



Grow well choices level 1

Teaching Guide



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SECTION 1

overview

Introduction to the Grow Well Choices Level 1 toolkit

Grow Well Choices (GWC) Level 1 has been developed with the primary aim of promoting healthy lifestyle choices to children in P2 to 4 by providing a toolkit to support staff to deliver GWC within their school setting. GWC has clear links with Curriculum for Excellence Health and Wellbeing Level 1 Experiences and Outcomes as well as the wider curriculum.

Heroes called Emil and Lana take the children through their journey of making healthy choices. Together, along with their pets Tess the dog and Shadow the rabbit, they help each other make healthy choices around nutrition and physical activity, as well as looking after their teeth and having a good night's sleep.

GWC Level 1 includes 8 sessions (lesson plans). As a minimum, it is suggested that each session consists of approximately 10 to 15 minutes of reading out the heroes' story, followed by discussion and interaction, which in turn is followed by 30 to 40 minutes of games. Some sessions have several learning outcomes which may require some work during class time if they are all to be achieved.

As all the other GWC toolkits, Level 1 is designed to be flexible and delivery can be adapted to meet the needs of learners and maybe taught over a number of days or weeks. Lessons may be further enhanced by developing additional resources as suggested in the additional curricular activities provided at the end of each session plan.

Aim

Grow Well Choices Level 1 aims to further develop children's understanding of healthy lifestyle choices through education and interactive games that promote healthy eating and physical activity. It has been designed to teach children about small, simple changes they can make every day to help them be healthier, happier and fitter.

Objectives

To develop and build on children's understanding of:

- the importance of leading a healthy lifestyle and the benefits associated with making informed healthy choices
- the importance of being active and the recommended minimum amount of time children should participate in moderate to intense physical activity each day
- healthy eating including the eatwell guide, energy balance, healthy snacks and hidden sugar and fat in food and drinks
- the importance of having a balance between sleep, rest, play and physical activity
- how small, simple changes made every day can help with being healthier, happier and fitter

To encourage and promote engagement with families around healthy lifestyle messages relating to nutrition and physical activity.

Our Heroes

Story boards that include a short paragraph and pictures may be downloaded from a dedicated website to help with the delivery of the key messages. The two heroes, Emil and Lana, work together in identifying what they are good at and what they might need to do to get better. The heroes' adventures have been developed to help children relate to the main characters and in this way encourage them to think about their own lifestyle choices.

The Toolkit includes:

1. This teaching guide which includes:

- An introduction to Grow Well Choices Level 1
- Resources needed for each session
- Detailed sessions plans
- Alignment to Curriculum for Excellence (Appendix 1)
- Useful links and resources (Appendix 2)
- Parents/carers questions and answers (Appendix 3)
- Before and after quiz to support evidencing impact of teaching on learners' knowledge and understanding (Appendix 4)

2. Games cards

3. Story boards displaying heroes with the story accompanying each session (may be printed as A4 or A3 and laminated or downloaded as a powerpoint)

4. Additional teaching aids

- Eatwell guide presentation (session 2 in Grow Well Choices Level 2 toolkit on website)
- Teacher's eatwell guide checklist (session 2)
- Nutritional guide sugar (session 3)
- Nutritional guide fat, fat swaps guide (session 4)
- Traffic light snack code (session 5)
- Nutritional guide fast food (session 6)
- Physical activity and snack challenge sheet (session 8)

Homelink activity sheets

These are to be completed by children at home with support from parents/carers. Alternatively, the worksheets could be used as a classroom activity.

Exemplar letters to parents/carers

The toolkit is available to download from
www.nhsgrampian.org/GrowWellChoices

Parent / Carer Involvement

It is important to involve parents/carers in the work around GWC and encourage support for health and wellbeing within the home and wider family and community environment. Exemplar letters to parents/carers and suggested homelink activity sheets are included in the toolkit. The homelink activity sheets highlight key healthy lifestyle messages relating to nutrition, physical activity, sleep and oral health and provide additional activities for children to complete at home.

The role of Health Behaviour Change & Grow Well Choices

Behavioural factors have been firmly established as important determinants of health outcomes¹. As a result, the science of health behaviour change is increasingly valued in public health and educational settings, including those that address these issues with children².

We know that improving knowledge and attitudes about health does not always result in the desired behaviour change. However, educational health interventions can be enhanced through the inclusion of effective behaviour change techniques which support individuals to feel skilled and empowered about making practical changes to health-related lifestyle factors. Several evidence-based techniques to support behaviour change are incorporated in the GWC Level 1 toolkit.

These include supporting children to benefit from:

- Intention formation
- Goal setting
- Self-monitoring of behaviour
- Use of environmental prompts
- Social support

These methods help establish motivation, demonstrate how to translate motivation into action, and make use of environmental factors – bringing together three established, effective routes to health behaviour change^{3,4,5}.

It is important that teaching and support staff understand and can help implement these methods where possible. Children should be encouraged to explore personal motivations and develop goals which are relevant to them and their individual circumstances.

While goals should be made as specific as possible, this should take into account individual factors and be kept straightforward. Children should be made aware of cues in the classroom or at home which are associated with GWC, e.g. the homelink activity sheets or other visual stimuli, as these can act as prompts for behaviour. Self-monitoring of behaviour, for example, keeping a record of how well children are adhering to their identified goals, is a very useful tool to help promote awareness of antecedents and consequences of behaviour. Similarly, at the start of each session, or when the children bring back their homelink work, it is helpful to reflect on the behaviours recorded. This helps offer a form of feedback on behaviour and reinforces feelings of accomplishment that result from making positive changes.

Other Activities In Your Area

There may be several programmes or initiatives running in your area that encourage increased physical activity, playing games and having a healthy lifestyle. These should all be seen as complementing each other and are opportunities to promote healthier lifestyles.

How The Toolkit Works

Grow Well Choices Level 1 consists of 8 session plans. Each session plan details:

- Aim
- Related Curriculum for Excellence Experiences and Outcomes
- Learning Intentions
- Success Criteria
- Session Outline
- Suggested games
- Round up
- Optional additional curricular activities
- Resources needed to deliver the session

Details of how GWC Level 1 supports the delivery of Curriculum for Excellence can be found in Appendix 1.

The optional additional curricular activities are examples and ideas of how the children can increase their activity between sessions. These suggested activities are designed to be used flexibly and can be adapted as required.

Additional resources that use food and drink as a context for learning are available on:

www.foodstandards.gov.scot/education-resources

The games provided are suggestions. Not all suggested games need to be played, however it is recommended that the children are active for at least 30 to 40 minutes during each session. Games can be used throughout the week to reinforce healthy lifestyle messages. There are suggestions to build on the basic games outlined in the games cards provided. These progressive activities are designed to make the game more specific to the key messages for the session. You will be able to judge if these activities are appropriate based on the children's understanding and attention span.

