prepared trays.
6. Bake until light golden brown and cooked through, about 12 - 15 minutes.

**Note:** These cookies are suitable for freezing.

# Apple and raisin rock cookies



**Preparation time:** 12 - 15 minutes

**Cooking time:** 12 - 15 minutes

Ingredients	Serves 10	Serves 20	Serves 30	Serves 40
Wholemeal self-raising flour	¾ cup (105 g)	1 ½ cups (210 g)	2 ¼ cups (315 g)	3 cups (420 g)
White self-raising flour	¾ cup (100 g)	1 ½ cups (200 g)	2 ¼ cups (300 g)	3 cups (405 g)
Ground cinnamon	2 tsp	1 tbsp	1 ½ tbsp	2 tbsp
Brown sugar	⅓ cup (60 g)	⅔ cup (120 g)	1 cup (180 g)	1 ⅓ cups (240 g)
Margarine spread, melted , plus extra for greasing	¾ cup (190 g)	1 cup (250 g)	1 ¼ cups (315 g)	1 ½ cups (375 g)
Apples, cored and diced	2 (315 g)	4 (630 g)	6 (950 g)	8 (1.3 kg)
or canned pie apples	1 x 400 g can (400 g)	1 x 800 g can (800 g)	1 x 400 g + 800 g cans (1.2 kg)	2 x 800 g cans (1.6 kg)
Raisins	½ cup (100 g)	1 cup (200 g)	1 ½ cups (300 g)	2 cups (400 g)
Eggs, beaten	1	2	3	4
Soy milk	⅓ cup (85 ml)	⅔ cup (165 ml)	1 cup (250 ml)	1 ⅓ cups (330 ml)



## Soy milk

*Using soy milk in cooking helps to create baked goodies with a soft crumb that can be stored a little longer without drying out.*

## Method

1. Preheat oven to 190°C. Brush baking trays with a little margarine spread.
2. Combine the flours, cinnamon, sugar, apples and raisins.
3. Combine margarine spread, eggs and milk and add to the dry ingredients.
4. Mix thoroughly. The mixture should resemble a cross between a biscuit dough and a muffin mixture.
5. Arrange heaped tablespoons on the prepared trays.
6. Bake until light golden brown and cooked through, about 12-15 minutes.

# Apple and sultana muffins



**Preparation time:** 10 - 15 minutes

**Cooking time:** 15 minutes

Ingredients	Makes 12	Makes 24	Makes 36	Makes 48
Margarine spread, melted	¾ cup (190 g)	1 cup (250 g)	1¼ cups (315 g)	1½ cups (375 g)
Brown sugar	⅓ cup (60 g)	⅔ cup (135 g)	1 cup (180 g)	1⅓ cups (240 g)
Eggs, beaten	1	2	3	4
Apples, cored and diced	2 (315 g)	4 (630 g)	6 (950 g)	8 (1.26 kg)
or canned pie apples, unsweetened	1 x 400 g can (400 g)	1 x 800 g can (800 g)	1 x 400 g + 800 g cans (1.2 kg)	2 x 800 g cans (1.6 kg)
Reduced fat milk	⅔ cup (170 mL)	1⅓ cups (235 mL)	2 cups (500 mL)	2⅔ cups (670 mL)
Sultanas	¾ cup (150 g)	1½ cups (300 g)	2¼ cups (450 g)	3 cups (600 g)
Wholemeal self-raising flour	¾ cup (105 g)	1½ cups (210 g)	2¼ cups (315 g)	3 cups (420 g)
White self-raising flour	¾ cup (100 g)	1½ cup (200 g)	2¼ cups (300 g)	3 cups (405 g)
Mixed spice	1 tsp	2 tsp	3 tsp	1 tbsp



## Pie apples

*To save time, use canned pie apples - they are unsweetened yet full of flavour. For this recipe, break them up with a fork or potato masher before adding to the cake mixture.*

## Method

1. Preheat oven to 200°C. Brush a little margarine spread over muffin pans.
2. Combine remaining margarine spread with sugar, eggs, apples, milk and sultanas.
3. Sift the flours and spice and stir into the apple mixture until just combined (over-mixing causes tough muffins).
4. Divide the mixture between the prepared muffin pans.
5. Bake until risen, cooked through and golden brown, about 15 minutes.

# Banana muffins



**Preparation time:** 12 - 15 minutes

**Cooking time:** 15 minutes

Ingredients	Makes 12	Makes 24	Makes 36	Makes 48
Bananas, mashed	4 (420 g)	8 (840 g)	13 (1.3 kg)	17 (1.7 kg)
Brown sugar	$\frac{1}{3}$ cup (60 g)	$\frac{2}{3}$ cup (135 g)	1 cup (180 g)	$1\frac{1}{3}$ cups (240 g)
Vanilla essence	$\frac{1}{2}$ tsp	1 tsp	$1\frac{1}{2}$ tsp	2 tsp
Margarine spread, melted or canola oil	$\frac{3}{4}$ cup (190 g)	1 cup (250 g)	$1\frac{1}{4}$ cups (315 g)	$1\frac{1}{2}$ cups (375 g)
Eggs, lightly beaten	1	2	3	4
Reduced fat milk	$\frac{1}{4}$ cup (65 ml)	$\frac{1}{2}$ cup (125 ml)	$\frac{3}{4}$ cup (190 ml)	1 cup (250 ml)
Wholemeal self-raising flour	$\frac{2}{3}$ cup (95 g)	$1\frac{1}{3}$ cups (185 g)	2 cups (280 g)	$2\frac{2}{3}$ cups (375 g)
White self-raising flour	$\frac{2}{3}$ cup (90 g)	$1\frac{1}{3}$ cups (180 g)	2 cups (270 g)	$2\frac{2}{3}$ cups (360 g)
Bicarbonate of soda	$\frac{1}{4}$ tsp	$\frac{1}{2}$ tsp	$\frac{3}{4}$ tsp	1 tsp

## Method

1. Preheat oven to 200°C. Brush a little oil or melted margarine spread over muffin pans.
2. Combine the bananas with the sugar, vanilla and the remaining oil (or margarine spread).
3. Gradually whisk in the eggs and milk.
4. Stir in the flour, bicarbonate of soda until just combined.
5. Divide the mixture between the prepared muffin pans.
6. Bake until risen, cooked through and golden brown, about 15 minutes.



