

# First Steps



## Delivery guide

Birmingham Community Healthcare



NHS Trust



UNIVERSITY OF  
BIRMINGHAM



**NHS**  
*National Institute for  
Health Research*

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# Notes page



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# WEEK 1

# WELCOME



Notes page



**The aims of this week are:**

- To provide a welcoming, friendly supportive environment
- To improve knowledge **on why a healthy lifestyle** is important
- To collect baseline height and weight data

**Session outline**

***‘A relaxed, friendly and welcoming session’***

Item	Duration
<b>WELCOME &amp; ACTIVITY 1 – jigsaw</b>	10 minutes
<b>Board 1 – Welcome to First Steps</b>	10 minutes
<b>ACTIVITY 2 – Ice breaker &amp; hand out folders</b>	10 minutes
<b>Board 2 – What to expect</b>	10 minutes
<b>Board 3 – Our First Steps goals</b>	5 minutes
<b>ACTIVITY 3 &amp; Board 4 – Group goals (post it notes)</b>	10 minutes
<b>ACTIVITY 4 – Personal goals &amp; measurements</b>	20 minutes
<b>ACTIVITY 5 – Active activity to close</b>	10 minutes
	<b>85 minutes</b>



## **BOARD 1 – Welcome to First Steps 5-10 minutes**

- **STEP 1:** Welcome the families into the group – give everyone a sticky name label
- **STEP 2:** Run through board 1 explaining what families can expect from the course



**Welcome:** *This week is all about getting to know each other and setting ourselves some goals for the course. As a group we can help support each other - changing our lifestyle habits will be much easier if we work as a team.*

**Healthy eating:** *This week we will learn about lots of different aspects of healthy eating. What it means to you and how you can implement changes. We all have different lifestyles and habits so we can work together to find changes to suit all of us.*

**Making changes:** *This week the children will have their own activity, whilst parents and carers can learn about how to implement lifestyle changes in the home.*

**Physical activity:** *On week 4 we will learn about the importance of physical activity, and ideas on how to get active.*

**Give it a Go:** *This week we will all be having a go at reading food labels, and make a healthy snack.*

**Review:** *This will be our final week together. We will see whether we have achieved our goals and targets, and plan how we can maintain and implement all the lessons we have learnt in the course.*

Please make sure there is emphasis placed on:

- 1) Welcoming friendly environment
- 2) The importance of attending each week



**ACTIVITY 1– Fruit and vegetable jigsaw**



## **ACTION – Hand out folders - 5-10 minutes**

- **STEP 1:** Hand out folders
- **STEP 2:** Highlight the attendance sheet and the opportunity to get stars each week
- **STEP 3:** Introduce the certificates, and the ‘high achiever’ for anyone who does something exceptional
- **STEP 4:** Remind everyone they should bring their folder every week



**ACTIVITY 2 – Ice breaker /activity of choice**



## BOARD 2 – what to expect – 5-10 minutes

- **STEP 1:** Run through the board
- **STEP 2:** Emphasise the importance of working as a group and supporting each other

## FIRST STEPS – WHAT TO EXPECT



### IMPROVING OUR LIFESTYLE

- This course is all about learning how to be healthier together
- We are here to help!

### HEALTHY EATING

- Healthy Eating means something different to everyone
- We will learn to fit it to our lifestyles
- About foods which are good to eat
- About portion sizes and snacking habits
- And how we can improve our favourite meals to make them healthier



### KEEPING ACTIVE

- Did you know, every day we should be active for:  
**60 minutes – CHILDREN**  
**30 minutes – ADULTS**
- Do you meet this target?
- We will plan together how to fit more activity into our busy lives



Facilitator notes



**BOARD 3 – Our First Steps Goals - 5-10 minutes**

**STEP 1:** Explain that setting goals is a very important focus of the course to help keep us all on track. Goals can help to motivate us to achieve them and make changes in our life.

**STEP 2:** *Before we think about your goals, we have some goals as well...*

The board features the title 'OUR FIRST STEPS GOALS' in pink, underlined text at the top center. In the top right corner is the 'FIRST STEPS' logo, which includes a yellow footprint icon. Below the title are four hand-drawn rectangular boxes with black scribbled borders, each containing a goal:

- Yellow box (top left):** To see you every week at First Steps
- Light blue box (top right):** To help you get fitter and healthier
- Pink box (bottom left):** To help you achieve your goals
- Light green box (bottom right):** To provide a friendly supportive environment

Facilitator notes

## ACTIVITY 3 & BOARD 4 – Your First Steps Goal - 10 minutes

**STEP 1:** Ask the families to introduce themselves to their neighbour and work together to come up with some of their own First Steps goals

**STEP 2:** Walk around the group and help to facilitate discussion

You might want to give ideas if groups are struggling

- To attend every week
- To learn about which foods are good to eat
- To learn how to encourage child to eat more vegetables
- To increase daily physical activity to 60 minutes for the children

**STEP 3:** Ask them to write them on a post-it note and come up to the front to stick their post-it notes onto the board

**STEP 4:** Bring the families back together and run through the post-it note goals on the board.

<u>YOUR FIRST STEPS GOALS</u>	
<p>PARENT/CARER GOALS</p> <p>What do you want to <b>get out</b> of First Steps?</p>	<p>CHILDREN'S GOALS</p> <p>What do you want to <b>get out</b> of First Steps?</p>

## **ACTIVITY 4 – Setting personal goal & measurements - 10 -15 minutes**




**STEP 1:** Ask the families to find their goal setting worksheet in the folder and to work through it as a family with the ideas from the board – remember these are COURSE GOALS and are to be reviewed in the final session

**STEP 2:** Hand out goal ideas sheet to help families

**STEP 3:** Whilst this activity is happening also run height and weight measurements

NB: if families finish their goal sheet early direct the children to the puzzles in the folder

**THIS IS A VERY IMPORTANT COMPONENT OF THE PROGRAMME TO ENCOURAGE AND REWARD BEHAVIOUR CHANGE**

First steps Goal Ideas!	My First Steps Goals!	First Steps Goals
<p>Thinking of goals can be tricky! Use this sheet for inspiration.</p> <ul style="list-style-type: none"> <li>★ To attend First Steps every week!</li> <li>★ To feel healthier</li> <li>★ To learn something new every week at First Steps</li> <li>★ To learn about low cost ways to stay fit and healthy in Birmingham</li> <li>★ To spend less time in front of the computer and the TV</li> <li>★ To make new friends</li> <li>★ To learn how to make healthy lifestyle changes as a family</li> </ul> 	<p>Goal 1 </p> <p>Goal 2 </p> <p>Goal 3 </p>	<p>Goal 1</p> <p>Goal 2</p> <p>Goal 3</p>

Facilitator notes

ACTIVITY 5 – activity of choice

Play an active game of your choice to get people moving and to facilitate social interaction





# PLEASE HANDOUT WEBSITE INFORMATION SHEETS

Take a look at our new First Steps website!

The screenshot shows the website's navigation menu: Home, Healthy Eating, Making Changes, Getting Active, and Worksheets & Resources. A large photo of a woman and a child playing in a park is the background. Overlaid on the page are several handouts: 'Healthy Eating FAQ', 'Healthy Snack Ideas', 'Chicken & Vegetable Curry' (with a table for amounts and preparation), 'Active!', and 'Activity Calendar'. The website footer includes 'Our Team', 'Contact', and the URL 'WWW.FIRSTSTEPSBIRMINGHAM.COM'.

Amount	Preparation
1 dessertspoon	
1 medium	
2 clove	peeled & sliced

**WWW.FIRSTSTEPSBIRMINGHAM.COM**

**PASSWORD : BHAM15**

Recipes - Free resources - Activity Ideas - Worksheets - Games



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Don't forget to award attendance star

Remind group about next  
week's session on

**Healthy Eating**



# WEEK 2

# HEALTHY EATING



Notes page



**The aims of this week are:**

- To provide basic information on healthy eating
- To improve knowledge **on why healthy eating** is important
- To ensure there is no judgement of poor eating habits, but rather a session on learning about simple healthy eating messages and making simple changes

### Session outline and notes

***‘A busy but informative and useful session’***

Item	Duration
<b>ACTIVITY 1</b> – active group movement	5 minutes
<b>Board 1</b> - Healthy habits	10 minutes
<b>ACTIVITY 2</b> – Identifying healthy and unhealthy habits	10 minutes
<b>Board 2</b> - Food groups	10 minutes
<b>Board 3</b> - Sugar, Fat, Salt	10 minutes
<b>ACTIVITY 3</b> - Healthy and unhealthy snacks	10 minutes
<b>Board 4</b> - Snacking	5 minutes
<b>Board 5</b> - Portion size	10 minutes
<b>Board 6</b> - Goal setting and closing	10 minutes
Total	80 minutes

**PLEASE REMEMBER TO GIVE OUT THE BOARD SHEETS TO THE GROUP SO THEY HAVE THEM IN FRONT OF THEM  
(IN CASE THEY CAN'T SEE THE BOARDS)**

ACTIVITY 1 – Active group activity – 5 minutes

Play an active game of your choice to get people moving





### **BOARD 1 (Healthy habits) – 5-10 minutes**


- **STEP 1:** Keep the board covered and ask families :

*‘Can you think of some examples of healthy and unhealthy eating habits?’*



- **STEP 2:** Talk through the board and to prompt discussion ask families :

