

Session 4: Sugar in foods

Learning outcomes:

At the end of the session the group should:

- Have an awareness of how much sugar is in foods
- Be able to recall the main messages from the previous sessions
- Have taken part in physical activity

Activities and resources

Activity	Preparation	Resources
Recap (Use “Sugar is bad for you” and Eatwell guide (or activity mat) exercises from day 1)	<ul style="list-style-type: none">• Photocopy or print off sore tooth and overweight man pictures in colour Buy items high in sugar or collect wrappers and containers to use in exercise Print off food photographs from the SCLD website	<ul style="list-style-type: none">• Sore tooth and overweight man pictures (page 57-58)• Eatwell guide (or activity mat) Foods high in sugar e.g. chocolate bars, cakes, biscuits, hard boiled sweets, fizzy drinks

Activity	Preparation	Resources
<p>Play your sugar right</p>	<ul style="list-style-type: none"> • Using the tables on page 49 - 50, use sellotape and / or elastic bands to attach the appropriate number of sugar sachets to the food items • If you use items not on the list, you will need to work out the sugar content. 1 sachet is 7 grams. • If you cannot get sachets you can demonstrate the sugar content using teaspoons of sugar. 	<ul style="list-style-type: none"> • You can use photos of food or real food for this exercise. Here are the suggested food types: <ul style="list-style-type: none"> ○ grapes ○ boiled sweets ○ diet fizzy drink ○ full sugar fizzy drink ○ chocolate biscuit plain ○ biscuit chocolate bar ○ sugar / chocolate- coated breakfast cereals ○ plain cereal ○ fruit salad in syrup fruit salad in fruit juice fruit scone ○ cola ○ orange juice ○ blackcurrant drink ○ yoghurt drink ○ Lemon & lime juicy water ○ Strawberry milkshake ○ Citrus Punch ○ Strawberry& banana smoothie • Sugar sachets • Sellotape • 2 sugar bowls • Elastic bands • Shopping basket • Box • Flip chart and pen

Activity	Preparation	Resources
Taste and try	<ul style="list-style-type: none"> • Check the risk assessment sheets to make sure that sugar free or diet foods do not interfere with anyone's medications • Check risk assessment for food allergies / preferences • Make up drinks, snacks and servings of fruit. All can be served in disposable cups or plates • Store in a fridge until required • Print off "taste and try" activity sheets (60-61) • Prepare flipchart for exercise. See notes on page 53 for more detail. 	<ul style="list-style-type: none"> • Frozen grapes • Full sugar fizzy drink • Diet fizzy drink • Dried fruit snacks • Shredded wheat snacks • Disposable plates • Disposable cups • Napkins • Table cloths
Sugar quiz	<ul style="list-style-type: none"> • Photocopy or print off quiz sheets and answers 	<ul style="list-style-type: none"> • Quiz sheet (page 55) • Pens
Physical activity	<ul style="list-style-type: none"> • Check the risk assessment sheets to make sure that groups can do the exercise that is suggested • Plan out a walk to do with the group or other physical activity 	<ul style="list-style-type: none"> • "You can do it" (SCLD) from http://vimeo.com/21292481 <p>Find out if your local authority has activities or facilities that you can access</p>

Session 4: Sugar in foods

Recap

The purpose of this part of the session is:

- To be able to recall the main messages from the previous sessions

Ask the group:

What happens if you eat too much sugar?

Answers:

- You can get sore teeth
- You can put on weight or get fatter

Show toothache picture (page 57) and hold a discussion around teeth.

Show overweight man picture (page 58) and hold a discussion around putting on weight.

Putting on weight can make other conditions worse-like heart disease, diabetes and arthritis.

Lay out the foods (or wrappers / containers) high in sugar on a table.

For example:

- Chocolate bars
- Cakes
- Biscuits
- Sweets
- Sweet fizzy drinks
- Ice cream

Invite each learner to choose a food and place it on the eatwell guide (or activity mat). Ask them to think about which section of the mat it should go onto. If they are not sure ask the rest of the group to help them.

The foods should go outside the eatwell guide (or into the purple section, if using the older 'plate' version of the eatwell activity mat): foods and drinks high in fat and/or sugar. Explain that people should only have small amounts of these foods since they belong to the smallest section on the mat or are on the outside of the guide.

Play your sugar right

The purpose of this exercise is to:

- Have an awareness of how much sugar is in foods
- Be able to recall the main messages from the previous sessions

Ask the group:

- Who takes sugar in tea and coffee?
- How many teaspoons do you have?
- Do you think that's a lot?

Trainer to use this information to compare food types as you run this activity.

Play your sugar right is based on the popular game show 'play your cards right'. This activity only works if your group has knowledge of how numbers are sequenced.

Bring out your prepared food types.

Food type	Sugar (g)	No. of Teaspoons	Food type	Sugar (g)	No. of Teaspoons
Sugar coated cereal e.g. Frosties, Coco- Pops	9	2	Plain cereal	2	1/2
Chocolate biscuit	4	1	Plain biscuit	3	3/4
Tinned fruit in syrup (230g)	38	8	Tinned fruit in Juice	30	6
1 can fizzy juice	35	7	1 can diet fizzy juice	0	0
12 small boiled sweets	53	11	1 bunch grapes (1/5 th of a pack)	15	3
1 chocolate bar	31	6	Fruit scone	11	2

Sugar

You can also carry out a similar activity highlighting the sugar content of drinks

Note: all quantities are approximate but for this exercise we assume that a teaspoon of sugar is 5g

Drink Product	Volume (ml)	Amount of Sugar (g)	No. of Teaspoons
Fizzy Drink	500	43	9
Flavoured Water	500	17	3
*Smoothies	500	50	10
Squash Juice (e.g. blackcurrant, orange etc.)	500	37	7
Milkshakes (minus the natural sugar from milk)	400	20	4
Diet Fizzy Drink	500	0	0
Sugar free squash	500	0	0
Water	500	0	0

*Although the sugar in smoothies are found naturally, because they have been processed (blended or juiced) they are classified as 'free sugar.' We should all be trying to cut down on the amount of free sugar we are eating and drinking. Please refer to the trainer background information (page 11).

