



TEACHER CLASSROOM | PRACTICAL | RESOURCE STUDENT | WORKSHEETS

TEACHER PACK



CLASSROOM RESOURCE | PRACTICAL RESOURCE | STUDENT WORKSHEETS

INTRODUCTION TACKLING HEALTH

OVERVIEW

Tackling Health is an interactive project aimed at teaching 7-8-year olds about their own health and wellbeing with a Rugby focus.

According to government figures almost a quarter of 4-5-year olds, over a third of children aged 10-11 years old and two thirds of adults are currently overweight or obese. Obesity tends to track into adulthood, so obese children are more likely to become obese adults. The Government's national ambition is to halve childhood obesity and significantly reduce the gap in obesity between children from the most and least deprived areas by 2030.

Rugby's diversity makes it the perfect vehicle to drive a health and activity-led initiative; as a sport rugby can offer playing opportunities and role models to children of all shapes and sizes.

The interactive programme takes a rounded approach to teaching children about leading a healthy lifestyle.

The key aims of the project are to:

- Improve young people's understanding of what constitutes healthy eating and a healthy diet
- Increase young people's levels of physical activity
- Raise awareness of the food competences amongst educational stakeholders
- Contribute towards the Chief Medical Officer's guidelines that all children and young people should engage in moderate to vigorous physical activity for at least an hour a day



INTRODUCTION



"Today, almost a quarter of reception children in England are obese or overweight by the time they start primary school aged five, and this rises to one third by the time they leave aged 11 [1]. If this trend continues, by 2034 70% of men and women could be overweight or obese. This future burden of ill health and obesity will be borne both by the individual and more broadly by the state healthcare system. Tackling obesity today is therefore high on both the government's and media's agenda. Delivering change that ensures all British children live healthy and active lifestyles requires an approach which can pass on information and inspiration to eat more healthily; tackles inactivity by promoting fundamentals of movement; and teams up with children, teachers, parents and professional sport to make changes in the long term.

Premiership Rugby's Tackling Health healthy living programme does just that and we are very excited to partner with the Greggs Foundation to deliver this programme."

Wayne Morris,

Community & Corporate Social Responsibility Director, Premiership Rugby



"When organisations combine their ideas, resources and passion together, they can often have greater impact than working on their own. 'Tackling Health' is a fantastic example of how collaborative action can inspire organisations to achieve and sustain positive long-lasting impact.

What started out as the delivery of a rugby focussed physical and health education programme in 15 of our Breakfast Club schools in the north east, in partnership with the Newcastle Falcons, has developed into a nation-wide programme in partnership with Premiership Rugby. Thanks to their support the Tackling Health programme will offer thousands of children from our nation-wide Breakfast Clubs the opportunity to learn more about making healthier food choices and encourage them to get active through playing tag rugby."

Tracy Lynch,

Foundation Manager, Greggs Foundation

ABOUT THE PACK

- This pack has been produced as an aid to teaching the Tackling Health Programme in your school.
- This pack contains full lesson plans and resources for both the practical and classrooms sessions of Tackling Health.
- The pack is teacher friendly with diagrams, narrative and teaching points to ensure the whole class get the most out of each session. The pack also covers moves, skills and suggested drills that are broken down to help you get everyone involved.

[1] <https://digital.nhs.uk/data-and-information/publications/statistical/national-child-measurement-programme/2016-17-school-year#key-facts>

CLASSROOM RESOURCE | PRACTICAL RESOURCE | STUDENT WORKSHEETS

PACK CONTENTS

CLASSROOM SESSIONS

- Lesson 1 Overview
- Lesson 2 Basics to Grow: Diet & Health
- Lesson 3 The Eatwell Guide (Players Diet)
- Lesson 4 Sugar: Food Facts
- Lesson 5 Food Assembly & Awareness
- Lesson 6 Practical Food Preparation

PRACTICAL SESSIONS

- Introduction to Tagging
- Moving & Tagging
- Team work/applying rules
- Ball skills
- Movement and game skills
- Game time / applying rules
- Additional Activities

WORKSHEETS

- The Eatwell Guide
- Pitch Growth
- Player Meal
- Player Sandwich
- Daily Player Menu
- Food Storage
 - Homework Task Week 1
 - Homework Task Week 5





PREMIERSHIP RUGBY



LESSON | 01/06 KEY STAGE 2 | YEAR 3 TIME | 1 HOUR

TACKLING HEALTH OVERVIEW

RESOURCES / WORKSHEETS REQUIRED



PENCILS



COLOURED PENS/PENCILS



PLAIN PAPER



EATWELL GUIDE



FAKE FOOD/ FOOD IMAGES

LEARNING OUTCOME(S) CORE FOOD COMPETENCES FOR CHILDREN AND YOUNG PEOPLE

- Be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others e.g. as depicted in the Eatwell Guide
- Be aware that being active and looking after yourself are important for health
- Be able to talk about which foods they like or dislike through tasting sessions

INTRODUCTION

Explain to the children that over the next few weeks they are going to learn about a variety of topics relating to diet, health and being active. This lesson is about finding out what the children already know and do in their everyday lives.

During the programme they will learn about healthy eating, food preparation, minimising waste and how to stay active. Establish that these topics will be covered in both class-based and coaching sessions.

The sessions will be linked to professional rugby to help the children think about food, healthy eating and being active together in a fun and interesting way.

ACTIVITY 1

Let the children know we are going to have a quiz on what they already know about diet and being active. Hand out the answer sheets and encourage them that their answers aren't important as we will be learning all about the questions in the next 5 weeks.



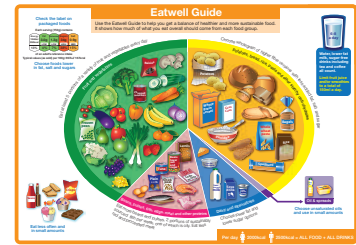
LESSON | 01/06 SESSION FOCUS | TACKLING HEALTH OVERVIEW

ACTIVITY 2

Introduce the Eatwell Guide to the group explaining each section and the importance of a healthy balanced diet.

Organise the children into small groups and provide each group with an Eatwell mat and a selection of rubber food/food imagery and ask them to place the foods in the correct section of the Eatwell Guide.

The teacher will go around checking/helping the groups and asking why they have made certain choices.



PLENARY

When the groups have made their decisions, the children will explain their decisions as to why they have placed the foods in certain areas of the Eatwell Guide. Encourage the other children to make suggestions or ask questions about the group's choices. Remove all the Eatwell Guides. Ask the group to name the five colours and sections of the Eatwell Guide. Also ask them to name some everyday foods they eat that would fit into each section.

CROSS CURRICULAR LINKS

SCIENCE

- About the need for food for activity and growth, and about the importance of an adequate and varied diet for health P.E.
- About the importance of exercise for good health

ENGLISH

- Respond to others appropriately, taking into account what they say
- Make contributions relevant to the topic and take turns in discussion
- Qualify or justify what they think after listening to others' questions or accounts

ASSESSMENT AGAINST LEARNING OBJECTIVES

Correct placement of the food on the Eatwell Guide.
Naming the five sections of the Eatwell Guide.

USEFUL LINKS

Explore the Healthy Eating module

www.foodafactoflife.org.uk/section.aspx?t=81&siteId=14§ionId=61

Tips for a balanced diet

www.nhs.uk/Livewell/Goodfood/Pages/eight-tips-healthy-eating.aspx.

TEACHER'S COMMENTS

This space is for you to add notes for future reference.



LESSON | 02/06 KEY STAGE 2 | YEAR 3 TIME | 1 HOUR

BASICS TO GROW DIET AND HEALTH

RESOURCES / WORKSHEETS REQUIRED



LEARNING OUTCOMES FROM THE CORE FOOD COMPETENCES FOR CHILDREN AND YOUNG PEOPLE

- Recognise that food and water are essential for life.
- Recognise that all food comes from plants or animals.

INTRODUCTION

Establish that plants and animals are living things. There are things which all living things need to survive - establish what these are. Water and nutrition are essential. Ask pupils to describe what plants and animals use nutrients for? Energy and nutrients for growth, reproduction, maintenance and repair. How do humans obtain nutrients? Discuss the properties of the food groups on the Eatwell Guide. How do plants obtain nutrients? Establish that this comes from the soil and environment factors including light and air.



ACTIVITY 1

We have established that all living things need water and nutrients to survive, now the children need to differentiate between what humans and plants require to grow and thrive. Give each child a plain piece of A4 paper to draw a picture showing what plants (fruits and vegetables) need to grow and survive. Children should draw their ideas using coloured pens/pencils and label their drawings. Ask some students to share/show their drawings to the class, explaining why they drew what they did.



LESSON | 02/06 SESSION FOCUS | BASICS TO GROW DIET AND HEALTH

ACTIVITY 2

Once we have established what plants need to grow and survive the children should think about what humans need to grow and survive. Once again on A4 paper, the children should draw their ideas using coloured pens/pencils as well as labelling their drawings. Ask one or two students to explain their drawings to the rest of the class.

PLENARY

Invite two students to the front, one showing their plant needs drawing and the other showing their human needs drawing. Ask the class to discuss the similarities between the two lists. Do we need the same things to grow and survive?

Give the class their mustard cress seeds to grow over the next few days and height charts to measure their own growth spurts.