*‘Does your family have any of these habits?’*

**Make sure this is discussion only rather than a written exercise as there is a lot to fit into the session so we don't want to spend too long on this board**



## Healthy eating – striking a balance

<u>Healthy eating habits</u>	<u>Unhealthy eating habits</u>
<ul style="list-style-type: none"><li>- A good balance of different foods</li><li>- Taking time to eat and enjoy our food</li><li>- Plenty of fruit and vegetables</li><li>- Not eating too many foods high in fat, sugar or salt</li><li>- Appropriate portion sizes</li><li>- Not too many snacks</li><li>- Grill or bake rather than frying foods</li></ul>	<ul style="list-style-type: none"><li>- Always eating the same foods</li><li>- Eating too quickly</li><li>- Eating too many foods high in fat, sugar and salt</li><li>- Big portion sizes</li><li>- Eating when bored</li><li>- Too many snacks</li><li>- Eating lots of fried food</li></ul>
	

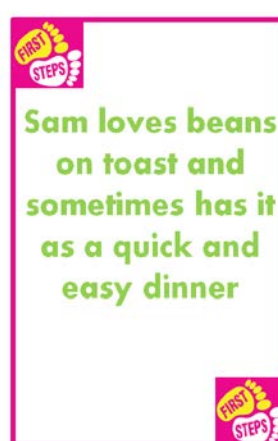
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### ACTIVITY 2 – Identifying healthy and unhealthy habits

10 minutes

- **STEP 1:** Split families into groups and ask them to divide the cards into 'healthy' or 'unhealthy' habits
- **STEP 2:** To prompt group discussion pick a few examples and ask the group to vote on the card as healthy/unhealthy.



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## **BOARD 2 (Food groups) – 10 minutes**

- **STEP 1:** Run through each food group covering the points on the board.

Try not to spend too long on this board, but we are aware it might generate discussion!

### So what should we be eating?

#### STARCHY FOODS

Starchy foods give us energy which we need for our daily activity

They help to keep us fuller for longer which means we don't need to snack as often

Wholegrain varieties are better and higher in fibre




#### FRUIT & VEGETABLES – 5-a-day

High in vitamins and minerals, fruit and vegetables help to keep our immune system healthy

They are also important to help reduce our risk of stroke, heart attacks and some cancers

High in fibre they are good for our digestive system



#### PROTEIN

Protein is important for growth and repair - keeping our muscles and bones strong

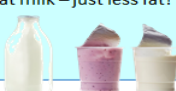
Protein also helps us to feel full which means we don't need to snack as often



#### MILK & DAIRY

High in calcium, milk and dairy foods help to keep our bones and teeth healthy

Try skimmed or semi skimmed milk even for children. They have the same amount of calcium compared to full fat milk – just less fat!



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### **BOARD 3 (Sugar, Fat, Salt) – 10 minutes**

- **STEP 1:** Run through each section covering the points on the board. See the notes below for some possible questions you could ask to facilitate group discussion:

**NB:** It is really important to emphasise **WHY** it is good to not eat too many of these foods – knowing this is an important step in behaviour change.

### What about fat, sugar and salt?

#### SUGAR

Foods and drinks high in sugar are high in energy but lack other nutrients

They also don't fill us up, so we tend to eat more energy than we need

Sugar is also bad for our teeth

Most soft drinks are high in sugar, having water instead would reduce sugar in our diets

#### FAT

High fat foods often give us excess energy which we don't need, so we store it in our body

We should use less fat in cooking and eat less high fat foods such as pastries, processed meat, takeaways, cakes, biscuits and crisps


Too much fat can clog up our insides and lead to health problems

#### SALT

There is a lot of salt in processed food

Often we add too much salt to our food as well

Too much salt has been linked to poor health such as high blood pressure, stroke risk and heart attacks



**Q: Why is it not good to have too much sugar?**

**A:** It is bad for our teeth and provides a lot of excess energy which doesn't fill us up

**Q: Can you think of examples of food and drinks high in sugar?**

**A:** Sugared drinks / sweets / chocolate / biscuits

**Q: Which foods are high in fat so we should we try to eat less of?**

**A:** Processed meats, takeaways, pies, fried foods, cooking with cream and oil

**Q: There is often a lot of salt in processed food, why do you think this is?**

**A:** Often to preserve it and make some of the tastes stronger – so they can use cheaper ingredients. It is usually better to make things yourself so you can control the amount of salt in it

### Questions which might come up from the food group boards

#### Are diet drinks ok as they do not contain sugar?

- We recommend the best drinks for children are water and milk
- It is best to avoid fizzy drinks. They have no nutrient value and are bad for our teeth
- Diet drinks do not contain sugar but lots of additives which provide **no nutrient benefit**
- Soft drinks are expensive.
- Rather than recommending children switch from sugary drinks to diet versions – suggest they cut down on the sugary drinks by setting realistic goals – e.g. if currently having 2 glasses a day, cut this down to 1, then every other day, then once/week etc.
- If your children are keen on flavoured drinks, such as squash, cordial, or fruit juice, try to wean them off gradually by diluting them with water.
- Encourage children to understand **why you are making the changes**

#### What about Fruit juices / smoothies, surely they are healthy?

- Fruit juices and smoothies are heavily marketed to be 'healthy' and 'one of your '5-a-day'
- But they are high in sugar
- Marketers often call this 'natural sugar' as it has come from the fruit
- But the process of turning fruit into fruit juice breaks down all the cells and releases the natural sugar, and all the fibre is broken down. Our body deals with it in the same way as table sugar, or the sugar in a can of fizzy pop.

Ask the group...

- In a bottle of orange juice there are about 8 large oranges – would you be able to eat 8 orange at once?
- In a smoothie there can be 1 banana, 1 orange, 2 apples, 40 grapes, 10 strawberries – would you be able to eat all that at once?

#### Is fruit juice from concentrate different to fresh fruit juice?

- There is no difference in nutrient value between the different types of juices
- 'From concentrate' means they took the water out of it to transport it, and then re-add it to make it back into juice for the cartons.

#### The food label suggests that fish and nuts are high in fat, should I be avoiding these too?

- There are some good types of fat which we don't need to worry about (unsaturated) and some types which we need to eat less of (saturated).
- The type of fats found in nuts and fish are good for us.
- It is good to not eat too many nuts but a small handful of plain unsalted variety can make a healthy snack.

### **BOARD 4 (Snacking) – 5-10 minutes**


**STEP 1:** Run through the snacking board

**STEP 2:** Remind the group that snacking can be healthy – but often we need to be prepared

**STEP 3:** You could encourage the group to think about times when they snack and how to make sure there are healthy snacks available. Suggestions you could use:

- *Avoid keeping unhealthy snacks in the house*
- *Prepare snacks to take shopping / to cinema*
- *Encourage children to understand why it's important to have healthier snacks – fuller for longer / better for teeth / avoiding excess energy intake*

### Healthy eating – Snacking



#### WHAT SNACK?

- Snacks often need to be quick and easy to eat
- We tend to snack on things such as chocolate bars, crisps, sweets, because they are often within easy reach. But they are high in excess energy and low in nutrients
- Healthier snacks such as fruit and vegetables or a sandwich can be just as tasty and easy
- We can brainstorm some ideas together



#### HOW OFTEN?

- As a general rule
  - 3 meals a day
  - 2 snacks a day
- Snacking can reduce hunger & stop over-eating at meal times
- Sometimes we snack too often – this can be through
  - Boredom
  - Thirst
  - Habit
  - Social convention (e.g. cinema)



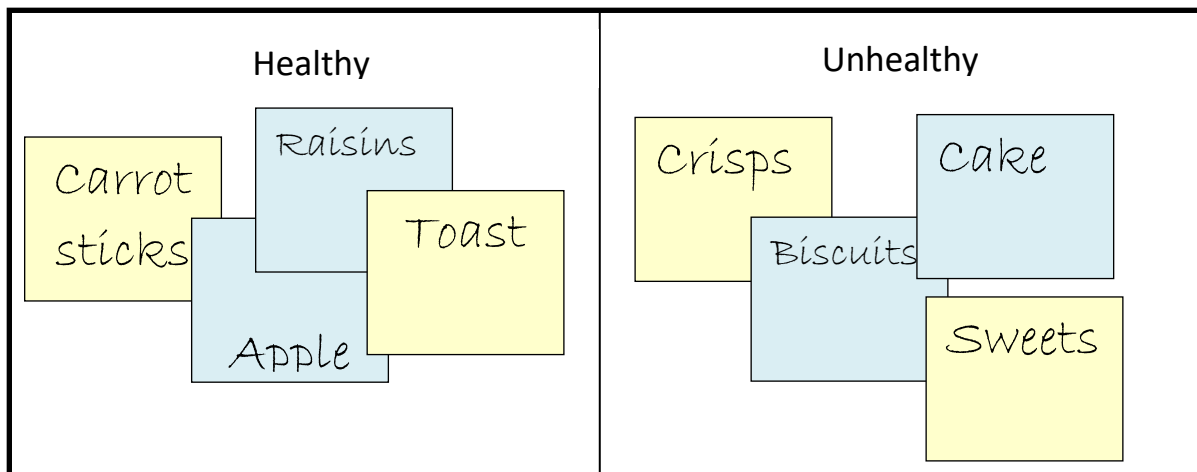
Facilitator notes

### ACTIVITY 3 – Identifying healthy and unhealthy snacks

10 minutes

**STEP 1:** Ask families to get into groups and think of some snacks they often eat and write them down on post-it notes

**STEP 2:** Invite them to put them onto an A1 flip chart divided into 'healthy' and 'unhealthy' snacks



**STEP 3:** Run through the board, discussing the snacks with families. Are there more on the 'healthy' or 'unhealthy' side?