Equipment You Will Need

Most of the equipment used for the games can be found in the school gym cupboard (see table on next page). You will also need:

1. Food wrappers to discuss labelling for sessions 3 (smile), 4 (fats) and 5 (snacks). Children could be encouraged to bring wrappers from home or collect wrappers from snacks they bring to school
2. Sugar, teaspoons and plastic cups/small plastic bags for session 3 (smile) and session 5 (snacks).
3. Test tubes of fat or alternative as discussed in session 4 (fat)
4. Eatwell guide floor mats – these may be made or purchased from:
www.comiccompany.co.uk

Disclaimer

The aim of GWC Level 1 is for children to have fun and be physically active during the games. Please ensure that appropriate measures are in place to ensure safety of the children. It is the school's responsibility to ensure the health and safety of children participating in the suggested activities.

¹ The Scottish Government (2011) Scottish Health Survey 2010, Annual Report
www.scotland.gov.uk/Publications/2011/09/27084018/0 Edinburgh

² National Institute of Health and Clinical Excellence (NICE). (2007). Behaviour change at population, community and individual levels (Public Health Guidance 6). London: NICE, from
www.nice.org.uk/Guidance/PH6

³ Abraham C, Michie S. (2008). A taxonomy of behavior change techniques used in interventions. *Health Psychology* 27:379-387

⁴ Michie S, Abraham C, Whittington C, McAteer J, Gupta S. (2009). Effective techniques in healthy eating and physical activity interventions: A meta-regression. *Health Psychology* 8: 690-701.

⁵ Dixon, D., & Johnston, M. (2010). Health Behaviour Change Competency Framework: competencies to deliver interventions to change lifestyle behaviours that affect health and accompanying briefing notes. Report to: Scottish Government Health Directorates, Health Improvement Strategy Division

EQUIPMENT NEEDED FOR EACH SESSION

Session	Resources
1	<p>Session 1 – Being Active and Healthy Additional teaching aids – Level 1 story board</p> <p>Games Section - Large playing area/hall</p> <ul style="list-style-type: none"> • Statue tag - Bibs for catchers • Action heroes - None • Chilling and winning - Cones • Active around the clock - Cones <p>Additional Activities Section Pens and paper to record physical activity diary and to monitor heartrate</p>
2	<p>Session 2 – Eatwell Guide Additional teaching aids – Level 1 story board, eatwell guide powerpoint and teacher's eatwell guide checklist</p> <p>Games Section - Large playing area/hall</p> <ul style="list-style-type: none"> • Banana Tag - Bibs for catchers • Eatwell relay 1 - 2 x red, green, blue cones, eatwell guide floor mats, plastic food and/or cards with pictures of food, 1 x red, green, blue hoop, 3x benches, beanbags • Eatwell relay 2 - 2 x red, green, blue cones, eatwell guide floor mats if necessary, plastic food and/or cards with pictures of food, 2 x red, green, blue hoop, 3x benches, beanbags • Eatwell pandemonium - plastic food and/or cards with pictures of food <p>Additional Activities Section</p> <ul style="list-style-type: none"> • Coloured pens and paper to design own eatwell guide • Magazines and newspapers to find pictures of food and drinks • Food and drink wrappers
3	<p>Session 3 – Smile Additional teaching aids – Level 1 story board, nutritional guide sugar</p> <p>Games Section - Large playing area/hall</p> <ul style="list-style-type: none"> • Disco tag - Bibs for catchers • Tooth hockey - 2 x benches, 12 x white and yellow cones, 2 x hockey sticks, 1 or 2 airflow balls <p>Additional Activities Section</p> <ul style="list-style-type: none"> • Sugar, plastic cups and tea spoon to measure out sugar content • Food/drink wrappers • Coloured pens and paper for designing poster on sugar and recording sugar intake

Session	Resources
4	<p>Session 4 – Fats Additional teaching aids –Level 1 story board, nutritional guide fat, fat swaps guide</p> <p>Games Section - Large playing area/hall</p> <ul style="list-style-type: none"> • Sheep tag - Bibs for catchers • Shuffle fat netball - Coloured bibs for 4 teams, 2 x benches, 1 x netball/softball, paper chart/whiteboard and marker pen, fat swaps guide or wrappers • Fat attack - Bibs for catchers and cones <p>Additional Activities Section</p> <ul style="list-style-type: none"> • Food wrappers to read fat content on labels • Coloured pens and paper to design poster on fats
5	<p>Session 5 – Snacks Additional teaching aids – Level 1 story board, traffic light snack codes</p> <p>Games Section - Large playing area/hall</p> <ul style="list-style-type: none"> • Snack tag - Bibs for catchers, green, red and yellow bands • Snacks hoops - 6 x red, yellow, green hoops • Snack run - cones, soft balls (1 per player) <p>Additional Activities Section</p> <ul style="list-style-type: none"> • Pen and paper to record snack intake during week and at weekends
6	<p>Session 6 – Fat Additional teaching aids – Level 1 story board, nutritional guide for fast food</p> <p>Games Section - Large playing area/hall</p> <ul style="list-style-type: none"> • Pizza tag - Bibs for catchers, cones • Grab a burger - cones, small ball or beanbag • Takeaway trade - 4 red cones, 2 blue cones, bat and ball or a football, flipchart paper or white board, nutritional guide for fast food, pens <p>Additional Activities Section</p> <ul style="list-style-type: none"> • Coloured pens and paper to create a sugar and fat ladder • Nutritional information from a range of different fast food outlets – may need internet access

Session	Resources
7	<p>Session 7 – Fastfood, takeaways and eating out</p> <p>Additional teaching aids – Level 1 story board, nutritional guide fastfood</p> <p>Games Section - Large playing area/hall</p> <ul style="list-style-type: none"> • Superhero tag - Bibs for catchers or capes if available • Daily relay - 12x hoops, 3x cones • Healthy balance - 4x hoops, plenty of cones or beanbags <p>Additional Activities Section</p> <ul style="list-style-type: none"> • Pens, paper and pictures to design physical activity poster • Pen and paper to record food and activity diary
8	<p>Session 8 – Review</p> <p>Additional teaching aids – Level 1 story board, physical activity and snack challenge sheet</p> <p>Appendix 4 – Before and after quiz and answers</p> <p>Games Section - Large playing area/hall</p> <ul style="list-style-type: none"> • Equipment for games that you decide to play from previous weeks <p>Additional Activities Section</p> <ul style="list-style-type: none"> • Physical activity and snack challenge sheet to review set goals and make new targets to reach in relation to behaviour change in physical activity and snack choices



SECTION 2

Session Plans

Session 1 – Being Active and healthy

Aim

To further develop children's understanding of being active and leading a healthy lifestyle

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing - HWB 1-15a, HWB 1-21a, HWB 1-23a, HWB 1-24a, HWB 1-25a, HWB 1-27a, HWB 1-28a

Learning intentions

- Understand and evaluate the benefits of making healthier choices
- Understand why it is important to be active on a daily basis by having at least 60 minutes of physical activity
- Understand the concept of 'intensity' of physical activity and how this impacts on the body
- Understand how we can become more active
- Understand the importance of involving our family and carers

Success criteria

- I can explain and give examples of healthier choices
- I am able to discuss why it is important to be active
- I can give examples of varying intensities of physical activity and describe the effects on my body
- I can explain the importance of physical activity to my family and use this knowledge to increase daily exercise

Session Outline

This session focuses on what a healthy lifestyle is, how to achieve it and what small everyday changes can be made to feel the benefits of being healthier.