Session worksheets about how a rugby pitch grows to be completed by the children to show what they have learnt and how they feel about the session/programme.

CROSS CURRICULAR LINKS

SCIENCE

- That the life processes common to plants include growth, nutrition and reproduction
- About the need for food for activity and growth and about the importance of an adequate and varied diet for health
- The effect of light, air, water and temperature on plant growth
- That the root anchors the plant, and that water and minerals are taken in through the root and transported through the stem to other parts of the plant

ENGLISH

- Respond to others appropriately, considering what they say
- Make contributions relevant to the topic and take turns in discussion
- Qualify or justify what they think after listening to others' questions or accounts

ASSESSMENT AGAINST LEARNING OBJECTIVE(S)

Drawings of both plants and humans' needs to be kept showing knowledge.

Session worksheet about the pitch growth.

USEFUL LINKS

Use this site for facts, games and videos on food and farming.

www.foodafactoflife.org.uk

Use this link for farming and countryside education.

www.face-online.org.uk

Use the school resources link to find out how to grow food at school.

www.foodgrowingschools.org/resources

TEACHER'S COMMENTS

This space is for you to add notes for future reference.



LESSON | 03/06 KEY STAGE 2 | YEAR 3 TIME | 1 HOUR

EATWELL GUIDE A PLAYER'S DIET

RESOURCES / WORKSHEETS REQUIRED



LEARNING OUTCOMES FROM THE CORE FOOD COMPETENCES FOR CHILDREN AND YOUNG PEOPLE

- Be aware that we all need a balanced and varied diet to grow, be active and maintain health and that we need to eat more of some foods than others e.g. we all need to eat at least five portions of fruit and vegetables every day
- Make food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks as depicted in the Eatwell Guide
- Be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day

INTRODUCTION

Re-introduce the Eatwell Guide and what it represents. Reinforce the five food groups, the types of food found in each group and the proportions that each group represents. Note down on the board and discuss the group's ideas/ suggestions. Explain that we are about to look at the importance of a healthy balanced diet using the Eatwell Guide.



ACTIVITY 1

Divide the class into groups of four or five and provide them with coloured markers and flip chart paper. Ask each group to choose a '7-a-side' team from the Premiership Rugby Clubs. Listen to children's ideas. Explain that a balance of player types is needed e.g. forward, winger, centre, fly half. Link to the five food groups representing a balanced diet. Give out the A3 Eatwell Guide and rubber food/ food imagery to each group. Ask the children to place the food in the correct segments. Discuss other examples of foods which would fit into each segment.



LESSON | 03/06 SESSION FOCUS | EATWELL GUIDE DIET AND HEALTH

ACTIVITY 2

Discuss what types of foods rugby players (and people who want to be healthy) should eat more often. Discuss what types of foods they should only eat in small amounts (foods high in salt, fat and sugar). Explain that a professional rugby nutritionist needs some help. He wants some new ideas for a healthy meal for the players. They will plan the players' dinner. They should use and refer to the Eatwell Guide to ensure that they have a variety of foods from each of the groups (and in roughly the correct proportions e.g. plenty of fruit and veg). The children should plan according to what they would like to eat - this will demonstrate to them that they can eat a healthy, balanced diet. They should make it healthy and appealing.



PLENARY

Children will show and share their meals with the group. They should make a positive suggestion about the meals of the other children in their group. Once they have done this, the children will then choose their favourite menu from the group to share with the class. The class can then make suggestions as to possible healthier and tastier alternatives. Ask the children to fill in the session worksheets to reflect on their experiences, likes/dislikes and overall enjoyment of the lesson.

CROSS CURRICULAR LINKS

SCIENCE

- About the need for food for activity and growth, and about the importance of an adequate and varied diet for health

ENGLISH

- Respond to others appropriately, taking into account what they say
- Make contributions relevant to the topic and take turns in discussion
- Qualify or justify what they think after listening to others' questions or accounts

ASSESSMENT AGAINST LEARNING OBJECTIVES

- End of session worksheet.
- The Eatwell Guide food placement game.
- Balanced menu sheets.

USEFUL LINKS

Play the Unmuddle the Meals game to find out how meals are made from ingredients from different food groups.

www.foodafactoflife.org.uk/Activity.aspx?siteId=1§ionId=61&contentId=57

TEACHER'S COMMENTS

This space is for you to add notes for future reference.



LESSON | 04/06 KEY STAGE 2 | YEAR 3 TIME | 1 HOUR

FOOD FACTS SUGAR

RESOURCES / WORKSHEETS REQUIRED



LEARNING OUTCOMES FROM THE CORE FOOD COMPETENCES FOR CHILDREN AND YOUNG PEOPLE

- Be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.
- Know that food and drinks provide energy and in different amounts.
- Be aware that some foods have labels which provide information to help when making a choice.

INTRODUCTION

Establish that eating too much is not good for us. Eating too much food that has a lot of sugar in it causes fat to build up inside your body and can make you overweight. Being overweight increases your risk of health problems such as tooth decay, heart disease, type 2 diabetes and some cancers. Explain each of these health problems and explain how excess amounts of sugar can lead to each one.

ACTIVITY 1

Explain to the pupils that they are going to find out all about sugar, what foods contain sugar and how much sugar they contain. Can the pupils identify where 30% of the sugar children consume comes from? They should identify sugary drinks, juices, energy drinks as the primary source. Provide the pupils with specific examples of food or drink including cereals, sweets/ chocolate, biscuits, fizzy drinks, yoghurts. Exclude fruit and vegetables. Can the pupils sort these examples into order of sugar content from the most to the least? Once the pupils are happy with their order reveal the correct order. Explain to them that the information about the amount of sugar in the food can be found by looking on the nutritional information on the label.



LESSON | 04/06 SESSION FOCUS | FOOD FACTS SUGAR

ACTIVITY 2

Ask the pupils to recall their maximum daily sugar limit and explain that a sugar cube weighs around 4g. Can the pupils work out how many sugar cubes there are in the food products used in the previous activity? Encourage pupils to compare how much sugar is contained per 100g of each product. Ask the pupils to draw how many sugar cubes are in each product. Is this more or less than they expected? It is important to stress that the sugars found in fruit and vegetables (including dried) and milk products are not a problem and don't count as part of the recommended intake (except for sugars found in fruit juice).

You can extend this activity by setting maths challenges based on sugar cube amounts e.g. if you had a can of fizzy drink and a slice of cake how many sugar cubes would that be equivalent to?

You could ask the pupils to add up how much sugar they ate and drank today/yesterday/at the weekend. Children are, on average, eating three times more than their maximum daily sugar limit.

CROSS CURRICULAR LINKS

SCIENCE

- Gathering, recording, classifying and presenting data (including results) in a variety of ways to help in answering questions
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrients from what they eat and drink
- Recognise the impact of diet, exercise and lifestyle on the way their bodies function

DESIGN AND TECHNOLOGY

- Investigate and analyse a range of existing products
- Understand and apply the principles of a healthy and varied diet

MATHEMATICS

- Read, write, compare and order numbers, solving problems
- Solve problems involving addition, subtraction, multiplication and division
- Complete, present, read and interpret data/information in bar charts, pictograms and tables
- Solve one-step and two-step questions and comparison, sum and difference problems using information
- Presented in scaled bar charts and tables, and other graphs
- Calculate and interpret the mean as an average

ENGLISH – SPOKEN

- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes

ASSESSMENT AGAINST LEARNING OBJECTIVE(S)

Recalling the recommended daily maximum sugar intake for their age range.

USEFUL LINKS

Check out the videos on the Change 4 Life website called 'Half the Sugar' and 'Sugar Boy' www.nhs.uk/change4life

The British Nutrition Foundation has more information on the importance of healthy eating at foodafactoflife.org.uk

Learn more about how sugar in our diet affects our health www.nhs.uk/live-well/eat-well/how-does-sugar-in-our-diet-affect-our-health/

There are some additional resources, posters at campaignresources.phe.gov.uk/resources/search?query=&f.Campaign%7Ccampaign000=change4life

TEACHER'S COMMENTS

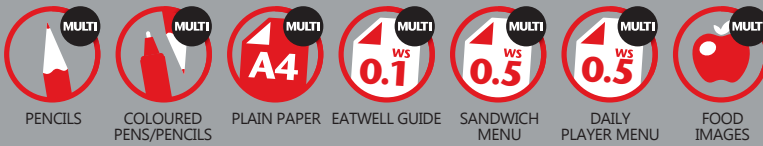
This space is for you to add notes for future reference.

LESSON | 05/06 KEY STAGE 2 | YEAR 3 TIME | 1 HOUR

FOOD ASSEMBLY & AWARENESS

FOOD PREPARATION

RESOURCES / WORKSHEETS REQUIRED



LEARNING OUTCOMES FROM THE CORE FOOD COMPETENCES FOR CHILDREN AND YOUNG PEOPLE

- Be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others e.g. we all need to eat at least five portions of fruit and vegetables every day
- Know that people choose different types of food, based on who they are with, preferences, season, time of day, allergy/ intolerance, religion and occasion (including celebrations)
- Recognise and taste a range of familiar ingredients, e.g. fruit, vegetables, cereals, dairy, meat, eggs
- Consider cost when helping to shop for food and cook at home

INTRODUCTION

Tell the children that they are going to design a healthy balanced sandwich for a selected player to have for his lunch. Use the Eatwell Guide to identify the balanced ingredients - they should try to include some from various sections of the Eatwell Guide. Establish children's favourite sandwich ingredients - are they healthy? Discuss possible healthier alternatives.