# Carrot and sultana muffins



**Preparation time:** 12 - 15 minutes

**Cooking time:** 15 - 20 minutes

Ingredients	Makes 12	Makes 24	Makes 36	Makes 48
Canola oil, plus extra for greasing	¼ cup (65 mL)	½ cup (125 mL)	¾ cup (190 mL)	1 cup (250 mL)
Carrots, grated	2 (250 g)	4 (500 g)	6 (750 g)	8 (1 kg)
Honey	¼ cup (75 g)	½ cup (150 g)	¾ cup (225 g)	1 cup (300 g)
Brown sugar	¼ cup (45 g)	½ cup (90 g)	¾ cup (135 g)	1 cup (180 g)
Eggs, beaten	2	3	4	6
Sultanas	⅓ cup (65 g)	⅔ cup (135 g)	1 cup (200 g)	1 ⅓ cups (265 g)
Reduced fat milk	¼ cup (65 mL)	½ cup (125 mL)	¾ cup (190 mL)	1 cup (250 mL)
White self-raising flour	1 cup (135 g)	2 cups (270 g)	3 cups (405 g)	4 cups (540 g)
Wholemeal self-raising flour	¾ cup (105 g)	1 ½ cups (210 g)	2 ¼ cups (315 g)	3 cups (420 g)
Ground cinnamon	1 tsp	2 tsp	3 tsp	1 tbsp



**Measuring honey in a cup**  
*When measuring the oil, do not rinse the cup before using to measure the honey - the honey will easily slip out of the cup.*

## Method

1. Preheat oven to 200°C. Brush a little of the oil over muffin pans.
2. Combine the carrots, oil, honey, brown sugar, eggs, sultanas and milk.
3. Sift the flours and cinnamon and stir into the carrot mixture until just combined (over mixing can cause tough muffins).
4. Divide the mixture between the prepared muffin pans.
5. Bake until risen, cooked through and golden brown, about 15 - 20 minutes.



# Fruity apricot and sultana muffins



**Preparation time:** 12 - 15 minutes

**Cooking time:** 15 minutes

Ingredients	Makes 12	Makes 24	Makes 36	Makes 48
Dried apricots, chopped (see Quick tip below)	½ cup (95 g)	1 cup (190 g)	1½ cups (285 g)	2 cups (380 g)
Sultanas (or currants)	¾ cup (130 g)	1½ cups (260 g)	2¼ cups (390 g)	3 cups (525 g)
Brown sugar	½ cup (90 g)	1 cup (180 g)	1½ cups (270 g)	2 cups (360 g)
Margarine spread, melted	⅓ cup (85 g)	⅔ cup (165 g)	1 cup (250 g)	1⅓ cups (335 g)
Eggs, beaten	1	2	3	4
Reduced fat milk	¼ cup (65 mL)	½ cup (125 mL)	¾ cup (190 mL)	1 cup (250 mL)
Wholemeal self-raising flour	⅔ cup (95 g)	1⅓ cups (186 g)	2 cups (280 g)	2⅔ cups (375 g)
White self-raising flour	⅔ cup (90 g)	1⅓ cups (180 g)	2 cups (270 g)	2⅔ cups (360 g)
Mixed spice	1 tsp	2 tsp	3 tsp	1 tbsp
Canned apricot halves in unsweetened juice, drained	1 x 410 g can (410 g)	1 x 820 g can (820 g)	1 x 410g + 820 g cans (1.23 kg)	2 x 820 g cans (1.64 kg)



## **Pre-chopped dried apricots**

*Chopped dried apricots are available from larger supermarkets. They are not only quick and easy to use, but also cheaper to buy than whole dried apricots.*

## **Method**

1. Preheat oven to 200°C. Brush muffin pans with a little melted margarine spread.
2. Using a wooden spoon, combine the chopped apricots, sultanas (or currants), ⅔ of the brown sugar, remaining margarine spread, eggs and milk.
3. Sift the flours and spice and stir into the fruit mixture until just combined (over mixing causes tough muffins).
4. Divide the mixture evenly between the prepared muffin pans.
5. Top each muffin with an apricot half, cut side down.
6. Sprinkle the remaining brown sugar over the apricots.
7. Bake until well risen, golden brown and cooked through, about 15 minutes.

# Mini apple crumble cakes



**Preparation time:** 15 minutes

**Cooking time:** 15 - 18 minutes

Ingredients	Makes 12	Makes 24	Makes 36	Makes 48
Margarine spread, melted	1/3 cup (85 g)	2/3 cup (165 g)	1 cup (250 g)	1 1/3 cups (335 g)
Brown sugar	1/4 cup (45 g)	1/2 cup (90 g)	3/4 cup (135 g)	1 cup (180 g)
Eggs, beaten	1	2	3	5
Vanilla essence	1 tsp	2 tsp	3 tsp	1 tbsp
Canned pie apples, unsweetened	1 x 400 g can (400 g)	1 x 800 g can (800 g)	1 x 400g + 800 g cans (1.2 kg)	2 x 800 g cans (1.6 kg)
Wholemeal self-raising flour	2/3 cup (110 g)	1 1/2 cups (200 g)	2 cups (300 g)	2 2/3 cups (410 g)
<b>Crumble topping</b>				
Desiccated coconut	1/4 cup (25 g)	1/2 cup (45 g)	3/4 cup (70 g)	1 cup (90 g)
Wholemeal self-raising flour	1/4 cup (35 g)	1/2 cup (70 g)	3/4 cup (105 g)	1 cup (140 g)
Brown sugar	2 tbsp (30 g)	1/3 cup (60 g)	1/2 cup (90 g)	2/3 cup (120 g)
Ground cinnamon	1/2 tsp	1 tsp	1 1/2 tsp	2 tsp
Margarine spread, melted	1 tbsp (20 g)	2 tbsp (40 g)	3 tbsp (60 g)	4 tbsp (80 g)

## Method

1. Preheat oven to 190°C. Use a little melted margarine spread to brush over muffin pans.
2. Combine the remaining margarine spread with the brown sugar, eggs, vanilla, 1/4 of the apples and the milk.
3. Stir in the flour and divide mixture evenly between muffin pans (they should be about 1/4 full).
4. Top cake mixture with remaining apples.
5. Prepare the crumble mixture by combining all the ingredients in a mixing bowl.
6. Top each cake with a heaped teaspoon of the crumble mixture.
7. Using clean hands, press the crumble mixture down flat to ensure it sticks to the cakes.
8. Bake until risen, lightly browned and cooked through, about 15 - 18 minutes.



# Pineapple and carrot muffins

These are really moist and fruity, and are great served warm straight from the oven or cold.



**Preparation time:** 15 minutes

**Cooking time:** 15 - 20 minutes

Ingredients	Serves 12	Serves 24	Serves 36	Serves 48
Olive oil spray				
Carrots, peeled and grated	2 (240 g)	4 (480 g)	6 (750 g)	7 (900 g)
Canned crushed pineapple in unsweetened juice	1 x 440 g can (440 g)	2 x 440 g cans (880 g)	3 x 440 g cans (1.3 kg)	4 x 800 g (3.2 kg)
Pitted dates	½ cup (80 g)	1 cup (160 g)	1 ½ cups (240 g)	2 cups (320 g)
Olive or sunflower oil	2 tbsp (40 mL)	⅓ cup (85 mL)	½ cup (125 mL)	¾ cup (190 mL)
Brown sugar	½ cup (90 g)	1 cup (180 g)	1 ½ cups (270 g)	2 cups (360 g)
Eggs	1	2	3	4
Wholemeal self-raising flour	2 ½ cups (350 g)	5 cups (700 g)	7 cups (1 kg)	9 cups (1.3 kg)
Ground cinnamon	1 tsp	2 tsp	3 tsp	1 tbsp
Ground ginger	¾ tsp	1 tsp	1 ½ tsp	2 tsp



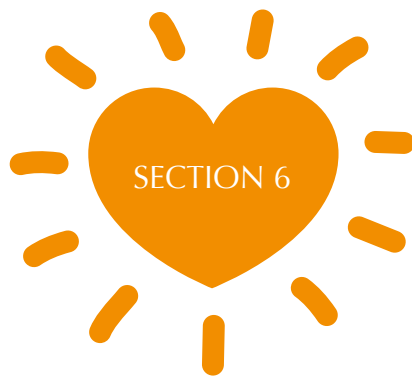
## Convenience

Use a large ice-cream scoop to decant the mixture into the muffin pans.

