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Learning outcomes for adults with a learning disability

The Healthy Eating Healthy Living training pack encourages healthy eating as a way of life for adults with a learning disability. In a practical and interactive way, the training pack aims to teach participants the key health messages throughout each section:

Sugar

- Eating too much sugar is bad for you.
- Having too much sugar can cause you to become overweight and have toothache.
- Cutting down on foods which are high in sugar can help you maintain a healthy weight.
- Brushing your teeth twice a day can prevent toothache.

Food labelling

- Front of pack labelling can help us choose between products and brands to make healthier choices.
- Lots of green means they are likely to be a healthy choice, with the exception of fizzy drinks and sugary sweets (these will always be unhealthy).
- Lots of orange means they are somewhere in the middle of an unhealthy and healthy choice. We should only eat these every now and again.
- Lots of red means they are an unhealthy choice.

Fruit and vegetables

- Fruit and vegetables are good for your health.
- We should all be having at least 5 different portions of fruit and vegetables a day.
- A portion is when the fruit or vegetable fills the whole hand.
- Fruit and vegetables keep our heart healthy, help us fight off a cold and help us go to the toilet regularly.

Fat

- Fat is bad for us. It should only be eaten in small amounts.
- Eating too much fat can cause us to become overweight and have heart problems in the future.
- We should reduce the amount of fat we are eating.

Fibre

- Fibre is good for us.
- Fibre helps stop a sore tummy.
- We should eat foods that are high in fibre.
- We should also have 8–10 glasses of fluid per day.

Salt

- Eating too much salt is bad.
- Too much salt can cause high blood pressure, which can lead to heart disease or a stroke.

Healthy bones

- Eating foods high in calcium, such as dairy products, helps keep our bones strong.
- We should eat 3 portions of dairy a day (low-fat options).

Healthy Eating Healthy Living

Preparation Checklist

Resource/action	Comments	Completed
Identify clients	4–6 per group works best	
Identify area of work	Preferably with kitchen facilities but not essential	
Risk assessment (if needed)	Most employers will have this in place as the types of activities in the pack are similar to what is done normally. Check with manager	
Buy Eatwell Guide activity mat	www.intimex.org www.comiccompany.co.uk Please note: If you already have the old Eatwell Plate, it is still suitable to use this	
Start collecting wrappers/food packaging/sugar sachets	Optional	
Download sections of pack from SCLD website and place in folder, and make sure you have access to videos and PowerPoints	www.sclld.org.uk Please note: the videos are available on the SCLD website	
Download certificates	Optional – can be done as you go, or some establishments just give all the certificates at the end	
Print off pictures, quizzes, recipes sheets and cook's rules (if using), and laminate where possible. You may need multiple copies of some of these (e.g. recipe sheets and quizzes)	www.sclld.org.uk	
Useful aids to always have	Plastic cups, plastic forks, plastic plates, bag of sugar, measuring spoons	

Resource/action	Comments	Completed
Print off evaluations for clients and keep these in a folder		
Running the sessions	Adapt delivery of sessions if needed	
At least a week before, have a look at the pack and identify any resources needed for the session	Recommendation – at the end of a session, look at the following week and write a list of any resources/food needed for the following. Collect these slowly throughout the week when you have time	

Remember . . .

- Preparation – ‘Failing to plan is planning to fail’ - this may be a cliché, but it’s true! **Preparation can be carried out at the end of a session for the following week. It can be helpful to write down the resources/food you are going to need for the following session, and collect these slowly throughout the week.**
- The size of the pack can be daunting, however, lots of the information is broken down to a very simple level, and gives you ideas of questions to ask to create discussion. You **can always write down your own bullet points of the main things you are going to do and discuss**, and refer to it throughout the session. This can save you getting lost in the pack during delivery.
- Delivery – Don’t worry about timing too much, it will likely be repeated in other sessions. Just work through what you can in the time you have.
- Consolidation – Open with ‘What did we do last time?’ close with ‘What have done today?’
- KEEP IT FUN! Pick team names, break in the middle for coffee, etc.
- The pack can be adapted depending on the facilities and resources available. Remember YOU know the client group best – adapt and

deliver the pack the way you think is best. The most important thing is the information being delivered is accurate and consistent.

Healthy Eating Healthy Living

Background Information and Guidance for Trainers

Introduction

Welcome to Healthy Eating Healthy Living, a training pack designed to encourage healthy eating as a way of life for people with learning disabilities. The pack provides all the materials needed to run a course on Healthy Eating Healthy Living and will teach participants the knowledge and skills required to eat a healthy and balanced diet.

People with learning disabilities should be able to access healthy eating messages and be encouraged to build their capacity to access mainstream health programmes in their local community. This pack provides a step towards this goal.

About this pack

This pack has been specifically structured to enable staff to deliver a systematic programme that will have a broader impact on general food and nutrition issues which are important for people with learning disabilities. The sessions are designed to be inclusive of people with a wide range of learning disabilities and can be run weekly or more frequently to suit the needs of the group.

The development of the pack, led by dietitians in the Glasgow Learning Disability Partnership (GLDP) in partnership with day service and health staff, users and carers, was funded initially by Health Promotion Health Service (NHS Health Scotland) and local NHS funding. The Scottish Government provided further funding to pilot methods of providing healthy living messages that were accessible to people with learning disabilities. Resources from the Scottish Government Healthy Living Pack were used as the educational basis and the

topics were extended to include the more specific health needs of people with learning disabilities taken from the Health Needs Assessment Report (NHS Health Scotland 2004). The core focus is healthy eating and exercise awareness.

This training pack received the COSLA Gold Award in the 'Tackling Inequalities Improving Health' category which is sponsored by Health Scotland.

The pack was provided with minor updates in 2018, to reflect changes to food and health information. This was led by NHS Health Scotland and supported by NHS Greater Glasgow and Clyde, NHS Fife, NHS Tayside and The Scottish Commission for Learning Disabilities (SCLD). Future updates will be led by the Scottish Learning Disability Dietetic Clinical Network.

Tutor notes - Preparation for the training

The pack includes:

- A short check list covering the whole pack to help you prepare
- A short list of outcomes the pack aims to meet
- Background information and guidance for trainers for each theme.
- Resource and preparation tables for each theme.
- Trainer's notes.
- Participants' handout.
- Certificates for each theme.
- Healthy Eating Healthy Living course questionnaire (team leader).
- Healthy Eating Healthy Living questionnaire (course participants).
- Evaluation questionnaires to use with participants before your training starts and afterwards to check their learning.

Given that the sessions are practical and interactive you may want to carry out a risk assessment to ensure that adequate staff are allocated to support each session and strategies are in place to manage potential problems.

The training pack gives you the step-by-step programme for the course. Each topic has some background information with suggestions of where you can find out more information should you choose.

Each topic is then divided into a number of sessions. Each session is made up of:

- Learning outcomes.
- Resource and preparation table. You should read this in advance of delivering the session so that you are fully prepared for the training you will deliver.
- Training notes which take you through the session including instructions for activities.
- Handouts.

It is recommended that you familiarise yourself with the programme by reading through it several times before running it. In addition, early preparation is recommended to prepare and arrange for external visits connected to the topic.

Things to consider

In order to support everyone in the healthy living group to participate fully it is suggested that health details, religious and cultural preferences, special dietary requirements and ability to exercise are checked and accommodated.

There are two questionnaires accompanying the pack to help with this. The first is a Healthy Eating Healthy Living questionnaire and checklist for course leaders that should be completed before commencing delivery. There is also an accessible questionnaire to be completed by course participants prior to undertaking the course. There is also a guide to food for religious and cultural preferences.

Anyone who has a special diet for medical reasons should bring a copy of their diet sheet or contact details for their dietitian.

There are evaluation forms and instructions on how to use these. Using these before and after the course will help show what impact your training has made.

Course format

The course has been designed with flexibility in mind. It has been structured to be inclusive of people with a wide range of learning disabilities. There are 22 sessions, and it is recommended that each session takes a minimum of 2 hours and should include a break. You can run the course in the way which best suits your learners, for example, one session every week or you can add sessions together to create longer training days. You may also decide to select and deliver topics or themes which have particular relevance for your learners and omit those you have already covered in other training courses.

Healthy Eating Healthy Living looks at five different food themes:

- sugar
- fruit and vegetables
- fat
- fibre
- salt.

It also addresses healthy bones and food labelling.

This course will enable participants to become more aware of what is good in their existing diet and how they can eat in a more healthy way. It is hoped that many of the people who take part in this training will go on to lead healthier lives.

Course content

Sugar

There are four sessions dedicated to sugar. This section addresses the benefits of eating less sugar. It encourages the group to look at foods which have high sugar content and consider how these affect weight, health and teeth. From a practical point of view it allows learners to explore which foods could be replaced by a low-sugar option, to try and taste these foods and know where to buy such foods. There is also the opportunity to develop baking skills.

Labelling

The labelling section is one session long. This section will help develop an understanding about front-of-pack labeling (may also be known as ‘the traffic light system’) and encourage participants to make healthy choices by looking at labels.

Fruit and vegetables

There are five sessions dedicated to looking at the importance of fruit and vegetables in your diet. The materials encourage people to eat at least five portions of fruit and vegetables every day. Be able to list the types – fresh, dried, frozen, tinned. The materials are designed to encourage people to have fun experiencing new fruit and vegetables by touch, taste and smell.

Fat

There are four sessions of training relating to fat. The materials are designed to get across the message that you should only eat small amounts of foods that are high in fat and which food these are. The resources provide interactive and enjoyable methods of increasing awareness of the health benefits of not eating too much fat.

Fibre

The fibre section of the course lasts for four sessions. The materials cover foods that are high in fibre, the importance of having fluids with fibre and some 'taste and try' recipes. This section helps participants understand the journey food makes through the gastro intestinal system and introduces some high fibre food for people to try.

Salt

Salt is also dealt with in this course. This section is three sessions long and covers ways to reduce salt intake by comparing brands and looking for 'low-salt' labels and alternatives. This section helps participants understand the health benefits of reducing salt in our diet.

Healthy bones

There is also one session dedicated to looking at the impact of diet on bones. This will support people to develop an understanding of why we need exercise to sustain mobility and the types of food we need to maintain strong and healthy bones.

Healthy Eating Healthy Living videos

Healthy Eating Healthy Living videos are available on the SCLD website. These show how some of the activities in the pack have been run with groups. These may be useful to show to your group to aid learning; or for yourself for ideas on how to run the activities. There are three videos:

- sugar
- fruit and vegetables
- fat.

The Eatwell guide

The colour-coded system used in the pack complement those used in the Eatwell guide. The Eatwell guide is the tool recommended by Food Standards Scotland to help people make healthy food choices.

The Eatwell 'guide' replaced the Eatwell 'plate' in 2016, but the principles of the Eatwell message remain the same. Use of existing Eatwell plate resources, such as the Eatwell plate floor mat can be continued if updated resources are not available. The main differences between the former Eatwell plate and the new Eatwell guide are:

- high fat, salt and sugar foods have been removed from the purple section and are placed outside the guide.
- the purple section now only contains oils and spreads.
- inclusion of a hydration message (adults with learning disabilities should aim to drink 8–10 cups of non-alcoholic drinks a day – for most other adults 6–8 cups is adequate).

The content follows the guidance given that people try to:

- eat plenty of fruit and vegetables
- eat plenty of bread, rice, potatoes, pasta and other starchy foods – choose wholegrain varieties
- eat some milk and dairy foods
- eat some meat, fish, eggs, beans and other non-dairy sources of protein
- eat just a small amount of foods and drinks high in fat and/or sugar
- make use of the Eatwell guide to see how much of a whole day's food should come from each food group
- try to choose options that are lower in fat, salt and sugar when you can.

Further information is available from:

Food Standards Scotland (FSS): The Eatwell guide

www.foodstandards.gov.scot

The new Eatwell guide activity mat is available to buy from:

www.intimex.org

www.comiccompany.co.uk

When you use the Eatwell guide, please do not change it. It is available as a PDF from the FSS website and is available with this pack on the SCLD website.

Terminology and style of pack

The core learning outcomes are reinforced throughout each theme in a sequence using methods such as interactive games, food shopping, sensory activities, cooking and physical activity. All handouts are in easy read format. The pictures used within this pack come from the following sources:

- Iain Stewart www.isphotographs.co.uk

Photo symbols

- Mayer Johnson Inc. Board maker
- SCLD
- Microsoft clip art
- www.arthursclipart.org
- Clare Mills www.sclld.org.uk

To help you use this pack

It is highly recommended that you attend the Food and Health course for carers of adults with a learning disability provided by Royal Environmental Health Institute of Scotland (REHIS). REHIS also run an Elementary food and health training course which would provide some background knowledge around healthy eating. Courses are run throughout Scotland and further details can be found here:

www.rehis.com

Contact details:

The Royal Environmental Health Institute of Scotland, 19 Torphichen Street,
Edinburgh, EH3 8HX

Telephone: 0131 229 2968 Fax: 0131 228 2926

Where else you can get help?

Your local NHS Board, local authority or Health and Social Care Partnership Health Improvement or Health Promotion teams may be able to provide advice or resources.

NHS Boards may be able to loan out resources (such as the Eatwell activity mat) and local authorities may be able to support activities such as use of leisure centres for physical activities. In some areas, specialist learning disability dietitians are supporting the use of this pack or may be aware of where you can get help with using it.

Learning disability organisations, policies and publications

- Scottish Commission for Learning Disability - www.sclld.org.uk
- Health and Social Care Standards. My support, my life – www.gov.scot
- [The Nutritional Care of Adults with a Learning Disability in Care Settings](#), 2017 British Dietetic Association
- Eating well: Children and adults with learning disabilities. Nutritional and practical guidelines. 2007 The Caroline Walker Trust www.cwt.org.uk
- Eating well: Supporting adults with learning disabilities. Training materials for people working with adults with learning disabilities. 2009 Crawley H. The Caroline Walker Trust. www.cwt.org.uk

Useful food and health resources

National organisations and initiatives supporting healthier eating

- Food Standards Scotland – www.foodstandards.gov.scot
- healthyliving award – www.healthylivingaward.co.uk
- Community Food and Health (Scotland) – www.communityfoodandhealth.org.uk
- NHS Choices – www.nhs.uk/livewell/healthy-eating

Leaflets, fact sheets and apps

- British Dietetic Association - www.bda.uk.com
- change4life – www.nhs.uk/change4life
- British Heart Foundation - www.bhf.org.uk

Information on portion sizes

It is easy to overeat and gain weight by putting too much on your plate. This website has a fact sheet on how to achieve a healthy portion size:

- British Dietetic Association – www.bda.uk.com

Useful recipe websites

Some of these sites have a wide range of recipes, try and choose recipes that support the healthy eating messages in this pack and are affordable and relevant for the people you are working with.

- Scottish Government eat better, feel better campaign - www.eatbetterfeelbetter.co.uk
- BBC Online Food - www.bbc.co.uk/food
- The Dairy Council - www.milk.co.uk
- Quality Meat Scotland - www.qmscotland.co.uk
- change4life – www.nhs.uk/change4life

Accessible recipes

- Community Food and Health (Scotland)
– www.communityfoodandhealth.org.uk

Guide to food for religious and cultural preferences

This information is intended as guidance only. Many people will interpret their culture differently and will not follow the patterns outlined below.

The main dietary requirement for Muslims is that pork and pork products must be avoided and that all food must be halaal. Meat is made halaal by a particular method of slaughter and the meat must be dedicated to Allah. There are similar requirements for Jewish people in that pork must also be avoided and all food must be kosher. Meat is made kosher by a particular method of slaughter.

Some devout Christian groups and Rastafarians also don't eat pork.

Hindus and Sikhs are unlikely to eat beef and many devout Hindus or Sikhs maybe vegetarian (including not eating eggs).

Many religions (and cultures) disapprove of the consumption of alcohol.

Healthy eating healthy living course questionnaire



Before you join the healthy eating healthy living course we need to ask you some questions about your health.



If you answer yes to any of the questions we will need to contact your Doctor.

My doctor's details are:

Name: _____

Address:



Telephone number _____

Questions about your health

Please answer the questions by putting a circle around either **yes** or **no**.



Do you have Diabetes? **Yes** **No**

If you said yes is there anything else you would like to tell us?



Do you have epilepsy? **Yes** **No**

If you said yes is there anything else you would like to tell us?



Are you allergic to anything? **Yes** **No**

If you said yes is there anything else you would to tell us



Do you find it hard to walk or stand for a long time?

Yes **No**

If you said yes is there anything else you would like to tell us?

Questions about cooking and trying foods

Do you feel confident using knives and kitchen equipment when you are with a staff member?

Yes

No

If you said no could you please tell us more?



Do you have any diet needs such as vegetarian, halal or vegan?

Yes

No

If you said yes could you please tell us more?



Do you find it difficult to swallow some food?

Yes

No

If you said yes is there anything else you would like to tell us?

Questions about exercise

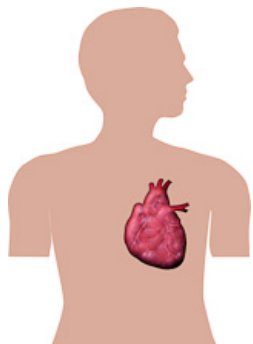


Do you find it hard to breathe sometimes?

Yes

No

If you said yes is there anything else you would like to tell us?



Do you have heart problems?

Yes

No

If you said yes could you please tell us more?



Do you have asthma?

Yes

No

If you said yes is there anything else you would like to tell us?

Have you had any big operations?

Yes

No

If you said yes could you please tell us more?



Have you ever had a serious illness?

Yes

No

If you said yes could you please tell us more?





Have you ever had any serious injuries?

Yes

No

If you said yes could you please tell us more?



Do you have high blood pressure?

Yes

No

If you said yes is there anything else you would like to tell us?

Personal information about you



Your full name: _____



Your phone number: _____

Your home address





Sign your name in the box



Today's Date: _____

Healthy Eating Healthy Living Course questionnaire checklist

This check list is to help the course leader focus on the, abilities, needs and medical conditions people may have.

Please make sure the questionnaires have been filled out at least 8 weeks before the course starts. This will allow you time to get a response from the person's doctor.

Questionnaire checklist - Tick Yes or No to record what the learner said on their individual questionnaire.

Questions about their health

	Yes	No
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>
Epilepsy	<input type="checkbox"/>	<input type="checkbox"/>
Allergy	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Finds standing and walking for long lengths of time hard work	<input type="checkbox"/>	<input type="checkbox"/>
Did the person say anything that you need to know?	<input type="checkbox"/>	<input type="checkbox"/>

With thanks to

Questions about cooking and trying foods

**Does not feel comfortable about
using knives and kitchen equipment.**

Yes

No

☐☐

Yes

No

Diet needs

☐☐

**Does the person find it difficult to
swallow some foods**

☐☐

Hard to breathe sometimes

☐☐

Did the person say anything that you need to know?

With thanks to

Questions about exercise

	Yes	No
Any big operations	<input type="checkbox"/>	<input type="checkbox"/>
Heart problems	<input type="checkbox"/>	<input type="checkbox"/>
Asthma	<input type="checkbox"/>	<input type="checkbox"/>
Serious illness	<input type="checkbox"/>	<input type="checkbox"/>
Serious injuries	<input type="checkbox"/>	<input type="checkbox"/>
High Blood Pressure	<input type="checkbox"/>	<input type="checkbox"/>

Did the person say anything that you need to know?

Does the person's doctor need to be contacted?

With thanks to

With thanks to

How to evaluate your course (before and after the course)

Pre- and Post- Course Client Questionnaires

Prior to starting a group it's useful to take the time to think about an evaluation. An evaluation can help identify what the group has learned throughout, and highlight any areas where further education is required. It is also good practice as it allows time for reflection, highlighting areas/topics that went well, and those which need improvement for future groups.

The following evaluation questionnaires have been produced to complement the training pack. The most appropriate questionnaire should be completed by each participant prior to attending the group. Following completion of the group, the relevant questionnaire should be completed again to identify if there has been improvements in knowledge and/or changes to dietary intake.










Questionnaires in separate documents.

Name: _____

Date: _____

Establishment: _____

Please tick how often you eat these foods

	Every day 	2 or 3 times a week 	Once a week 	Less often
I eat fruit 				
I eat biscuits/cakes/chocolate 				
I eat crisps 				
I eat chips 				
I eat vegetables 				
I have a sugary fizzy drink 				


Thank you

Healthy Eating Healthy Living

Name: _____

Date: _____

Establishment: _____


- 1)  Is too much sugar good or bad for you?

Good

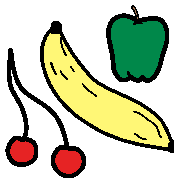


Bad




- 2)  Which food is high in sugar?

fruit



sweets




- 3)  What can happen to your body if you eat too much sugar?

Healthy Weight



overweight




- 4)  Are fruit and vegetables good or bad for us?

Bad



Good



- 5)  How many portions of fruit and vegetables should you be having every day?

3



5



6) What can happen if you eat too much **fat**?

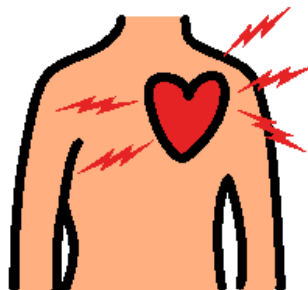
heart problem



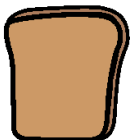
overweight



Both



7)



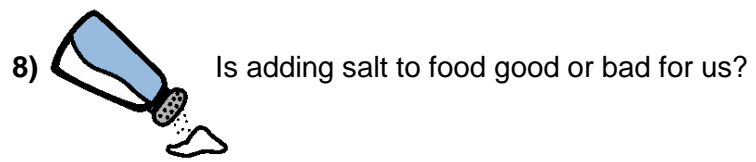
Eating brown bread can

cause constipation



keep you regular





Bad



Good



The 'which is healthier' quiz

(Tick the healthier food)

Q1.



Q2.



Q3.



Q4.



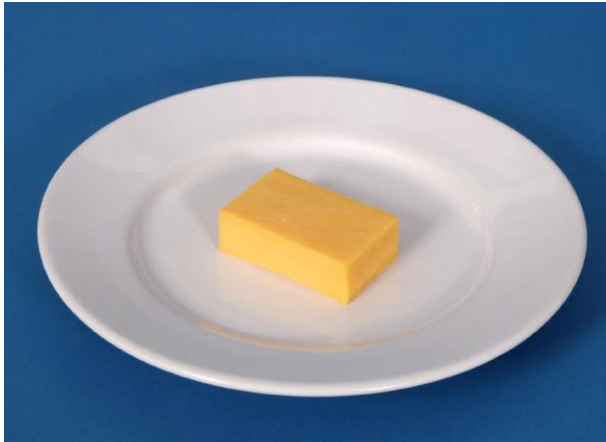
Q5.



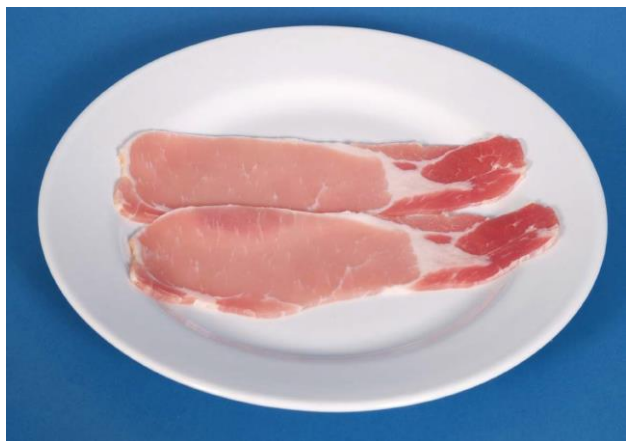
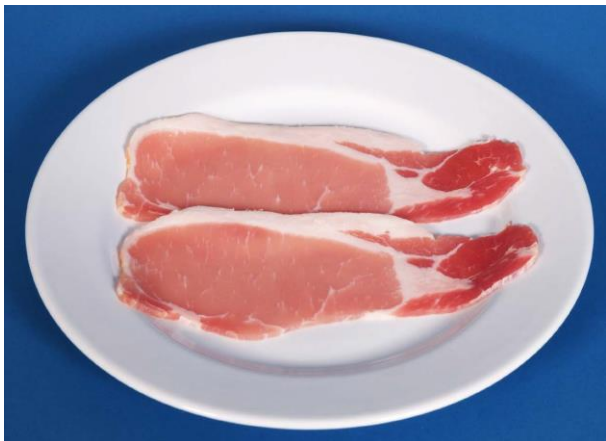
Q6.



Q7.



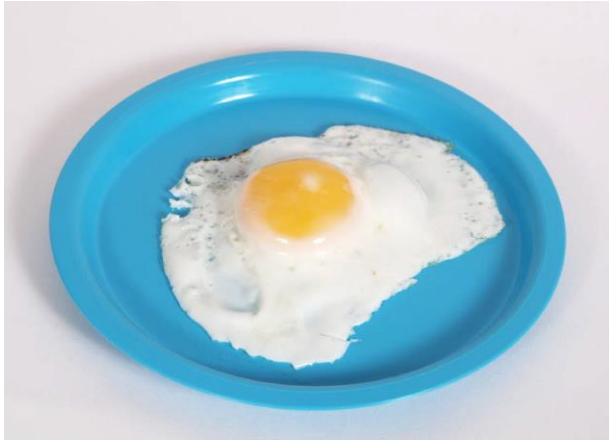
Q8.



Q9.



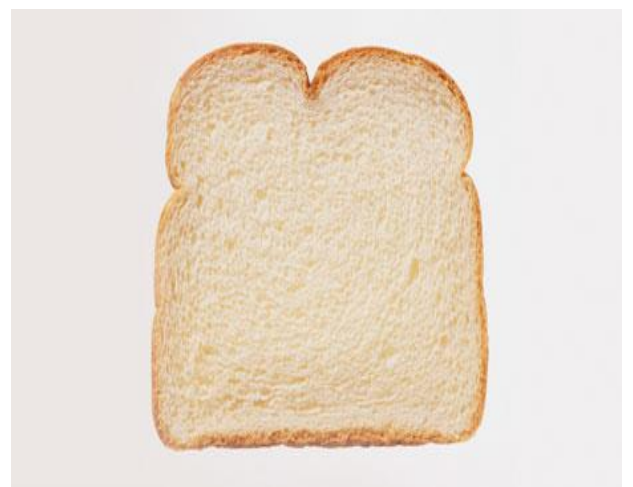
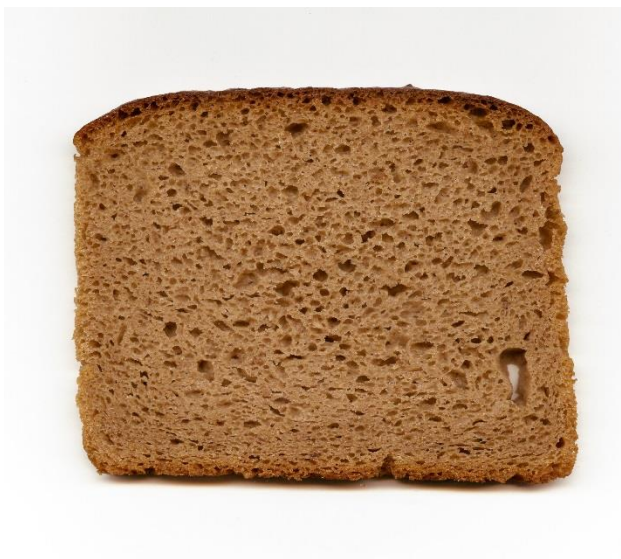
Q10.



Q11.



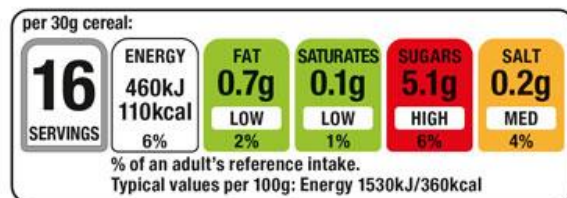
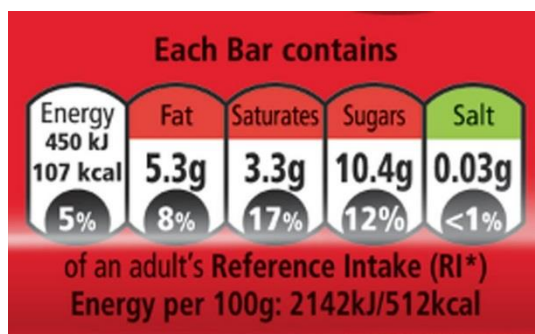
Q12



Q13.



Q14.



Q15.



Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	3.0g LOW	1.3g LOW	34g HIGH	0.9g MED
13%	4%	7%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Eat at least 5 portions of a variety of fruit and vegetables every day

Fruit and vegetables

Frozen peas

Raisins

Chopped tomatoes

Potatoes

Whole grain cereal

Cous Cous

Porridge

Whole wheat pasta

Bagels

Rice

Spaghetti

Lentils

Beans lower salt and sugar

Tuna

Plain nuts

Chick peas

Lean mince

Low fat soft cheese

Semi skimmed milk

Soya drink

Plain Low fat Yoghurt

Veg Oil

Lower fat spread

Oil & spreads

Beans, pulses, fish, eggs, meat and other proteins

Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat

Dairy and alternatives

Choose lower fat and lower sugar options

Choose unsaturated oils and use in small amounts



Eat less often and in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Background information for course leader

Sugar occurs naturally in some foods such as fruit, milk, cereals, grains, nuts and even vegetables. Generally, we do not need to worry about these sugars. The foods which have sugars added, or where natural sugars have been released during processes such as juicing or blending, are the ones we need to cut down – these are called 'free sugars'. Free sugars include:

- Any sugars added to our food or drinks, including sugar in biscuits, chocolate, flavoured yoghurts, sugary breakfast cereals, fizzy drinks, jams, pastries, ice cream and sweeties.
- Sugars in honey, syrups (such as maple or golden syrup) and coconut sugar or blossom.
- Unsweetened fruit juices and smoothies. Please note, although the sugars in these foods are found naturally in the fruits and vegetables, they are classified as free sugars. This is because the fruit and vegetables have been processed (blended or juiced) so the sugar is no longer held within the structure of the food, and therefore is more easily absorbed. They are very easy to drink in large quantities (which can result in lots of unnecessary calories) and can also cause a large increase in blood sugar levels.

Too much free sugar is bad for our bodies, it can cause:

- obesity – due to the amount of calories (kcal) in sugar
- teeth and gum problems
- heart disease – due to the risks of obesity
- diabetes – eating sugar does not cause diabetes, being overweight due to eating too many high calorie foods such as sugar is the cause.

It can sometimes be difficult to know if a food product contains free sugar. Look out for the items below on an ingredient list – if they are added to food as an ingredient they are classified as a free sugar.

Sucrose (table sugar)	Cane sugar	Glucose
Fructose	Maltose	Invert sugar
Concentrated fruit juice	Sugars in fruit purees	Sugars in jam
Demerara (brown) sugar	Coconut sugar	
Honey	Molasses	Treacle
Caramel	Malt syrup	Dextrose
Golden syrup	Agave syrup	Glucose syrup
Rice malt syrup	Coconut blossom syrup	Maple syrup
Fruit syrup	Date nectar	Corn syrup
Also lactose, hydrolysed lactose and galactose ADDED as an ingredient		

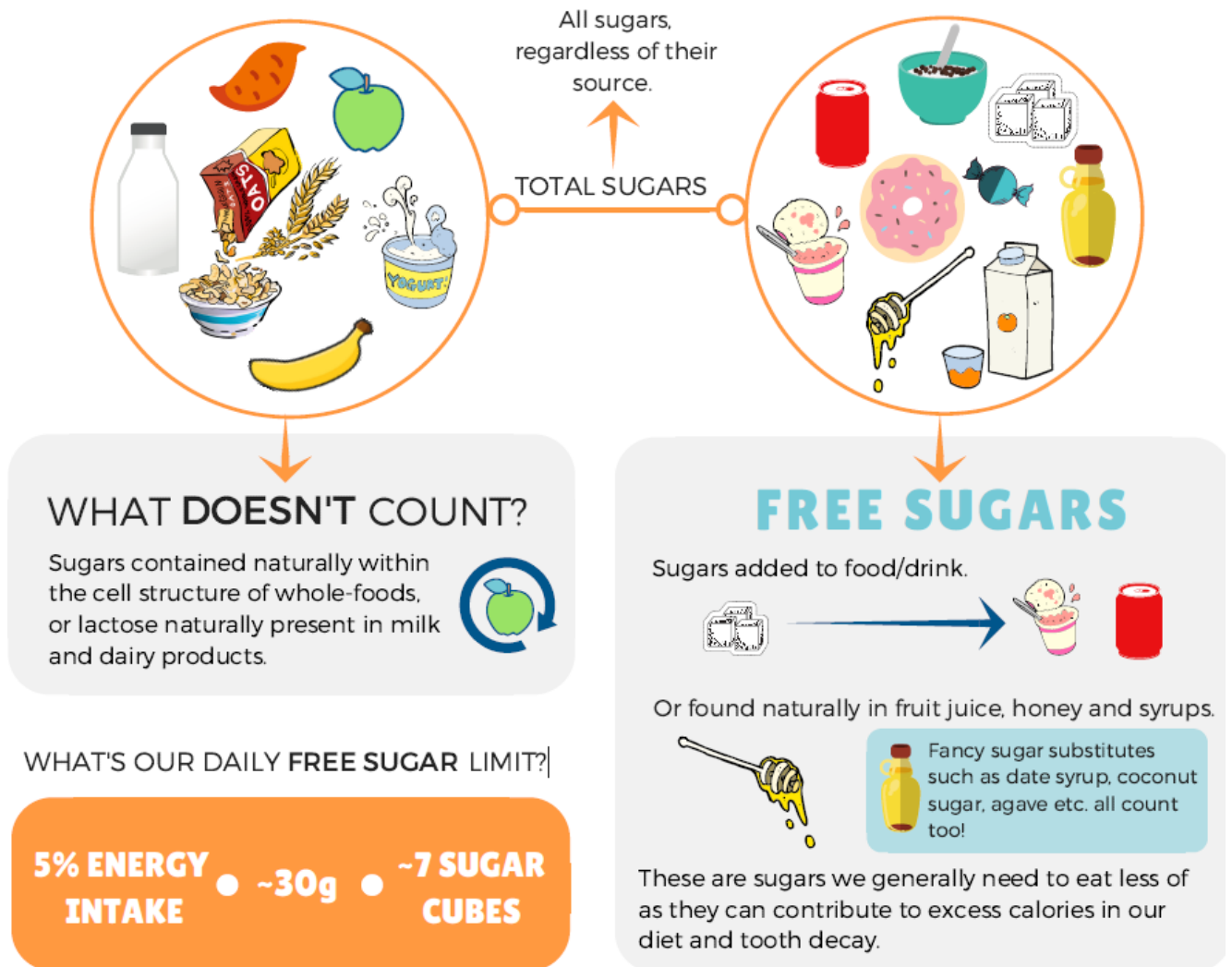
What's not classified as free sugar?

- Lactose naturally present in milk and dairy products.
- Sugar naturally present in whole pieces of fruit, including dried, canned and stewed (and have not been juiced or made into a smoothie).
- Sugar naturally present in whole pieces of vegetables (and that have not been juiced or made into a smoothie)
- Sugar naturally present in grains and cereals.

Generally we don't have to cut down on these but it's always important to keep an eye on portion sizes to stop unnecessary weight gain. The diagram below shows what counts as free sugars and what doesn't.



WHAT ARE **FREE SUGARS**?



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How much sugar can I eat?

Reference Intakes (RIs):

This is the **maximum** amount of sugar required by average adults of normal weight and average activity levels

Free Sugars only	Total Sugar (including free sugars and also those found naturally in milk, whole fruit, vegetables, cereals & grains.)
30g per day (approximately 7 teaspoons of sugar)	90g per day

Please note low calorie sweeteners can be used as a replacement for sugar. However, many have a laxative effect, so should be used in moderation.

Session 1: Sugar and health

Learning Outcomes:

At the end of the session the group should:

- Know that you should eat only small amounts of foods high in sugar
- Know that you should not have foods high in sugar between meals
- Be able to list foods that are high in sugar
- Be aware of the health benefits of not eating sugar
- Have fun tasting foods that are low in sugar
- Have taken part in physical activity

Activities and resources:

Activity	Preparation	Resources
Sugar is bad for you	<ul style="list-style-type: none"> • Photocopy or print off sore tooth and overweight man pictures in colour 	<ul style="list-style-type: none"> • Sore tooth and overweight man pictures (page 57-58)
Eatwell guide (or activity mat)	<ul style="list-style-type: none"> • Buy items high in sugar or collect wrappers and containers to use in the exercise Or print off food photographs from SCLD website 	<ul style="list-style-type: none"> • Eatwell guide (or activity mat) • Foods high in sugar e.g. chocolate bars, cakes, biscuits, hard boiled sweets, fizzy drinks
Keep your teeth safe from sugar	Photocopy or print off clean teeth picture in colour	<ul style="list-style-type: none"> • Clean teeth picture (page 59)
Foods with sugar presentation	Run through the presentation to familiarise yourself with content	Laptop Projector “Foods with sugar” presentation (requires PowerPoint 2003)

Activity	Preparation	Resources
Sugar and diabetes	<ul style="list-style-type: none"> • Check the risk assessment forms to see if you have anyone with diabetes • Ask them if they would like to speak about their experiences • If they agree, you may need to help them think about what they will say. See notes on (page 27) for suggested content 	
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 squashes, jellies and servings of fruit. All can be served in disposable cups • Label cups squash A, squash B etc and make sure you know which is which • Store in a fridge until required • Print off taste and try activity sheets <p>Prepare flipchart for exercise. See (page 29) for more detail</p>	<ul style="list-style-type: none"> • Taste and try activity sheets (page 60-61) • Tablecloth • Disposable cups • Disposable spoons • Labels • Jugs • Trays • Sugar free squash • Squash containing sugar • Sugar free jelly • Jelly containing sugar • Tinned fruit in syrup • Tinned fruit in fruit juice • Artificial sweetener • Flip chart and pens

Activity	Preparation	• Resources
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 or a physical activity you can 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: Sugar and health

Sugar is bad for you

The purpose of this exercise is to:

- Be aware of the health benefits of not eating sugar

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.

Here are some questions that will help discussion:

1. Who has been to the dentist?
2. Have you ever had toothache?
3. How did it make you feel?
4. How do you feel about going to get fillings?
5. How do you feel about getting a tooth taken out?

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

Here are some questions that will help discussion:

1. How can putting on weight affect your health?
2. Does putting on weight stop you doing things?
3. Has anyone been to see the Doctor about their weight?

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

Eatwell guide (or activity mat) activity

The purpose of this exercise is to:

- Know that you should eat only small amounts of foods high in sugar
- Be able to list foods that are high in sugar

Lay out the foods (or wrappers / containers or food photographs) 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 outside the guide).

Keeping your teeth safe from sugar

The purpose of this exercise is to:

Know that you should eat only small amounts of foods high in sugar

Know that you should not have foods high in sugar between meals

Be aware of the health benefits of not eating sugar

Show the brush teeth picture (page 59) to the group and ask how do we keep our teeth healthy?

- Eat less sugar (eat less foods high in sugar and/or add less sugar to tea, coffee etc.)
- Eat sugar less often in the day, such as between meals. Explain that it is better to eat sugary foods and drinks with a meal rather than as a snack.
- Brush your teeth regularly

Doing these 3 things will also keep your gums healthier.

Foods with sugar presentation

The purpose of this exercise is to:

- Know that you should eat only small amounts of foods high in sugar
- Know that you should not have foods high in sugar between meals
- Be able to list foods that are high in sugar
- Be aware of the health benefits of not eating sugar

Have the PowerPoint presentation “Foods with Sugar” ready

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

Begin by looking at what can happen if you eat too many foods with sugar in them.

1. Left click or press return and a man will appear.
2. Left click or press return and some sweets will appear. Ask the group: <ul style="list-style-type: none">• What do you see?• Do you think they have lots of sugar in them? Sweets have lots of sugar in them

3. Left click or press return and the man gets fatter. Ask the group: <ul style="list-style-type: none">• What happened?
4. Left click or press return on the keyboard and some sugary cereal appears. Ask the group: <ul style="list-style-type: none">• What do you see?
5. Left click or press return on the keyboard and the man gets fatter. Ask the group: <ul style="list-style-type: none">• What happened to the man?
6. Left click or press return on the keyboard and a fizzy drink can appears. Ask the group: <ul style="list-style-type: none">• What do you see?• Do you think fizzy drinks have a lot of sugar in them? Fizzy drinks have lots of sugar in them (more of this later).
7. Left click or press return on the keyboard and the man gets fatter. <ul style="list-style-type: none">• Explain to the group that if the man eats lots of sweets, sugary cereals and fizzy drinks he will continue to put weight on.
8. Left click or press return on the keyboard to show a cake. Ask the group: <ul style="list-style-type: none">• What do you see?
9. Left click or press return on the keyboard and the man gets fatter. Ask the group: <ul style="list-style-type: none">• What happened?
10. Left click or press return on the keyboard to show an ice cream. Ask the group: <ul style="list-style-type: none">• What do you see?• What do you think will happen to the man?
11. Left click or press return on the keyboard and the man gets fatter.

<p>12. Left click or press return on the keyboard to show a biscuit. Ask the group:</p> <ul style="list-style-type: none">• What do you see?• What do you think will happen to the man?
<p>13. Left click or press return on the keyboard and the man gets fatter</p> <ul style="list-style-type: none">• Explain to the group that if the man keeps eating lots of sweets, sugary cereals, fizzy drinks, cakes, ice cream and biscuits he will continue to put weight on.
<p>14. Left click or press return on the keyboard and a bar of chocolate appears. Ask the group:</p> <ul style="list-style-type: none">• What do you see?
<p>15. Left click or press return on the keyboard and the man gets fatter.</p>

Have a discussion around foods that are high in sugar. Use the following questions to help.

- Which foods do you like that are shown on this slide?
- How often do you eat them?
- Do you think you should eat more or less of them?

Advise that our bodies need a balance of foods without too much sugar, to stay slim and healthy.

Remind the learners

- That you should eat only small amounts of foods high in sugar
- You should not have foods high in sugar between meals.

Continue the slide show by left clicking the mouse or pressing return. This will take you to slide 2 which is about foods high in sugar and their effect on teeth.