Key points for delivery

- The benefits gained from leading a healthy lifestyle are both mental and physical - making healthy choices helps us become healthier, happier and fitter
- Some healthy choices include healthy eating, physical activity, good oral health and having enough sleep
- GWC aims to encourage healthy eating, physical activity, getting enough sleep and keeping teeth healthy
- It is important to spend more time being active and less time in front of a screen (TV, computer, phone, etc.)
- Primary school children need to be active (moderate to intense activity) for **at least** 60 minutes each day; this can be spread over a whole day
- The body changes when being active depending on the level of intensity, e.g. raised body temperature, sweating, heart beats faster
- The importance of keeping hydrated – 6-8 cups of water a day

Suggested questions to prompt discussion

Suggest you read this session's heroes' story

1. Can anyone give examples of healthy choices?

- Eating fruit and veg (5 a day)
- Being active for **at least** 60 minutes a day (some children might be more active)
- Brushing teeth
- Milk and water are 'tooth friendly' and are important to keep us hydrated
- Personal hygiene
- Sleep

2. What does active mean and how can we be active?

- Active means allowing your body to "practice" breathing, using your muscles, and stretching. The more practice your body gets, the better it works.
- Some examples of being active are football, basketball, walking the dog, playground games, helping tidy the house – many ways to keep active

3. How many minutes should we be active every day?

- At least 60 minutes of being active can be spread over the whole day
- This can be moderate exercise or high intensity sport – all counts towards your 60 minutes a day

4. How do you feel when you are being active?

- Happy, sweaty, heart beats faster, thirsty, tired, hot, out of breath

5. Who can help you be active?

- Parents/carers, teachers, friends, pets, family, Grow Well Choices, ourselves

It may be helpful to use a life-size body outline or stick-man drawing to illustrate different areas of the body which benefit from healthy choices, e.g. teeth, smile, heart, muscles, bones, etc.) Can anyone give examples of healthy choices?

Games

The objectives are to:

- help children understand that their heart rate will vary depending on the intensity of the activity – reinforce this by encouraging children to feel their heartbeat
- acknowledge changes to the body during exercise
- demonstrate that being active can take many forms/games

Suggested Games: Statue Tag, Action Heroes, Chilling and Winning, Active Around The Clock

Games played in session 1 relate to being active and healthy. They should enable children to experience **increasing intensities** of physical activity. Depending on the size of the hall some team games, e.g. handball, basketball, netball, could be included.

Please refer to games cards for a detailed explanation of how to deliver the games. Some cards include instructions for variations to the game, for example, how to change the intensity of the game.

Round Up / What are our Heroes up to?

- **What did Lana and Emil do to be active?**
- **What can Emil do to be more active?**
- Recap on the main points of the lesson to check understanding, correct any misconceptions and reinforce key messages
- After delivering the games, ask which activities the children found the most tiring and which activities they found easiest – all count towards being active
- Explain that all activities use energy but high intensity games use most
- Remind about minimum of 60 minutes physical activity daily
- Explain the activity in the homelink activity sheet– children to write down a physical activity they would like to do. Include who will help them to make this new healthy choice.

Optional additional curricular activities

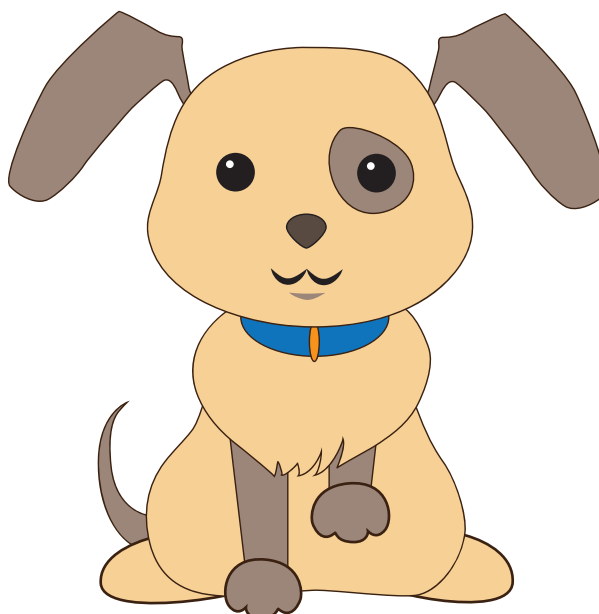
- To reinforce the children's learning, ask them to measure and keep note of their heart rate while attending clubs/doing activities. This could be followed up with a class discussion.
- Children may also keep a physical activity diary to encourage them to meet their recommend activity levels
- Children can create their own superhero characters and list certain choices that they make that are good, and some that they may need to work on

Resources needed for this session

- Flip chart and pens

Appendix 2 provides useful web links and resources related to this session

Note: To help you prepare for session 2, an eatwell guide power point presentation is included in the 'additional teaching aids' section under Grow Well Choices Level 2 toolkit on the website.



Session 2 – Eatwell Guide

Aim

To further develop children's understanding of healthy eating through exploring the food groups required for a well-balanced diet

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing - HWB 1-15a, 1-16a, 1-25a, 1-28a, 1-29a, 1-30a, 1-30b, 1-35a

Learning intentions

- Understand that the eatwell guide represents different food groups, in accordance with current healthy eating advice
- Understand which foods belong to each food group and how these foods can contribute to healthy eating
- Understand that the size of the segments of the eatwell guide show how much of what we eat should come from each food group
- Understand the importance of hydration

Success criteria

- I am able to recognise the different food groups that make up the eatwell guide
- I can give examples of which foods belong to the different food groups
- I can explain how much of what I eat should come from each food group
- I can explain why it is important to have a healthy diet
- I can explain how much fluid to consume on a daily basis

Session Outline

The eatwell guide is fundamental as it is referred to throughout the sessions. It is important to gauge how much the children know about it before discussing the different food groups and how they relate to what they should be eating more of and what they should be attempting to limit in their diets.

An eatwell guide presentation and teacher's eatwell guide checklist - found in the 'additional teaching aids' file

Key points for delivery

- The eatwell guide is used as a visual illustration of the food groups required to achieve a well-balanced and healthy diet
- The eatwell guide is divided into 5 segments representing different food groups
- The size of each segment of the eatwell guide represents the average amount of food we need to eat from each food group daily/weekly
- Drink 6-8 glasses of fluid (water, lower fat milk and sugar-free drinks) a day
- Foods and drinks high in fat, sugar and salt (shown outside the circle on the eatwell guide) are unnecessary for a healthy diet and if included should only be done infrequently and in small amounts

Suggested questions to prompt discussion

- Recap key points from session 1 (being active and healthy)

Suggest you read this session's heroes' story

Questions to ask during story

1. Has anyone tried dragon fruit before? What does dragon fruit look like?
(*pink and scaly on the outside and white with black seeds on the inside. It tastes very sweet.*)
2. What other fruits have you tried?
3. Has anyone tried carrots before? What other vegetables have you tried?
4. Are there any fruit or vegetables that you would like to try?

