

Session 1: Fibre and health

Learning outcomes

At the end of the session the group should:

- know that they should eat foods that are high in fibre
- be able to list the foods that are high in fibre
- be aware of the health benefits of fibre
- recognise foods high in fibre
- know the importance of having fluids along with fibre
- have taken part in physical activity

Activities and resources

Activity	Preparation	Resources
Questions assessing knowledge about fibre	<ul style="list-style-type: none"> • Photocopy or print off 'Say yes to fibre' quiz 	<ul style="list-style-type: none"> • 'Say yes to fibre' quiz sheets (page 232-233) • Pens
Eatwell guide or activity mat	<ul style="list-style-type: none"> • Buy items high in fibre or collect wrappers and containers to use in exercise • If this is not possible you could print off food photographs from the SCLD website 	<ul style="list-style-type: none"> • Eatwell guide or activity mat • White and brown (wholemeal) bread • White and brown rice • White and brown pasta • White and brown (wholemeal) flour • Tinned pears in juice • Tinned or frozen peas • Can of beans • Apples and pears with their skin • Oranges • Cornflakes, Weetabix and Bran flakes

Fibre

Activity	Preparation	Resources
Health benefits of fibre	<ul style="list-style-type: none"> • Print off or photocopy Boardmaker pictures 	<ul style="list-style-type: none"> • 15-metre long piece of tube, ribbon or string • Boardmaker fibre pictures (page 235-237)
Which foods have more fibre?		<ul style="list-style-type: none"> • Eatwell guide or activity mat
Fibre needs fluid		<ul style="list-style-type: none"> • Weetabix • Semi-skimmed milk • Small bowl • 10 plastic cups
The journey of food in the body	<ul style="list-style-type: none"> • Run through the presentation to familiarise yourself with the content 	<ul style="list-style-type: none"> • Laptop • Projector • PowerPoint of the 'The Journey of Food through the body'
Taste and try	<ul style="list-style-type: none"> • Put cereals into disposable cups • Make up white and brown jam sandwiches • Put beans into disposable cups • Put peas into disposable cups • Chop fruit, some with skin on and some with no skin • Store in a fridge until required • Print off 'taste and try' activity sheets (A3) (page 238–239) • Prepare flipchart for exercise. See notes on (page 209) for more detail 	<ul style="list-style-type: none"> • Table cloth • Tray • Disposable plastic cups • Disposable plastic plates • Disposable plastic spoons • Napkins • Flipchart and pens • White and brown bread • Jam • Semi-skimmed milk • Weetabix and/or Bran flakes • Cornflakes • Apples and pears with their skin • Tinned peas • Tinned beans

	<ul style="list-style-type: none">• Identify preparation area and hand washing facilities• Check risk assessment for food allergies/ preferences	
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

Session 1: Fibre and health questions – assessing knowledge about fibre

The purpose of this exercise is to:

- Find out the group's existing knowledge about fibre

Hand out the fibre quiz (page 232-233) 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 fibre topic to find out if they have learned from the sessions.

Fibre is good for you

Ask the group:

- Have you tried brown bread, brown rice or wholewheat pasta?
- Do you eat the skin of your potatoes?
- Do you think that we should eat brown bread instead of white bread?

Try to get an answer from each group member if possible.

For the next session we are going to talk about fibre. We will talk about the benefits of foods that are high in fibre such as bread, pasta, rice and potatoes and especially those that are usually brown such as brown bread and bran flakes.

Eatwell guide or mat activity

The purpose of this exercise is to:

- know that they should eat foods that are high in fibre
- be able to list the foods that are high in fibre
- recognise foods high in fibre.

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

For example:

- pasta (white and brown)
- rice (white and brown)
- potatoes with their skin
- bread (white and brown)
- breakfast cereals (Cornflakes, Weetabix and Bran flakes)
- flour (white and brown)
- some fruit that you could eat with their skins on such as pears, apples, and grapes
- fruit that have fibre in their flesh such as oranges
- dried fruit such as apricots, tinned or frozen peas and beans

Explain that some foods can exist as white or brown such as bread, rice, pasta and breakfast cereals. The best brown bread is wholemeal or wholegrain.