## Method

1. Preheat the oven to 200°C.
2. Spray a little olive oil over muffin pans.
3. Chop the dates and then add to a bowl with the rest of the ingredients. Stir until just combined (over-mixing causes tough muffins). Spoon the mixture into prepared muffin pans.
4. Bake in the preheated oven until risen, cooked through and golden brown, about 15 - 20 minutes. Serve hot or cold.

**Note:** Once baked, these muffins freeze well.



## Physical Activity



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Being physically active is good for children’s health, as well as being a great way for them to make friends and develop physical and social skills.

It is important children learn skills to participate in physical activity, are exposed to different types of physical activity and understand the benefits of physical activity to their health. Limiting sedentary behaviour is also an important element in promoting good health.

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Alongside planned physical activity, OSHC services are able to support free play. Child initiated free play can be active too. Free play is essential and guided by children's individual interests. Children can be encouraged to create play space for free play.

It is important for OSHC educators to be provided with opportunities to undertake regular professional development to maintain and enhance their knowledge about childhood physical activity that focuses on sport, exercise and active games for children and minimising sedentary behaviour.

OSHC is an ideal setting for children to play and try new skills. OSHC services provide the opportunity to encourage children to be physically active, minimise sedentary behaviour and help establish healthy habits.

### **Benefits of Physical Activity**

There are many benefits of physical activity and not only to physical health but also to social and mental health. Benefits of physical activity include:

- Healthy growth and development
- Achieve and maintain healthy weight
- Develop strong bones and muscles
- Strength and flexibility
- Develop gross motor skills
- Higher energy levels
- Improved fitness
- Improved mental health
- Reduce stress
- Make friends

### ***Australia's Physical Activity and Sedentary Behaviour Guidelines for Children***

*Australia's Physical Activity and Sedentary Behaviour Guidelines for Children* aged 5-12 year olds recommend participating in a variety of physical activities and outlines how to minimise sedentary behaviour.<sup>25</sup>

The specific recommendations include:

#### ***Australia's Physical Activity and Sedentary Behaviour Guidelines for Children (aged 5-12 years)***

##### **PHYSICAL ACTIVITY**

- For health benefits, children aged 5-12 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day.
- Children's physical activity should include a variety of aerobic activities, including some vigorous intensity activity.
- On at least 3 days per week, children should engage in activities that strengthen muscle and bone.
- To achieve additional health benefits, children should engage in more activity – up to several hours per day.

## SEDENTARY BEHAVIOUR

To reduce health risks, children aged 5-12 years should minimise the time they spend being sedentary every day. To achieve this:

- Limit use of electronic media for entertainment (e.g. television, seated electronic games and computer use) to no more than two hours a day – lower levels are associated with reduced health risks.
- Break up long periods of sitting as often as possible.

Definitions:

**Physical activity** is any activity that gets children moving, makes their breathing become quicker and their heart beat faster. It can be planned or spontaneous, done individually, in groups or teams. It includes activities such as walking, playing games, walking up stairs, gardening, playing and practicing sport, flying a kite, throwing a frisbee, riding a bike, skateboarding, swimming, etc.

**Moderate intensity activities** require some effort, but children can still speak easily while doing them e.g. riding a bike and fast walking.

**Vigorous intensity activities** require more effort and make children breath harder and faster ('huff and puff'), e.g. running, organised sport such as soccer.

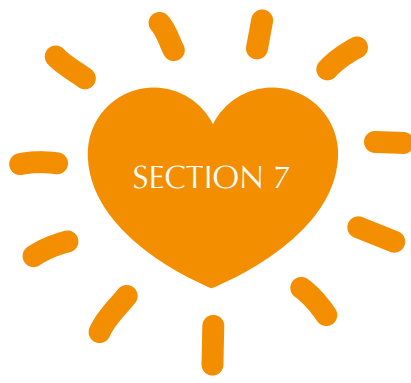
**Aerobic activities** is any form of sustained activity that stimulates and strengthens the heart and lungs e.g. jogging, cycling, swimming.

**Muscle and bone strengthening activities** utilise own body weight such as skipping, running, jumping, climbing or swinging on monkey bars and climbing frames, games such as tug-o-war or hopscotch; or structured activities such as dance, gymnastics or martial arts.

**Sedentary behaviour** is characterized by sitting or lying down (except when sleeping). The use of electronic media can be a big contributor to children's sedentary time.

## Communicating with Families

- OSHC services have a role in communicating with families about the value of physical activity, limiting small screen recreation and sedentary behaviour to children. This information could be provided to families in a variety of ways including factsheets, newsletters, noticeboards, during orientation, information sessions and informal discussion. Communication to families can include:
  - » Information in newsletters. See these ready to use newsletter snippets <http://www.healthykids.nsw.gov.au/teachers-childcare/live-life-well-@-school/resources-for-teachers/information-for-parents.aspx> and links to factsheets on p193
  - » Providing a copy of the *Physical Activity and Small Screen Recreation Policy* to all families during orientation to the service
  - » Involving families in review and development of the policy
  - » Allowing families to have input into physical activities provided
  - » Discussing with families their children's additional needs in relation to physical activity participation
  - » Providing information on physical activity and links to health, everyday physical tasks, active transport and limiting small screen recreation and sedentary behaviour
  - » Displaying OSHC programs for families to view.



## Planning Physical Activity



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OSHC services are encouraged to plan physical activity every day. It is important that children have the opportunity to contribute to planning activities including setting up games and equipment.

There are a number of components that your OSHC service may want to include in their physical activity program including:

### **Key Considerations When Planning Physical Activity in OSHC:**

#### **Types of Activity**

- Planned e.g. organised games
- Spontaneous active play
- Creative play
- Cultural themes
- Supporting gross motor skills
- Strengthening muscle and bones
- Intensity

#### **How the Activity is Delivered**

- Participation
- Educator's involvement

#### **Environment**

- Safe and supportive environments
- Outdoor and indoor space

#### **Sedentary Behaviour**

- Reducing sedentary behaviour

## **Types of Activity**

### **Planned Physical Activity**

Types of planned physical activity include organised active games, sports (e.g. soccer or basketball) and planned play (e.g. action games/songs) and intentional teaching experiences. Partnering with external agencies, for example local sporting clubs could be a useful way of getting sports coaching at your OSHC service.

Grants (Sporting Schools Australia and guidelines on engaging external providers are available (See [Guidelines for using external providers for physical activity in out of school centres<sup>27</sup>](#)).