**STEP 4:** Ask families:

*These are snacks you often eat – are there any more healthy snacks you can think of?*

**Tip:** If the group size is too big this activity could be done in smaller groups and the flipchart paper is swapped to see if the different tables agree with where they have placed 'healthy' and 'unhealthy' snacks

Facilitator notes


### **BOARD 5 (Portion size) – 10 minutes**

**IN THE INTEREST OF TIME THIS BOARD IS OPTIONAL. YOU MAY WANT TO SKIP OVER THIS AND SIMPLY DIRECT THE FAMILIES TO READ THE SHEET IN THEIR FOLDER**


**STEP 1:** Run through the portion size board

**STEP 2:** Remind the group of the top tips to reduce portion sizes (on the board).

### Portion size



- Portion size is important to control our energy intake
- If we are given a big portion we tend to eat more
- Some families insist everyone finishes all the food on their plate, even if they are full – is this something you do?
- If you usually eat big portions, reduce your portion size slowly over time to make it easier to change



Use smaller plates especially for children

Plate up each meal in the kitchen

Eat slowly and talk to each other

Chew each mouthful before reaching for the next

Drink a glass of water with each meal

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## BOARD 6 (Goal setting) - 10 minutes

**STEP 1:** Direct group members to the Goal Setting sheet in their folder

**STEP 2:** Show the photo board and suggest some goal ideas based on each photo

**STEP 3:** Walk around helping people set their goals

First Steps  
Family Healthy Eating Goals!

Goal 1 

Goal 2 

Goal 3 



**GOAL SETTING IS A VERY IMPORTANT COMPONENT OF THE PROGRAMME TO ENCOURAGE AND REWARD BEHAVIOUR CHANGE**

### YOUR HEALTHY EATING GOALS




#### Some possible goals

Pack a healthy lunch/ snack for a day out	Try a new fruit or vegetables
Plan and cook a meal together	Give smaller portion sizes for younger children
Plan a menu and stick it to your fridge	Plate up meals in the kitchen rather than 'help yourself'



Don't forget to award attendance star

Remind group about next  
week's session on  
**Making changes**

# WEEK 3

# MAKING CHANGES



Notes page



## The aims of this week are:

- To review healthy eating goals
- To create a supportive encouraging and understanding environment for families to discuss aspects of behaviour change they have struggled with
- To provide parents with ideas and suggestions of how encourage lifestyle changes with their family
- To provide children with an active fun session (separate to parents session)

**Session outline and notes**

***‘Creating a supportive platform for parents’***

Item	Duration
<b>ACTIVITY 1</b> – Review of healthy eating goals & stars	10 minutes
<b>Children leave for activity session</b>	
<b>Board 1</b> – how to change family eating and behaviour habits	10 minutes
<b>Board 2</b> - BOARD 2 - 4 steps to succeeding in promoting health habits	5 minutes
<b>Board 3</b> - 3 ways to cope with resistance to change	5 minutes
<b>Board 4</b> - behaviour situations we would like to change	30 minutes
<b>ACTIVITY 2</b> – ‘behaviour strategies’ worksheet	5-10 minutes
Welcome children back into the session	
	<b>80 minutes</b>

**PLEASE REMEMBER TO GIVE OUT THE BOARD SHEETS TO THE GROUP SO THEY HAVE THEM IN FRONT OF THEM  
(IN CASE THEY CAN'T SEE THE BOARDS)**

## ACTIVITY 1 - Review healthy eating goals - 5-10 MINS

- **STEP 1:** Encourage the families to share their goals – and award stars to those who have achieved them

**THIS IS A VERY IMPORTANT COMPONENT OF THE PROGRAMME TO ENCOURAGE AND REWARD BEHAVIOUR CHANGE**

**First Steps  
Family Healthy Eating Goals!**

**Goal 1** 

**Goal 2** 

**Goal 3** 



# CHILDREN LEAVE FOR THEIR ACTIVITY SESSION



**The interaction and discussion in this session is important.**

**You could run through each board pointing out the key points, or you could prop the boards up around the room (as long as literacy levels allow)**

**The one which will generate most discussion is board 4 - the 'scenarios' board**

**Remember this is about creating a supportive environment so there is flexibility in delivery depending what you feel would be most supportive for your families**





### **BOARD 1: How to change your family's eating and activity habits – 5-10 minutes**

- **STEP 1:** Run through each of the suggestions to help families think through their importance:

**Work together as family:** This will help to encourage behaviour change for all






**Plan family goals:** If the family set goals together, and understand why the change is important, it can help to motivate change


**Be a positive role model:** Your children are more likely to want to take part in an activity or try new foods if you give them an example to follow

**Make activities fun and rewarding:** They will be far more appealing!

**Always remember you are in charge:** Don't forget that as a parent you have authority! If you always give in to your children – such as allowing them to watch more TV or avoid bed time they will not learn discipline and rules.

How to change your family's eating and activity habits

				
<b>WORK TOGETHER AS A FAMILY</b>	<b>PLAN FAMILY GOALS</b>	<b>BE A POSITIVE ROLE MODEL</b>	<b>MAKE ACTIVITIES FUN &amp; REWARDING</b>	<b>ALWAYS REMEMBER – YOU ARE IN CHARGE!</b>



Facilitator notes

## **BOARD 2: How to change your family's eating and activity habits – 5-10 minutes**

- **STEP 1:** Run through the board covering the four pointers – *encourage the group to think about how these approaches would work with their own family*

### 4 steps to changing lifestyle habits with your children

#### PRAISE

Reward your child with praise when they do something you want to encourage

e.g. Eating vegetables / achieving a goal



#### DISCUSS and COMPROMISE

Listen to your child's opinions and offer reasonable choices – always remember you are in charge and you set the boundaries

e.g. your child wants sweets – you say no but offer another choice or compromise



#### BOUNDARIES

Set boundaries and stick to them

e.g. How many minutes of TV each day / after school snack options



#### STAY CALM


Take a deep breath and count to 10

Facilitator notes




## **BOARD 3 (resistance to change) – 10 minutes**

- **STEP 1:** Run through the board covering the four pointers – *encourage the group to think about how these approaches would work with their own family*

### 3 ways to cope with resistance to change



Occasionally children can be resistant to change.  
If their behaviour gets out of hand, here are some things you could try.

<h4 style="text-align: center; margin: 0;">IGNORE</h4> <p style="text-align: center; font-size: small;">When child behaviour is inappropriate but not dangerous or a problem to others try ignoring their outburst</p> <div style="text-align: center;"></div> <p style="text-align: center; font-size: x-small;">This can be hard - especially if other people are watching. But it will work if you stick to it.</p>	<h4 style="text-align: center; margin: 0;">TIME OUT</h4> <p style="text-align: center; font-size: small;">Remove your child from the family or group for a short space of time.</p> <div style="text-align: center;"></div> <p style="text-align: center; font-size: x-small;">Try to find a space with no distractions, such as a corner of a room or sitting on a step. Avoid sending them to their bedroom as this may cause issues at bed time.</p>	<h4 style="text-align: center; margin: 0;">CONSEQUENCES</h4> <p style="text-align: center; font-size: small;">Set consequences appropriate to the behaviour.</p> <div style="text-align: center;"></div> <p style="text-align: center; font-size: x-small;">This may be a restriction of a privilege or time out. Try to be consistent, and not too soft or too harsh, helping your child to learn the boundaries.</p>
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Facilitator notes

### **BOARD 4 (case studies) – 25 minutes**

- **STEP 1:** split the group into smaller groups and give them 2-3 scenarios to discuss:
  - *Why the topic might be an issue*
  - *Possible approaches to coping with each scenario.*

*Rotate around the group to help facilitate discussion and encourage them to draw on the suggestions from the boards.*

- **STEP 2:** Open it up to the wider group to discuss **(SEE NEXT PAGE)**
- **STEP 3:** Ask the group if there are any other scenarios they would like to discuss

**Behaviour situations we would like to change** 

“My son is always hungry, he has a bigger appetite than his friends”





“My twins throw a tantrum if we don’t go into the sweet shop on the way home from school. People stare at us, so I give in”

“My son expects sweets in the playground after school as he feels it is important to fit in with his friends”

“I know healthy eating is important but my daughter refuses to eat anything except chips, I can’t let her starve”

“My daughter is too embarrassed to do sport”