ACTIVITY 1

Ask the children to come to the front and randomly select a Premiership Rugby Club player from the teacher. Now ask the children to complete a plan of the ingredients they will use for their sandwich. Remind them that as rugby players, they will try to eat a balanced diet as they have to look after themselves. However, it should still be tasty. Encourage the children to make healthier choices e.g. low-fat spread instead of butter, lean meat, fish or non-dairy protein food and salad.



LESSON | 05/06 SESSION FOCUS | FOOD ASSEMBLY & AWARENESS FOOD PREPARATION

ACTIVITY 2

Explain to them that next lesson/session, they are going to make their player's sandwiches. What could they do to make their sandwiches balanced, healthy and tasty? Encourage the children to discuss in groups their favourite sandwich ingredients. Now that the children have successfully planned their player's sandwich they will need to plan a daily menu for their player. What are their favourite meals? Discuss possible breakfasts and dinners (not forgetting drinks) - how can we make them healthier? Using the worksheets provided the children will individually plan their player's healthy daily diet.

PLENARY

Select a few examples from the children's menus to display in the class. Ask the children if they are healthy and suitable for the player? Would they like to eat the dishes themselves? Ask the children to make suggestions for possible improvement/changes to the menus. Would they like to see food like this in the school canteen/lunch boxes?

CROSS CURRICULAR LINKS

DESIGN & TECHNOLOGY

- Generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT sources
- Develop ideas and explain them clearly, putting together a list of what they want their design to achieve
- Select appropriate tools and techniques for making their product
- Follow safe procedures for food safety and hygiene

ENGLISH

- Respond to others appropriately, taking into account what they say
- Make contributions relevant to the topic and take turns in discussion
- Qualify or justify what they think after listening to others' questions or accounts

ASSESSMENT AGAINST LEARNING OBJECTIVES

Sandwich Menu Worksheet.
Players Daily Diet.

USEFUL LINKS

Play the Unmuddle the Meals game to find out how meals are made from ingredients from different food groups.

www.foodafactoflife.org.uk/Activity.aspx?siteId=1§ionId=61&contentId=57

Play the Healthy Lunchbox game.

www.foodafactoflife.org.uk/Activity.aspx?siteId=1§ionId=61&contentId=56

TEACHER'S COMMENTS

This space is for you to add notes for future reference.



LESSON | 06/06 KEY STAGE 2 | YEAR 3 TIME | 1 HOUR

PRACTICAL FOOD PREPARATION

FOOD ASSEMBLY

RESOURCES / WORKSHEETS REQUIRED



LEARNING OUTCOMES FROM THE CORE FOOD COMPETENCES FOR CHILDREN AND YOUNG PEOPLE

- Name and use a range of basic tools safely, e.g. small knife, chopping board, measuring spoon
- Use a range of food preparation skills with supervision, e.g. peeling, slicing, mixing, scooping, grating, spreading
- Recognise and taste a range of familiar ingredients, e.g. fruit, vegetables, cereals, dairy, meat, eggs
- With help prepare a range of healthy dishes and drinks safely and hygienically
- Recognise the importance of preparing and cooking food safely and hygienically, e.g. handwashing, cleaning up regularly, keep work surfaces clean
- Be aware that food purchased or cooked needs to be stored in different ways to keep it safe, e.g. fridge, freezer

INTRODUCTION

Tell the children that they are going to design a healthy balanced sandwich for a selected player to have for his lunch. Use the Eatwell Guide to identify the balanced ingredients - they should try to include some from various sections of the Eatwell Guide. Establish children's favourite sandwich ingredients - are they healthy? Discuss possible healthier alternatives.



ACTIVITY 1

Demonstrate to the children the correct methods of cutting, spreading and slicing. Show the most effective methods of these and encourage the children to demonstrate their own skills. Now, the children will prepare their own sandwiches using their own ingredients on the chopping boards, plastic cutlery and plates provided.

Ask the children to cut their sandwiches up into four pieces (depending on the size of their group). They will share their sandwiches out with the other children in their group. This will give them the opportunity to evaluate each other's sandwiches. The children will compare the sandwiches - they should discuss what the sandwiches look like, are the fillings colourful/appealing? Do they taste nice? Have they tried something that they haven't eaten before? Did they like it?

LESSON | 06/06 SESSION FOCUS | PRACTICAL FOOD PREPARATION FOOD ASSEMBLY

ACTIVITY 2

Now the sandwiches have been made the children will discuss the best way to store them. Where in the kitchen would they keep the ingredients - in the fridge, freezer or cupboard? Separate the children into small groups with a copy of WORKSHEET FOOD STORAGE The children will then place the food in the appropriate section where they think it should be stored. Go around checking/helping the children make their choices.

ACTIVITY 3

Let the children know we are going to repeat the quiz from the first week on what they know about diet and being active. Hand out the answer sheets and encourage them that they have covered all the questions in the past 5 weeks.



CROSS CURRICULAR LINKS

DESIGN TECHNOLOGY

- Select appropriate tools and techniques for making their product
- Measure, mark out, cut and shape a range of materials and assemble, join and combine components and materials accurately
- Follow safe procedures for food safety and hygiene
- Reflect on the progress of their work as they design and make, identifying ways they could improve their products

ENGLISH

- Respond to others appropriately, taking into account what they say
- Make contributions relevant to the topic and take turns in discussion
- Qualify or justify what they think after listening to others' questions or accounts

ASSESSMENT AGAINST LEARNING OBJECTIVE(S)

Sandwich-making.
Storage worksheet.

USEFUL LINKS

Use this site to access food preparation videos.

www.foodafactoflife.org.uk

TEACHER'S COMMENTS

This space is for you to add notes for future reference.



KEY STAGE 2 | TIME | 1 HOUR

INTRODUCTION TO TAG RUGBY

RESOURCES / WORKSHEETS REQUIRED



WHAT IS A TAG BELT?

All players wear a Tag belt which has two ribbons (tags) attached to it by velcro. The belt is worn around the waist and outside of the clothing. Shirts should be tucked in. The Tags are positioned on either side of the hips and teams are distinguished by the colour of the Tags they wear.

Note: belts should be firmly fastened to avoid unnecessary movement during the 'Tag', with any surplus length of belt being tucked securely out of the way for safety.

OBJECT OF THE GAME

To score a try by placing the ball with downward pressure on or behind the opposing 'goal line'.

Note: a try is worth one point so youngsters can keep score easily.

NUMBER OF PLAYERS

Year 1 and 2 Tag rugby should be played in teams of no more than 4-a-side, whilst year 3, 4, 5 and 6s should play in teams of no more than 6-a-side. The fewer players in a team, the higher the player involvement and activity. This is flexible and can be as many as 10-a-side.



DURATION OF PLAY

For 4-a-side games it is suggested that two halves of four minutes each are played, with 1 minute for half time, and two halves of six minutes for 6-a-side games. When playing festivals, individual players should not exceed 60 minutes of playing time.

Note: for young players it sometimes helps to play in the same direction for the whole match to avoid confusion.

SIZE OF PITCH

Pitch sizes vary depending on the number of players on the pitch. 4-a-side games can be played on a 12 x 20m pitch, and 6-a-side games should be on pitches that are 22 x 45m. Posts are not required to play Tag rugby.

KEY POINTS

Tag rugby is an invasion game (part of the national curriculum for key stage 2).

The activities throughout this resource incorporate the core values of rugby, teamwork, respect, enjoyment, discipline and sportsmanship.

RULES OF TAG RUGBY

Rule 1: Method of scoring

To score a try a player must carry the ball over the opposing goal line and press the ball down on the ground. (To ensure safe practice when playing on hard surfaces it is suggested a try is scored by players merely running over the goal line with the ball.)

Rule 2: Passing

No forward passes are allowed and will be penalised by a free pass being given to the non-offending team. A forward pass is any pass where the ball travels in the direction of attack.

Note: a pass directly sideways is allowed and can often be the most effective pass.

Rule 3: The "tackle" (Tag)

Only a player with the ball can be tagged. A 'Tag' is the removal of one of the two ribbons attached to the belt. The defender should then hold the Tag above their head and shout 'Tag'. To make this clearer the referee will shout 'pass'. The defender must return the Tag before returning to the game. They must not throw it on the floor. The ball carrier has to pass the ball within 3 strides or 3 seconds. If the Tag occurs just before the try line, they are only allowed one stride. To ensure the attacker does not prevent a clean Tag they should be encouraged to hold the ball in two hands.

Rule 4: Free pass

A free pass is used to start the game (from the centre of the field) or to restart it at the place where the ball went out of play or where an infringement took place.

Note: if an infringement takes place over the goal line or within 5 metres of the goal line, then a free pass should be awarded to the non-offending team 5 metres out from the goal line to create some space.

At a free pass the ball is held in two hands and on the instruction "play" by the referee the player passes the ball to a team mate. (Where there is no referee the instruction "play" is given by the opposing team captain.)

The player making the free pass must pass the ball and not just pick it up and run themselves.

The ball must be passed through the air and not taken from the hands of the first player.

