

HELP



**Our
Resources**

Healthy Eating Lifestyle Plan



Healthy Eating Lifestyle Plan

Our Resources



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Healthy Eating Lifestyle Plan
Education Division

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Our Resources

This booklet has been written to provide support to Schools to help them develop and implement a Healthy Eating Lifestyle Plan.

Contents of Our Resources include:

Frequently Asked Questions	Page 3
Instructions on how to develop a Healthy Eating Lifestyle Plan	6
Conducting a Food Related Audit	9
Conducting a Water Audit	17
Water Consumption in Schools	23
The School Environment	26
Food and Beverage Selection Guidelines	30
Healthy Recipes	38
The Role of Milk in Schools	51
Milk Fact Sheet	55
Letter to Parents from AKS	61
Poem on Healthy Eating	62



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Frequently Asked Questions

What is a Healthy Eating Lifestyle Plan?

A Healthy Eating Lifestyle Plan expresses a common vision of the ethos, status and philosophy of the role of all aspects of food in schools.

It is a document or a statement which:

- recognises that food in schools is concerned with the formal curriculum, intra curricular activities, provision of food at school, consumption of food at school, school events and welfare issues;
- contains information about the importance of nutrition in schools;
- outlines the specific nutritional needs of the school;
- brings together all aspects of food clearly, coherently and consistently;
- expresses the school's commitment to promote healthy eating and good practice;
- identifies action to be taken by all stakeholders in the school and the community.

HELP



A Healthy Eating Lifestyle Plan expresses a common vision of the ethos, status and philosophy of the role of all aspects of food in schools.

Why does your school need a Healthy Eating Lifestyle Plan?

A Healthy Eating Lifestyle Plan:

- provides a framework to guide healthy living initiatives and school nutrition programmes;
- ensures long term change;
- improves health and well being for all.

What are the benefits of a Healthy Eating Lifestyle Plan for your school community?

A Healthy Eating Lifestyle Plan:

- communicates and documents the school's shared vision and commitment to healthy eating;
- establishes collaborative partnerships working together towards a common goal;
- strengthens communication and relationships between students, staff, families and tuck-shop operators and shows that your school is caring for all stakeholders;
- gives parents information about different aspects of food in school;
- enhances the current curriculum by increasing knowledge and awareness about nutrition;
- reinforces appropriate messages relating to food and nutrition;
- is consistent with the school mission of enhancing student performance;
- provides clear guidelines for making informed choices and decisions regarding nutrition issues;
- forms part of the school's development plan;
- sets out a co-ordinated approach to food;
- makes provision for staff training;
- encourages the development of healthy eating patterns among school members;
- facilitates staff discussions and outlines clearly the guidelines of the role and profile of food in school.





How to develop a Healthy Eating Lifestyle Plan

HELP

1. Get started

**2. Consult stakeholders
and conduct audits**

**3. Draft policy
document**

**8. Refresh
policy**

**4. Conduct
consultation
and modify
draft policy
document**

**7. Monitor
the policy**



**6. Implement policy
document**

**5. Disseminate
revised policy
document**

How to develop a Healthy Eating Lifestyle Plan

The following is an eight (8) step guide to help schools develop and implement a Healthy Eating Lifestyle Plan.

1. Get Started

- Discuss the concept of a Healthy Eating Lifestyle Plan with the Senior Management Team.
- Gain consensus of the Senior Management Team and raise the issue at a staff meeting.
- Discuss staff opinions and identify long and short term benefits for the school, the college community, the wider community and Malta.
- Assemble a core action group to work on this Plan and establish time frame.

2. Consult stakeholders and conduct audits

- Inform staff, students and parents that a healthy eating lifestyle plan is being developed, explain its importance and how it will be used.
- Provide opportunities for all stakeholders to participate. Eg. discuss at parents' meetings, students' council, have a suggestion box in the administration area.
- Conduct a food and water audit (Ref. to booklet – Our resources). This task will act as baseline from which progress can be monitored.
- Review the results of the audit.
- Identify the good areas and those in need of improvement. Share this information with all the stakeholders.
- Collate all your findings and use them. Decide on the needs and priorities of your school.
- Start to formulate aims and objectives for your policy based on these priorities.

Action Team

Primary Schools

one member of SMT
two teachers
two parents
two students

Action Team

Secondary Schools

one member of SMT
one teacher of Home Economics
one teacher of Health and Safety
one teacher of P.E.
two other teachers
two parents
two students





3. Draft Policy document

- Draft a policy that reflects the school's ethos and the needs of students and the school identified by the audit.
- The policy document might have the following headings:
 - Introduction
 - Aims and Objectives
 - Guidelines
 - Monitoring and Evaluation
- Keep the policy short and concise.

4. Conduct consultation and modify draft policy document

- Distribute a copy of the draft policy to all staff and families and other stakeholders asking for feedback and suggestions for improvement.
- Review comments and modify draft policy document in light of consultation.
- Prepare final draft to include targets.

5. Disseminate revised policy document

- The policy document should be disseminated widely in different formats.
- Provide copies to all school staff including non teaching staff.
- Set up displays representing food topics eg. the importance of drinking water.
- Let all stakeholders know about the policy, in a format that is appropriate eg. assemblies, staff/parents' meetings, a letter to parents, on the school website, in the school magazine and to local newspapers.
- Let all the stakeholders know that the policy is a group effort which empowers the school to make a difference to the health of all.

8 step guide towards a
Healthy Eating Lifestyle Plan

cont.

8 step guide towards a Healthy Eating Lifestyle Plan

cont.

6. Implement policy document

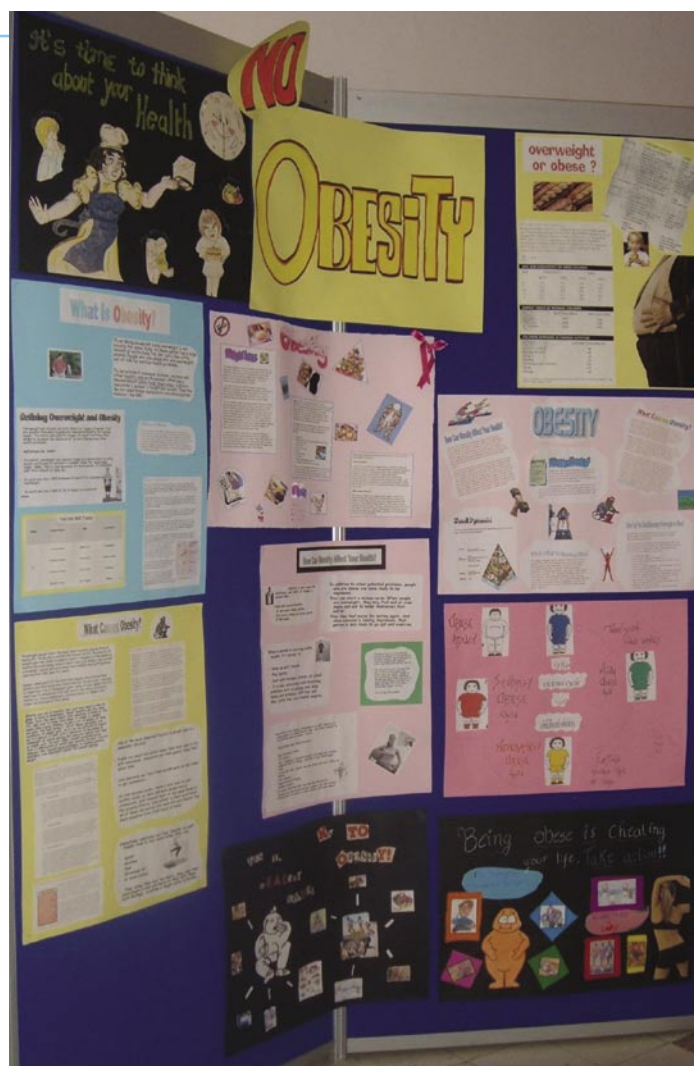
- Put the policy into practice. Check to see that students, staff and families are following the new policy.
- Work with all stakeholders to ensure that objectives are met. Keep everyone involved and informed.

7. Monitor the policy

- At regular intervals, preferably annually, the policy document should be monitored and reappraised in the light of developments and changes at school.
- Provide progress reports at staff meetings and parents' meetings.
- Record and document actions, maybe using a digital camera.
- Set up a meeting for all stakeholders to share their feedback.
- Identify areas of strengths and weaknesses.
- Celebrate success for targets reached.

8. Refresh policy

- Judge and assess the policy.
- Modify policy and share with all stakeholders. Keep commitment strong.



Inform staff, students and parents that a healthy eating lifestyle plan is being developed, explaining its importance and how it will be used.

School Food Related Audit

SCHOOL FOOD RELATED AUDIT



YEAR	
-------------	--

Name of school		
Head of school		
School population:	Boys	Girls
Date of Audit		
Staff: Teachers	Facilitators	KGA
Non Teaching Staff		

CURRICULAR

➤ Identify for every year group, topics related to health, food and nutrition that are being taught at:

Kinder		Primary level		Secondary Level		Higher Sec Level	
---------------	--	----------------------	--	------------------------	--	-------------------------	--

Year Group	Subject	TOPIC



School Food Related Audit

➤ Does the school take any particular measures/initiatives to co-ordinate health, food and nutrition in the different subject areas? Identify.

SUBJECT AREA	MEASURES/INITIATIVES

➤ Quantify take-up of students per topic to measure exposure.

TOPIC ¹	NUMBER OF STUDENTS ²

➤ Which are the consistent health, food and nutrition messages that the school is promoting (if any)?

¹Topic in subject taught in the school curriculum

²Number of students following that topic



School Food Related Audit

EXTRA CURRICULAR ACTIVITIES / SCHOOL EVENTS

- Does your school offer any extra food-connected curricular activities? Do these activities support healthy eating messages? If yes, list.

ACTIVITY	FOOD CONNECTION

- Would staff / students welcome the opportunity for change? Comment.

- Is your school participating in local or foreign initiatives which have a food basis? Specify title and explain.

INITIATIVE ³	TITLE AND EXPLANATION

³ Comenius, eTwinning etc...



School Food Related Audit

➤ Do these events contribute towards your school vision? How?