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 into the yellow section, which has bread, rice potatoes and pasta and into the green section which has fruit and vegetables.

Ask the group once more:

- Have you tried both white and brown bread, cereal, etc.?
- Have you ever eaten fruit with the skin on?

Tell them it is better to eat their fruit with their skin on. Please make sure that none of your participants has swallowing problems. People with swallowing problems should have their fruit with no skin.

Health benefits of fibre

The purpose of this exercise is to:

- know that they should eat foods that are high in fibre
- be aware of the health benefits of fibre.

Ask the group:

- Do you know why foods like these on the Eatwell guide or activity mat are good for you?

Food takes a 15-metre long journey through our body. Ask the group if they know how long 15 metres is?

Take a 15-metre long tube, ribbon or piece of string to show the length of the journey. You could ask the learners to hold it and unravel it between themselves; this could be done in a large space possibly outside or passed round and round the group. Once the group has done this remind them that the food takes a 15-metre journey inside our stomach. Fold the tube, ribbon or string up to show how this is possible.

Explain that sometimes the food does not reach the other end very easily and may stop travelling for some time and cause pain in the tummy. This is what we call constipation.

Show the Boardmaker picture of a man on the toilet in pain (page 235) and ask the group:

- Do you ever have a sore tummy when you go to the toilet?

This happens when we do not eat foods with enough fibre. Fibre in foods keeps us regular. Show Boardmaker picture of a man in the toilet with no pain (page 236).

Fibre is also good for our heart. Show Boardmaker picture of a happy man with a healthy heart (page 237).

Which foods have more fibre?

The purpose of this exercise is to:

- be able to list the foods that are high in fibre
- recognise foods high in fibre.

Show the foods on the Eatwell guide or activity mat and explain that more fibre can be found in:

- the stalk* and the skin of fruit and veg, e.g. apples and pears with their skin, the flesh of oranges instead of making juice, dried fruit like plums and apricots, all types of veg
- peas and beans – tinned or fresh
- brown cereals such as Weetabix and bran flakes
- brown bread.

* **Safety issue:** If anyone has difficulty with swallowing, care is needed to avoid coughing or choking.

The journey of food through the body

The purpose of this exercise is to:

- know that they should eat foods that are high in fibre
- be aware of the health benefits of fibre.

Take the group through the PowerPoint 'The journey of food through the body'.

During the presentation learners may like to go and point at what they see. The presentation can also be used later to summarise and illustrate potential points.

When we eat, food takes a long trip inside our bodies. Sometimes there can be problems along the way.

1. Left click mouse - A banana appears

Ask the group:

Do you recognise the fruit?

It is a banana.

2. Left click mouse – a piece of banana appears near the mouth.

3. Left click mouse - When we eat the banana it enters the mouth and travels through the oesophagus (this connects our mouths to our stomachs) to the stomach Ask the group to show you on their body the trip that the food has done till now
4. Left click mouse – the banana disappears
5. Left click mouse – the banana reappears
6. Left click mouse – the banana continues its journey through the stomach

However, when we have constipation this journey may not happen very easily. Do the presentation again and show that the food may not move. However, if you eat foods high in fibre then the food moves.

1. Left click mouse - A burger appears Ask the group: What do you see? It is a burger.
2. Left click mouse – a piece of the burger appears near the mouth
3. Left click mouse - When we eat the burger it enters the mouth and travels through the oesophagus (this connects our mouths to our stomachs) to the stomach
4. Left click mouse – the burger disappears
5. Left click mouse – the burger reappears
6. Left click mouse – the burger begins its journey through the stomach but it gets stuck. When we don't eat enough fibre food can sometimes get stuck in our stomach. We go to the toilet less. Sometimes this makes our stomachs sore. Sometimes it can be hard and painful to go to the toilet (to pass stools) and this is called constipation.
7. Left click mouse – a glass of water appears Ask the group: What do you see? A glass of water