To ensure safe practice, the receiver of the free pass should start from no more than 2 metres behind the passer. The opposition cannot start moving forward until the player has passed the ball. At a free pass the opposition must be 7 metres back.

Rule 5: Ball out of play

If the ball or ball carrier goes out of play a free pass is given to the other team 2 metres in from the side-line where the ball or ball carrier went out.

Rule 6: Knock-ons

A knock-on occurs when a player attempting to catch the ball fumbles it and knocks it to the ground or onto another player, in the direction of attack. Knock-ons are only penalised in Year 3 and older games. Knock-ons in Year 1 and 2 are not penalised, and the referee should call "play-on". This is to promote activity and provide a positive experience for the less co-ordinated Year 1 and 2 players, by not "punishing" a knock-on.

Rule 7: Offside

This rule can be introduced at an early stage to allow some flow to a game and develop good habits for the future. Offside only occurs immediately after a Tag has been made. In simple terms, once a Tag has been made all defenders must make an effort to get back on their side of the ball and not deliberately stand offside blocking the pass or waiting for an interception. Offside is penalised by awarding a free pass to the non-offending team.

Where defenders find themselves accidentally offside at a 'Tag' they should be encouraged to get back onside as quickly as possible or duck right down to allow the pass to be made. They must not block, intercept or interfere with the pass in any way.

It tends to be defenders standing offside and within 3 metres of the ball carrier who need penalising the most. Where defenders are offside but not interfering with play, then play can continue which allows a more free-flowing game.

SESSION 01/05 | KEY STAGE 2 | TIME | 1 HOUR

MOVING AND TAGGING

RESOURCES / WORKSHEETS REQUIRED



TIPS

Get children to put on tags at the start of the session, this will save time in between games.

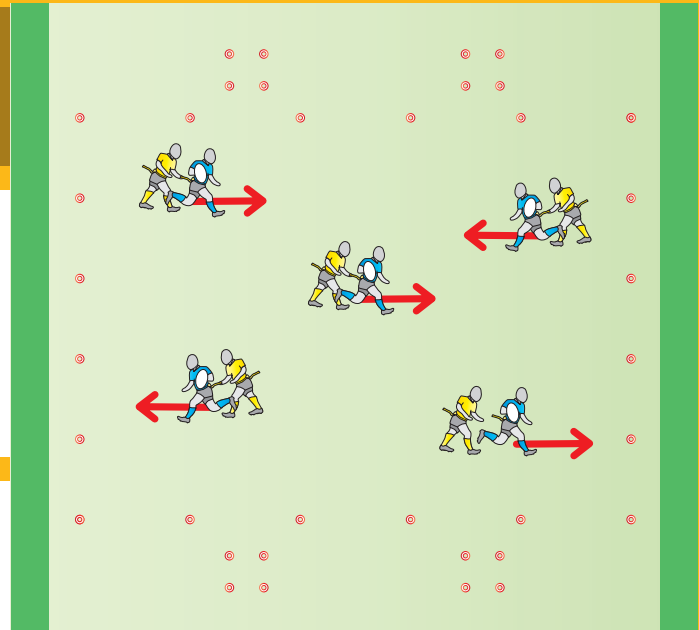
COACHING POINTS

Position yourself so that you can see the entire group as they play. You can tailor the size of grid to space you have available.

Head up and looking around as you are moving around the grid (not looking at the floor).

CORE SKILLS/NATIONAL CURRICULUM AIM

Moving and tagging/consolidate their existing skills and gain new ones.



ACTIVITY

Warm up: 10 minutes
Waste Not Want Not

SET UP

Make out a grid 30 x 30 metres (or any space you have) with 4 small squares on the outside of the grid (Waste bins)

HOW TO PLAY

- Spit the group so that there are 4 players who are the Waste Warriors, 2 players that are the Recyclers and the rest of the group are moving around the grid
- The Waste Warriors must take one Tag at a time from the players moving around the grid and place the Tag in the marked out 'waste bins'
- If a player is tagged they are frozen
- The Recyclers must collect the Tags (One at a time) from the 'Waste bins' and recycle them back to the frozen player to unfreeze them
- Once unfrozen the players can continue to move around the grid

GAMES: 30 MINUTES

ACTIVITY

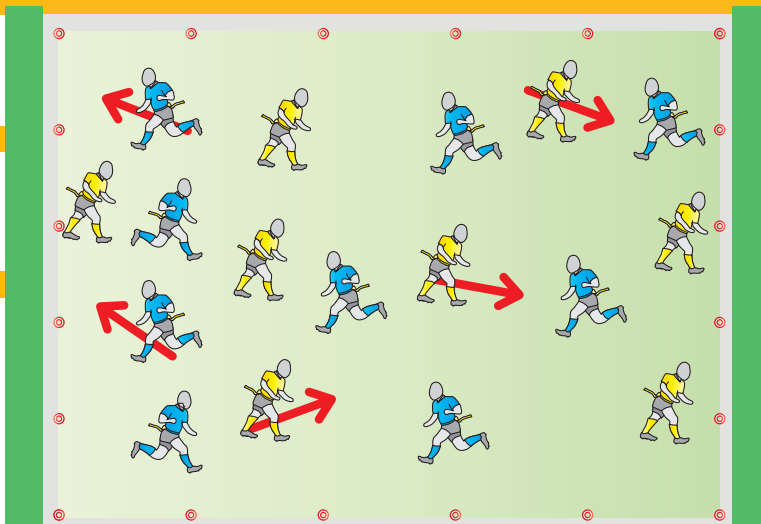
Tag mania

SET UP

Grid 30 x 20 metres

HOW TO PLAY

- Players to collect as many Tags from the other players in the grid
- On whistle collect Tags
- Winner = most Tags
- Extension task – team Tag mania, work in pairs to get most Tags, get each pair to count the Tags



ACTIVITY

Scarecrow grab Tag

HOW TO PLAY

- Nominate a group of taggers (defenders)
- The taggers must try to remove the Tags
- They must give the Tag back once removed
- Once the player has been tagged they must stand still with their feet apart and arms out by their side - like a scarecrow!
- Players can be freed when someone ducks under their arms, must be from behind them
- All players must stay inside the grid
- Extension tasks – make the grid smaller in size to make the players aware of how to move into space. A large space makes them work harder
- Remind players to shout tag when the player removes the tag and hold it up in the air
- Head up and looking around as you are moving around the grid (not looking at the floor)
- Tagged player to take their tag back as quick as possible to put back on their belts so they can get back into the game



COOL DOWN: 5 MINUTES

- Roll up tags
- Balance on head and walk to the kit bag



SESSION 02/05 | KEY STAGE 2 | TIME | 1 HOUR

TEAM WORK / APPLYING RULES

RESOURCES / WORKSHEETS REQUIRED



TIPS

Two hands on the ball and communication is key in being part of a team.

Listen to your team mates!

COACHING POINTS

Focus on getting children to work together.

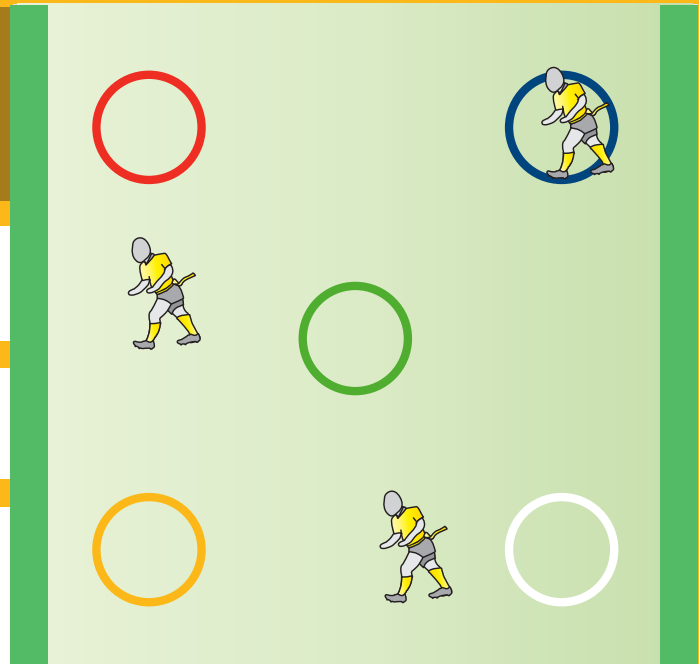
CORE SKILLS/NATIONAL CURRICULUM AIM

Team work/apply rules and conventions for different activities.