<p>1. Left click or press return on the keyboard and some sweets will appear. Ask the group:</p> <ul style="list-style-type: none">• If you eat lots of sweets what might this do to our teeth? It is not good for our teeth, we may get toothache, need fillings or they might even fall out.
<p>2. Left click or press return on the keyboard and a tooth is missing</p>
<p>3. Left click or press return on the keyboard and some sugary cereal appears. Ask the group:</p> <ul style="list-style-type: none">• If you eat lots of sugary cereals what do you think may happen to the teeth? It is not good for our teeth, we may get toothache, need fillings or they might even fall out.
<p>4. Left click or press return on the keyboard and 2 more teeth are missing. Ask the group:</p> <ul style="list-style-type: none">• What happened?
<p>5. Left click or press return on the keyboard and a fizzy drink can appears. Ask the group:</p> <ul style="list-style-type: none">• What do you see?• Do you think drinking lots of fizzy drinks is good for your teeth? No, there is lots of sugar in fizzy drinks which is not good for your teeth.
<p>6. Left click or press return on the keyboard and some more teeth come out.</p> <ul style="list-style-type: none">• Explain to the group that if you eat lots of sweets, sugary cereals and fizzy drinks it is not good for your teeth.
<p>7. Left click or press return on the keyboard to show a cake. Ask the group:</p> <ul style="list-style-type: none">• What do you see?
<p>8. Left click or press return on the keyboard and some more teeth fall out. Ask the group:</p> <ul style="list-style-type: none">• What happened?

9. Left click or press return on the keyboard to show an ice cream.

- Ask the group what do you see?
- Ask the group what do you think will happen to the teeth?

10. Left click or press return on the keyboard and more teeth fall out.

11. Left click or press return on the keyboard to show a biscuit

- Ask the group what do you see?

12. Left click or press return on the keyboard and even more teeth are missing.

- Explain to the group that if the man keeps eating sweets, sugary cereals, fizzy drinks, cakes, ice cream and biscuits he will continue to have problems with his teeth.

13. Left click or press return on the keyboard and a bar of chocolate appears. Ask the group:

- What do you see?

14. Left click or press return on the keyboard and there are no teeth left.

Ask the group:

What can we do to keep our teeth healthy?

- Eat less sugar (eat less foods high in sugar and/or add less sugar to tea, coffee etc.)
- Eat sugar less often in the day, such as between meals. Explain that it is better to eat sugary foods and drinks with a meal rather than as a snack.
- Brush your teeth regularly

Continue the slide show by left clicking the mouse or pressing return. This will take you to slide 3 which is about healthy foods. These are foods that you could eat instead of sugary foods which will help you to stay healthy and lose weight.

1. Left click or press return on the keyboard and brown bread appears. Ask the group: <ul style="list-style-type: none">• What do you see?• Brown bread is a healthy food which will keep you full for longer.
2. Left click or press return on the keyboard and the man becomes a little slimmer. Ask the group: <ul style="list-style-type: none">• What happened to the man?
3. Left click or press return on the keyboard and a bowl of bran cereal appears. Ask the group: <ul style="list-style-type: none">• What do you see?
4. Left click or press return on the keyboard and the man loses a little more weight.
5. Left click or press return on the keyboard to show some rice. Ask the group: <ul style="list-style-type: none">• What do you see?
6. Left click or press return on the keyboard and the man becomes slimmer still.

<p>7. Left click or press return on the keyboard and some vegetables are shown. Ask the group:</p> <ul style="list-style-type: none">• What do you see?• If this man continues to swap vegetables instead of more sugary food, what do you think will happen to the man?
<p>8. Left click or press return on the keyboard and the man becomes slimmer.</p>
<p>9. Left click or press return on the keyboard and a plate of fruit appears. Left click or return again and some dried fruit appears. Ask the group:</p> <ul style="list-style-type: none">• Do you eat fruit?• Have you tried dried fruit? <p>Eating fruit instead of sweets and chocolate is a really healthy food swap to make.</p>
<p>10. Left click or press return on the keyboard and the man loses some more weight.</p>
<p>11. Left click or press return on the keyboard and a can of diet fizzy drink appears. Ask the group:</p> <ul style="list-style-type: none">• What do you see?• Does anyone drink diet versions of fizzy drinks?

12. Left click or press return on the keyboard and the man gets slimmer.
13. Left click or press return on the keyboard and a bottle of skimmed (red top) milk appears. Ask the group: <ul style="list-style-type: none">• What do you see?• Has anyone tried skimmed (red top) milk?
14. Left click or press return on the keyboard and low fat yoghurt appears. Ask the group: <ul style="list-style-type: none">• What do you see?• If this man continues to eat all of these healthy options instead of more sugary food, what do you think will happen to the man?
15. Left click or press return on the keyboard and the man becomes slimmer.

Too much sugar and sweet foods like cakes, biscuits, puddings and sweet drinks make you put on weight and does not help your health. Ask the following questions:

- Which foods do you like that are shown on this slide?
- How often do you eat them?
- Do you think you should eat more or less of them?

Remind the learners:

- That you should eat only small amounts of foods high in sugar.

Sugar and diabetes

Too much sugar in your food increases your weight and can lead to Diabetes. When you have Diabetes too much sugar is building up in your blood. It can make you feel tired and very thirsty. One of the main things people with Diabetes have to do is cut down on sugar and sweet foods.

If you have a learner on the course that has Diabetes, invite them to talk about their experience here. Questions you could ask to draw out information:

- Which foods did you find difficult to cut down when you found out you had Diabetes?
- How did you make the changes?
- How did you feel when you become a Diabetic?
- How do you feel now?

Taste and Try

The purpose of this exercise is to:

- Be able to list foods that are high in sugar
- Be aware of the health benefits of not eating sugar
- Have fun tasting foods that are low in sugar

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. 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.
- Each food type you taste will have 2 versions, one with sugar and one with no sugar or much less sugar.
- When you have tasted each version, have a chat in your groups and decide which one was low in sugar and which one was 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, write or put the cup on 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:

Sugar-free squash	- Serve in disposable cups
Squash containing sugar	- Serve in disposable cups
Sugar-free jelly	- Serve in disposable cups with disposable spoons
Jelly containing sugar	- Serve in disposable cups with disposable spoons
Tinned fruit in natural juice	- Serve in disposable cups with disposable spoons
Tinned fruit in syrup	- Serve in disposable cups with disposable spoons

For large group discussion:

- Prepare flip chart like this

	Foods low in sugar

	Foods high in sugar

- 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:

- Sugar free squash is sweetened with artificial sweetener. Show example of artificial sweetener which can be used in tea, coffee or added to puddings like custard
- Jelly - talk about the taste results. How did the sugar free one score? Sugar free is the healthier option when shopping. Also look out for other sugar free desserts in the desserts part of the supermarket e.g. sugar free mousse and angel delight
- Fruit in natural juice - usually fruit is canned in apple juice or grape juice. It gives extra vitamin C, which you don't get from fruit in syrup. Vitamin C is important to keep you healthy, it prevents anaemia which makes you tired and pale. It is also soft so is a good alternative if you have problems with chewing harder things like an apple.

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.

Session 2: Sugar and shopping

Learning Outcomes:

At the end of the session the group should:

- Know where to buy foods low in sugar
- Be able to choose ingredients for one recipe
- Have tasted alternative foods to high-sugar foods

Activities and resources

Activity	Preparation	Resources
Supermarket visit	<ul style="list-style-type: none">• Contact supermarket manager for permission to take photographs• Arrange transport Visit supermarket to <ul style="list-style-type: none">• be aware of where to find ingredients Consider high and low sugar alternatives and where to find them <ul style="list-style-type: none">• Consider cost	<ul style="list-style-type: none">• Pictorial shopping list for low sugar scones (pages 34-35)• Petty Cash for food tasters
Tasting	Identify preparation area and hand washing facilities <ul style="list-style-type: none">• Check risk assessment for food allergies / preferences	Plates or cups depending on what you buy to taste

Session 2: Sugar and shopping

Supermarket visit

The purpose of this exercise is to:

- Know where to buy foods low in sugar
- Buy alternative foods to high sugar foods for the tasting session
- Be able to choose ingredients for low sugar scones

At the visit with the group:

1) Find foods that exist in two forms-low sugar or high in sugar.

For example: Sugar free jelly and normal jelly.

2) Ask the group which food they should choose and why?

Answer: Low sugar foods because they do not cause teeth problems and make you fat.

Repeat the activity with other products.

For example:

- Sugar and sweeteners
- Fruit Juice with no added sugar or with sugar
- Tinned Fruit in fruit juice instead of syrup
- Breakfast cereals with sugar (coco pops) or with no added sugar (bran flakes with dried fruit)
- Dried fruit instead of hard boiled sweets
- Low fat yogurts instead of chocolate pudding
- Fruit scones instead of biscuits and chocolate bars

You can choose other items that have no sugar or no added sugar to look at and / or buy too.

3) Ask if the group can name the foods that you select from the supermarket shelves.

4) Ask the group to choose some foods that are low in sugar to try later e.g. tinned fruit salad in fruit juice. Buy Weetabix or Branflakes and add banana when tasting instead of chocolate or sugar coated cereal.

5) Buy the foods that you will use for the cooking session next week.

Tasting what we bought

The purpose of this exercise is to:

- Have tasted alternative foods to high sugar foods

When you return to the learning base prepare for the tasting exercise. Make sure the group wash their hands and then taste the things that you bought at the supermarket.

Discuss:

- How things taste
- Which unhealthy foods you could replace with these healthier alternatives
- Your experience at the supermarket

Try to reinforce messages discussed in previous sessions such as:

- Why sugar is bad for us
- The benefits of foods that are low in sugar
- Alternative foods to try.



Shopping List for fruit scones



Self raising flour



Baking Powder



Margarine



Milk



Mixed spice



Dried fruit (you could use sultanas, cherries, dates or any other dried fruit that the group likes)

Session 3: Sugar and cooking

Learning outcomes:

At the end of the session the group should:

- Be aware of basic food safety guidelines
- Have increased their practical cooking skills
- Have experienced the process of raw foods to cooked foods
- Be able to follow a task sequence
- Have experienced tasting the foods they cooked

Activities and resources

Activity	Preparation	Resources
Preparation for cooking	<ul style="list-style-type: none">• Buy aprons and hats (if using), disposable ones are available.• Print off or photocopy cooks rules in colour if possible. It is best to laminate these so they can be used again. Matt laminate is recommended.	<ul style="list-style-type: none">• Aprons• Hats (optional)• Cook's rules (page 62-63)
Cooking	<ul style="list-style-type: none">• Check risk assessment to help you choose group leaders• Print off or photocopy recipe (you may choose to laminate these)	<ul style="list-style-type: none">• Recipe sheets (page 42-44)• Ingredients (page 40-41)• Cooking and serving utensils

Activity	Preparation	Resources
Tasting	<ul style="list-style-type: none">• Identify preparation area and hand washing facilities• Check risk assessment for food allergies / preferences	<ul style="list-style-type: none">• Plates or cups depending on what you are cooking and tasting

Session 3: Sugar and cooking

Preparation for cooking

The purpose of this part of the session is:

- Be aware of basic food safety guidelines

Today you will bake fruit scones.

Hand out and read through, explaining as you go the cook's rules (page 62-63). Ask everyone to wash their hands and put on their aprons and hats (if using).

Cooking

The purpose of this part of the session is:

- To increase their practical cooking skills
- To experience the process of raw foods to cooked foods
- Be able to follow a task sequence
- To experience tasting the foods they cooked

Lay out the ingredients on the table along with the equipment that is required.

You should have previously identified group leaders. Encourage them to perform the cooking tasks and those who may be less able can perform simple and safe activities such as:

- Putting the ingredients into bowls
- Mixing the ingredients
- Kneading the dough

Split the group into smaller teams with at least one group leader in each.

Hand out the recipe cards. Depending on your group you may decide to go through the recipe step by step as one big group or leave the small teams to work their way through the recipe. Make sure you keep checking in with each group to ensure they are on track and know what they are doing.

Important Notice: Please follow the cook's rules (page 62-63) to avoid problems with food safety. Everything used has to be clean and safe.

Tasting

The purpose of this part of the session is:

- To experience the process of raw foods to cooked foods
- To experience tasting the foods they cooked

Make sure that everyone has washed their hands, sit down and enjoy your scones!

Ask the group:

- Do you like them?
- What unhealthy foods could you replace in your diet with your scones?
- Would you make them at home?
- Who could help you?

You might want to give the cook's rules, shopping list and recipe cards as handouts so that members of the group can take them home and make them again.



Fruit scones

What I need:



7 heaped tablespoons of self raising flour



$\frac{1}{4}$ teaspoon baking powder



40g or 3 rounded teaspoons of margarine

Sugar



150ml or 5 tablespoons of milk



A small handful of dried fruit. You can choose from:

- Raisins
- Cherries
- Dates
- Or any other dried fruit



$\frac{1}{4}$ teaspoon of mixed spice

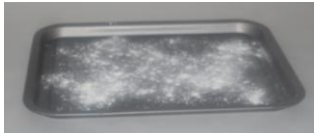
Oven temperature: 240°C

Time to cook: 10-12 minutes

What do I do?



Set oven at 240°C



Lightly flour baking tray



Sieve the flour and the baking powder into a large mixing bowl



Rub the margarine into the flour using your fingertips

Sugar



Stir in dried fruit and mixed spice if using them



Add enough milk to make soft dough



Knead lightly on floured surface



Roll out to the thickness of your thumb



Using a small cutter, cut the mixture into approximately 6 scones



Bake for 10-12 minutes till well risen and golden brown

Sugar



Fruit scones

What I need:



7 heaped tablespoons of self raising flour



$\frac{1}{4}$ teaspoon baking powder



40g or 3 rounded teaspoons of margarine

Sugar



150ml or 5 tablespoons of milk



A small handful of dried fruit. You can choose from:

- Raisins
- Cherries
- Dates
- Or any other dried fruit



$\frac{1}{4}$ teaspoon of mixed spice

Sugar

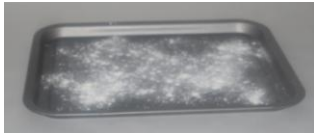
Oven temperature: 240°C

Time to cook: 10-12 minutes

What do I do?



Set oven at 240°C



Lightly flour baking tray



Sieve the flour and the baking powder into a large mixing bowl



Rub the margarine into the flour using your fingertips

Sugar



Stir in dried fruit and mixed spice if using them



Add enough milk to make soft dough



Knead lightly on floured surface



Roll out to the thickness of your thumb

Sugar



Using a small cutter, cut the mixture into approximately 6 scones



Bake for 10-12 minutes till well risen and golden brown

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
Play your sugar right	<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

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

	Foods low in sugar

	Foods high in sugar

- 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.

Sugar Quiz

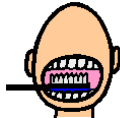
Tick or circle the correct answer

1) What should we do after we eat sugary foods?

a)



b)



c)



2) What can happen if we eat too many sugary foods?

a)



b)



3) Choose the healthy snack?

a)



b)



c)



4) Choose the healthy drink?

a)



b)



c)



5) Which is healthiest for you?

a)



b)



c)



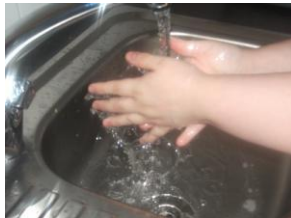
Cook's Rules



Tie your hair back



Wear an apron



Wash your hands with soap and dry them before you start



Get everything out that you will need before you start



Keep milk, meat, cheese, and yogurt in the fridge until you are ready to use them



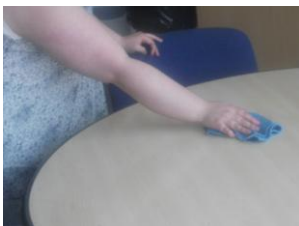
If you need help putting things in and taking things out of the oven, ask your support worker



Remember to switch off the oven when you are finished



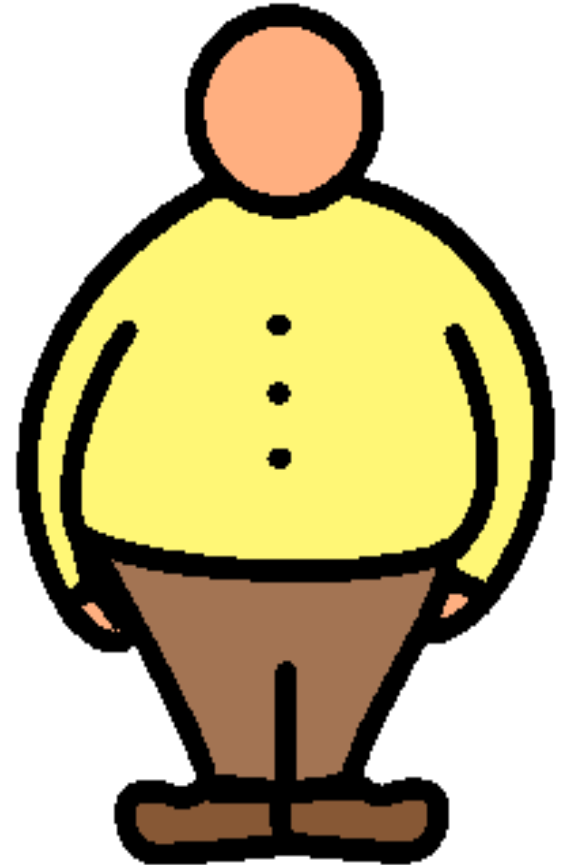
Wash up using hot soapy water



Wipe worktops with a clean cloth and hot soapy water

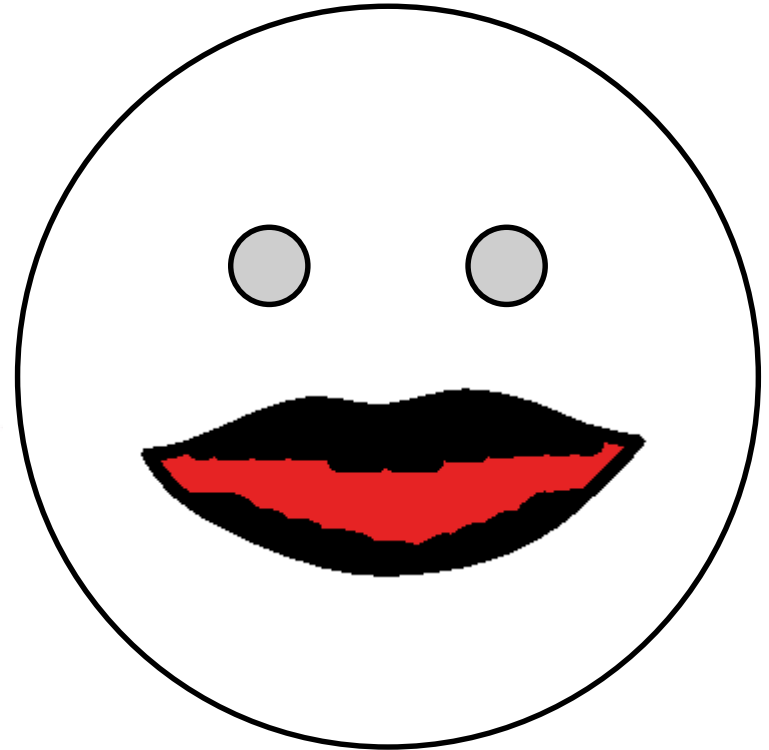
Enjoy your food!

Foods with sugar



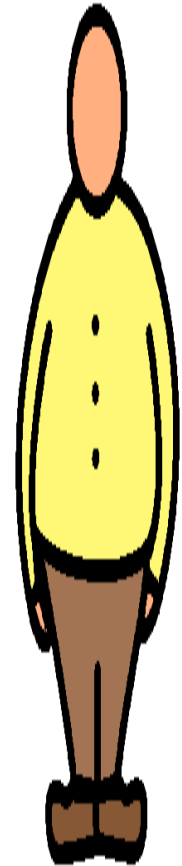
What happens when we eat too much of them?

Foods with sugar

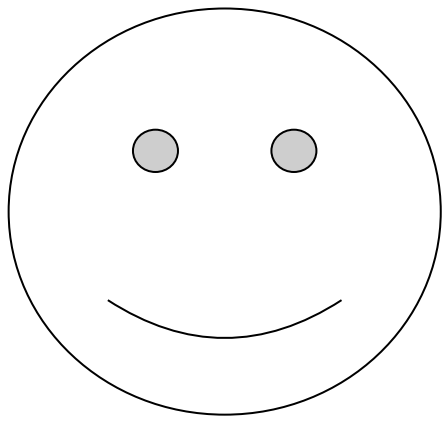


What happens when we eat too much of them?

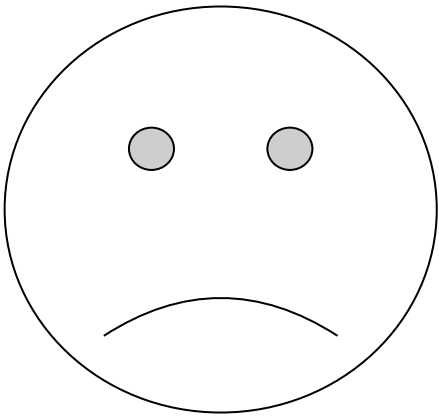
Healthy food swaps



Eating these foods instead of sugary foods can help us to lose weight and stay healthy



Foods low in sugar



Foods high in sugar

This

Certificate of Achievement

has been presented to

For participating in the following
module of
Healthy Eating Healthy Living
Sugar

on

Signed

.....

Date

.....

Background notes for course leader

Nutrition labels on foods can help you choose between products and brands to make healthier choices. These labels usually include information on energy (calories), protein, carbohydrate and fat. They may provide additional information on saturated fat, sugars, sodium, salt and fibre. All nutrition information is provided per 100 grams and sometimes per portion of the food. To compare the nutritional content of foods, it is easier to compare per 100g.

Most pre-packed food products also have a list of ingredients on the packaging or on an attached label. The ingredients list can also help you work out how healthy the product is.

Ingredients are listed in order of weight, so the main ingredients in the packaged food always come first. That means that if the first few ingredients are high-fat ingredients, such as cream, butter or oil, then the food in question is a high-fat food.

How to choose a healthier option:

Some foods will have front of pack labelling (or a traffic light system on the front).

- Red indicates the unhealthy choice.
- Amber means the food is OK.
- Green indicates a healthier choice.

Nutrient	High (per 100g)	Low (per 100g)
Fat	17.5g	Less than 3g
Saturated fat	More than 5g	Less than 1.5g
Sugar	More than 22.5g	Less than 5g
Salt	1.5g (or 0.6g sodium)	Less than 0.3g (or 0.1g sodium)

Food labelling

Look for the following information on food labels to make healthy choices:

Snacks:	Less than 3g fat per serving Less than 8g sugar per serving
Breakfast cereals:	Less than 5g fat per 100g Less than 10g sugar per 100g
Ready meals:	Less than 10g fat per portion Less than 350 calories (kcal) per portion
Pre-packed sandwiches:	Less than 6g fat per pack Less than 280 calories (kcal) per pack

Session 1: Food and labelling

Learning outcomes

At the end of the session the group should:

- be aware of food labelling
- know 'front of pack' labelling (may also be known as the 'traffic light system')
- know how to make healthy choices by looking at the front of pack labelling (or traffic-light system)
- be aware that supermarkets could use different labelling
- have taken part in physical activity.

Activities and resources

Activity	Preparation	Resources
Which foods are good for us	<ul style="list-style-type: none">• You may want to look at the key messages in fat, sugar, salt and fibre sections to help discussion around the questions	<ul style="list-style-type: none">• None required
Labels on foods	<ul style="list-style-type: none">• Familiarise yourself with food labels	<ul style="list-style-type: none">• Packets from foods with labels• Make sure you have some with front of pack labels (the traffic light system) on them

Food labelling

Activity	Preparation	Resources
Front of pack labelling (or the traffic light system)	<ul style="list-style-type: none"> Familiarise yourself with the presentation 	<ul style="list-style-type: none"> The PowerPoint presentation on traffic lights Laptop and projector
Match food labels with traffic light pictures	<ul style="list-style-type: none"> Print off or photocopy in colour the front of pack (or traffic light) pictures Collect food labels where the front of pack label (or traffic light system) is mainly red, orange, green 	<ul style="list-style-type: none"> Traffic light pictures (page 75 - 77) Labels of foods where the front of pack label is mainly red, where the label is mainly orange, and mainly green
Different supermarkets different labels	<ul style="list-style-type: none"> Collect food labels where there is no front of pack (or traffic light) system shown It might be helpful to arrange a supermarket visit to look at labels. This can be worked into this session if you have time or as a separate session 	<ul style="list-style-type: none"> Food packets with labels from different supermarkets

Food labelling

Activity	Preparation	Resources
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	<ul style="list-style-type: none">• 'You can do it' (SCLD) from http://vimeo.com/21292481

Session 1: food and labelling

Which foods are good for us?

The purpose of this exercise is to:

- review previous learning.

We are going to go through some questions. You should put your thumbs up if you think the food is good for you. You should put your thumbs down if you think the food is bad for us.
(Demonstrate thumbs up and thumbs down)

Ask the following questions:

- Are foods that are high in fat good for us?
 - No, thumbs down
- Are foods that are low in fat good for us?
 - Yes, thumbs up
- Are foods that are high in salt good for us?
 - No, thumbs down
- Are foods that are low in salt good for us?
 - Yes, thumbs up
- Are foods that are high in sugar good for us?
 - No, thumbs down
- Are foods that are low in sugar good for us?
 - Yes, thumbs up
- Are foods that are high in fibre good for us?
 - Yes, thumbs up
- Are foods that are low in fibre good for us?
 - No, thumbs down

Encourage each learner to show thumbs up, thumbs down.

Labels on foods

The purpose of this exercise is to:

- be aware of food labelling.

The foods that we buy should say if it is:

- high or low in fat
- high or low in sugar
- high or low in salt

You can see this information on the label of the food pack. Show some food packets and either:

- talk through what label tells you about fat, sugar and salt, or
- hand packs out and ask the learners to tell you about the fat, sugar and salt in the food item they have.

Ask the group:

- Do you check the food pack for this information?

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

Front of pack labelling (the traffic light system)

The purpose of this exercise is to

- be aware of food labelling
- know front of pack labelling (or the 'traffic light system')
- be aware that supermarkets could use different
- labelling have taken part in physical activity.

Ask the group:

- Have you seen the green, red, orange colour on the label of foods?

Show the group a pack of food that uses the front of pack (or traffic light) system when you ask this question.

Show the front of pack (or traffic light) presentation explaining the following points:

- Where there is lots of green on the label this is a healthy food choice.
- Where there is lots of orange on the label this is somewhere in the middle of healthy and unhealthy.
- Where you see lots of red on the label this is an unhealthy food choice.
- Some supermarkets use a pie chart system. Some show the colours in a horizontal line. They all have slightly different ways of showing it.
- Some supermarkets and brands do not show it at all.
- Be aware that the labels do not always describe the whole item of food, for example, the garlic bread wrapper in the presentation describes one-quarter of the garlic bread, the soup wrapper describes half a can and the chips wrapper describes 1/5 of the pack.

Match food labels with traffic light pictures

The purpose of this exercise is to:

- be aware of food labelling
- know the front of pack (or traffic light) system
- know how to make healthy choices by looking at labels with these colours

Take the 3 colours (or traffic light pictures), red, orange and green and lay them out on a table (page 75 -77).

Suggestions for food packets with labels from different supermarkets:

- tin fruit salad in syrup + tin fruit salad in juice
- crisps + apple crisps
- bran/low-sugar cereal, e.g. puffed wheat + high sugar cereal, e.g. honey nut cornflakes
- fruit yogurt + chocolate yogurt
- cereal bar + chocolate bar
- crisps + apple/vegetable crisps
- crisp breads
- rice cakes
- baked crisps
- dried fruit e.g. apricots + choc biscuits/bar.

Foods that are healthy but may not have labels

- bread
- fruit.

Give each learner a food label with the front of pack (or traffic light) system. Ask them in turn to:

- look at the colours on the label
- decide which colour there is the most of (red, orange or green)
- decide which traffic light they should put it with (e.g. labels containing mostly red go with the red traffic light)

You can involve the larger group if individuals need some help to work it out.

Explain to the group that the aim is to eat as many meals that are mainly green on the traffic lights as these are the healthiest. In 1 week for our main meal of the day we should be aiming to eat 4 green meals, 2 amber meals and 1 red meal as a treat.

Different supermarkets – different labels

The purpose of this

- exercise is to:
- be aware of food labelling
- know front of pack labelling or the “traffic light system”
- be aware that supermarkets could use different labelling

Some supermarkets do not use front of pack labelling or the traffic light system. Show the group packets of foods from supermarkets that do not use these.

Ask the group:

- Which labelling do you prefer?
- Why do you prefer it?

You may decide to arrange a supermarket visit to look at labels. This can be done either as part of this session or separately.

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.







This

Certificate of Achievement

has been presented to

For participating in the following
module of
Healthy Eating Healthy Living
Labelling

on

Signed

Date

Background information for course leader

Fruit and vegetables are good sources of lots of different vitamins and minerals. Fruit and vegetables are very low in fat and are a great source of fibre. People who eat lots of fruit and vegetables get the vitamins and minerals to feel healthy.

Eating plenty of fruit and vegetables:

- Helps fight off infection
- Prevents heart disease
- Prevents some cancers
- Maintains normal healthy bowel function, this can help prevent constipation
- Prevent obesity, by making us feel fuller for longer

Which fruit and vegetables give us which vitamin?

Vitamin	Benefit to body	Fruit and/or vegetable
A	For growth, healthy skin and hair, helps immune system	Bananas, blackberries, avocados, melons, oranges, carrots
B	Cell repair, digestion, production of energy, immune system, healthy blood	Asparagus, broccoli, spinach, bananas, dried fruit
C	For growth, healthy body tissue, wound repair, healthy immune system, helps iron absorption	Strawberries, oranges, mangos, lemon, red pepper, spinach
E	Healthy heart, blood and circulation	Tomatoes, brussel sprouts, spinach, tropical fruits
K	Helps in blood clotting and for strong bones	Apple, banana, kiwi fruit most vegetables

Fruit and vegetables

You should eat at least five portions of fruit and vegetables every day. You can choose from fresh, frozen, tinned, dried or juiced. Choose a variety of different colours to get the most health benefits. Steam or microwave rather than boil to maintain as much goodness as possible. If you do boil, do so for the shortest time and in the least amount of water possible.

Remember potatoes do not count because they are a starchy food.

1 portion = 80g of fruit or vegetables

Sources (1 portion):

- 1 apple, banana, pear, orange or other similar sized fruit
- 2 plums or similar sized fruit
- ½ a grapefruit or avocado
- 1 slice of large fruit, such as melon or pineapple
- 3 heaped tablespoons of vegetables (raw, cooked, frozen or tinned)
- 3 heaped tablespoons of fruit salad (fresh or tinned in fruit juice) or stewed fruit
- 3 heaped tablespoons of beans and pulses*
- 1 heaped tablespoon of dried fruit (such as raisins and apricots)
- 1 handful of grapes, cherries or berries
- 1 dessert bowl of salad
- 1 glass (150ml) of fruit juice**

* However much you eat, beans and pulses count as a maximum of one portion a day

** However much you drink, fruit juice counts as a maximum of one portion a day

Reference Intakes (RIs):

The average adult of normal weight and average activity levels needs:

Each day	women	men
Portions of 80g	5 portions or more	5 portions or more

How to increase our intake:

- eat at least one portion of vegetables with each meal
- have fruit or raw vegetables for snacks.

Breakfast options:

- add a portion of fresh fruit (banana) or a tablespoon of dried fruit (raisins) to your cereal or porridge
- have a banana sandwich
- drink a glass of fruit juice – diluting juice or a fruit drink are NOT counted as a portion.

Lunch options:

- bowl of vegetable soup
- bowl of salad
- portion of vegetables with main course
- try the vegetarian option.

Evening meal options:

- have two portions of vegetables with your meal
- try the vegetarian meal option
- fresh fruit or tinned fruit in juice as pudding.

There is a dedicated section about fruit and vegetables on the Healthy Eating Healthy Living video on the SCLD website to go with this pack. It may be useful to show this to the group to aid learning or to give you ideas about what activities to do.

Session 1: Fruit and vegetables and health

Learning outcomes:

At the end of the session the group should:

- Know that you should eat plenty of fruit and vegetables
- Be able to list the types – fresh, dried, frozen, tinned Be aware of the health benefits of fruit and vegetables
- Know what counts as a portion
- Have fun experiencing new fruit and vegetables by touch, taste and smell
- Have taken part in physical activity

Activities and resources:

Activity	Preparation	Resources
Questions assessing knowledge about fruit and vegetables	<ul style="list-style-type: none">• Print off copies or photocopy Fun with Fruit and Vegetables quiz sheets	<ul style="list-style-type: none">• Fun with fruit and vegetables quiz (page 127-129)• Pens

Fruit and vegetables

Eatwell guide (or activity mat)	<ul style="list-style-type: none">• Buy fruit and vegetable items or collect wrappers and containers to use in exercise• Alternatively print off food photographs from the SCLD website	<ul style="list-style-type: none">• Eatwell guide (or activity mat)• Tinned fruit in juice• Tinned sweet corn• Bananas• Beans• Strawberries• Grapes• Potatoes• Orange• Dried raisins• Chips• Frozen mixed vegetables• Fruit juice carton
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Fruit and vegetables

Activity	Preparation	Resources
Fresh, tinned, dried, frozen	<ul style="list-style-type: none"> • Print off pictures of fresh, dried, tinned and frozen fruit and vegetables if necessary 	<ul style="list-style-type: none"> • Eatwell guide (or activity mat) • Real or pictures of fresh, tinned, dried, frozen fruit and vegetables
Fruit and vegetables are good for you!	<ul style="list-style-type: none"> • Boardmaker pictures 	<ul style="list-style-type: none"> • A Boardmaker picture of heart problems • A Boardmaker picture of a healthy heart with happy face and thumbs up • A Boardmaker picture of a person sneezing • A Boardmaker picture of a person in pain on the toilet • A Boardmaker picture of a smiling person on the toilet • A person ill in bed (pages 131-136)

Fruit and vegetables

Activity	Preparation	Resources
Guess the fruit and vegetables by touch smell and taste	<p>Touch</p> <p>Shred some paper to fill the box</p> <ul style="list-style-type: none"> • Add a pineapple, kiwi fruit and head of broccoli <p>Smell</p> <ul style="list-style-type: none"> • Peel and top 2 cloves of garlic and place in disposable cup covered with foil <p>Taste</p> <ul style="list-style-type: none"> • Wash cherry tomatoes • Pour out small unsweetened fruit juice • Place small portion of dried fruit e.g. raisins, cranberries in cups • Store all food tasters in the fridge until needed 	<ul style="list-style-type: none"> • A table cover • Tray • Cocktail sticks • Disposable plastic cups • Napkins • A box filled with shredded paper • Garlic • Lemon • Pineapple • Kiwi • Broccoli • Cherry tomatoes • Fruit juice • Dried fruit • Prize
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. 	<ul style="list-style-type: none"> • 'You can do it' (SCLD) from http://vimeo.com/21292481

Session 1: Fruit and vegetables and health questions

Assessing knowledge about fruit and vegetables

The purpose of this exercise is to:

- find out the group's existing knowledge about fruit and vegetables.

Hand out the 'Fun with fruit and vegetables' quiz (page 127-129) 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 fruit and vegetables topic to find out if they have learned from the sessions.

Eatwell guide (or activity mat)

The purpose of this exercise is to:

- introduce the group to fruit and vegetables
- be able to list the vegetable types – fresh, dried, frozen, tinned.

Try and get an answer from each group member and ask:

- Which fruit and vegetables do you like?
- Do you think we should eat a lot or a little fruit and vegetables?

Fruit and vegetables

Lay out the fruit and vegetables (or wrappers/containers/photographs) on a table.

For example:

- tinned fruit in juice
- tinned sweetcorn
- bananas
- beans
- strawberries
- grapes
- potatoes
- orange
- dried raisins
- chips
- frozen mixed vegetables
- fruit juice carton.

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 green section, fruit and vegetables. Potatoes and chips do not belong in the fruit and vegetable section. They go in the yellow section, starchy foods.

Explain that you should have at least 5 portions of fruit and vegetables every day.

Fruit and vegetables

Fresh, tinned, dried, frozen

The purpose of this exercise is to:

- be able to list the types – fresh, dried, frozen, tinned.

Fruit and vegetables can be:

- **fresh** (show a picture of fresh fruit or actual fresh fruit)
- **tinned** (show a picture of tinned fruit or an actual tin of fruit in fruit juice)
- **dried** (show a picture of dried fruit or an actual handful of dried fruit)
- **frozen** (show a picture of frozen vegetables or an actual packet of frozen vegetables).

Fruit and vegetables are good for you!

The purpose of this exercise is to:

- know that you should eat plenty of fruit and vegetables
- be aware of the health benefits of fruit and vegetables.

Ask the group:

- do you know why fruit and vegetables are good for you?

It is important to eat fruit and vegetables for good health. It keeps our bodies healthy, keeps us regular and can protect us from heart disease, heart attacks, strokes and some cancers. It can protect us from other illness such as catching colds.

Use the Boardmaker pictures to talk through your answers (pages 131-136):

- a heart in pain
- a healthy heart
- a person sneezing
- a person in pain on a toilet
- smiling person on a toilet
- person ill in bed.

Fruit and vegetables

Guess the fruit and vegetables by touch, smell and taste!

The purpose of this exercise is to:

- have fun and experience of touching, smelling and tasting fruit and veg.

Split into three groups. Ask each group to decide on a name for their group. Each group will work on either touch, smell or taste at any one time.

Touch

The following foods should be placed in a colourful box filled with shredded paper so that the group members can touch the fruit and vegetables without seeing it:

- pineapple
- kiwi
- broccoli.

Ask if anyone recognises the fruit and vegetables they feel. When the group has finished the game, they should move to the next game. Note down the answers of each group for each game.

Smell

Bring through the following foods from the fridge on trays, in covered cups/beakers with a small opening on top to smell:

- garlic
- lemon.

Ensure the group cannot see the items.

Ask if anyone can name the fruit and vegetables they smell. Note down the answers of each group for each game.

Taste

Bring through the following foods from the fridge on trays:

- cherry tomatoes
- fruit juice
- dried fruit.

Ask if anyone can name the fruit and vegetables they taste. Note down the answers of each group for each game.

You may wish to give a fruity prize for the winning team, e.g. a mango or pineapple.

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' video (SCLD) to get some ideas.

Session 2: Fruit and Vegetables in your meals

Learning outcomes

At the end of the session the group should:

- be able to recall the previous session
- know what counts as a portion of fruit and vegetables
- know how to choose 5 or more portions each day
- have taken part in making fruit smoothies
- have made a choice of what to cook
- have taken part in physical activity.

Activities and resources

Activity	Preparation	Resources
Pictorial recall	<ul style="list-style-type: none">• Print off pictures of fresh, tinned, dried and frozen fruit and vegetables• Make sure you are familiar with the health benefits of eating fruit and vegetables• Print off board maker pictures	<ul style="list-style-type: none">• Eatwell floor mat or guide• Real or pictures of fresh, tinned, dried, frozen fruit and veg• Boardmaker picture of heart problems• Boardmaker picture of a healthy heart with happy face and thumbs up• Boardmaker picture of a person sneezing• Boardmaker picture of a person in pain on the toilet• Boardmaker picture of a smiling person on the toilet• Boardmaker picture of a person ill in bed (Page 131-136)

Fruit and vegetables

Activity	Preparation	Resources
What is a portion?		<ul style="list-style-type: none"> • An orange • An apple • 4 strawberries • A handful of raisins • A bowl of tinned fruit in fruit juice • A bowl of fruit salad in fruit juice • A bowl of vegetable salad • 3 heaped tablespoons of beans or sweet corn or peas.
How can we have 5 portions a day?		<ul style="list-style-type: none"> • Flip chart/paper and pens • Pictures of: <ul style="list-style-type: none"> ○ Bowl of cereal ○ Sandwich ○ Steak ○ Glass of fruit juice ○ A handful of dried fruit ○ Oranges ○ Apples ○ Bananas ○ Grapes ○ Salad ○ Vegetable soup ○ Broccoli ○ Carrots ○ Peas ○ Yoghurt

Fruit and vegetables

Activity	Preparation	Resources
Taste and try		<ul style="list-style-type: none">• Smoothies recipe card• A chopping board• A knife to cut fruit• A blender• Fresh fruit or tinned with juice• Milk or yoghurt• Plastic cups to serve smoothies
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.	<ul style="list-style-type: none">• 'You can do it' (SCLD) from http://vimeo.com/21292481

Session 2: Fruit and vegetables in your meals

Recap fruit and vegetables are good for you!

The purpose of this exercise is to:

- be able to recall the previous session.

Try and get an answer from each group member and ask the group:

Why should we eat fruit and vegetables?

Use the Eatwell guide (or activity mat) to remind them where the fruit and vegetables go. Each group member should choose a food and put it on the mat.

Answer

It is important to eat fruit and vegetables for good health. It keeps our bodies healthy, keeps us regular and can protect us from heart disease, heart attacks, strokes and some cancers. It can protect us from other illness such as catching colds.

It is also important to eat as many different coloured fruit and vegetables as possible, as fruit or vegetable gives us different vitamins.

You can use the Boardmaker pictures (page 131-136) to recap with the group.

Remind the group that fruit and vegetables can be fresh, tinned, dried, frozen.

- **Fresh** (show a picture of fresh fruit or actual fresh fruit).
- **Tinned** (show a picture of tinned fruit or an actual tin of fruit in fruit juice).
- **Dried** (show a picture of dried fruit or an actual handful of dried fruit).
- **Frozen** (show a picture of frozen vegetables or an actual packet of frozen vegetables).

What is a portion?

The purpose of this exercise is to:

- know what counts as a portion of fruit and vegetables.

Ask the group if they know what a portion of fruit and vegetables is.

A portion is:

- any fruit and vegetable that fits in your hand
- 3 heaped tablespoons of vegetables, beans or pulses
- a dessert bowl of fruit or vegetable salad.

Examples

An orange, an apple, 4 strawberries, a bowl of tinned fruit, a bowl of fruit salad in fruit juice, a bowl of vegetable salad, 3 heaped tablespoons of beans, sweetcorn or peas.

Try to give examples of fresh, dried, tinned and frozen fruit and veg. It is preferable to show an actual portion fitting in your hand rather than pictures.

Ask someone from the group to hold a portion. Ask them if there is more space in their hand for more fruit or veg.

Ask the group:

Do you know how many portions of fruit and vegetables you should eat each day?

We all should eat 5 portions of fruit and veg. Remind the group that potatoes do not count as a portion of fruit and vegetables.

You can only count a glass of fruit juice and peas/beans once a day because they don't have the same goodness in them that other fruit and vegetables have.

Fruit and vegetables

How can we have 5 portions of fruit and vegetables a day?

The purpose of this exercise is to:

- recognise what counts as a portion
- know how to choose 5 or more portions each day.

It is very easy to have 5 portions of fruit and vegetables in a day.

By using a flipchart and pictures of foods build a healthy menu.

Put a picture of breakfast cereals as a breakfast on the flipchart.

Ask the group:

1. Which foods they can add so they can start counting their portions of fruit and vegetables a day (let them choose from the pictures)

- any fruit in the bowl of cereals (1st portion)
- a glass of fruit juice (2nd portion) remember only counts once in the day

2. Which food they might have as a snack after breakfast (let them choose from the pictures)

- a fruit or a handful of dried fruit (3rd portion)

Put a picture of a sandwich as lunch on the flipchart.

