

Session 1: Fat and Health

Learning outcomes:

At the end of the session the group should:

- Know that you should only eat small amounts of foods high in fat
- Know which foods are high in fat
- Be aware of the health benefits of not eating too much fat
- Know how to reduce fat when cooking
- Have fun tasting low fat foods
- Have taken part in physical activity

Activities and resources:

Activity	Preparation	Resources
Questions assessing knowledge about fat	<ul style="list-style-type: none"> • Photocopy or print off “Have fun with less fat” quiz 	<ul style="list-style-type: none"> • “Have fun with less fat quiz” (page 184-187) • Pens
Fat is bad for you	<ul style="list-style-type: none"> • Photocopy or print off overweight man picture • Run through the “Foods with fat” presentation to familiarise yourself with content 	<ul style="list-style-type: none"> • Overweight man picture (page 189) • “Foods with fat” PowerPoint (requires PowerPoint 2003) • Laptop • Projector

Activity	Preparation	Resources
<p>Eatwell guide (or activity mat)</p>	<ul style="list-style-type: none"> • Familiarise yourself with the sections of the Eatwell guide (or activity mat) • Collect foods and food packaging high in fat and lower fat alternatives • Alternatively print off food photographs available on the SCLD website 	<ul style="list-style-type: none"> • Eatwell guide (or activity mat) • A collection of food and labels of food high in fat and lower fat alternatives: <ul style="list-style-type: none"> • Chocolate bar • Sweets • Crisps, high fat and low fat • Cakes • Milk tops, red, purple, orange, green and blue • Full fat yogurts and low fat yogurts • Pies • Full fat cheddar cheese, low fat cottage cheese • Bacon with fat on and off and/or mince and lean mince packaging

Activity	Preparation	Resources
Taste and Try	<ul style="list-style-type: none"> • Check risk assessments for food allergies/preferences • Make up tasters into disposable cups • Label foods and drinks, for example crisps A and crisps B and make sure you know which is which (high and low in fat) • Store in a fridge until required • Print off taste and try activity sheets. Prepare flip chart for exercise 	<ul style="list-style-type: none"> • Taste and try worksheet (192 - 193) • Taste and try activity sheets • Tablecloth • Disposable cups • Disposable spoons • Labels • Jug • Tray • Flip chart • Taste and try activity sheets • Low fat crisps • Full fat crisps • Semi skimmed milk • Full fat milk • Butter • Margarine • Crackers • Full fat cheddar cheese • Low-fat
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 a walk to do with the group. 	<ul style="list-style-type: none"> • ‘You can do it’ from http://vimeo.com/21292481. Find out if your local authority has activities or facilities that you can access

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Questions – assessing knowledge about fat

The purpose of this exercise is to:

- Find out the group's existing knowledge about fat

Hand out the quiz “Have fun with less fat” (page 184-187) and a pen to each group member

- Ask the group one question at a time
- Ask the group to tick beside the picture/s they think are the answers
- Collect in their answer sheets, to be used again at the end of the fat topic to find out if they have learned from the sessions

Fat is bad for you

The purpose of this exercise is to:

- Be aware of the health benefits of not eating too much fat

Ask the group:

What happens if we eat too much fat?

- You can put on weight or get fatter
- You might develop heart disease

Show overweight man picture and ask what happens if we put on weight or get fatter

- You can find moving around difficult
- You can get breathless
- You increase your risk of heart disease, diabetes, joint problems and some cancers

Foods with fat presentation

Have the PowerPoint presentation “Foods with fat” ready.

Suggestion: During the presentation learners may like to go and point to individual foods. You may also use this presentation to review and revisit learning points for the fat section at a later date.

1. Left click twice or press return 2 times on the keyboard and a healthy heart appears on the man. Ask the group?

- What do you see?
- Explain to the group that because the heart is beating regularly it is healthy and the man is smiling and happy
- Show the group how to take their pulse on their wrist

2. Left click or press return on the keyboard and a picture of a real heart is shown. Explain to the group that this is what the heart looks like

3. Left click or press return on the keyboard a biscuit will appear. Ask the group?

- What do you see?
- Do you think they have lots of fat in them?

Biscuits have lots of fat in them

4. Left click or press return on the keyboard and some crisps appear. Ask the group?

- What do you see?
- Do you think they have lots of fat in them?

Crisps have lots of fat in them

5. Left click or press return on the keyboard and some bacon will appear. Ask the group?

- What do you see?
- Do you think they have lots of fat in them?

Some meats have lots of fat in them

6. Left click or press return on the keyboard and a healthy heart will appear. Ask the group?

- What do you see?

7. Left click or press return on the keyboard and the heart begins to beat. Left click or press return 14 times and fatty yellow deposits build up in the artery until it is completely blocked. Some people might know that the fatty deposits are caused by cholesterol. Ask the group?

- What do you see?
- Do you think the foods with fat in them which he ate caused this?

8. Left click or press return on the keyboard and you will see Mr Heart with a sad face. Ask the group?

- What do you see?
- Why do you think Mr Heart is sad?
- Can you see the heart has become yellow?
- Why do you think his heart has changed?

