First Steps

Delivery guide

Birmingham Community Healthcare NHS Trust

First Steps

UNIVERSITY OF BIRMINGHAM

CHANGE National Institute for Health Research

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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*

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

**OUR FIRST STEPS GOALS**

- To see you every week at First Steps
- To help you get fitter and healthier
- To help you achieve your goals
- 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.
**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**

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**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!

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
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*

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

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**Healthy eating – striking a balance**

### Healthy eating habits
- A good balance of different foods
- Taking time to eat and enjoy our food
- Plenty of fruit and vegetables
- Not eating too many foods high in fat, sugar or salt
- Appropriate portion sizes
- Not too many snacks
- Grill or bake rather than frying foods

### Unhealthy eating habits
- Always eating the same foods
- Eating too quickly
- Eating too many foods high in fat, sugar and salt
- Big portion sizes
- Eating when bored
- Too many snacks
- Eating lots of fried food

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Facilitator notes
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.

Facilitator notes
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!

![Board 2: Food Groups](image)

**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!
Week 2: Healthy Eating

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

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**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 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)
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

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrot sticks</td>
<td>Cake</td>
</tr>
<tr>
<td>Raisins</td>
<td>Crisps</td>
</tr>
<tr>
<td>Toast</td>
<td>Biscuits</td>
</tr>
<tr>
<td>Apple</td>
<td>Sweets</td>
</tr>
</tbody>
</table>

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

Facilitator notes
**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

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

**YOUR HEALTHY EATING GOALS**

Some possible goals

<table>
<thead>
<tr>
<th>Packing a healthy lunch/snack for a day out</th>
<th>Try a new fruit or vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and cook a meal together</td>
<td>Give smaller portion sizes for younger children</td>
</tr>
<tr>
<td>Plan a menu and stick it to your fridge</td>
<td>Plate up meals in the kitchen rather than ‘help yourself’</td>
</tr>
</tbody>
</table>
Week 2: Healthy Eating

Don’t forget to award attendance star

Remind group about next week’s session on

Making changes
WEEK 3
MAKING CHANGES
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’

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

**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**
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](image.png)
Week 3: Behaviour change

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

- **STEP 1:** Run though 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](image)

- **PRAISE**
  Reward your child with praise when they do something you want to encourage
  e.g. Eating vegetables / achieving a goal

- **BOUNDARIES**
  Set boundaries and stick to them
  e.g. How many minutes of TV each day / after school snack options

- **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

- **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*

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**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.

- **IGNORE**
  
  When child behaviour is inappropriate but not dangerous or a problem to others try ignoring their outburst.

  This can be hard - especially if other people are watching. But it will work if you stick to it.

- **TIME OUT**
  
  Remove your child from the family or group for a short space of time. 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.

- **CONSEQUENCES**
  
  Set consequences appropriate to the behaviour. 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.
BOARD 4 (case studies) – 25 minutes

• **STEP 1:** split the group into smaller groups and give them 2-3 scenarios to discuss:
  o *Why the topic might be an issue*
  o *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
Week 3: Behaviour change

Step 1: Discuss why this may be:
Child has got used to just eating what she wants

Step 2: Discuss how to address it:
- Encourage child to be involved in understanding why it is important to have variety in the diet
- Set some goals with the child to try new foods
- Praise the child verbally when they try something new
- Involve the child in shopping trips giving them options to pick out some healthy new foods to try
- Discuss and compromise – remember you are in charge, but involve the child in selecting which foods to try

Step 1: Discuss why this may be:
Child is in the habit of eating sweets and not used to being told ‘no’, and child is hungry after school

Step 2: Discuss how to address it:
- Discuss and compromise. 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.
- Stay calm – even if child’s tantrum is drawing attention.
- Ignore the behaviour (as long as they are not posing harm to themselves or other) and wait for the child to calm.
- Consequences for inappropriate behaviour, such as confiscation of the child’s favourite toy for a day

Step 1: Discuss why this may be:
Peer pressure and child is used to parent offering sweets

Step 2: Discuss how to address it:
- Discuss and compromise. Explain why it’s not good to eat sweets every day, instead agree that you will bring some healthy snacks with you
- 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

Step 1: Discuss why this may be:
Had bad experience of sports or lacks basic motor skills to be able to take part in the games run in PE

Step 2: Discuss how to address it:
- Try to identify why she doesn’t want to do sports, and plan in some activity opportunities outside of situations you think she would be embarrassed to be at. E.g. a walk in the park with family rather than signing her up for a sports class
- Set some activity goals as a family letting child play active role in deciding the goals and praise child when she achieves them
Facilitator notes
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

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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.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Coping Strategy</th>
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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
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
"Let’s aim for a bit more get up and go’

<table>
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<tbody>
<tr>
<td>ACTIVITY 1 - Review of behaviour goals &amp; stars</td>
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<tr>
<td>ACTIVITY 2 – Active activity</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Board 1 – Why is physical activity important?</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Board 2 – How to get active</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Board 3 – Excuses</td>
<td>10 minutes</td>
</tr>
<tr>
<td>ACTIVITY 3 – Physical activity timeline</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Board 4 – Goal setting</td>
<td>10 minutes</td>
</tr>
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<td><strong>Total</strong></td>
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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
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 do 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

