



HEALTHY HOLIDAYS 2021

A guide for Somerset holiday activity providers

Zing Somerset

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You can find Zing Somerset on...



Introduction

Who are Zing Somerset?

Zing Somerset are a small team of Community Lifestyle Officers with Somerset Public Health, but we pack a big punch. Our mission is to support residents across Somerset with making healthier choices in their daily lives, by showing that healthy food can be delicious and budget-friendly, cooking can be quick and easy, and being active can be fun and exciting.

Over the last few years we have worked in several communities, engaging with schools, community centres and local support groups by hosting or supporting public events, delivering cookery sessions, and holding healthy eating workshops. We have developed various programmes and resources relating to food and physical activity, which have been designed with and enjoyed by the children and families within those communities.

What is this pack for?

The government have announced funding to be allocated by local authorities, which is hoped will support providers to ensure food and activities are provided for vulnerable children throughout the school holidays of 2021.

It can be difficult to know where to start with healthy food and activities for children and young people. This pack is designed to provide you with a basic understanding of which foods and drinks are appropriately nutritious to supply, the practical considerations for this, and how you can incorporate the topics of healthy eating and physical activity into your sessions. We have included a number of our own resources for you to use, but we also love hearing about new ideas – so feel free to get creative!

These suggestions are based on working face-to-face with children. You may need to adapt them according to current government guidance, and ideas for virtual replacement activities are highlighted throughout.

In this pack you'll find:

- Guidance for providing healthy food
- Guidance on food safety
- Guidance for food-related activities, including cooking with children and families
- Ideas for activities involving healthy eating
- Ideas for getting your children and families active through the day
- A link to our resource hub where you can download all of the activity resources listed throughout the guide

We hope you find this useful, and we welcome feedback or questions – please contact the team at OneLifeSomerset@somerset.gov.uk and we'll get back to you as soon as possible.

Guidance for Healthy Food Provision

A healthy, balanced diet is essential for the health and wellbeing of children, both to protect against physical disease and to support mental health. Although our diet isn't the only contributor to our bodyweight, it has a major role, and in Somerset over 23% of reception children and 31% of year 6 children are overweight or obese¹. A brief summary of some of the important aspects of a healthy diet are discussed below. This is not an exhaustive list!

What should we be eating?

Fruit and Vegetables

Fruit and vegetables contain essential vitamins, minerals and fibre which contribute to many aspects of our health and wellbeing. These include our bone health, muscle strength, digestive health, skin health, ability to fight infection and heal wounds.

Children and adults should eat **at least** five portions of fruit and vegetables every day². One portion is roughly one large handful, and each portion should be a different fruit/vegetable. These can include:

- fresh, frozen and tinned items (although preferably tinned in water, rather than brine, oil or syrup)
- dried fruits, but in smaller amounts (30g – a palmful rather than a handful). The dehydration process results in a higher sugar content than their fresh alternatives.
- fruit juice and smoothies, but these must be limited to one small glass (150ml) per day. The process of juicing converts the sugar in whole fruits to free sugar, which should be minimised in a healthy diet.

On average, children in the UK consume fewer than three portions of fruit and vegetables per day, with only 8% of children aged 11-18 eating the recommended 5-a-day³.

Sugar

Sugar can be a useful source of energy in certain circumstances, but most people in the UK consume more sugar on a regular basis than they need. Too much sugar can result in tooth decay, contribute to weight gain and increase the risk of Type 2 diabetes, even in children.

Free sugars include all added sugars in foods and drinks, plus sugars found in honey, syrups, and juices. Depending on their age, children should have no more than²:

- 30g (11+) – about 7 sugar cubes
- 24g (7-10 years) – about 6 sugar cubes
- 19g (4-6 years) – about 5 sugar cubes

...of free sugars per day. On average, children aged 4-10 consume over 50g and children aged 11-18 consume over 60g of free sugar per day³. A lot of sugar is *already* present in our food and drinks but they won't necessarily taste sweet, so we can easily eat it without knowing.

Free sugars do not include those found in whole fruit and vegetables, or naturally occurring in milk products.

Salt

Salt (which includes sodium) is an essential mineral which helps to regulate our blood pressure, hydration levels and is crucial for our nervous system and muscular control. Too much salt on a regular basis can lead to high blood pressure (even in children) which is one of the leading causes of blood clots, heart attacks and stroke.