Additional questions/tasks

1. Show children the eatwell guide (e.g. floor mat, poster or on whiteboard) and ask if they have seen it before. This could be used to lead discussions or a blank guide could be drawn and filled in.
2. Ask the children what they know about the eatwell guide and if they know any segments. Can they tell you the colour or names of any of the segments? Why are the segments different sizes?
3. What can you tell me about **fruit and vegetables**?
 - How many portions of fruit and vegetables should we eat each day? (At least 5 portions of a variety of fruit and vegetables.)
 - What does our body get from fruit and vegetables? (They provide us with vitamins, minerals, fibre, and fluid and help us keep a healthy body.)
4. What can you tell me about **starchy carbohydrates**?
 - Which foods go in this segment? (Potatoes, bread, rice, pasta and other starchy carbohydrates.)
 - What does our body get from starchy carbohydrates? (Energy that is used slowly.)
5. What can you tell me about **dairy**?
 - Which foods go in this segment? (Milk, cheese, yoghurt, fromage frais.)
 - What does our body get from dairy? (Calcium for healthy bones and teeth. Also provides protein, vitamins and minerals.)
6. What can you tell me about **protein**?
 - What foods go in this segment? (Beans, pulses, fish, eggs, meat and other proteins.)
 - How does protein help our body? (Supports muscle growth and repair.)
7. What can you tell me about **oils and spreads**?
 - What goes in this segment? (Vegetable oils and spreads e.g. olive, sunflower oils. Try to choose lower fat spreads as opposed to butter because it is a healthier choice.)
 - Remember that all types of fat are high in energy and should be limited in the diet as shown by the size of the purple segment.
8. What can you tell me about foods **high in sugars, fat and salt**?
 - Which foods are high in sugar, fat and salt? (Chocolate, cakes, full-sugar soft drinks, sweets, ice cream, crisps, butter, cream, jam, honey, sauces.)
 - Are these foods essential within our diet? (No, they are not needed as part of a healthy diet and so, if included, should only be done infrequently and in small amounts.)

9. What do you remember about **hydration**?

- How many glasses of fluid should we drink every day? (6-8)
- What drinks count towards your fluid consumption? (All drinks count, but water and lower fat milk are the best options.)

Games

The objectives are to:

- introduce the children to the eatwell guide
- encourage children to think about the sections of the eatwell guide
- encourage children to think about which food goes in different sections of the eatwell guide

Suggested games: Banana Tag, Eatwell Relay 1, Eatwell Relay 2, Eatwell Pandemonium

Please refer to games cards for a detailed explanation of how to deliver the game. Some cards include instructions for variations to the game for example, how to change the game intensity.

Round Up

Discuss with the children how Emil can help Lana make healthier choices.

What can our heroes do to make healthier food and drink choices?

- Recap on the main points of the lesson to check understanding, correct any misconceptions and reinforce key messages
- Do the children understand the differences between each section of the eatwell guide?
- Recap on the importance of having a well-balanced and healthy range of foods

Optional additional curricular activities

- Eatwell guide – class can produce a weekly eatwell guide to be put up on the wall. Children to correctly place foods they have eaten each day onto the guide.
- Children can create their own healthy meals by using the eatwell guide to put together meals that will give them energy and different vitamins and minerals

Resources needed for this session

- Flip chart and pens
- Eatwell guide floor mat/s
- Eatwell guide powerpoint found in 'additional teaching aids' file
- Teacher's eatwell guide checklist found in 'additional teaching aids' file
- Food cards

Appendix 2 provides useful web links and resources related to this session

Session 3 – Smile

Aim

To develop children's understanding of sugar, the role it plays in a healthy diet and how to reduce sugar intake by making healthier choices

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing - HWB 1-15a, 1-25a, 1-28a, 1-30a, 1-30b, 1-33a

Learning intentions

- Understand the importance of keeping my teeth clean and healthy
- Evaluate the sugar content of a range of foods that I eat
- Understand why it is important not to eat too much sugar
- Recognise ways of making healthier food choices to maintain a healthy weight and good oral health

Success criteria

- I can make judgements about a range of foods in terms of their sugar content
- I am able to share my knowledge around food and drinks which are high in sugar and present information on healthier choices and oral health to my family
- I can begin to understand how to use food labels to make healthier food choices

Session Outline

This session focuses on understanding of oral hygiene, the importance of limiting sugar intake on the body and teeth and how to read and understand food labels

Nutritional guide sugar - found in the 'additional teaching aids' file

Key points for delivery

- Regularly consuming food and drinks high in sugar increases our risk of having an unhealthy weight and tooth decay
- Sugar in various forms is found in many foods and drinks. This can make it hard to figure out the sugar content in various food and drinks.
- Foods such as bread, wholegrain cereals and bananas give us energy for longer which are better than energy from sweets or fizzy drinks
- Keep high sugar snacks and drinks to a minimum
- Children aged 4 to 6 years should have no more than 4 teaspoons or 5 sugar cubes (20g) daily. 7 to 10 years should have no more than 5 teaspoons or 6 sugar cubes (24g) each day. Children from 11 years, including adults should have no more than 6 teaspoons or 7½ sugar cubes (30g) each day.
- The front-of-pack nutrition labelling helps consumers see at a glance what is in their food. This is explained below and gives the children the opportunity to study packets and decide whether they think the food/drink is high, medium or low in sugar.

Key messages for keeping teeth healthy include:

- Brush teeth twice a day for 2 minutes using a fluoride toothpaste
- Brush teeth in a circular motion with a pea sized amount of toothpaste
- Spit don't rinse after brushing teeth
- Replace toothbrush regularly

- Visit a dentist every 6 months
- The only drinks which are safe for teeth between meals are milk and water
- Try to keep sugary foods and drinks to mealtimes only. Use a straw if having sugary drinks.
- If having a sugary snack or drink, wait for a minimum of 30 minutes before brushing your teeth, but if you are running late and don't have time to wait, still brush your teeth

Suggested questions to prompt discussion

Recap key points from session 1 (being active and healthy) and session 2 (eatwell guide)

Suggest you read this session's heroes' story

Questions to ask during story

1. Who here thinks they have healthy teeth?
2. Who here has recently been to the dentist? Do you know how many times a year you should visit the dentist?
 - Twice a year (every 6 months)
3. What do you do to keep your teeth healthy?
 - See key messages above
4. What can we do to make sure our teeth stay nice and healthy?

Additional questions/tasks

1. What is the daily sugar limit?
 - For 4 to 6 year olds – no more than 4 teaspoons or 5 sugar cubes (20g) each day
 - For 7-10 year olds – no more than 5 teaspoons or 6 sugar cubes (24g) each day
 - For 11 years, including adults – no more than 6 teaspoons or 7½ sugar cubes (30g) each day
2. Go over key oral health messages
3. Choose some food/drink items using wrappers that the children brought in to illustrate the sugar content in terms of numbers of teaspoons/sugar cubes of sugar (1 teaspoon – 5 grams, 1 sugar cube – 4 grams).
4. The front-of-pack nutrition labelling helps us see at a glance what is in our food. The label is colour-coded red, amber and green, and highlights 'percentage reference intakes', to show how much fat, saturated fat, salt, sugar and energy is in a product.