3. Which foods they can add to make it healthier (let them choose from the pictures)

- a salad (4th portion)
- vegetable soup (5th portion)

4. Which food they might have as a snack after lunch (let them choose from the pictures)

- yoghurt with added fruit in it (6th portion)

Put a picture of a steak as dinner on the flipchart

Fruit and vegetables

5. Which foods they can add to make it healthier (let them choose from the pictures)

- broccoli, cauliflower, carrots and peas (7th portion)
- a tin of fruit salad in fruit juice as a dessert (8th portion)

Look through the flip chart and see how many different colours of fruit and vegetables there are.

Taste and try

The purpose of this exercise is to:

- have taken part in making fruit smoothies
- have made a choice in creating a healthy smoothie

Lay out the ingredients on the table along with the equipment that is required.

You should have previously identified group leaders. Encourage them to perform the cooking tasks and those who may be less able can perform simple and safe activities such as:

- washing the fruit
- putting the ingredients into bowls
- cutting up ingredients
- using the blender.

Split the group into smaller teams with at least one group leader in each.

Hand out the recipe cards. Depending on your group you may decide to go through the recipe step by step as one big group or leave the small teams to work their way through the recipe. Make sure you keep checking in with each group to ensure they are on track and know what they are doing.

Important notice: **Please follow the cooking rules to avoid problems with food safety. Everything used has to be clean and safe.**

Serve the smoothies in the plastic cups.

Fruit and vegetables

Fruit smoothies

What I need:



6 strawberries



1 banana



1 tablespoon yoghurt



You could use 150ml of milk instead of yoghurt



Juice from 1 orange

Fruit and vegetables

What do I do?



Wash strawberries

Take stems off strawberries

Cut each strawberry into 2 pieces



Peel the banana. Cut banana into pieces



Juice the orange



Add all fruit to blender bowl



Add yoghurt or milk to blender bowl

Blend until smooth

Pour into glass and enjoy!

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.

Fruit and vegetables

Fruit smoothies

What I need:



6 strawberries



1 banana



1 tablespoon yoghurt



You could use 150ml of milk instead of yoghurt



Juice from 1 orange

What do I do? Fruit smoothies



Wash strawberries

Take stems off strawberries

Cut each strawberry into 2 pieces



Peel the banana. Cut banana into pieces



Juice the orange



Add all fruit to blender bowl



Add yoghurt or milk to blender bowl

Blend until smooth

Pour into glass and enjoy!

Session 3: Fruit and vegetables and shopping

Learning outcomes

At the end of the session the group should:

- be able to recall the previous session
- know where to buy fresh, dried, frozen, tinned fruit and vegetables
- be able to choose ingredients for one recipe
- have tasted new/exotic fruit and vegetables.

Activities and resources

Activity	Preparation	• Resources
Recap fruit and vegetables	<ul style="list-style-type: none">• Consider how you will review the previous session	
Supermarket visit	<ul style="list-style-type: none">• Visit the supermarket before to be aware of where the sections you want to visit are• See where you can buy fresh, dried, tinned and frozen fruit and veg• Be aware of difference in cost• Choose ingredients for carrot and coriander soup or pizzas or baked apple	<ul style="list-style-type: none">• Pictorial shopping list for recipe (page 102-104)• Petty cash for food tasters
Tasting		<ul style="list-style-type: none">• Knife• Chopping board• Plates• Fruits and vegetables from the supermarket

Session 3: Fruit and vegetables and shopping

Recap fruit and vegetables

The purpose of this exercise is to:

- discuss what they did during the second session.

Suggestion: Consider questions from session two Fruit and Vegetables in your meals to recall the information.

Supermarket visit

The purpose of this exercise is to:

- know where to buy fresh, dried, frozen, tinned fruit and vegetables
- be able to choose ingredients for one recipe

Before you visit the supermarket ask the group to choose which recipe they will make (you may decide to make more than one depending on your group).

- Carrot and coriander soup
- Baked apple
- Quick pizza

At the visit with the group:

1) Find fruit and vegetables that exist in different forms – fresh, dried, tinned or frozen.

For example:

- fresh banana and dried banana
- fresh apples and dried apples
- fresh apricots and dried apricots
- fresh pineapple and tinned pineapple
- tinned fruit salad
- fresh peas and tinned peas and frozen peas
- fresh broccoli and frozen broccoli florets
- frozen mixed vegetables.

Fruit and vegetables

Ask the group:

2) What fruit and vegetables do you see?

Repeat the question each time you see different forms of fruit and vegetables.

3) Which fruit and vegetables are your favourite?

4) Can you choose some fruit and vegetables to try later?

Encourage them to opt for ones they've not tried before.

For example: avocado, passion fruit (fresh), cranberries, bananas (dried), mango (tinned or fresh), cherry tomatoes, celery.

5) Buy the foods that you will use for the cooking session (see shopping list for recipe).

Tasting what we bought

The purpose of this exercise is to:

- have tasted new/exotic fruit and vegetables.

When you return to the learning base prepare for the tasting exercise. Make sure the group wash their hands and then taste the things that you bought at the supermarket.

Discuss:

- how things taste
- all the different colours of fruit and vegetables and why this is good for us
- which unhealthy foods you could replace with these healthier alternatives
- our experience at the supermarket

Try to reinforce messages discussed in previous sessions such as:

- Why it is good to eat fruit and vegetables
- How many portions you should have a day
- Alternative foods to try
- What a portion is

Fruit and vegetables



Shopping list for carrot and coriander soup



Carrots



Coriander dried or fresh



Garlic



Vegetable stock



Margarine



Salt and pepper

Fruit and vegetables



Shopping list for baked apples



Cooking apples



Raisins



Porridge oats



Honey



Low-fat yoghurt

Fruit and vegetables



Shopping list for quick pizza



Bread rolls or English muffins



Tinned tomatoes



Mushrooms or peppers or pineapple

You can choose any vegetable or fruit



$\frac{1}{2}$ fat cheese



Dried herbs



Pepper

Session 4: Fruit and vegetables and cooking

Learning outcomes:

At the end of the session the group should:

- be aware of basic food safety guidelines
- have increased their practical cooking skills
- have experienced the process of raw foods to cooked
- know the task sequence
- have experienced tasting the foods they cooked.

Activities and resources:

Activity	Preparation	Resources
Preparation for cooking	<ul style="list-style-type: none">• Buy aprons and hats (if using), disposable ones are available• Print off or photocopy cook's rules in colour if possible. It is best to laminate these so they can be used again. Matt laminate is recommended	<ul style="list-style-type: none">• Aprons• Hats (optional)• Cook's rules (page 148-149)
Cooking	<ul style="list-style-type: none">• Check risk assessment to help you choose group leaders• Print off or photocopy recipe (you may choose to laminate these)	<ul style="list-style-type: none">• Recipe sheets (page 109-117)• Ingredients• Cooking and serving utensils

Fruit and vegetables

Tasting	<ul style="list-style-type: none">• Identify preparation area and hand washing facilities• Check risk assessment for food allergies/preferences	<ul style="list-style-type: none">• Plates or cups depending on what you are tasting
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Preparation for cooking

The purpose of this part of the session is to:

- be aware of basic food safety guidelines.

Today you will make one (or more if applicable) of the following:

- carrot and coriander soup
- baked apple
- quick pizza.

Hand out and read through, explaining as you go the cook's rules. Ask everyone to wash their hands and put on their aprons and hats (if using).

Cooking

The purpose of this part of the session is to:

- increase their practical cooking skills
- experience the process of raw foods to cooked foods
- be able to follow a task sequence
- experience tasting the foods they cooked

Lay out the ingredients on the table along with the equipment that is required.

You should have previously identified group leaders. Encourage them to perform the cooking tasks and those who may be less able can perform simple and safe activities such as:

- putting the ingredients into bowls
- cutting up the ingredients
- mixing the ingredients.

Split the group into smaller teams with at least one group leader in each.

Hand out the recipe cards. Depending on your group you may decide to go through the recipe step by step as one big group or leave the small teams to work their way through the recipe. Make sure you keep checking in with each group to ensure they are on track and know what they are doing.

Fruit and vegetables

Important notice: **Please follow the cooking rules to avoid problems with food safety. Everything used has to be clean and safe.**

Tasting

The purpose of this part of the session is to:

- experience the process of raw foods to cooked foods
- experience tasting the foods they cooked.

Make sure that everyone has washed their hands, sit down and enjoy your food!

Ask the group:

- Do you like them?
- What unhealthy foods could you replace in your diet with your recipes?
- Would you make them at home?
- Who could help you?

Optional exercise

Depending on the size of your group and the cooking facilities that you have, you might want to do the tasting along the lines of the television programme 'Come Dine with Me' with groups giving marks out of 10 for each dish

Starter – carrot and coriander soup

Main course – pizza

Dessert - Baked apple

You might want to give the cook's rules, shopping list and recipe cards as handouts so that members of the group can take them home and make them again.

Fruit and vegetables

Carrot and coriander soup

What I need:



225 grams or 4 small carrots



1 cup of vegetable stock



$\frac{1}{2}$ a clove of garlic



1 teaspoon dried coriander

Or 1 big handful fresh coriander

Fruit and vegetables



25 grams or 2 teaspoons of margarine



Salt and pepper

What do I do?



Peel and chop carrot into small chunks



Put the margarine into a large pan.

Put the pan on the hob and turn the heat to medium.



Add carrot and garlic to pan

Cook for about 5 minutes until the carrots are softer

Fruit and vegetables



Pour in the stock

Simmer for 20 minutes

Then add coriander



Put the soup into a blender.

Blend until smooth.

Fruit and vegetables

Quick pizza

What I need:



2 bread rolls cut in $\frac{1}{2}$

Or 4 English muffins



$\frac{1}{2}$ Tin of tomatoes



4 Mushrooms

or $\frac{1}{2}$ pepper or vegetables of your choice

or 1 small tin of pineapple or other fruit



85grams $\frac{1}{2}$ fat cheese



$\frac{1}{2}$ teaspoon of dried herbs

Fruit and vegetables



Pinch of pepper

What do I do?



Put the grill onto medium



Toast the bread rolls or English muffins



Spread the tomatoes over the toasted rolls or muffins



Put mushrooms, peppers and or pineapples on top of the 4 quick pizzas

Fruit and vegetables



Grate cheese



Add grated cheese to the quick pizzas



Sprinkle with herbs and pepper



Place under the grill until cheese bubbles

Fruit and vegetables

Baked apple

What I need:



1 cooking apple



1 handful of raisins



1 dessert spoon of porridge oats



1 teaspoon of runny honey

Fruit and vegetables

Oven temperature: 190°C

Time to cook: 40 minutes

What do I do?



Set the oven to 190 (gas mark 5)

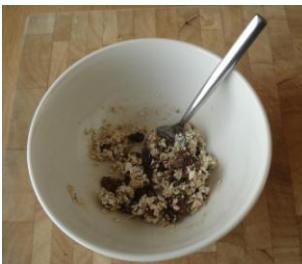


Remove apple core
(if you don't have an apple corer you can use
a potato peeler or sharp knife)



Put the cored apple in an oven proof dish

Add enough cold water to cover the bottom of
the oven proof dish



Put the raisins in a bowl

Add the porridge oats

Add the honey

Mix together

Fruit and vegetables



Fill the middle of the apple with the raisin mix



Bake in the middle of the oven for 40 minutes



Remove from the oven and enjoy

You could serve with low-fat yoghurt

Fruit and vegetables

Carrot and coriander soup

What I need:



225 grams or 4 small carrots



1 cup of vegetable stock



$\frac{1}{2}$ a clove of garlic



1 teaspoon dried coriander

Or 1 big handful fresh coriander

Fruit and vegetables

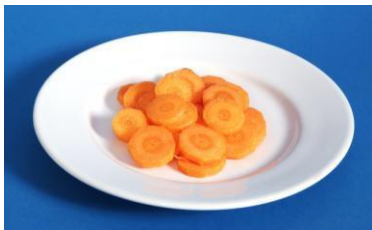


25 grams or 2 teaspoons of margarine



Salt and pepper

What do I do?



Peel and chop carrot into small chunks



Put the margarine into a large pan.

Put the pan on the hob and turn the heat to medium.



Add carrot and garlic to pan

Cook for about 5 minutes until the carrots are softer

Fruit and vegetables



Pour in the stock

Simmer for 20 minutes

Then add coriander



Put the soup into a blender.

Blend until smooth.

Fruit and vegetables

Quick pizza

What I need:



2 bread rolls cut in $\frac{1}{2}$

Or 4 English muffins



$\frac{1}{2}$ Tin of tomatoes



4 Mushrooms

or $\frac{1}{2}$ pepper or vegetables of your choice



or 1 small tin of pineapple or other fruit

85grams $\frac{1}{2}$ fat cheese



$\frac{1}{2}$ teaspoon of dried herbs

Fruit and vegetables



Pinch of pepper

What do I do?



Put the grill onto medium



Toast the bread rolls or English muffins



Spread the tomatoes over the toasted rolls or muffins



Put mushrooms, peppers and or pineapples on top of the 4 quick pizzas

Fruit and vegetables



Grate cheese



Add grated cheese to the quick pizzas



Sprinkle with herbs and pepper



Place under the grill until cheese bubbles

Fruit and vegetables

Baked apple

What I need:



1 cooking apple



1 handful of raisins



1 dessert spoon of porridge oats



1 teaspoon of runny honey

Fruit and vegetables

Oven temperature: 190°C

Time to cook: 40 minutes

What do I do?



Set the oven to 190 (gas mark 5)

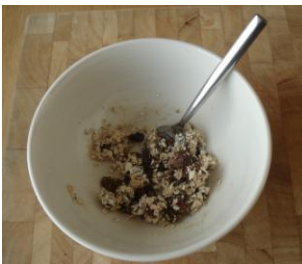


Remove apple core
(if you don't have an apple corer you can use
a potato peeler or sharp knife)



Put the cored apple in an oven proof dish

Add enough cold water to cover the bottom of
the oven proof dish



Put the raisins in a bowl

Add the porridge oats

Add the honey

Mix together

Fruit and vegetables



Fill the middle of the apple with the raisin mix



Bake in the middle of the oven for 40 minutes



Remove from the oven and enjoy

You could serve with low-fat yoghurt

Session 5: Fruit and vegetables recap

Learning outcomes:

At the end of the session the group should:

- be able to recall the main messages from the previous sessions
- have some fun playing fruit and vegetable bingo
- have taken part in physical activity

Activity	Preparation	Resources
Recap	<ul style="list-style-type: none">• Buy fruit and vegetable items or collect wrappers and containers to use in exercise• Alternatively print off food photographs from the SCLD website	<ul style="list-style-type: none">• Boardmaker pictures (pages 131-136)• Eatwell guide (or activity mat)• Tinned fruit in juice• Tinned sweetcorn• Bananas• Beans• Strawberries• Grapes• Potatoes• Orange• Dried raisins• Chips• Frozen mixed vegetables• Fruit juice carton
What is a portion?	<ul style="list-style-type: none">• Buy fruit and vegetable items or collect wrappers and containers to use in exercise• Alternatively you could select some photos to use	<ul style="list-style-type: none">• An orange• An apple• 4 strawberries• A handful of raisins• A bowl of tinned fruit• A bowl of fruit salad in fruit juice• A bowl of salad• 3 heaped tablespoons of beans or corn or peas

Fruit and vegetables

Activity	Preparation	Resources
Fruit and vegetables during the day	<ul style="list-style-type: none"> • Print off pictures in colour and matt laminate if possible 	<ul style="list-style-type: none"> • A flip chart and flip paper • A black marker pen • Pictures of the following: <ul style="list-style-type: none"> • Bananas • Oranges • Broccoli • Cauliflower • Carrots • Peas • Salad • Sweetcorn • A picture of the following: <ul style="list-style-type: none"> • Bran cereals or Weetabix • White bread sandwich • Brown bread sandwich • White rice • Brown rice • A picture of the following <ul style="list-style-type: none"> • Milk • Water • Tea • Coffee • Juice
Fruit and vegetable bingo	<ul style="list-style-type: none"> • Print off in colour the bingo cards • Print off the pictures for bingo and cut pages in half • If you laminate these they can be re-used. Matt laminate is preferable • Buy a prize for the winner 	<ul style="list-style-type: none"> • Bingo cards (pages 137-142) • Pictures of each fruit and vegetable (143-147) • Black marker pens • Prize for bingo winner, e.g. a fresh pineapple

Fruit and vegetables

Activity	Preparation	Resources
Learning check	<ul style="list-style-type: none">• Look out the answer sheets from session 1 to see difference in knowledge around fruit and vegetables	<ul style="list-style-type: none">• Fun with fruit and veg quiz sheets (page 127-129)
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 <p>Find out if your local authority has activities or facilities that you can access</p>

Session 5: Fruit and vegetables recap

The purpose of this exercise is to:

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

Ask the group:

Why should we eat fruit and vegetables?

It is important to eat fruit and vegetables for good health. It keeps our bodies healthy. Keeps us regular and can protect us from heart disease, heart attacks, strokes and some cancers. It can protect us from other illness such as catching colds.

Use the Boardmaker pictures (pages 131-136) to talk through your

- answers: a heart in pain
- a healthy heart
- a person sneezing
- a person in pain on a toilet
- a smiling person on a toilet
- a person ill in bed.

Remind the group that fruit and vegetables can be fresh, tinned, dried and frozen.

Lay out the fruit and vegetables (or wrappers/containers) on a table. For example:

- | | |
|-------------------------|---------------------------|
| • Tinned pears in juice | • Frozen mixed vegetables |
| • Tinned sweetcorn | • Fruit juice carton |
| • Bananas | • Chips |
| • Beans | |
| • Strawberries | |
| • Grapes | |
| • Potatoes | |
| • Orange | |
| • Dried raisins | |

Fruit and vegetables

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 green section, fruit and vegetables. Potatoes and chips do not belong in the fruit and vegetable section. They go in the yellow section, starchy foods.

What is a portion?

The purpose of this exercise is to:

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

Ask the group if they know what a portion of fruit and vegetables is.

A portion is:

- any fruit and vegetables that fits in your hand
- 3 heaped tablespoons of vegetables, beans or pulses
- a dessert bowl of fruit or vegetable salad.

Examples:

An orange, an apple, 4 strawberries, a bowl of tinned fruit, a bowl of fruit salad in fruit juice, a bowl of salad, 3 heaped tablespoons of beans, sweetcorn or peas.

Try to give examples of fresh, dried, tinned and frozen fruit and veg. It is preferable to show an actual portion fitting in your hand rather than pictures.

Ask someone from the group to hold a portion. Ask them if there is more space in their hand for more fruit or veg.

Ask the group:

Do you know how many portions of fruit and vegetables you should eat each day?

Fruit and vegetables

We all should eat 5 portions of fruit and vegetables a day. The more colours we eat the better as different colours provide different vitamins. Remind the group that potatoes do not count as a portion of fruit and vegetables.

Fruit and vegetables during the day

The purpose of this exercise is to:

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

It is very easy to have five portions of fruit and vegetables in a day. By using a flipchart and pictures of foods build a healthy menu.

Put a picture of breakfast cereals as a breakfast on the flipchart.

Ask the group:

<p>1. Which foods they can add so they can start counting their portions of fruit and vegetables a day. (Let them choose from the pictures)</p> <ul style="list-style-type: none">• Any fruit in the bowl of cereals (1st portion)• A glass of fruit juice (2nd portion)
<p>2. Which food they might have as a snack after breakfast (let them choose from the pictures)</p> <ul style="list-style-type: none">• A fruit or a handful of dried fruit (3rd portion) <p>Put a picture of a sandwich as lunch on the flipchart.</p>
<p>3. Which foods they can add to make it healthier (let them choose from the pictures)</p> <ul style="list-style-type: none">• A salad (4th portion)• Vegetable soup (5th portion)

Fruit and vegetables

4. Which food they might have as a snack after lunch (let them choose from the pictures)

- Yoghurt with added fruit in it (6th portion)

Put a picture of a steak/chicken/fish as dinner on the flipchart

5. Which foods they can add to make it healthier (let them choose from the pictures)

- Broccoli, cauliflower, carrots and peas (7th portion)
- A tin of fruit salad in fruit juice as a dessert (8th portion)

Look through the flip chart and see how many different colours of fruit and vegetables there are.

Fruit and vegetable bingo

The purpose of this exercise is to:

- have some fun playing fruit and vegetable bingo.

We are going to play fruit and vegetable bingo!

Hand out bingo cards (page 137-142) and black markers to each learner. Make sure you only give out 1 winning card (the winning card has a bowl of strawberries at the bottom right).

Explain to the group:

- I will pick out pictures of fruit and vegetables (page 143-147) one at a time.
- You tell me what the fruit or vegetable is.
- Then cross off the picture if you have it on your card.
- The first person to cross off all the pictures on their card is the winner.
- When you get all the pictures remember to shout bingo!

Learning check

The purpose of this exercise is to:

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

Use the “Fun with fruit and vegetables” quiz sheets (page 127-129) completed in session 1. Do the quiz a second time and see if the group 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:

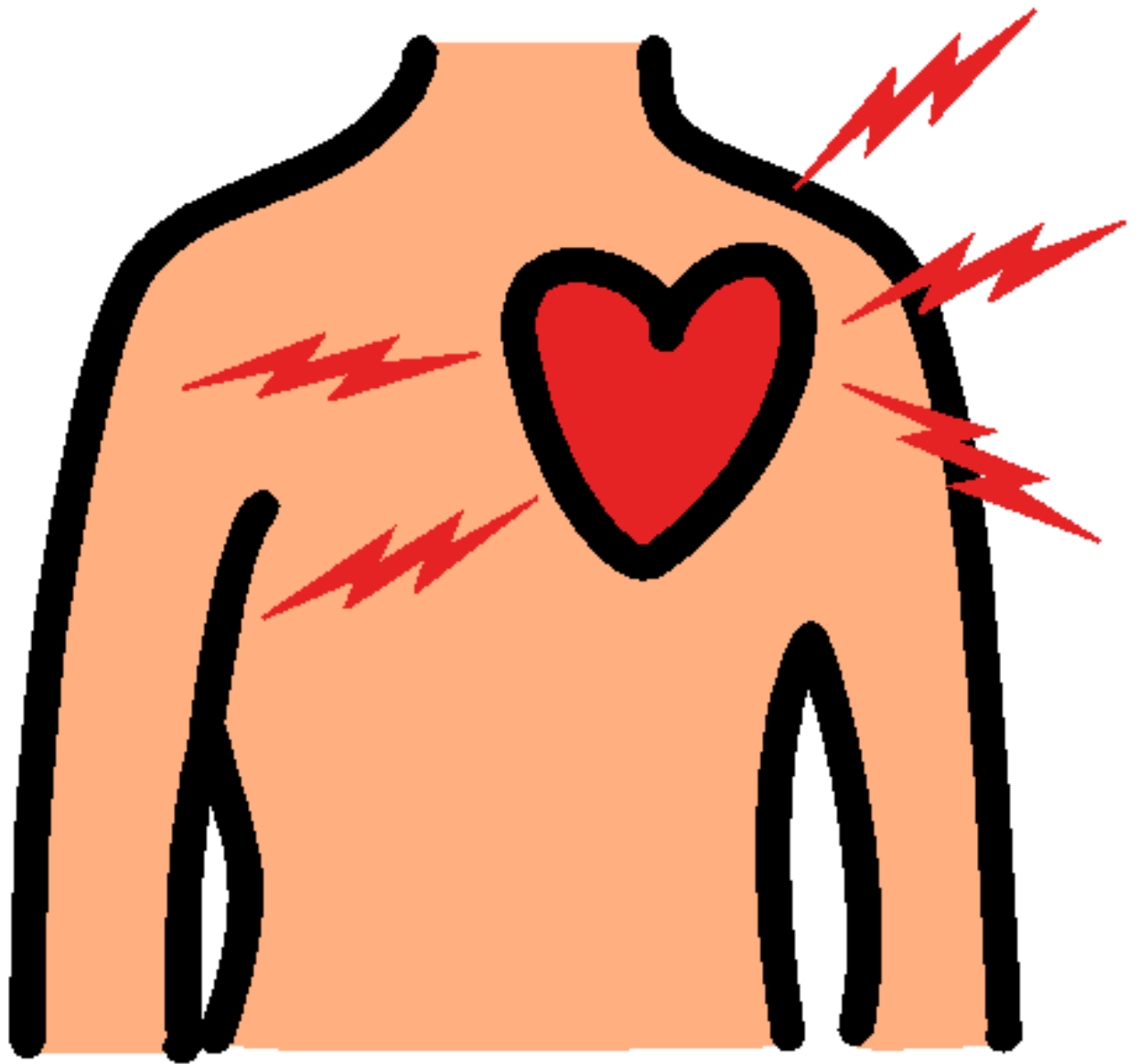
- go for a walk.

Suggestion:

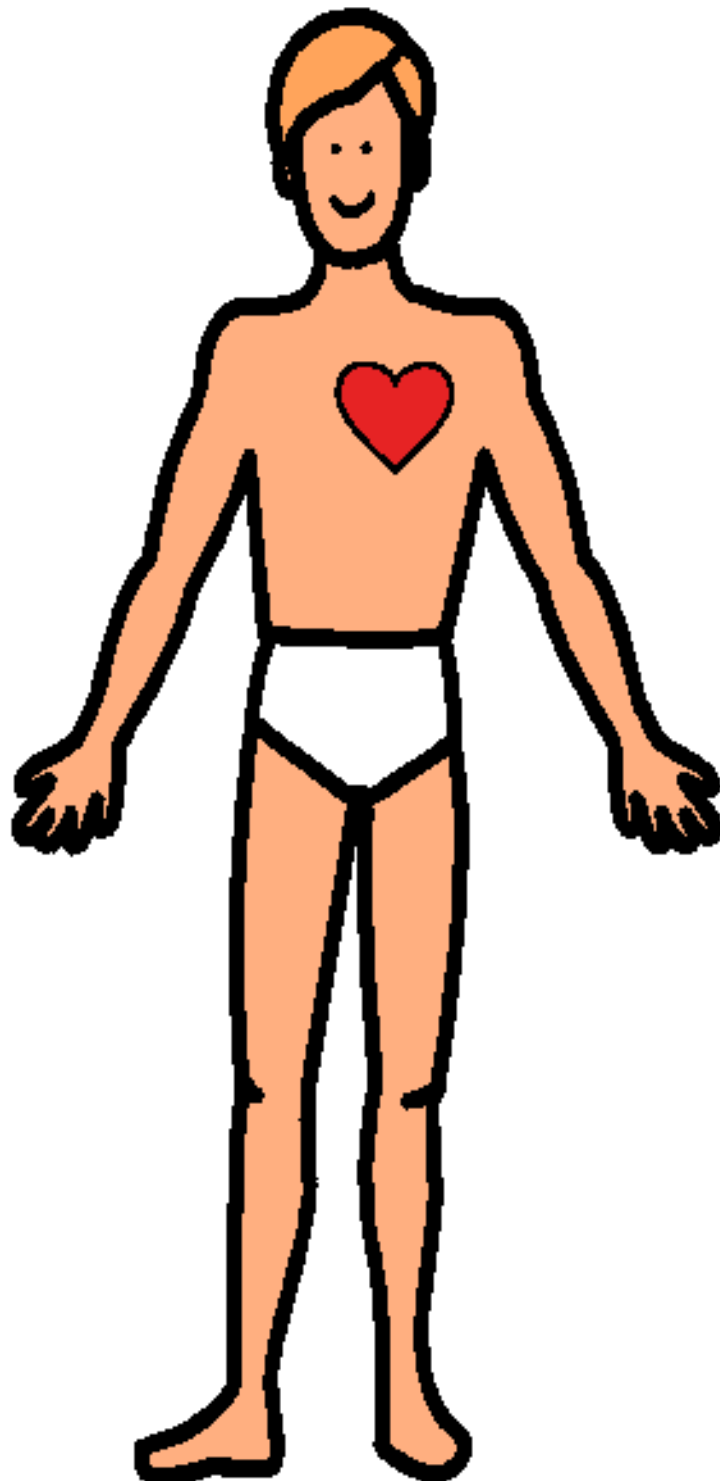
Why not ask the group what they would like to do for next time? If you have time you could watch the 'You can do it' SCLD video.

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

heart problem



healthy heart



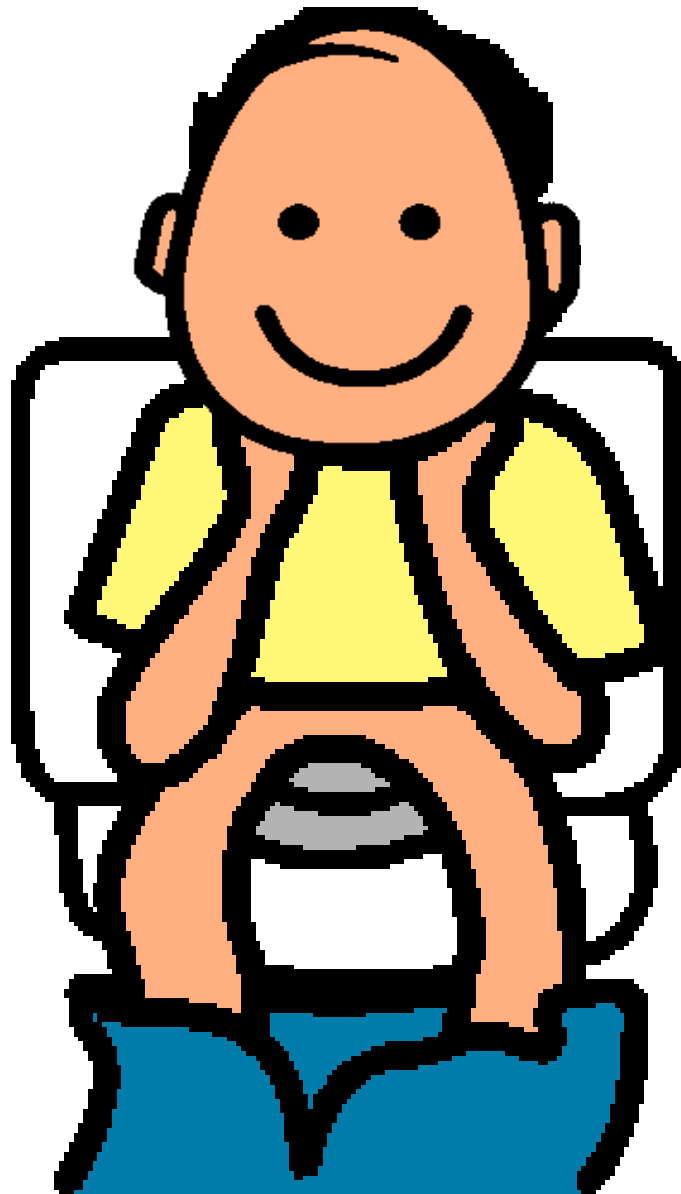
sneeze



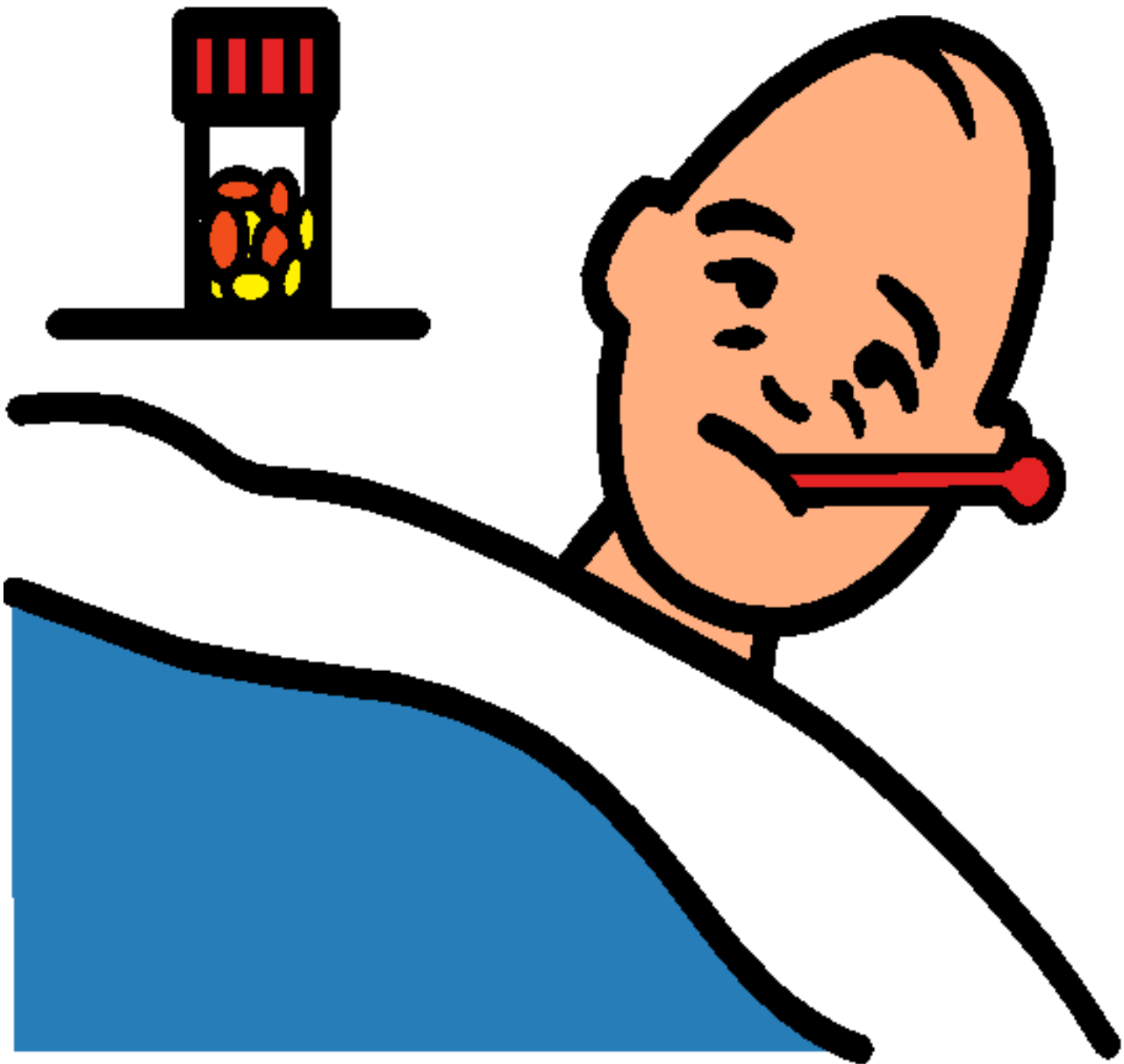
constipation

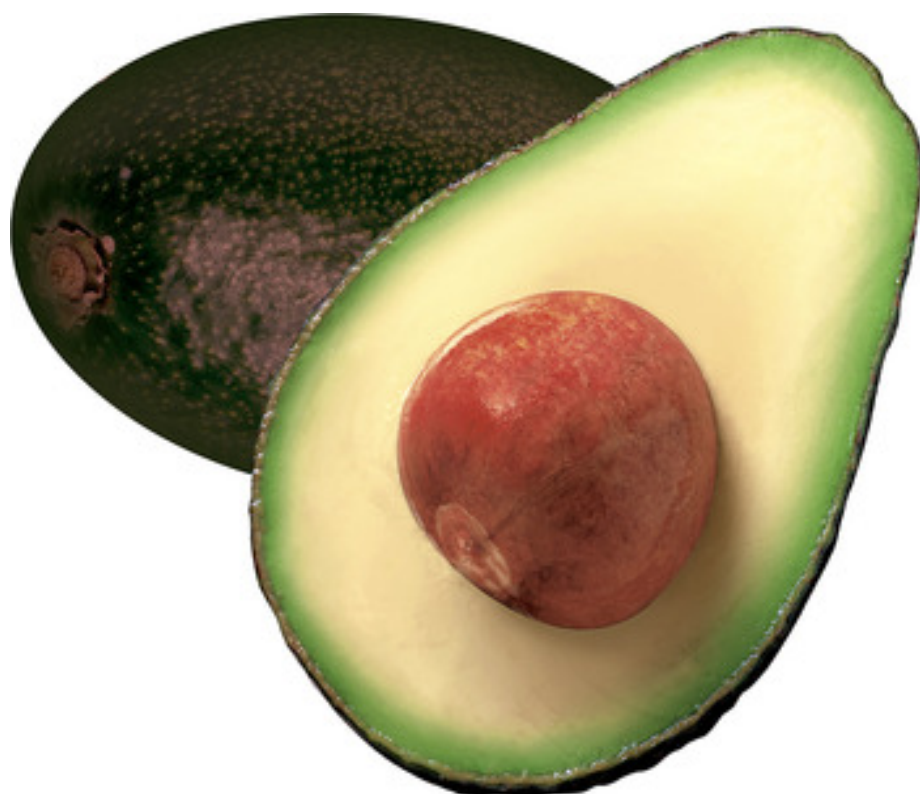


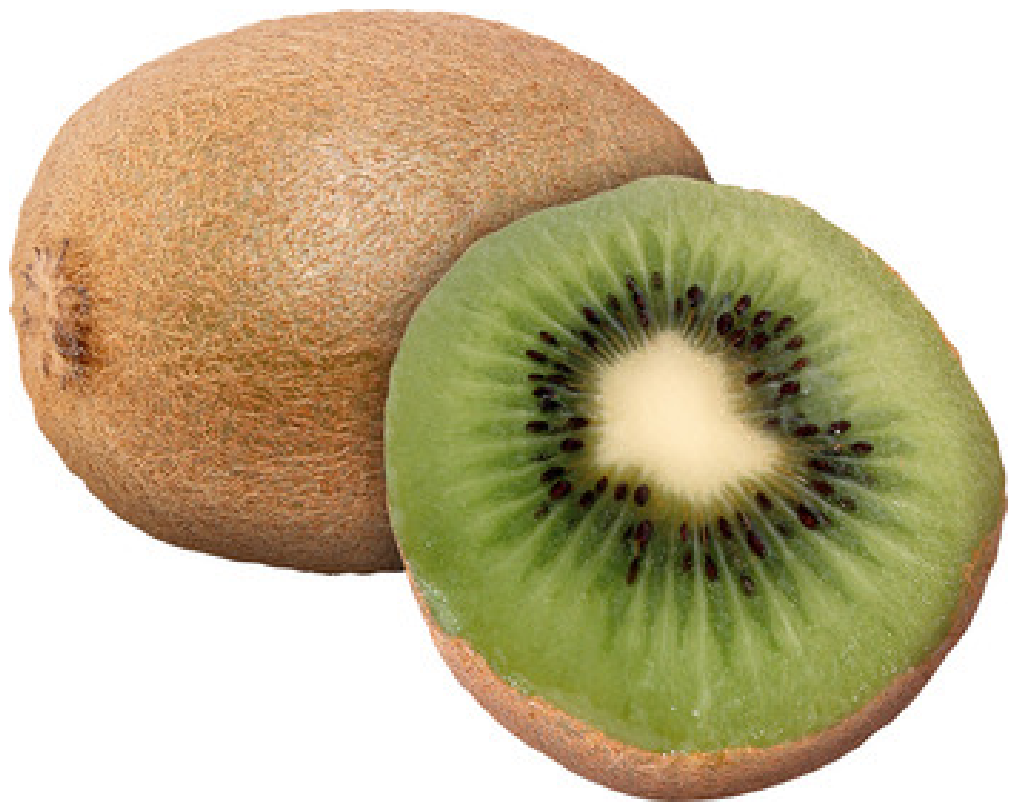
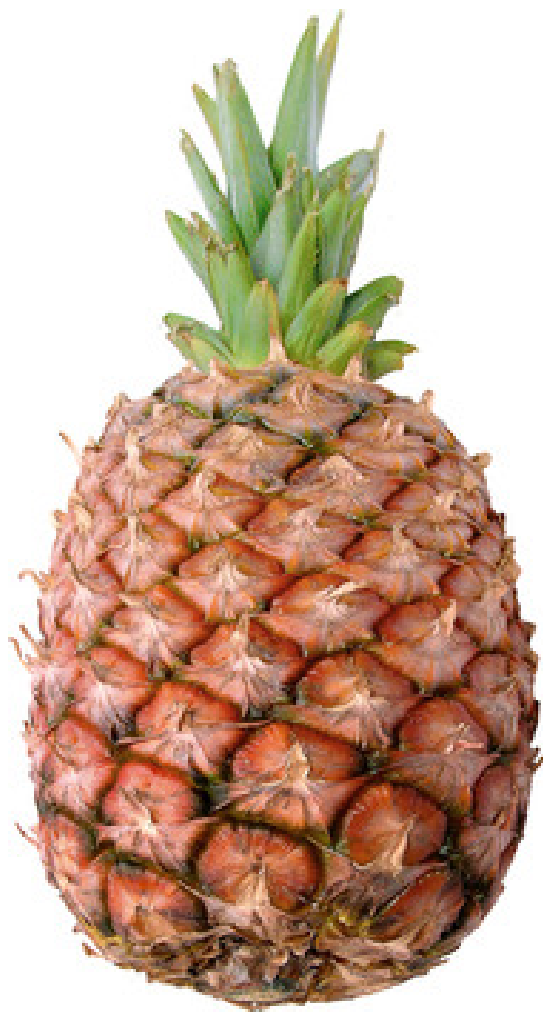
regular