Depending on their age, children should have no more than²:

- 6g (11+) – about 1 teaspoon
- 5g (7-10 years)
- 4g (4-6 years)

...of salt per day. It is estimated that on average in the UK, children aged 4-10 consume over 5g and children aged 11-18 consume over 7g of salt per day⁴. A lot of salt is *already* present in our food and it won't necessarily taste salty, so we often eat it without knowing.

References

[1] [National Child Measurement Programme](#), England, 2019/2020

[2] [The Eatwell Guide Booklet](#), Public Health England, 2018

[3] [National Diet and Nutrition Survey \(2014/2015 – 2015/2016\)](#), Public Health England, 2018

[4] [National Diet and Nutrition Survey \(2008/2009 – 2011/2012\)](#), Public Health England, 2017

Minimum standards for food provision

Drinks

Water should be the primary drink offered to children, and should be readily available at all times. Semi- or skimmed-milk can be offered, but shouldn't be the main source of hydration. Dairy-alternative drinks (soya milk, oat milk etc) may be provided, but must be unsweetened.

Fruit juice can be offered at a maximum of 150ml per day per child, and it is suggested that these are combined with water to dilute the sugar content.

No fizzy drinks should be provided, regardless of their sugar content (with the exception of plain carbonated water).

Snacks

Snacks are a good time to increase children's' consumption of fruit and vegetables. Snacks should include items such as:

- Apples
- Bananas
- Oranges
- Carrot/pepper/cucumber/celery sticks
- Small pot of raisins
- Yoghurt (plain or low-sugar versions)

You should not serve snacks which are high in sugar, salt and fat. These include items such as:

- Biscuits
- Sweets/confectionary
- Cakes
- Crisps or crackers
- Pastries
- Chocolate

Balanced meals

Meals provided can be hot or cold, depending on what works best for you, and they should be nutritionally balanced, with at least one portion of vegetables/salad, one portion of starchy carbohydrates, and one portion of protein-rich food – with minimal added fat.

Starchy **carbohydrates** should be wholegrain or whole wheat where appropriate, and could include:

- Potatoes and sweet potatoes: boiled, mashed or baked (with no added salt and minimal butter)
- Pasta (with no added salt, and no cream-based sauces)
- Bread, wraps or pitta bread
- Rice (with no added salt)
- Oats (with no added sugar)

Protein sources could include:

- Chicken or turkey (with no added salt and minimal added fat)
- Minimally processed meat such as beef or pork mince or cuts (with no added salt and fat removed where possible). Sausages should only be served occasionally – these are often high in fat and salt.
- Fish of all varieties, including tinned (but breaded or battered products should be avoided)
- Beans, pulses and lentils (with no added salt). Tinned baked beans should only be served once a week.
- Cottage cheese and low-fat plain yoghurt
- Eggs: boiled, scrambled, poached or omelette (no added salt and minimal added fat)
- Vegetarian mince and meat-alternatives
- Tofu (with minimal added fat)

Vegetables can be served on the side, cooked into the meal itself, or both. They could be boiled, steamed, stir-fried or roasted, and try to vary them each session.

Examples of **balanced meals**:

- Turkey or vegetarian mince cottage pie with carrots and peas, topped with mashed potato
- Tuna or chicken, sweetcorn and cucumber sandwich or wraps on wholemeal bread
- Chickpea, lentil and pepper tomato-based curry with rice
- Boiled potatoes, boiled egg and salad
- Porridge, sliced banana and plain yoghurt

You can find plenty more ideas for healthy meals on our [website](#) and [YouTube](#) channel.

Overcoming difficulties

There may be times where individuals express a dislike for the food being offered, and this may be challenging to manage. We have a list of strategies to cope with this and to help reduce the chances of this occurring.

1. Avoid referring to the food as 'healthy', particularly before the children have eaten it. Instead, use words/phrases such as 'tasty', 'colourful', 'sweet' or 'crunchy', which might help to change their perspective of it. Talk about it being healthy once they have established how tasty it is!
2. Whilst encouraging and normalising the eating of vegetables with their meals and snacks is important, it can also be useful to "hide" extra vegetables in meals to increase their nutritional value. Carrots or squash can be cooked with and mashed into potatoes. Carrots and courgettes can be grated into Bolognese sauces or curries. Almost any vegetable can be cooked and blended into soups.
3. It may be appropriate to have a variety of different snack foods available, to cater for different tastes. Not everyone will enjoy a banana, but it's likely that they'll enjoy a different piece of fruit if offered.
4. Children should be encouraged to try the food if they express dislike. This should be in a friendly, calm, quiet manner. Asking them politely to try the food with the word 'please' is often successful, and allowing them to quietly watch their peers eat can be helpful. Remember to thank them afterward for trying it, even if they don't like it!
5. Children should be discouraged from loudly expressing their feelings to others in the group, because that may be disruptive to their peers' mealtime.
6. Children should never be forced to eat something, and the less "drama" involved in the situation, the better. If they refuse to try it, simply remain calm and walk away.