![Diagram showing the benefits of physical activity]

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

**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

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

<table>
<thead>
<tr>
<th>Some possible goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family trip to the park</td>
</tr>
<tr>
<td>Make up a new dance routine</td>
</tr>
<tr>
<td>Swimming</td>
</tr>
<tr>
<td>Set up a walking group</td>
</tr>
<tr>
<td>Skipping competition</td>
</tr>
<tr>
<td>Even if it is raining grab your wellies and enjoy the fresh air</td>
</tr>
</tbody>
</table>
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’

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<tr>
<td>ACTIVITY 3 – Milk labelling</td>
<td>5 minutes</td>
</tr>
<tr>
<td>ACTIVITY 4 – Drink labelling &amp; sugars</td>
<td>20 minutes</td>
</tr>
<tr>
<td>ACTIVITY 5 – Make a healthy snack</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td><strong>85 minutes</strong></td>
</tr>
</tbody>
</table>
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**
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

<table>
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<tr>
<th>Food Shopping Card</th>
</tr>
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<td><strong>Sugar</strong></td>
</tr>
<tr>
<td>What is LOW per 100g?</td>
</tr>
<tr>
<td>What is MEDIUM per 100g?</td>
</tr>
<tr>
<td>What is HIGH per 100g?</td>
</tr>
</tbody>
</table>

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.

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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.

<table>
<thead>
<tr>
<th>Natural yoghurt</th>
<th>Per 100g</th>
<th>Flavoured yoghurt</th>
<th>Per 100g</th>
<th>Semi Skimmed Milk</th>
<th>Per 100mls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy (kcal)</td>
<td>52</td>
<td>Energy (kcal)</td>
<td>96</td>
<td>Energy (kcal)</td>
<td>50</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>7</td>
<td>Carbohydrate</td>
<td>16</td>
<td>Carbohydrate</td>
<td>5</td>
</tr>
<tr>
<td>Of which sugars</td>
<td>7</td>
<td>Of which sugars</td>
<td>15</td>
<td>Of which sugars</td>
<td>5</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0.3</td>
<td>Total Fat</td>
<td>2</td>
<td>Total Fat</td>
<td>1.8</td>
</tr>
<tr>
<td>Of which saturates</td>
<td>0.2</td>
<td>Of which saturates</td>
<td>1.3</td>
<td>Of which saturates</td>
<td>1.1</td>
</tr>
<tr>
<td>Protein</td>
<td>5.5</td>
<td>Protein</td>
<td>3.0</td>
<td>Protein</td>
<td>3.6</td>
</tr>
</tbody>
</table>
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.
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.

- **How much sugar in a day**
- **Sugars**

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

<table>
<thead>
<tr>
<th>ADULTS</th>
<th>CHILD 7–11 yrs</th>
<th>CHILD 4–6 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 grams</td>
<td>24 grams</td>
<td>19 grams</td>
</tr>
</tbody>
</table>

- **In a carton of fruit juice there are _____ grams of sugar.**
  - This is _____tsp.s of sugar.

- **In a can of fizzy pop there are _____ grams of sugar.**
  - This is _____tsp.s of sugar.

- **In a bottle of juice drink there are _____ grams of sugar.**
  - This is _____tsp.s of sugar.

- **Drinks**

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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 onto the different tables and let the children have a go at making their yoghurt pots

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**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!

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

Did you try something new today?
Week 5: Give – it – a - GO

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
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
**Week 4 & 5 combined: Give – it – a - Go**

**Session outline**

*‘Time to give it a go’*

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**85 minutes**
Week 4 & 5 combined: Give – it – a - Go

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</tr>
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</tr>
<tr>
<td>Total Fat</td>
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</tr>
<tr>
<td>Of which saturates</td>
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</tr>
<tr>
<td>Protein</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flavoured yoghurt</th>
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</tr>
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</tr>
<tr>
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</tr>
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<th>Semi Skimmed Milk</th>
<th>Per 100mls</th>
</tr>
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<tbody>
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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.

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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.

---

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

**ADULTS**

- 30 grams

**CHILD 7–11 yrs**

- 24 grams

**CHILD 4–6 yrs**

- 19 grams

---

**In a carton of fruit juice there are _____ grams of sugar.**

This is _____ tsp(s). of sugar.

---

**In a can of fizzy pop there are _____ grams of sugar.**

This is _____ tsp(s). of sugar.

---

**In a bottle of juice drink there are _____ grams of sugar.**

This is _____ tsp(s). of sugar.
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

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

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**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!

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

Did you try something new today?
Remind group about next week’s session on REVIEW, MEASURES AND CELEBRATION

Don’t forget to award attendance star
WEEK 6

Review and celebrate

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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
Week 6: Review and celebrate

Session outline and notes

‘Celebrate and promote sustaining the changes’

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

90 minutes
Week 6: Review and celebrate

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?
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*
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
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.
Week 6: Review and celebrate

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
ACTIVITY 4 - Certificates and celebration

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

Facilitator notes
Week 6: Review and celebrate

ACTIVITY 5 – activity of choice

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