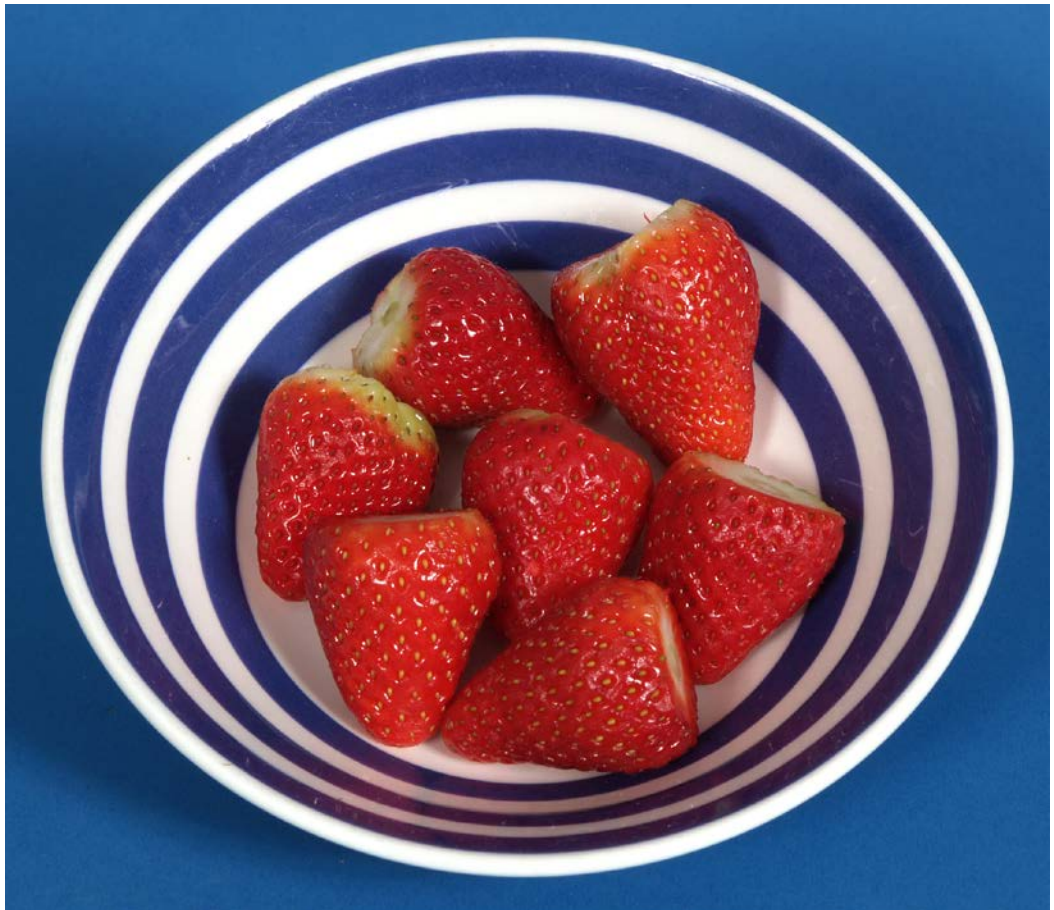
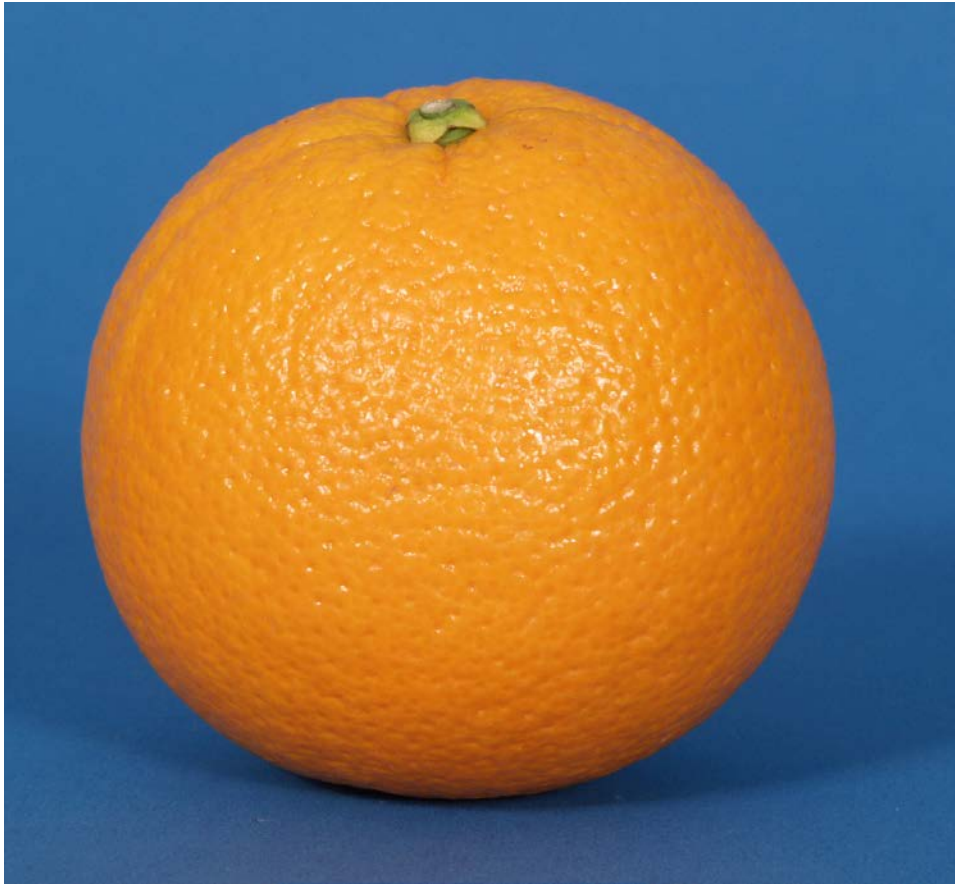


not well





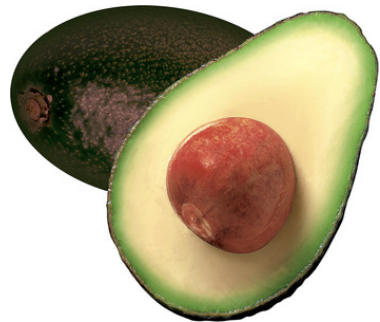




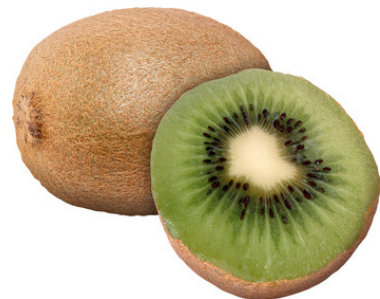
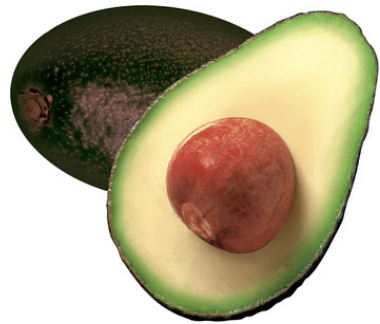




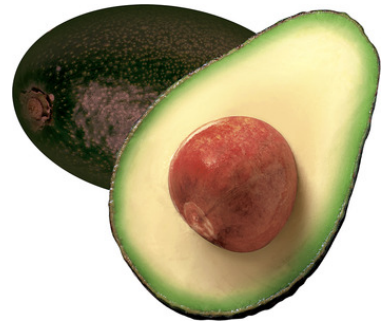
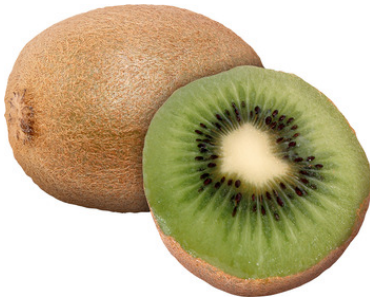
Bingo



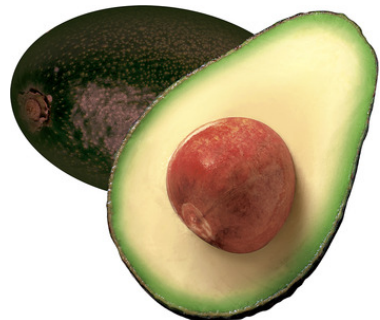
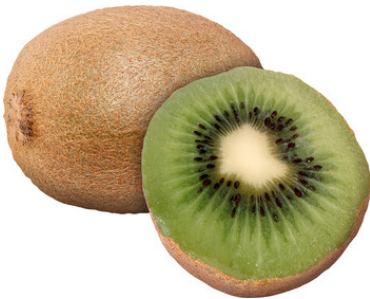
Bingo



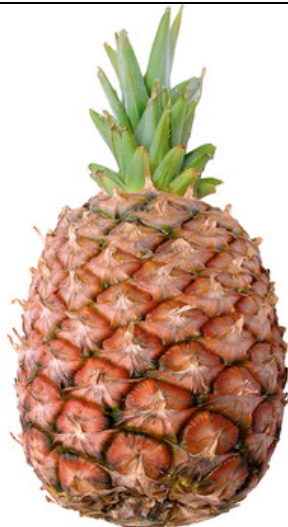
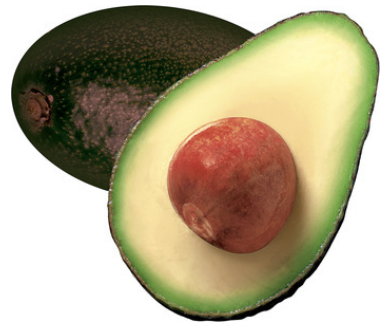
Bingo



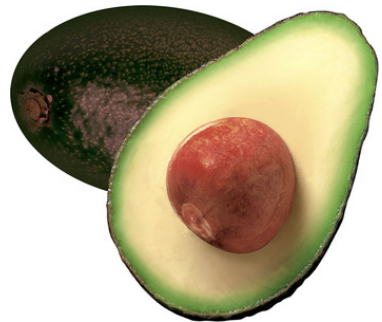
Bingo



Bingo



Bingo







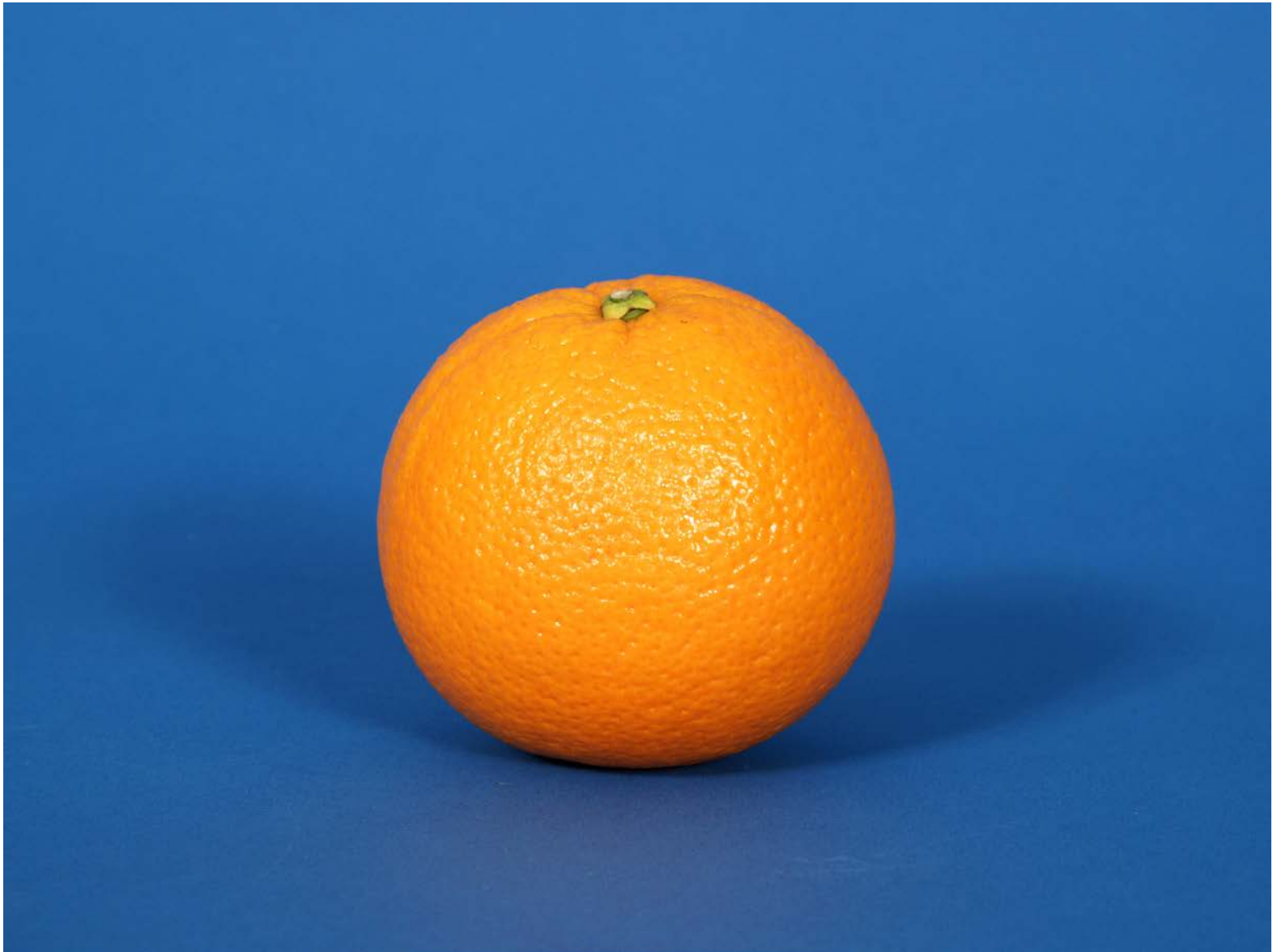














Freshly Frozen
**Country Mixed
VEGETABLES**

Baby carrots, peas, cut green beans,
and cauliflower florets.

**BIGGER PACK
BETTER VALUE**

£1



5 A DAY
More
vegetables

**boil,
steam
or
micro**

- ✓ Natural source of Vitamin A
- ✓ Natural source of Vitamin C
- ✓ Naturally free artificial colours and flavours



BEST BEFORE
04 AUG 2011
464 103 02 00 25

Keep frozen
see storage instructions

Serving suggestion

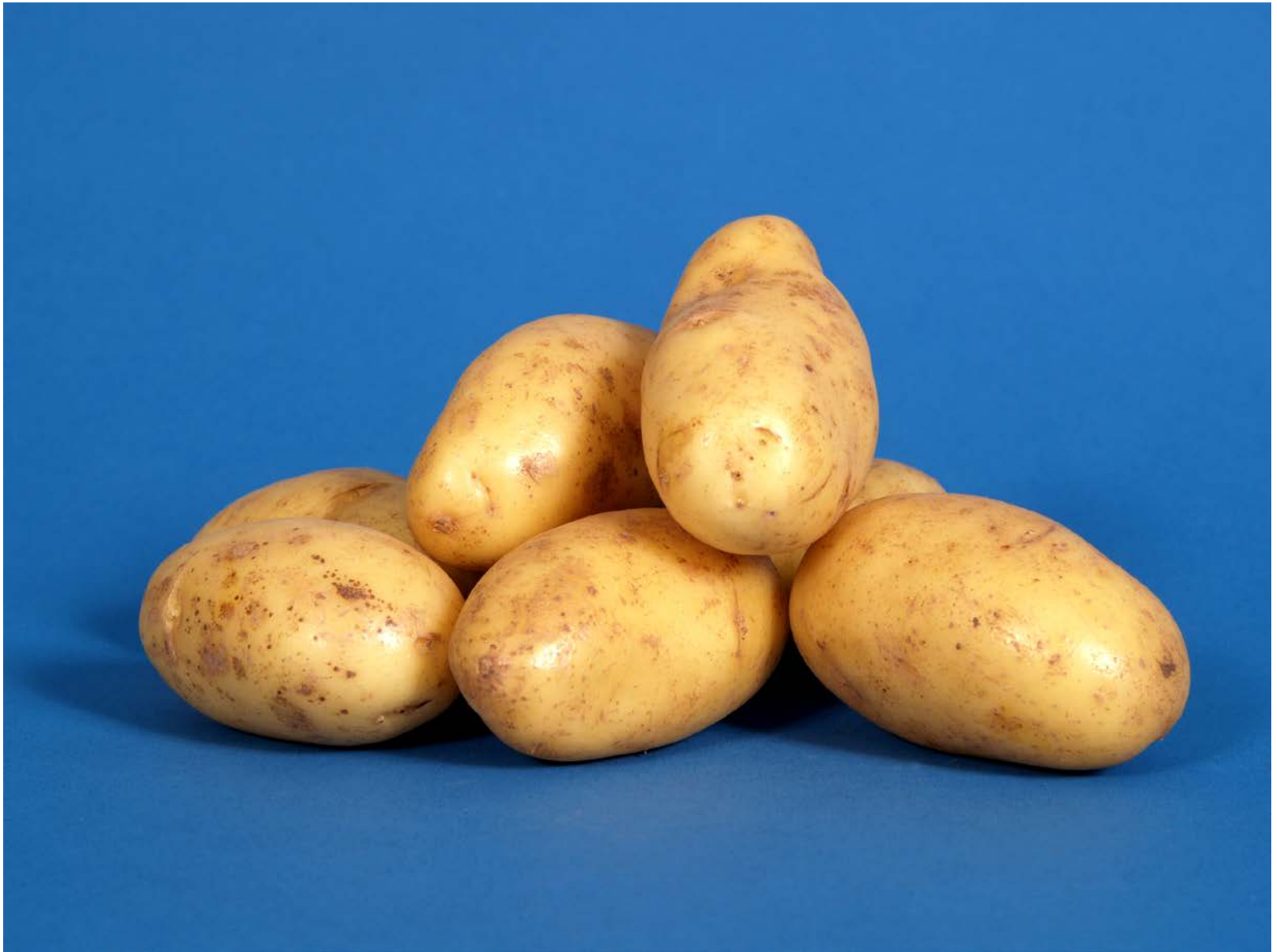
e1kg

































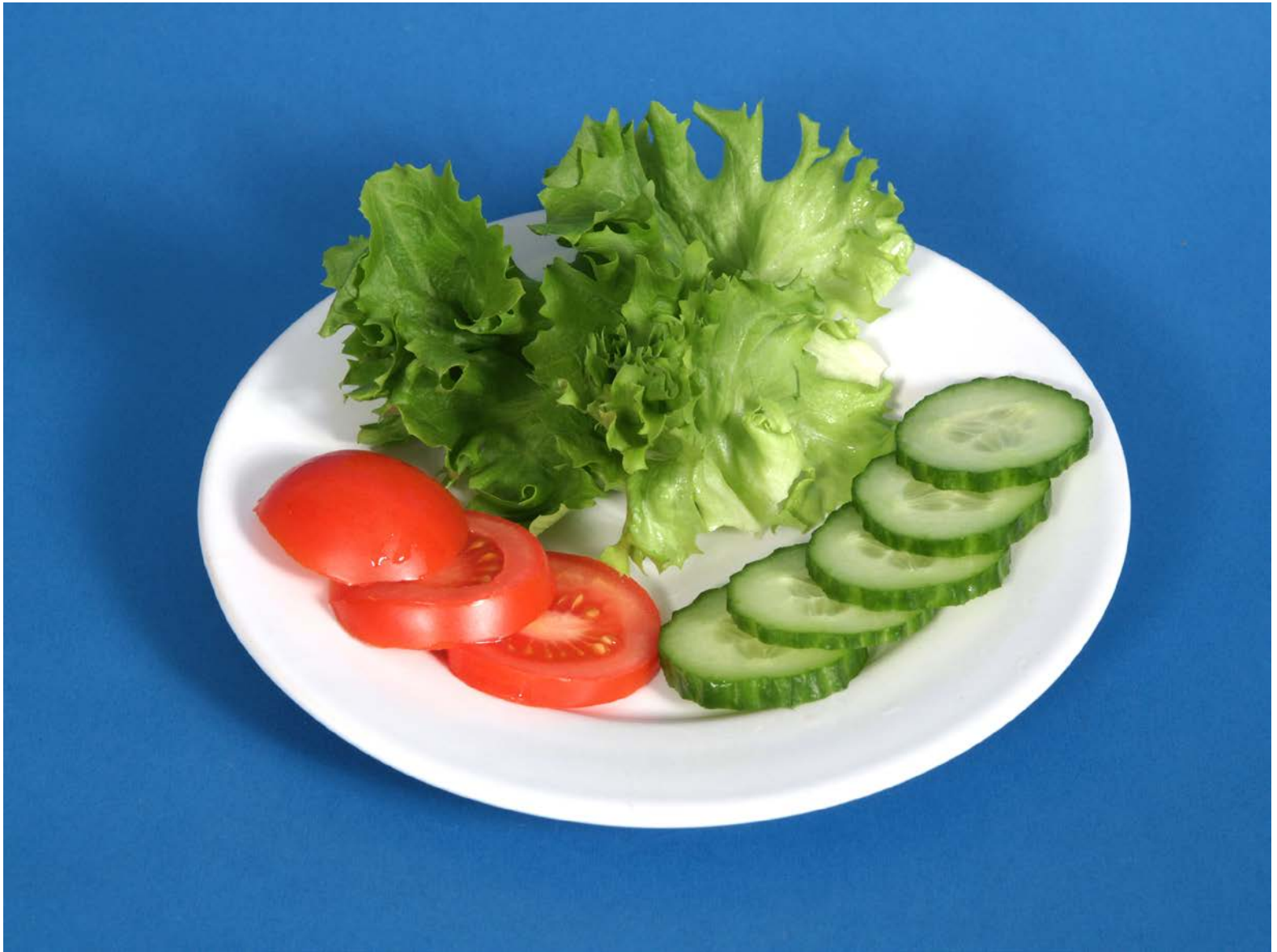






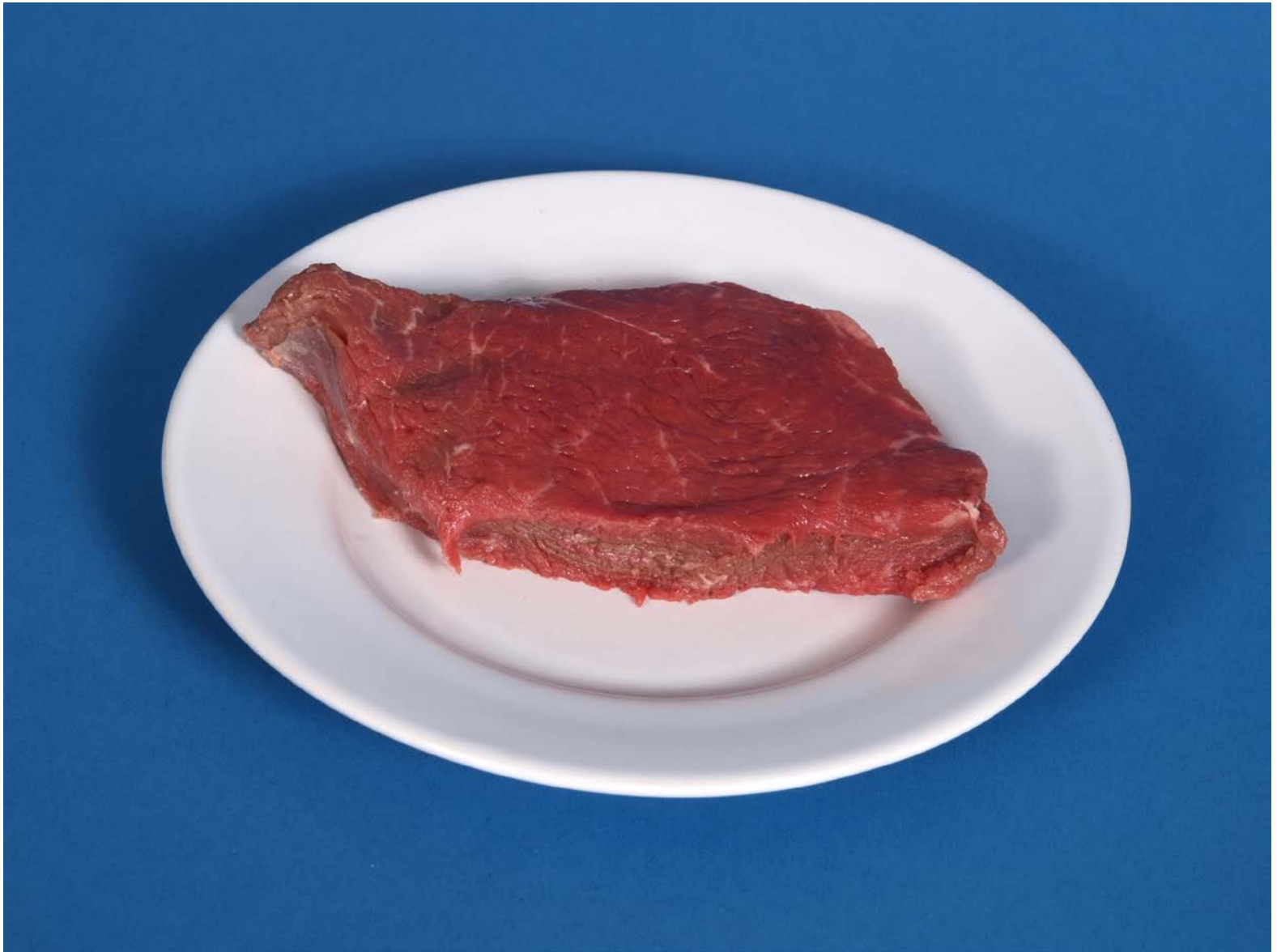
















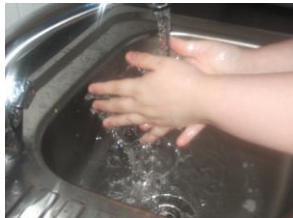
Cook's Rules



Tie your hair back



Wear an apron



Wash your hands with soap and dry them before you start



Get everything out that you will need before you start



Keep milk, meat, cheese, and yogurt in the fridge until you are ready to use them



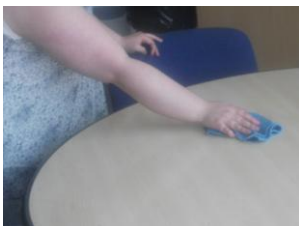
If you need help putting things in and taking things out of the oven, ask your support worker



Remember to switch off the oven when you are finished



Wash up using hot soapy water



Wipe worktops with a clean cloth and hot soapy water

Enjoy your food!

Fun with fruit and vegetables Quiz

- 1) Can you recognize the food and drinks below?
Tick the fruit and vegetables.



2) Tick the fruit and vegetables that are good for us

a) fresh fruit



fresh vegetables



b) frozen Fruit



frozen vegetables



c) dried fruit



dried vegetables



d) tinned fruit



tinned vegetables



e) All of them

3) Tick how many fruit and vegetables we should eat each day?

a)



b)



c)



d)



4) Tick the correct way to measure a portion



A handful



a cup



a spoon

5) Tick the healthy snack



Fun with fruit and vegetables
Quiz – Answers

- 1) Apple, dried apricots, carrots and cauliflower
- 2) All of them
- 3) We should eat at least 5 portions of fruit and vegetables every day.
We should try to have as many different colours as possible too.
- 4) A portion is approximately a handful
- 5) The grapes and banana are the healthy snack

This

Certificate of Achievement

has been presented to

For participating in the following
module of
Healthy Eating Healthy Living
Fruit & Veg

on

Signed

.....

Date

.....

Background information for course leader

Fats are an important part of our diet. They provide us with energy and some important vitamins (A & D). Vitamin D makes sure you absorb enough calcium for your bones and teeth and helps you have a healthy immune system to fight disease. Vitamin A helps us have healthy eyes. There are few other nutrients in fat.

Should adults with learning disabilities take a vitamin D supplement?

The current advice from SACN (Scottish Advisory Committee on Nutrition) is that: 'everyone aged 5 years and above should consider taking a daily supplement of Vitamin D particularly during the winter months'. Consideration should be made to those who are

- underweight
- wheelchair bound/have impaired mobility
- those living with support
- have a history of epilepsy
- have a history of bone fractures

Fat

Eating too much fat is unhealthy. Fat has the most **calories** per gram than all the other foods.

Fat = 9 calories (kcal) per gram
 Alcohol = 7 calories (kcal) per gram
 Sugar = 4 calories (kcal) per gram

So cutting down on the amount of fat we eat will help our health and our waistlines.

Saturated fat is converted into cholesterol in the body. Cholesterol is a fatty substance that can build up in the blood stream and settle on blood vessel walls. These cholesterol deposits can get thicker and thicker over time and eventually cause the blood vessel to block. As the cholesterol builds up, it puts a great strain on the heart because it is difficult to get blood pumped through a smaller and smaller opening. If a complete blockage occurs, this will result in a heart attack or stroke.

Being overweight increases our chances of developing health conditions:

- Heart disease
- Type 2 Diabetes
- Joint problems
- Some cancers

Types of fat:

- Saturated – Less healthy because they raise our cholesterol levels and increase our risk of heart disease
- Monounsaturated – Better for us as they help reduce cholesterol levels
- Polyunsaturated – Better for us as they do not raise cholesterol levels
- Omega 3 Fats – Essential fatty acids which we need to eat to prevent the blood from clotting, help regulate the heart rhythm
- Trans Fats – Hydrogenated vegetable oils have been processed to make them hard, found in processed foods, they raise our cholesterol levels

We should limit or avoid Saturated fat which are hard fats from animal sources such as:

- Butter
- Hard Cheese
- Visible fat on meats
- Processed meat
- Biscuits
- Cakes
- Cream
- Pastries
- Deep fried food
- Take away food
- Ice cream

We should include unsaturated fats in our diet. These are usually liquid fats and include:

- Olive oil
- Rapeseed oil
- Sunflower oil
- Nuts and seeds
- Some margarines
- Oily fish – herring, mackerel, sardines, salmon, trout, fresh tuna

Number of teaspoons of fat in each food item:

Food	Kcal	Grams of fat	Number of teaspoons of fat
Portion of chip-shop chips	956	50g	10
Portion of oven chips	212	25g	5
Fried rice (200g)	336	12.5g	2 ½
Boiled rice (200g)	258	0.56	Less than 1
1 packet of crisps (35g)	184	11 ½	2 ½
1 packet of low fat crisps (28g)	131	6	1
Cheddar cheese (60g/2oz)	226	18.6	4
Low fat cheddar cheese	96	4g	1
An individual fruit pie	286	14g	3
A fruit scone	139	4g	Less than 1
Custard cream	63	3	Less than 1
Jaffa cake	45	1	Less than 1
Pepperoni pizza 14 inch	2884	121g	24
Ham & pineapple pizza	1632	82g	16

Reference Intakes (RIs):

Needed by average adults of normal weight and average activity levels

Each day	women	men
Calories (Kcal)	2000	2500
Fat (g)	70	95

Reference Intakes (RIs) are discussed more fully in the food labelling session.

How to reduce intake of bad fats:

- Avoid burgers, pies, pastries, some pizzas and deep fried foods, e.g. 'suppers'.
- Don't eat skin from chicken.
- Choose leaner meat and don't eat any visible fat.
- Avoid processed meats such as chopped pork, salami and pepperoni where you can see the grease/fat – choose leaner cold meats such as turkey breast/lean ham/chicken slices.
- Choose a lower fat cheese type
- Cut down on puddings and cream – have fresh fruit or low fat yogurt instead.
- Cut down on cakes and biscuits.
- Choose a small chocolate bar or a dark chocolate bar
- Choose lower fat crisps.
- Choose a healthier carry out.

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
Eatwell guide (or activity mat)	<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

Session 1: Fat and health

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.

<p>1. Left click twice or press return 2 times on the keyboard and a healthy heart appears on the man. Ask the group?</p> <ul style="list-style-type: none"> • 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
<p>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</p>
<p>3. Left click or press return on the keyboard a biscuit will appear. Ask the group?</p> <ul style="list-style-type: none"> • What do you see? • Do you think they have lots of fat in them? <p>Biscuits have lots of fat in them</p>
<p>4. Left click or press return on the keyboard and some crisps appear. Ask the group?</p> <ul style="list-style-type: none"> • What do you see? • Do you think they have lots of fat in them? <p>Crisps have lots of fat in them</p>
<p>5. Left click or press return on the keyboard and some bacon will appear. Ask the group?</p> <ul style="list-style-type: none"> • What do you see? • Do you think they have lots of fat in them? <p>Some meats have lots of fat in them</p>
<p>6. Left click or press return on the keyboard and a healthy heart will appear. Ask the group?</p> <ul style="list-style-type: none"> • What do you see?
<p>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?</p> <ul style="list-style-type: none"> • 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:

	Foods low in fat
	Food high in fat

- 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:

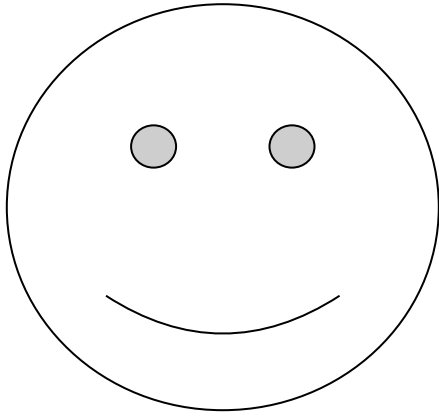
- There are low fat crisp alternatives, for example baked crisps. Think about healthier options for a snack rather than crisps, for example fruit or yogurt.
- There are now a few low fat milk choices. It is an idea if you usually drink full fat milk to change to skimmed milk, the one with the red top 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

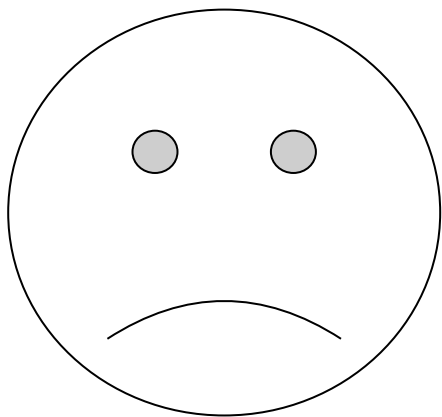
The purpose of this exercise is to:

- 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.

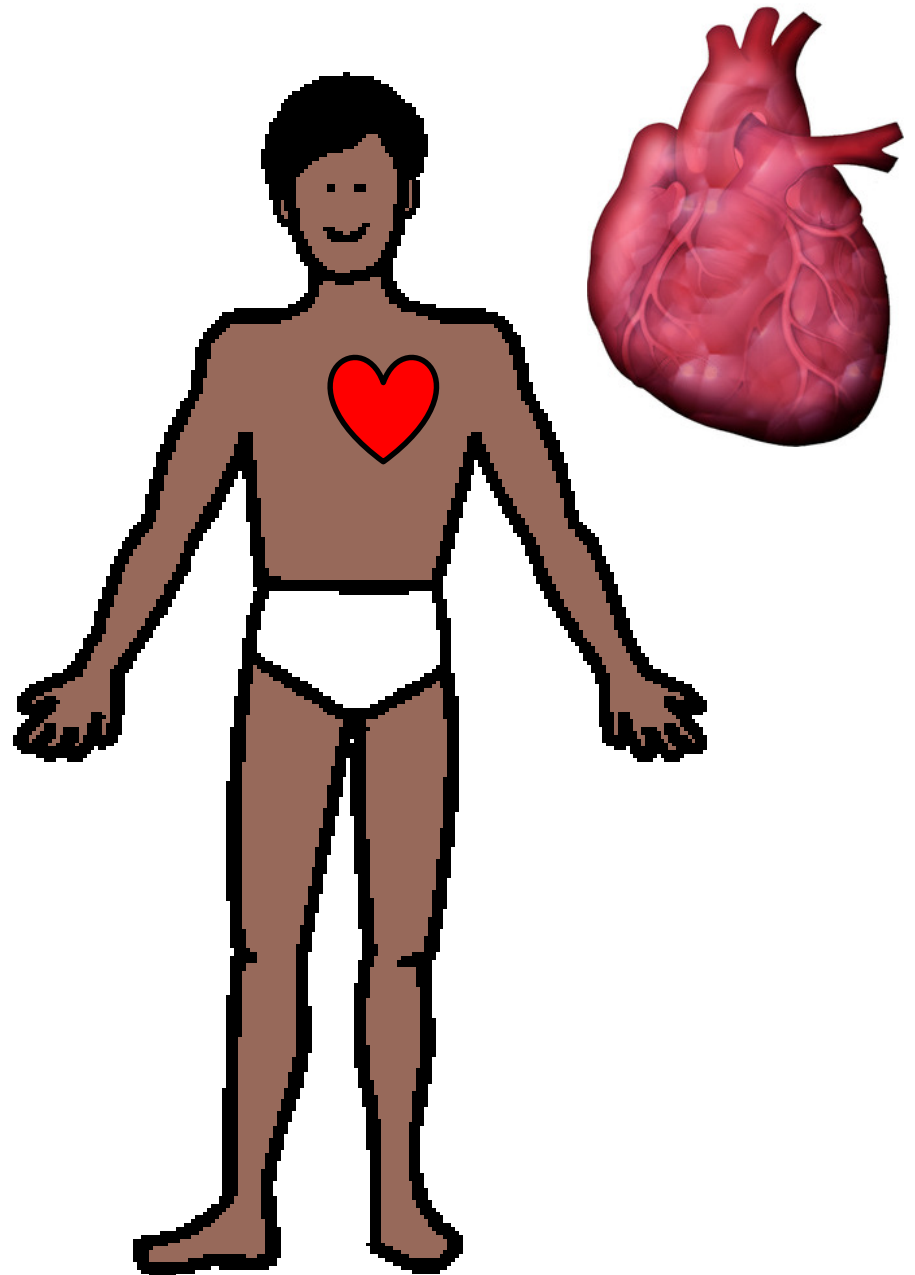
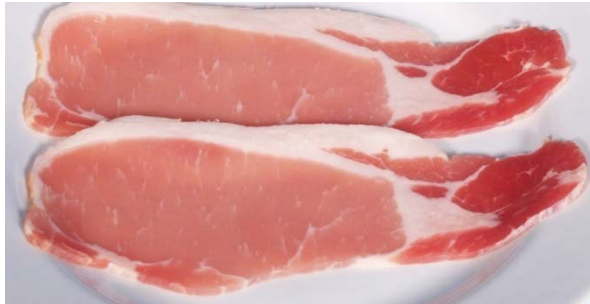


Foods low in fat

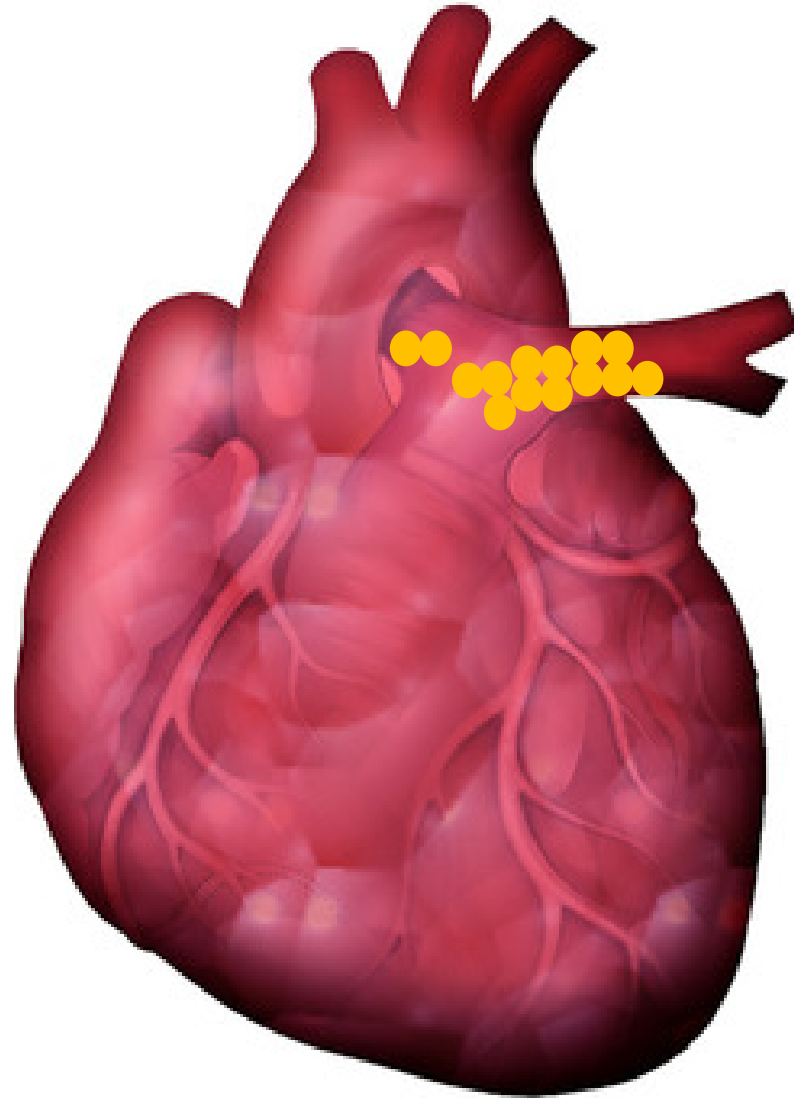


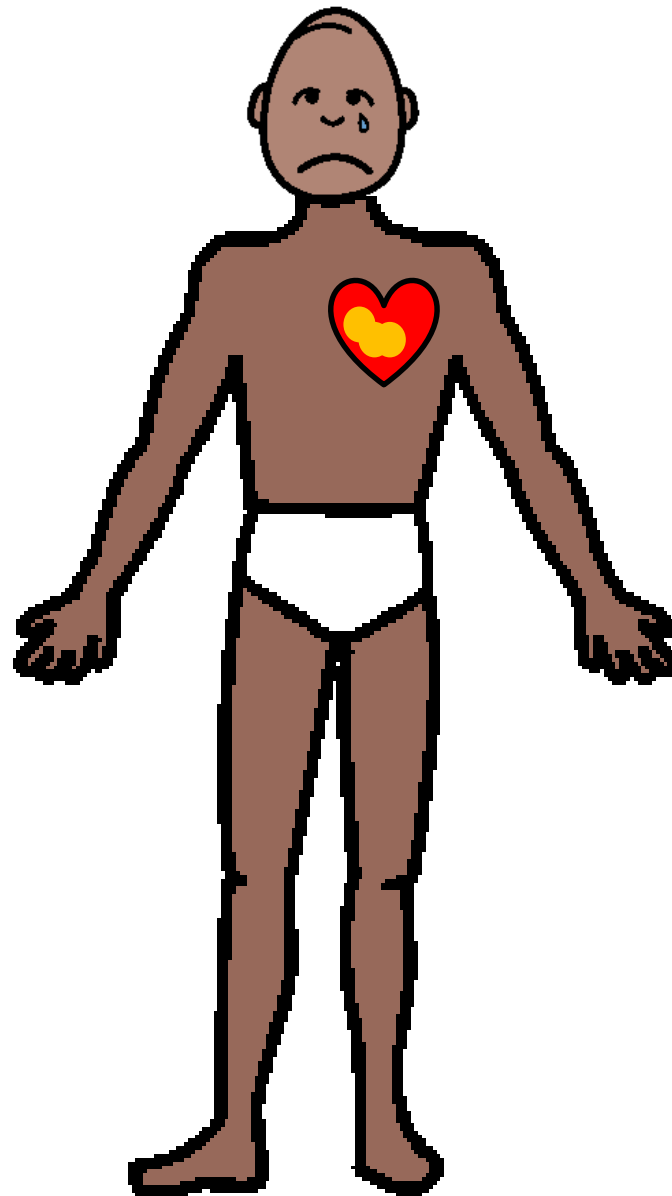
Foods high in fat

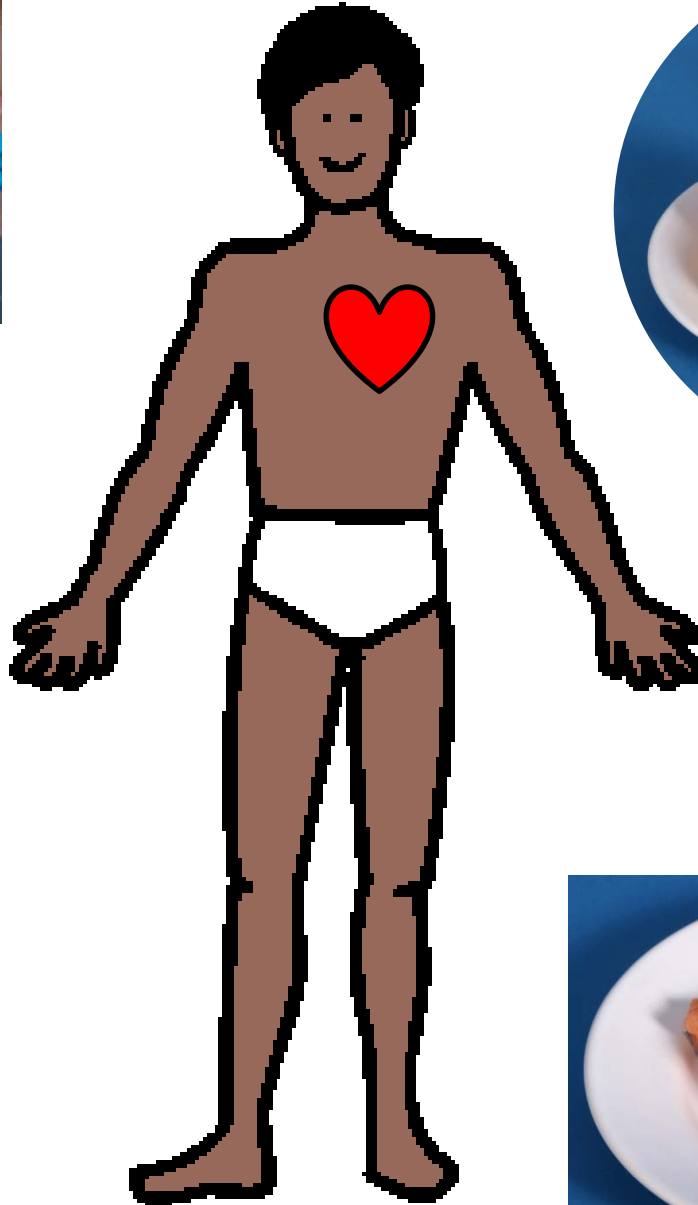
My Heart



My Heart







Session 2: Fat and shopping

Learning outcomes:

At the end of the session the group should:

- know where to buy foods low in fat
- be able to choose ingredients for one recipe
- have tasted low-fat foods.