Food safety

If food provision is new to you, don't worry - it's not too complicated.

Training and Certification

All **staff handling food will need to complete a Level 2 Food Hygiene and Safety course** – these can be completed online in usually a matter of a few hours, at a reasonably low cost. These courses cover basic essential information around food preparation, cross contamination, cooking, reheating and storage, to ensure food handlers prepare and store food safely.

Managers and supervisors are required to complete a Level 3 Food Hygiene and Safety course, which are slightly lengthier than Level 2, but can still be completed within 1 day online. These also cost more than Level 2 certificates.

There are a variety of courses available, and we would recommend finding one which is formally accredited.

Although there is no official expiry of these certificates, it is good practice **to renew these every 2-3 years** to maintain good practice and knowledge of food safety.

Examples of online courses available are:

[Level 2 Food Safety & Hygiene | Online Training Course \(highspeedtraining.co.uk\)](https://www.highspeedtraining.co.uk/courses/level-2-food-safety-hygiene)

[Level 3 Food Hygiene & Safety For Catering | Online Training \(highspeedtraining.co.uk\)](https://www.highspeedtraining.co.uk/courses/level-3-food-hygiene-safety-catering)

[Level 2 Food Hygiene & Safety Course For Catering | Virtual College \(virtual-college.co.uk\)](https://www.virtual-college.co.uk/courses/level-2-food-hygiene-safety-catering)

[Food Hygiene Certificate - Food Hygiene Course Level 2 \(ndna.training\)](https://www.ndna.training/courses/food-hygiene-certificate-level-2)

[Food safety and hygiene for early years settings | PACEY](https://www.pacey.org.uk/food-safety-hygiene-early-years)

Alternatively, you can book training in person here:

[Home - Food Hygiene Training South West \(foodhygienetraining-southwest.co.uk\)](https://www.foodhygienetraining-southwest.co.uk)

More information about further training can be found here:

[Online food safety training | Food Standards Agency](https://www.foodstandards.gov.uk/online-training)

For a **detailed resource pack** on how to store, prepare and cook food safely, including information on chilling and freezing food, see the links below. These are thorough and comprehensive guides, which take you through all the steps to ensure your food provision is safe.

[Safer Food Better Business For Caterers](#)

[Safer Food Better Business For Childminders](#)

Registering as a Food Business

You may need to register with Somerset County Council as a food business, if you are preparing food on a regular basis as part of the HAF project (or otherwise!). You can find out more here:

[Register a food business | Food Standards Agency](#)

If you are unsure whether you will need to register, there are some examples here of different scenarios in which registration would or wouldn't be required:

[Scenarios where registration may be required when providing food in the community | Food Standards Agency](#)

Allergens

Clear declaration of allergen information **is legally required** when registered as a food business, and is **good practice** when not registered. We would recommend that you follow best practice regarding allergens by:

- Asking children/families for allergy requirements before preparing meals, and keep written documentation of this for reference
- Keep allergens separate from other foods in storage and during preparation
- Check ingredients lists on pre-packed foods before serving
- Clean areas and equipment that have been in contact with allergens thoroughly

More information on how to prepare food safely can be found here:

[Allergen guidance for food businesses | Food Standards Agency](#)

[Food safety for community cooking and food banks | Food Standards Agency](#)

Guidance for Cooking and Food-Related Activities

Getting children and families involved with food preparation and/or cooking can really enhance their experience and learning, and help them to develop valuable skills which may help them feel more confident in choosing and cooking healthier food at home. If you have the capacity and facilities to have the children hands-on with the prep and cooking processes, we would love to support you in making this happen.



Practicalities to consider

Facilities:

- Do you have suitable and safe food storage facilities?
- What space do you have to work with? Do you have a nice big kitchen area for everyone to help with cooking? Or will you need to limit the number of people in the kitchen and have the group working elsewhere?
- How much equipment do you have? Can everyone have a go at the same thing, or will you need to delegate tasks based on equipment available? Can you cook the food individually or will it all go into one shared dish?