### **Spontaneous (free) Active Play**

Have a variety of equipment available for children to access for spontaneous activities. This will encourage child initiated active play. Children can be encouraged to create play space for free active play.

### **Creative Play**

Creative play includes dance, drama and creative movement and could be explored individually or in groups, or in a structured or unstructured way. For example have a dress-up box, or set up disco dancing or creative games.





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## Cultural Themes

The use of games can be a way of introducing cultural education and communicating across cultures. Include games and activities from different cultures; especially cultures represented at your service and community. For example Traditional Indigenous Games ([http://www.ausport.gov.au/participating/resources/indigenous/full\\_resource](http://www.ausport.gov.au/participating/resources/indigenous/full_resource))<sup>28</sup>

## Supporting Gross Motor Skills

There are 12 gross motor skills (also known as fundamental movement skills) that are the building blocks of movement and allow for successful participation in games, sports and other activities. If you incorporate a variety of games regularly in your program, children will have an opportunity to practice these skills.

Gross motor skills include:

catching, kicking, static balance, dodging, leaping, skipping, two-handed strike, hopping, overarm throw, sprint running, vertical jumping and side galloping.

## Strengthening Muscle and Bone

Physical activities where children use their own body weight can strengthen muscles and bones and include:

skipping, running, jumping, climbing or swinging on monkey bars and climbing frames, games such as tug-o-war or hopscotch, dance and gymnastics.

## Intensity

Intensity refers to the amount of energy expended while taking part in a particular activity. Regularly include a variety of moderate and vigorous intensity activities in your program. The intensity of a game can be changed easily by varying instructions, scoring, the playing environment, the number of participants, game rules, equipment, inclusion, and time to perform actions.

**Moderate Intensity Activities** require some effort, but children can still speak easily while doing them e.g. riding a bike and fast walking.

**Vigorous Intensity Activities** require more effort and make children breath harder and faster ('huff and puff'), e.g. running, organised sport such as soccer.



## How the Activity is Delivered

### Participation

Encourage participation by offering a range of physical activities that can be done individually or in groups and allows for all ages and abilities. Offer inclusive physical activity to cater for children from culturally and linguistically diverse backgrounds and children with additional needs. Adopt a participatory approach and emphasise fun rather than competition.

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## Educator's Involvement

If educators are involved in activities it motivates children to participate. Provide positive instruction and constructive feedback to children to assist them in developing and refining their skills. Encourage children to participate in a range of active play and physically active experiences. Also encourage children to be understanding and accepting of the different physical skills and abilities of other children.

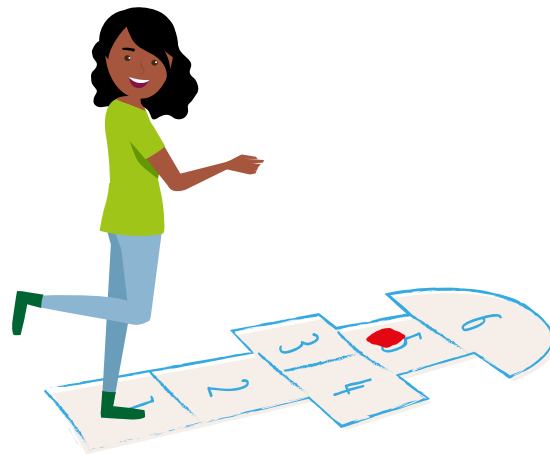
## Environment

### Safe and Supportive Environments

The *National Quality Standards* refers to the provision of quality space (indoors and outdoors) that allows for exploration and engages children in natural and built environments. Create an environment that encourages physical activity and supports wellbeing. This includes supervision, access to equipment that is developmentally appropriate and space for planned physical activity and spontaneous play. Use nature as a free playground and ensure activities undertaken preserve the environment. Also involve children in choosing equipment and setting up activities.

### Outdoor and Indoor Space

Have a mix of outdoor and indoor activities to allow for a variety of children's needs and weather conditions. Utilise the physical environment such as access to fixed equipment (e.g. monkey bars) or line markings (hopscotch, handball). Children should have regular opportunity for outdoor play. It is recommended that OSHC services include a balance of quiet play with energetic outdoor play.

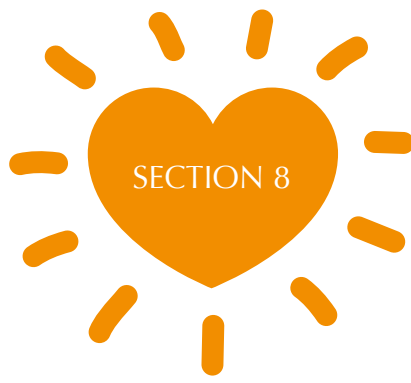


If playing outside, children should wear a hat and apply sun-screen and water should always be available and children should be encouraged to drink the water. Indoor and outdoor playing surfaces should be checked for safety hazards e.g. water puddles.

## Sedentary Behaviour

### Reducing Sedentary Behaviour

Sedentary behaviour is sitting or lying down (except when sleeping). The use of small screen recreation such as watching television, using tablets and computers can be a big contributor to children's sedentary time. Limit the use of small screen recreation and encourage children to break up periods of sitting with active play. Educators can also model active behaviour by being active and limiting their own sedentary behaviours. Encourage and support walking and cycling to school and when on OSHC excursions during vacation care. (See Active Ideas for Excursions p188).



## Programming Physical Activity



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OSHC services are encouraged to embed physical activity into their programs. OSHC services need a physical activity policy to outline how physical activity will be implemented and supported.

The *National Quality Standards* specify that OSHC services should include a variety of physical activity including planned, spontaneous, creative play and games from different cultures such as traditional indigenous games. Provide a balance of quiet play with energetic outdoor play. Emphasize fun by providing opportunities and choices for children of all abilities to be involved. Physical activities can also be incorporated into excursions (See p188). Allow children, parents and educators to have input into program development and display programs for all to see.

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## Physical Activity Checklist for Out of School Hours Care

This checklist can be used to plan and evaluate your program. It is important to reflect on how the program was conducted and how it was received. Evaluation can also help you revise programs and equipment requirements.