## Week 3: Behaviour change

	<p><b>Step 1: Discuss why this may be:</b> Child has got used to just eating what she wants</p> <p><b>Step 2: Discuss how to address it:</b></p> <ul style="list-style-type: none"> <li>- Encourage child to be involved in understanding <b><u>why it is important to have variety in the diet</u></b></li> <li>- <b><u>Set some goals</u></b> with the child to try new foods</li> <li>- <b><u>Praise the child</u></b> verbally when they try something new</li> <li>- <b><u>Involve the child in shopping trips</u></b> giving them options to pick out some healthy new foods to try</li> <li>- <b><u>Discuss and compromise</u></b> – remember you are in charge, but involve the child in selecting which foods to try</li> </ul>
	<p><b>Step 1: Discuss why this may be:</b> Child is in the habit of eating sweets and not used to being told 'no', and child is hungry after school</p> <p><b>Step 2: Discuss how to address it:</b></p> <ul style="list-style-type: none"> <li>- <b><u>Discuss and compromise.</u></b> Explain why it's not good to eat sweets every day, instead agree that you will bring some healthy snacks with you to school each day.</li> <li>- <b><u>Stay calm</u></b> – even if child's tantrum is drawing attention.</li> <li>- <b><u>Ignore</u></b> the behaviour (as long as they are not posing harm to themselves or others) and wait for the child to calm.</li> <li>- <b><u>Consequences</u></b> for inappropriate behaviour, such as confiscation of the child's favourite toy for a day</li> </ul>
	<p><b>Step 1: Discuss why this may be:</b> Peer pressure and child is used to parent offering sweets</p> <p><b>Step 2: Discuss how to address it:</b></p> <ul style="list-style-type: none"> <li>- <b><u>Discuss and compromise.</u></b> Explain why it's not good to eat sweets every day, instead agree that you will <b><u>bring some healthy snacks</u></b> with you</li> <li>- Perhaps you could offer to provide some extra healthy snacks the child could share with their friends, as long as their parents agree / no risk of allergies</li> </ul>
	<p><b>Step 1: Discuss why this may be:</b> Had bad experience of sports or lacks basic motor skills to be able to take part in the games run in PE</p> <p><b>Step 2: Discuss how to address it:</b></p> <ul style="list-style-type: none"> <li>- Try to identify why she doesn't want to do sports, <b><u>and plan in some activity opportunities outside of situations you think she would be embarrassed to be at.</u></b> E.g. a walk in the park with family rather than signing her up for a sports class</li> <li>- Set some <b><u>activity goals as a family</u></b> letting child play active role in deciding the goals and <b><u>praise</u></b> child when she achieves them</li> </ul>

Facilitator notes



### Week 3. Questions you may get asked

#### I am planning on making these changes but my husband/wife/parents aren't on board and keep giving my child extra sweets/chocolate – it's very mixed messages!

- We understand how difficult this can be, but it is really important to try to address it to make sure all your efforts and hard work aren't undone
- Within the immediate household, try to make sure your family are all aware of the changes you need to make together, even if some of your family do not struggle with their weight, or are not concerned about it – remind them the importance of role modelling and working as a family. It's not about weight, it's about healthy lifestyles and looking after your body
- Try to sit down and talk to grandparents and other carers who you feel are perhaps encouraging unhealthy habits with your children. Explain the changes you are trying to make as a family, and why they are so important (from what we have taught you) and try to get the family on board
- Hopefully your children also understand why you are trying to make changes so they can help explain to their grandparents/carers if they are offered lots of sweets and chocolate, why they shouldn't have too many

#### It seems every other day someone at school has a birthday and hands out sweets!

- Another tricky one!
- Encourage your children that they can have the treat, but that is their treat for the day/week
- Perhaps you could suggest they keep it for pudding and have it after their dinner





## **ACTIVITY 2 - Goal setting - 10 minutes**

**STEP 1:** Direct the group to the behaviour strategy worksheet in their folder

**STEP 2:** Walk around helping people set their strategies

# Behaviour Strategies

Select a behaviour which you would like to change and fill in the boxes below.

Over the course of the following week try to use the coping strategies discussed during today's session to try to improve negative behaviours.



Behaviour	Coping Strategy

Facilitator notes



# WELCOME CHILDREN BACK FROM ACTIVITY SESSION





Don't forget to award attendance star

Remind group about next  
week's session on  
**Physical activity**

NB: If you are running a 5-week course next week will be  
**‘Give it a go’**

Make sure you check:

***‘Are there any allergies to avoid for week 5?’***

# WEEK 4

# Physical Activity



Notes page



**The aims of this week are:**

- To review behaviour goals
- To provide basic information on physical activity
- To improve knowledge on why physical activity is important
- To provide ideas and strategies for getting the family active

Session outline

*'Let's aim for a bit more get up and go'*

Item	Duration
<b>ACTIVITY 1</b> - Review of behaviour goals & stars	10 minutes
<b>ACTIVITY 2</b> – Active activity	10 minutes
<b>Board 1</b> – Why is physical activity important?	10 minutes
<b>Board 2</b> – How to get active	10 minutes
<b>Board 3</b> – Excuses	10 minutes
<b>ACTIVITY 3</b> – Physical activity timeline	10 minutes
<b>Board 4</b> – Goal setting	10 minutes
	<b>70 minutes</b>

**PLEASE REMEMBER TO GIVE OUT THE BOARD SHEETS TO THE GROUP SO THEY HAVE THEM IN FRONT OF THEM (IN CASE THEY CAN'T SEE THE BOARDS)**

**ACTIVITY 1: Review behaviour goals - 5 mins**

- **STEP 1:** Encourage the families to share their use of behaviour strategies from last week. This will be different to usual as it was a parent directed goal, but it will still be useful to ask the parents how they got on.

**THIS IS A VERY IMPORTANT COMPONENT OF THE PROGRAMME TO ENCOURAGE AND REWARD BEHAVIOUR CHANGE**

# Behaviour Strategies

Select a behaviour which you would like to change and fill in the boxes below.

Over the course of the following week try to use the coping strategies discussed during today's session to try to improve negative behaviours.



Behaviour	Coping Strategy





ACTIVITY 2 - ACTIVE GROUP ACTIVITY – 5 minutes

Play an active game of your choice to get people moving

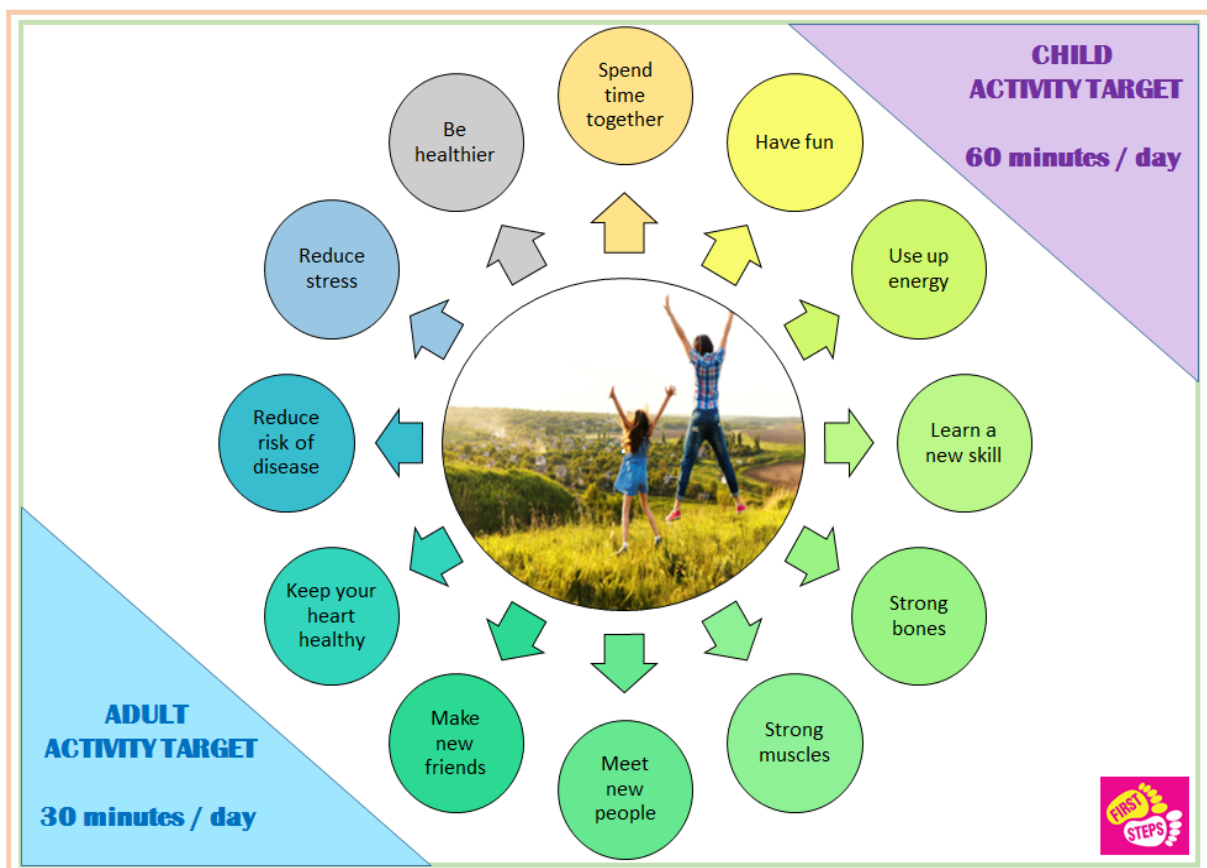


### **BOARD 1: Why is physical activity important? – 10 minutes**

- **STEP 1:** Keep the board covered and ask the group why they think physical activity is important
- **Step 2:** How many minutes of activity to they think they should do each day?
- **Step 3:** Run through the board, did they miss any?

