

Session 4: Fibre in foods

Learning outcomes

At the end of the session the group should:

- be able to recall the main messages from the previous sessions
- know how to replace foods low in fibre with foods high in fibre
- have fun tasting foods that are high in fibre
- have taken part in physical activity.

Activities and resources

Activity	Preparation	Resources
Recap	<ul style="list-style-type: none">• Photocopy or print off constipation, regular man on toilet and healthy heart in colour (page 236-237)• Buy items or collect wrappers and containers to use in exercise	<ul style="list-style-type: none">• Pictures of being regular and healthy heart (page 236-237)• Food items: pasta, fruit and vegetables (fresh, tinned, dried), peas and beans, brown and white bread, brown and white rice, cornflakes and Weetabix
Fibre during the day	<ul style="list-style-type: none">• Print off fibre photographs and matt laminate	<ul style="list-style-type: none">• Fibre photographs• Flip chart with sections marked out for breakfast, snack, lunch snack, dinner, drinks.• Blue tack photos of low fibre foods in each section

Activity	Preparation	Resources
Taste and try	<ul style="list-style-type: none">• Put beans into disposable cups• Store in a fridge until required• Print off 'Fibre taste and try' activity sheets (A3) (page 238-239)• Prepare flipchart for exercise. See notes on page 209 for more detail• Identify preparation area and hand washing facilities• Check risk assessment for food allergies/preferences	<ul style="list-style-type: none">• Different types of tinned beans, disposable cups, disposable spoons, napkins, table cloths• Flip chart and pens
Learning check	<ul style="list-style-type: none">• You might want to look out the quiz answers from session 1 to review increases in knowledge around fibre	<ul style="list-style-type: none">• 'Say yes to fibre' quiz sheets from week 1

<p>Physical activity</p>	<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	<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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Session 4: Fibre 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 is fibre good for?

Answers:

- It keeps you regular, not constipated.
- It is good for the heart,

Show Boardmaker pictures (page 235-237).

Arrange food or wrappers on table and let group point to or pick up the answer to the next two questions.

Which foods are high in fibre?

Answer: breakfast cereals, bread, pasta, rice, fruit and vegetables, peas and beans

Which food has more fibre?

- White or brown bread?
- White or brown rice?
- Weetabix or cornflakes?

Answers:

- brown bread, brown rice and Weetabix.

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:

- 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.

However, ensure that none of your participants has swallowing problems. People with swallowing problems should have their fruit with no skin and may need to have fruit that can be mashed like bananas.

Ask the group:

- What do we need to do when we eat fibre?
- Answer: drink fluids e.g. water, milk, juice, tea.

Fibre during the day

The purpose of this exercise is to:

- be able to recall the main messages from the previous sessions
- know how to replace foods low in fibre with foods high in fibre.

It is very easy to have fibre in our meals. Ask the group to look at the foods on the flip chart and think of swaps you could make to have more fibre and fluids. Discuss answers and gradually replace the low-fibre foods, e.g. cornflakes with bran flakes and so on throughout the whole day.

The following questions should help get discussion going:

<p>1. Which breakfast cereals would you choose that have fibre in them? Answers: a) Brown cereals – Weetabix, bran flakes, etc. b) Add fruit, e.g. grapes or banana</p>
<p>2. If you have a snack in the morning what could you choose that has fibre in it? Answer: a) A piece of fruit or a handful of dried fruit b) Yoghurt with fruit in it</p>
<p>3. Put a picture of a white bread sandwich as a lunch on the flipchart. Which foods can you add to make it healthier with lots of fibre? Answer: a) Brown bread b) Salad</p>
<p>4. If you have pudding or a snack later on what food could you choose? Answer: a) A piece of fruit or dried fruit b) Yoghurt with added fruit in it</p>
<p>5. Put a picture of a bowl of rice as dinner on the flipchart. How can you increase fibre in this meal? Answer: a) Brown rice b) Add peas and sweetcorn or mixed vegetables</p>
<p>6. What else do we need for fibre to work properly? Answer: a) 10 cups of fluids</p>
<p>7. Can you give some examples of fluids? Answer: a) Water, coffee, tea, milk, juice</p>

Taste and try

The purpose of this exercise is to:

- know how to replace foods low in fibre with 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 which 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 beans
- Give out 'Taste and try fibre' activity sheet (page 238-239).
- Explain once you have decided whether it is high in 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.
- 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:

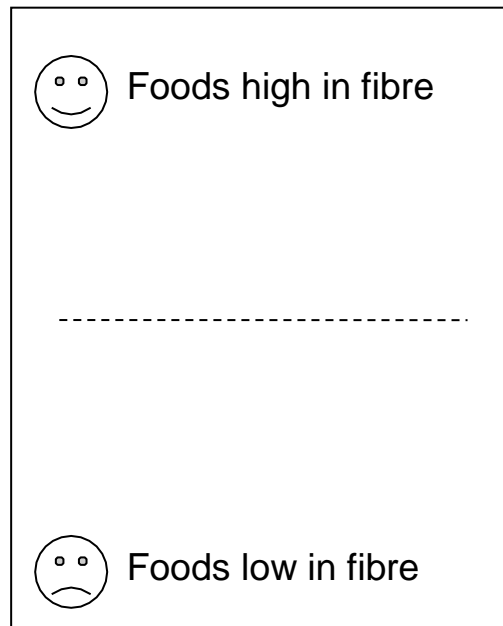
Beans:

- baked beans
- kidney beans
- aduki beans
- haricot beans
- butter beans.

Note: Serve in disposable cups with plastic spoons.

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 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.

Learning check

The purpose of this exercise is to:

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

Using the fibre quiz sheets completed in session 1, do the quiz a second time and ask the group members if they would still tick the same answers.

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