➤ Does your school provide free milk to students? Quantify.

SCHOOL POPULATION	
STUDENTS TAKING MILK	
DAILY LITRES CONSUMED	

➤ Are parents aware of pupils' eligibility to free milk⁴?



⁴ Even in secondary schools



School Food Related Audit

PROVISION OF FOOD AT SCHOOL

- Does your school offer a tuck shop?
- What does it sell? Does the food available reflect the healthy eating message taught at school?

PRODUCTS SOLD	POPULARITY OF PRODUCT ⁵	HEALTHY REFLECTION ⁶	IMPROVEMENT REQUIRED ⁷

- Do students and staff work to see improvements made to the current provision? Is it successful? Comment.

⁵ Write a number on a range of 1-5. 5 being very popular, 1 not popular at all.
⁶ Write a number on a range of 1-5. 5 being absolutely healthy, 1 being mostly unhealthy.
⁷ Yes or no.

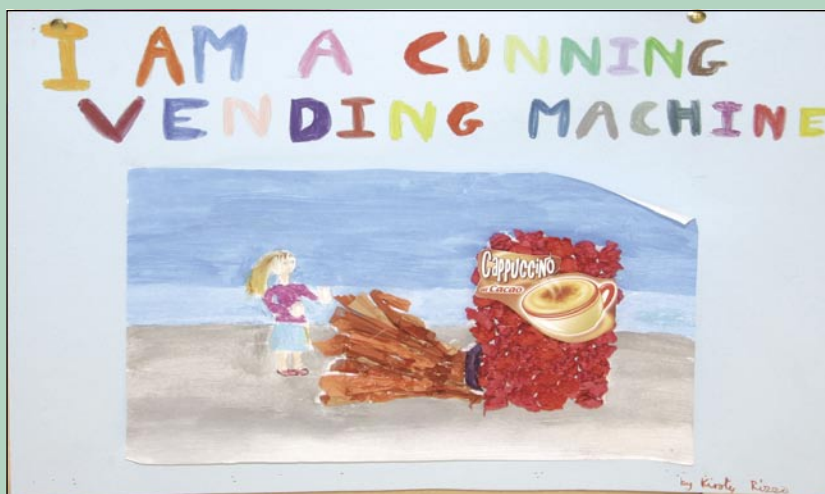
School Food Related Audit

- Would the school consider introducing new ideas (such as breakfast clubs, etc)?

Specify:

- Are there any vending machines in the school? Is the choice of available products healthy?

NUMBER OF VENDING MACHINES	PRODUCTS AVAILABLE	HEALTHY LEVEL ⁸



⁸ Write a number on a range of 1-5. 5 being absolutely healthy, 1 being mostly unhealthy.



School Food Related Audit

CONSUMPTION OF FOOD AT SCHOOL

Comment on the following:

- School Eating Environment. Supervision of pupils.

SCHOOL EATING ENVIRONMENT ⁹	SUPERVISION Yes/No

- School Lunch Roster¹⁰

⁹ Place where students eat their lunch.

¹⁰ School roster that ensures that students are catered for at different times in the dining area.



School Food Related Audit

- Provision made for pupils who eat packed lunches.

- Number of students who get packed lunches from home.

SCHOOL POPULATION	
STUDENTS WITH PACKED LUNCHES	

- Type and portion of packed lunches. (Is all the packed lunch consumed?)

LUNCH TYPE ¹¹	SIZE ¹²	CONSUMPTION (%) ¹³

- Inclusion of fruits / vegetables in packed lunches.

CLASS LEVEL	FRUIT	VEGETABLES
E.g. Year 1/ Form1		

¹¹ E.g sandwiches, home cooked food, fruit, salads, a combination of these etc...

¹² Approximate size by weight, volume or quantity.

¹³ Approximate percentage of lunch consumed.



School Water Audit

SCHOOL WATER AUDIT



YEAR	
-------------	--

Name of school		
Head of school		
School population:	Boys	Girls
Date of Audit		
Staff: Teachers	Facilitators	KGA
Non Teaching Staff		

SCHOOL WATER AUDIT

Here is a list of statements for you to check water provision in your school. Select as appropriate to ask staff and students. You will be able to answer some by observation alone. It is, however, important to ask at least a few questions directly to staff in order to demonstrate that issues of welfare and health are important to you. In any case, just tick those to which you agree and leave the others empty. The number of empty boxes will give you a clear picture of the situation.

Drinking

How many water outlets are available and where and what type?

NUMBER OF OUTLETS					
PLACE ¹					
TYPE ²					

Tick YES (✓) only

Students have access to drinking water throughout the day.	
The water provision is hygienic.	
The water provision is according to Food and Safety Act XIV (2002) Ch. 449	
Special provision is made after playground activities.	

¹ Mark 1 for yard, 2 for toilet, 3 for corridors and 4 for a place near classes; 5 for other

² Mark 1 for tap; 2 for water fountain; 3 for water bottle; 4 for other

School Water Audit

School culture

Tick YES (✓) only

<ul style="list-style-type: none"> Water consumption is promoted. e.g. in the school prospectus; website; notice board; posters; newsletters to parents. 	
<ul style="list-style-type: none"> Everybody in the school is aware of the importance of drinking water regularly throughout the day. 	
<ul style="list-style-type: none"> Staff who teach PE are aware of the importance of hydration before, during and after exercise. 	
<ul style="list-style-type: none"> The school has a written water policy. 	
<ul style="list-style-type: none"> Practice reflects written/unwritten policy (check with students). 	
<ul style="list-style-type: none"> The majority of teachers support the policy. 	
<ul style="list-style-type: none"> Staff are encouraged to lead by example and drink water in front of students. 	
<ul style="list-style-type: none"> Students are consulted, listened to and involved in the provision of water and codes of conduct. 	

Provision of water

<ul style="list-style-type: none"> Water outlets (including taps, fountains and water bottles) are appropriately sited (strictly not in or near toilet areas). 	
<ul style="list-style-type: none"> Drinking water is free of charge at all times. 	
<ul style="list-style-type: none"> There is an adequate number of water outlets in proportion to the number of students. 	
<ul style="list-style-type: none"> Students have access to water at all times (consider time constraints, classroom and break time policies). 	
<ul style="list-style-type: none"> Water is also freely available outside of the standard school day. e.g. breakfast clubs; extra curricular activities; school trips. 	
<ul style="list-style-type: none"> The drinking facilities are clean and safe. 	
<ul style="list-style-type: none"> Water dispensers are appealing. (e.g. water coolers) 	

Quality of water

<ul style="list-style-type: none"> Water is palatable from all the outlets. 	
<ul style="list-style-type: none"> It is chilled in summer. 	

School Water Audit

Lunchtime

Tick YES (✓) only

• The eating arrangements actively encourage students to drink adequate water.	
• Water is pleasant in terms of taste and temperature.	
• Water is provided in jugs which can easily be refilled.	
• The children are provided with tumblers or plastic cups.	

During lessons

• Students are actively encouraged to drink water during class.	
• Bottles of water are allowed on desks.	
• Bottles are kept out of arm's reach, such as at the side of the classroom, and away from sunlight and sources of heat.	
• Regular reminders and water breaks are scheduled.	
• If a student forgets/loses his/her bottle s/he is given a replacement.	
• If the school does not allow water bottles in class, all the children are encouraged to go and get a drink, more than once if necessary, over the course of a lesson.	

Throughout and beyond the school day

• Students are actively encouraged to drink before, during and after PE lessons, sports matches, training sessions, sports day.	
• Water is supplied even at home-and-away fixtures; clubs, societies, rehearsals etc.	
• There is evidence that there are changes in drinking habits.	
• Students are reminded to bring in (and encouraged to use) a bottle of water, a hat and high-factor sun cream (14 or more) during summer activities.	
• Adequate water and toilet breaks are scheduled for outings lasting an hour or longer.	

School Water Audit

Water bottles

Tick YES (✓) only

• Bottles are washed and refilled daily.	
• Parents are regularly advised as to correct washing and filling procedures.	
• Students can refill/refresh their bottles from a drinking fountain near their class.	
• Students are actively encouraged to take a bottle of water to sports' sessions and use them.	

Modern water facilities e.g. water coolers or modern water fountains

• Water facilities are accessible to all students at all times.	
• Drinking tumblers/plastic cups are provided for all students.	
• In bottled water coolers, the bottles are changed promptly.	
• There is a tap available for filling drinking tumblers/plastic cups/bottles.	

Taps

• The water taps are specially designed for drinking only.	
• They are clearly and correctly labelled as drinking water.	
• Tumblers/plastic cups are provided for students.	
• The sinks are kept clean and empty.	

Traditional drinking fountains

• They are easy for all students to operate and drink from.	
• The water jet is strong enough.	
• Students can drink without having to touch the metal spout with their lips.	
• There are sufficient fountains (minimum one per 100 students).	
• There are additional drinking sources throughout the school day.	

School Water Audit



Vending machines and tuck shops

Tick YES (✓) only

• Plain still water is available.	
• It is attractively priced.	

Note:

- Vending machine drinks are not an acceptable alternative to free, quality drinking water which a school has a duty to provide for all students at all times throughout the day.
- Students can dehydrate quickly in warm, stuffy classrooms or after exercise, so long drinks are necessary.
- Water bottles are best kept within arm’s reach on students’ desks but kept out of science labs or IT suites, for safety reasons.
- More dispensers may be required:
 - to match the number of students
 - if the school is on a large or split site
 - if students are restricted to set times to drink/fill drinking vessels
 - if students drink directly from traditional water fountains (Should be a minimum ratio of one fountain to 100 students)



School Water Audit

Full marks to a school that:

- has a written water policy drawn up with students, communicated to the school community and regularly reviewed;
- actively encourages students to drink throughout and beyond the school day and provides modern facilities that promote consumption;
- checks its water supply and provides chilled water in summer;
- provides fresh water for all students from chilled dispensers in the dining area;
- actively encourages water bottles on desks;
- actively encourages students to take and use water bottles
- schedules water and toilet breaks and reminds students to drink water regularly on school trips;
- in its policy
 - includes water bottles as part of uniform requirements
 - ensures water bottles are kept clean;
 - provides open access to chilled water supplies to refill bottles;
 - encourages staff to drink water in front of the students;
 - provides specifically designed taps fitted to chiller units and ensures students have individual clean drinking tumblers.