### **UNDERSTANDING WHY PHYSICAL ACTIVITY IS IMPORTANT IS AN ESSENTIAL STEP IN BEHAVIOUR CHANGE**

### **PLACE EMPHASIS ON PHYSICAL ACTIVITY FOR HEALTH AND WELLBEING**



Facilitator notes

### **BOARD 2: How to get active – 10 minutes**

- **STEP 1:** Encourage the group to think about how much of their daily activity is spent sitting down. Talk through a typical day. You could run a 'straw poll' with the families – e.g. 'How many of you walk/cycle/scoot' to school?
- **Step 2:** Run through the board

**It is important families understand that some sedentary activities are important (sleep, homework etc.) so we are not looking to reduce these – but rather add in activity where we can**

### How to get active – get up and go



On a normal day – how many activities are you sitting down for?



Do you meet your daily activity targets?

Take the stairs instead of the lift/escalator	Get off the bus one stop early		Make up a 10-minute dance routine	Take part in a Star-Jump challenge
Set some family physical activity goals	Count how many steps you take each day	 	Walk, cycle or scoot to school	Do something active before dinner

### **BOARD 3: Time to stop making excuses – 10 minutes**

- **STEP 1:** It is easy to make excuses – run through the board and ask if families can relate to any of the listed excuses
- **Step 2:** Encourage families to think how they are going to overcome any barriers or excuses they face

## Time to stop making excuses

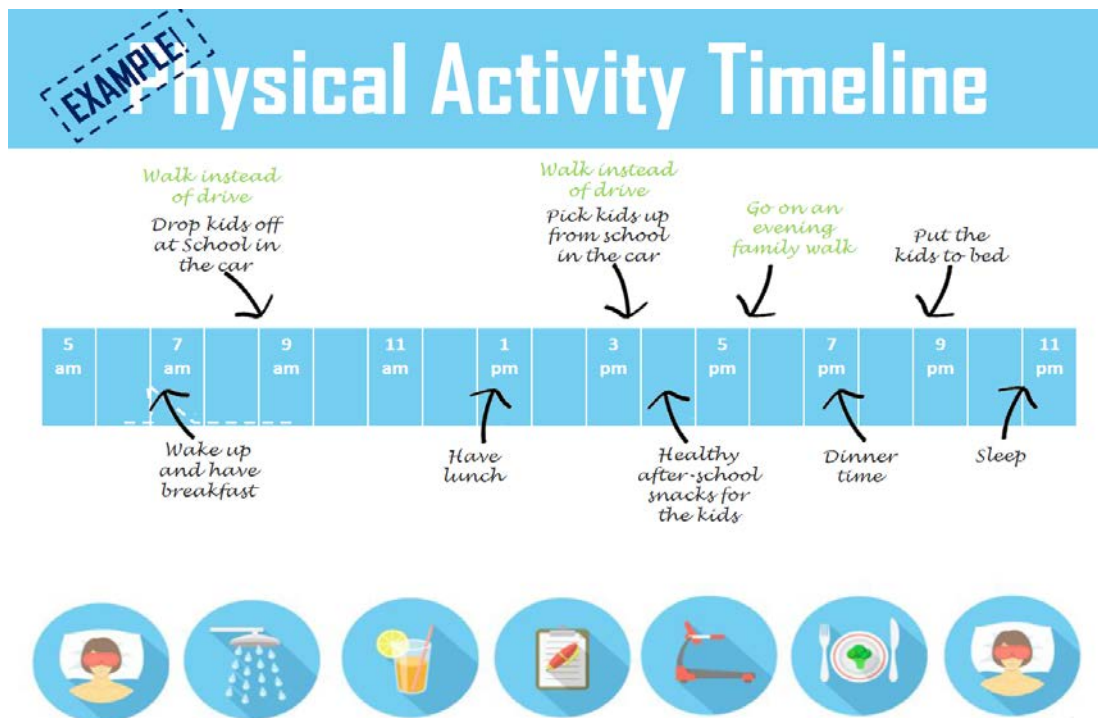


I don't have time		Being active is really important for our health. We will work as a group to try to fit it into our lives.
It is too expensive		It can be free - you don't need to join a gym/sports club (although you can if you want). Just put your shoes on and go for a brisk walk.
I am not fit enough		Being active can seem a big challenge when we first start, but many people say how much they enjoy it once they get into it.
The weather is bad		Wrap up warm, get your wellies on and umbrella out and brave the elements. Once you are moving you will warm up in no time.
It's not for me		There are so many different options for getting active – hopefully we can help you find something which suits you and your family.
I am too tired		Our daily lives can leave us feeling mentally exhausted but a walk can help us feel refreshed and much more alert.

Facilitator notes

**ACTIVITY 3: Physical activity timeline – 10 minutes**

**STEP 1:** Give the families the physical activity timeline to complete explaining the importance of making small changes to improve physical activity



Facilitator notes

## **BOARD 4 (Goal setting) - 10 minutes**

**STEP 1:** Direct the group to the Goal Setting sheet in their folder

**STEP 2:** Show the photo board and suggest some goal ideas based on each photo

**STEP 3:** Walk around helping people set their goals

First Steps  
Family Physical Activity Goals!

Goal 1 

Goal 2 

Goal 3 



**GOAL SETTING IS A VERY IMPORTANT COMPONENT OF THE PROGRAMME TO ENCOURAGE AND REWARD BEHAVIOUR CHANGE**



Some possible goals	
Family trip to the park	Make up a new dance routine
Swimming	Set up a walking group
Skipping competition	Even if it is raining grab your wellies and enjoy the fresh air





Don't forget to award attendance star

Remind group about next week's  
session on

**'Give – it – a – Go'**

NB: Make sure you check:

***'Are there any allergies to avoid for  
week 5?'***

# WEEK 5

# Give - it- a - Go





Notes page



## The aims of this week are:

- To review physical activity goals
- To learn about food labelling
- To provide families an opportunity to work together making healthy snacks

**Session outline**

***'Time to give it a go'***

Item	Duration
<b>ACTIVITY 1</b> –Review of behaviour goals & stars	10 minutes
<b>ACTIVITY 2</b> – Food labelling	20 minutes
<b>ACTIVITY 3</b> – Milk labelling	5 minutes
<b>ACTIVITY 4</b> – Drink labelling & sugars	20 minutes
<b>ACTIVITY 5</b> – Make a healthy snack	30 minutes
	<b>85 minutes</b>

## ACTIVITY 1 - Review Physical Activity Goals - 5-10 minutes

- **STEP 1:** Encourage the families to share their goals – and award stars to those who have achieved them

**THIS IS A VERY IMPORTANT COMPONENT OF THE PROGRAMME TO ENCOURAGE AND REWARD BEHAVIOUR CHANGE**

### First Steps Family Physical Activity Goals!

Goal  
1



Goal  
2



Goal  
3



## ACTIVITY 2 - **FOOD** labelling - 15 minutes

**Before families arrive:** Either hide the empty product packets around the room or place on tables

**STEP 1:** Split the group into 3-4 smaller groups

**STEP 2:** Introduce food labelling activity and the importance of being able to read a food label

**STEP 3:** Introduce the shopping card and give one to each family

Food Shopping Card				
	Sugar	Fat	Sat fat	Salt
What is <b>LOW</b> per 100g?	Under 5.0g	Under 3.0g	Under 1.5g	Under 0.3g
What is <b>MEDIUM</b> per 100g?	5.0g ↓ 22.5g	3.0g ↓ 17.5g	1.5g ↓ 5.0g	0.3g ↓ 1.5g
What is <b>HIGH</b> per 100g?	Over 22.5g	Over 17.5g	Over 5.0g	Over 1.5g

**STEP 4:** Explain that the best way to compare products in the supermarket is to look at the per 100 grams. Even though you wouldn't eat 100g of each food – it is a useful way to compare similar items – such as different types of cereals or different types of yoghurts.


**STEP 5:** Give each table the food worksheets to look at. Get each table to start on a different sheet to share the number of products to look at. If you have lots of people it is no problem to have more than one table working on the same worksheet

**STEP 6:** Explain to the families that the products are hidden around the room and children should go and find them and bring them back to the table to complete the worksheets.