His heart has become yellow due to all of the fatty deposits building up because of the foods high in fat he has eaten

9. Left click or press return on the keyboard and a selection of fruit and vegetables will appear. Ask the group?

- What do you see?
- Do you think they have lots of fat in them

Fruit and raw vegetables are healthier alternatives to crisps for a snack

10. Left click or press return on the keyboard and bacon will appear with the fat being trimmed off. Ask the group?

- What do you see?
- Do you think it has lots of fat in it?

Trimming the fat from bacon and other meats means we are eating less fat. The group might also suggest that grilling meat instead of frying cuts down on the amount of fat

11. Left click or press return on the keyboard and salmon will appear. Ask the group?

- What do you see?
- Do you think it has lots of fat in it?

Salmon and other fish are low in fat and a healthy alternative to meat.

12. Left click twice or press return on the keyboard twice and a heart will appear, beating regularly. Ask the group:

- What do you see?
- Why do you think the heart is now red and beating regularly?

If you cut down the amount of fat in your food and choose to eat healthier alternatives, your heart will be healthier and the risk of heart disease will be reduced

- Why do you think Mr Heart is now smiling
- Having a healthy heart makes us feel good

Eatwell activity game – fatty foods

The purpose of this exercise is to:

- Know that you should only eat small amounts of foods high in fat
- Know which foods are high in fat

Lay out the Eatwell guide (or activity mat) and hand out packaging, or real food stuff, or food photographs to each member of the group.

Examples of packaging, food stuffs or photographs:

- Chocolate bar.
- Sweets.
- Crisps, high fat and low fat.
- Cakes.
- Milk tops, red, green and blue.
- Full fat yogurts and low fat yogurts.
- Pies.
- Full fat cheddar cheese, low-fat cottage cheese.
- Bacon with fat on and off and/or mince and lean mince packaging.

Ask each group member one at a time to have a look at the food/packaging in their hand and to place it on the Eatwell guide (or activity mat). If they are not sure, ask the rest of the group to help.

Most of the foods should go outside the guide (or into the purple section if using the older 'plate' version of the activity mat), foods and drinks high in fat and/or sugar.

Meat and fish should go into the pink section, with the eggs and beans.

Milk, cheese and yogurt should go into the blue section, with the milk and dairy.

Ask the group:

- Why have you placed the food in that section?
- If it is a high fat meat or dairy food, should it go outside the guide (or into the purple section if using the older 'plate' version of the activity mat)?

Explain that all meats go into the pink section and all dairy products go into the blue section, but we should always choose the lower fat options. Green lid milk is lower in fat than blue and that red is the lowest fat choice.

Most foods have a lower fat alternative, even crisps and chocolate and we should always choose the lower fat option. This will be discussed and explained further in the labelling section.

Ask the group:

- What do you notice about the size of the purple section (if using the older 'plate' version of the activity mat) or that it is outside the guide?
- Why do you think this section is smaller than the rest or on the outside?

This is because we should eat a lot less of these foods. Remind the group that these foods can make us put on weight and this can lead to heart disease.

Ask the group:

What else are these foods are high in?

Remind them that these foods can also be high in sugar.

Taste and Try

The purpose of this exercise is to:

- Be able to list foods that are high in fat.
- Have fun tasting foods that are low in fat.

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

Split into discussion groups of 3-4 people. Encourage the groups to decide on a name for their group.

When you have chosen a name give the following instructions:

- You will all be taste testing a variety of different foods and drinks
- Each food type you taste will have 2 versions, one with fat and one with less fat
- When you have tasted each version, have a chat in your groups and decide which one is low in fat and which one is high in fat
- Give out taste and try activity sheet (page 192-193). Explain once you have decided whether it is high or low in fat you can draw, write or put the cup on either the high in fat page or low in fat 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:

High fat crisps -serve in disposable cups
Low fat crisps -serve in disposable cups
Semi skimmed milks serve in disposable cups
Full fat milk serve in disposable cups
Butter on cracker - serve as soldiers in disposable cups
Margarine on cracker - serve as soldiers in disposable cups
High fat cheddar cheese - serve in cubes in disposable cups
or on crackers
Low fat cottage cheese - serve with a spoon in disposable
cups or on crackers
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 fat or low in fat.
- 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 fat) to demonstrate the answers.

Things to talk about when going through the answers:

- There are low fat crisp alternatives, for example baked crisps. Think about healthier options for a snack rather than crisps, for example fruit or yogurt.
- There are now a few low fat milk choices. It is an idea if you usually drink full fat milk to change to skimmed milk, the one with the red top or semi skimmed milk, the one with the green top.
- Discuss that when using any spread, to spread it as thinly as possible. Low fat spreadable cheese or cottage cheese can also be a good alternative to butter/margarine and cheese.
- Grating cheese reduces the amount you use; try this method instead of slicing. If you are using cheddar on top of a lasagne or in a cheese sauce, use a mature option because less is needed to taste.

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, or 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” SCLD video (<http://vimeo.com/21292481>) to get some ideas or talk to your local authority to find out if they run accessible physical activities.