ACTIVITY

Warm up: 10 minutes

The Eatwell Guide



SET UP

Mark out five different colored areas, these can be small circles

HOW TO PLAY

Red cones - Beans, pulses, fish, eggs, meat and other proteins

Yellow cones - Potatoes, bread, rice, pasta and other starchy carbohydrates

Green cones - Fruit and vegetables

Blue cones - Dairy and alternatives

White cones - Oil and spreads

- All group to move around the area avoiding the coloured areas
- Teacher shouts out a type of food and pupils must run into the area that represents the food's food group

GAMES: 30 MINUTES

ACTIVITY

Raid the Fridge

SET UP

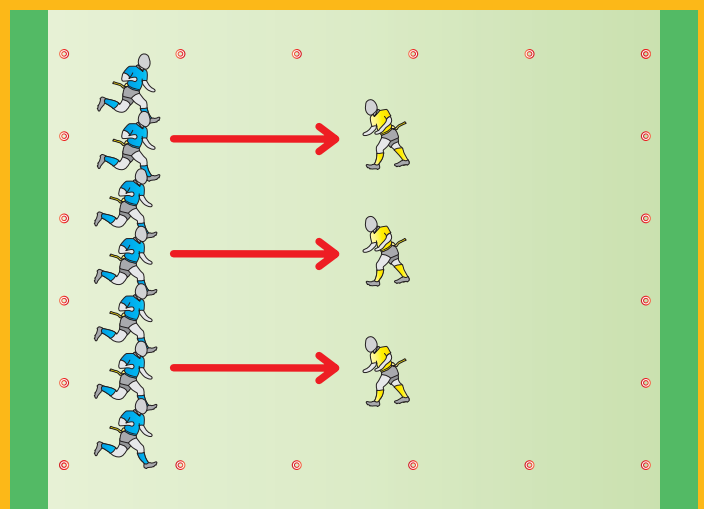
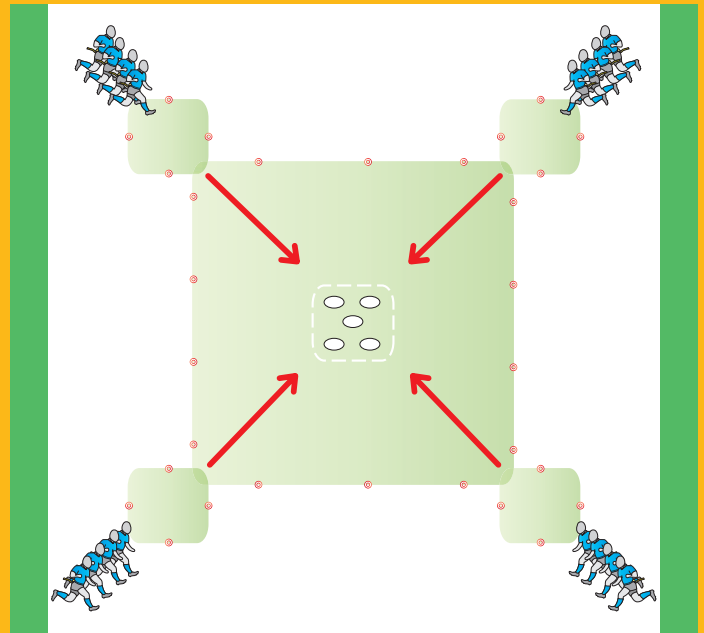
Make a grid 30 x 20 metres, create four areas ('plate') at each corner and one area in the middle ('fridge') marked with cones (adapt to the space you have available).

HOW TO PLAY

- Split groups into four teams
- Each team to line up at a corner behind a 'plate', one behind each other
- Place rugby balls, tags, tennis balls/bean bags into the fridge (middle area)
- On the whistle, the first player in the line fetches an item from the fridge and runs back and places on the plate
- Next in line then goes, team with the most items wins

Progression

- Tennis balls/bean bags = Foods high in fats and sugars
- Rugby balls and tags = Healthy food choice
- Same as above except once all the items from the fridge has gone all players can take items from other team's plate (only take one item at a time)
- One player per team is only allowed to remove the high in fats and sugars items from their plate and place on other team's plate
- The team with the healthiest plate wins



ACTIVITY

Spaghetti Tag

SET UP

30 x 20 metre grid (adapt to the space you have available)

HOW TO PLAY

- Choose 3 taggers
- Rest of the team to stand in a line at one edge of the grid
- The whole team to run from one side of the grid to the other and avoid getting tagged
- Once a player has been tagged they must join the tagging team
- Start again when only a few players are left
- Extension task – make the grid lines smaller, to make the players dodge more. Players each hold an end of a tag between them, to create a chain/ solid line (introducing defensive lines). Introduce a ball the attackers have to look after

COOL DOWN: 5 MINUTES

Bean Game

- Get all the group to run around the grid
- Players move around the plate looking for space
- Teacher shouts out runner bean, broad bean, jelly bean or jumping bean and player have to adopt that movement

SESSION 03/05 | KEY STAGE 2 | TIME | 1 HOUR

BALL SKILLS

RESOURCES / WORKSHEETS REQUIRED



TIPS

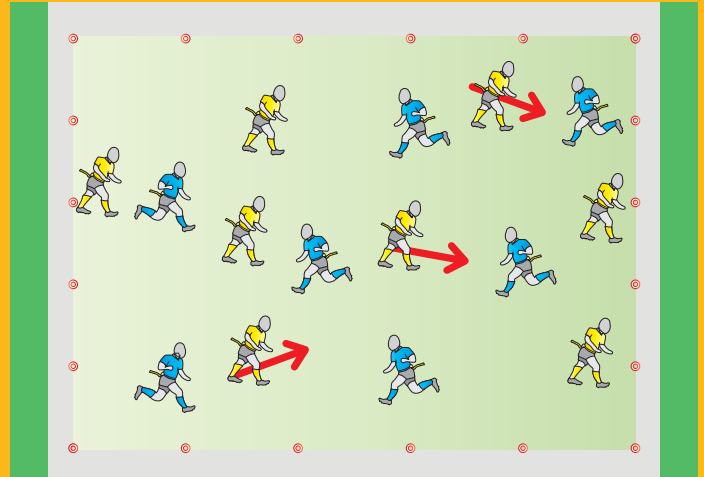
Position yourself facing the sun so that your class can see you.

Also when it is windy make sure you stand down wind so you can be heard.

COACHING POINTS

Players must make a strong base to catch the ball; feet slightly apart, knees bent and eyes on the ball.

Make a 'w' with hands, i.e. Thumbs together, pointing to the sky. this is where you want the ball!



CORE SKILLS/NATIONAL CURRICULUM AIM

Ball skills/perform actions and skills with more consistent control.

ACTIVITY

Warm up: 10 minutes

Food invasion

SET UP

10 x 10 metre wide square

HOW TO PLAY

- Select three players and tell them to hold their tags in their hands, they are the bad fast food
- All other players have two tags on belt, they are healthy food
- Bad fast food have to get the tags of the healthy food
- If a healthy food loses one tag the they are still safe to run around
- If a healthy food loses both tags they become a bad fast food and have to join in getting the tags
- Bad fast food need to try and finish with as many bad fast food as possible
- Separate the healthy food and bad fast food at the end of the game and the bad fast food have to tally the tags they have collected

GAMES: 30 MINUTES

ACTIVITY

Souper-heroes

SET UP

30 x 30 metre grid

HOW TO PLAY

- Choose three souper-heroes and three taggers from the group and task to tag players, reminding them to give the tags back, once tagged
- If a player is tagged, they are frozen and a souper-hero has to free them by passing the ball to them
- Two souper-heroes have to pass the ball to free a frozen player
- Always have more taggers than souper-heroes to keep the game going

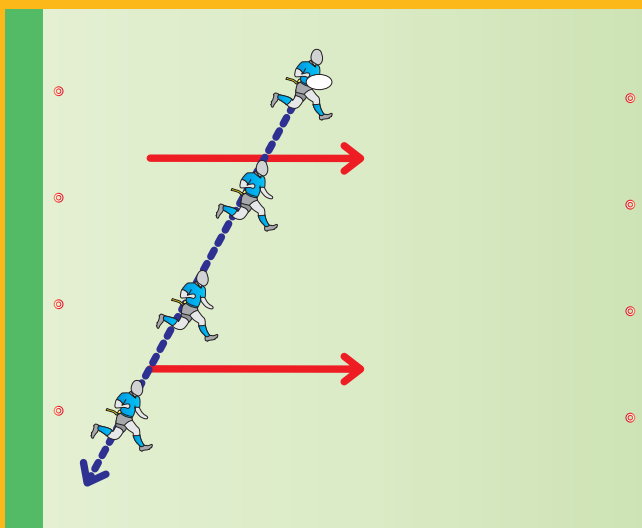


ACTIVITY

Hot potato pass

SET UP

Try lines, cones 10 metres, station with 4 or 5 players each, with plenty of space between the groups



HOW TO PLAY

- One team on each Try Line
- Players must pass backwards
- Players stand in a staggered line facing forward to the centre line
- Pass along the line
- Once the last player receives the ball, turn and face opposite direction and pass ball back along the line
- First team to complete the passes win
- Extension task – Develop the practice so the players walk, jog and then run during the game or the last team member to receive the ball has to run to the middle and score a try, they then join the other end of the line so everyone has a go at scoring a try

COOL DOWN: 5 MINUTES

You Are What You Eat

- All the group to move around the grid
- Teacher shouts out a type of food and pupils must do an action that represents the food group that it is in
- Beans, pulses, fish, eggs, meat and other proteins - Star jump
- Potatoes, bread, rice, pasta and other starchy carbohydrates - Jog on the spot
- Fruit and vegetables - Get into group of five
- Dairy and alternatives - Balance and stretch
- Food and drinks high in saturated fats and sugars - Slow motion

SESSION 04/05 | KEY STAGE 2 | TIME | 1 HOUR

MOVEMENT AND GAME SKILLS

RESOURCES / WORKSHEETS REQUIRED



TIPS

Communication is key to a team, attackers stay behind the ball carrier.