**STEP 7:** Leave the families to complete the worksheet and help as needed

**STEP 8:** Bring the families back together and ask each table to present what they found to the whole group.


Yoghurts - Yoghurts - Yoghurts - Yoghurts



In 100g of low fat natural yoghurt there are \_\_\_\_\_ grams of sugar



In 100g of low fat fruit yoghurt there are \_\_\_\_\_ grams of sugar



In 100g of luxury yoghurt there are \_\_\_\_\_ grams of sugar

Yoghurts - Yoghurts - Yoghurts - Yoghurts

Cereals - Cereals - Cereals - Cereals - Cereals



In 100 grams of plain cereal there are \_\_\_\_\_ grams of sugar



In 100 grams of cereal there are \_\_\_\_\_ grams of sugar



In 100 grams of sugar cereals there are \_\_\_\_\_ grams of sugar

Circle the correct word in these sentences

Sugary cereals are high / medium / low in sugar

Plain cereals are high / medium / low in sugar

Cereals - Cereals - Cereals - Cereals - Cereals

Crisps - Crisps - Crisps - Crisps - Crisps

In 100g of 'lighter crisps' there are \_\_\_\_\_ grams of fat

In 100g of 'standard crisps' there are \_\_\_\_\_ grams of fat

Look at your 'food shopping card' and circle the correct word in these sentences

Lighter crisps are high / medium / low in fat

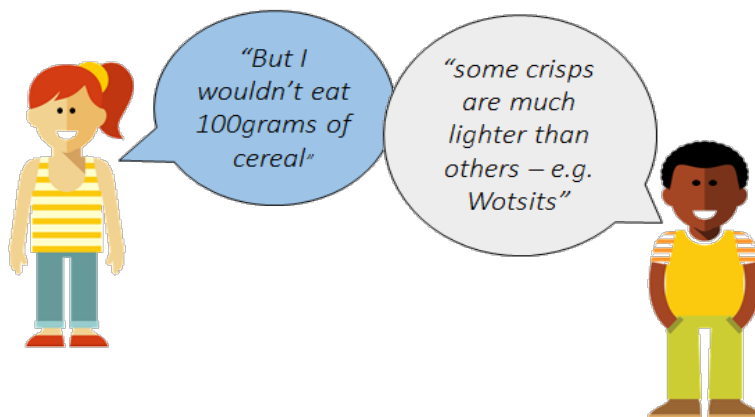
Standard crisps are high / medium / low in fat

Crisps - Crisps - Crisps - Crisps - Crisps

## EXTRA NOTES FOR FACILITATOR

### PORTION SIZES AND LABELLING

The question of portion size may come up –which emphasises the difficulties of food labelling. These pointers may help answer these questions



- 1) Although portion size is very important, using the ‘per 100g’ rule can help us to compare like for like foods. For example – different brands/types of cereal:

**Kelloggs cornflakes**

**8g sugar / 100g**

**Tesco cornflakes**

**8g sugar / 100g**

**Kelloggs crunchy nut  
cornflakes**

**35g sugar / 100g**

- 2) There are exceptions to the rules. For example Wotsits crisps contain the same amount of fat per 100g as a pack of plain crisps. But they are much lighter (e.g. a pack of Wotsits is 16g, a pack of standard crisps is 25g. So per crisp packet there will be difference in the amount of fat.
- 3) There are always going to be exceptions to the rules remember these two top tips for working with the per 100g approach:

**It is very useful to compare similar products or different brands**

**Overall we are trying to eat healthier foods and if we use the shopping card, picking foods that are mainly low to medium in fat, salt or sugar then overall we will have a positive impact on our diet**

## EXTRA NOTES FOR FACILITATOR



## WHY IS THERE SUGAR IN NATURAL YOGHURT AND MILK?

You may be asked why there is sugar in natural yoghurts or milk. These pointers which might help if you get asked about it:

- The type of sugar in milk and natural yoghurt is called **LACTOSE**
- Lactose poses **no risk to dental health** and there is no reason for us to reduce our intake of lactose
- Because lactose is a type of sugar, you will see it accounted for under the ‘sugar’ section of a nutrition label. But it is not something we need to be avoiding like the sugar in fizzy drinks.
- On the labels you can see that natural yoghurt lists there to be 7g of sugar in 100g of yoghurt. Or in Milk there is 5g of sugar.
- There is a lot of sugar added into **flavoured yoghurts**. We need to cut down on this added sugar. If there is 7g of lactose in 100g of yoghurt. We can then work out that there is 8 grams of added sugar in the flavoured yoghurt (15gram minus 7grams).
- It is this added sugar which we need to cut down on.

Natural yoghurt	Per 100g
Energy (kcal)	52
Carbohydrate	7
Of which sugars	7
Total Fat	0.3
Of which saturates	0.2
Protein	5.5

Flavoured yoghurt	Per 100g
Energy (kcal)	96
Carbohydrate	16
Of which sugars	15
Total Fat	2
Of which saturates	1.3
Protein	3.0

Semi Skimmed Milk	Per 100mls
Energy (kcal)	50
Carbohydrate	5
Of which sugars	5
Total Fat	1.8
Of which saturates	1.1
Protein	3.6

### ACTIVITY 3 - MILK labelling - 5 minutes

**STEP 1:** Explain to families that the food shopping card only applies to FOODS not liquids such as milk and fizzy drinks – therefore we are going to look at milk and drinks separately.

**STEP 2:** Remind them that although on the nutrition label of milk it shows that there is sugar in it, this is lactose – so we should not worry about the sugar content of milk - but there is a big difference in fat content in the different types of milk.


**STEP 3:** Hand out the milk labelling sheet and ask groups to complete it

**STEP 4:** Run through the answers with the group and show them that it makes a big difference to drink skimmed or semi skimmed milk.

Important points to note / things you might get asked:

- Full-fat Milk is only recommended for children up to the age of 2 years old.
- Milk is very good for us and is high in calcium and protein. But the type of fat in milk is not good for us. Therefore we should aim to have skimmed or semi-skimmed milk
- There is no difference in the amount of calcium or protein in the different types of milk. The only difference is in the fat content.

*Milk - Milk - Milk - Milk - Milk - Milk - Milk*

	In 100 mls of <u>skimmed milk</u> there are _____ grams of fat
	In 100 mls of <u>semi skimmed milk</u> there are _____ grams of fat
	In 100 mls of <u>whole milk</u> there are _____ grams of fat

Milk is a great source of calcium – the amount of calcium and protein in milk is the same in all types of milk

*Milk - Milk - Milk - Milk - Milk - Milk - Milk*



## ACTIVITY 4 - DRINK labelling - 15 minutes

**STEP 1:** Explain to the group that we are now going to look at drinks

**STEP 2:** The food shopping guide **cannot be used for drinks** so we use another way of looking at the sugar in drinks – by **comparing it to how much sugar we can have in a day.**

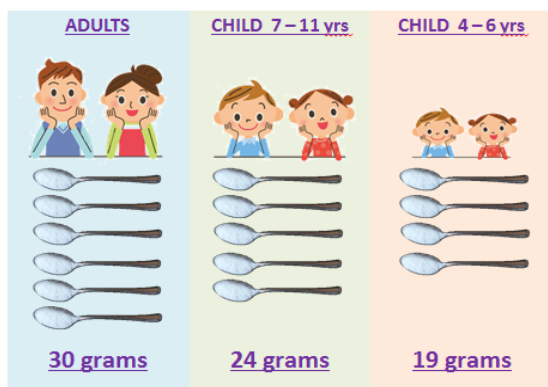
**STEP 3:** Hand out the ‘how much sugar in a day’ information sheet – and explain that it is presented in teaspoons to help people visualise it.


**STEP 4:** Hand out drinks worksheet to the tables and ask them to go and find the labels around the room. On the worksheet they can work this out as teaspoons

**STEP 5:** Bring the group back together and ask them to present what they found.

*sugar - sugar - sugar - sugar - sugar - sugar*


What is the **MAXIMUM** amount of **added sugar** I can have in a day?



 = 5 grams of sugar

*sugar - sugar - sugar - sugar - sugar - sugar*

*drinks - drinks - drinks - drinks - drinks*

 = 5 grams of sugar



In a carton of fruit juice there are \_\_\_\_\_ grams of sugar.  
This is \_\_\_\_\_ tsps. of sugar.



In a can of fizzy pop there are \_\_\_\_\_ grams of sugar.  
This is \_\_\_\_\_ tsps. of sugar.



In a bottle of juice drink there are \_\_\_\_\_ grams of sugar.  
This is \_\_\_\_\_ tsps. of sugar.

*drinks - drinks - drinks - drinks - drinks*

## EXTRA NOTES FOR FACILITATOR

### WHY IS FRUIT JUICE HIGH IN SUGAR?



*“But surely the sugar in fruit juice is ‘natural sugar’ so it isn’t as bad as normal sugar”*

- Sugar in foods either occurs ‘naturally’ or is ‘added’
- The sugar found in fruit is ‘natural sugar’ - it naturally occurs in fruit
- ‘Added sugar’ is added to foods to improve their taste – e.g. fizzy drinks, sweets etc.
- The ‘natural sugar’ in fruit is enclosed within the structure of the food. So when we eat it our body works to break this down. We also get fibre from the fruit
- However, when fruits are turned to fruit juice. The structure of the fruit is broken down, and the sugar becomes free in the juice solution
- Therefore although the sugar in fruit juice is ‘natural’ because it has been released from the structure of the fruit, we absorb it very quickly – our body reacts to it the same way we react to the added sugar in fizzy drinks
- It takes 10-15 apples to get a bottle of apple juice. Not many people could eat 15 apples in one sitting – but could easily drink a bottle of apple juice in seconds

### Therefore we recommend

**Try to eat the fruit itself rather than the juice**  
**Maximum of 1 small glass of fruit juice a day**

## ACTIVITY 5 - Healthy Snack Station - 30 minutes

**STEP 1:** Explain to the group that we are going to test out a healthy snack of yoghurt and fruit

**STEP 2:** Split the food up on to the different tables and let the children have a go at making their yoghurt pots



# Healthy Snack Station



## Yoghurt pots

Some flavoured yoghurts often have lots of sugar in, but plain yoghurt with your own topping can be just as tasty and much better for you.

- Put a big dollop of natural yoghurt into your pot
- Pick what you want to add to your yoghurt pot from the options on the table
- Sprinkle on top of your yoghurt
- Enjoy now or save for later!

What other toppings could you add to your yoghurt if you tried this at home?

Did you try something new today?