Activities and resources

Activity	Preparation	Resources
Supermarket visit	<ul style="list-style-type: none"> • Contact supermarket manager for permission to take photographs • Arrange transport • Visit supermarket to be aware of where to find ingredients • Consider high and low fat alternatives and where to find them • Consider cost 	<ul style="list-style-type: none"> • Pictorial shopping list for low fat fruity bacon (page 167) and or fish and chips (page 168) • Petty cash for food tasters
Tasting	<ul style="list-style-type: none"> • Identify preparation area and hand washing facilities • Check risk assessment for food allergies/ preferences 	<ul style="list-style-type: none"> • Plates or cups depending on what low fat foods you buy to taste

Session 2: Fat and shopping

Supermarket visit

The purpose of this exercise is to:

- know where to buy low fat foods
- buy low-fat foods for the tasting session
- be able to choose ingredients for low fat fruity bacon and or fish and chips.

At the visit with the group:

1. Find foods that exist in two forms - low fat or high in fat.

For example: full fat milk (blue label) and low fat milk (green or red label)

2. Ask the group which food they should choose and why

Answer: Low fat foods because they are better for your heart and do not make you fat.

Repeat the activity with other products.

For example:

- Butter and low fat margarine
- Full fat cheese and cottage cheese
- Chocolate pudding and yogurt

You can choose other items that are low fat to look at and / or buy too.

3. Visit the butcher or meat section and see meat with fat and without fat. Explain to the group that if they want they can ask the butcher to cut the fat from the meat they want to buy. This is called lean meat

For example:

- Chicken with the skin removed
- Bacon with the fat cut off
- Lean mince

- | |
|--|
| 4. Visit the fish section and remind the group that fish is good for us because it has less fat than meat. Even oily fish like tuna and salmon are good for us. |
| 5. Visit the snack section. Look for fruity crisps and potato crisps. Check to see if they have any baked crisps. |
| 6. Ask the group to choose some low fat foods they haven't tried before for tasting later. |
| 7. Buy the foods that you will use for the cooking session next week. You will need to decide if you are going to cook the fruity bacon or fish and chips. (There is an option as some learners may not eat bacon) |

Tasting what we bought

The purpose of this exercise is to:

- have tasted alternative low fat foods to high-fat foods.

When you return to the learning base prepare for the tasting exercise.

Make sure the group wash their hands and then taste the things that you bought at the supermarket.

Discuss:

- How things taste.
- Which unhealthy foods you could replace with these healthier alternatives.
- Your experience at the supermarket.

Try to reinforce messages discussed in previous sessions such as:

- Why fat is bad for us.
- The benefits of foods those are low in fat.
- Alternative foods to try.

Shopping list for fruity bacon



Bacon



Bread Rolls



Tinned or fresh pineapple (optional)



Banana



Tomatoes

Shopping list for fish and chips



2 large baking potatoes



Juice and zest of 1 lemon



Small bunch of parsley



40g of fresh breadcrumbs



2 white fish fillets



Rapeseed or olive oil for drizzling

Session 3: Fat and cooking

Learning outcomes:

At the end of the session the group should:

- be aware of basic food safety guidelines
- have increased their practical cooking skills
- have experienced the process of raw foods to cooked foods
- be able to follow a task sequence
- have experienced tasting the foods they cooked.

Activities and resources

Activity	Preparation	Resources
Poached egg versus fried egg	<ul style="list-style-type: none"> • Know how to poach and fry an egg 	<ul style="list-style-type: none"> • Eggs • Cooking and serving utensils
Preparation for cooking	<ul style="list-style-type: none"> • Buy aprons and hats (if using), disposable ones are available • Print off or photocopy cooks rules in colour if possible <p>It is best to laminate these so they can be used again. Matt laminate is recommended</p>	<ul style="list-style-type: none"> • Aprons • Hats (optional) • Cook's rules (page 194-195)
Cooking	<ul style="list-style-type: none"> • Check risk assessment to help you choose group leaders • Print off or photocopy recipe (you may choose to laminate these) 	<ul style="list-style-type: none"> • Recipe sheets (page 173-178) • Ingredients • Cooking and serving utensils
Tasting	<ul style="list-style-type: none"> • Identify preparation area and hand washing facilities • Check risk assessment for food allergies / preferences 	<ul style="list-style-type: none"> • Plates or cups depending on what you buy to taste

Session 3: Fat and cooking

Poached eggs versus fried eggs

The purpose of this part of the session is:

- be aware of healthier cooking

methods. Fried eggs:

Make sure the group is not too close to the pan. Fry an egg using any type of oil. When the egg is ready, put on a plate with kitchen paper underneath to show the amount of oil or fat that is absorbed.

Poached eggs:

Poach an egg using boiled water and a very small amount of vinegar

Show the process to the group and explain to them that you haven't used any oil or fat for the cooking.

Tasting

The purpose of this part of the session is:

- To experience tasting healthier foods

Let the group taste the poached eggs and the fried eggs. Explain to the group that poaching an egg is a healthier method than frying.

Preparation for cooking

The purpose of this part of the session is:

- be aware of basic food safety

guidelines. Today you will cook fruity bacon

or fish and chips.

Hand out and read through, explaining as you go the cook's rules (page 194-195). Ask everyone to wash their hands and put on their aprons and hats (if using).

Cooking

The purpose of this part of the session is:

- to increase their practical cooking skills
- to experience the process of raw foods to cooked foods
- be able to follow a task sequence
- be aware of healthier cooking methods
- to experience tasting the foods they cooked.

Lay out the ingredients for the fruity bacon or fish and chips recipe on the table along with the equipment that is required.

You should have previously identified group leaders. Encourage them to perform the cooking tasks and those who may be less able can perform simple and safe activities such as:

- putting the ingredients into bowls
- mixing the ingredients.

(If following the fruity bacon recipe)

Question:

Show the fat around the bacon and ask the group if this is good or bad for us?

Answer:

Fat is bad for us. Show the group that by using a pair of scissors you can cut off the fat from the bacon.

Say to the group that we can cook bacon by frying or by grilling. Explain that we have already shown that frying is bad because we use fat. If we grill the bacon then we do not use fat. We can take the fat off the bacon and grill the bacon.

Show the group the process of grilling bacon.

Split the group into smaller teams with at least one group leader in each.

Hand out the recipe cards. Depending on your group you may decide to go through the recipe step by step as one big group or leave the small teams to work their way through the recipe. Make sure you keep checking in with each group to ensure they are on track and know what they are doing.

Important notice: Please follow the cooking rules to avoid problems with food safety. Everything used has to be clean and safe.

Tasting

The purpose of this part of the session is:

- to experience the process of raw foods to cooked foods
- to experience tasting the foods they cooked.

Make sure that everyone has washed their hands, sit down and enjoy your fruity bacon or fish and chips!

Ask the group:

- Do you like them?
- What unhealthy foods could you replace in your diet with this meal?
- Would you make them at home?
- Who could help you?

You might want to give the cook's rules, shopping list and recipe cards as handouts so that members of the group can take them home and make them again.

Fruity bacon

What I need:



1 rasher of bacon



1 banana



1 slice of pineapple

You can use fresh or tinned

(This is optional)



1 tomato



1 bread roll

What do I do?



Turn the grill on



Cut the tomato in half



Cut the banana in long slices

Cut the pineapple to about the same size



Cut the fat off the bacon



Cut the roll in half



Toast the roll



Grill tomato, banana, pineapple and bacon for 5 minutes



Put the banana, pineapple, tomato and bacon in the roll.

Enjoy!

Fish and chips

What I need:



2 large baking potatoes



Juice and zest of 1 lemon



Small bunch of parsley



40g of fresh breadcrumbs



2 white fish fillets

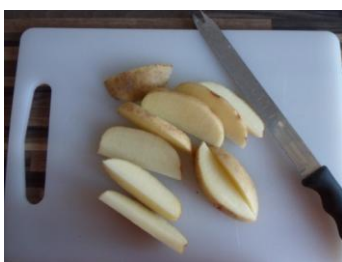


Rapeseed or olive oil for drizzling

What do I do?



Pre heat oven to 210c



Slice potatoes into chips



Put chips onto a baking tray and drizzle with oil
Place tray in the oven on the middle shelf for 40 minutes.
Turn the chips over after 20 minutes



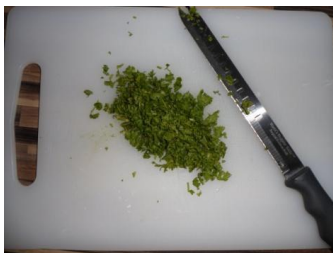
Prepare breadcrumbs by grating a stale loaf around 4 days old

Or you could buy breadcrumbs from the shop



Grate the zest (the yellow part of the peel) of the lemon

Cut lemon in half and squeeze out the juice



Chop up the parsley



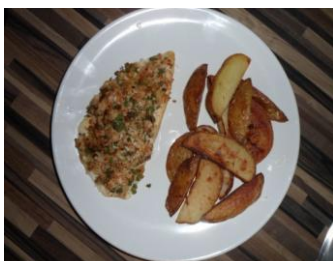
Mix the breadcrumbs, lemon zest, lemon juice and parsley in a bowl

Add a little salt and plenty of pepper to taste



Take the chips out of the oven after 30 minutes and place the white fish on the baking tray beside the chips

Spoon the breadcrumb mixture over the fish Place the tray back in the oven for 10 minutes



Enjoy!!

You could serve with peas or a side salad

Fruity bacon

What I need:



1 rasher of bacon



1 banana



1 slice of pineapple

You can use fresh or tinned

(This is optional)



1 tomato



1 bread roll

What do I do?



Turn the grill on



Cut the tomato in half



Cut the banana in long slices

Cut the pineapple to about the same size



Cut the fat off the bacon



Cut the roll in half



Toast the roll



Grill tomato, banana, pineapple and bacon for 5 minutes



Put the banana, pineapple, tomato and bacon in the roll.

Enjoy!

Fish and chips

What I need:



2 large baking potatoes



Juice and zest of 1 lemon



Small bunch of parsley



40g of fresh breadcrumbs



2 white fish fillets



Rapeseed or olive oil for drizzling

What do I do?



Pre heat oven to 210c



Slice potatoes into chips



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Or you could buy breadcrumbs from the shop



Grate the zest (the yellow part of the peel) of the lemon

Cut lemon in half and squeeze out the juice



Chop up the parsley



Mix the breadcrumbs, lemon zest, lemon juice and parsley in a bowl

Add a little salt and plenty of pepper to taste



Take the chips out of the oven after 30 minutes and place the white fish on the baking tray beside the chips

Spoon the breadcrumb mixture over

the fish Place the tray back in the oven

for 10 minutes



Enjoy!!

You could serve with peas or a side salad

Session 4: Fat recap

Learning outcomes:

At the end of the session the group should:

- have an awareness of low fat 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 fat is bad for you and Eatwell guide (or activity mat) exercises from day 1)	<ul style="list-style-type: none"> • Photocopy or print off heart in pain and healthy heart • Buy items high in fat or collect wrappers and containers to use on the mat • Alternatively print off food photographs from the SCLD website. 	<ul style="list-style-type: none"> • Heart in pain picture (page 190) • Healthy heart picture (page 191) • eatwell guide (or activity mat) • Foods high in fat e.g. chips, bacon with fat, full fat milk, butter, cheese, crisps, bacon with no fat, steak with no fat, fish, semi skimmed milk, cottage cheese, yogurt.

Activity	Preparation	Resources
Fat during the day	<ul style="list-style-type: none"> • Prepare flip chart with printed colour pictures 	<ul style="list-style-type: none"> • Flip chart and pen • You can use photos of food or photocopies. <ul style="list-style-type: none"> ○ Poached egg ○ Boiled egg ○ Fried egg ○ Tomatoes ○ Mushrooms ○ Chocolate pudding ○ Yogurt ○ Bacon with fat ○ Bacon without fat ○ Blue labelled milk ○ Green labelled milk ○ Chicken with skin on ○ Chicken without skin ○ Cheese ○ Cottage cheese ○ Fish ○ Meat without fat
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 fat 	<ul style="list-style-type: none"> • Have fun with fat quiz sheets (184-187)
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. 	<p>‘You can do it’ from http://vimeo.com/21292481. Find out if your local authority has activities or facilities that you can access.</p>

Session 4: Fat recap

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:

- Why should we eat less fat?
- We should eat less fat as it is bad for your heart

Show picture of heart in pain (page 190) and a healthy heart (page 191). Hold a discussion around the heart.

Lay out the foods (or wrappers/containers photographs) high in fat on a table. For example:

- chips
- full-fat milk
- butter
- cheese
- crisps
- bacon
- bacon with no fat
- chicken with skin
- chicken with no skin
- fish
- semi skimmed milk
- cottage cheese
- yogurt.

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 or guide it should go on to. If they are not sure ask the rest of the group to help them.

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

Fat during the day:

The purpose of this exercise is to:

- have an awareness of low-fat foods
- be able to recall the main messages from the previous sessions.

1. Put a picture of eggs as a breakfast on the flipchart

Ask the group:

- How they should cook the egg
Poach them or boil them
Add other pictures for the breakfast to make it complete
e.g. slices of toast, tomatoes and mushrooms

2. Show a picture of some yogurt and a picture of a chocolate pudding

Ask the group:

- Which food they could have as a snack after breakfast.
A chocolate pudding or yogurt.
Answer: yogurt

3. Put a picture of a bacon sandwich as a lunch on the flipchart

Ask the group:

- What should they do with the bacon regarding the fat and cooking
- Cut the fat and grill the bacon. Add other photographs to complete the meal in a healthy way such as salad and fruit

4. Show a picture of semi-skimmed milk and a picture of full-fat milk. Ask the group:

- Which drink they should have as a snack after lunch.
Green labelled or blue labelled milk. Answer: Green labelled milk.

5. Show a picture of a chicken breast with the skin

Ask the group:

- If you have chicken for dinner what should you do?
- Remove the skin. Add other pictures to complete the meal in a healthy way such as carrots, broccoli and potatoes

6. Show a picture of a normal full fat cheese and cottage cheese

Ask the group:

- If you wanted to have cheese for a snack what should you have: full fat cheese or cottage cheese

Cottage cheese - or cheese, a chunk about the size of your thumb or 2 dice. You could add pictures of plain biscuits and apples, grapes or tomatoes to complete the snack

Ask the group:

- What other foods are good for meals that are low in fat? Fish, any meat with the fat removed

Accept and support suggestions from the group members such as adding fruit in the yogurt or having them as a snack and having a salad with our meals.

Learning check

The purpose of this exercise is to:

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

Using the 'Have fun with fat' quiz sheets completed in session 1 do the quiz (page 184-187) 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.