Paperwork:

- Do you or the activity leader(s) have an up-to-date food hygiene certificate? Although there's no official expiry of these, it is generally expected that they are renewed every 3 years to maintain good practice.
- Have you included cooking or food handling in your risk assessment? There are many additional risks to consider when cooking with a group, so you'll need to make sure you've got everything covered.

Don't let these points put you off – it's just better to be prepared and have a good idea of how you can make it work. There are plenty of ways to adapt to what you have available, and we've highlighted some of the options below.



Cooking with children, young people and families

There are lots of ways to get the children and young people involved in the kitchen. It's a great opportunity to introduce them to new foods and teach them basic cookery skills, and it can be lots of fun!

How to run the session

If you are fortunate enough to be able to include parents and guardians in your activities, this is a great way to promote family engagement and build healthy relationships around food (on top of the benefits as listed above).

The format of the sessions can vary depending on what you're making, how much space and how much equipment you have. It will also depend on how many adults/staff members are present, so it's up to you how to manage it.

With just a group of children, you could have them working alone, in pairs or small groups, depending on the task and availability of equipment. If you have parents or guardians present, each family can work as a small group, which allows each child to be closely supervised by an adult at all times.



You may have the capacity to have each family or small group of children prepare and/or cook their own meals, for which you may need to provide each group with their own recipes or instructions as they will proceed at different paces. If this isn't possible, you may need to run the session as a group effort, with everyone working together to create one dish. This is particularly beneficial for encouraging the children to support each other, share equipment and food, and highlighting the importance of working as a team.

It depends on your facilities, the size of the group and the age of the children as to whether you ask the children to clear up after themselves. This can be a useful skill to learn about as part of being in the kitchen, however we understand it can also lend itself to chaos – therefore the decision is yours.

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- Set up a live cooking demo for children/families to watch and learn from
- Arrange for delivery/collection of ingredients in advance of live group cook-a-long
- Make a video of how to cook the dish, and arrange for delivery/collection of ingredients for children and families to do at home

What to cook or make

There are lots of dishes simple enough to make with children and families, which are nutritious, tasty and budget-friendly. We have plenty of recipes available for you to browse on our [website](#), and a selection of recipes tried and tested with children and families in the [resource hub](#).



It's up to you what you make, but we would encourage you to include as many fruit and vegetables as possible, some meat, poultry or dairy products, and keep highly processed foods to a minimum, as outlined in the guidance above. It also depends on your facilities. You may also need to take dietary requirements into account, so make sure you have these in advance or you are prepared with suitable alternatives.

If you have **access to a hob**, you could cook:

- Soups
- Curries
- Chilli
- Pasta
- Risotto



If you **have an oven**, you could cook:

- Potato wedges
- Cheesy greens
- Pitta pizzas
- Crustless quiche/frittata

If you are **unable to cook** but have some equipment available, you could make:

- Fruit salads or fruit kebabs
- Veggie sticks to enjoy with hummus or yoghurt dips
- Wraps and sandwiches
- Fruit smoothies (with a blender) – use 30-50% fruit, top up with plain milk and/or water



Incorporating learning and games

With the children (and families) engaged in food-based activities, this is the perfect time to incorporate some learning around healthy eating and nutrition. It's up to you when and how to include it, but we often introduce these games during the cooking period – usually 15-20 minutes, whilst the soup is on the hob or the wedges are in the oven.

We have a range of activity suggestions and games which promote healthy eating, and these are explained in more detail below.

Healthy Eating Activity Ideas

There are plenty of ways to make learning about food and nutrition fun for children, young people and adults. We've developed a number of resources which can be used with groups of various sizes, and are designed to raise awareness of the importance of different types of foods, and what sort of foods should be limited. You can include these as standalone activities, or as part of cookery sessions (as explained above).

Most of our resources are suitable for all ages and can be adapted for use with young children through to older adults, for example, by creating a race or competition against teams with children to spark their engagement. Below are examples of how to use some of our key resources, which have been included in the [resource hub](#) for you to download and use. The full link is:

[Zing Downloadable Resources Two – Healthy Somerset](#)



Sugar Awareness

Remember, children should have no more than:

- 30g (11+) – about 7 sugar cubes
- 24g (7-10 years) – about 6 sugar cubes
- 19g (4-6 years) – about 5 sugar cubes

...of free sugars per day. A lot of sugar is *already* present in our food and drinks – so we can eat it without knowing. When playing the games below, you could refer back to the 30g/24g/19g limits and use the cards to add up how much sugar a typical meal might contain.