**For queries regarding audits contact
Health and Safety Unit,
Room 214, Education Division, Floriana.
Tel: 2598 2320**





Water Consumption in Schools

Experience has shown that children are not drinking enough water throughout the school day, because access to water in schools is often quite poor.

LN 150 of 1990 (Education Act) National Minimum Condition Regulations for all Schools state:

5. Drinking Water

5.1 All schools should have an adequate number of water taps outside toilet areas, and the water should be potable from sources which supply fresh running water.

Drinking water and keeping hydrated throughout the day helps to increase children's alertness, making them more ready and able to learn at school. This means that pupils should not only have free fresh drinking water with school lunch but that it should be available throughout the day.

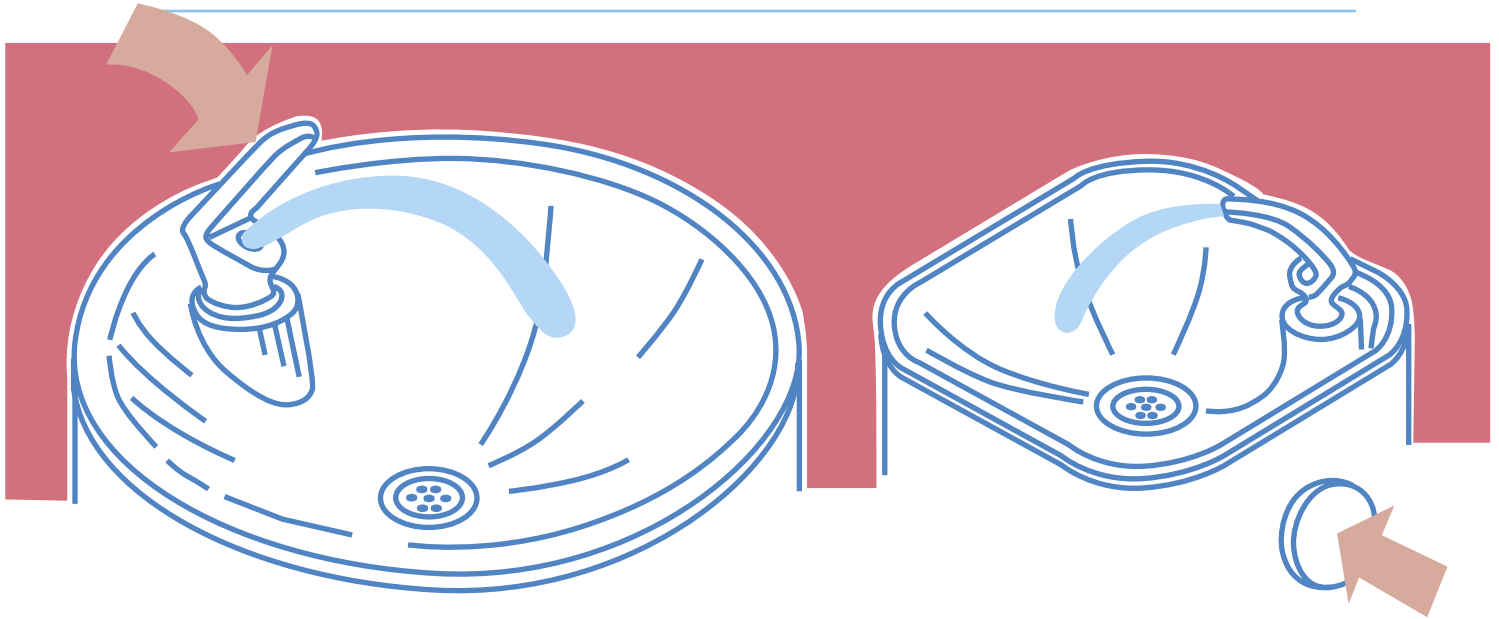
There are various ways schools can help to encourage more water drinking.

- Encourage the use of sports-style water bottles to all pupils;
- Encourage pupils to fill them at home to bring to school;
- Raise parents' awareness of keeping the bottles clean and full;
- Provide and maintain water fountains or coolers in school;
- Ensure extra provision of water after physical education or sports.

It is important that when children are issued with water bottles they are encouraged and helped to keep them clean, to fill them each day before leaving home and to get into the habit of drinking water regularly.

WHO recommends that school children drink between 1 to 1½ litres of water every day





Children need to drink lots of fresh water every day in order to remain healthy and process new information. (W.H.O. recommends that school children drink between 1.0 litre to 1.5 litres daily, depending on age)

- Water can help prevent headaches, tiredness and irritability often associated with dehydration and can improve pupils' concentration levels.
- Dehydration in childhood can cause serious health problems in adults.
- If children do not drink enough water, the delicate enzyme systems their bodies depend on start to get out of order.
- Long-term problems of infection, kidney disease and high blood pressure are the price many people pay for drinking too little as a child.
- All brain activity is neurological and is a chemical activity that does not function without water.

There are various ways by which the student can be supplied with constant drinking water, such as Point-of-use water coolers; bottled water coolers; water fountains; water bottles and even mains tap water. All have their advantages and disadvantages but experience has shown that the best solution for schools is the chilled water fountain.

Ideally, the water fountain should:

1. Be placed in corridors (or near classrooms) but in a way that does not interfere with a clear-through exit path.
2. Have a water trough place beneath it to take care of spillage, hence avoiding slippery corridors
3. Be connected to electrical supply such that the fountain dispenses cool water in hot weather.
4. Have spouts so designed as not to allow water to be sprayed maliciously or otherwise.
5. Not be placed in toilets for reasons of hygiene. Taps in toilets should be clearly marked "**non potable**"
6. Not be placed in schoolyards, consequently making the drinking of water dependent on the weather.

In pre-established schools where the infrastructure is already present, the above recommendations may not all be possible but there are always alternative solutions. If positioning in corridors and/or near classrooms is not possible because it will constitute a hazard for exiting students then another location need be found such as the area under stairs or some other “public” space not too far from the classrooms that does not interfere with the flow of students.

If water drainage below the water fountain is not available, there is matting that can be used to absorb accidental spillage. If electricity is erratic or not available then do without. The constant supply of water is more important than its temperature.

Water spouts have to be carefully chosen because pranks around water supplies are unavoidable. On the other hand, school children should never be expected to have to drink tap water in toilets. Neither should they have to go out into the yard, whatever the weather.

Drinking water should be a pleasant experience for pupils, rather than one to be endured or avoided. How much pupils drink at school depends on the type, location, number, attractiveness, palatability and accessibility of drinking facilities. It is our duty towards the next generation to do all in our power such that children drink as much water as possible and consequently flush the toxins away. We owe them that much.



The School Environment

Environment is not just about the physical buildings in which pupils and staff find themselves. It is a wider concept that encompasses the whole school, the activities within it and the relationships of everyone involved in school life. The goal of the healthy school eating environment is to promote and support healthy eating for students as part of a healthy lifestyle. This initiative encourages and fosters the development of a school environment that enhances the learning process by promoting and supporting healthy eating behaviours and an active lifestyle. The eating area should be bright enough and welcoming enough to reflect the value of eating as a social occasion. For young people, who they are eating with is just as important as what they are eating. There are many simple, cost-effective ways of improving the atmosphere of dining halls that could have considerable input from pupils.

Ideas for changes include:

- new menu boards with clear information and prices
- posters promoting healthy eating with pictures of fruit and vegetables
- bright murals with a food theme
- new tables and chairs
- background music.





The eating time of the break should be organized such that there is only a minimal waiting time. If there are long queues to the dining area, students will have a tendency to give up and go and play instead, rather than wait.

There are various issues that deter pupils and staff from eating there, including:

- long queues;
- less choice for those at the back of the queue;
- lack of time;
- not enough tables.

There are steps that can be taken to help ease congestion and maximise time, for example:

- rosters for arrival times
- separate sittings
- more serving points
- extra tables
- more cash points
- pre-ordering meals
- special counter for pre-ordered collection

- extra food or sandwich stall elsewhere in the school.
- Like tuck shops, vending machines can also bring extra revenue into schools but it is important that the food and drink sold reflect the whole school approach to healthy eating. If removing the machines altogether is not possible, then healthier options should be made available including bottled water or milk drinks and alternatives to crisps and sweets such as muffins, cereal bars and lower fat crisps and crackers. Using vending machines to dispense sandwiches, yoghurts, fruit and home baking, such as muffins or scones, can be a useful way of easing pressure on the school dining hall and of providing a quick lunch outlet for those who don't want something hot. Placing the vending machine in a practical and prominent position and ensuring pupils and staff know about the healthier options it sells are important considerations as well.
- Teachers should act as role models. Eating is not a necessary evil that has to be done with



Healthy Eating Lifestyle Plan

as quickly as possible. An effective whole school approach can only be achieved if all the partners support the improvement of food provision, from the headteacher, teachers, catering and support staff, pupils, school board, parent teacher association and parent groups. Students look up to their teachers and good examples are worth a thousand words.

- Tuck shops/canteens should have healthy food on display and fresh food easily accessible to give students a real choice. If the healthy food is hidden or if the unhealthy food is more prominent the students will obviously not choose the healthy ones. In order to have an impact on eating habits, the school should:

- present fruit in an attractive way
- encourage children to try new tastes
- integrate free fruit with a positive learning experience
- make links to the curriculum
- adopt a whole school approach to healthier eating.

- Support pupils' learning about fruit and vegetables and their benefits by:

- visiting local farms to see fruit and vegetables being grown
- linking with fruit and vegetable packing or processing factories
- growing their own fruit and vegetables with support from interested parents, community groups or businesses.

- Adopt marketing techniques for healthy food (i.e. They should advertise the product; place it in such a way and such a position as to be given prominence; promote healthy food in as many

occasions as present themselves; if you decide to set up a fruit and vegetables only tuck shop, make it more attractive by:

- chopping larger fruits into smaller pieces
- offering a selection of fruit in a small tub or bag
- trying more unusual fruits such as kiwi and having tasting days
- making small packs of carrot, cucumber and celery sticks
- selling dried fruits such as sultanas, apricots, raisins, prunes and bananas and see that the price of healthy food is not such that it is easily outdone by other (junk) food.