Note: The message of hidden sugar in foods or drinks is more important than the absolute accuracy.

- Sellotape the sugar content on the outside of the can or bottle.
- Ask group to guess how much sugar is in the can or bottle. Encourage group to call out whether higher or lower until you get the right answer.
- Work through the range of foods doing the same for each food.
- Compare the sugar content in low sugar 'alternatives' e.g. diet cola, and fruit. Explain that fruit contains sugar in a natural form (fructose), this sugar is much better for us than the granulated sugar you would buy from the shops or the sugar you find in sweets, cakes etc.
- Add up how much sugar you would have in the day if you choose the high sugar foods and write up on flip chart. Do the same for low sugar alternatives for the day.
- Compare the amount of sugar for the day in 2 bowls to show how much sugar can be 'saved' by switching to healthier alternatives.

Also show one empty bottle of diet cola drink and one empty bottle of cola drink with 11 teaspoons of sugar inside. Note that the sugar content is higher in a bottle of cola as the volume is greater than a can.

- Put the healthy alternatives one by one in the shopping basket.
- Put the high sugar foods in a box to encourage clients to choose low sugar / sugar free alternatives when shopping.

Taste and Try

The purpose of this activity is to:

- Have fun tasting foods
- Have an awareness of how much sugar is in foods
- Be able to recall the main messages from the previous sessions

Explain to the group that we are going to have fun tasting foods which are either low or high in sugar.

Split into discussion groups of 3 – 4 people.

Give the following instructions:

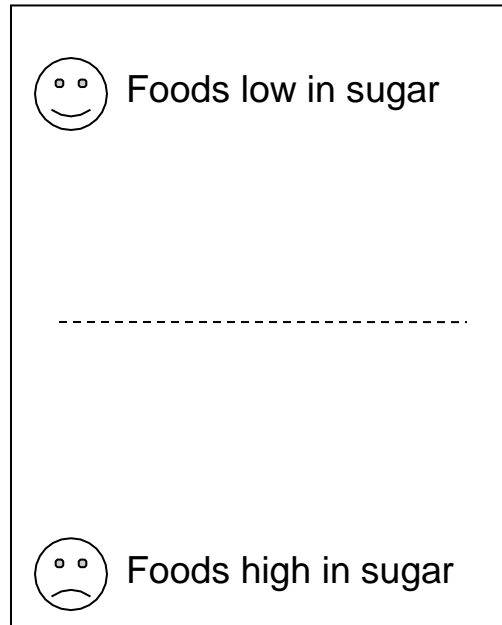
- You will all taste a variety of different foods and drinks.
- When you have tasted each item of food, have a chat in your groups and decide if you think it is low in sugar or high in sugar.
- Give out “taste and try” sugar activity sheet (page 60-61). Explain once you have decided whether it is high in sugar or low in sugar you can draw or write it onto either the high in sugar page or low in sugar page.
- When you have tasted everything and decided on your answers we will come back together as a large group and discuss what everyone thought.

Bring out the foods to be tasted. We suggest the following but you could add your own:

Full sugar fizzy drink	- Serve in disposable cups
Diet fizzy drink	- Serve in disposable cups
Shredded wheat snacks	- Serve on disposable plates
Dried fruit snacks	- Serve on disposable plates
Grapes frozen	- Serve on disposable plates

For large group discussion:

- Prepare flip chart like this



- Tear the flip chart off and place on table or floor where all in the group can see.
- Go through the foods and drinks tasted and discuss whether the groups thought they were high in sugar or low in sugar
- Reveal the answers to the group and use the bottles, cartons and containers left from the tasting exercise and put them on the flip chart in the correct place (high or low in sugar) to demonstrate the answers.

Things to talk about when going through the answers:

- Cola versus diet cola - diet drinks have no sugar so are great if trying to lose weight. One can of ordinary cola has 7 sachets of sugar, diet cola has none
- Note: All fizzy drinks (diet or non-diet) can be acidic
- Wheat snacks - good to nibble if you feel hungry and much better for your teeth than sweets
- Dried fruit snacks - again good to nibble if you feel hungry
- Frozen grapes - can be kept in the freezer for any time you feel like a snack. Good for your teeth and good for your weight.

Sugar Quiz

The purpose of this activity is to:

- Be able to recall the main messages from the previous sessions

Split into discussion groups of 3-4 people.

- Explain that you will ask five questions (see sugar quiz sheet)
- Give a quiz sheet (page 55) to each group
- Ask groups to tick or circle what they think as a group is the correct answer for each
- Go through answers for each, briefly re-enforcing the main messages.

Physical Activity

The purpose of this exercise is to:

- Have taken part in physical activity

Encourage the group do some exercise. You could:

- Go for a walk
- talk to your local authority to find out if they run accessible physical activities.

Suggestion:

Why not ask the group what they would like to do for next time? If you have time you could watch the “You can do it” video (SCLD) to get some ideas.