### Physical Activity Checklist for Out of School Hours Care

#### EVERY day does your program include:

- Equipment to allow spontaneous (free) play
- Organised physical activity (games, sports)
- Indoor play
- Outdoor play

#### EACH WEEK does your program include a variety of activities:

- Creative play e.g. dance, drama, creative movement
- Supporting gross motor skills and balance
- Strengthening muscles and bones
- Activities with various intensities
- Games from different cultures

#### In addition consider:

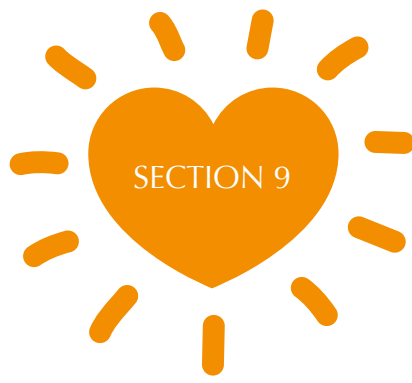
- Participation of all children
- Educator involvement in physical activity
- Children planning and setting up activities themselves
- Limiting sedentary behaviour
- Professional development for educators



## Sample Physical Activity Program

### Week beginning:

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Indoors</b>	Playdough	Cooking: fruit scones	Board games	Lego competition	Making bookmarks
<b>Outdoors or Active Play</b>	<ul style="list-style-type: none"> <li>• Hide and Seek</li> <li>• Red Light Green Light</li> </ul>	<ul style="list-style-type: none"> <li>• Riverbank</li> <li>• Sports challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Tip football</li> <li>• Disco dancing</li> </ul>	<ul style="list-style-type: none"> <li>• Indoor hockey</li> <li>• Handball</li> </ul>	<ul style="list-style-type: none"> <li>• Skipping games</li> <li>• Fruit Salad</li> </ul>
<b>Free Active Play</b> Equipment provided:	Hoops and balls	Totem tennis and skittles	Skipping ropes	Hop scotch	Volley ball set
<b>Changes</b>	More equipment needed		Longer time for disco Request to include hip/hop dancing		



## Physical Activity Ideas And Policy



These physical activities include indoor and outdoor activities and you can vary the intensity. Use these icons to help you choose the activities you need for your physical activity program.



Equipment



Indoor



Outdoor

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Physical activity key messages to promote through physical activities:

- Be active every day
- Walk and cycle when possible
- Limit use of electronic media
- Break up long periods of sitting
- Link physical activity to health

## Indoor or Outdoor Games

### Circuit Training

 Skipping ropes, hoops or balls, craft materials to make cue cards (optional)

Set up training stations in a circuit around the room. Put up cue signs with each station, with picture cues and word cues. For example, in four corners of the room have:


- skipping
- hopping on the spot on one leg
- jumping up to touch a balloon suspended from the ceiling
- twirling a hoop around the waist
- Allow children to spend at least 60 seconds per station before instructing them to move on to the next station. You could have music playing during the circuit training.

### Follow the Leader

 Hoops, balls, skipping ropes (optional)

Have children play follow the leader (taking it in turn to lead). Get them to use simple movements (skipping, galloping, jumping, walking, running, clapping, moving arms in circles). Young children can invent their own theme - a jungle, a starship or an underwater setting. Children can create a course that includes copying or mimicking crazy actions invented by others. This activity can be done to music varying the tempo will varying the intensity.

### Frisbee

 Frisbee or paper plate



Get children to play frisbee with a paper plate!



Get children to throw a frisbee outside. Groups can practise their frisbee skills. Challenge children to try to:

- count the number of times they can pass the frisbee to each other without it touching the ground
- throw the longest distance
- relay around a circle
- throw frisbees through goal posts.



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## Keepings Off



Ball

A small group of children try to keep another child from getting a ball by throwing it among themselves. The other child's aim is to intercept the ball and take possession. Try teams of three against three, and limit the space available (e.g. 10 m x 10 m). To maximise activity, rotate the person in the middle every 30 seconds or so. A soft ball should be used indoors. Have children decide the rules about what denotes an intercept, what types of passes can be used and how long the ball can be held before it must be passed.

## Obstacle Course



Play equipment, any available 'obstacles' (optional)



Set up an indoor obstacle course using the furniture in the room. Include simple tasks (e.g. crawl under table, skip around a chair or do 20 step-ups). Alternate leg based and arm based stations. Great for a rainy day and children can help set up the course. Plan carefully, as safety should be a priority when setting up the course.



If available, use play equipment to lay out an obstacle course outdoors. Activities on the course might include running to a designated tree, climbing over a low hanging branch, running to a bench (or a plank supported by two chairs), crawling under the bench (or plank) and skipping to the finish line.

Young children can invent their own theme. For example a jungle, a starship or an underwater setting. Children can create a course that moves through this imaginary place. Include activities along the way.

## Races



Balloon, spoon, sack, skipping ropes (optional)

Races that may be performed indoors or outdoors include:

- Balloon between your legs race
- Wheelbarrow race in pairs (only suitable if safety is considered)
- Egg and spoon races (forwards, backwards or sideways)
- Three-legged races
- Sack races
- Skipping races
- Nature and noise races (e.g., monkeys, kangaroos, clucks, snakes or frogs)
- Tunnel ball
- Under/over (ball is passed backwards overhead to the next person who then passes it between their legs and so on).


To maximise activity levels, keep team members to two or three, increase the number of repetitions required before finishing and increase the distance required to travel.





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## Scavenger Hunt

 Craft materials

This game can be played with two or more children and children can form teams or play as individuals. Give children a list of items to 'scavenge' from the room (and/or the surroundings) but have strict boundaries within a safe distance for supervision. Get children to see how fast they can collect the items on the list (see the example listed below).




- a fork
- a piece of paper
- a red pencil
- a purple crayon.



- the longest blade of grass
- the squarest pebble or stone
- the smallest flower
- the darkest feather
- the most twisted twig
- the largest leaf.

In pairs, children can devise questions for another pair. For example, how many steps must be taken to reach the tallest tree? Or what direction do you need to walk to get to the drink fountain? They can be given 30 minutes to solve the questions before swapping with other pairs.

## Ships Ahoy!

 Not required

Have children line up in the centre of a room (or outdoor area) and instruct them that the room (or outdoor area) is a ship. Tell them that left is the ship's port and right is the ship's starboard.

Directions given are:

- Port: group runs to the left
- Starboard: group runs to the right
- Captain coming: all stand and salute
- Scrub the deck: crouch and 'wash the deck'
- Man overboard: all lie face down on the ground
- Climb the rigging: all pretend to climb the ladder.

If someone makes a mistake, they collect a card containing one of the letters P, L, A, N or K. If a child collects all five they have to 'walk the plank' before rejoining the group (make them power walk around the 'ship').


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## Triangle Tag

 Cones to identify playing area

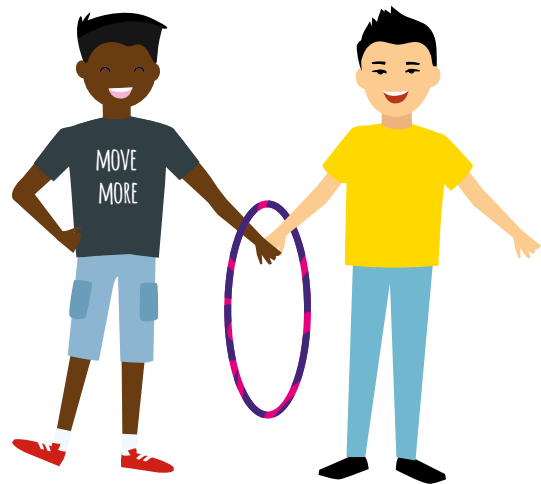
Have children form groups of three and join hands. The fourth group member will be outside the circle of three. He or she will be the chaser. Designate one person in the circle as the person that the chaser will try and tag. On the leader's signal, the chaser will try and tag the designated person. The group holding hands will work together to try and protect the taggee. Play for a designated amount of time. When the taggee is tagged, switch roles.