It is recognised that as well as having access to fresh drinking water in the dining hall, pupils and staff should be able to get water throughout the school day to help them keep hydrated, alert and ready to learn.

There are various ways to help encourage more water drinking:

- issue sports-style water bottles to all pupils
- encourage pupils to fill them at home to bring to school
- raise parents' awareness of keeping the bottles clean and full
- provide and maintain water fountains or coolers in school
- ensure provision of water after physical education or sport.



For queries contact
Health and Safety Unit,
Room 214, Education Division, Floriana.
Tel: 2598 2320



Food and Beverage Selection Guidelines (FBSG)

All food being proposed is to be prepared and cooked strictly in adherence to the Food Safety Act XIV (2002).

All food and beverage must be in accordance to the **Food and Beverage Standards** and the **Nutrient Based Guidelines** outlined in Appendix 1 and Appendix 2 of the **Policy Document**.

A. Cereals¹ and cereal based snacks

Food Item	Type	Filling Suggestions ²
i) Bread³:		
Wholegrain Multi-grain Seed	<ul style="list-style-type: none"> Sliced sandwich bread Maltese bread Ftira Rolls / buns 	<ul style="list-style-type: none"> Tuna (drained of oil or brine) and bean filling with fresh tomatoes and other fresh vegetables; Maltese ftira with traditional filling: tomatoes, tuna (drained of oil or brine), olives, onions, capers, beans and herbs; Cold chicken without skin (unprocessed) and coleslaw⁴. Salad dressings can be made with: <ul style="list-style-type: none"> Extra virgin olive oil; Balsamic vinegar; Lemon juice; Herbs and spices; Natural low fat yoghurt⁵;
Potato bread	<ul style="list-style-type: none"> Baguettes Ciabattas Pitta 	
Bread pudding	<ul style="list-style-type: none"> Pocket bread 	<ul style="list-style-type: none"> Salad vegetables, ricotta and nuts; Traditional Maltese bigilla (low in salt⁶); Baked patties (pulpetti) with fresh fish in season / tuna (drained of oil or brine) / chicken / lentils / vegetables / ricotta; Baked omelette with parsley, garlic, onions, tomatoes, mushrooms and ricotta; Mackerel / sardines / salmon, low fat cheeses⁷, olives and tomatoes; Hard boiled egg, ricotta, tomatoes and cucumber; Low fat cheeses and tomatoes;
Banana bread		
Fruit bread		

¹ Cereals and cereal based products should preferably contain a minimum fibre content of 5g per 100g of food.

² It is suggested that fresh vegetables are served with every bread filling e.g. lettuce, cucumber, tomatoes, coleslaw, sweet corn, peppers and onions.

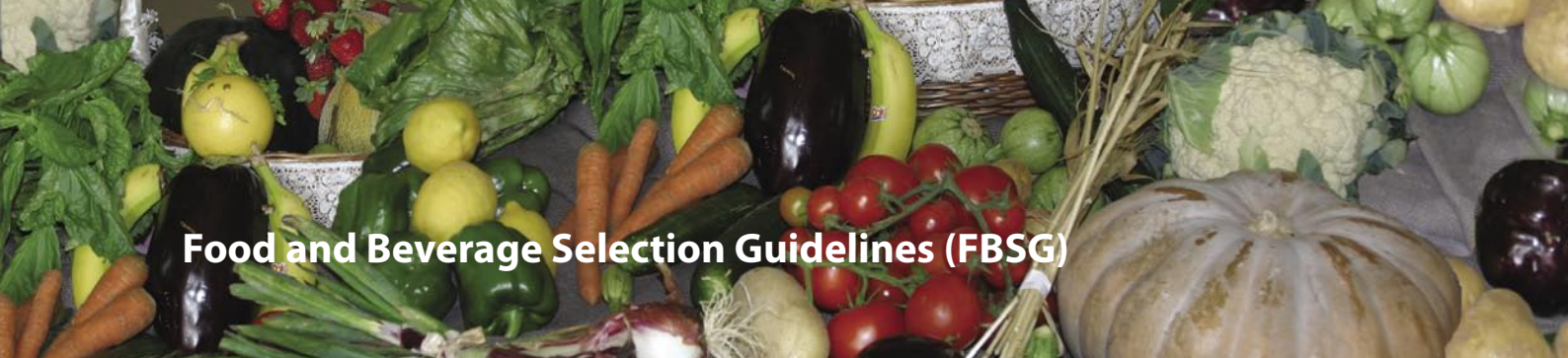
³ Most of the above bread types can be made available toasted.

⁴ Coleslaw should be made out of fresh vegetables without mayonnaise / salad cream.

⁵ Low fat, low sugar yoghurts should have less than 4% fat.

⁶ 0.25g - 1.25g -- nutrient level per 100g/ml of food.

⁷ Low fat cheeses should have not more than 20% fat.



Food and Beverage Selection Guidelines (FBSG)

Food Item	Type	Serving Suggestion
ii) Muffins ⁸	<ul style="list-style-type: none"> Fruit muffins Soft oat muffins Banana muffins Carrot and sesame muffins 	
iii) Crackers	<ul style="list-style-type: none"> Water crackers (galletti) Low salt crackers Rice cakes Rye crackers Wholegrain crackers 	<ul style="list-style-type: none"> Crackers can be served with dips⁹: tuna (drained of oil or brine), salmon, hummus, ricotta, bigilla and vegetable; Crackers can also be served with low fat cheeses and vegetable sticks: carrots, peppers, cucumber.
iv) Breakfast cereals	<ul style="list-style-type: none"> Individual small cereal packets Cereal bars Muesli bars 	<ul style="list-style-type: none"> These can be served with low fat, low sugar yoghurts¹⁰, fresh fruit / dried fruit and fresh milk¹¹.
v) Popcorn ¹²	<ul style="list-style-type: none"> Plain popcorn 	

⁸ Muffins are best eaten as soon as possible after they are made. If storage is necessary, they freeze well up to 3 months.

⁹ Natural low fat yoghurt should replace mayonnaise or salad cream.

¹⁰ Low fat, low sugar yoghurts should have less than 4% fat.

¹¹ Fresh white milk should have not more than 2.5% fat.

¹² Popcorn should be prepared without added butter, cheese, salt or sugar.



Food and Beverage Selection Guidelines (FBSG)

Food Item	Type	Serving Suggestion
vi) Cold rice, couscous and pasta dishes	<ul style="list-style-type: none"> • Preferably wholegrain varieties of rice, couscous and pasta 	<ul style="list-style-type: none"> • Ingredients that may be added include: <ul style="list-style-type: none"> Tuna (drained of oil or brine) / Sardines / Salmon / Mackerel Chicken pieces Low fat cheeses Seeds and nuts Pulses (peas, beans and lentils) Dried fruit Fresh vegetables such as: tomatoes, carrots, cucumber, sweet corn, peas, beans and mushrooms.
vii) Baked rice and pasta dishes ¹³	<ul style="list-style-type: none"> • Preferably whole-grain varieties of pasta and rice 	<ul style="list-style-type: none"> • This should be made using a selection of fresh, mixed vegetables; fresh tomato sauce, soya mince or lean meat and ricotta.
viii) Vegetable lasagne		<ul style="list-style-type: none"> • This should be made using a selection of fresh, mixed vegetables; such as onions, lentils, mushrooms, tomatoes, peppers and ricotta; • Soya cream or home-made sauce using fresh milk and flour can be used.

¹³ Baked rice and pasta dishes should be served without using pastry



Food and Beverage Selection Guidelines (FBSG)

B. Fruit and Vegetables based dishes / snacks

Food Item	Type	Serving Suggestion
i) Fresh vegetable salads	<ul style="list-style-type: none"> • Coleslaw¹⁴ • Mixed vegetable salad 	<ul style="list-style-type: none"> • A selection of fresh vegetables in season can be used; • Ingredients that may be added include: tuna (drained of oil and brine), chicken, egg, ricotta or low fat cheeses, cereals, nuts, pulses, seeds, raisins, apples and herbs; • Salad dressings can be made with: <ul style="list-style-type: none"> • Extra virgin olive oil; • Balsamic vinegar; • Lemon juice; • Herbs and spices; • Natural low fat yoghurt*.
ii) Home-made soups	<ul style="list-style-type: none"> • Various types such as: <ul style="list-style-type: none"> • Chicken (without skin) • Tomato • Vegetable • Sweet corn and potato • Lentil • Pumpkin • Chickpea 	<ul style="list-style-type: none"> • Herbs and spices, onions, peppers, celery, garlic powders and lemon juice may be used to enhance the flavour of soups; • Oats, barley, lentils and split peas can be used as natural thickening agents.

¹⁴ Coleslaw should be made out of fresh vegetables without mayonnaise / salad cream.

Food and Beverage Selection Guidelines (FBSG)

Food Item	Type	Serving Suggestion
iii) Fresh fruit	<ul style="list-style-type: none"> Individual fruits Fresh fruit salads¹⁵ 	<ul style="list-style-type: none"> A selection of fresh fruit in season can be used; To prevent browning of certain fruits, a mixture of freshly squeezed oranges and lemons can be used; Low fat, low sugar yoghurts can be used as a topping.
iv) Dried fruit ¹⁶	<ul style="list-style-type: none"> Individual packets of dried fruit; Dried fruit compote¹⁷ 	<ul style="list-style-type: none"> Can be served with low fat, low sugar yoghurts.
v) Iced fruit lollies / granitas ¹⁸		<ul style="list-style-type: none"> These should be prepared using a mixture of blended (pureed) fresh fruit, ice and low fat, low sugar yoghurts.



¹⁵ Fresh fruit salads should be served without added sugar, syrups or cream.

¹⁶ These should be without added sugar and without hydrogenated fats.

¹⁷ Compotes should be made without honey, sugar and syrup.

¹⁸ Iced fruit lollies / granitas should be prepared with a minimum of 50% blended fresh fruit.