Red colour coding means the food or drink is high in this nutrient and we should try to have these less often or have them in small amounts

Amber means medium, and if a food contains mostly amber you can eat it most of the time

Green means low, and the more green lights a label displays the healthier the choice

5. Depending on resources available, split the class into groups and using the sugar smart app (www.nhs.uk/change4life/food-facts/sugar), ask the children to scan barcodes of collected food and drinks wrappers to see how much sugar is in the food or drink product. This is an easier way for them to see how much sugar is in some of the products and children, if they have access at home, can also use this to educate family, siblings and friends. Note: this app uses sugar cubes where 1 sugar cube contains 4g of sugar.
6. Optional as a progression - Split the class into groups and ask them to look at the labelling on some wrappers. Explain that there is nutritional information on the packaging of all products, usually on the back or the side. This includes a figure for how many grams of CARBOHYDRATE there is in the product and another figure 'of which sugars' which details how much of the carbohydrate is present as sugar. Ask groups to place items in order from lowest to highest, based on sugar content.

7. You may wish to use the example:

Nutritional Information card found in the 'additional teaching aids' file.

- It is classed as 'a lot of sugar' if 100g of food contains 4 ½ teaspoons / 5½ cubes (22.5g) or more of sugar and 'a little' if it contains 1 teaspoon (5g) or less.
- it is classed as 'a lot of sugar' if 100ml of drink contains just over 2 teaspoons / nearly 3 cubes (11.25g) or more of sugar and 'a little' if it contains ½ teaspoon / ½ cube (2.5g) or less.

Games

The objectives are to:

- encourage the children to think about oral health and dental hygiene
- remind children of the different ways to protect teeth from sugar

Suggested games: Disco Tag, Tooth Hockey

Please refer to games cards for a detailed explanation of how to deliver the game.

Some cards include instructions for variations to the game for example, how to change the game intensity.

Round Up / What are our Heroes up to?

- **What are the top tips Emil told Lana to follow to keep her teeth healthy?**
- Recap on the main points of the lesson to check understanding, correct any misconceptions and reinforce key messages
- Ask what changes children might make as a result of what they have learned this week?

Optional additional curricular activities

Highlighting hidden sugar:

- Children could make a poster displaying foods high and low in sugar
- Children could, over a period of time, keep a note of the sugar content in their snacks and illustrate in a graph
- Children could research the sugar content of foods and drinks at home using either product labels or the sugar swap app available from the change for life website www.nhs.uk/change4life-beta/food-facts
- Teacher can hard boil 5 eggs and soak them for 24 hours (or longer) in different solutions e.g. energy drinks, water, fizzy juice, fresh fruit juice etc. Ensure that volume of liquid and other controls to ensure experiment is accurate. Leave the top part of each egg not in the solution so that it will be easy to see the changes the eggshells experience after soaking. After a day eggs can be removed from the solution and examined by the children. This represents the damage that can be done to teeth if not brushed regularly and the risk to having too much high sugary drinks can cause. This experiment can be found at: www.dentalhealth.org

Resources needed for this session

- Flip charts and pens
- Sugar and teaspoons/sugar cubes
- Empty food/drinks wrappers
- Plastic cups

Appendix 2 provides useful web links and resources related to this session

Session 4 – Fats

Aim

To develop children's understanding about fats

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing - HWB 1-15a, 1-25a, 1-28a, 1-30a, 1-30b

Learning intentions

- Evaluate the fat content of a range of foods that I eat
- Understand why it is important not to eat too much fat
- Recognise ways of making healthier fat choices
- Apply knowledge of how to reduce intake of fat and identify healthier choices

Success criteria

- I can understand how fat is measured
- I can give examples of different levels of fat content from food labels
- I am able to share my knowledge around foods which are high in fat and present information on healthier choices to my family
- I am able to discuss the benefits for health and wellbeing of not eating too much fat
- I can begin to understand food labels to make healthier choices

Session Outline

This session focuses on foods high in fat, healthier alternatives and cooking methods.

Nutritional guide fat and fat swaps guide - found in the additional teaching aids' file

Key points for delivery

- Fat contains essential nutrients, provides energy and helps us grow
- Although we need some fat, it is important not to eat too much as this can be linked with health problems such as heart disease. Over time arteries can get clogged up and this means that the heart has to work harder.
- Try to choose lower fat spreads and vegetable oils and spreads
- Remember that all types of fat (including oils) are high in energy and should be limited in the diet as shown by the size of the purple segment.
- The front-of-pack nutrition labelling helps us see at a glance what is in food. The new label is colour-coded red, amber and green, to show how much fat, saturated fat, salt, sugar and energy is in a product.
- Fat can be reduced by the way food is prepared and cooked e.g. trimming fat off, grilling or baking instead of frying

Suggested questions to prompt discussion

- Recap session 1 (being active), 2 (eatwell guide) and 3 (smile)

Suggest you read the this session's heroes' story

Questions to ask during story

1. Name some foods and drinks that have fat in them?
2. Do we need fat in our diet?
 - Yes some fat is essential but it is best to get this from vegetable sources
3. Why do we need fat?
 - We need some fat for energy and growth
4. Which part of our body can be affected if we have too much fat over the years?
 - Heart, over time arteries can get clogged up and this means that the heart has to work harder
 - This can be illustrated by using a straw and some dough. State that when you blow through the straw, the flow through the straw is unrestricted. But when some dough is placed in the bottom of the straw (fat over time), it makes it harder for the air (blood) to get through the straw (arteries) which means you have to work harder (your heart has to work harder).
5. How can we have less fat? (Choosing lower fat spreads is a good way to reduce fat.) Remember that all types of fat are high in energy and should be limited. Use small amounts of oils and spreads and less often as they are high in fat.
6. Explain that some foods have a higher fat content than others
7. Choose some food / drink items using wrappers that the children brought in to illustrate the fat content in terms of numbers of butter / margarine portions (1 portion = 7g). Fats can be illustrated in a number of ways. To represent fat, 5g of butter or lard can be melted then poured into a test tube. Mark the level on the test tube and remove the contents. The test tube can then be filled with candle wax (melted) up to this mark to represent 5g of fat, You can also fill test tubes to represent 10g of fat. A bar of soap can also be cut into 1cm³ cubes to represent 5g of fat.

Ask the children to compare a few food wrappers. Example a 25g packet of normal crisps contains $\frac{3}{4}$ of a test tube (7.6g) fat compared with a 25g packet of baked crisps which contains just under $\frac{1}{4}$ of a test tube (2.0g). You may wish to use the food label example found in the homelink activity sheets to demonstrate where to read this information or use the colour coding labeling scheme below found on the front of packaging.

Red colour coding means the food or drink is high in fat and we should try to have these foods less often or eat them in small amounts.

Amber means medium in fat, and if a food contains mostly amber you can eat it most of the time.

Green means low in fat, and the more green lights a label displays the healthier the choice.

8. How could you have a cooked breakfast of sausage, bacon and eggs which is lower in fat? (Grill or bake meat so no additional oil is used, cut off fat, boil or poach eggs instead of frying or microwaving scrambled eggs).

Games

The objectives are to:

- Reinforce the learning about how much fat is in certain foods and what are the healthier options

Suggested games: Sheep Tag, Shuffle Fat Netball, Fat Attack

Please refer to games cards for a detailed explanation of how to deliver the game. Some cards include instructions for variations to the game for example, how to change intensity of the game.