COACHING POINTS

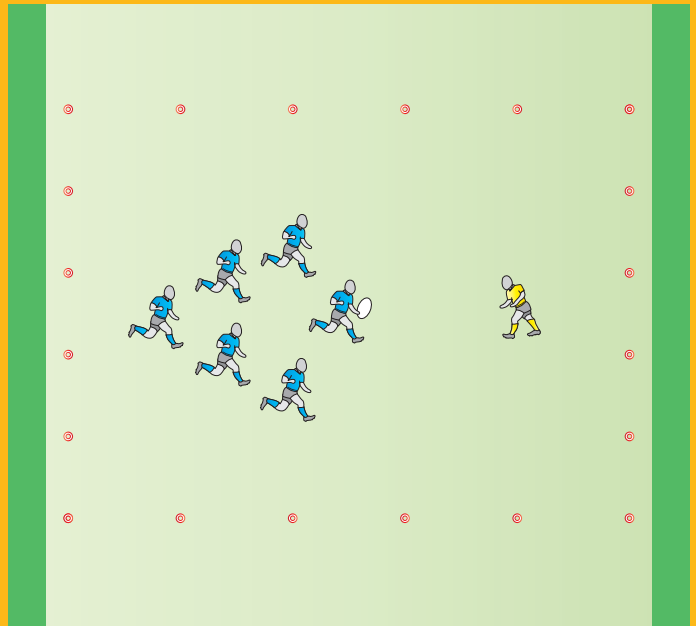
Hands out to make a target and eyes up ready to catch, 'thumbs up' when passing. Hands are positioned like a thumbs up at the end of the pass to your team mate!

CORE SKILLS/NATIONAL CURRICULUM AIM

Movement and game skills/plan, use and adapt strategies, tactics and compositional ideas.

ACTIVITY

Warm up: 10 minutes
Get the Bad Bacteria



SET UP

Mark out six 5x5 metre grids

HOW TO PLAY

- Groups of five or six, one player chosen to be 'Bacteria', the rest are 'Cleansers'
- 'Cleansers' cannot move when they have the ball but they must try to catch the 'Bacteria' by touching them with the ball (two hands on the ball)
- Cleansers are allowed to pass the ball to their teammates in any direction
- Once the Bacteria has been caught, players swap roles



GAMES: 30 MINUTES

ACTIVITY

In line tag

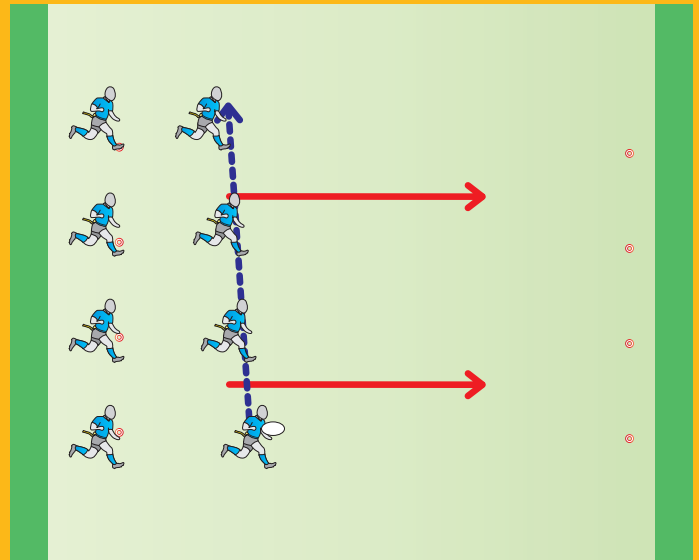
SET UP

30 x 20 metre grid

HOW TO PLAY

Split into groups of either 3 or 4

- Teams to line up across try line, team 1 runs out, passing ball along line (all passes backwards)
- Other teams to follow
- Once at try line, turn, and come back, still passing, when team 1 is half way down grid, team 2 starts
- Introduce defenders and stagger across the grid. They can only run along on the line of cones they are in line with
- Extension task – Make sure you change the players in the middle with those on the outside, add in floating defenders as well as static ones

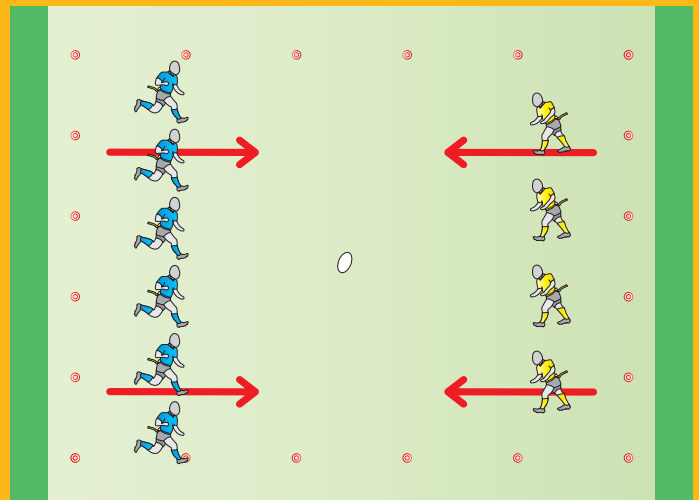


ACTIVITY

Game of 6 v 4

SET UP

30 x 20 metre grid with 4 cones



HOW TO PLAY

- Split group into 6 attackers and 4 defenders
- Defenders need to be lined up 7 metres away from attackers
- Free pass to start the game
- Run past defenders to score
- If tagged pass the ball backwards to team mate within 3 strides away

- Defender must hand back the tag and must not obstruct, pass or be offside
- Extension task – Only after 6 passes can a player score, introduce more defenders or attackers to change the game

COOL DOWN: 5 MINUTES

Clean the Kitchen

- Played in a 30 x 30m grid ('Kitchen')
- Split the group into two teams, one team is called 'Cleaning' and the other is 'Cross-Contamination'
- Each team has a safe zone where they can't be tagged

- Players stand back to back with partner in the middle of the 'kitchen'
- When 'Cleaning' is called the respective players run to their safe zone while the 'Cross-Contamination' players try to take their partners tag and vice versa

SESSION 05/05 | KEY STAGE 2 | TIME | 1 HOUR

GAME TIME / APPLYING RULES

RESOURCES / WORKSHEETS REQUIRED



WHISTLE



CONES



TAGS



RUGBY BALLS



PLAYER DIRECTION



DEFENDER & ATTACKER

TIPS

Teams must complete a certain number of passes before scoring, but instead of giving a set number, the players are given a food group to work with (every player has to name a food in the food group) or tries by certain players, perhaps those less inclined to be involved.



COACHING POINTS

Encourages positive support, moving running forwards and short, accurate passing.

CORE SKILLS/NATIONAL CURRICULUM AIM

Game time/applying rules and conventions.

ACTIVITY

Warm up: 10 minutes

Rugby netball

SET UP

15 x 20 metre grids x 2

HOW TO PLAY

- Standard netball rules (players cannot run etc., with following variations)
- Points are scored by scoring a try, putting the ball on the floor on or over the try line
- If the ball hits the floor, it goes to the other team
- Players may intercept, but must be no closer than 2 metres to the ball carrier
- Players may pass in any direction
- Apart from turning on the spot, players are not allowed to move with the ball
- Scoring to be recorded with tags to create a tally or bar chart, or spare balls as a pictograph (data presentation)

GAMES: 30 MINUTES

ACTIVITY

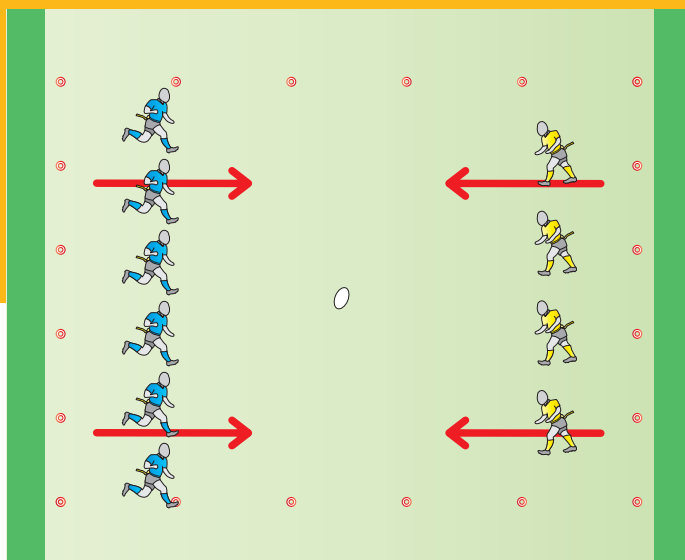
Tag rugby

SET UP

30 x 20 metre grid

HOW TO PLAY

- The rules of play are exactly the same as rugby netball warm up, apart from the below variations
- Players may run when they have the ball, with the objective to reach the try line without being tagged
- Players may only pass the ball when they are tagged. If they pass without being tagged, the ball is given to the other team. If the ball carrier is not tagged, they can run to the try line and score a try
- Tags must be returned after the ball is passed
- Play starts and restarts with a free pass, which starts the players thinking about attacking and defensive formations. The "offside line" should be 5 to 7 metres away from the point of the free pass, depending on size of the playing area
- Remember to refer to rule 7 offside
- Extension task 1 – the first progression will see any forward passes penalised, thus encouraging backwards passes and staying in support. For defence, remaining onside is essential
- Extension task 2 – the final, and optional progression is to allow players to pass whenever they want. This is optional, since the players that don't want to touch the ball will pass immediately, whereas the rule that they can only pass when tagged encourages them to run with the ball



TEACHERS COMMENTS



KEY STAGE 2 | TIME | 1 HOUR

SESSION

ADDITIONAL ACTIVITIES

RESOURCES / WORKSHEETS REQUIRED



TIPS

Encourage defenders to stay outside (see rules), positive team play, encourage taggers to return Tags.