Food and Beverage Selection Guidelines (FBSG)

C. Pastry and Dough Based Dishes

Food Item	Type	Serving Suggestion
i) Pizza ¹⁹	<ul style="list-style-type: none"> Various types such as: <ul style="list-style-type: none"> Tuna (drained of oil or brine) Chicken Vegetable Gozitan 	<ul style="list-style-type: none"> Pizza should be topped up with fresh tomato sauce; Toppings may include: tuna (drained of oil or brine), chicken, low fat cheeses, peas and beans (fresh or frozen), sweet corn, finely sliced potatoes, chopped vegetables such as peppers, carrots, mushrooms, onions and herbs.
ii) Quiches and pies ²⁰	<ul style="list-style-type: none"> Various types such as: <ul style="list-style-type: none"> Ricotta and bean Vegetable Chicken and vegetable Ricotta and vegetable Tuna (drained of oil or brine) and spinach Ricotta and spinach Broccoli and potato Cheese and lentil Fish Apple Apple crumble Apple and pear Date and nut pie Fruit pie 	<ul style="list-style-type: none"> Pies can be served with a fresh, mixed vegetable salad; Pies can be served with low fat, low sugar yoghurts.
iii) Qagħaq tal- ħmira		<ul style="list-style-type: none"> A mixture of wholemeal flour and white flour can be used; Sesame seeds can be added.

¹⁹ The dough should be free from artificial colouring, low in fat and may include herbs. (Refer to Our Resources recipes pages).

²⁰ Short crust pastry should be used for quiches and pies preferably made out of wholemeal flour or a mixture of wholemeal and plain flour and should use not more than 20% fat to flour.



Food and Beverage Selection Guidelines (FBSG)

Food Item	Type	Serving Suggestion
iv) Chelsea buns ²¹		<ul style="list-style-type: none"> Dried fruits and/or nuts should be used as a filling.

D. Milk Products

Food Item	Type	Serving Suggestion
i) Low fat, low sugar yoghurts	<ul style="list-style-type: none"> Preferably fresh yoghurts 	<ul style="list-style-type: none"> Yoghurts can be served chilled and frozen; Wholegrain cereals and nuts may be offered with low fat, low sugar yoghurts;
ii) Low fat cheeses		<ul style="list-style-type: none"> Can be cut into small cubes or slices and served on bread / crackers.

Some people cannot digest milk and dairy products. As an alternative, soya drinks and soya based products, preferably fortified with calcium, can be served.

E. Nut, Seeds and Pulses²²

Food Item	Type	Serving Suggestion
i) Nuts ²³	<ul style="list-style-type: none"> Various roasted nuts such as: hazelnuts, cashew nuts, walnuts, almonds, pistachios 	<ul style="list-style-type: none"> Nuts can be offered on their own, in a mixed variety or with dried fruit.
ii) Seeds	<ul style="list-style-type: none"> Various types such as: sunflower and pumpkin 	
iii) Pulses	<ul style="list-style-type: none"> Various types such as: chick peas and peanuts 	

²¹ Pizza dough should be used for Chelsea buns. No sugar or honey should be added to the filling. (Refer to Our Resources recipes.)

²² Nuts, seeds and pulses should be unsalted, not fried and without added sugar.

²³ Some people are allergic to nuts. If nuts are used in any of the recipes, this must be clearly stated.

Food and Beverage Selection Guidelines (FBSG)

F. Beverages

- i) Unflavoured water
- ii) Fresh white milk
- iii) Soya drinks
- iv) Fresh fruit juices
- v) 100% pure fruit juices
- vi) Fruit Smoothies²³
- vii) Fresh fruit milk shakes²⁴
- viii) Rice / barley / oat drinks
- ix) Vegetable juices
- x) Herbal Teas excluding diet or slimmers' teas.



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²³ Fruit smoothies should be prepared with no added sugar and with fresh white milk.

²⁴ Fresh fruit milk shakes should be prepared with no added sugar and with fresh white milk.

Healthy Recipes

Tuna Dip

Ingredients

1 large can tuna (drained of oil or brine)
½ tsp. vinegar
4 garlic cloves
1 tsp. English mustard
some fresh mint, basil and parsley
1 tbsp. black, pitted olives
1 tsp. capers
1 small tomato
pepper
1 tbsp. tomato paste, low-in salt
1 tbsp. extra virgin olive oil

Aubergine Dip

Ingredients

3 aubergines, oven baked
½ tsp. lemon zest
2 tsp. lemon juice
4 garlic cloves
100ml natural, low fat yoghurt
2 tbsp. extra virgin olive oil
chopped mint, parsley
black pepper

Black Olive Dip

Ingredients

50g black pitted olives
3 cloves garlic
200g ricotta
1 tbsp. fresh lemon juice

Hummus

Ingredients

200g dried chickpeas soaked for
8-10 hours and cooked until soft
½ tsp. English mustard
3 tbs. extra virgin olive oil
5 cloves garlic

Bigilla

Ingredients

½ kg ful tal-girba soaked for 8-10 hours and
cooked until soft
5 tbsp. extra virgin olive oil
1 large bulb garlic, crushed
plenty of finely chopped fresh parsley
½ tsp. chilli (optional)

Method

For dips, place all the ingredients into a blender/
food processor and blend until smooth.





Chickpea Soup

2 portions

Ingredients

100g chickpeas
1 medium onion, peeled and sliced
1 celery stick, cut in small pieces
500ml water
1 bouquet garni
pepper

Method

- 1) Wash the chickpeas well and throw away the water. Leave to soak overnight.
- 2) Throw away the water and rinse again.
- 3) Put all the ingredients in a pot and cook until chickpeas are soft, for about 45 minutes.
- 4) Blend or liquidize.
- 5) Season with pepper.



Sweetcorn and Potato Soup

4 portions

Ingredients

1 onion
2 potatoes
500ml water
250ml fresh milk
1 tbsp. extra virgin olive oil
1 rounded tbsp. cornflour
800g frozen sweetcorn, cooked
pinch mixed herbs
pepper

Method

- 1) Warm the oil, peel and chop the onion. Cook gently until soft.
- 2) Peel the potatoes and cut to 1cm dice. Add to the pan, add the water and bring to the boil. Then simmer for about 10 minutes until the potatoes are cooked.
- 3) Mix the fresh milk and cornflour until smooth. Pour into the pan and bring to the boil, stirring all the time to thicken. Add the sweetcorn, herbs and pepper checking the taste. Simmer for a further five minutes.

Lentil Soup

3-4 portions

Ingredients

75g lentils
1 large carrot
1 onion
1 medium potato
½ a small turnip
1 celery stalk
1 tbsp. extra virgin olive oil
750ml water
pepper
chopped parsley

Method

- 1) Wash the lentils in a sieve and drain.
- 2) Thinly slice the carrot, onion and celery. Cut the potatoes and turnip into small dice.
- 3) Heat the oil in a large pan and cook the vegetables for about 5 minutes. Add the lentils and water. Bring to the boil, lower the heat and cover. Simmer very gently for about 45 minutes.
- 4) Liquidise. Check the flavour, adding pepper if necessary.
- 5) Serve hot, sprinkled with chopped parsley.

Lentil Patties (Pulpetti)

12 patties

Ingredients

250g red lentils
2 onions
3 cloves
bay leaf
100g grated carrot
celery
1 tbsp. extra virgin olive oil
300 ml home-made vegetable stock
3-4 tbsp. bulgar wheat
1 beaten egg
25g grated low fat cheese
1 tbsp. chopped parsley
¾ tsp. mixed spice

Method

- 1) Soak lentils in 250ml water, overnight. Rinse the lentils.
- 2) Light the oven, gas mark 6/200°C/400°F.
- 3) Cook the onion in 1 tbsp olive oil. Add the carrot and celery.
- 4) Add the lentils and the fresh vegetable stock. Cook on a medium heat for 30 minutes.
- 5) Add the bulgar wheat and stir.
- 6) Add the beaten egg, grated cheese, parsley and mixed spice.
- 7) Grease an ovenproof dish. Using an ice cream scoop, spoon the mixture and flatten with a fork.
- 8) Bake in an oven, for 25 minutes.





Potato Bread

15 buns

Ingredients

6 medium sized potatoes
3 tbsp. extra virgin olive oil
2 (11g sachets) dried instant yeast
1 tbsp. sugar
750g flour (½ wholemeal, ½ plain)
1-1½ cups warm water/fresh milk
4 sun dried tomatoes, washed
and finely chopped
10 olives, chopped
1 tsp. chopped garlic
½ tsp. basil
1 egg (for glazing)



Method

- 1) Light the oven, gas mark 5/190°C/375°F.
- 2) Boil potatoes, drain and mash.
- 3) Put the potatoes into a mixing bowl. Add the oil and mix.
- 4) Add yeast and sugar and mix well.
- 5) Pour in the warm water/milk and stir into the mixture.
- 6) Add the flour and mix well to form a dough.
Turn the dough onto a lightly floured surface and knead well.
- 7) Leave to rise until it doubles up in size.
- 8) Knock it back.
- 9) Add tomatoes, olives, garlic and basil and knead well.
- 10) Shape into balls and place onto a warm, greased baking sheet.
- 11) Glaze with beaten egg.
- 12) Prove the bread rolls until they rise nearly double in size.
- 13) Bake on middle shelf for 30 - 40 minutes.

Baked Rice

2 portions

Ingredients

250g minced chicken breast
2 large onions, finely chopped
3 cloves garlic, crushed
3 tomatoes, chopped
2 carrots, washed and grated
1 tsp. fresh tomato purée
400ml water
1 tbsp. wholemeal flour
1 tsp. dried rosemary
1 tsp. dried basil
325g brown rice, washed well
1 egg, lightly beaten
100g ricotta
2 tbsp. low fat cheese, grated
200ml fresh milk

Method

- 1) Preheat the oven to gas mark 8/230°C/450°F
- 2) Place the onions, carrots, garlic and few tablespoons of water in a non-stick pan. Cook over medium heat until the onions become transparent.
- 3) Add the minced meat, water and flour to bind. Add the tomatoes and fresh tomato purée. Bring to the boil and then simmer for about 10 minutes. Add some water to dilute the sauce if the consistency is too thick.
- 4) In the meantime, boil the rice in a large pot of boiling water. When ready, drain well.
- 5) Mash the ricotta with a fork. Mix the rice with the meat sauce, ricotta, grated cheese and the egg.
- 6) Pour the mixture in a lightly greased baking sheet and add the milk to the side of the dish.
- 7) Bake for about 45 minutes in a hot oven.