Higher or Lower?

To help highlight sugars in our foods, we created a Higher or Lower game. Each card is labelled with a number, and they must be kept in the correct order. Card 1 shows the first food item which acts as a starting point – you can then hold up card 2 (displaying only the side with the image), and the children are to answer either “higher” (i.e. contains more sugar than the previous item) or “lower” (contains less sugar than the previous item). Please note that sugar content of similar items may differ between brands, so the numbers displayed may not be completely accurate.

To integrate physical activity and increase the interactivity of the game, you can assign the answers to different sides of the room/space (i.e. “higher” to the right hand side, “lower” to the left hand side) and instead of saying answers out loud, the children move to the appropriate side. Alternatively, you can ask the children to sit down, and stand up if their answer is “higher” (and stay sat down if “lower”) – in this scenario, we recommend asking the children to sit back down after every answer given.

Feel free to open up the discussion during/after the activity to talk about items that surprised or shocked you – and what could be used as healthier alternatives.

If you want to get creative, you could do this with actual food packaging – line everything up, then play the game with packaging rather than cards.

*Printing: Print the Higher or Lower cards on double-sided A4 paper, with “flip on **long** edge” selected. Laminate if you can/like, and cut each page horizontally in half to separate each card.*

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- Download our ‘Higher or Lower? VIRTUAL’ PowerPoint presentation and play the game on a video call.

Sugar Game

The Sugar Game is all about awareness of sugar in our drinks. The numbers must be matched to their drinks and placed in ascending order. This one can be used more easily as a competitive activity, by having small groups of 4-6 children playing against each other for time.

Please note that the sugar content of similar items may vary between brands.

Printing: Print on single-sided A4 paper. Laminate if you can/like, and cut each page into quarters to separate each card. Cut out the table of sugar contents into individual cards.

Salt Awareness

Remember, children should have no more than:

- 6g (11+) – about 1 teaspoon
 - 5g (7-10 years)
 - 4g (4-6 years)

...of salt per day. A lot of salt is *already* present in our food – so we often eat it without knowing. When playing the game below, you could refer back to the 6g/5g/4g limits and use the cards to add up how much salt a typical meal might contain.

Hidden Salt: Crisps Comparison

To raise awareness of salt in our foods, we developed an activity which compares the salt content of common food items to that of ready salted crisps. In groups of 4-6, children/families are given a shuffled pack of food cards **image side up**. Without turning the cards over, they sort them into ascending order of salt content. Once finished, they can turn all the cards over to see how they've done – the answers are written both numerically and displayed as the equivalent number of crisp packets. If you have a large group, separate the pack into two packs of 10 cards or 4 packs of 5 and split up the children – they can swap cards after completing their first attempt.



Feel free to use this as a point of discussion, for any items that surprised you or the group.

Please note that salt content of similar items may vary between brands.

*Printing: Print on double-sided A4 paper, with "flip on **short** edge" – this is essential! Laminate if you can/like, and cut each page horizontally into quarters to separate each card.*

GO VIRTUAL

- Download our 'Hidden Salt: VIRTUAL' PowerPoint presentation and play the game on a video call.

Fruit and Vegetables

Remember, all children and adults should aim to eat at least 5 portions of fruit and vegetables per day.

These include:

- fresh, frozen and tinned items (preferably in water, rather than brine, oil or syrup)
 - dried fruits in smaller amounts (30g) due to their sugar content
- fruit juice and smoothies, limited to one small glass (150ml) per day due to the free sugar content.

Picture Card Match Up

A really simple game, which can be played with children of all ages – it is generally more educational for younger children and a great way for them to learn about a number of foods they may not have seen or heard of before, but is also a great way to spark initial engagement in older children by creating a mini competition between teams.

You'll need enough packs printed to have the children working in groups of 4-5 maximum. Each pack (1-3) increases in difficulty, with pack 1 being the easiest and pack 3 being the hardest. Shuffle the pictures and words up, then allow each group to match up each name to the image.

Printing: Print on single-sided A4 paper. Laminate if you can/like, and cut each page into six to separate each card. Cut out the table of food names into individual cards. Shuffle each pack, but don't mix the cards up between the packs.