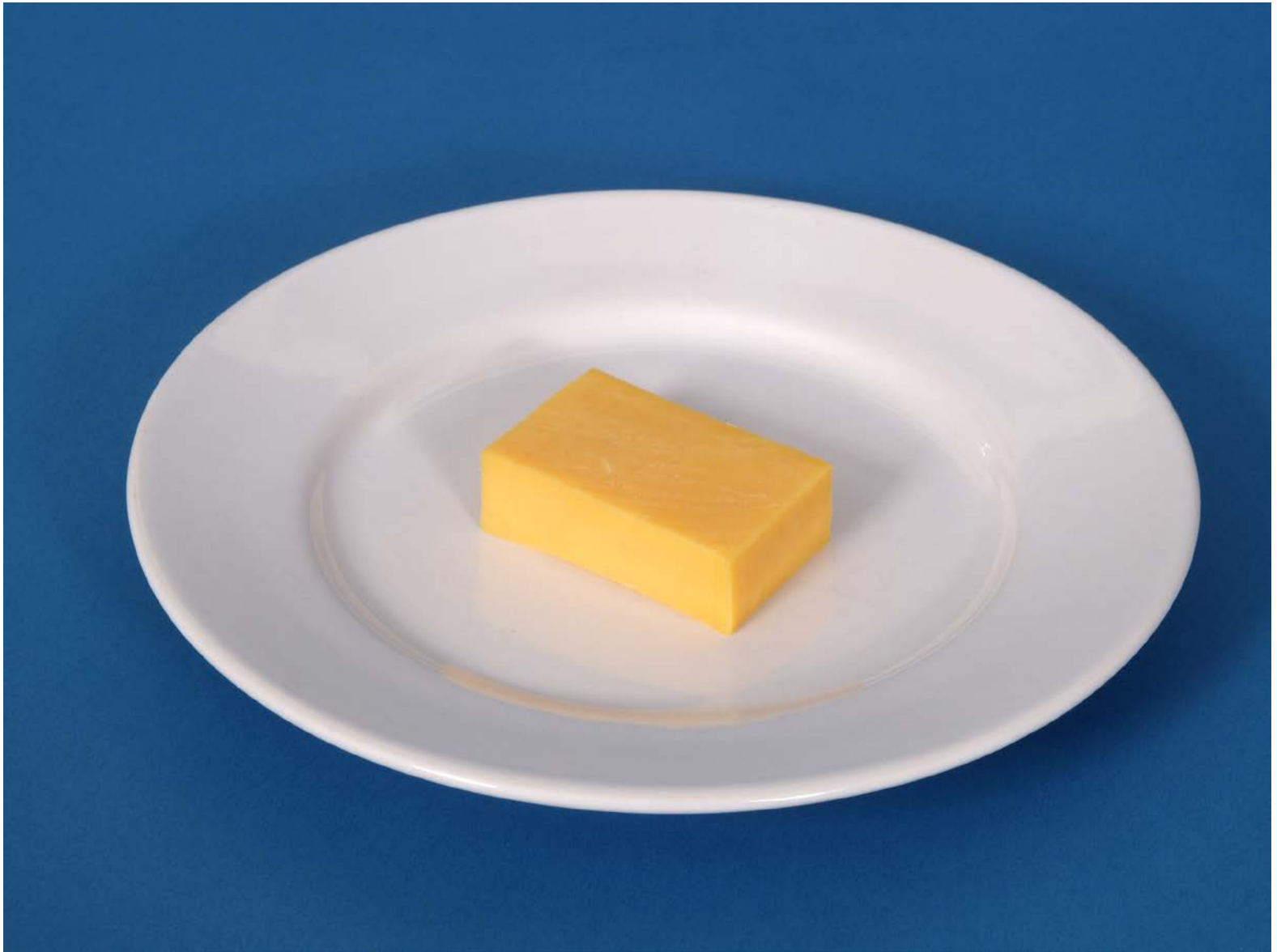






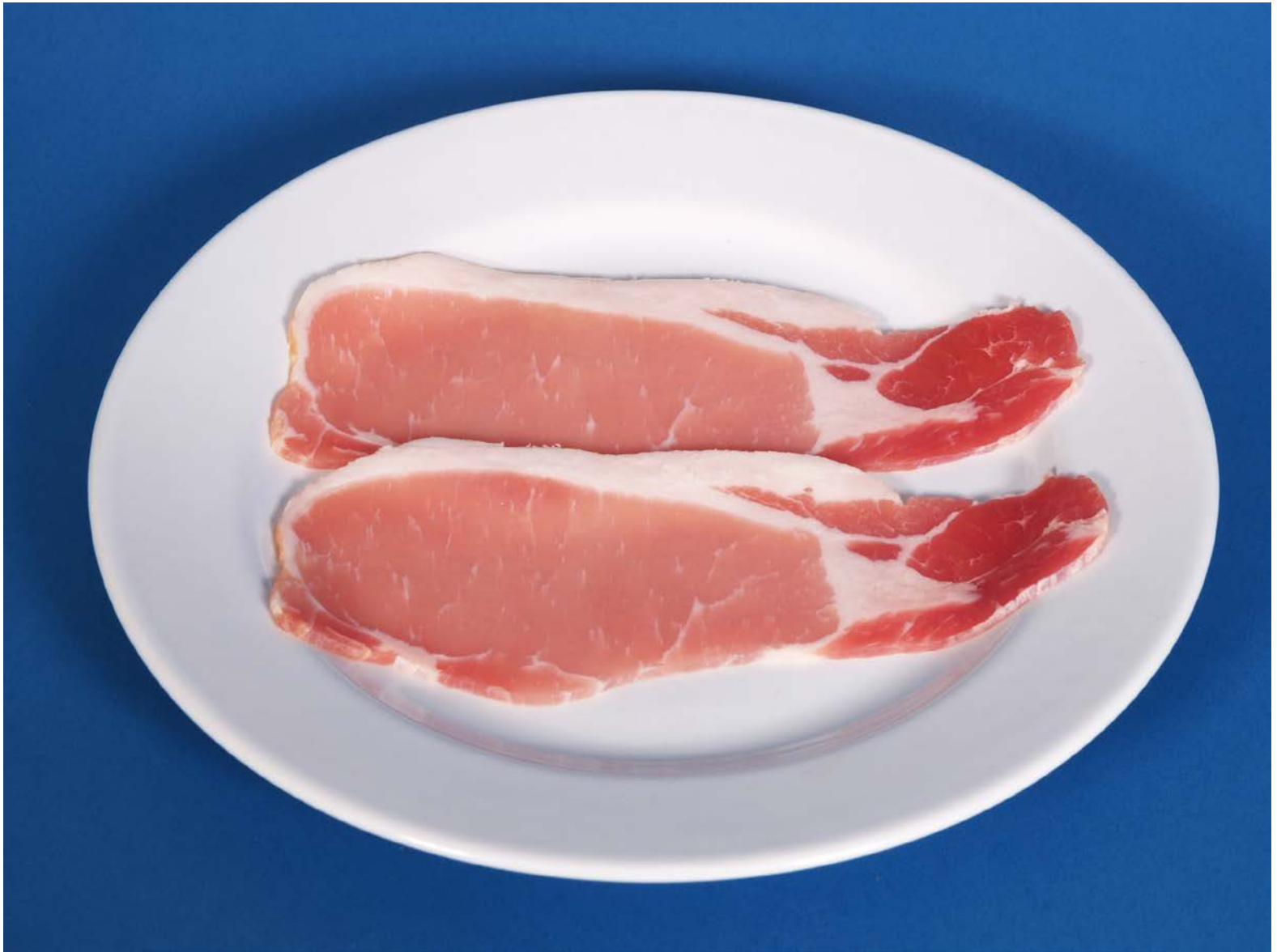


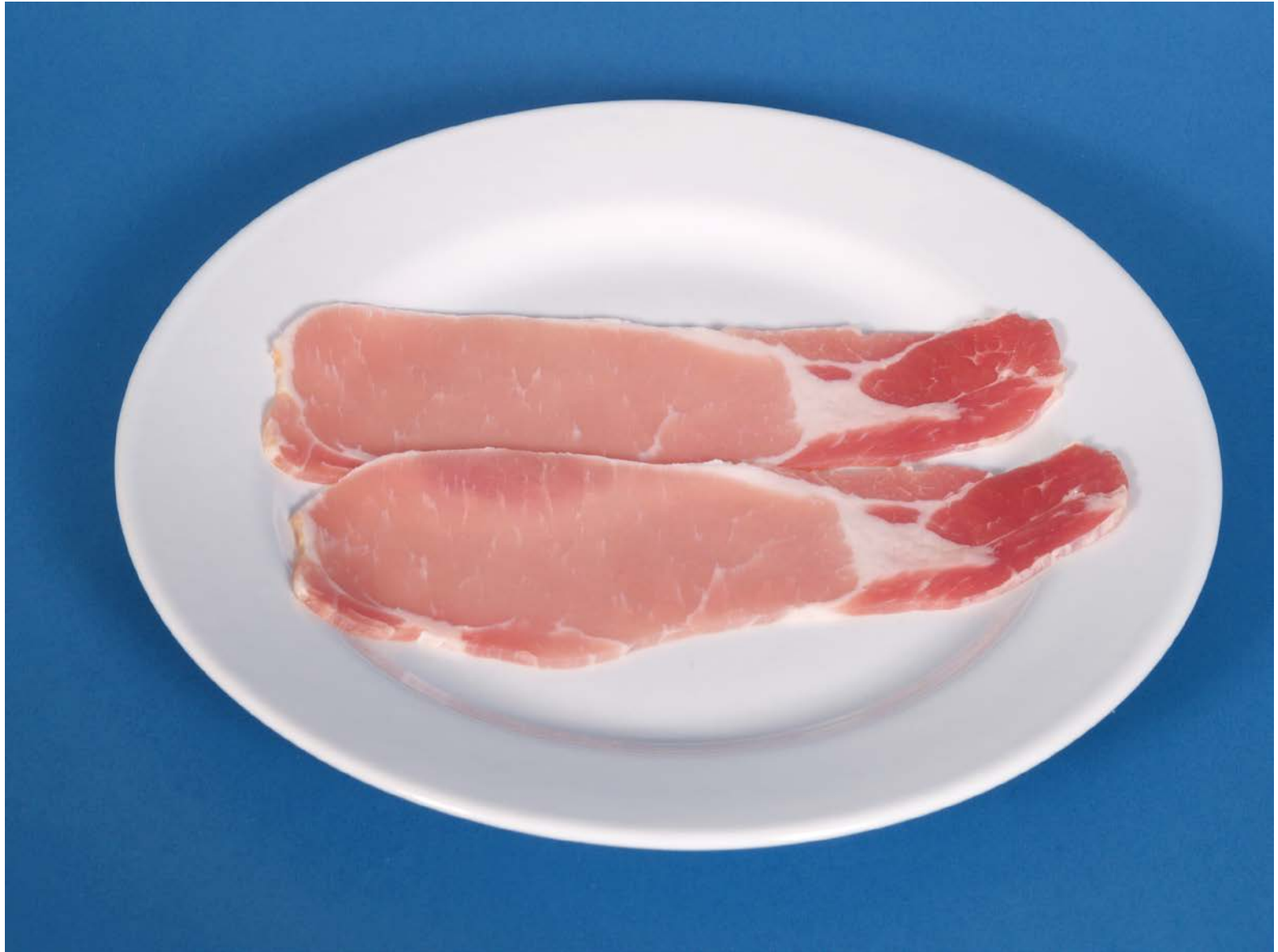




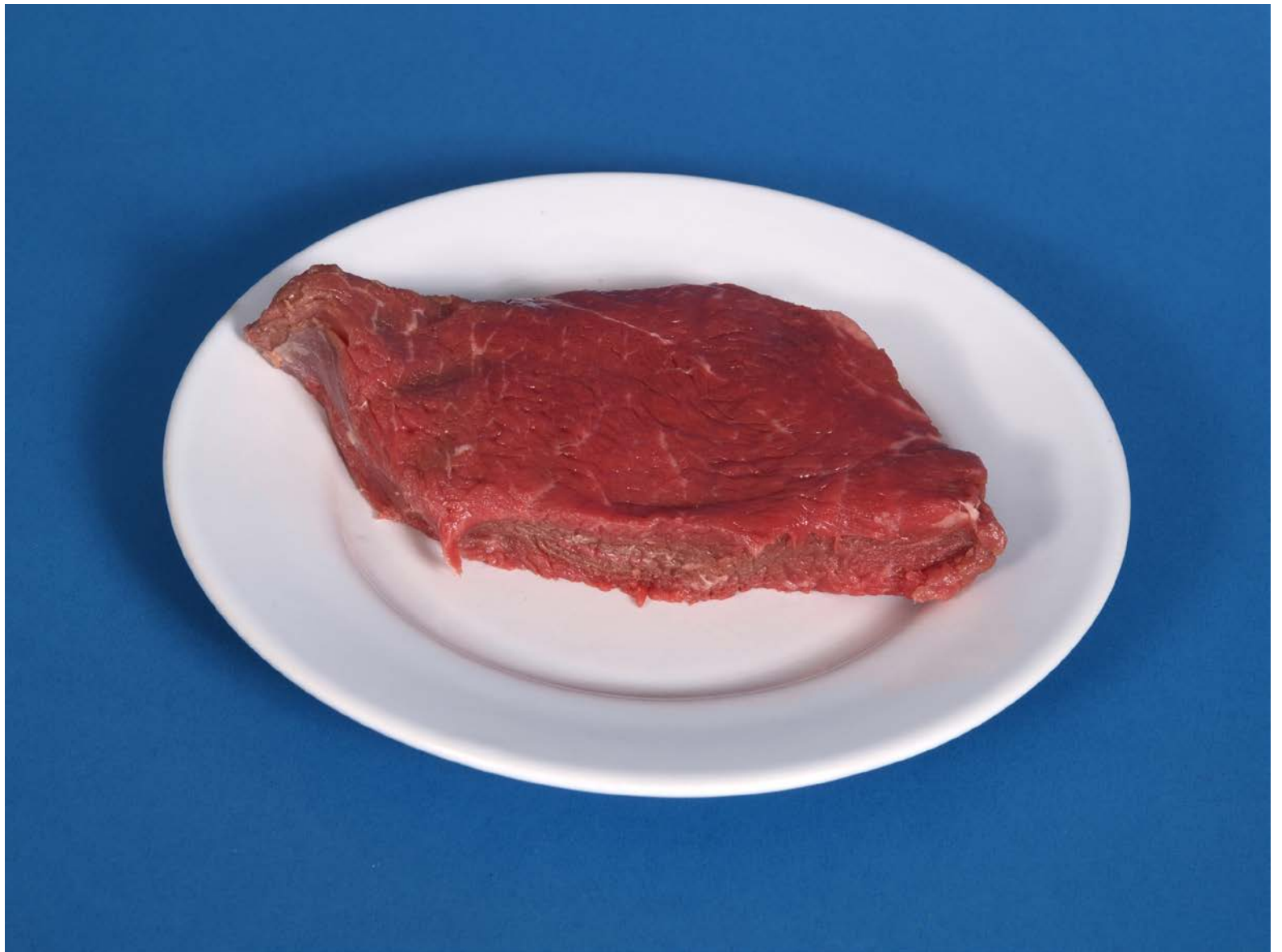












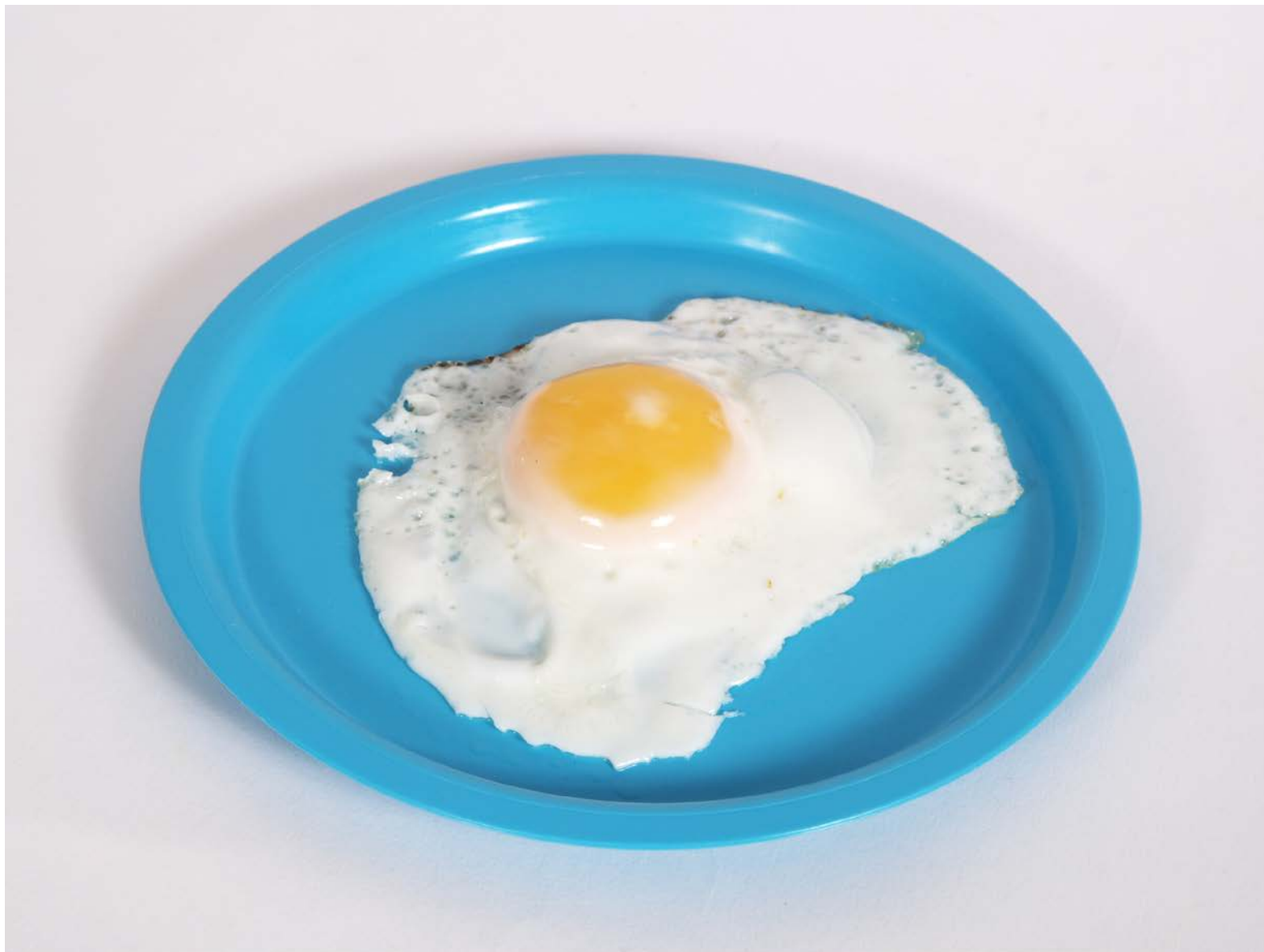


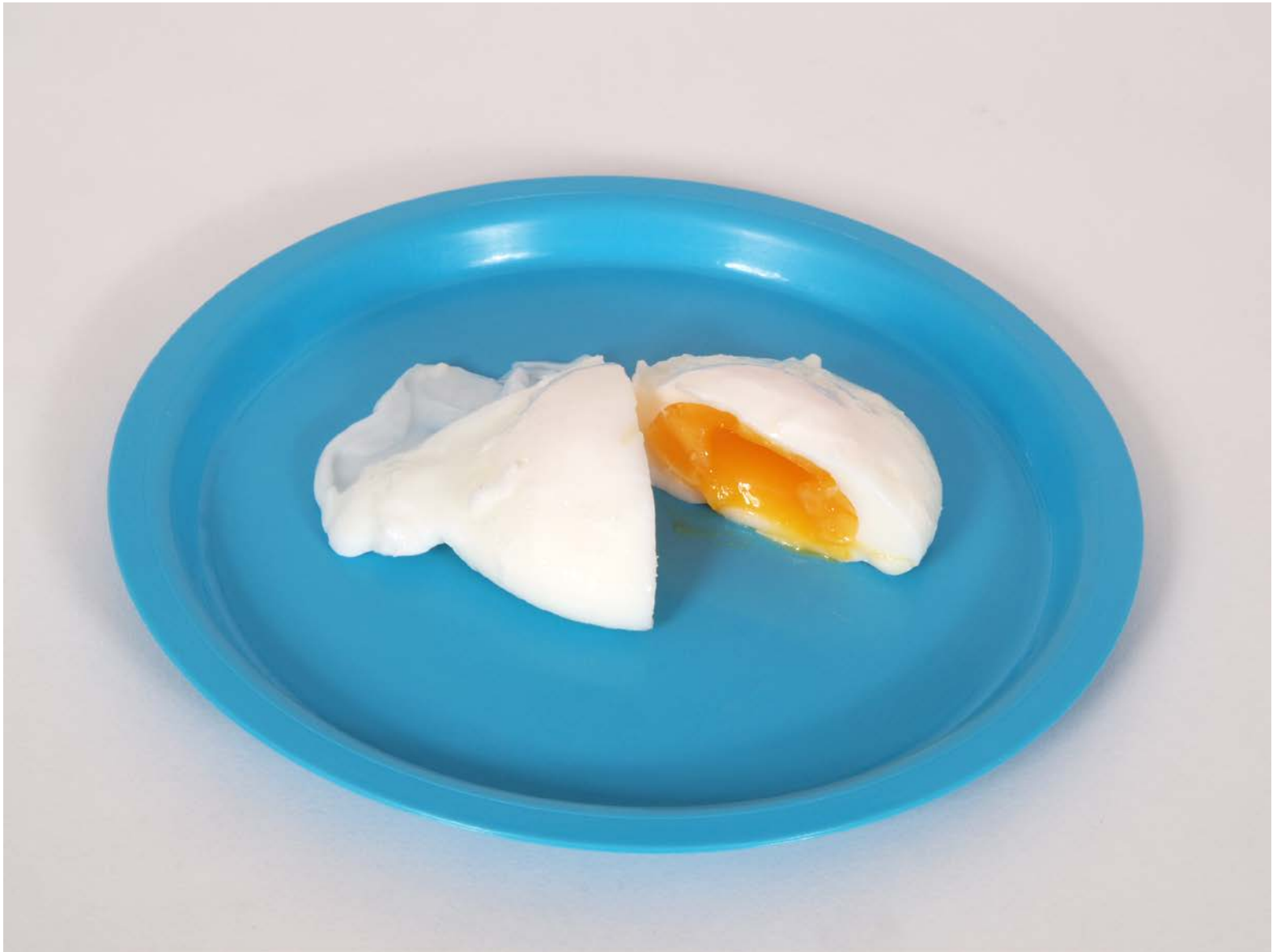










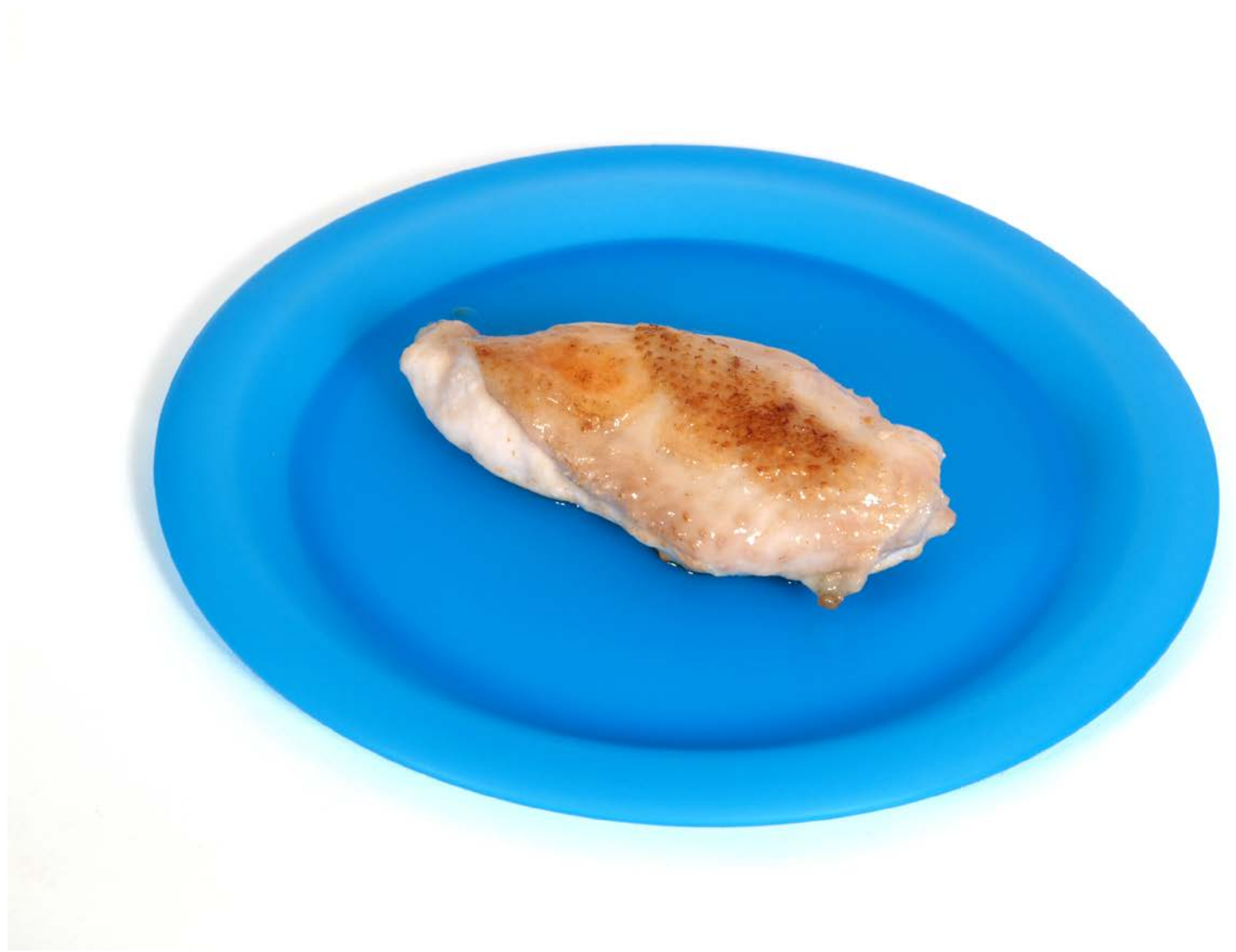








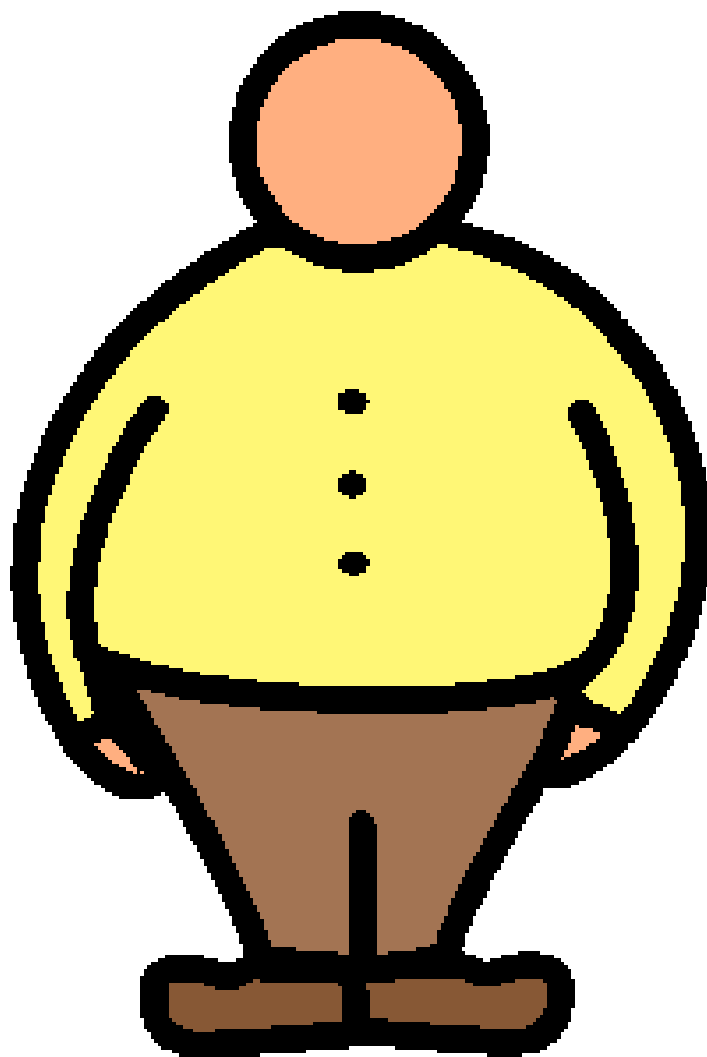




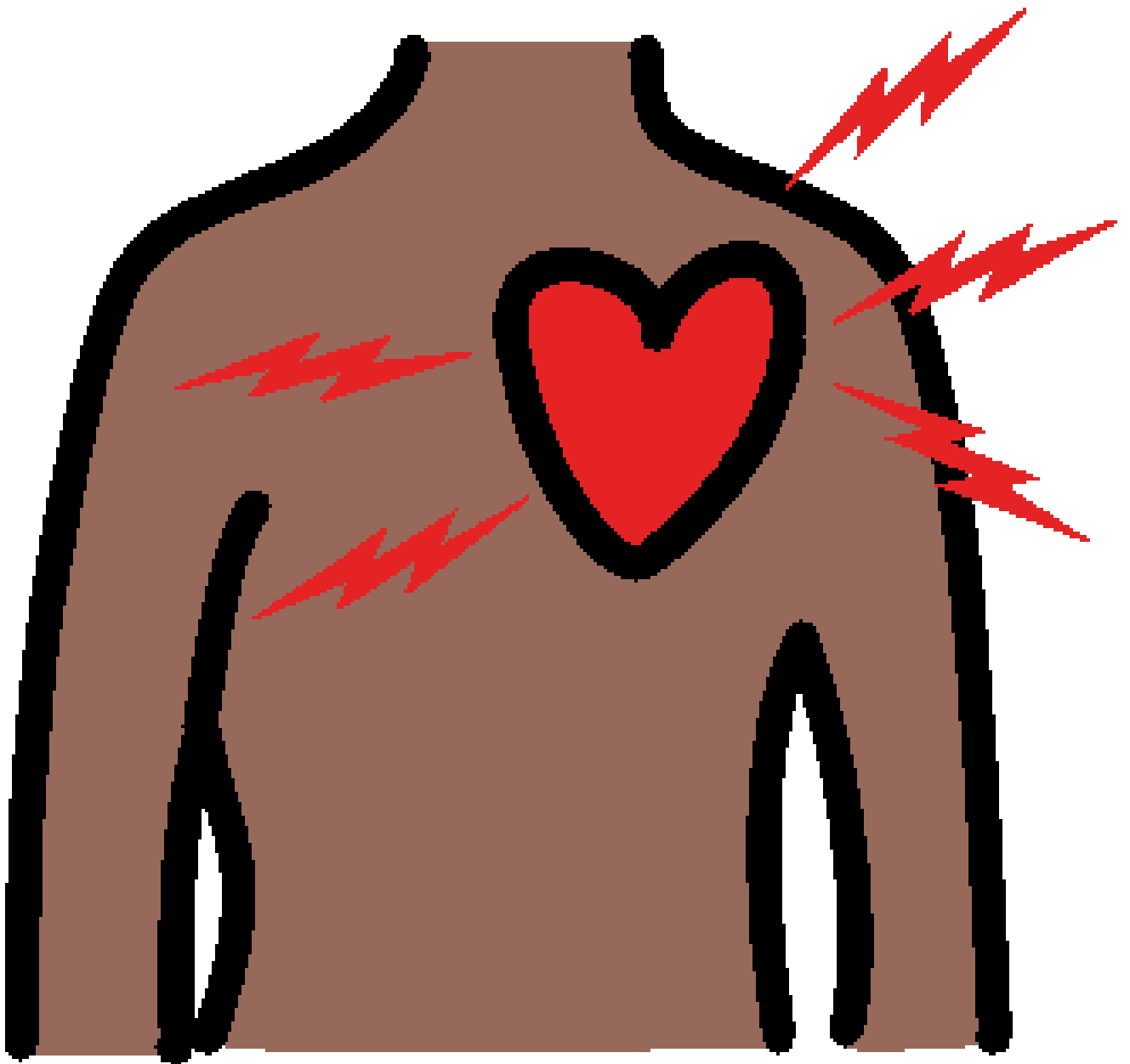




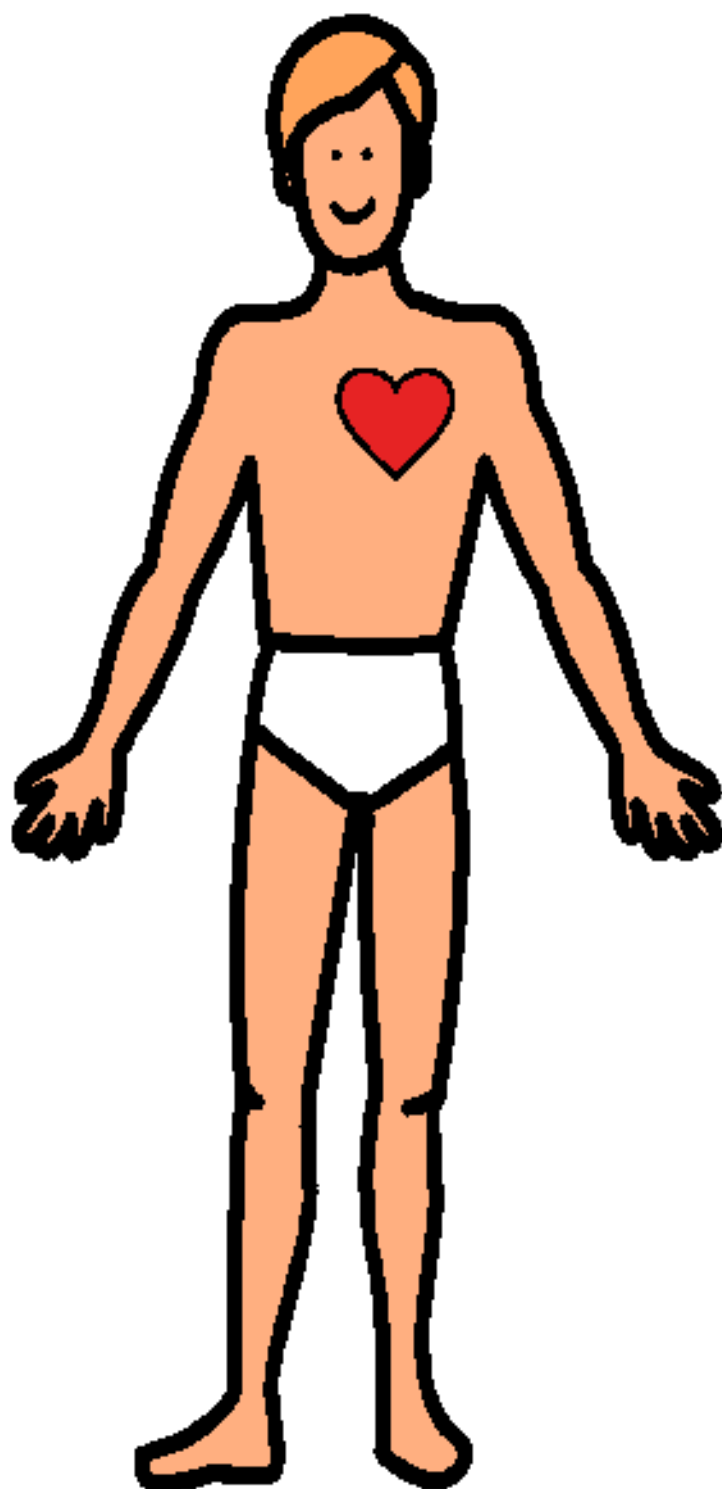
overweight



Heart in pain



healthy heart



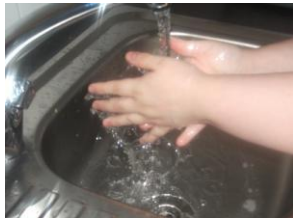
Cook's Rules



Tie your hair back



Wear an apron



Wash your hands with soap and dry them before you start



Get everything out that you will need before you start



Keep milk, meat, cheese, and yogurt in the fridge until you are ready to use them



If you need help putting things in and taking things out of the oven, ask your support worker



Remember to switch off the oven when you are finished



Wash up using hot soapy water



Wipe worktops with a clean cloth and hot soapy water

Enjoy your food!

Have fun with less fat quiz

1) Is fat in foods good or bad for you?



Good

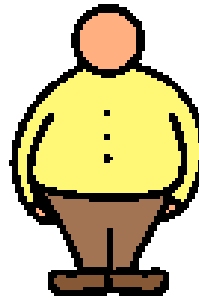


Bad

2) Too much fat in food makes us



Thin



Fat



Have Heart problems

3) Tick the foods that we should eat more often



Lean Meat



Meat



Full fat milk



Low fat milk



Chips



Jacket Potato



Butter



Low fat Margarine



Thin Spread



Thick Spread

4) Choose the snacks that are healthier for you



Crisps



Apple



Dried Fruit



Chocolate bar



Low fat Yoghurt



Chocolate Cake

5) What are the healthy ways to cook eggs?



Fried egg



Boiled egg



Poached Egg

Answers

1. Too much fat is bad for us
2. Eating too many fatty foods can make us put on weight and get fat. It is not good for our heart either.
3. We should try to eat lean (not fatty) meats, drink green or red top milk which is lower in fat (but contains the same amount of calcium). Try not to eat too many chips instead eat jacket potatoes, boiled or mashed potatoes. Low fat margarine contains less fat than butter remember to spread it thinly.
4. Healthy snacks to choose are apple, dried fruit and low fat yoghurt.
5. The healthier ways to cook eggs are to boil or poach them.

This

Certificate of Achievement

has been presented to

For participating in the following
module of
Healthy Eating Healthy Living
Fat

on

Signed

.....

Date

.....

Background information for course leader

Fibre is the indigestible carbohydrate found on the outsides of foods. Although it contributes nothing in terms of nutrients to the diet, fibre is very important because it controls and regulates the process of food absorption and enables food to pass easily and smoothly through the body. Eating plenty of fibre:

- prevents constipation
- protects against hemorrhoids (piles)
- prevents stomach and bowel conditions
- prevents certain types of cancer
- reduces the risk of heart disease
- reduces the risk of type 2 diabetes
- reduces the risk of obesity, as it makes us feel fuller for longer, so we avoid snacking.

Fibre is even more important for older people and people who are less mobile. This is because the digestive system slows down with age and people who are less mobile, for example people in wheelchairs do not get enough physical activity to make their bowels move.

There are two main types of fibre, soluble and insoluble.

Insoluble fibre can't be digested and passes through the gut, helping other food and waste move through the gut more easily. Foods rich in this sort of fibre are more bulky and so help make us feel fuller for longer. The best sources are wholemeal bread, brown pasta and nuts.

Soluble fibre is partially digested in the body. It soaks up water like a sponge and contributes to helping the food waste move through the gut. It also helps to reduce the level of cholesterol in the blood. The best sources are oats, barley, seeds, peas, beans and lentils.

Good sources of fibre include:

- wholemeal or wholegrain bread*
- wholewheat pasta or brown rice
- wholegrain breakfast cereals
- multigrain or seeded crackers
- fruit and vegetables, especially ones with skins, for example pears, apples, oranges, cabbage, peas, mushrooms
- peas, beans, lentils.

*to simplify the message wholemeal and wholegrain bread is termed 'brown' bread in the teaching.

Reference intakes (RIs):

An average adult of healthy weight and average activity levels needs:

Each day	Women	Men
Fibre (g)	More than 30g	More than 30g

RIs are discussed more fully in the food labelling

session High-fibre food substitutes:

Food	Low fibre (g)	Food	High fibre (g)
1 cup puffed white cereal	0.4	2 whole-wheat cereal biscuits	3.8
2 slices white bread	1.5	2 slices wholegrain bread	2.8
100g mashed potato	1.5	Boiled potato with skin	2.8
2 plain biscuits	0.4	2 wholemeal biscuits	1.5

Fibre and fluids

A high-fibre diet needs to be accompanied by lots of water and other drinks to prevent and ease constipation.

Around 2 litres of fluid (8–10 glasses) a day is an average amount of fluid to aim for from all sources. Remember that foods like soup, melon, cucumber and tomatoes are also good sources of water for people who are unwilling to drink liquids.

How to increase intake of fibre:

- Choose a breakfast cereal which contains barley, wheat or oats.
- Choose wholegrain, whole-wheat or wholemeal bread, brown pasta and rice.
- Keep the skins on potatoes, other vegetables and fruit.
- Eat at least 5 portions of fruit and vegetables per day.
- Snack on dried fruit, nuts or whole-wheat crackers.

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

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:



Foods high in fibre



Foods low in fibre

- 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:

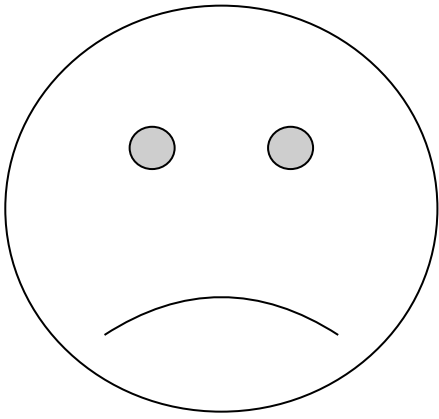
- go for a walk.

Suggestion:

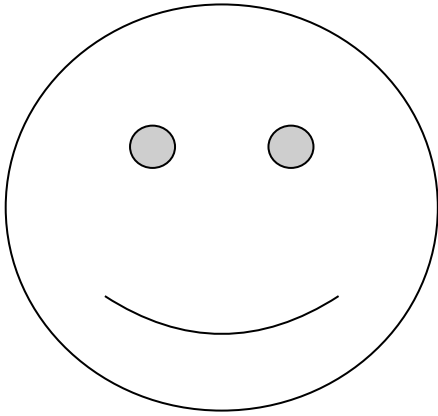
Why not ask the group what they would like to do for next time?

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.



Foods low in fibre

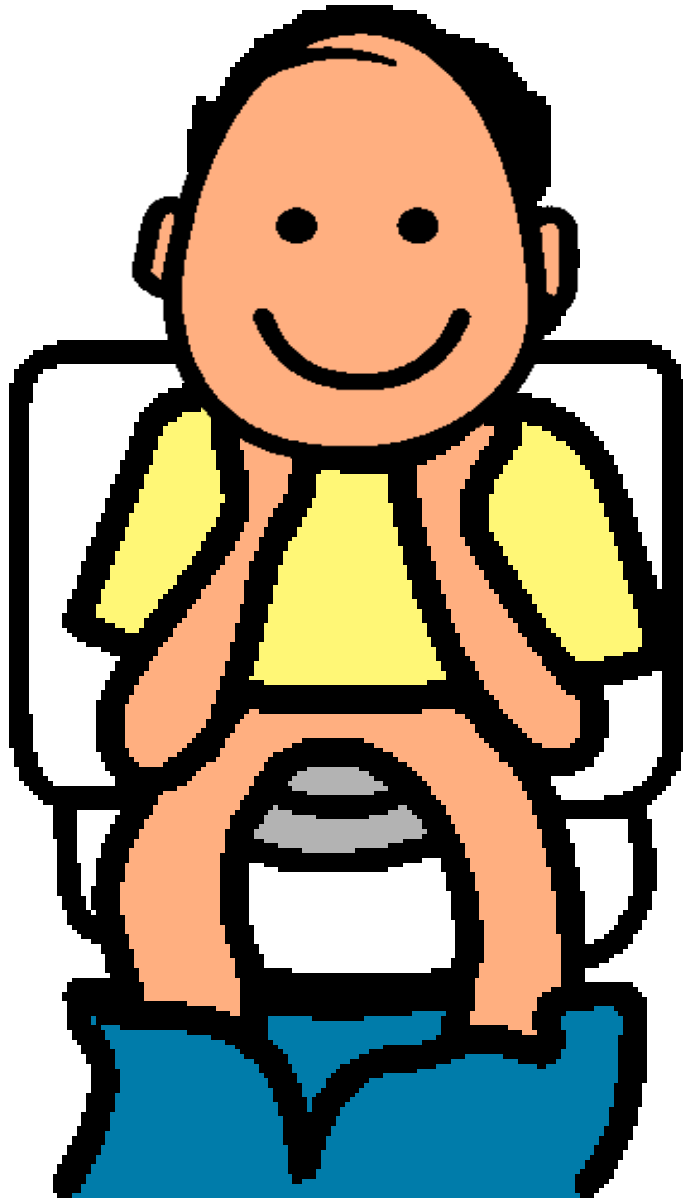


Foods high in fibre

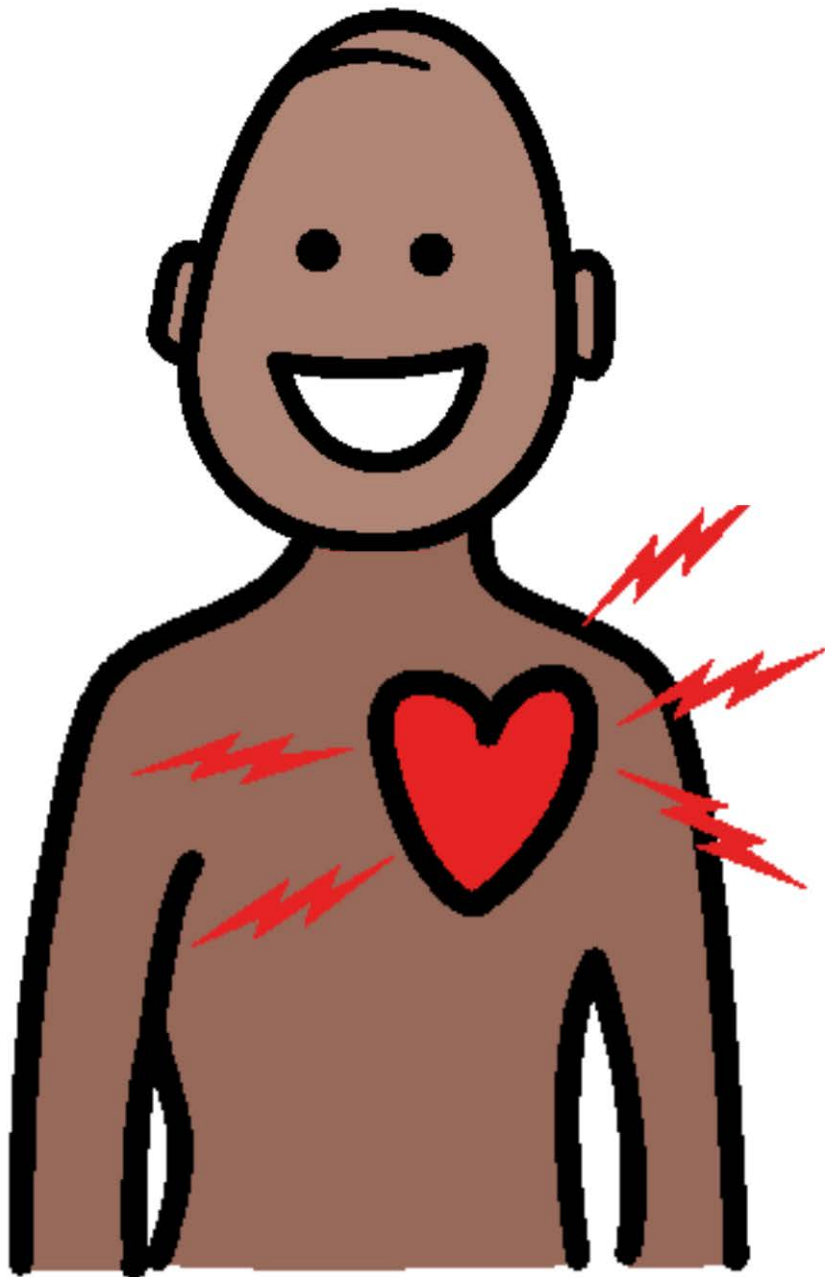
constipation



regular



healthy heart



Session 2: Fibre and shopping

Learning outcomes

At the end of the session the group should:

- be able to recall the previous session
- know where to buy foods high in fibre
- be able to choose ingredients for one recipe
- have tasted new foods high in fibre.

Activities and resources

Activity	Preparation	Resources
Supermarket visit	<ul style="list-style-type: none"> • Contact supermarket manager for permission to take photographs • Arrange transport • Visit supermarket to be aware of where to find ingredients • Consider high- and low-fibre alternatives and where to find them • Consider cost • Choose ingredients for baking bread 	<ul style="list-style-type: none"> • Shopping list for bread recipe (page 214) • Petty cash for food tasting
Tasting	<ul style="list-style-type: none"> • Identify preparation area and hand washing facilities • Check risk assessment for food allergies/preferences 	<ul style="list-style-type: none"> • Knife • Chopping board • Plates • Foods high in fibre bought from the supermarket

Session 2: Fibre and shopping

Supermarket visit

The purpose of this exercise is

to:

- be able to recall the previous session
- know where to buy foods high in fibre
- be able to choose ingredients for one recipe.

At the visit with the group

- 1) Find foods that exist in two forms – low in fibre or high in fibre, for example brown (wholemeal) and white bread.
- 2) Ask the group which food they should choose and why.
Group may be able to remember this from the previous session

Answer: Brown bread - high in fibre foods because they keep us regular and are good for the heart.

Repeat the activity with other products.

For example:

- white bread and brown bread
- white rice and brown rice
- tinned or frozen peas
- tinned or frozen beans
- bran flakes with fruit added and cornflakes
- fruit and vegetables with their skins on
- fresh pears have more fibre than tinned, but still count towards our 5 a day
- dried fruit
- exotic fruit that can be eaten with their skin such as Chinese pears.

You can choose other items that have high fibre to look at and/or buy too.

You also need to buy the foods that you will use for baking bread in the next session.

Tasting what we bought

The purpose of this exercise is to:

- have tasted new foods high in fibre.

When you return to the learning base prepare for the tasting exercise.

Make sure the group wash their hands and then taste the things that you bought at the supermarket.

Discuss:

- how things taste
- which unhealthy foods you could swap for these healthier alternatives
- your experience at the supermarket.

Try to reinforce messages discussed in previous sessions such as:

- why foods high in fibre are good for us
- which foods are high in fibre
- what are the health benefits of fibre
- the importance of having fluids along with fibre.



Shopping list for bread making



Bread mix

Bread mix comes in different varieties. Some have added dried tomatoes and onions. Always choose a brown or wholemeal bread mix.



Raisins

Group can choose to put these in or not



Sesame seeds

Group can choose to put these in or not

Session 3: Fibre and cooking learning outcomes

At the end of the session the group should:

- be aware of basic food safety guidelines
- have increased their practical cooking skills
- have experienced the process of raw foods to cooked foods
- be able to follow a task sequence
- have experienced tasting the foods they cooked

Activities and resources

Activity	Preparation	Resources
Preparation for cooking	<ul style="list-style-type: none"> • Buy aprons and hats (if using), disposable ones are available • Print off or photocopy cook's rules in colour if possible • It is best to laminate these so they can be used again. Matt laminate is recommended. 	<ul style="list-style-type: none"> • Aprons • Hats (optional) • Cook's rules (page 240-241)
Cooking	<ul style="list-style-type: none"> • Check risk assessment to help you choose group leaders • Print off or photocopy recipe (you may choose to laminate these) • Identify preparation area and hand washing facilities 	<ul style="list-style-type: none"> • Recipe sheets (page 228-231) • Ingredients • Cooking and serving utensils

Activity	Preparation	Resources
Tasting	<ul style="list-style-type: none"> • Identify preparation area and hand washing facilities • Check risk assessment for food allergies/preferences 	<ul style="list-style-type: none"> • Plates or cups depending on what you buy to taste
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 3: Fibre and cooking

The purpose of this part of the session is to:

- be aware of basic food safety

guidelines.

Today you will bake bread.

Hand out and read through, explaining as you go the cook's rules (240- 241). Ask everyone to wash their hands and put on their aprons and hats (if using).

Cooking

The purpose of this part of the session is to:

- increase their practical cooking skills
- experience the process of raw foods to cooked foods
- be able to follow a task sequence
- experience tasting the foods they cooked.

Lay out the ingredients on the table along with the equipment that is required.

You should have previously identified group leaders.

Encourage them to perform the cooking tasks and those who may be less able can perform simple and safe activities such as:

- putting the ingredients into bowls
- mixing the ingredients
- kneading the dough.

Split the group into smaller teams with at least one group leader in each.

Hand out the recipe cards. Depending on your group you may decide to go through the recipe step by step as one big group or leave the small teams to work their way through the recipe. Make sure you keep checking in with each group to ensure they are on track and know what they are doing.

Important notice: Please follow the cooking rules to avoid problems with food safety. Everything used has to be clean and safe.

The group can do the washing up, have a tea break or do some simple exercises while the bread is cooking.

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.

Tasting

Make sure that everyone has washed their hands, sit down and enjoy your bread!

Ask the group:

- Do you like them?
- What unhealthy foods could you replace in your diet with your bread/rolls?
- Would you make them at home?
- Who could help you?

You might want to give the cook's rules, shopping list and recipe cards as handouts so that members of the group can take them home and make them again.

Bread making



What I need



Bread mix



Water



Raisins

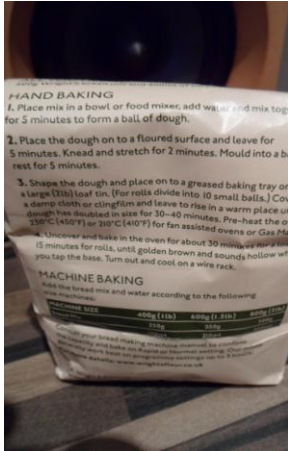
You may choose not to include these



Sesame seeds

You may choose not to include these

What do I do?



Follow the instructions for making bread on the back of the bread mix packet



Empty bread mix into a large mixing bowl



Use a measuring jug to pour the correct amount of water into the bread mix

The bread mix packet will tell you how much to add



Mix the bread mix and water together Do this until it looks like a ball of dough



Place the dough on a floured surface

Leave for the amount of time shown in the instructions on the back of the bread mix packet



Knead the dough using a punching motion



Stretch the dough

Continue to knead and stretch the dough for as long as the instructions say. It should become smooth and stretchy

Leave the dough to rest for as long as the instructions say



Shape the dough into a large loaf tin (2lb)

Or shape into small balls and place on a greased baking tray to make rolls

Cover with a damp cloth or cling film

Leave in a warm place until the dough has got a lot bigger

Check the instructions on the bread mix packet for times



Place in a pre-heated oven

Check the instructions on the back of the bread mix packet for temperature and time



Turn out the loaf from the tin and leave to cool on a wire rack

Enjoy!

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

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	<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.

	Foods high in fibre

	Foods low in fibre

- 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:

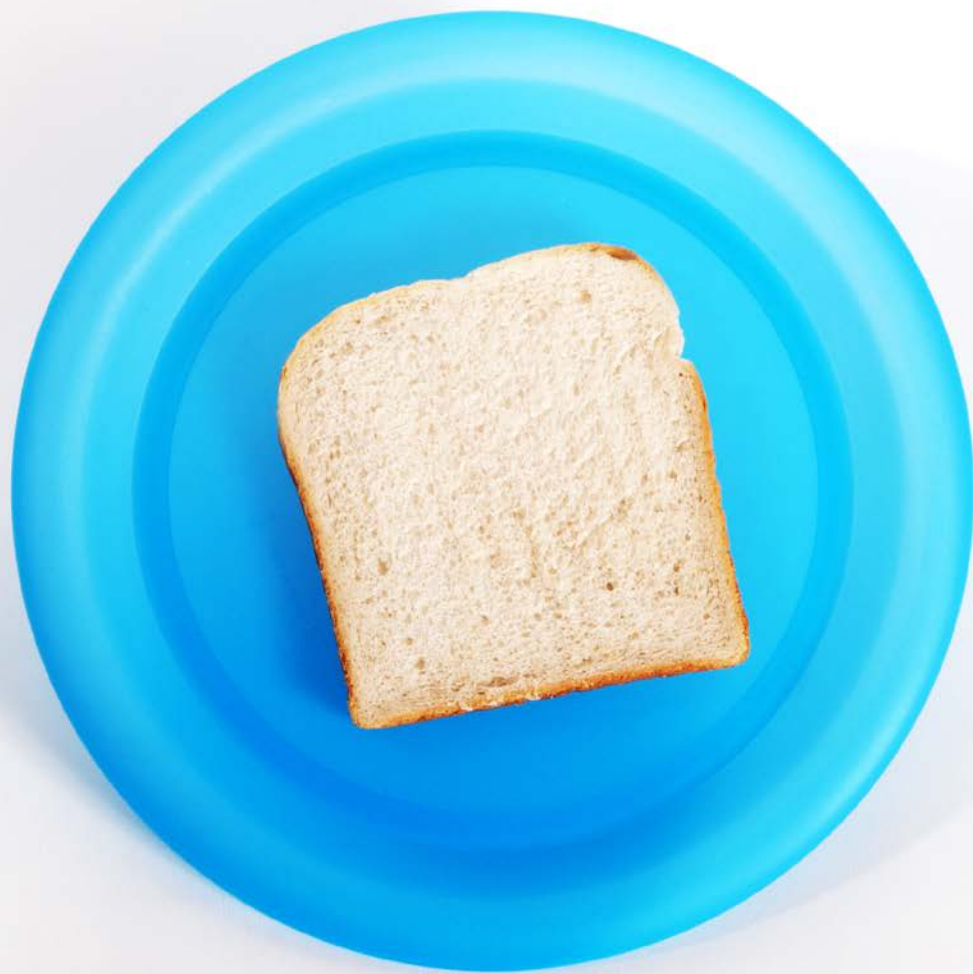
- have taken part in physical activity.

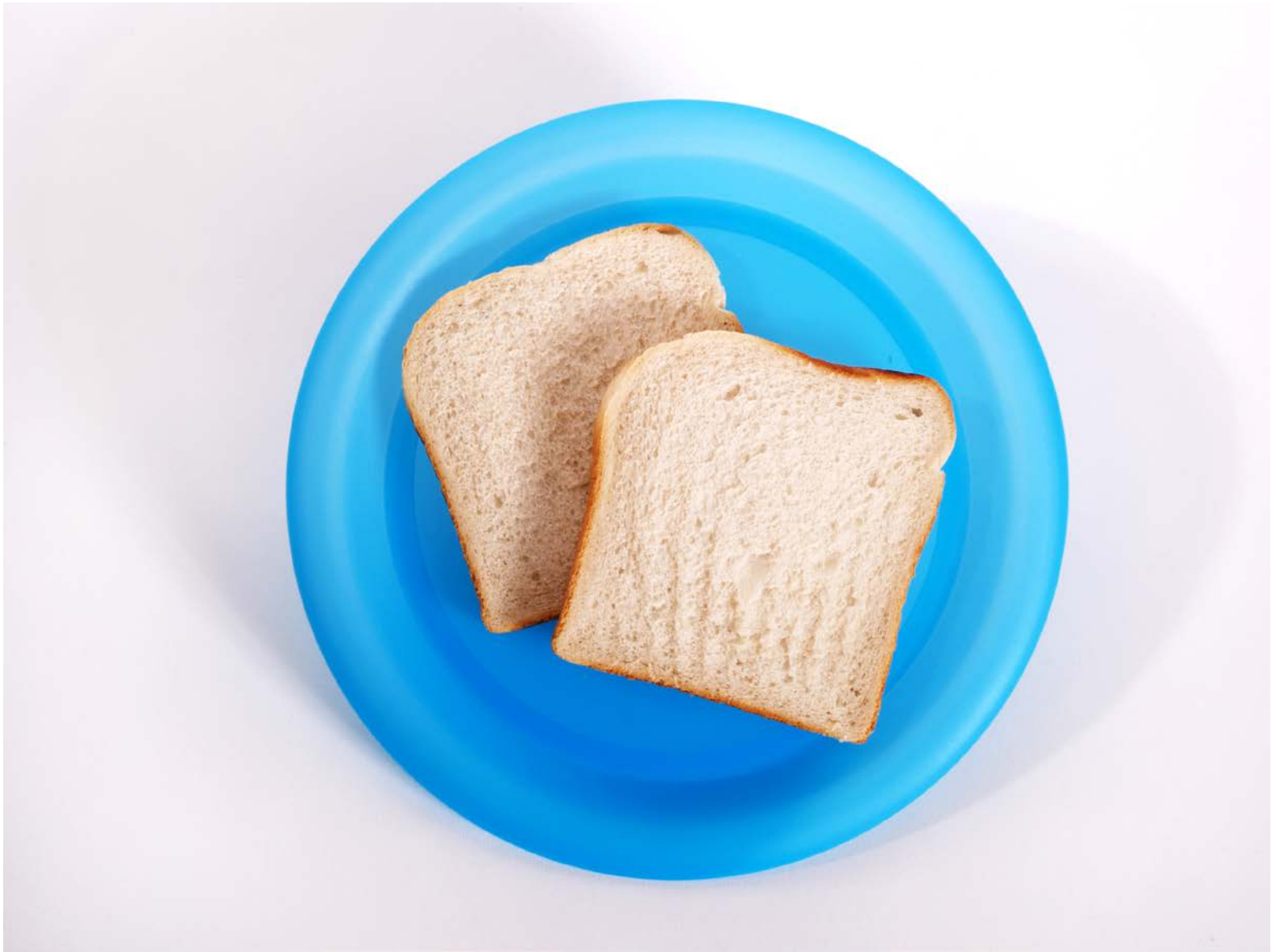
Encourage the group do some exercise. You could:

- go for a walk.

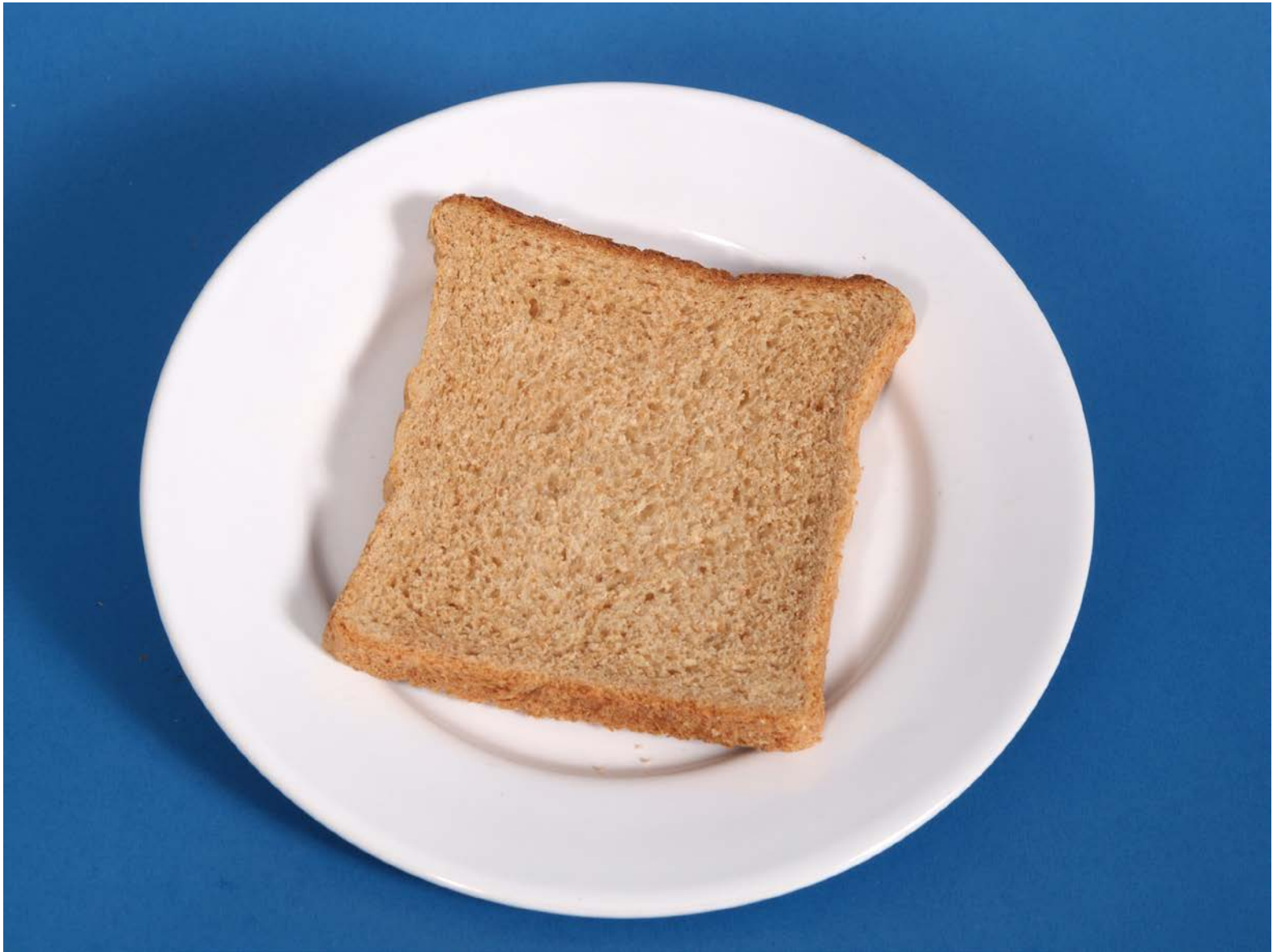
Suggestion:

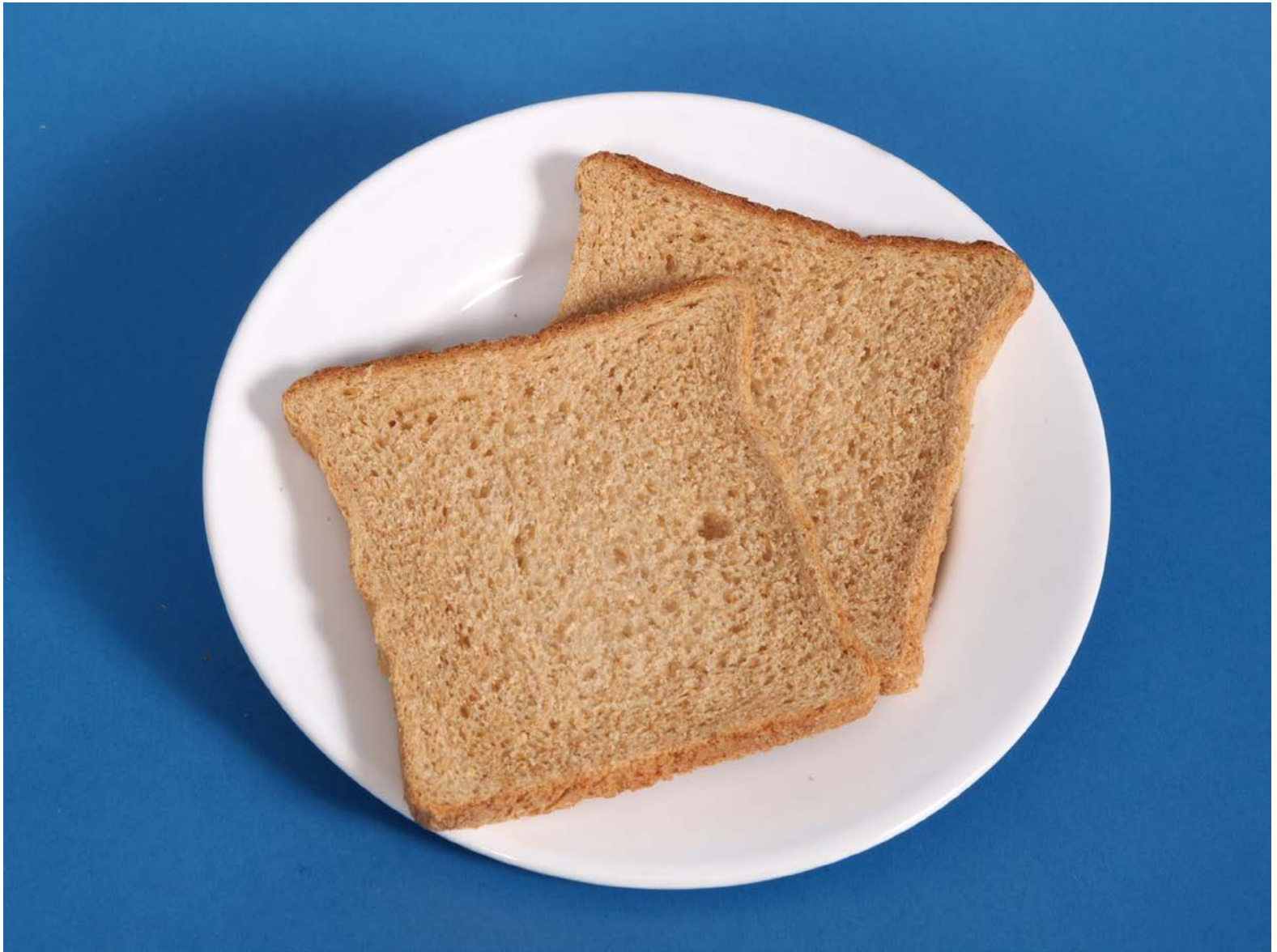
Why not ask the group what they would like to do for next time? If you have time you could watch the 'You can do it' SCLD video (<http://vimeo.com/21292481>) to get some ideas or talk to your local authority to find out if they run accessible physical activities











































Easycook
Brown
long grain rice

Ready in 25 mins.
Perfect results every time -
nutritious and versatile too!