Vegetable Lasagne

4 portions

Ingredients

150g lasagne sheets (ready to use)

Vegetable Sauce

- 1 large onion
- 1 tbsp. extra virgin olive oil
- 100g lentils
- 100g fresh mushrooms
- 3 finely chopped fresh tomatoes
- 1 rounded tsp. fresh tomato purée
- 200ml water
- pepper

Cheese Sauce

- 400ml fresh milk
- 25g wholemeal flour
- 100g mashed ricotta
- pepper

Method

- 1) Light the oven, gas mark 5/190°C/375°F.
- 2) Make the vegetable sauce. Peel and slice the onion and cook in the olive oil for about 5 minutes. Add the lentils to the onion. Wipe and slice the mushrooms and add to the pan. Add the finely chopped tomatoes, water and the fresh tomato purée. Simmer for about 20 minutes until the lentils are soft. Taste, and add some pepper.
- 3) Make the cheese sauce by the all-in-one method. Add half the mashed ricotta, saving the other half to garnish.
- 4) Put layers of vegetable sauce, lasagne and cheese sauce into a fairly large, shallow, ovenproof dish and sprinkle with the remaining mashed ricotta.
- 5) Bake for about 20 minutes, until golden brown.



Basic Yeast Dough

Ingredients

500g flour (½ plain flour, ½ wholemeal flour)
 5 tsp. dried instant yeast
 250ml warm water
 2 tbsp. extra virgin olive oil

Method

1. Sieve the flour. Add the yeast and stir with a wooden spoon.
2. Add the warm water. Use the spoon to draw the flour gradually into the water to form a dough. When the dough becomes too stiff, use your fingers to draw it together.
3. Add more water if necessary until a soft dough is formed.
4. Turn the dough to a lightly floured surface and knead well. Leave to prove according to recipe.

Basic Short Crust Pastry

Ingredients

500g flour (½ plain flour, ½ wholemeal flour)
 100ml extra virgin olive oil
 cold water to bind

Method

- 1) Sieve the flour. Add the oil and mix well.
- 2) Gradually add the water and mix to a firm smooth pastry.
- 3) Knead it very lightly until smooth.

Broccoli and Potato Pie

6 portions

Ingredients

400g short crust pastry (see basic recipe)
 500g peeled potatoes (weigh after peeling)
 400g broccoli florets, cooked
 2-3 garlic cloves
 ½ tsp. dry basil / 1 tsp. fresh basil
 100ml fresh milk
 1 tbsp. grated low fat cheese
 1 pie dish, 20cm diameter

Method

- 1) Light the oven gas mark 4/180°C/350°F.
- 2) Make the short crust pastry and divide into two, one piece slightly larger than the other.
- 3) Sprinkle some semolina on the bottom of a 20cm diameter dish.
- 4) Use the larger piece to line the pie dish.
- 5) Prepare the filling:
 - a. Chop the potato into small cubes and cook in boiling water.
 - b. Place the cooked potatoes and broccoli in a mixing bowl.
 - c. Add all the other ingredients and mix. Leave to cool.
- 6) Spread the filling over the pastry.
- 7) Roll out the other half of the pastry and cover the pie.
- 8) Seal the edges and trim the pastry. Prick the top with a fork and decorate. Bake for 30 - 35 minutes.

Bread pudding

8 portions

Ingredients

300ml fresh milk
300ml water
1 small Maltese bread loaf
(preferably wholemeal)
150g sultanas (or any other dried fruit)
65g shelled walnuts
2 tbsp. cocoa powder
½ tsp. nutmeg
½ tsp. cinnamon
1 egg
grated rind of ½ a lemon
grated rind of ½ an orange

Method

- 1) Light the oven, gas mark 6/200°C/400°F. Put a shelf in the centre of the oven.
- 2) Lightly grease an ovenproof dish.
- 3) Cut the bread into squares on a chopping board.
- 4) Put the bread in a large mixing bowl. Add the milk and water. Stir with a wooden spoon. Leave to rest.
- 5) In a small mixing bowl, mix the sultanas, walnuts, cocoa powder, lemon and orange rind and spices. Stir this mixture into the bread mixture.
- 6) Beat the egg. Stir into the mixture with a wooden spoon.
- 7) Spoon the mixture into the dish. Smoothen out.
- 8) Cook for about 45 minutes in the oven.





Banana Bread

6 portions

Ingredients

100g self-raising flour
100g wholemeal flour
1 tsp. mixed spice
50g dried fruit
2 bananas
200ml fresh milk
greasing spray

Method

- 1) Light the oven gas mark 4/180°C/350°F.
Place a shelf in the middle of the oven.
- 2) Lightly grease a loaf tin.
- 3) Sieve both flour and spice.
Add the dried fruit.
- 4) Peel the bananas and put them in a small bowl. Mash with a fork until mashy.
- 5) Make a well in the centre of the flour mixture. Mix in the bananas and milk.
- 6) Pour the thick mixture into the loaf tin.
- 7) Bake for 40 minutes until golden brown and firm to the touch.





Banana Muffins

14 muffins

Ingredients

450g (½ self-raising flour, ½ wholemeal flour)
2 tbsp. caster sugar
1 tsp. baking powder
75g polyunsaturated margarine
1 egg
200ml fresh milk
1 large banana, mashed
125g sultanas
½ tsp. mixed spice

Method

- 1) Preheat the oven to gas mark 6/200°C/400°F.
- 2) Brush oil into the base of 12 muffin tins.
- 3) Sift the flour into a bowl. Add the sugar, baking powder, mashed banana and spice. Mix together well.
- 4) Melt the polyunsaturated margarine and place in another bowl with the egg and milk. Beat the mixture well.
- 5) Add the liquid mixture all at once to the dry ingredients and stir gently with a fork until mixture is just combined. The batter should look quite lumpy.
- 6) Spoon the batter evenly into tins, filling each $\frac{2}{3}$ full.
- 7) Bake for 20 - 25 minutes until golden brown. Loosen muffins with a spatula and remove at once to a wire rack to cool.

Carrot and Sesame Muffins

20 muffins

Ingredients

375g flour (½ plain, ½ wholemeal)
3½ tsp. baking powder
½ tsp. bicarbonate of soda
1 tsp. ground mixed spice
90g brown sugar
1 large carrot, grated
4 tbsp. toasted sesame seeds
170g sultanas
200g natural, low fat yoghurt
250ml fresh milk
3 tbsp. melted polyunsaturated margarine
2 eggs, lightly beaten

Method

- 1) Light the oven, gas mark 6, 200°C/400°F.
- 2) Sift together flour, baking powder, bicarbonate of soda and mixed spice into a large bowl. Add sugar, carrot, sesame seeds and sultanas and mix to combine.
- 3) Place yoghurt, milk, margarine and eggs in a bowl and whisk to combine. Stir the yoghurt mixture into the flour mixture and mix until just combined. Spoon batter into lightly greased muffin tins and bake for 20 minutes or until golden and cooked.



Fruit Muffins

14 muffins

Ingredients

450g flour (½ self-raising flour, ½ wholemeal flour)

2 tbs. caster sugar

1 tsp. baking powder

75g melted polyunsaturated margarine

1 tsp. mixed spice

125g sultanas

1 egg

200ml fresh milk

Method

- 1) Preheat the oven to gas mark 6/200°C/400°F.
- 2) Brush oil into the base of 14 muffin tins.
- 3) Sift the flour into a bowl. Add the sugar, baking powder, sultanas and spice. Mix well.
- 4) Melt the polyunsaturated margarine and place it in another bowl with the egg and milk. Beat the mixture well.
- 5) Add the liquid mixture all at once to the dry ingredients and stir gently with a fork until mixture is just combined. The batter should look quite lumpy.
- 6) Spoon the batter evenly into tins, filling each $\frac{2}{3}$ full.
- 7) Bake for 20 - 25 minutes until golden brown. Loosen muffins with a spatula and move at once to a wire rack to cool.

Soft Oat Muffins

10 muffins

Ingredients

100g oats

300ml water

30ml sunflower oil

15ml honey

75g sultanas

50g wholemeal flour

2 tsp. baking powder

1 eating apple OR carrot, peeled and grated

1 egg

Method

- 1) Preheat the oven to gas mark 5 /190°C/ 375°F and lightly grease a muffin tin.
- 2) Place the oats and water in a saucepan and bring to the boil, then continue to stir over a low heat until the mixture is the thickness of porridge. Remove from heat.
- 3) Place the oil, honey and sultanas in a saucepan over low heat and stir gently until melted.
- 4) Mix the flour and baking powder in a bowl. Add the cooled porridge and stir well. Stir in the honey mixture and add the grated apple or carrot. Stir in the beaten egg.
- 5) Spoon into the prepared tin and bake in the oven for about 25 minutes until risen and golden.



Apple Crumble

4 portions

Ingredients

200g flour (½ wholemeal, ½ plain)
40g polyunsaturated margarine
5-6 cooking apples
2 tbsp. sugar

Method

- 1) Light the oven, gas mark 6/200°C/400°F.
- 2) Lightly grease an ovenproof serving dish.
- 3) Rub the margarine into the flour until the mixture looks like fine breadcrumbs.
- 4) Prepare the apples by washing, coring and slicing them thinly.
- 5) Place the thinly sliced apples in the dish and sprinkle with the sugar.
- 6) Place the crumble mixture on top.
- 7) Bake for 30-35 minutes until topping is crisp and apples are soft.



Chelsea Buns

Makes 6 buns

Ingredients

250g yeast dough (see basic recipe)
75g currants
2 tsp. sugar
some water

Method

- 1) Lightly grease a small baking sheet .
- 2) Light the oven, gas mark 5/190°C/375°F.
- 3) Make the yeast dough.
- 4) Roll out the dough into a square of about 25cm by 25cm. Sprinkle with currants and sugar.
- 5) Brush the sides of the dough with water and roll it up.
- 6) Cut into 9 slices and place these on the baking sheet. Cover loosely with cling film and leave to rise until double in size.
- 7) Bake for about 20 minutes.