## Loop da Hoop

 One or more plastic hoops

Instruct players to hold hands in a circle with a hoop hanging over a pair of hands between two people. On the leader's signal, tell the group to pass the hoop around the circle without letting any hands go.

Encourage players to use different strategies to help their neighbours' position the hoop. The task is finished when the hoop returns to its first position.



With eight or more players, add a second hoop of a different colour across from the first hoop. Once the group has completed the task, score the game by how many hoops a group can pass around in a specified time frame. Continue passing the same hoop/s around successive times until time expires.

Make sure to give feedback to the group about how well they are cooperating or not cooperating.

## Indoor Physical Activities

### Dance Off

 Music and space

Have children make up a routine or dance to music. Get them to make up a theme, for example, football theme songs during football finals week, top of the charts or jungle boogie. Hold a performance at the end of the week for those who want to participate.

### Indoor Mini Golf

 Ping pong or tennis balls, hitting implement, craft materials

Get children to set up a few 'holes' using craft material to make the hole, and furniture as obstacles. Use a ping pong or tennis ball and a tennis racket or other hitting implements as the golf club/s. Stress safety and ensure the balls are not hit too hard.


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## Sharks and Sailors

 Four to five (or more) floor mats scattered around the room; scarves to mark the 'sharks'

Children begin standing on the 'ships' (mats). Identify one child as the 'shark' by having him or her wear a scarf (or something similar). At the signal from the leader (call out 'sailors swim'), the sailors (children) scatter to a new ship. If caught by a shark, the sailor must put a scarf on and become a shark in order to help capture the remaining sailors. Begin a new game periodically when there are only a few sailors left.

## Fruit Salad

 Not required

Get children to stand in a circle, with one child standing in the middle. Mark the number of positions around the circle (e.g. with coloured circles of paper on the floor or some other marker). Children should have a partner somewhere around the circle. Give each pair of children a fruit name (if there is an odd number, three students can have the same fruit name).

The leader calls out a fruit name, and the pair of children it applies to must swap positions, with the child in the middle competing for one of their positions. Whoever misses out on a position in the circle stays in the middle. If the leader calls out 'fruit salad', everyone must swap positions. The child who misses out becomes the one in the middle.

Make it clear that the rules include no contact, that is, children are not to push each other to get a position in the circle. Pushing will result in them becoming the person in the middle.

To maximise activity levels, use small groups and two or three fruit names.

## Indoor Olympics

 Drinking straws, blue tack, ping pong balls, basket, newspaper, masking tape

**Javelin:** A hallway is preferable but any designated rectangular space will suffice. Make the javelins out of drinking straws with a little blue tack on the end holding a circle of cardboard approximately the size of a 10 cent piece). Children aim to throw their straw the furthest.


**Shot put:** Designate a space as the shot put field, similar to the javelin area. Use ping pong balls as shot puts and have children aim to throw 'shot put' the furthest.

**Shoot hoops:** Set up a basket or empty waste paper basket for the hoop. Make balls from firmly scrunched up newspaper. From a designated distance, have children take turns at attempting to shoot hoops. When they miss the target, the next child has their turn.

**Long jump:** Mark a line on the ground with masking tape from which the children jump. They try to jump as far as they can from a standing position. If they step over the masking tape, it is deemed a foul. Mark out the landings from the jumps with a sticker or piece of blue tack. Minimise waiting time by reducing group sizes and rotating turns frequently.

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## Teepees and Indians

 Not required

Have children form pairs and two circles, one within the other. One member of the pair should be in each circle. The 'Indians' are those standing in the inner circle, and the 'teepees' are those standing in the outer circle. The Indians sit in front of their teepee with their arms and legs crossed (facing the middle of the circle).

The teepees stand with their legs apart, arms by their side facing the inside of the circle. Someone yells out the commands below, and the teepees and Indians should react appropriately.

- Battle to the left: Indians have to crawl out of their teepee (through their partner's legs) and run anticlockwise around the circle. Indians must crawl back through their teepee to return to their spot.
- Battle to the right: As above, but run clockwise.
- Fire at home: Indians exit their teepee and move one place clockwise to the next teepee to their 'new home'.
- Pow wow: The teepees run in their circle in a clockwise direction, while the Indians run anticlockwise in their inner circle. When they reach their partners again, they face each other, raise their right hand and say "how". Indians run behind their teepees and crawl back through the teepees' legs to assume their position in front of their partners again.
- Change places: Indians become teepees and vice versa.

## Outdoor Physical Activities


### Frisbee Golf

 Frisbee



Set up a frisbee golf course! Children can 'hit off' from a set point (the first tee) and count the number of turns taken to reach a pre-determined target (the first hole). Encourage children to make their own scorecards as a craft activity and then they can play '9 holes'.

### Chain Chasey

 Not required

Someone is designated as the tagger. The tagger chases the other children and tries to tag them. Once tagged, the tagged child hold hands with the tagger and starts to form a chain. Only the children at the ends of the chain can tag. Continue the game until there are six children in the chain, then break into two chains of three children and continue tagging.

### Rounders

 Small, hand-held cricket bat, ball, items to mark 'bases'

This game has similar rules as softball, except it is generally played with a small, hand-held cricket bat and tennis ball (a larger ball can be used if available). It can be set up in an outdoor space with three bases and a home base.

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Divide the group into two teams with even numbers. One team fields, the other bats. A bowler is designated from the fielders, and the ball is pitched underarm.

If the batter hits the ball, they must run as far as possible around the bases until the ball is fielded. The bases are 'safe' if the batter reaches the box before the fielder who has fielded the ball. If the fielder reaches the base first the batter or runner is 'out'.

The next player in the team comes up to bat when the batter is safe on a base or is 'out'. A run is scored when a batter makes it around all the bases to home base. The game continues until all players have batted.

The major rule difference to the game of softball is that there is no restriction in the number of batters allowed on each base.

### **Walk on**

 Craft materials

Mark out a walk (or run) of a specific distance (e.g. 1km). Get a group of children (and an educator) to walk or run the 'course'.

Keep track of the combined distance travelled by all the members of the group on a wall chart. Set a goal for the term (e.g. travel between Melbourne and Adelaide).

The mode of travel can be varied: skip it, walk it sideways, silly walks or basketball dribble it.

### **Long Ropes**

 Long skipping rope

Use a long rope, with two designated turners and a jumper. The jumper can practice jumping and landing using one foot and two feet. Long rope 'old favourites' include Double Dutch, Egg Beater and other chants. Balls can also be introduced while skipping a long rope.

The jumpers can run straight through, or jump the rope and then run out. They can practice running out in either direction.

### **Jump Rope for Heart (JRFH) in OSHC services**

JRFH is a fun, healthy and challenging physical activity and fundraising program designed for schools.

The program is conducted over a 3-10 week period, with a Jump Off day held at the completion of the program. Participants collect donations and take part in jump rope skills and activity sessions.