Round Up

What can Emil and Lana do to not eat too much high fat foods?

- Recap on the main points of the lesson to check understanding, correct any misconceptions and reinforce key messages
- Highlight the key messages about fat
- Ask children to consider the changes they could make as a result of what they have learned this week

Optional additional curricular activities

- Highlighting hidden fats – similar to hidden sugar, the children could bring in various food labels to study the fat content and categorise them into high, medium or low fat foods
- Group work – ask children to make high fat/sugar or low fat/sugar posters to evidence their learning around nutritional values
- Children could research the fat content of foods and drinks at home using either product labels or the be food smart app available from the change for life website www.nhs.uk/change4life-beta/food-facts

Resources needed for this session

- Flip charts and pens
- Empty food/drink wrappers
- Fat example – test tube with candle wax/soap/butter portions

Appendix 2 provides useful web links and resources related to this session

Session 5 – Snacks

Aim

To further develop children's understanding of snacks and the role they play in a healthy diet

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing - HWB 1-14a, 1-15a, 1-25a, 1-28a, 1-29a, 1-30a, 1-30b

Learning intentions

- Understand the difference between snacks that can be eaten all the time and snacks that should only be eaten occasionally
- Apply my knowledge and understanding of the eatwell guide to consider a range of snacks and where these would fit into the guide
- Evaluate a range of snacks in relation to current healthy eating advice
- Evaluate the snacks I eat in relation to current healthy eating advice

Success criteria

- I can explain what a snack is and how it differs from a main meal
- I can sort snacks into different food groups
- I am able to make judgments about which snacks we should eat more/less of
- I am able to demonstrate my knowledge around snacks which are healthier and share this information with my family

Session Outline

The majority of children will have a snack at school. Healthier snack options will be discussed and the children will be encouraged to choose snacks from the 'super snacks' category whenever they feel hungry between meals.

Teacher's traffic light snack code – found in the 'additional teaching aids' file

Key points for delivery

- Ideally we should have three meals (breakfast, lunch and evening meal) and two snacks (mid-morning and after school) each day (also known as 3+2). This stops us from getting too hungry in between meals and avoids us having too many snacks during the day (grazing).
- Healthier snack options are colour coded on a traffic light system:
 - **green** snacks or 'super snacks' which can be eaten every day
 - **yellow** snacks or 'so so snacks' which can be eaten now and again
 - **red** snacks or 'only so often snacks' which should be limited
- See additional teaching aid for snack traffic lights for different snack categories
- Link the various snacks to the eatwell guide. The 'only so often' snacks belong to the foods high in sugar, fat and salt.

Suggested questions to prompt discussion

- Recap session 1 (being active), 2 (eatwell guide), 3 (smile) and 4 (fat)

Questions to ask during story

- What do you like to have as a snack?
(Can write a list on the board or a piece of paper)
- When do you think is the best time to have a snack?
In between meals, 3+2 e.g. 10 o'clock and 3 o'clock
- Name a snack you think would be a healthy snack?
Any '**super snack**'
- Name a snack you think would be an unhealthy snack?
Any '**only so often snack**'

Additional questions/tasks

1. Ask the class to think about what snacks they think are healthier. This can be done by going through the list of snacks the children made (refer to the teachers traffic light snack code).
2. Explain why limiting the amount of fatty and sugary snacks we eat is recommended (refer back to the eatwell guide – foods high in fat, sugar and salt are not needed as part of a healthy balanced diet, and so if included, should only be done infrequently and in small amounts).
3. Introduce the snack coding system - Green/Yellow/Red
 - **Green** = 'Super Snacks' – Aim to have these more than the other snacks when snacking between the main meals (they are low in sugar and fat)
 - **Yellow** = 'So – So' – Middle of the road snacks which we should have now and again (can contain high amounts of fat or sugar)
 - **Red** = 'Only so often' – Snacks we should try to limit (these snacks contain high levels of sugar and or fat)

Refer back to bullets 3 and 4 and the snacks discussed. Code them with coloured pens. Alternatively, divide the class into groups and ask them to write down examples of snacks which they think would go into the different categories or write as a class on the board.

Games

The objectives are to:

- demonstrate the snack colour coding system
- explain the difference between 'Super', 'So-So' and 'Only so often' snacks
- reinforce key healthy eating messages relating to consumption of snacks

Suggested games: Snack Tag, Snack Hoops, Snack Run

Please refer to games cards for a detailed explanation of how to deliver the game. Some cards include instructions for variations to the game for example, how to change intensity of the game

Round Up

What kind of snacks can Lana choose to be healthier and why?

- Recap on the main points of the lesson to check understanding, correct any misconceptions and reinforce key messages
- Ask class to discuss what they think of their snack choices
- What changes to their snacks do they think they could make over the course of next week?

- Assign homework on the homelink activity sheet. Draw snacks under the different categories discussed. Also ask the children to set themselves goals relating to their snack consumption. This is about setting personal healthy snack goals.
- This could be an opportunity to ask children if they remember the physical activity choices they said they would make (refer to session 1 homelink activity sheet). Who is still doing them and how do they feel about them? Keep asking children about these changes to see who can keep up the good work for longest.

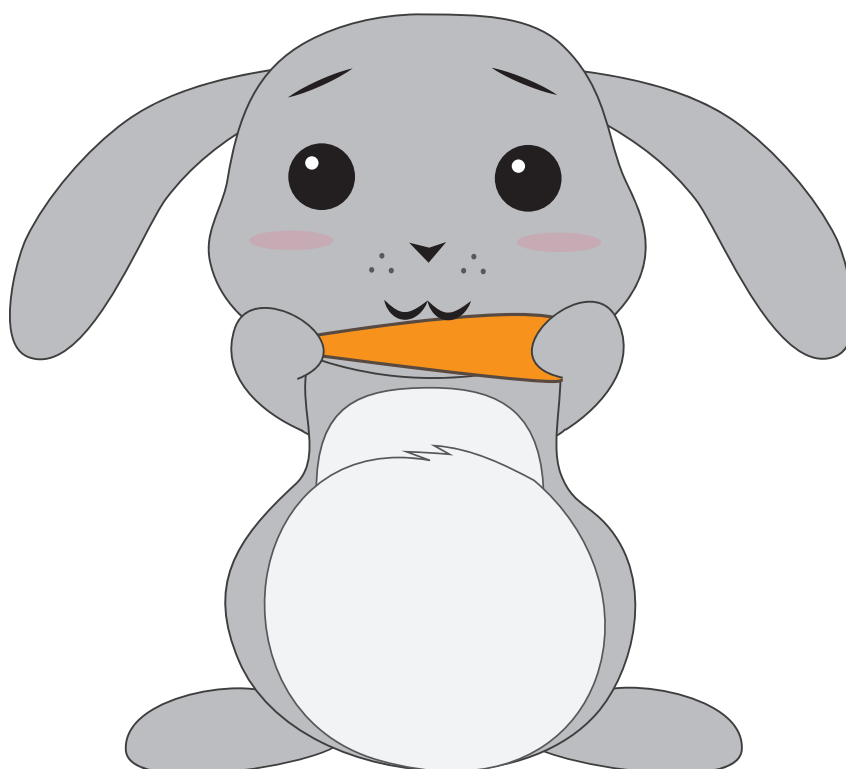
Optional additional curricular activities

- Healthy Snacks – Teacher to raise a discussion once a week on what children had for snack. Discussion could include comparing snacks eaten during the week to snacks eaten at weekends.
- Class can prepare a healthy snack during class time such as fruit kebabs. This will encourage trying new foods and developing practical cooking skills.