Don't forget to award attendance star

Remind group about next  
week's session on  
**REVIEW, MEASURES AND  
CELEBRATION**



# WEEK 4 & 5

## combined

# Give - it- a - Go



**Notes page**



## The aims of this week are:

- To learn about food labelling
- To provide families an opportunity to work together making healthy snacks
- To emphasise the importance of physical activity for health and to set some goals

**Session outline**

***'Time to give it a go'***

Item	Duration
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<b>ACTIVITY 6</b> – Make a healthy snack	30 minutes
	<b>85 minutes</b>



## **ACTIVITY 1: Review behaviour goals - 5 minutes**

- **STEP 1:** Encourage the families to share their use of behaviour strategies from last week. This will be different to usual as it was a parent directed goal, but it will still be useful to ask the parents how they got on.

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# Behaviour Strategies

Select a behaviour which you would like to change and fill in the boxes below.

Over the course of the following week try to use the coping strategies discussed during today's session to try to improve negative behaviours.



Behaviour	Coping Strategy



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**STEP 4:** Explain that the best way to compare products in the supermarket is to look at the per 100 grams. Even though you wouldn't eat 100g of each food – it is a useful way to compare similar items – such as different types of cereals or different types of yoghurts.


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Yoghurts - Yoghurts - Yoghurts - Yoghurts

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In 100 grams of plain cereal there are \_\_\_\_\_ grams of sugar



In 100 grams of cereal there are \_\_\_\_\_ grams of sugar



In 100 grams of sugar cereals there are \_\_\_\_\_ grams of sugar

Circle the correct word in these sentences

Sugary cereals are **high** / medium / low in sugar

Plain cereals are **high** / medium / low in sugar

Cereals - Cereals - Cereals - Cereals - Cereals

Crisps - Crisps - Crisps - Crisps - Crisps

In 100g of 'lighter crisps' there are \_\_\_\_\_ grams of fat

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Look at your 'food shopping card' and circle the correct word in these sentences

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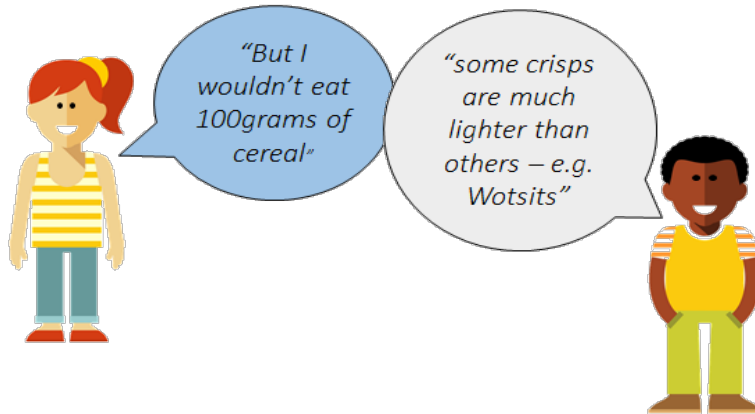
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Crisps - Crisps - Crisps - Crisps - Crisps

## EXTRA NOTES FOR FACILITATOR

### PORTION SIZES AND LABELLING

The question of portion size may come up –which emphasises the difficulties of food labelling. These pointers may help answer these questions



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**EXTRA NOTES FOR FACILITATOR**

**WHY IS THERE SUGAR IN NATURAL YOGHURT AND MILK?**

You may be asked why there is sugar in natural yoghurts or milk. These pointers which might help if you get asked about it:

- The type of sugar in milk and natural yoghurt is called **LACTOSE**
- Lactose poses **no risk to dental health** and there is no reason for us to reduce our intake of lactose
- Because lactose is a type of sugar, you will see it accounted for under the ‘sugar’ section of a nutrition label. But it is not something we need to be avoiding like the sugar in fizzy drinks.
- On the labels you can see that natural yoghurt lists there to be 7g of sugar in 100g of yoghurt. Or in Milk there is 5g of sugar.
- There is a lot of sugar added into **flavoured yoghurts**. We need to cut down on this added sugar. If there is 7g of lactose in 100g of yoghurt. We can then work out that there is 8 grams of added sugar in the flavoured yoghurt (15gram minus 7grams).
- It is this added sugar which we need to cut down on.

Natural yoghurt	Per 100g
Energy (kcal)	52
Carbohydrate	7
Of which sugars	7
Total Fat	0.3
Of which saturates	0.2
Protein	5.5

Flavoured yoghurt	Per 100g
Energy (kcal)	96
Carbohydrate	16
Of which sugars	15
Total Fat	2
Of which saturates	1.3
Protein	3.0

Semi Skimmed Milk	Per 100mls
Energy (kcal)	50
Carbohydrate	5
Of which sugars	5
Total Fat	1.8
Of which saturates	1.1
Protein	3.6



### ACTIVITY 3 - MILK labelling - 5 minutes

**STEP 1:** Explain to families that the food shopping card only applies to FOODS not liquids such as milk and fizzy drinks – therefore we are going to look at milk and drinks separately.

**STEP 2:** Remind them that although on the nutrition label of milk it shows that there is sugar in it, this is lactose – so we should not worry about the sugar content of milk - but there is a big difference in fat content in the different types of milk.


**STEP 3:** Hand out the milk labelling sheet and ask groups to complete it

**STEP 4:** Run through the answers with the group and show them that it makes a big difference to drink skimmed of semi skimmed milk.

Important points to note / things you might get asked:

- Full-fat Milk is only recommended for children up to the age of 2 years old.
- Milk is very good for us and is high in calcium and protein. But the type of fat in milk is not good for us. Therefore we should aim to have skimmed or semi-skimmed milk
- There is no difference in the amount of calcium or protein in the different types of milk. The only difference is in the fat content.

Milk - Milk - Milk - Milk - Milk - Milk - Milk

	In 100 mls of <u>skimmed milk</u> there are _____ grams of fat
	In 100 mls of <u>semi skimmed milk</u> there are _____ grams of fat
	In 100 mls of <u>whole milk</u> there are _____ grams of fat

Milk is a great source of calcium – the amount of calcium and protein in milk is the same in all types of milk

Milk - Milk - Milk - Milk - Milk - Milk - Milk

## ACTIVITY 4 - DRINK labelling - 15 minutes

**STEP 1:** Explain to the group that we are now going to look at drinks

**STEP 2:** The food shopping guide cannot be used for drinks so we use another way of looking at the sugar in drinks – by comparing it to how much sugar we can have in a day.

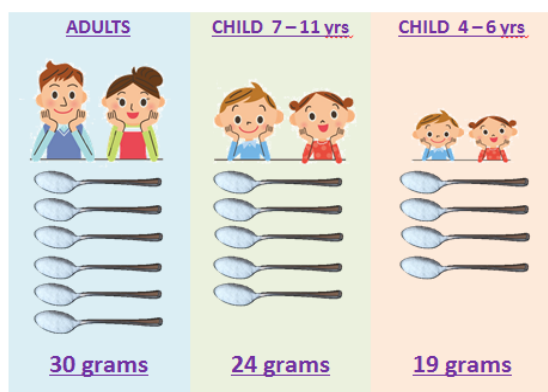
**STEP 3:** Hand out the ‘how much sugar in a day’ information sheet – and explain that it is presented in teaspoons to help people visualise it.

**STEP 4:** Hand out drinks worksheet to the tables and ask them to go and find the labels around the room. On the worksheet they can work this out as teaspoons

**STEP 5:** Bring the group back together and ask them to present what they found.

*sugar – sugar – sugar – sugar – sugar – sugar*

What is the **MAXIMUM** amount of **added sugar** I can have in a day?



= 5 grams of sugar

*sugar – sugar – sugar – sugar – sugar – sugar*

*drinks – drinks – drinks – drinks – drinks*

= 5 grams of sugar



In a carton of fruit juice there are \_\_\_\_\_ grams of sugar.  
This is \_\_\_\_\_ tsp. of sugar.



In a can of fizzy pop there are \_\_\_\_\_ grams of sugar.  
This is \_\_\_\_\_ tsp. of sugar.



In a bottle of juice drink there are \_\_\_\_\_ grams of sugar.  
This is \_\_\_\_\_ tsp. of sugar.