Smoothies

For smoothies, place all the ingredients in a blender/food processor and blend well until smooth.

Banana and yoghurt

Ingredients

1 tub low fat, low sugar, fruit yoghurt
1 banana
1 tsp. lemon juice

Mixed Fruit

Ingredients

1 banana
1 peach
125g strawberries
125ml fresh orange juice

Banana and Pineapple

Ingredients

125ml orange juice
125ml crushed pineapple
½ banana
125ml fresh white milk
¼ tsp. grated nutmeg

Peach and Walnut

Ingredients

2 peaches
250ml fresh white milk
60ml natural low fat yoghurt
2 tsp. crushed walnuts

Berry Crush

Ingredients

225g berries
150g low fat, low sugar, raspberry yoghurt
200ml fresh white milk

Carrot and Orange

Ingredients

375ml pineapple juice
1 orange
1 medium carrot, grated
1 tbsp. raisins
3 ice cubes

Melon and Yoghurt

Ingredients

75g melon
100g low fat, low sugar, apricot yoghurt
125ml fresh white milk
2 tbsp. orange juice





Dried fruit compote

2 portions

Ingredients

100g dried apricots
100g prunes
100g dried figs

Method

1. Wash the fruit well in cold water, put into a large pan, and cover with cold water. Leave to soak overnight.
2. Put the pan on to heat and bring to the boil. Simmer very gently for 20 minutes. Cool for 5 minutes, then spoon into a serving dish.

Iced lollies

2 lollies

Ingredients

1 peach or any other fruit
1 flavoured, low fat, low sugar yoghurt

Method

Purée the peach and mix with the yoghurt. Divide the mixture into 4 cups and freeze.

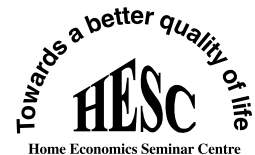
All recipes in this section
were tried and tested



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The Role of Milk in Schools



Milk's Role in Overall School Health and Nutrition Policy

In a nutshell, providing milk to children/adolescents can fit in with the whole school approach to healthy eating and drinking as well as fitting in with the Food and Beverage Standards. The Food and Beverage Selection Guidelines (FBSG) identify milk as one of the beverages that should be available in schools. The World Health Organization recommends that "milk and milk-based products should be consumed between 2-4 times a day depending on age (WHO, 2006).

The last years have witnessed a general rethinking of milk programmes and milk provision in schools in various countries. As advocated in the current dietary recommendations for healthy eating and active lifestyles for children and adolescents (WHO, 2006), schools should be working towards increasing milk consumption. Given the low percentage of children and adolescents who meet the recommended number of daily milk servings, school milk provision is justified from a nutrition and health perspective.

Healthy nutrition during childhood and adolescence lays a foundation for healthy adulthood. Therefore, the multiple benefits of milk provision to pupils/students reinforce the need for the school milk programme to be a high priority on your school agenda.

In the light of the above, show your commitment towards the general health of your pupils/students and make an informed decision. Many schools have already recognized that milk can play a more prominent role in meeting nutrition goals and recommendations. Assess the current school milk situation to establish practical solutions to the issues faced at school level. Ensure that more children have the opportunity to enjoy the nutritional benefits of fresh milk throughout their school years.

The need to improve children's health has never been greater and schools are an ideal setting to make this happen. Invest in health and help your pupils/students acquire the milk drinking habit to improve the health of future generations.



How will children benefit from a school milk programme?

A school milk programme represents an important vehicle for the promotion of milk in the eating plan of children/adolescents. School milk programmes can:

- Offer access to fresh white milk once a day to all pupils/students.
- Give pupils/students the health benefits of milk through the provision of a variety of important nutrients.
- Keep pupils/students hydrated.
- Play an important role in dental and bone health as well as decrease the risk of osteoporosis later in life.
- Help pupils/students who may skip breakfast to maintain their concentration span and prevent hunger before lunch time.
- Decrease soft-drink and unhealthy snack consumption.
- Address the problem of obesity.

- Contribute to the development of healthy eating habits.
- Improve the nutritional status of pupils/students.

How will schools benefit from a school milk programme?

Running a school milk programme will:

- Meet the wider objectives of the NMC.
- Create a supportive environment for health by adopting a whole-school approach.
- Promote and sustain healthy attitudes to food and drink within schools.
- Reinforce the nutrition-related curriculum and ensure that health messages are reflected in all aspects of food and drink provision.

The following are some ideas to increase milk consumption and to ensure the continuing success of the school milk programme.

- Formulate a core action group made up of various stakeholders to examine the current school milk situation.
- Carry out a baseline assessment to ask for ideas to increase milk drinking in school. Find out any reasons why pupils/students are not drinking milk in school and what can be done to change this.
- Devise an action plan with a clear rationale on the school milk programme to fit into the overall school development plan.
- Provide a system for monitoring and evaluation.
- Make your school milk programme part and parcel of your school food policy
- Organise school milk days and take the opportunity to integrate milk into the curriculum.
- Involve members of the wider community (e.g. farmers and health professionals) in your school milk programme.



- Get pupils/students involved in the school milk programme. Using pupils as 'milk monitors' in the primary sector not only benefits their numeric skills but also their social skills. Citizenship skills can be encouraged through older pupils/students helping younger ones e.g. in the distribution of milk.
- Inform parents about current health-enhancing practices in their children's schools and how they can become involved in school-based initiatives related to milk provision.
- Provide a friendly atmosphere for milk provision and establish the most convenient time to give out milk.
- Consider offering milk in the school tuck-shop – milk and fruit make a good combination.
- Make your school milk programme stand out. Publicize your commitment to healthy eating and drinking within the local community. Create your own positive news about your school.

A fact sheet on Milk has been included to guide you in making an informed decision regarding the type of milk that would be beneficial to pupils/students at your school – you may wish to share this with parents/carers. A sample letter to make it easier for you to find out if parents/carers are interested in the school milk programme has also been included.

To assist in making your school milk programme a true success, do not hesitate to contact the staff at the Home Economics Seminar Centre (HESC).





Sample letter to parents about milk

Dear Parents/Carers,

As a school, we are committed to provide healthy food and drinks options for our pupils/students. Healthy eating plays an important role in our work with the children and as parents/carers, your support can make a world of difference in helping your child to be excited and interested in what we offer at school.

Research has proved that a healthy diet improves mental and physical fitness. As parents and educators, we have a responsibility to give our children the best start in life and healthy eating is certainly part of that. Please talk to your children about healthy eating so that school and parents are working together towards building a healthy future for them.

We would like to encourage more children to have the benefit of drinking milk. Presently the provision of 200ml of milk is being provided free of charge, during lunch break to all children. No other drink delivers such a nutritional package. Milk is natural, with no additives and is also safer for teeth. Health professionals agree that the best drinks for children, especially between meals, are milk and water,. For further information, kindly refer to the fact sheet attached.

Kindly complete the slip below and return to school by the _____.

Yours sincerely

Head of School



I would like my child to receive milk.

Signature _____

Date _____

Child's name _____

Class _____



Milk Fact Sheet

Milk is a nutrient-dense food. Milk and foods made from milk e.g. yoghurt and cheese make up one of the five basic food groups included in the CINDI Food Pyramid - a practical tool useful in the design of diets that was developed to assist and manage nutrient intake and food habits. The Pyramid calls for two to four servings from this group daily depending on age. Read on to learn just how important milk's nutrients are for the general health of children, adolescents and adults!

Low-fat milk and milk products should contribute to children's daily diet with the following amounts:

• **2-3 servings** (up to 11 years old)

• **3-4 servings** (over 11 years)

Milk and milk products (Examples of one serving)	Age / Portion size	
	3 – 6 years	7 – 18 years
Low-fat milk	100ml (½cup)	200ml (1 cup)
Low-fat yoghurt	100ml (½cup)	175ml (¾ cup)
Cheese	20 grams	45 grams

Source: Adapted from WHO (2006)

Why should you have milk? Ten claims in favour of milk.

The complete food - milk is loaded with a variety of important nutrients.

A perfect snack - a useful and quick addition to breakfast and break-time snacks.

The ideal drink - milk or water are recommended by dentists as the best drinks in-between meals for teeth.

Enhances diets - enhances the nutritional quality of our daily food intake.

Bone mass - rich in calcium for formation and maintenance of the skeletal system.

Protection - can help prevent disorders such as rickets, osteoporosis and osteomalacia.

Dental strength - gives hardness and strength to teeth.

Addresses Obesity - research shows that children who consume milk from a young age decrease their risk of obesity in adulthood.

Natural - additive free.

Versatile - offers variety in sweet and savoury dishes.



Milk's Unique Nutrient Package

Milk contains several essential nutrients, making it one of the most nutrient-rich beverages pupils/students can enjoy.

The majority of children/adolescents may obtain enough calcium via consuming recommended low-fat or skimmed milk and low-fat milk products.

Just one 200ml serving of milk puts them well on their way to meeting the WHO Standards for Nutrient Intake for calcium, riboflavin and other key nutrients

Calcium

Calcium helps build and maintain strong bones and teeth. This mineral also plays an important role in blood clotting, nerve function and muscle contraction.

Potassium

Potassium regulates the body's fluid balance and helps maintain normal blood pressure. It's also needed for muscle activity and contraction.

Niacin

Niacin is important for the normal function of many enzymes in the body, and is involved in the metabolism of sugars and fatty acids.

Phosphorus

Phosphorus helps strengthen bones and generates energy in your body's cells.

Vitamin A

This nutrient is essential for the formation and maintenance of healthy teeth, bones tissue, and skin. It promotes good vision and regulates cell growth and maintains the integrity of the immune system.

Vitamin B 12

Vitamin B 12 helps build red blood cells that carry oxygen from the lungs to working muscles. It promotes a healthy nervous system as well as fights anaemia and fatigue.

Vitamin D

Vitamin D helps promote the absorption of calcium and enhances bone mineralization. Milk is one of the few dietary sources of this important nutrient.