COACHING POINTS

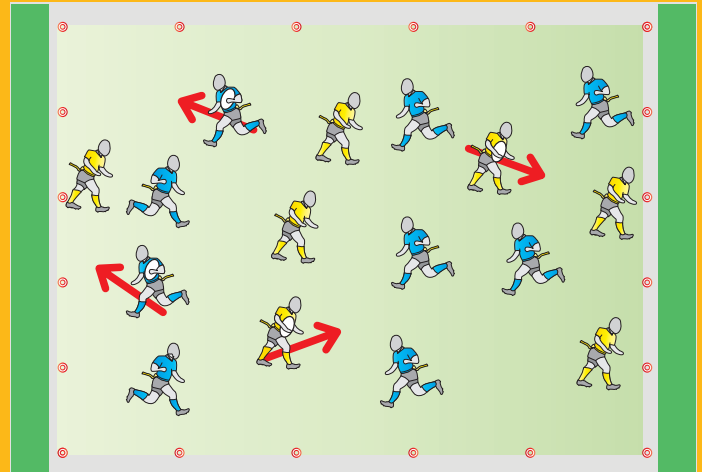
Encourage players to keep the ball in 2 hands making passing easier, providing a better grip on the ball and preventing a player from protecting their tags with their hands.

CORE SKILLS/NATIONAL CURRICULUM AIM

Moving and tagging, team work, ball skills, decision making, movement and game skills.

ACTIVITY

Warm up: 10 minutes
Keep the ball safe



SET UP

30 x 20 metre grid

HOW TO PLAY

- Four players given a ball at the start of the game
- When the game has started, non-ball carriers have to chase and tag a ball carrier
- If a tag has been made legally (shouted tag, waved it in the air etc.), the ball carrier "buys" their tag back by exchanging their ball for the tag
- The new ball carrier must be allowed to begin running before they are tagged
- The old ball carrier must put their tag back on before re-joining the game
- Taggers are only allowed to tag a ball carrier, and must return the tags, and not throw them onto the floor
- Ask the group where you can keep money for example in a bank or post office
- Extension task 1 – allow players to pass the ball before they are tagged. If the pass is unsuccessful (dropped, intercepted or inaccurate), the other team gets the ball. If the player is tagged before they pass the ball, the exchange of ball for tag must still happen
- Extension task 2 – ball carriers can now score tries. If they score at one end of the pitch, they are allowed a 5-second rest/safe time, before they have to try to score at the other end of the pitch. If a player is tagged, they must still exchange the ball to get their tag back. Passing is still allowed, but can be taken out to suit the group

KEY STAGE 2 | TIME | 1 HOUR

SESSION

ADDITIONAL ACTIVITIES

RESOURCES / WORKSHEETS REQUIRED



TIPS

If you have enough rugby balls, attackers can be given a ball in order for them to practice running with the ball in 2 hands.

If you don't have enough balls, you could state that a ball carrier is worth 2 points if tagged. To develop passing and decision making, you could allow a ball carrier to pass the ball to a team mate.

Emphasis must be on accurate passes, with penalty points if the ball is dropped, or not accurate.

ACTIVITY

Team bulldog

SET UP

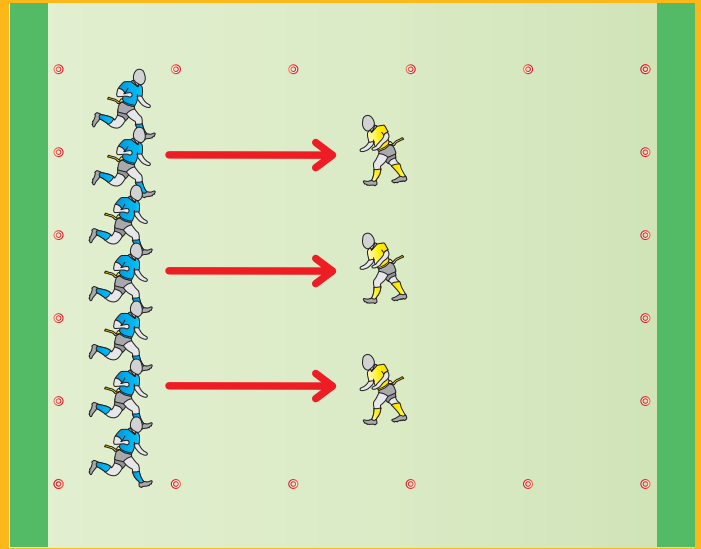
15 x 20 metre grid x2

COACHING POINTS

This is a safer version of bulldog that encourages players to work together in defence, and practice their tagging skills. Attackers get to practice their dodging in attack, and develop an understanding of the difficulties presented by a well organised defence.

HOW TO PLAY

- Split the group players into two, a defence and attackers
- The Defence team to line up in a "wall" across the pitch
- The other team waits at the end of the pitch, for the signal to go
- When this has been given, the attackers have to reach the far end of the pitch without being tagged by the defence
- If an attacker is tagged, the defence get one point, and the tagged player may return to the game ready for the next round
- Taggers must return the tag once they have tagged an attacking player
- After 6 rounds, the total number of people who are tagged represents the defence's score, and the teams swap roles



GAMES: 30 MINUTES

ACTIVITY

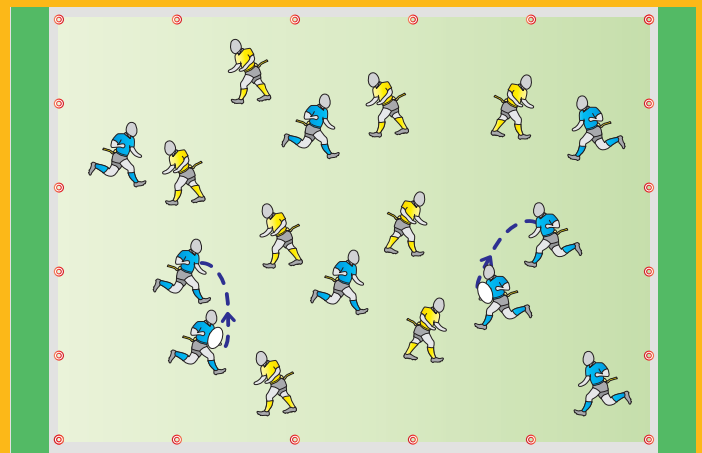
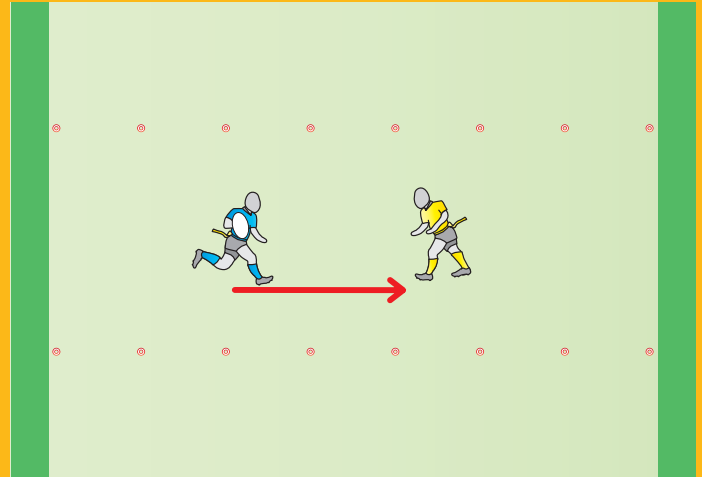
Hare and Hound

SET UP

2 channels, 5 metres wide

HOW TO PLAY

- One attacker with a ball enters the channel and one defender enters the channel. The attacker must beat a defender and score a try
- Players switch role between attacking and defending
- Attackers must run forward
- Extension task – Introduce odd number of attackers and defenders
- Once attacker is tagged they have to pass the ball, stagger defenders to come into the channel at different points



ACTIVITY

Stuck in the mud

SET UP

30 x 20 metre grid

HOW TO PLAY

- Choose 20% of the players to be taggers. Use bibs, or remove their tags, to help the remaining group to identify them
- When the game starts, the taggers will have to tag as many non-taggers as possible
- When a non-tagger is tagged, they must stand still, and create a target with their hands (touch thumbs together and point fingers upwards, with hands on front of chest)
- A "stuck" player can only be freed by an unstuck player, who matches the stuck player's target, and high-10's that player
- The game is over either when all of the players are stuck, or when the time runs out
- Extension task 1 – create teams, and keep score based on either the number of players caught in the time limit, or the number of players left stuck at the end of the game. Adding bonus players, who count as extra points if they are caught or stuck at the end of the game
- Extension task 2 – to develop passing and catching, introduce "freers" who will have a ball each
- The freers cannot be tagged, and their only role is to pass the ball to a stuck player, with a successful pass and catch freeing the stuck player
- Now that the stuck player is free, and has a ball, they become the freer

WORKSHEET THE EATWELL GUIDE



In support of
**change
4life**

Name: _____
Class: _____



**PHOTOCOPY
ONTO A3 (200%)**

Eatwell Guide

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

Check the label on packaged foods

Each serving (15g) contains

Energy	3.0g	Salt	0.9g
1000kJ	1.3g	34g	0.6g
2500kJ	LOW	HIGH	LOW
13%	4%	7%	35% 15%

of an adult's reference intake.