Resources needed for this session

- Flip chart and coloured pens (green, yellow and red)
- Teacher's traffic light snack code found in 'additional teaching aids' file

Appendix 2 provides useful web links and resources related to this session



Session 6 – Fast food, takeaways and eating out

Aim

To develop children's understanding of fast food and eating out and the role they play in a healthy diet

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing - 1-28a, 1-30a, 1-30b, 1-32a

Learning intentions

- Understand what we mean by fast food, takeaways and eating out and how these fit in with current healthy eating advice
- Evaluate eating habits when making choices about fast food, takeaways and eating out
- Create a plan of small lifestyle changes to reduce the intake of less healthy options
- Evaluate how advertising/marketing is used to influence people to eat fast food

Success criteria

- I can explain what is meant by a fast food, takeaways and eating out and give examples of how they can contradict current healthy eating advice
- I can make decisions about choosing fast food based on comparisons against healthy eating guidelines
- I am able to assess how fast foods are marketed/advertised to successfully influence consumers
- I am able to make a plan to limit less healthy fast food choices which I can share with my family

Session Outline

This session focuses on eating out in fast food outlets, restaurants, takeaways, etc. The discussion also includes portion sizes, how often you eat out and healthier swaps.

Nutritional guide for fast food – found in 'additional teaching aids' file

Key points for delivery

- Eating out can be a fun and sociable activity, however, some fast food places serve food that is high in fat, sugar and salt
- **Fast food** is the term given to food that is prepared and served very quickly. While any meal with short preparation time can be considered fast food, typically the term refers to food sold in a restaurant or store with preheated or precooked ingredients and served to the customer in a packaged form for take-out/take-away.
- It is still possible to make healthier choices when having fast foods or eating out, for example not 'going large', choosing water rather than fizzy drinks or picking a single rather than double burger (see homelink activity sheet for examples).
- Remember that portion size is important

Suggested questions to prompt discussion

- Recap session 1 (being active), 2 (eatwell guide), 3 (smile), 4 (fat) and 5 (snacks)

Suggest you read this session's heroes' story

Questions to ask during story

1. Where do you like to go out and eat?
 - Any takeaway, restaurant or fast food restaurant
2. Why do you like going there?
 - The toys, its quick and easy, parents do not have to wash-up or cook, it's on the way to where we are going, too far away from home to cook, special occasion
3. What sort of healthier choices could we make in this place?
 - Small pizza (smaller portion sizes), chicken instead of pepperoni (healthier swaps) and going only on special occasions (how often we eat out)

Additional questions/tasks

1. What would they choose if they could have anything from one of these eating places?
2. Based on what children have learned about fat and sugar in food and healthy choices over the last 6 weeks, ask if they can think of how they could make healthier choices. Changes can be grouped under three headings:
 - **'portion size'** – e.g. choosing a small rather than a large meal
 - **'how often you eat out'** – e.g. going to these places less frequently rather than a couple times a week
 - **'swaps for healthier choices'** - e.g. choose thin crust rather than thick crust pizza, choose lower fat toppings e.g. chicken instead of pepperoni
3. What healthier choices could you make?

Games

The objectives are to:

- encourage the children to think about which foods and drinks are classed as 'fast food'
- reinforce learning around how to make healthier choices when eating out or having a takeaway

Suggested games: Pizza Tag, Grab a Burger, Takeaway Trade

Please refer to games cards for a detailed explanation of how to deliver the game. Some cards include instructions for variations to the game for example, how to change intensity of the game.

Round Up

What should Lana and Emil remember about eating at a fast food restaurant in order for them both to be healthier?

- Recap on the main points of the lesson to check understanding, correct any misconceptions and reinforce key messages
- Think about the key messages from this week, what changes do children think they could make when they eat out as a result of what they have learned today?
- Who will help you to make this healthy choice?

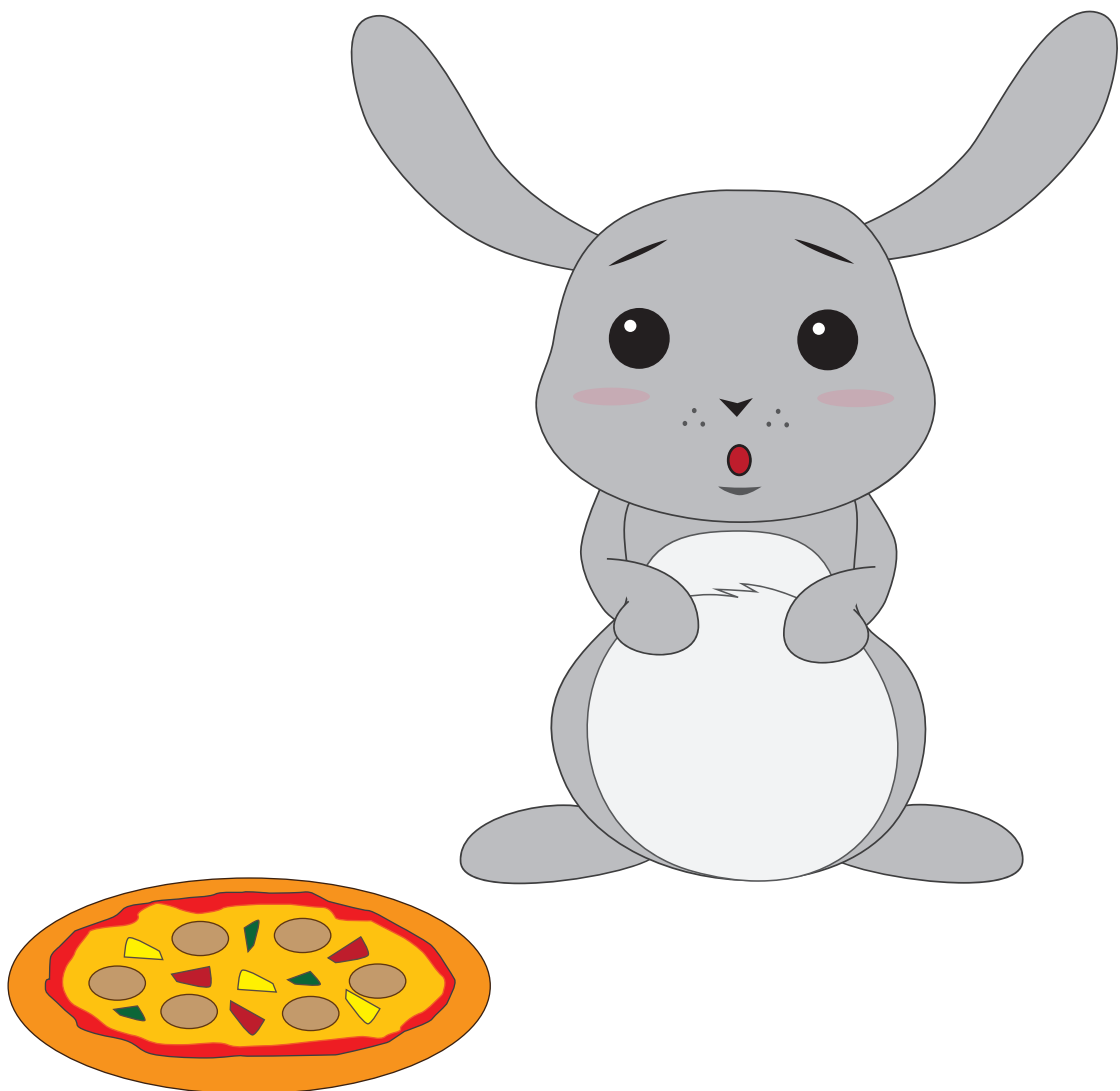
Optional additional curricular activities