1kg







Easycook

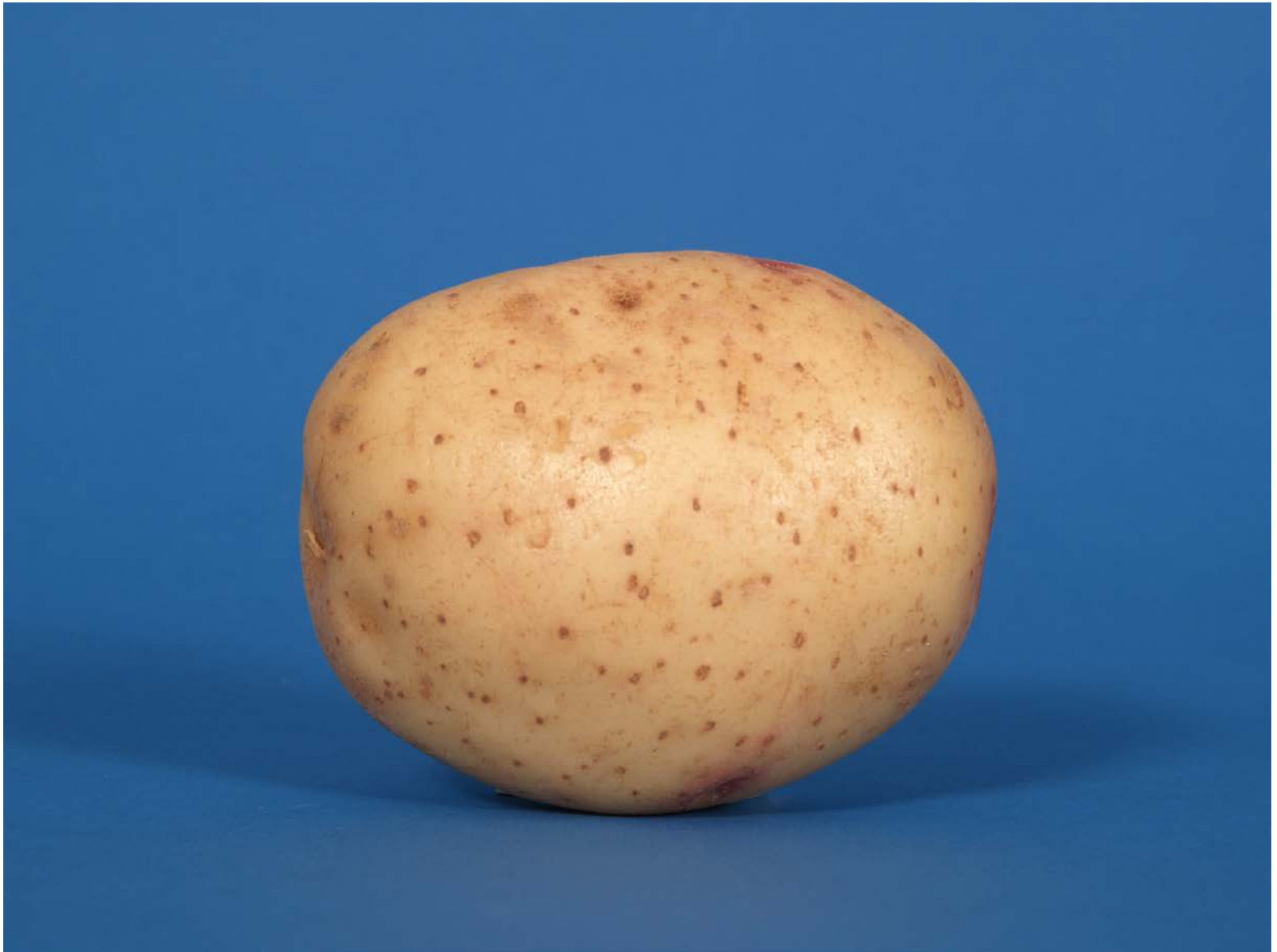
Long grain
rice

Ready in 20 mins.
Perfect results every time.
Why make cooking any
harder than you need to?

500g





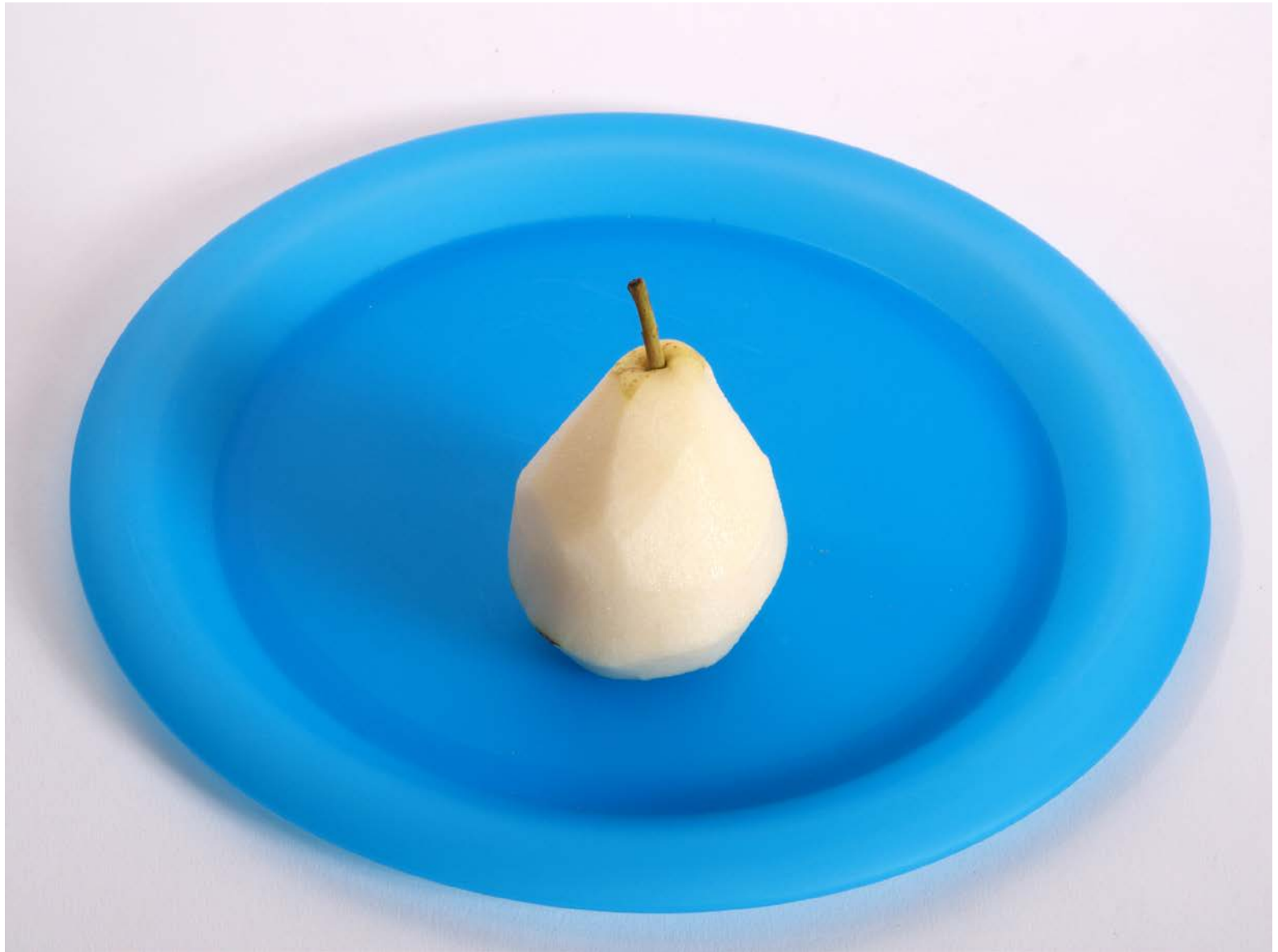




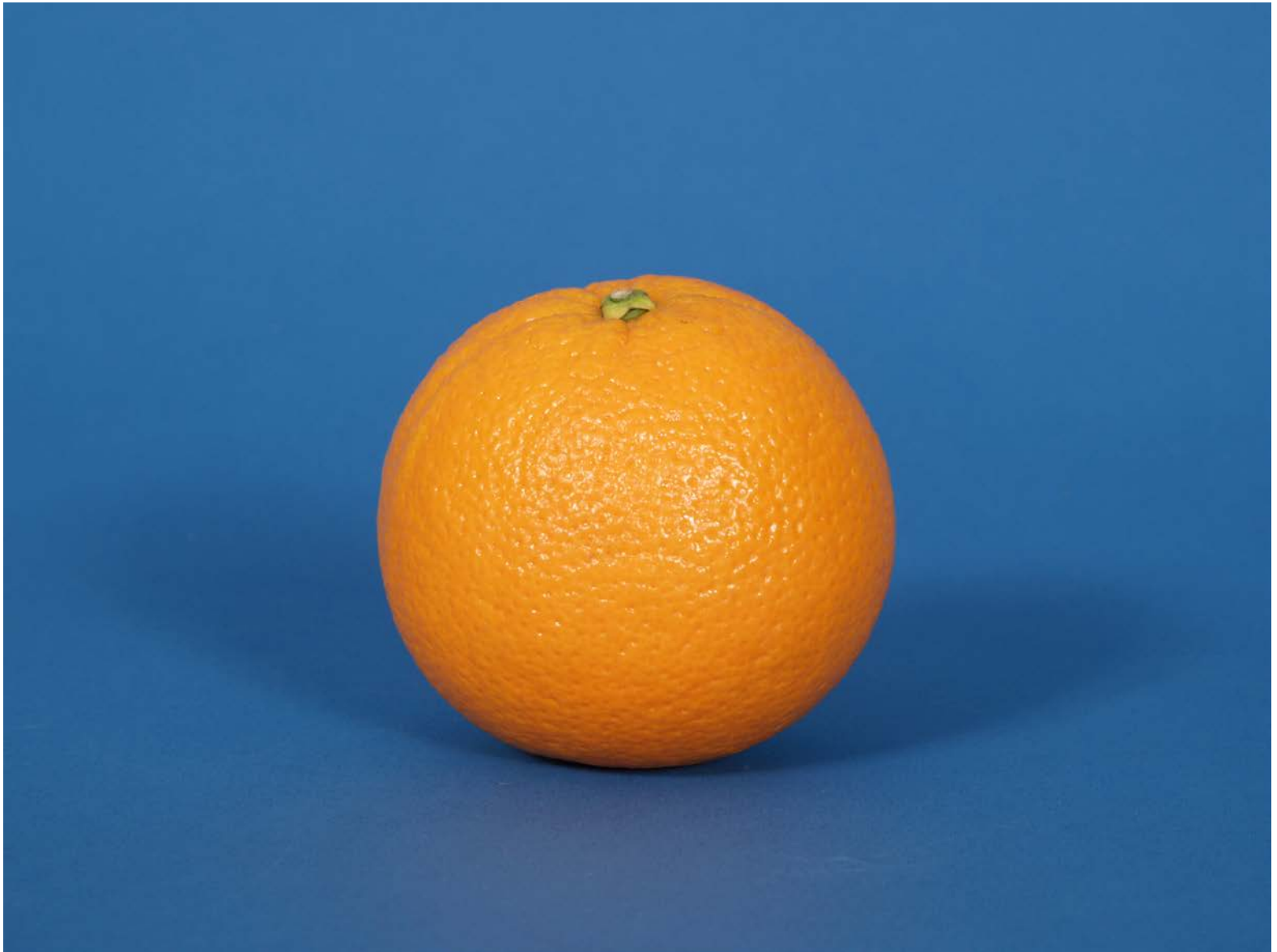






















Prunes

in
juice



1 of 5 a day = 205g serving

Half of a can contains

Calories	Sugar	Fat	Saturates	Salt
175	40.4g	0.4g	trace	trace
9%	45%	1%	<1%	<1%

of your guideline daily amount



BUTTER
BEANS

in salted water



PRODOTTO IN ITALIA

**Red Kidney
Beans**
in water



100%
natural
protein
rich



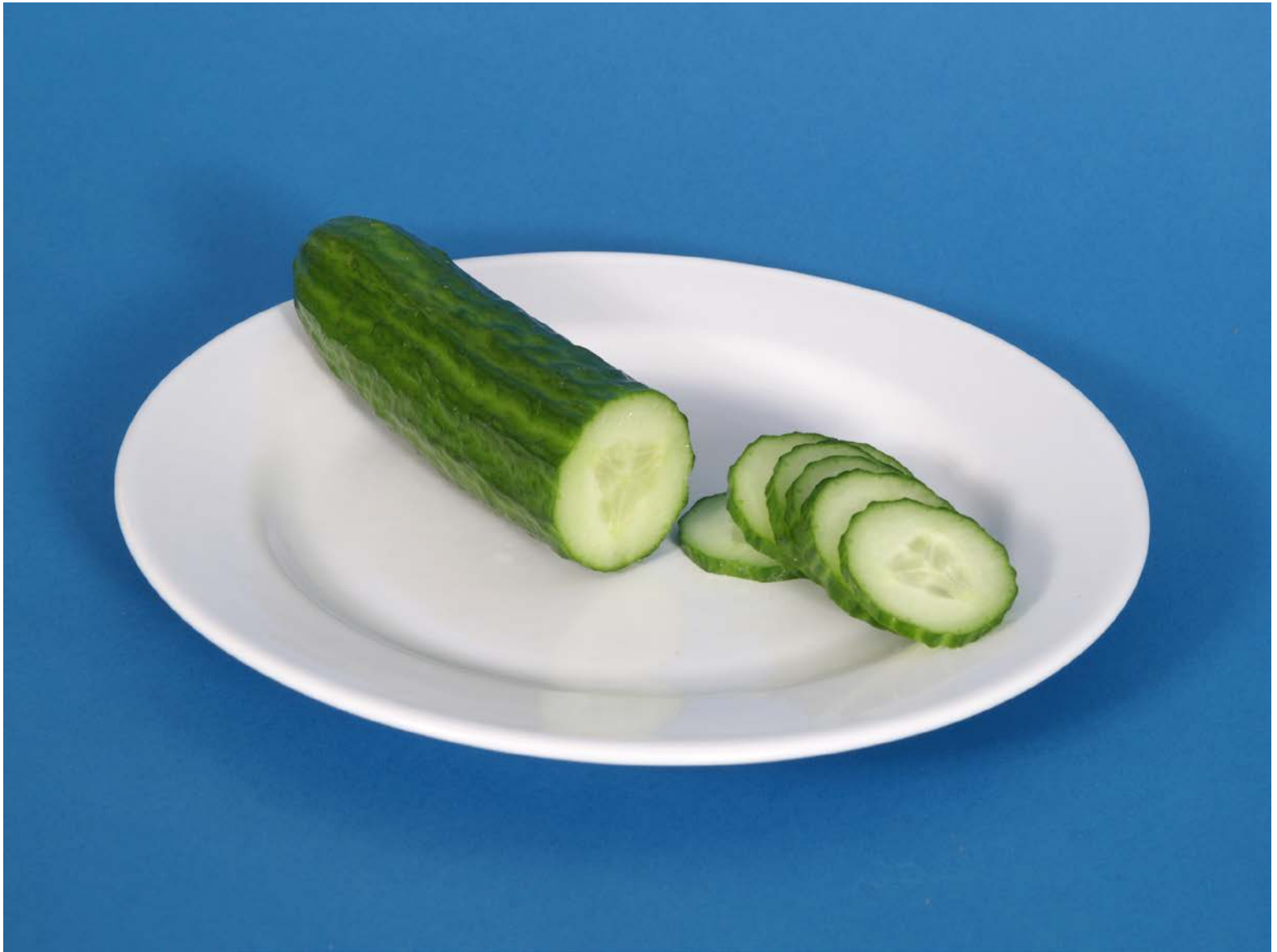




















































Say Yes to Fibre Quiz

Tick or circle the correct answers

1) What problems can we have if our body does not get enough fibre?

headache



cold



constipation



stomach ache



toothache



heart problem



2) What else do we need for fibre to work well?

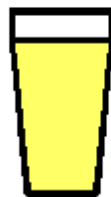
chocolate bar



crisps



drink



biscuits



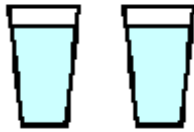
ice cream



How many drinks should we drink each day?



1 glass

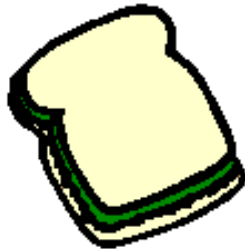


2 glasses



10 glasses

3) Which type of bread has more Fibre?

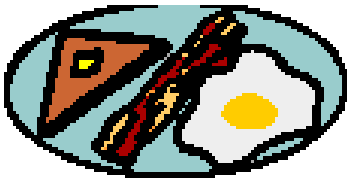


White bread



Brown bread

4) Which is the breakfast with most Fibre?



Fried breakfast



Cereal and fruit juice

Question**Answer**

Q1

If we do not eat enough fibre we can get constipation. This means a sore tummy and not being able to go to the toilet easily.

It is also good for the heart to eat fibre.

Q2

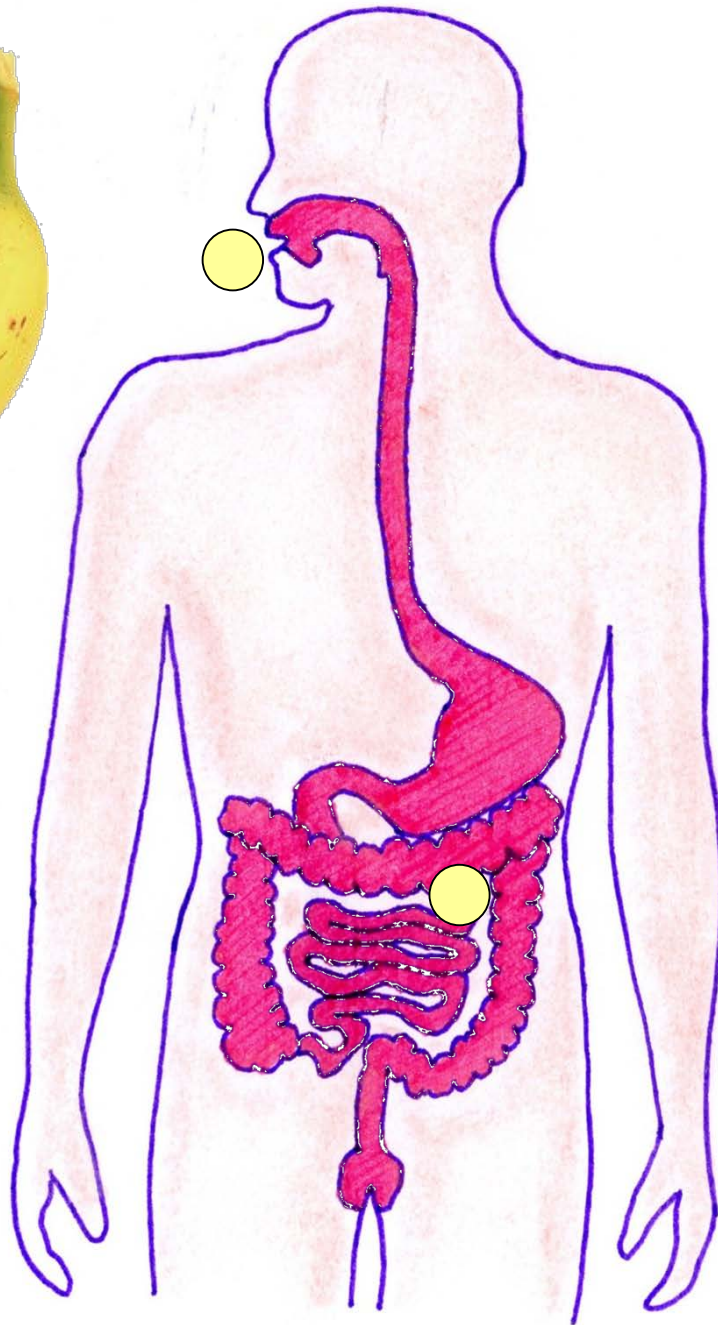
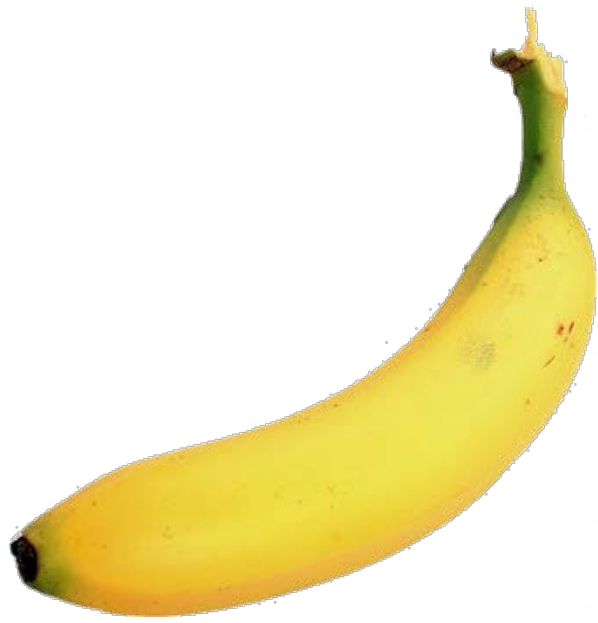
We need to drink fluids like water so that fibre can soak it up inside our bodies. This helps us go to the toilet easily.

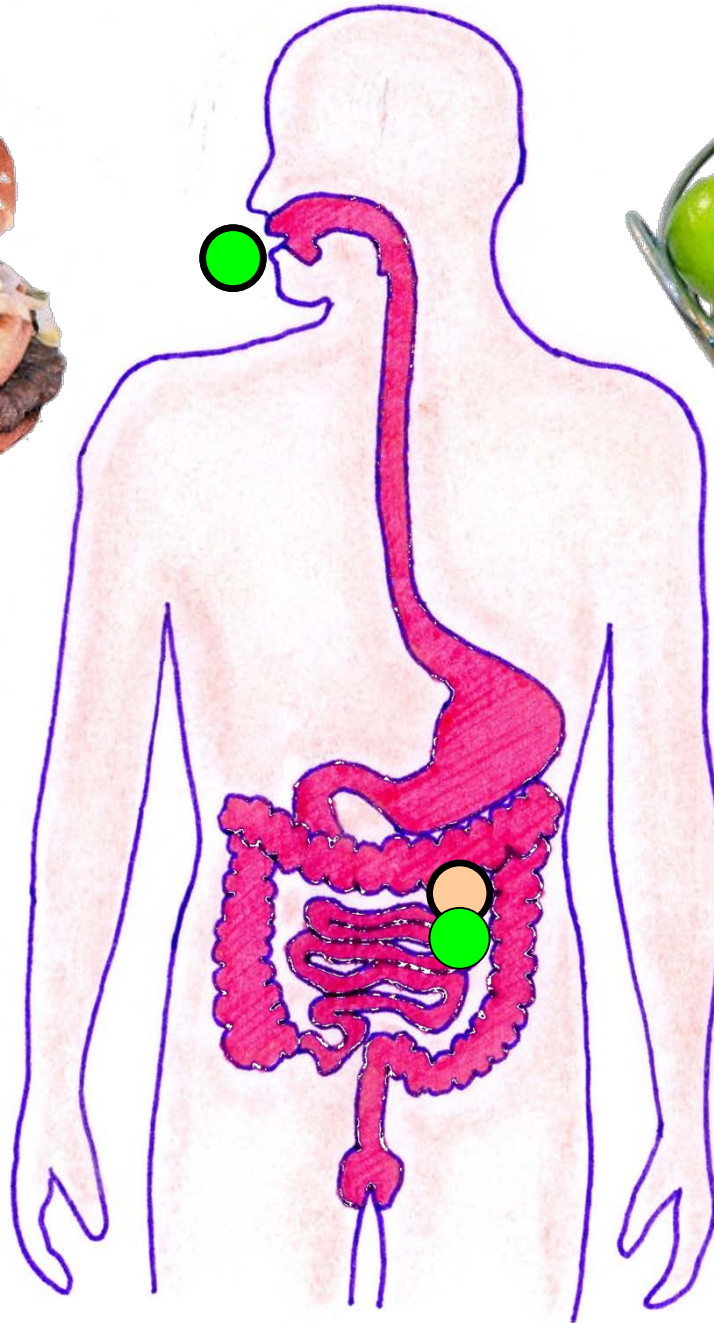
Q3

Brown (wholemeal) bread has more fibre and is better for you. Ask group if they eat brown bread?

Q4

Cereal and fruit juice have more fibre than a fried breakfast. Ask group how they could get more fibre at breakfast time?





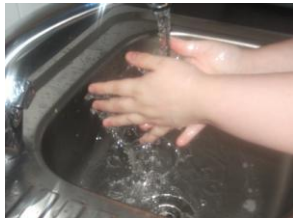
Cook's Rules



Tie your hair back



Wear an apron



Wash your hands with soap
and dry them before you
start



Get everything out that you
will need before you start



Keep milk, meat, cheese, and yogurt in the fridge until you are ready to use them



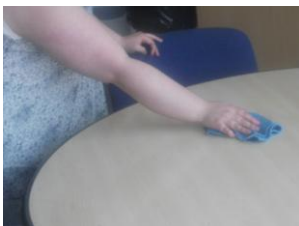
If you need help putting things in and taking things out of the oven, ask your support worker



Remember to switch off the oven when you are finished



Wash up using hot soapy water



Wipe worktops with a clean cloth and hot soapy water

Enjoy your food!

This

Certificate of Achievement

has been presented to

For participating in the following
module of
Healthy Eating Healthy Living
Fibre

on

Signed

Date

Background information for course leader

Salt is sodium chloride which is a mineral. It is needed in the body in very small amounts to regulate the water content of the body and to help the nervous system work. The nervous system sends messages through the body, making the body move and work.

Salt in our diet comes from:

- hidden salts in food
- the salt we add during cooking
- the salt we add at the table.

Eating too much salt increases our chances of having high blood pressure. This can lead to heart disease and strokes. This is because salt affects the function of the kidneys, decreasing the amount of water we get rid of as urine. The increased amount of water stays in the blood stream, making the heart work harder.

Average blood pressure = 120/80 mmHg (millimetres of mercury)

Should be below = 140/85 mmHg

Sources of salt:

- processed meats
- processed foods, such as soup and ready meals
- sauces, such as ketchup, gravy, pasta sauce and soya sauce
- cheese
- salty snacks such as crisps, salted nuts
- pies
- bread, cereals and biscuits can be high in salt.

Reference intakes (RIs)

Needed by average adults of normal weight and average activity levels

Each day	Women	Men
Salt (g)	Less than 6g	Less than 6g

6g is about 1 teaspoon.

How to reduce salt intake:

- Eat less processed, canned, tinned food.
- Reduce the amount used in cooking.
- Use dried herbs and pepper to flavour foods rather than salt.
- Do not add salt at the table.
- Compare brands of food, some have a lot less salt.
- Look for labels that say 'reduced salt'.

Session 1: Salt and health

Learning outcomes:

At the end of the session the group should:

- know that salt in food can affect blood pressure
- know what happens when you get your blood pressure checked
- know that they should eat less salt
- be able to list foods that are high in salt
- be aware of the health benefits of eating less salt
- have taken part in physical activity.

Activities and resources:

Activity	Preparation	Resources
Questions assessing knowledge about salt	<ul style="list-style-type: none"> • Print off copies or photocopy salt quiz 	<ul style="list-style-type: none"> • Salt quiz sheets (page 270) • Pens
Salt is bad for you	<ul style="list-style-type: none"> • Photocopy or print off heart attack and stroke pictures in colour 	<ul style="list-style-type: none"> • Heart attack and stroke pictures (page 272-273)
How do you measure your blood pressure?	<ul style="list-style-type: none"> • Invite a nurse to demonstrate how blood pressure is measured 	<ul style="list-style-type: none"> • Nurse and blood pressure cuff
How to keep blood pressure healthy	<ul style="list-style-type: none"> • Photocopy or print off doctor, pressure cuff and salt pictures in colour 	<ul style="list-style-type: none"> • Doctor, pressure cuff, table salt pictures (page 274-276)

Activity	Preparation	Resources
Which foods are high in salt	<ul style="list-style-type: none"> • Print off the photos of table salt, salt cellar, tinned/plate of soup, ready meals, bacon, pot noodles, hot dogs and crisps in colour. You may choose to matt laminate these. • Prepare a flip chart with the title 'These foods have lots of salt' 	<ul style="list-style-type: none"> • Photographs of table salt, salt cellar, tinned/plate of soup, ready meals, bacon, pot noodles, hot dogs and crisps • Flip chart and pen
Cutting down on salt in cooking	<ul style="list-style-type: none"> • Buy some salt • Print off photos of or buy onions, herbs, mustard, lemon juice, garlic 	<ul style="list-style-type: none"> • Salt • Photos of or buy onions, herbs, mustard, lemon juice, garlic
Taste and try	<ul style="list-style-type: none"> • Check risk assessment for food allergies/ preferences • Make up servings of low-salt crisps, salty crisps, dried fruit, digestive biscuits and rich tea biscuits. All can be served on paper plates • Label plates crisps A, crisps B and make sure you know which is which • Print off taste and try activity sheets (pages 277-278) • Prepare flipchart for exercise. See page 253 for more detail 	<ul style="list-style-type: none"> • Tablecloth • Disposable plates • Labels • Salty crisps • Low-salt crisps • Dried fruits • Digestive biscuits • Rich tea biscuits • Flip chart and pens

Activity	Preparation	Resources
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	<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 Salt and health

Questions assessing knowledge about salt

The purpose of this exercise is to:

- Find out the group's existing knowledge about salt.

Hand out the salt quiz (page 270) 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 salt topic to find out if they have learned from the sessions.

Salt is bad for you

The purpose of this exercise is to:

- know that salty food can affect blood pressure
- know what happens when you get your blood pressure checked
- know that they should eat less salt
- be aware of the health benefits of eating less salt.

Ask the group:

What happens if you eat too much salt?

Answer: It can make your blood pressure high.

Your heart pumps blood around your body. The force which pumps blood is called blood pressure. High blood pressure can damage blood vessels and makes them likely to block.

- A block in the heart can cause a heart attack.
- A block in the head can cause a stroke.

Show the pictures of heart attack and stroke (page 272-273).

High blood pressure can also affect the kidneys. You have two kidneys. Show group where they are by pointing on your body – on either side of the spine, just below the rib cage. Your kidneys act like a sieve. They keep some things in your body that you need, and get rid of other things that you don't.

How do you measure your blood pressure?

Invite a nurse to demonstrate how blood pressure is measured. An option is for a group leader to volunteer to have their blood pressure checked. It is not advisable to measure the blood pressure of any of the group members.

Ask the group:

Has anyone had their blood pressure checked before?

How did it feel?

Was it sore?

If a nurse is not available then explain to the group:

- a cuff is placed around the arm and “start” is pressed on the blood pressure monitor
- the cuff fills with air and becomes tight on the arm – this should not be sore
- the cuff slowly releases air until a blood pressure reading is picked up
- the average blood pressure is 120/80 mmHg (millimetres of mercury) and should be below 140/85
- if it is too high, the doctor will firstly suggest a healthier diet and more exercise, and then medication might be needed.

How to keep blood pressure healthy

The purpose of this exercise is to:

- know that salt in food can affect blood pressure
- know that they should eat less salt.

Ask the group:

What can you do to keep your blood pressure right?

Answers:

- Eat less salt.
- Do not shake salt on your dinner.
- Use herbs instead of salt.
- Avoid foods that contain salt.
- Ask your doctor to check your blood pressure.

Show doctor, pressure cuff, table salt pictures (page 275-276) to demonstrate your points.

These also help keep a healthy blood pressure:

- Do not smoke.
- Try to keep a healthy weight.
- Eat fruit and vegetables.
- Do not drink lots of alcohol.
- Do more exercise.

What foods are high in salt?

The purpose of this exercise is to:

- be able to list foods that are high in salt.

Lay the photos out on a table where all can see or if the group is small enough you can give each learner a photo.

Ask the group:

Which items are high in salt?

Invite the learners to stick the photographs on the prepared flipchart 'These foods have lots of salt'.

Answer:

- Table salt.
- Salt cellar.
- Tinned/plate soup.
- Ready meals.
- Bacon.
- Pot Noodles.
- Tinned hot dogs.
- Crisps.

In general foods that contain most salt are tinned, smoked, readymade foods – these foods are bad for you.

Cutting down on salt in cooking

The purpose of this exercise is to:

- know that they should eat less salt
- be able to list foods that are high in salt.

We want to give you some new ideas on simple alternatives to use less salt in cooking.

Ask the group:

How much salt would you normally add to potatoes or vegetables when cooking?

Advise using no salt or only a pinch of salt. Show what is meant by a pinch of salt.

Suggest other foods which can be used to make food tasty and show pictures of actual foods:

- Onions.
- Herbs.
- Mustard.
- Lemon juice.
- Garlic.

Note: Low-salt products are not recommended because they have a different salt which can be bad for you.

Taste and try

The purpose of this exercise is to:

- know that foods high in salt can affect blood pressure
- know that they should eat less salt
- be able to list foods that are high in salt
- be aware of the health benefits of eating less salt
- have taken part in physical activity.

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

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

Give the following instructions:

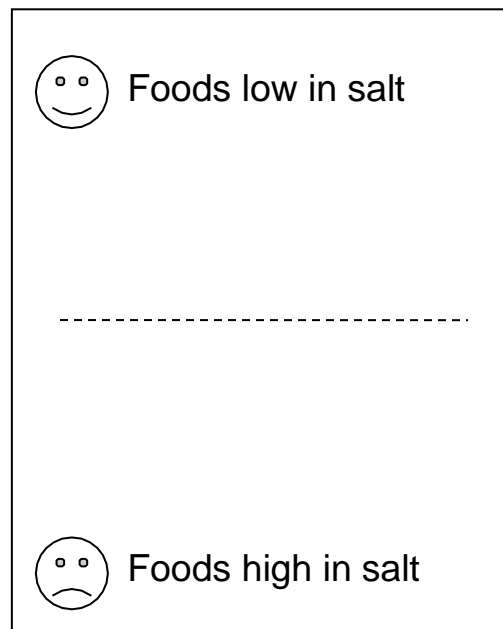
- You will all be taste testing a variety of different foods and drinks.
- Each food type you taste will have 2 versions, one with salt and one with no salt or much less salt.
- When you have tasted each version, have a chat in your groups and decide which one was low in salt and which one was high in salt.
- Give out taste and try salt activity sheet (page 277-278). Explain once you have decided whether it is high in salt or low in salt. you can draw, write or put the cup on either the high in salt page or low in salt 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:

Low-salt crisps	- Serve on a paper plate
Salty crisps	- Serve on a paper plate
Dried fruit	- Serve on a paper plate
Rich tea biscuits	- Serve on a paper plate
Digestive biscuits	- Serve on a paper plate

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 salt or low in salt.
- Reveal the answers to the group and use the packets, cartons and containers left from the tasting exercise and put them on the flip chart in the correct place (high or low in salt) to demonstrate the answers.

Things to talk about when going through the answers:

- Low salt crisps are good and readily available to buy. They have lower salt than normal crisps.
- Dried fruits are low in salt and also provide fibre and vitamins.
- Digestives are high in salt a rich tea biscuit has less salt.

Physical activity

The purpose of this exercise is to:

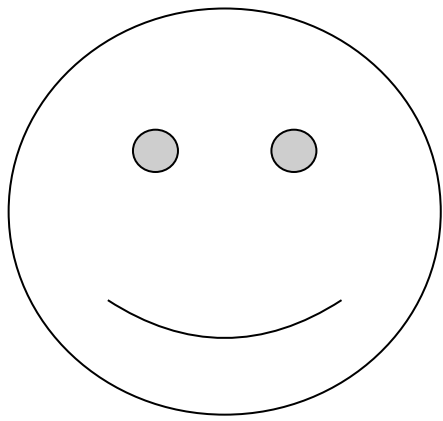
- have taken part in physical activity.

Encourage the group do some exercise. You could:

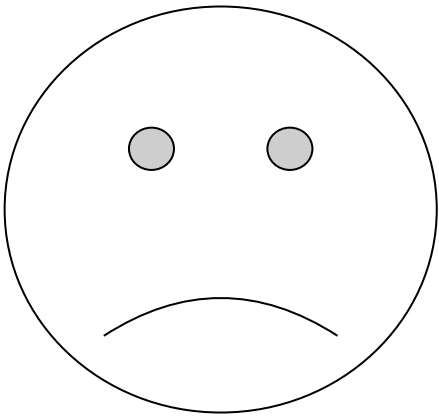
- go for a walk.

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.



Foods low in salt



Foods high in salt

Session 2: Salt and shopping

Learning outcomes:

At the end of the session the group should:

- know where to buy low salt foods and salt alternatives
- be able to choose ingredients for one recipe
- have tasted new foods low in salt.

Activities and resources

Activity	Preparation	Resources
Supermarket visit	<ul style="list-style-type: none"> • Contact supermarket manager for permission to take photographs • Arrange transport • Visit supermarket to be aware of where to find ingredients • Consider high and low salt alternatives and where to find them • Consider cost and buy low salt options 	<ul style="list-style-type: none"> • Pictorial shopping list for macaroni cheese (page 258-259) • Petty cash for food tasters • Low-salt options to try
Tasting	<ul style="list-style-type: none"> • Identify preparation area and hand washing facilities • Check risk assessment for food allergies/ preferences 	<ul style="list-style-type: none"> • Plates or cups depending on what you buy to taste

Supermarket visit

The purpose of this exercise is to:

- know where to buy low salt foods and salt alternatives
- be able to choose ingredients for one recipe.

At the visit with the group:

- Find foods that exist in two forms - low salt or high in salt for example: low-salt crisps and normal crisps.
- Ask the group which food they should choose and why?
Answer: Low salt foods because they do not cause high blood pressure.

High blood pressure can cause heart problems and stroke.

Repeat the activity with other products.

For example:

- beans and baked beans low in salt
- tomato ketchup and no added salt tomato ketchup
- Canned soups and ingredients for home-made soups
- breakfast cereals – Cornflakes, Rice Crispies or Special K are much higher in salt than Weetabix or Shredded Wheat
- salted nuts and unsalted nuts baked
- table salt and herbs
- garlic and lemons
- smoked fish and meat and not smoked fish and meat.

You can choose other items that have no salt or no added salt to look at and/or buy too.

- Buy the foods that you will use for the cooking session next week.
- Buy a herb in a pot such as basil and ask the group to take care of it for the rest of the sessions.

Tasting what we bought

The purpose of this exercise is to:

- have tasted new foods low in salt.

When you return to the learning base prepare for the tasting exercise.

Make sure the group wash their hands and then taste the things that you bought at the supermarket.

Discuss:

- how things taste
- which unhealthy foods you could replace with these healthier alternatives
- your experience at the supermarket.

Try to reinforce messages discussed in previous sessions such as:

- why salt is bad for us
- the benefits of foods that are low in salt
- alternative foods to try.

Shopping list for Italian macaroni cheese



Olive oil or vegetable oil



Tomatoes canned or fresh



Dried herbs or fresh basil



1 onion



Garlic



Black pepper



Macaroni



Low-fat cheese



Bread

Session 3: Salt and cooking

Learning outcomes:

At the end of the session the group should:

- Be aware of basic food safety guidelines through 'Cook's rules'
- have increased their practical cooking skills
- have experienced the process of raw foods to cooked
- know the task sequence
- have experienced tasting the foods they cooked.

Activities and resources:

Activity	Preparation	Resources
Preparation for cooking	<ul style="list-style-type: none"> • Buy aprons and hats (if using), disposable ones are available • Print off or photocopy Cook's rules in colour if possible. It is best to laminate these so they can be used again. Matt laminate is recommended 	<ul style="list-style-type: none"> • Aprons • Hats (optional) • Cook's rules (page 279-280)
Cooking	<ul style="list-style-type: none"> • Check risk assessment to help you choose group leaders • Print off or photocopy recipe (you may choose to laminate these) 	<ul style="list-style-type: none"> • Recipe sheets (page 267-269) • Ingredients (page 265-266) • Cooking and serving utensils
Tasting	<ul style="list-style-type: none"> • Identify preparation area and hand washing facilities • Check risk assessment for food allergies/preferences 	<ul style="list-style-type: none"> • Plates • Knives and forks

Activity	Preparation	Resources
Learning check	<ul style="list-style-type: none"> Look out the answer sheets from session 1 to see difference in knowledge around salt 	Salt quiz sheets (page 270) and 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. 	<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 3: Salt and cooking

Preparation for cooking:

The purpose of this part of the session is to:

- be aware of basic food safety guidelines.

Today you will bake Italian macaroni cheese.

Hand out and read through, explaining as you go the cook's rules (page 279-280). Ask everyone to wash their hands and put on their aprons and hats (if using).

Cooking:

The purpose of this part of the session is to:

- increase their practical cooking skills
- experience the process of raw foods to cooked foods
- be able to follow a task sequence
- experience tasting the foods they cooked.

Lay out the ingredients on the table along with the equipment that is required.

You should have previously identified group leaders. Encourage them to perform the cooking tasks and those who may be less able can perform simple and safe activities such as:

- putting the ingredients into bowls
- mixing the ingredients.

Split the group into smaller teams with at least one group leader in each.

Hand out the recipe cards. Depending on your group you may decide to go through the recipe step by step as one big group or leave the small teams to work their way through the recipe. Make sure you keep checking in with each group to ensure they are on track and know what they are doing.

Important notice: Please follow the cooking rules to avoid problems with food safety. Everything used has to be clean and safe.

Tasting

Make sure that everyone has washed their hands. Enjoy your Italian macaroni cheese!

Ask the group:

- Do you like it?
- What unhealthy foods could you replace in your meal with Italian macaroni cheese?
- Would you make this at home?
- Who could help you?

You might want to give the Cook's rules (page 279-280), shopping list and recipe cards as handouts so that members of the group can take them home and make them again.

Learning check

The purpose of this activity is to:

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

Split the group into 2 teams and ask them to come up with a team name.

- Explain that you will ask 3 questions (see salt quiz sheet page 270)
- Give a quiz sheet 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 reinforcing the main messages.

Alternatively you may wish to ask each individual to complete the quiz again and reconsider their answers from session 1.

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.

Italian macaroni cheese

What I need:



Olive oil or vegetable oil



Small tin of tomatoes (200grams)



Dried herbs or fresh basil



1 onion



Garlic



Black pepper



Macaroni



Low-fat cheese



Bread

What do I do?



If using fresh basil tear or cut into small pieces.

If using dried herbs measure out 1 teaspoon.



Peel the onion. Cut into small pieces.