Choose foods lower in fat, salt and sugars

8 TIPS FOR EATING WELL

- 1 Base your meals on starchy foods
- 2 Eat lots of fruit and vegetables
- 3 Eat more fish- including a portion of oily fish each week
- 4 Cut down on saturated fat and sugar
- 5 Eat less salt
- 6 Get active and be a healthy weight
- 7 Don't get thirsty
- 8 Don't skip breakfast

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

Limit fruit juice and smoothies to 150ml a day.

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

Choose unsaturated oils and use in small amounts

Per day 2000kcal

Per day 2500kcal = ALL FOOD + ALL DRINKS

© Crown copyright 2015

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

www.gov.uk/government/uploads/system/uploads/attachment_data/file/528200/Eatwell_guide_booklet.pdf

GUIDELINES FOR USING THE EATWELL GUIDE

The Eatwell Guide is not meant to represent the balance required in any one specific meal or over a particular timescale, rather it represents the overall balance of a healthy diet.

Public Health England (PHE) encourages organisations and individuals to use the Eatwell Guide to make sure everyone receives consistent messages about the balance of foods in a healthy diet.

The Eatwell Guide should be used appropriately within the context of government healthy eating messaging as outlined in this guidance. The Eatwell Guide and/or the PHE name or logo should not be used as a form of endorsement for a product(s) and/or organisation.

USING THE EATWELL GUIDE AS A MODEL FOR HEALTHY EATING

The Eatwell Guide does not include references to frequency of serving and recommended portion sizes, other than in relation to fruit and vegetables such as at least 5 portions of a variety a day, or eat 2 portions of fish a week, one of which should be oily. This is consistent with government advice and is in accordance with the available evidence.

The Eatwell Guide is intended as a tool suitable for use with most adults, and therefore it would be misleading to include specific frequency or proportion advice when people have individual requirements. However, registered dietitians, who work with individuals, should still tailor their advice in consultations based upon the individual's current diet and food preferences.

IS THE EATWELL GUIDE FOR ME?

The Eatwell Guide applies to most people regardless of weight, dietary restrictions/preferences or ethnic origin. However, it doesn't apply to children under 2 because they have different nutritional needs. Between the ages of 2 and 5, children should gradually move to eating the same foods as the rest of the family, in the proportions shown on the Eatwell Guide. Anyone with special dietary requirements or medical needs might want to check with a registered dietitian on how to adapt the Eatwell Guide to meet their individual needs.

HOW CAN THE EATWELL GUIDE HELP?

The Eatwell Guide shows the different types of foods and drinks we should consume – and in what proportions – to have a healthy, balanced diet.

The Eatwell Guide shows the proportions of the main food groups that form a healthy, balanced diet:

- Eat at least 5 portions of a variety of fruit and vegetables every day
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible
- Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options
- Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily)
- Choose unsaturated oils and spreads and eat in small amounts
- Drink 6-8 cups/glasses of fluid a day

If consuming foods and drinks high in fat, salt or sugar have these less often and in small amounts.

WHEN SHOULD I USE THE EATWELL GUIDE?

You can use the Eatwell Guide to help you make healthier choices whenever you're:

- deciding what to eat
- at home cooking
- out shopping for groceries
- eating out in a restaurant, cafe or canteen
- choosing food on the run

Aim to fill your trolley with a healthy balance of different types of food.

Name: _____
Class: _____

 **PHOTOCOPY
ONTO A4 (100%)**



TO KEEP THE PITCH AT TWICKENHAM IN SUCH GOOD CONDITION THE GROUNDSMAN NEEDS TO:

- 1 Turn on the sprinklers to give the grass lots and lots of _____
- 2 Regularly puts _____ on the grass to help it grow.
- 3 Keep _____ off the pitch to stop the grass getting walked on.
- 4 Use the lawnmower to _____ the grass.
- 5 Hope that the _____ shines on the ground to help the grass grow.

ANSWERS ON REVERSE

ANSWERS

- 1 Turn on the sprinklers to give the grass lots and lots of **WATER**.
- 2 Regularly puts **SEEDS** on the grass to help it grow.
- 3 Keep **PEOPLE** off the pitch to stop the grass getting walked on.
- 4 Use the lawnmower to **CUT** the grass.
- 5 Hope that the **SUN** shines on the ground to help the grass grow.

WORKSHEET PLAYER MEAL

Name:
Class:



**PHOTOCOPY
ONTO A4 (100%)**

Potatoes, bread, rice, pasts and other starchy carbohydrate ingredients:

Fruit and vegetable ingredients:

Beans, pulses, fish, eggs, meat and other protein ingredients:

Dairy and alternative ingredients:

Oil and spread ingredients:

WORKSHEET PLAYER SANDWICH

NAME OF PREMIERSHIP RUGBY PLAYER

Name:
Class:



**PHOTOCOPY
ONTO A4 (100%)**



Ingredient 1:

Ingredient 2:

Ingredient 3:

Ingredient 4:

Ingredient 5:

Ingredient 6:

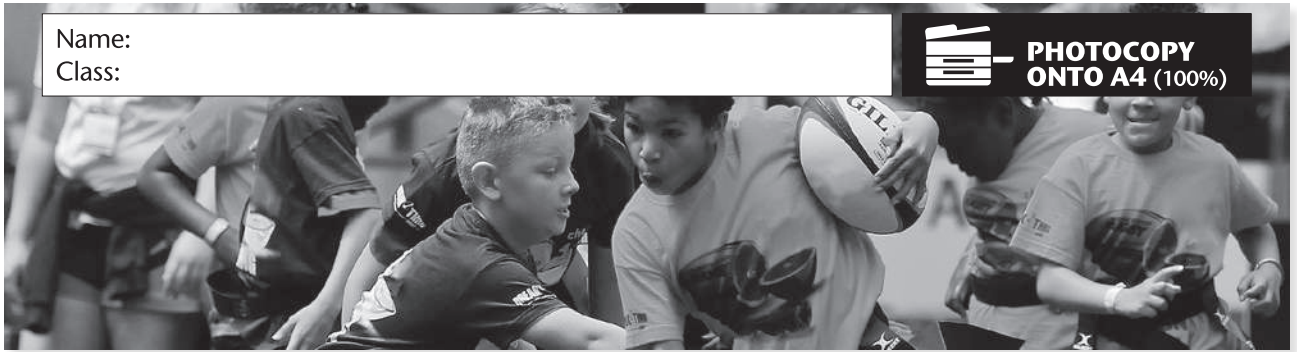
Ingredient 7:

WORKSHEET DAILY PLAYER MENU

Name: _____
Class: _____



**PHOTOCOPY
ONTO A4 (100%)**



Breakfast:

Lunch:

Dinner:

WORKSHEET FOOD STORAGE

Name: _____
Class: _____

 **PHOTOCOPY
ONTO A4 (100%)**

DRAW A LINE FROM EACH FOOD TO SHOW WHICH COMPARTMENT OF THE FRIDGE OR FREEZER YOU WOULD STORE IT IN.



ORANGE JUICE



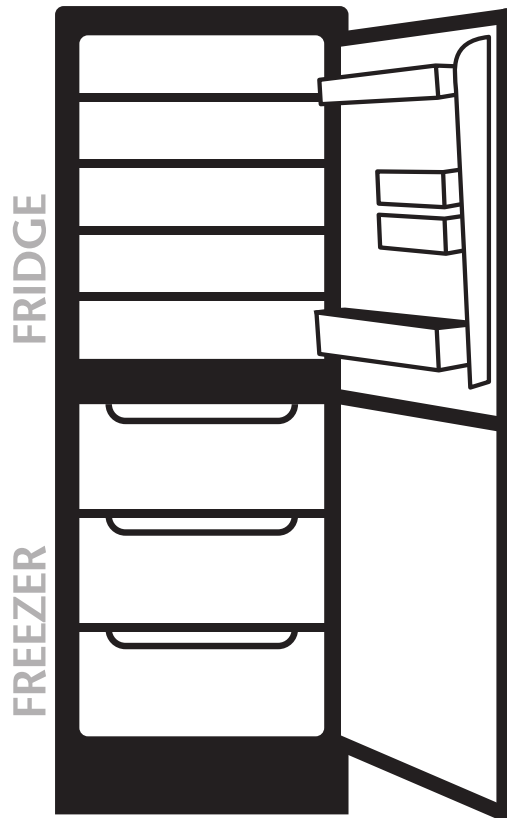
PEAS



CHIPS



EGGS



ICE CREAM



SALAD



MILK



FISH FINGERS

ANSWERS ON REVERSE

ANSWERS

FRIDGE

ORANGE JUICE

SALAD

EGGS

MILK

FREEZER

ICE CREAM

PEAS

CHIPS

FISH FINGERS