Protein

The protein in milk is high quality, which means it contains all of the essential amino acids or "building blocks" of protein. Protein builds and repairs muscle tissue, and serves as a source of energy during endurance exercise.

Magnesium

This mineral helps in the development of healthy bones and teeth. It assists in the transmission of nerve impulses, aids muscle contraction and activates enzymes needed for energy.

Riboflavin

Milk is an excellent source of Riboflavin, also known as vitamin B2. This vitamin promotes healthy skin and helps convert food into energy – a process crucial for exercising muscles.





Milk Varieties

Milk¹ in Maltese schools may be available as:

- **Whole** (2.5% fat) - Fresh whole milk is also referred to as full fat milk or whole milk. Despite this, local fresh “whole” milk is a low-fat food.
- **Skimmed** (0.3% fat) - skimmed milk must contain less than 0.5% percent milk fat. It is popular with people who are watching their weight or who are trying to reduce their fat intakes. Skim milk is generally not recommended for children under five years. Calcium is contained in the non-cream portion of milk and so when milk is skimmed all the calcium is retained.

Other Milks in Perspective

Flavoured Milk

Many varieties of flavoured milks including chocolate, banana and strawberry are available. In general, flavoured milks are milks to which sweetened flavours have been added to improve taste. Like unflavoured milks, flavoured milks are nutrient dense foods containing a high proportion of nutrients. The main difference is the addition of artificial flavours and colours as well as the higher content of sugars and consequently their higher energy content. Schools and educational entities should be promoting healthy choices as the norm to reduce the risk of nutrition related health problems of school children.

UHT Milk

UHT milk has a long shelf life and there is no need for refrigeration, because it is further heated through ultra-high temperature treatment (UHT) to make it a sterilized product. However, once the package is opened, UHT milk has to be refrigerated. Heat treatment affects the vitamin content in milk. The most heat-labile vitamins (Vitamin C, Folic Acid, Thiamin and Vitamin B12) are lost to an average up to 30 %.

Non-Dairy ‘Milks’

Strictly speaking, these varieties are not milks. Soy milk, almond milk, rice milk and oat milk are amongst the most popular nondairy milks. These are often beneficial and used as milk substitutes in individuals with a milk allergy.

- **Soya** milk is a milk-like beverage made from soybeans. It is nutritionally close to cow’s milk though most soy milk commercially available today is enriched with added vitamins.
- **Almond** milk is made from almonds or other nuts. It has a creamy consistency similar to soy milk. Unlike animal milk, almond milk contains no cholesterol or lactose and is often enriched with vitamins. Its nutty taste makes it perfect for making fruit smoothies or other creamy drinks.

¹ All references to milk, unless otherwise stated, refer to local fresh cows’ milk. The nutritional composition of imported fresh cow’s milk may differ. Refer to Food and Beverage Selection Guidelines (FBSG) for more information.



Non-Dairy 'Milks' (cont.)

- **Grain** milk is a milk substitute made from fermented grain or from flour. Grain milk looks very similar to cow's milk. It has a lower protein content and a higher carbohydrate content than cow's milk. Grain milks may have calcium and some vitamins added to them. Flavoured grain milk can come in plain, vanilla, chocolate or a variety of other flavours. Grain milks commonly consumed include oat milk and rice milk.
- **Rice** milk is a kind of grain milk processed from rice. It is mostly made from brown rice and commonly sweetened with sugarcane syrup. Compared with cow's milk, it contains more carbohydrates, but does not contain significant amounts of calcium or protein, and no cholesterol or lactose. Commercial brands of rice milk, however, are often fortified with vitamins and minerals, including calcium, vitamin B₁₂, vitamin B₃ and iron.
- **Oat** milk is made from processed oats. Oat milk is high in fibre, is cholesterol and lactose free, and contains vitamin E, folic acid, and other trace elements and minerals. Oats are also rich in phytochemicals: naturally occurring chemicals in plants that help fight diseases such as cancer, heart disease, and stroke.

Exploring Myths and Realities

Is soya 'milk' healthier than cows' milk?

Strictly speaking, soya 'milk' is not even milk. It is often used as a milk substitute for anyone

with a milk allergy. Soya milk is cholesterol-free and low in calcium, fat and sodium which is why some brands are fortified. Fortified soya milk may contain the same amount of calcium as cow's milk on the label, but you have to drink more of it to get the same benefits because the amount of minerals the body absorbs from soya milk is less. This is because it contains a substance that interferes with the absorption of several minerals including iron.

Is lactose intolerance the same as milk allergy?

It is important to know that lactose intolerance is not the same thing as a milk allergy. Lactose is a simple sugar that is present in milk and is digested with the help of the enzyme lactase. Lactose intolerance refers to an inability to digest lactose properly. Milk allergy is often due to allergy antibodies against milk proteins and the reactions caused by these antibodies are called allergic reactions. Cow's milk allergy is more common in early childhood and may very rarely occur in adults. Reactions can occur immediately or up to several days after milk ingestion. Treatment of cow's milk allergy involves elimination of all cow's milk and dairy products from the diet and substitution with an appropriate formula.

If anyone has a concern regarding lactose or milk allergy, they should consult a medical doctor in order to carry out tests that are essential to diagnose this condition. It is unwise to exclude milk and milk products from the diet without specialized advice.



Exploring Myths and Realities (cont.)

Should Lactose intolerant individuals avoid milk?

Research indicates that individuals with low levels of lactase, the enzyme necessary to digest lactose, can still consume the recommended number of servings of milk and other dairy foods. Lactose is the main carbohydrate in milk and other dairy foods. Most lactose maldigesters can tolerate a certain amount of lactose and so can enjoy cheeses which are virtually lactose-free, yoghurts and small quantities of milk.

Does milk intake cause mucus production?

The belief that milk causes mucus formation is unfounded and studies on this topic have failed to demonstrate any effect of milk on mucus production. This myth may persist because of whole milk's thick consistency and because it may coat the mouth briefly. Many people confuse the temporary, slight thickening of saliva after drinking milk with mucus. There is no scientific research showing that milk produces mucus in the airways or the throat. Hence, it will not worsen cold or asthma symptoms. In fact, drinking lots of fluids when you have a cold is important to boost your immunity and to speed up recovery.

Is milk a major contributor to fat intake?

There are a variety of milks with different fat content. Local fresh milk contains 2.5 per cent fat. This is still lower than the standard fat content found in most whole milks produced elsewhere which generally contain 3.5 per cent fat. Skimmed milk contains only 0.3 per cent fat. Therefore milk is not a major contributor to fat intake.

Are calcium supplements or calcium-fortified foods good substitutes for milk?

Food is considered to be the best source of nutrients for health. Without consuming milk and milk products, it is difficult to meet recommended intakes of calcium and vitamin D. Other foods such as certain green leafy vegetables contain calcium. However, the calcium is present in lower amounts than in dairy foods and may be less available to the body. Calcium supplements or calcium-fortified foods are a supplement to, not a substitute for, foods naturally containing calcium such as dairy foods. To meet calcium needs, a change in dietary habits that focuses on increased intake of calcium-rich foods such as milk and milk products is needed.



Handling and Storing Milk

In order to preserve its quality and safety the following tips are recommended:

- Refrigerate milk at 4°C or less as soon as possible after purchase/delivery.
- Place milk towards the back and away from the door when storing it in refrigerator.
- Do not overload the refrigerator – allow proper air circulation around milk.
- The storage life of milk is reduced greatly when allowed to sit out at room temperature for 30 minutes or more.
- Protect milk from exposure to strong light since light can reduce its Riboflavin (B2) content and cause off-flavours.
- Look for the 'Use by' date on milk cartons.
- Return milk to refrigerator immediately after pouring out the amount needed.
- Close cartons properly to prevent absorption of other flavours. An absorbed flavour changes the taste but the milk is still safe.
- Freezing milk is not recommended. It causes undesirable changes in milk's texture and appearance.

For queries contact
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Bishop Labini, B'Kara.
Tel/Fax: 21488421
eMail: home_economics@gov.mt





Assoċjazzjoni Kunsilli ta' L-Iskejjel (AKS)

Sample letter to parents

**Assoċjazzjoni Kunsilli ta' L-Iskejjel
(AKS)**

c/o Ministry of Education
Room 401
Great Siege Road
Floriana CMR 02

Tel: 25982525/6/7

Fax: 25982155

eMail: carol.debono@gov.mt

Dear Parents,

The Education Division is striving hard to promote healthy lifestyles for our children. A comprehensive document entitled a 'Healthy Eating Lifestyle Plan' (HELP) has been compiled to provide schools with the direction, support and guidance to establish the best practice for a whole school approach.

As the official body of the Parents' representatives, the Association of Schools Councils (AKS), has been actively involved in the compilation of this document. This has been a very positive step because it has given tangible proof of the important and valuable role that we, as parents, play in the education of our children. Our involvement in this project has also made us aware of the greater responsibility we, as parents, have to shoulder to ensure that this initiative is implemented successfully.

AKS is presently working on a guide for parents. We need to participate actively in this initiative so that we extend the school ethos and practice regarding healthy lifestyles to our homes.

We believe that the school is the student's second home and it is therefore very important that students receives the same positive messages from both sides. Schools will be actively involved in this Healthy Eating Lifestyle Plan but if we, as parents, do not give our full support, our children cannot benefit from what they learn at school. Children cannot change from one lifestyle at school to a different lifestyle at home so let us listen to our children and together learn how we can live a healthier life.

Thank you for your full collaboration.

CAROL DEBONO
AKS PRESIDENT



Health Mania

I love oatmeal
And plump young bream
But I avoid chocolate cake
And cream.

I love apples
And pear tips
But I avoid fish fingers
And chips.

I love turnips
And runner beans
But I avoid oily dips
And creams.

I love chicken
And rabbit to eat
But I avoid hamburgers
And red meat.

I love water
And milk to drink
But I avoid wine
And a fizzy drink.

I love healthy food
That makes me feel good
And I would die
To see every boy and girl
Eat as good as I.

*Mikiel Anton Cassar
9 year old boy from
Stella Maris School, Balzan.*

Healthy Eating Lifestyle Plan

HELP



Education Division