*drinks – drinks – drinks – drinks – drinks*

**EXTRA NOTES FOR FACILITATOR**

**WHY IS FRUIT JUICE HIGH IN SUGAR?**



*“But surely the sugar in fruit juice is ‘natural sugar’ so it isn’t as bad as normal sugar”*

- Sugar in foods either occurs ‘naturally’ or is ‘added’
- The sugar found in fruit is ‘natural sugar’ - it naturally occurs in fruit
- ‘Added sugar’ is added to foods to improve their taste – e.g. fizzy drinks, sweets etc.
- The ‘natural sugar’ in fruit is enclosed within the structure of the food. So when we eat it our body works to break this down. We also get fibre from the fruit
- However, when fruits are turned to fruit juice. The structure of the fruit is broken down, and the sugar becomes free in the juice solution
- Therefore although the sugar in fruit juice is ‘natural’ because it has been released from the structure of the fruit, we absorb it very quickly – our body reacts to it the same way we react to the added sugar in fizzy drinks
- It takes 10-15 apples to get a bottle of apple juice. Not many people could eat 15 apples in one sitting – but could easily drink a bottle of apple juice in seconds

**Therefore we recommend**

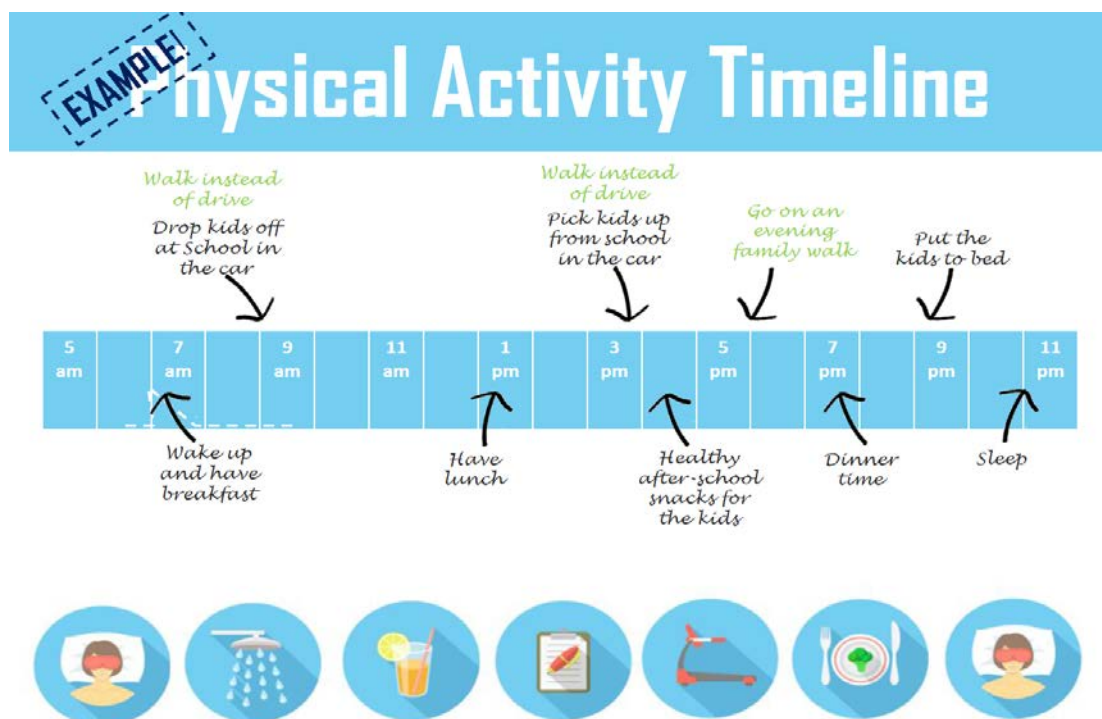
**Try to eat the fruit itself rather than the juice**  
**Maximum of 1 small glass of fruit juice a day**



**ACTIVITY 5 - Activity timeline & goal setting - 15 minutes**

**NB: This could be used as homework if you run out of time**

**STEP 1:** Give the families the physical activity timeline to complete explaining the importance of making small changes to improve physical activity



**STEP 2:** Ask families to set some physical activity goals which will be reviewed next week

**First Steps  
Family Physical Activity Goals!**

Goal 1	★
Goal 2	★
Goal 3	★

**GOAL SETTING IS A VERY IMPORTANT COMPONENT OF THE PROGRAMME TO ENCOURAGE AND REWARD BEHAVIOUR CHANGE**



## ACTIVITY 6 - Healthy Snack Station – 30 minutes

**STEP 1:** Explain to the group that we are going to test out a healthy snack of yoghurt and fruit

**STEP 2:** Split the food up on to the different tables and let the children have a go at making their yoghurt pots



# Healthy Snack Station



## Yoghurt pots

Some flavoured yoghurts often have lots of sugar in, but plain yoghurt with your own topping can be just as tasty and much better for you.

- Put a big dollop of natural yoghurt into your pot
- Pick what you want to add to your yoghurt pot from the options on the table
- Sprinkle on top of your yoghurt
- Enjoy now or save for later!

What other toppings could you add to your yoghurt if you tried this at home?

Did you try something new today?



Don't forget to award attendance star

Remind group about next  
week's session on  
**REVIEW, MEASURES AND  
CELEBRATION**



# WEEK 6



# Review and celebrate

Notes page



## The aims of this week are:

- To celebrate the end of the course and the achievements made by the group
- To encourage participants to continue with and sustain lifestyle changes
- To collect height and weight data

**Session outline and notes**

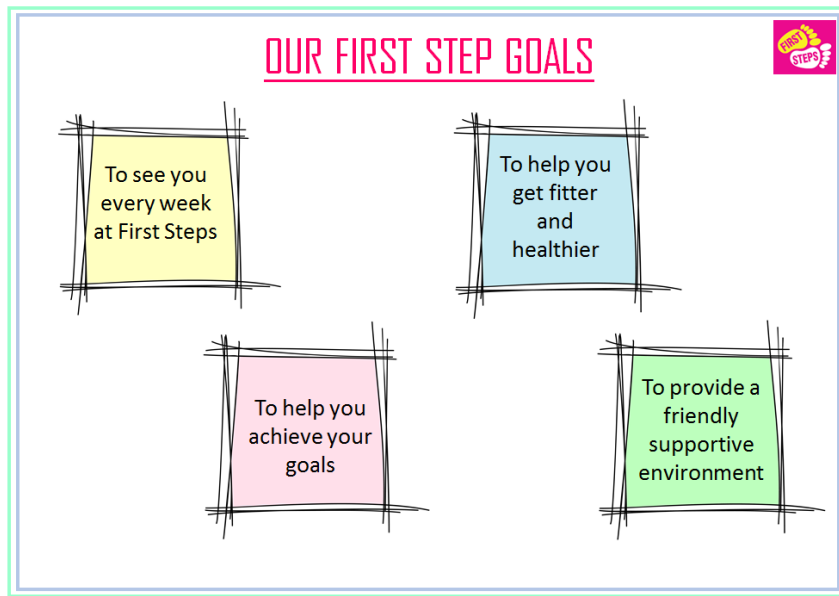
***‘Celebrate and promote sustaining the changes’***

Item	Duration
<b>ACTIVITY 1</b> – Review of goals from week 1 & stars (+ review of physical activity goals if weeks 4 & 5 were combined)	10 minutes
<b>ACTIVITY 2</b> – Optional quiz – delivered as a group exercise	10 minutes
<b>Weighing, measuring and questionnaires</b>	20 minutes
<b>ACTIVITY 3</b> - Setting sustainable goals	15 minutes
<b>ACTIVITY 4</b> - Certificates	15 minutes
<b>ACTIVITY 5</b> - Game and activity of choice	10 minutes
	<b>90 minutes</b>

**ACTIVITY 1: Goal Review - goals from week 1 & stars -**

**5-10 minutes**

**STEP 1:** Remind families of the importance of goals. Show week one 'our First Steps Goals' and talk through whether they were achieved.



**STEP 2:** Ask the families to find their goal setting worksheet from week 1 in their folder and ask them to look at their targets – have they achieved them?

**First steps Goal Ideas!**

Thinking of goals can be tricky! Use this sheet for inspiration.

- ★ To attend First Steps every week!
- ★ To feel healthier
- ★ To learn something new every week at First Steps
- ★ To learn about low cost ways to stay fit and healthy in Birmingham
- ★ To spend less time in front of the computer and the TV
- ★ To make new friends
- ★ To learn how to make healthy lifestyle changes as a family

**Sam loves beans on toast and sometimes has it as a quick and easy dinner**

**Suzie only likes beans on toast so she eats this every day for dinner**

**John is in such a rush in the morning he often skips breakfast**

**Dan always makes time for breakfast before school, it helps him to concentrate during lessons**

Facilitator notes



**ACTIVITY 1 (if weeks 4 & 5 were combined) - Review**

**Physical Activity Goals - 5-10 minutes**

- **STEP 1:** Encourage the families to share their goals – and award stars to those who have achieved them

**THIS IS A VERY IMPORTANT COMPONENT OF THE PROGRAMME TO ENCOURAGE AND REWARD BEHAVIOUR CHANGE**

**First Steps  
Family Physical Activity Goals!**

Goal  
1



Goal  
2



Goal  
3





**ACTIVITY 2- Optional quiz – 10 minutes**

**This can be used as an optional activity**

**STEP 1:** Using the quiz provided ask families to work in groups to answer the questions. It could be either a group or written activity

Facilitator notes



### **ACTIVITY 3 - Setting sustainable goals**

**STEP 1:** Hand out family plan sheets and encourage the families to consider their course goals and things they have learnt. Use these to then set themselves some family targets.

**STEP 2:** Remind families this course is just the beginning, it is about a lifestyle change rather than a 6-week quick fix.

## **Our First Steps Family Plan**

Now we have completed First Steps we are going to keep up all of our good work.  
Here is our family plan:

*Example*

*We will do something active together every Saturday*

*one*

*two*

*three*

*four*

Facilitator notes

## Weighing, measuring and questionnaires

**STEP 1:** Invite families to be weighed and measured and in the meantime ask them to complete

- Child weight management questionnaires
- Evaluation questionnaire including economic analysis

Facilitator notes



**ACTIVITY 4 - Certificates and celebration**

**STEP 1:** Present children with their certificates, celebrating their success



Facilitator notes

ACTIVITY 5 –activity of choice

Play a final active game of  
your choice to get people  
moving



# Notes page



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