JRFH provides a free, comprehensive resource kit to participating services, along with fundraising incentive prizes and a rebate to the value of 10% of the funds raised. Participants can collect donations and take part in jump rope skills and activity sessions.

OSHC services could link in with their school's JRFH program. Children involved in the school's program can teach others in the OSHC service their skipping skills.

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Alternatively, OSHC services not associated with a school could register themselves as a group with an educator or parent as coordinator.

For information on the JRFH program, contact the Heart Foundation on 1300 72 48 04 or visit [www.jump rope.org.au](http://www.jump rope.org.au)

## Physical Activity Related Games

The following games and activities are all low intensity. However, they make children think positively about being physically active. Include these types of activities in your program, but ensure a higher intensity activity is also included.

### Charades

 Not required

Play charades with an activity theme. For example, children could act out a bike ride, horse ride, bush walk or skipping. Get the group to participate by mimicking the activity.




### Local Heroes

 Photo album

Start a group photo album of children participating in physical activity. Get them to bring in photos of their family and friends taking part in physical activities. Have the children write captions to explain the activity and where it took place.

### Sports Head

See Fruits and Vegetable version of this game, see What am I? on p67.

 Pictures of sports and sporting equipment (e.g. soccer ball, tennis racquet) 3 strips of circular paper to fit around a child's head, paper clips or blue tack

Select three children to be in. Place the paper on their head and using blue tack or paper clips, attach a picture of the sport or sporting equipment.

Have the children who are in to ask questions of the other children that can only be answered with 'yes' or 'no'. Ask questions such as:

- Am I a sport?
- Am I used in a team sport?
- Is my sport in the Olympics?
- Do we play this sport in OSHC?
- Am I sporting equipment?
- Do you throw me?
- Am I round?
- Can you kick me?

The children continue to ask question until they can work out what they are.

Words can be used instead of pictures. Get children to make up their own cards as a craft activity.

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## Free Games Resources

Fundamental Movement Skills in Action Cards<sup>29</sup>

[http://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/Fundamental\\_Movement\\_Skills\\_in\\_Action.pdf](http://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/Fundamental_Movement_Skills_in_Action.pdf)

Daily Physical Activity Guide App<sup>30</sup>

<http://www.nprsr.qld.gov.au/community-programs/school-community/physical-activity-guide.html>

## Active Ideas for Excursions

- Ten pin bowling
- Wheelie day- skate boards, roller skates, scooters and bikes
- Indoor trampoline, laser tag, or rock climbing centres
- Beach or pool day
- Bushwalk
- Bike ride
- Global Activity Days- playing sport & games culturally specific to a variety of countries
- Rainbow run – a colour run using spray bottles of colour
- Rope adventure courses
- Local park or beach visit, scavenger hunt and picnic.

## External Physical Activity Providers

While OSHC educators may be well placed to deliver physical activities, some services may choose to engage an external provider to extend the physical activity program. See these guidelines for choosing external providers<sup>31</sup>

[http://www.pcal.nsw.gov.au/\\_data/assets/pdf\\_file/0007/36394/Guidelines\\_for\\_using\\_external\\_providers\\_for\\_physical\\_activity\\_in\\_out\\_of\\_school\\_hours\\_centres.pdf](http://www.pcal.nsw.gov.au/_data/assets/pdf_file/0007/36394/Guidelines_for_using_external_providers_for_physical_activity_in_out_of_school_hours_centres.pdf)



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## Sample Physical Activity and Small Screen Recreation Policy

This sample policy meets the requirements of the *National Quality Standards* and is aligned to the outcomes of *My Time, Our Place – Framework for School Age Care in Australia*. The following information is provided to assist OSHC services to develop their own physical activity policy. Tailor the information in this sample policy to your OSHC service. Delete sections that are not relevant to your type of service and add additional points that reflect your practice. Involve educators and families in the policy development. Review the process and ensure that the final policy is on display and accessible to all educators and families.

### **(Insert OSHC services name) Physical Activity and Small Screen Recreation Policy**

#### **Policy Statement**

(Insert OSHC service name) recognises the important functions of physical activity for children's healthy growth and development. For this reason the service will:

- Commit to promote *Australia's Physical Activity and Sedentary Behaviour Guidelines for Children* (aged 5-12 years).
- Promote children's participation in a range of safe physically active learning experiences and active free play.
- Draw on family and community experience to include familiar games and physical activities (*My Time, Our Place* Outcome 3).
- Provide a positive physically active environment, which reflects cultural and family values.
- Provide resources and space to develop children's gross motor skills and allow children to practice physical prowess (*My Time, Our Place* Outcome 3).
- Limit time spent engaging in small screen recreation (e.g. television, DVDs, computer smart phones, tablets, and electronic games) and sedentary behaviour.
- Allow for a range of active and relaxing experiences (*My Time, Our Place* Outcome 3).
- Encourage communication with children and families about benefits of physical activity in children and sedentary behaviour.

#### **Promote Children's Participation in a Range of Safe Physically Active Learning Experiences**

*Note: Physically active learning experiences include planned play (eg, action games/songs, intentional teaching experiences), spontaneous 'free' play (eg, child initiated, active play in the playground, dancing to music), intentional teaching experiences and everyday physical tasks (eg helping with gardening, setting up experiences, tidying up spaces).*

- Provide the opportunity for children to be active every day through a balance of planned and spontaneous physically active experiences (including everyday physical tasks), in the indoor and outdoor environments (if possible).
- Ensure physically active experiences are play based, varied, creative, developmentally appropriate and cater to a range of abilities and interests.
- Allow families to contribute physical activity ideas and include of familiar physical activities
- Include a balance of quiet play with regular energetic outdoor play.
- Encourage physical play to include dance, drama and creative movement.
- Include activities to support gross motor skills.



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- Provide children with the opportunity to plan and set up physical play.
  - Encourage children's involvement in physical activity to the best of their ability and comfort level.
  - Encourage children's participation in physical activity of varying intensity (e.g. moderate to vigorous activity).
  - Provide space, time and resources for children to challenge and practice skills and engage in active play.
  - Encourage educators to actively role model to children appropriate physical activity behaviours.
  - Encourage children and educators to drink water before, during and after physically active experiences.
  - Provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge about physical activity.

### **Provide a Positive Physically Active Environment which Reflects Cultural and Family Values**

- Provide children with encouragement and positive reinforcement.
- Ensure all physically active experiences are safe by providing an appropriate environment, ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Provide positive instruction and constructive feedback to children to assist them in developing and refining their skills.
- Offer inclusive physical activity opportunities which cater for children from culturally and linguistically diverse backgrounds and those children with additional needs.
- Adopt a participatory approach to physically active experiences offered to children and emphasise fun and participation rather than competition.
- Encourage children to be understanding and accepting of the different physical skills and abilities of other children.
- Allow children to contribute to choice and set up of equipment.
- Invite and engage families and the wider community to participate in promoting physical activity with the children. This will help OSHC programs to be more representative of the families, cultures and communities of the service.