8.	Left click mouse – a bowl of fruit appears Ask group: What do you see? A bowl of fruit – fruit contains fibre
9.	Left click mouse – a piece of fruit appears near the mouth (green circle)
10.	Left click mouse – When we eat the fruit or drink the water it enters the mouth and travels through the oesophagus (this connects our mouths to our stomachs) to the stomach.
11.	Left click mouse – the piece of fruit disappears
12.	Left click mouse – the piece of fruit reappears
13.	Left click mouse – the piece of fruit continues its journey through the stomach and helps the undigested burger to move also. Any constipation is eased

Fibre needs fluids

Explain to the group that you need to eat foods which have fibre like brown cereal, fruit and vegetables and also drink plenty of fluids.

Show Weetabix in a bowl to the group to demonstrate how dry it is. People may wish to touch and feel how dry it is. Then add milk to show how the fibre in the Weetabix soaks up the milk and makes it soft.

Explain that this is what happens with all the fibre foods such as brown rice, brown pasta, beans and peas and that this is why you need lots of drinks each day such as water, milk, tea, coffee, juice and squash. The fibre soaks up fluids as food moves through your body and keeps everything soft to help you go to the toilet easily.

Ask the group:

- If they know how many cups of fluids they should drink per day?
- The answer is 10 cups per day. Put cups one by one on the table.

Ask the group:

- How many drinks do you have throughout the day?
- You can count them out with the 10 cups and try and work out where they could fit more in (if needed).
- Drinks can be water, milk, tea, coffee, fruit juice or squash. Some foods like soup and jelly also give you fluid.

Taste and try

The purpose of this exercise is to:

- be able to list the foods that are high in fibre
- recognise foods high in fibre
- have fun tasting foods that are high in fibre.

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

Split into discussion groups of 3–4 people. Groups can call themselves a fun name if they wish to.

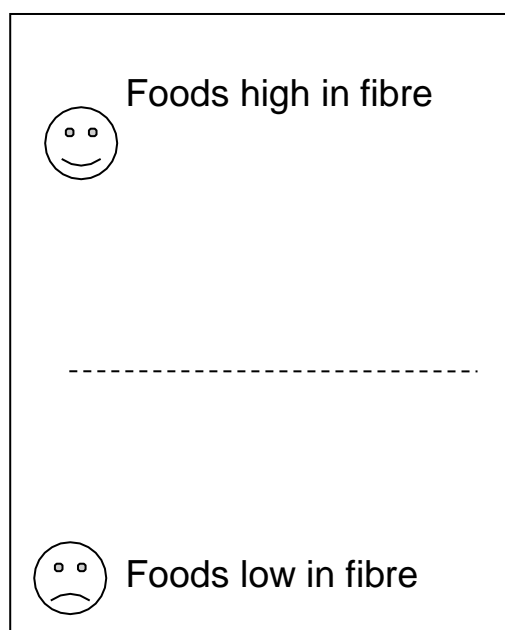
Give the following instructions:

- You will all be taste testing a variety of different foods and drinks.
- Give out 'taste and try fibre' activity sheet. Explain once you have decided whether it is high fibre or low in fibre you can draw, write or put the cup on either the high in fibre page or low in fibre page. (page 238-239)
- 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:

Brown cereals like Weetabix and bran flakes with semi skimmed milk	Serve in disposable cups with plastic spoons
Corn flakes	Serve in disposable cups with plastic spoons
Squares of brown bread with jam	Serve on disposable plates
Squares of white bread with jam	Serve on disposable plates
Tinned peas	Serve in disposable cups with plastic spoons
Tinned beans	Serve in disposable cups with disposable spoons
Apple and pear without skin	Serve on disposable plates
Apple and pear with skin on	Serve on disposable plates

For large group discussions:



- 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 fibre or low in fibre.

- 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 fibre) to demonstrate the answers

Points to discuss further:

- Brown cereals, brown bread, tinned peas and beans, apples and pears with their skin are high in fibre and they are good for us because they keep us regular.
- Cornflakes, apples and pears without their skin are still good for you but are not as high in fibre.

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.

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' 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.