Take 1 clove of garlic. Peel clove of garlic. Use a garlic crusher or cut into very small pieces.



Add oil to frying pan. Put frying pan onto the cooker hob on a medium heat.



When oil is hot add onion and garlic pieces to frying pan.

Fry for 3 minutes.



Add tin of tomatoes to frying pan. Cook for 5 minutes.



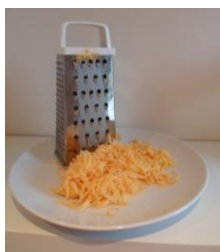
Add some pepper. Add the herbs.

Turn the heat down to low. Cook for 15 minutes.

Leave in the pan until you have cooked the pasta



Weigh out 40 grams of cheese.



Grate cheese.



Make breadcrumbs by grating 1 slice of bread. This works better if you leave the bread out for a while to go stale.



Put water in the pan. Now put pan on the hob.

Turn on the ring to high. Wait for the water to start boiling.



Add pasta to pan.

Wait for water to boil again.

Cook for 10–12 minutes until pasta is soft.



Pour pasta and water into a colander over the sink.

Add pasta to Italian tomato sauce.



Pour pasta and sauce into an oven proof dish.

Sprinkle cheese and breadcrumbs on top.



Turn the grill to medium.

Put your pasta dish under the grill for 5 minutes until cheese has melted.

Italian macaroni cheese

What I need:



Olive oil or vegetable oil



Small tin of tomatoes (200grams)



Dried herbs or fresh basil



1 onion



Garlic



Black pepper



Macaroni



Low-fat cheese



Bread

What do I do?



If using fresh basil tear or cut into small pieces.

If using dried herbs measure out 1 teaspoon.



Peel the onion. Cut into small pieces.



Take 1 clove of garlic. Peel clove of garlic. Use a garlic crusher or cut into very small pieces.



Add oil to frying pan. Put frying pan onto the cooker hob on a medium heat.



When oil is hot add onion and garlic pieces to frying pan.

Fry for 3 minutes.



Add tin of tomatoes to frying pan. Cook for 5 minutes.



Add some pepper. Add the herbs.

Turn the heat down to low. Cook for 15 minutes.

Leave in the pan until you have cooked the pasta



Weigh out 40 grams of cheese.



Grate cheese.



Make breadcrumbs by grating 1 slice of bread. This works better if you leave the bread out for a while to go stale.



Put water in the pan. Now put pan on the hob.

Turn on the ring to high. Wait for the water to start boiling.



Add pasta to pan.

Wait for water to boil again.

Cook for 10–12 minutes until pasta is soft.



Pour pasta and water into a colander over the sink.

Add pasta to Italian tomato sauce.



Pour pasta and sauce into an oven proof dish.

Sprinkle cheese and breadcrumbs on top.



Turn the grill to medium.

Put your pasta dish under the grill for 5 minutes until cheese has melted.



table salt



750g

LSV 0043W 21:35











PER 100g (3.5oz) SERVING

	Calories	Total Fat	Sodium	Total Crap
	100	10g	10g	10g

% Daily Values are based on a diet of pure nonsense.

- ✓ No artificial flavours
- ✓ No G.M. ingredients



8 rashers
average

unsmoked rindless

**BACK
BACON**

For cooking instructions
see back of pack
KEEP REFRIGERATED



e 225g

£7.50

Use by
31 MAR

Country of origin
DANISH



8 rashers
average

smoked rindless

**BACK
BACON**

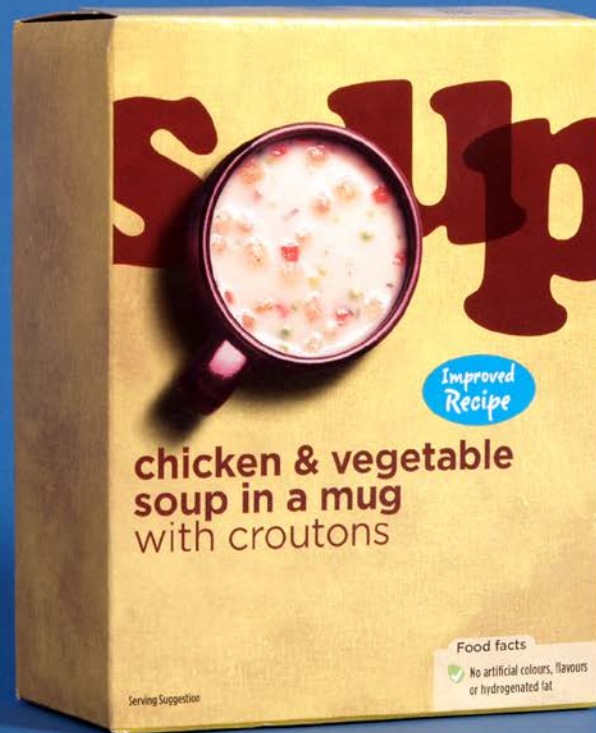
For cooking instructions
see back of pack
KEEP REFRIGERATED

e 225g



Use by
31 MAR
12 11 18

Country of origin
DANISH



Serving Suggestion

Food facts

No artificial colours, flavours
or hydrogenated fat













This pack contains

Calories	Sugar	Fat	Saturated	Salt
130	0.1g	8.4g	0.6g	0.0g
7%	<1%	12%	3%	0%

of an adult's guideline daily amount
*Each sachet contains 0.5g salt.
10% of an adult's salt guideline daily amount



BEST BEFORE
01 MAY 10
2004 M A 0320

NO
ADDED
SALT

absolutely nothing artificial

150g e















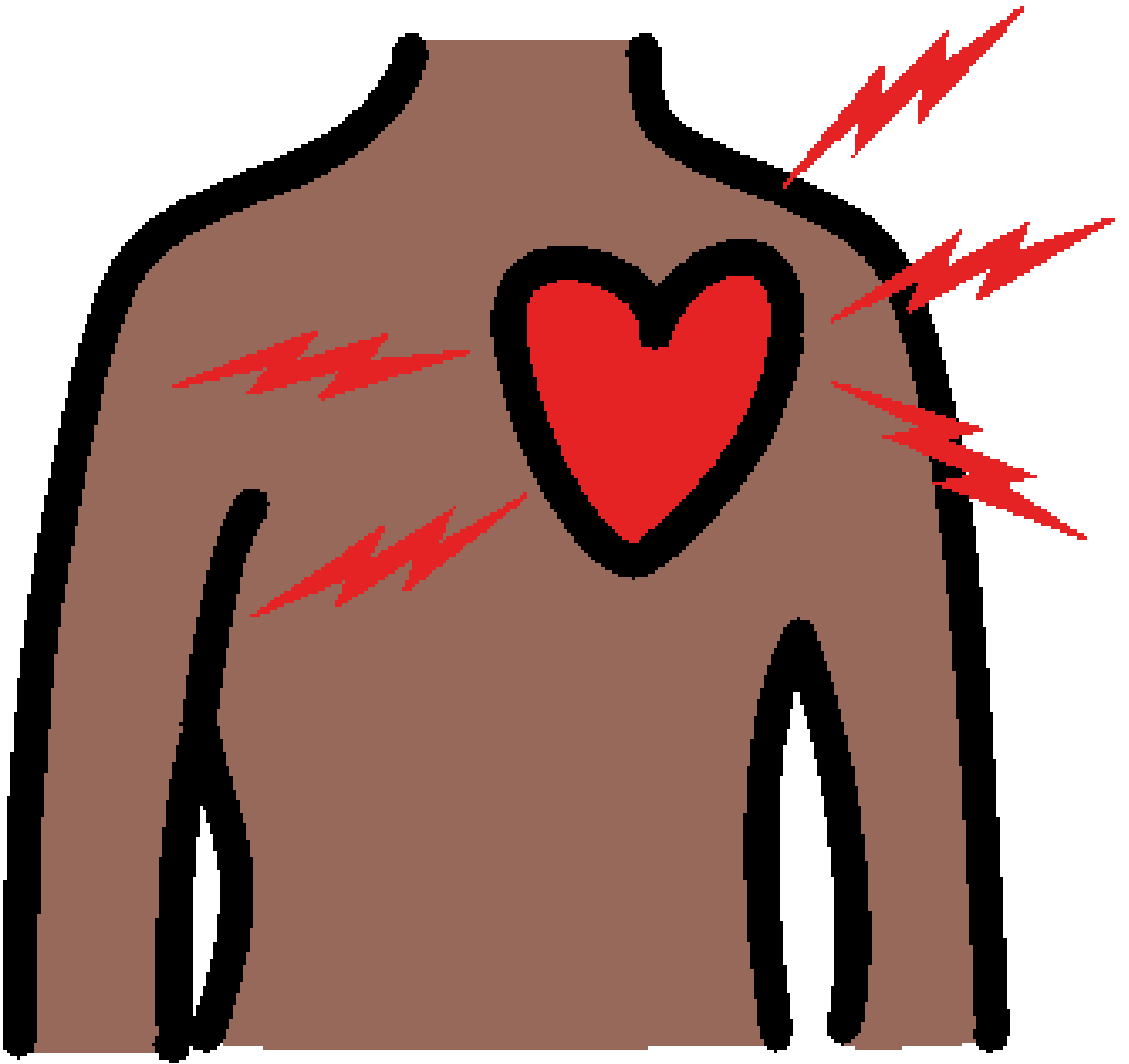




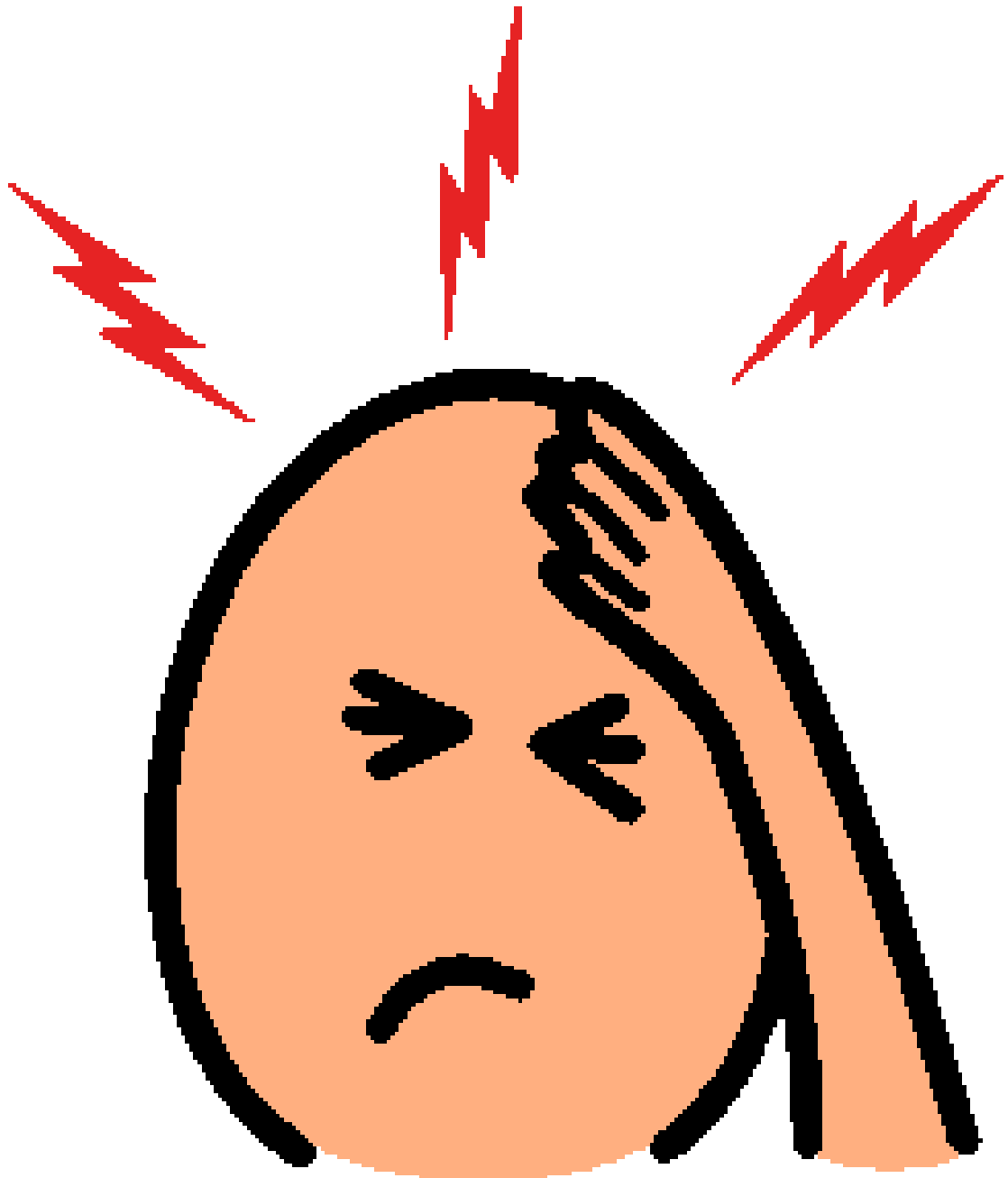




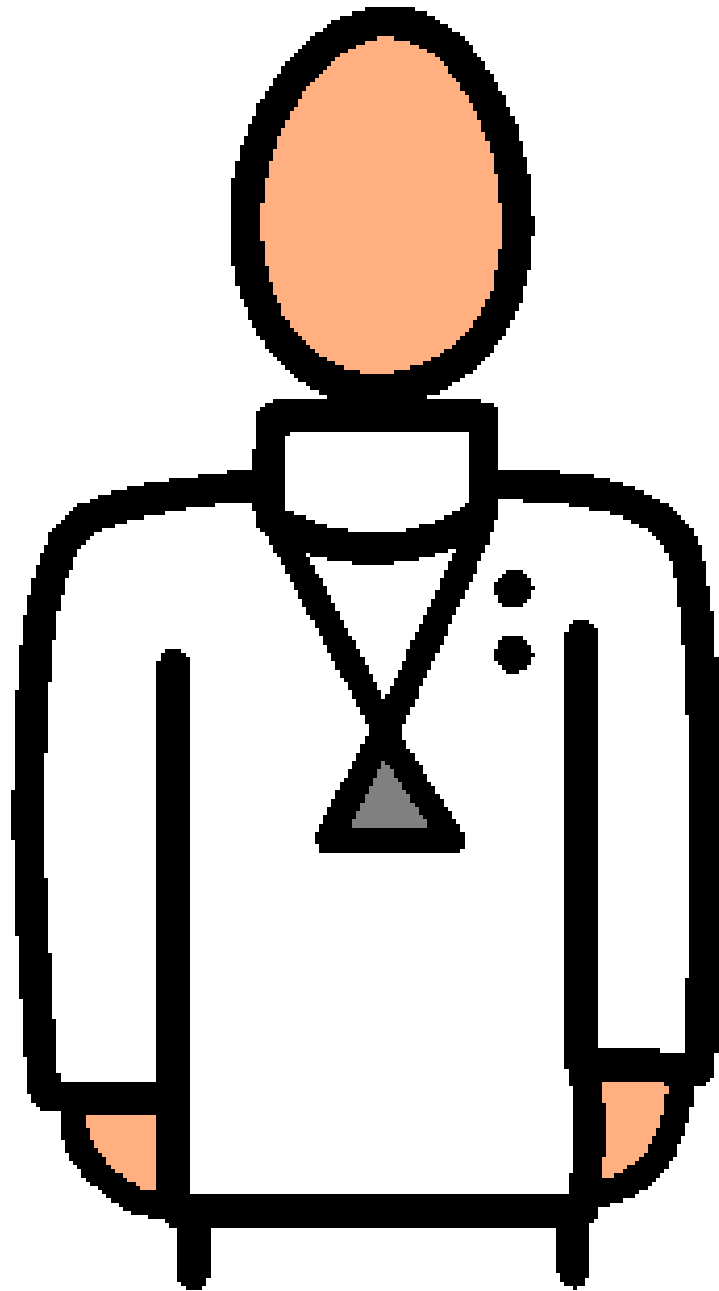
Heart attack



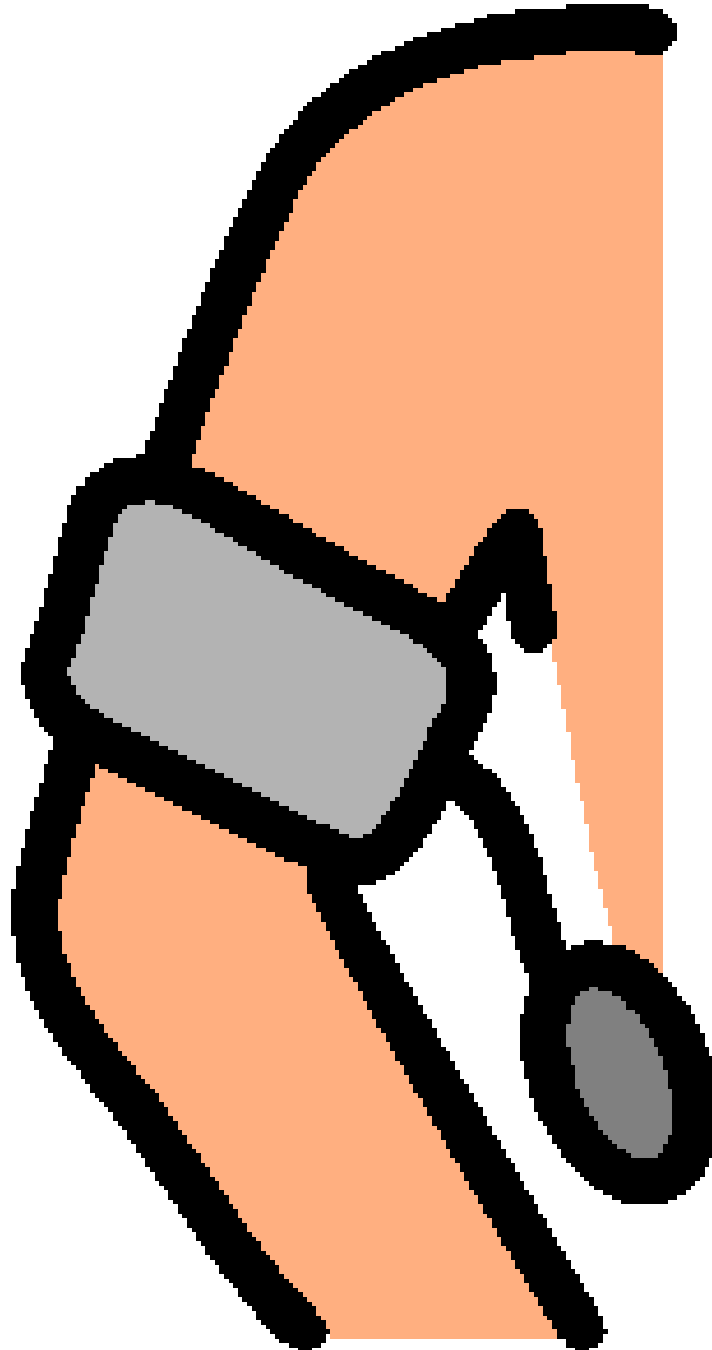
Stroke



doctor



Pressure cuff



salt





Salt Quiz Sheet

Tick or circle the correct answer

1) What can happen if we eat too many salty foods?

a)  stroke

b)  heart attack

c)   both

2) Which is the healthy choice?

a) Crisps with salt



b) Crisps with no salt



3) Which is healthiest for you?

a) salt



b) herbs



Question	Answer
Q1	c) Too much salt can cause heart attack and stroke because the blood pressure gets high
Q2	b) crisps with no salt
Q3	b) Herbs: such as basil, oregano, coriander

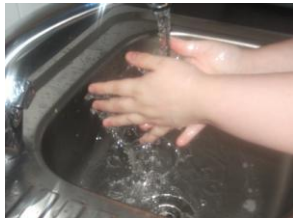
Cook's Rules



Tie your hair back



Wear an apron



Wash your hands with soap and dry them before you start



Get everything out that you will need before you start



Keep milk, meat, cheese, and yogurt in the fridge until you are ready to use them



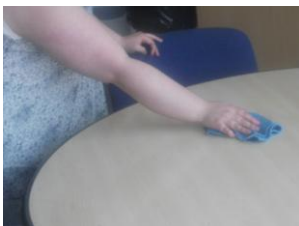
If you need help putting things in and taking things out of the oven, ask your support worker



Remember to switch off the oven when you are finished



Wash up using hot soapy water



Wipe worktops with a clean cloth and hot soapy water

Enjoy your food!

This

Certificate of Achievement

has been presented to

For participating in the following
module of
Healthy Eating Healthy Living
Salt

on

Signed

Date

Background information for course leader

Bones are made of collagen fibres filled in with calcium and other minerals to create a hard structure. During childhood and early adulthood they develop their strength and from our mid-30s onwards start to lose calcium slowly, causing bone thinning. Therefore, it is very important to strengthen bones in the first 30 years of life to 'stockpile' calcium and other minerals, helping to offset the effect of ageing on bone loss, and reducing the risk of osteoporosis.

To keep bones healthy people should be encouraged to keep active, spend time outside in the sunshine safely and have adequate vitamin D and calcium intakes.

Vitamin D

Vitamin D makes sure you absorb enough calcium from your diet for strong bones and teeth. Your body needs vitamin D to help it absorb calcium. Sunshine, not food, is where most of your vitamin D comes from. Even a healthy and well-balanced diet, which provides all the other vitamins and nutrients, is unlikely to provide enough vitamin D. To get enough vitamin D you need to spend some time outside. Most people in the UK get enough vitamin D by spending 15 minutes in the sun 2 to 3 times a week. Generally, normal levels that are built up in the summer will be enough to last through the winter.

How it affects our body:

- Vitamin D helps maintain a healthy immune system.
- Reduces the risk of some forms of cancer.
- Lack of vitamin D may increase the risk of chronic health conditions such as multiple sclerosis, osteoporosis (brittle bone disease) or osteomalacia which causes pain in adult bones
- Lack of vitamin D may mean adults are also more likely to get breast cancer or prostate cancer

Sources:

- Oily fish such as tuna, salmon, sardines, pilchards, trout and kippers are the only foods which naturally contain reasonable amounts of vitamin D.
- Egg yolks, meat and liver pate contain small amounts.
- Margarine and some breakfast cereals have added vitamin D

Should adults with learning disabilities take a Vitamin D supplement?

The current advice from SACN (Scottish Advisory Committee on Nutrition) is that 'everyone aged 5 years and above should consider taking a daily supplement of Vitamin D particularly during the winter months'. Consideration should be made to those who are:

- underweight
- wheelchair bound/have impaired mobility
- those living with support
- have a history of epilepsy
- have a history of bone fractures.

Calcium

Calcium is needed for building bones and keeping them strong throughout life. Calcium works with vitamin D to strengthen your bones. It also helps to keep nerves and muscles in the body healthy.

Reference intakes (RIs)

An ideal calcium intake for adults is between 700mg to 1000mg a day.

Sources:

- yoghurt
- milk
- cheese
- canned salmon and sardines – eaten with the bones
- peas, beans and lentils
- spinach and kale
- nuts and seeds
- tofu
- dried fruit

Smoking: Smoking leads to an increase in bone loss, and increased risk of osteoporosis.

Activity levels: weight-bearing activity puts pressure on the bones and helps them to strengthen. Try to include some weight-bearing activity every day, such as walking, running, gardening or other household chores, to help your body strengthen bones. Sedentary or bed-bound people will find it difficult to strengthen bones.

Low oestrogen levels: Oestrogens help your body to absorb calcium. Low levels of oestrogen can increase the risk of osteoporosis. You are at risk if you have had your ovaries removed or are post-menopausal, particularly if you had an early menopause.

Session 1: Healthy bones

Learning outcomes:

At the end of the session the group should:

- know why we need our bones
- know what to eat for strong bones
- know the benefits of exercise for strong bones
- have taken part in physical activity.

Activities and resources:

Activity	Preparation	Resources
Why do we need bones	<ul style="list-style-type: none">• Run through the presentation to familiarise yourself with content	<ul style="list-style-type: none">• Healthy bones presentation• Laptop• Projector
Strong bones, healthy bones	<ul style="list-style-type: none">• Print off or photocopy in colour the picture of person with broken bone	<ul style="list-style-type: none">• Picture of person with broken bone (page 294)
The Eatwell guide or activity mat	<ul style="list-style-type: none">• Buy items high in calcium and vitamin D or collect wrappers and containers or food photographs to use in the exercise	<ul style="list-style-type: none">• Eatwell guide or activity mat• Foods such as yogurt milks, cheeses, tofu, vegetables
3 portions of dairy a day	Photocopy or print off pictures of a small pot of yoghurt, a glass of milk and a small portion of cheese You may also want to bring in red, green and blue top milk or cartons	<ul style="list-style-type: none">• Pictures of a small pot of yoghurt, a glass of milk and a small portion of cheese

Healthy bones

Activity	Preparation	Resources
Other foods and exercise	<ul style="list-style-type: none"> If you decide to visit a gym you may want to ring ahead to arrange 	
Taste and try	<ul style="list-style-type: none"> Identify preparation area and hand washing facilities Check risk assessment for food allergies/ preferences Store in a fridge until required Print off taste and try activity sheets (page 295-296). Prepare flipchart for exercise. See notes on page 292 for more detail 	<ul style="list-style-type: none"> Crackers Frozen yoghurt Cottage cheese Sardines Green top milk Table cloth Tray Paper plates Plastic spoons Plastic cups Napkins
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: Healthy bones

Why do we need bones?

The purpose of this exercise is to:

- know why we need our bones.

Ask the group:

Point to a bone on your body.

Try to get a different answer from each group member if possible.

Why do we need our bones?

Answer: We need bones:

- to talk and eat – touch chin bone
- to walk and stand – touch legs
- to protect us from injuries – touch head.

Show the 'healthy bones' presentation.

Explain that this is what our bones look like inside our body.
This is called our skeleton.

Reinforce while showing the slides that we need the bones to:

- stand
- run
- sit
- dance
- do lots of different things

Strong bones, healthy bones!

The purpose of this exercise is to:

- know why we need our bones
- know what to eat for strong bones.

Ask the group:

What happens when bones are not strong?

Answer: They can easily break. If they break we may have to wear a plaster and it can be painful and uncomfortable.

Show board maker picture of someone with a broken leg in a plaster (page 294).

Hold discussion about broken bones, useful questions are: Has anyone had a broken bone?

Did you have to wear a plaster?

What did it feel like?

Did it stop you from doing anything?

Show boardmaker picture of someone with a broken leg in a plaster.

Eatwell guide or mat activity

The purpose of this exercise is to:

- know what to eat for strong bones
- be able to list dairy and other foods that are high in calcium.

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

For example:

- milk
- cheese
- yogurt or frozen yogurt
- sardines
- 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. All the foods should go into the blue section, dairy foods and drinks except sardines which go in the meat group (pink section).

Ask the group:

- What should we eat to keep our bones strong?

Answer: Dairy products like milk, cheese, and yogurt/ frozen yogurt.

- Do you know why these types of foods are good for our bones?

Answer: These foods have something in them that we call calcium. Calcium makes our bones strong.

3 portions of dairy a day

The purpose of this exercise is to:

- know what to eat for strong bones.

Ask the group:

- Do you know how many portions of dairy foods we should eat?

Answer: It is important to eat 3 portions per day. This could be a:

- glass of milk
- small piece of cheese (size of a thumb or two dice)
- small pot of yogurt.

Show pictures of these foods. Ask the group:

- How many portions of dairy foods do you eat and drink in 1 day?
- What kind of milk do you drink?
- Have you seen milk with different colour tops?
- Which one do you think is better for you?
- Answer: Blue is full fat, green is semi-skimmed and red is skimmed. Green or red top milk are better for you than blue top as they have less fat. They have the same amount of calcium.

Other foods and exercise

The purpose of this exercise is to:

- know what to eat for strong bones
- know the benefits of exercise for strong bones.

Dairy products are good for us because they contain calcium. Calcium is good for our bones and helps them stay strong.

Healthy bones

Ask the group:

- Do you know what else you could eat that contains calcium?

Answer: Sardines

Show a picture or an actual tin of sardines

Sardines are good because they also contain vitamin D. Vitamin D is important because it helps calcium to work. If we don't have vitamin D the calcium won't work.

- Does anyone know where else we can get vitamin D from? Oily fish such as salmon, sardines, pilchards, trout, kippers. Eggs and meat contain small amounts. Margarine and some breakfast cereals have added vitamin D. The best way of getting vitamin D is to spend time outside in the summer. The sun gives us the most vitamin D.
- What else should we do for healthy bones?

Answer: Exercise

- What type of exercise do you like to do?
- What other kinds of exercise could you do?

Show a picture of someone doing exercise.

If you have time you could visit a local gym to see what is on offer there.

Taste and try

The purpose of this exercise is to:

- know what to eat for strong bones.

Explain to the group that we are going to have fun tasting foods which are high in calcium.

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

Healthy bones

Give the following instructions:

- You will all be taste testing a variety of different foods and drinks.
- Give out taste and try activity sheet (page 295-296). Once you have tasted it, decide if you like it. Write or put the plate on either the like or don't like 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:

Yogurt with added fruit
(strawberries, banana)

- Served in cups

Crackers with cottage
cheese

- Served on paper plates

Crackers with sardines
(mashed very well)

- Served on paper plates

Milk

- Served in cups

Healthy bones

For large group discussion:

- Prepare flip chart like this

	Foods we like
<hr/>	
	Foods we do not like

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 liked them or not.
- 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 calcium) to demonstrate the answers.

Physical activity

The purpose of this exercise is to:

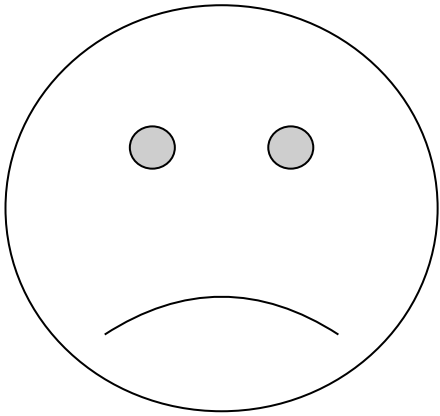
- have taken part in physical activity

Encourage the group do some exercise. You could:

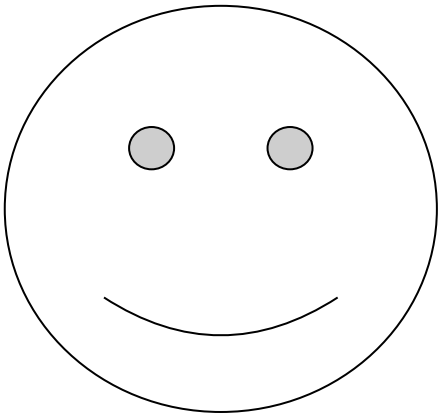
- go for a walk.

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.

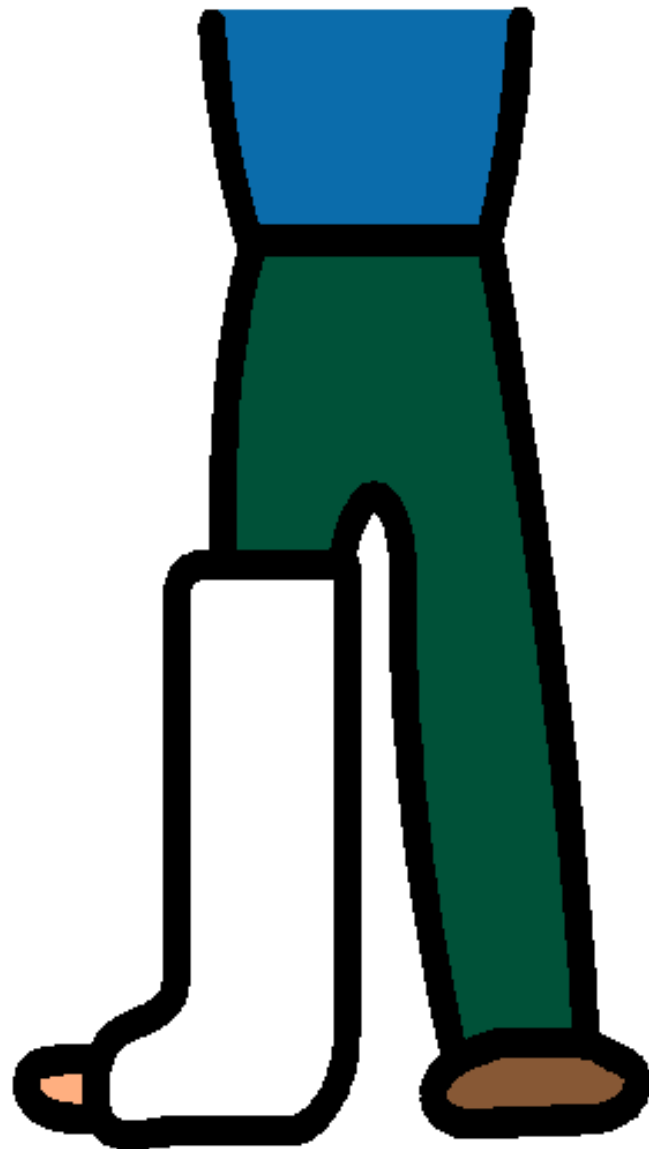


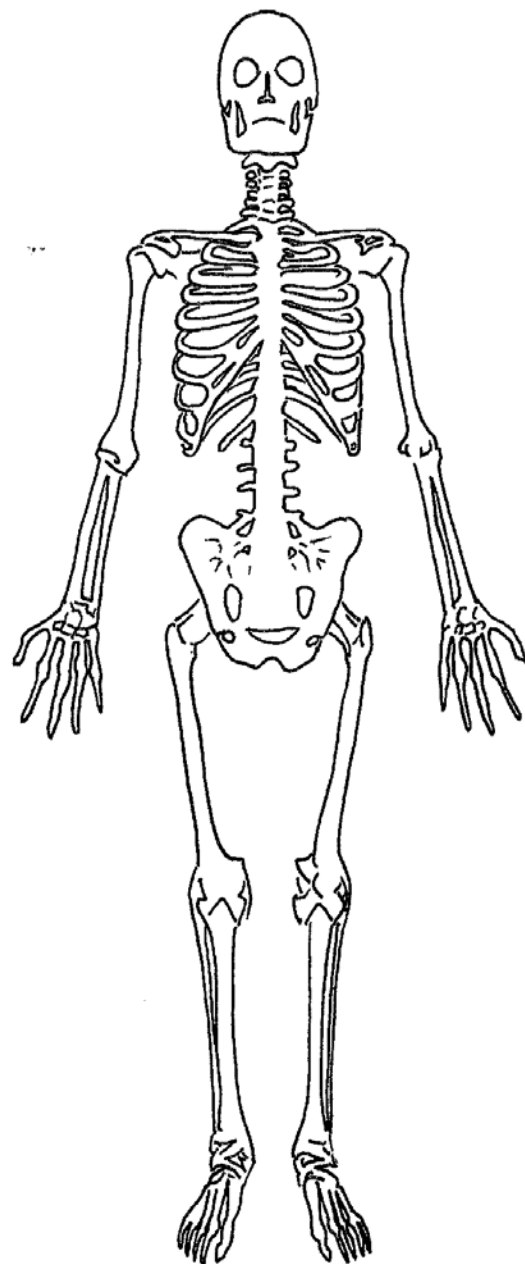
Foods low in calcium

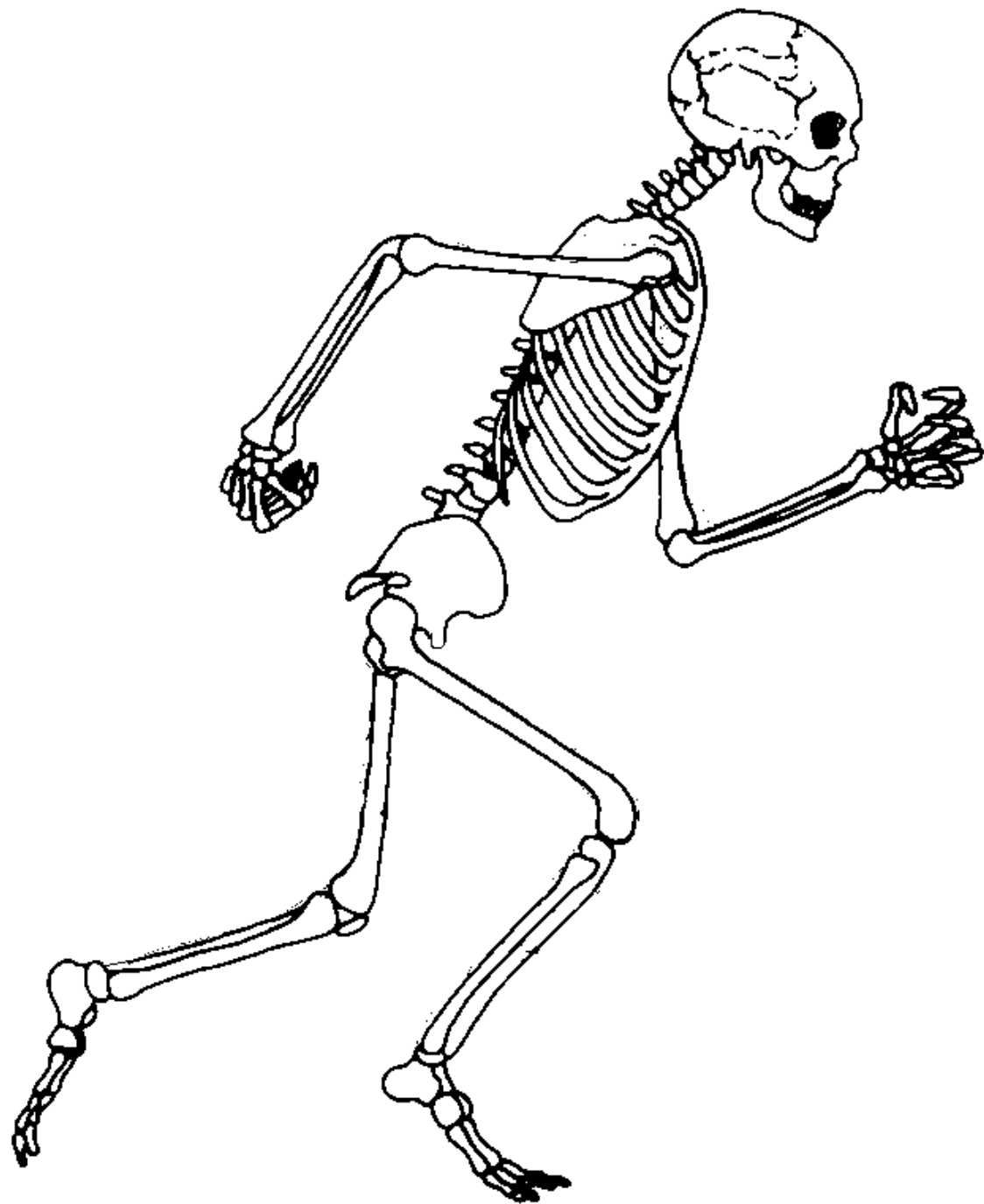


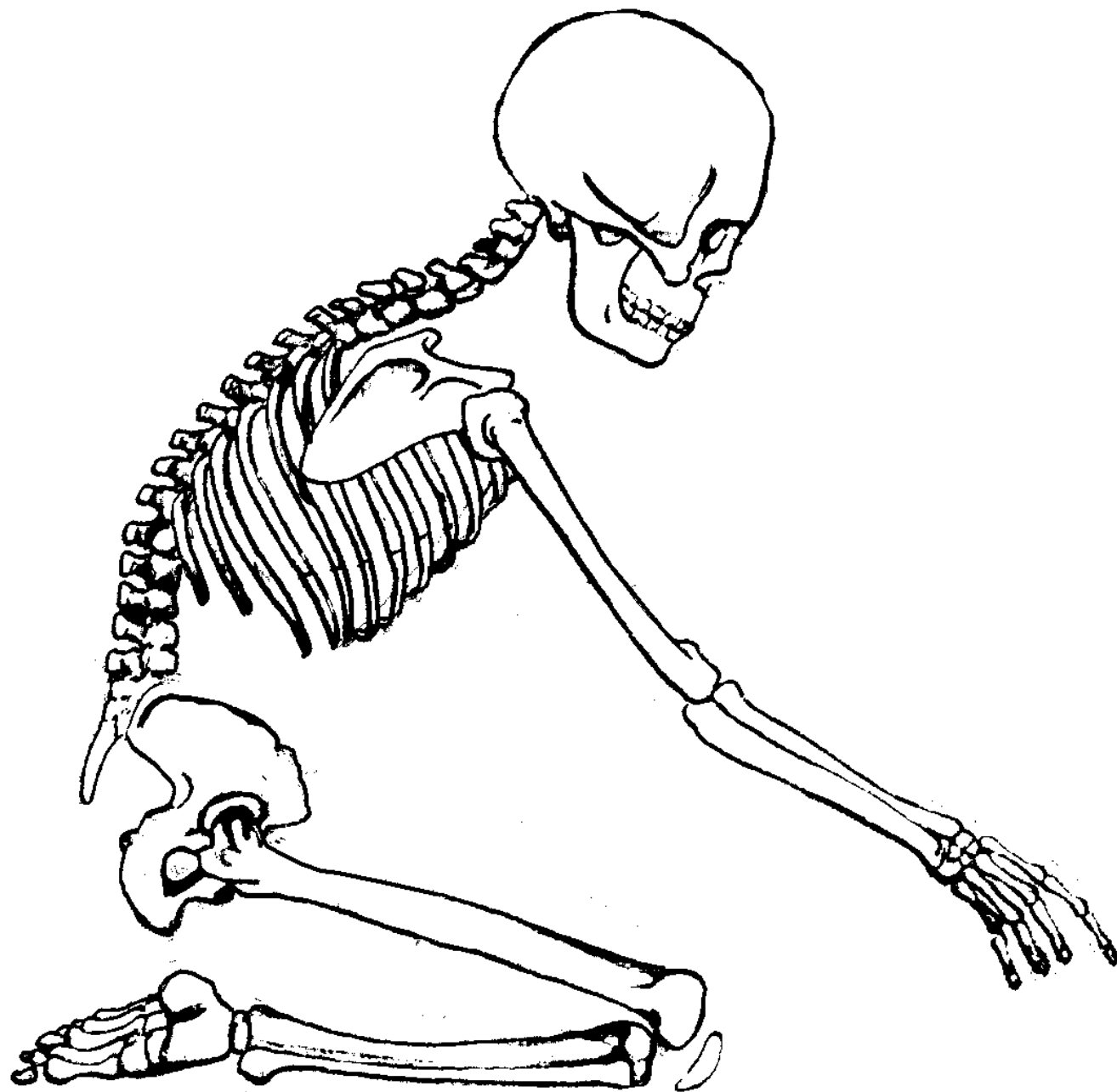
Foods high in calcium

Broken Leg









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For participating in the following
module of
Healthy Eating Healthy Living
Healthy bones

on

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.....

Date

.....

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