General Nutrition

Healthy Science

Healthy Science is a series of lesson plans developed by Zing, which create a fusion of biology and wellbeing. They cover the topics of the heart, the skeleton, the muscles, and the digestive system. They were initially designed as a bolt on to the primary curriculum, however there are many elements which would be suitable for incorporating into a holiday activity session:

- Question and answer sections
- Guided discussions
- Activities and tasks
 - **Lesson 4, Activity 2: Make a food rainbow** is particularly useful for visualising a healthy diet.

You can download and print Healthy Science free from our website [here](#).

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- The Q+A sections and guided discussions are all appropriate for virtual/online use and are good ways to spark a conversation around healthy living.

Quizzes

You can't go wrong with a quiz! These can be a great way to get the group thinking about what they already know before a session, or to recap on some learning from the day. They can be answered in pairs, teams, individually, privately or as a group, so it's your decision as to how best it will work for your group. You can make up your own quizzes, or you can use ours! Find them in the resource hub.

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- Quizzes are perfect for online sessions!

Physical Activity Ideas

Being physically active each day is essential for our health, both physically and mentally. It helps to boost mood, protect against physical illness and disease, alleviate depression and anxiety, and improves the quality of our sleep.

Children and adolescents should be active for at least 1 hour per day, and this can be done over the whole day – it does not need to be in one burst.

Being active can include:

- Walking
- Running
- Dancing
- Sports
- Playing
- Cycling
- Workouts
- Swimming

Currently, **only about 52% of children** and young people in Somerset are **meeting** those activity guidelines, and almost **24% achieve less than 30 minutes per day**. It is crucial that opportunities for physical activity are provided where possible. [[Active Lives Children Survey 2019-2020](#), Sport England, 2021]

If you do not have access to traditional sports equipment, there are still plenty of ways in which you can keep the children active. We have a number of suggestions for you below, but anything which requires full body movement, balance or coordination is suitable.

Activity Day resource

We have an information sheet which lists multiple suggestions of activities with basic equipment, for both indoor and outdoor spaces. There are plenty of options, no matter the space you are using! You can download this from the [resource hub](#).



Zing Day, Play Day

If you have no equipment available, there are still many ways to keep the group active! You can access our Zing Day, Play Day resource [here](#), which guides you through a number of games which require either no equipment or just simple household items. We also have the Zing Day, Rainy Day resource in the same location, which is designed purely for indoor spaces.

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- “Simon Says” can be played online and is a great way to get children moving and developing their coordination skills
- “What’s the time, Mr Wolf?” can be played online, and is great for practicing balance skills
- “Musical Statues” can be played online – dancing is a very effective mode of physical activity

Zing Challenge

During each of the school holidays, we run a Zing Challenge where daily tasks are posted on our Instagram page for our followers to have a go at. These generally cover a range of topics including getting active, healthy eating, and being creative, so if you're looking for inspiration for short activities for the day then head on over to our page @Zing_Somerset and keep your eyes peeled for the next Zing Challenge!

Somerset Activity and Sports Partnership – SASP

As well as delivering a number of physical activity programmes, SASP have a dedicated page on their website for being active at home, and many of these can be easily scaled up to an activity day or as virtual sessions. Check out their ideas [here](#).

SASP also have a range of activities which are specifically designed for social distancing, which can be found [here](#).

For further information, ideas and support, contact Nancy at NMurdoch@sasp.co.uk.

Easy time-fillers!

- How many of the group are left after a minute of balancing on one foot?
- How many star jumps can you do in a minute?
- How many beanbags can you balance on your head whilst walking around the room?
- How far can you throw a beanbag? (Use a tape measure/rope line along the ground as a marker)
- Sitting down and using only your feet, how long does it take to pass a balloon or ball around in a circle?

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- Lots of these can be done in a video call!
- Swap beanbags (for balancing on heads) for socks or folded tea towels

Working with Adolescents and Young People

Encouraging young people to be physically active may be more challenging than with younger children. They may require some additional support to find an activity which is both interesting and enjoyable for them, but also easily accessible. Suggestions could include:

- Walk and talk with a friend/adult (within government guidelines)
- Train together – workout in pairs, either in person or virtually
- Find enjoyable videos on YouTube to follow along with at home – dancing, fitness, yoga...

Explore what works for them, what they've already tried, and what they could try in future. Exercising with a friend is usually much more fun, and can help to build healthy habits.