### **Limit Time Children Spend Engaging in Small Screen Recreation (e.g. television, DVDs, computers, smart phones, tablets and electronic games) and Sedentary Behaviour whilst at the Service**

- Limit the amount of time spent in small screen recreation.
- Endeavour to limit experiences involving small screen use to those which have an educational component – including movement.
- Discuss with children the role of small screen time in their lives and support them in making healthy choices about their use of small screen recreation for both education and recreation.
- Encourage educators to model appropriate small screen behaviours to the children and limit their overall sedentary behaviour.
- Ensure that an appropriate balance between inactive and active time is maintained each day.

### Encourage Communication with Children and Families about Physical Activity, and Limiting Small Screen Recreation and Sedentary Behaviour

- Provide opportunities for children to engage in discovery learning about the importance of being physically active and reducing small screen time as part of their learning experiences.
- Assist children to develop daily habits, understandings and skills that support health and wellbeing.
- Provide information on the value of physical activity to child health and development to families.
- Provide a copy of the *Physical Activity and Small Screen Recreation Policy* to all families during orientation to the service. Provide families with opportunities to contribute to the review and development of the policy.
- Request families to provide the service any details of children’s additional needs in relation to physical activity participation.
- Encourage families to share with the service links between cultural backgrounds and physical activity.
- Communicate regularly with families and provide information, support and advice on physical activity.

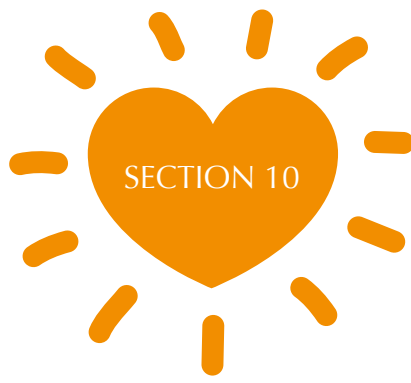
#### Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/ documentation	Other relevant documents
r73 r75 r76	Standard 2.1 Standard 2.2 Standard 3.3	<ul style="list-style-type: none"> <li>• Parent Handbook</li> <li>• Staff Handbook</li> <li>• OSHC program</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Australia’s Physical Activity and Sedentary Behaviour Guidelines for Children (aged 5-12 years)</i></li> <li>• <i>Eat Smart, Play Smart Manual</i></li> </ul>

#### Endorsement by the Service:

**Approval Date:**

**Date for Review:**



## Factsheets and Useful Websites



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## **Factsheets available on the Healthy Kids website:**

<http://www.healthykids.nsw.gov.au/home/fact-sheets.aspx>

- 5 Ways to a Healthy Lifestyle
- Get Active Each Day
- Choose Water as a Drink
- Eat More Fruit and Vegies
- Turn Off the TV or Computer and Get Active
- Eat Fewer Snacks and Select Healthier Alternatives

The Healthy Kids factsheets focusing on the 5 key messages are available to download in 10 different languages:

## **Useful Websites**

### **Heart Foundation**

Healthy eating information

<http://heartfoundation.org.au/healthy-eating>

### **Physical Activity Information**

<http://heartfoundation.org.au/active-living>

### **Jump Rope for Heart**

<http://heartfoundation.org.au/programs/jump-rope-for-heart-outreach-program>

Running for over 25 years, the Jump Rope for Heart program is an easy way to inspire your students to become fit and learn fundamental movement skills through skipping.

### **Healthy Kids**

[www.healthykids.gov.au](http://www.healthykids.gov.au)

A joint initiative of NSW Health, the Heart Foundation, Office of Sport and NSW Department of Education. This site provides information on healthy eating and physical activity for children, families, educators and teachers.

### **Australian Government**

#### **Eat for Health**

<https://www.eatforhealth.gov.au>

Includes the *Australian Dietary Guidelines*, *Australian Guide to Healthy Eating* and resources you can order.

#### ***Australia's Physical Activity and Sedentary Behaviour Guidelines***

<http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines>

Includes information on including physical activity and resources you can order.

#### **A Healthy and Active Australia**

<http://www.healthyactive.gov.au>

This website provides a range of information and initiatives on healthy eating and regular physical activity to assist all Australians to lead healthy and active lives.

### **Make Healthy Normal**

<https://www.makehealthynormal.nsw.gov.au>

NSW Health website encouraging healthy eating and physical activity to encourage lifestyle changes.

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### **The Premier's Sporting Challenge**

<https://online.det.nsw.edu.au/psc/home.html>

The Premier's Sporting Challenge is a NSW Government initiative facilitated by the NSW Department of Education that aims to engage young people in sport and physical activity and encourage them to lead healthy, active lifestyles. The Challenge includes a range of programs with one common purpose: to have more students, more active, more often!

### **NSW School Sport Unit**

<http://www.sports.det.nsw.edu.au/welcome.htm>

This Unit within the NSW Department of Education supports appropriate sport programs for all public school students. The website provides resources for teachers, information on sports safety guidelines, opportunities for students with disabilities, a calendar of events and links to regional school sports associations.

### **Sporting Schools Australia**

<https://sportingschools.gov.au/>

Sporting Schools Australia offers grants to schools for sport based activities before, during and after school.

### **Premier's Council for Active Living**

Guidelines for using external providers for physical activity in out of school services.

[http://www.pcal.nsw.gov.au/\\_data/assets/pdf\\_file/0007/36394/Guidelines\\_for\\_using\\_external\\_providers\\_for\\_physical\\_activity\\_in\\_out\\_of\\_school\\_hours\\_centres.pdf](http://www.pcal.nsw.gov.au/_data/assets/pdf_file/0007/36394/Guidelines_for_using_external_providers_for_physical_activity_in_out_of_school_hours_centres.pdf)

### **Useful Food Label websites**

Eat for Health [www.eatforhealth.gov.au/eating-well/how-understand-food-labels](http://www.eatforhealth.gov.au/eating-well/how-understand-food-labels)

Health Star Rating System [www.healthstarrating.gov.au](http://www.healthstarrating.gov.au)

NSW Food Authority [www.foodauthority.nsw.gov.au/ip/labelling](http://www.foodauthority.nsw.gov.au/ip/labelling)

Australian Government [www.foodlabels.industry.gov.au](http://www.foodlabels.industry.gov.au)

### **Useful Specific Dietary websites**

Anaphylaxis Australia [www.allergy.org.au](http://www.allergy.org.au)

Diabetes Australia <https://www.diabetesaustralia.com.au>

Asthma Management Guidelines [http://networkofcommunityactivities.org.au/wp-content/uploads/2013/03/asthma\\_aware\\_kit.pdf](http://networkofcommunityactivities.org.au/wp-content/uploads/2013/03/asthma_aware_kit.pdf)

Coeliac Australia <http://www.coeliac.org.au>

Coeliac NSW & ACT. Helpline 1300 458 836 <http://nswact.coeliac.org.au/coeliac-disease/>

### **Useful Food Handling and Hygiene websites**

NSW Food Authority <http://foodauthority.nsw.gov.au>

Staying Healthy. Preventing infectious diseases in early childhood education and care services <https://www.nhmrc.gov.au/guidelines-publications/ch55>

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Some information within this manual has been reproduced from:

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