- Ask the children to choose a healthier choice that they could make at one of these restaurants, fast food or takeaway and design a poster/flyer stating the change that they are going to make and a picture of them making this choice with their friends/family etc. This can be done in any way that suits.
- Ask the children to design their own healthy restaurant and a healthy meal they would make the customers that came to visit. Ask the children to think about the way the food is cooked and what foods may work together to make a tasty meal.

Resources needed for this session

- Flip charts and pens

Appendix 2 provides useful web links and resources related to this session



Session 7 – Healthy Balance

Aim

To develop children's understanding of have a healthy balance between sleep, rest, play and eating

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing - HWB 1-15a, 1-16a, 1-19a, 1-23a, 1-24a, 1-25a, 1-27a, 1-28a, 1-30a, 1-30b, 1-32a

Learning intentions

- Understand that the body needs energy to function
- Remember why it is important to be physically active
- Understand why it is important to eat breakfast
- Understand why it is important to have a good night's sleep
- Apply my knowledge of physical activity, the food that I eat and my health and wellbeing to create a plan for lifestyle changes

Success criteria

- I can explain where we get our energy from and its use to live, be active and rest
- I can explain why it is important to eat breakfast
- I can give examples of how I can get a good night's sleep
- I am able to produce a simple plan of lifestyle changes which I can share with my family

Session Outline

This session focuses on the balance between getting enough sleep, being physically active, having a balance diet and resting to be healthy, fit and happy.

Key points for delivery

- The importance of physical activity as the energy out and food intake as energy in
- It is important to have breakfast in the morning to set us up for the day ahead
- The body needs energy from food and drink to work well and support play
- 5 year olds are recommended to have 11 hours sleep. This reduces by 15 minutes every year until at 14 onwards children need about 9 hours sleep.

Suggested questions to prompt discussion

- Recap session 1 (being active), 2 (eatwell guide), 3 (smile), 4 (fat), 5 (snacks) and 6 (fast food, takeaways and eating out)

Suggest you read this session's heroes' story

Questions to ask during story

1. What races do you like to do at sports day?
2. What meal is very important to have to ensure we have all the energy we need to start our day?
 - Breakfast
3. What else can we do to make sure we have enough energy for the day?
 - Go to bed early to get a good night's sleep

4. How do we feel after having a good night's sleep and a healthy breakfast?
- Feel good about myself, have more energy, better able to concentrate

Additional questions/tasks

1. What is energy?
 - Investigate what there is in the hall/classroom that needs energy to work? (e.g. lights/clock/phone)
2. Where do we get our energy?
 - Food/drinks (not water). Remind about sections of the eatwell guide.
3. Explain that we get ENERGY IN from food and drinks
4. Explain that ENERGY OUT can be achieved by being active (see concepts below)
5. Do we use energy when we are sitting at our desks or sleeping?
 - Yes, we are always using energy but we use more when we are being active
 - How might you feel if you have skipped breakfast? For example, if you are playing in the school playground and not had breakfast? (You might feel tired, unhappy, sick, uncomfortable, unable to concentrate)
6. How might you feel if you are not very active e.g. sit in front of the TV for many hours while also having red snacks (chocolates, crisps, soft drinks)?
 - If you are not active enough and you are still eating plenty you might feel tired, unhappy, uncomfortable and unable to concentrate
7. How might you feel if you had 3 main meals and 2 snacks and are active for at least 60 minutes each day?
 - You might feel happy, able to concentrate, have the energy to complete tasks, be alert
8. How many hours of sleep do you think you need each night?
 - Children at age 5 should have 11 hours sleep. This reduces by 15 minutes every year until at 14 onwards, children need 9 hours sleep
9. What could you do to make sure you get a good night's sleep?
 - Its'important to have a routine that works for you and to stick to it. Avoid screens before bed. Keep your bedroom a relaxing environment for sleeping.

Relate this to the eatwell guide to ensure that the children understand that it is preferable to get energy from carbohydrate foods that release energy slowly rather than sugary foods and drinks.

Games

The objectives are to:

- demonstrate what happens when energy is not balanced
- demonstrate what happens when energy is balanced
- demonstrate what is needed for a healthy balance (what we eat, what we use in physical activity and how much we sleep)

Suggested games: Superhero Tag, Daily Relay, Healthy Balance

Please refer to games cards for a detailed explanation of how to deliver the game. Some cards include instructions for variations to the game for example, how to change intensity of the game.

Round Up

How can Emil ensure he keeps a good healthy balance? How can Lana ensure she keeps a good healthy balance?

- Recap on the main points of the lesson to check understanding, correct any misconceptions and reinforce key messages
- Highlight the importance of energy balance, building up physical activity over the course of a day and what counts as active living

Optional additional curricular activities

- Energy Balance - each pupil could keep food and activity diaries for one week recording their daily intake of food as well as their activity levels. When complete, discuss the relationship between the type and amount of food consumed and the resulting energy levels.
- Ask the children to create a poster relating to one day in the week when they are active, highlighting the ways in which they can be active

Resources needed for this session

- Flip charts and pens

Appendix 2 provides useful web links and resources related to this session



Session 8 – Superheroes celebration (optional session)

Aim

To review the previous sessions and explore changes to health behaviour

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing - HWB 1-27a, 1-28a, 1-30a

Learning intentions

- Evaluate the benefits of making healthier choices around the food that I eat and the physical activities I participate in
- Justify why it is important to be active on a daily basis by having at least 60 minutes of physical activity
- Evaluate the range of healthy food and lifestyle choices made during the last 8 sessions

Success criteria

- I can explain and give examples of healthier choices which I have decided to make
- I can select healthier choices and make judgments about the benefits of these
- I am able to give suggestions around why it is important to eat healthily
- I am able to give suggestions around why it is important to be active
- I am able to give suggestions on a range of healthier choices for my family

Session Outline

A review of Grow Well Choices. This final session concentrates on healthier choices made since session 1. If you wish to evidence impact, remember to use the 'before and after' quiz (Appendix 4) to test knowledge and understanding.

Before and after quiz and answers (Appendix 4)

Physical Activity and Snacks Challenge Sheet – found in 'additional teaching aids' file

Key points for delivery

- Recap points from previous sessions
- Go through the homelink activity sheets and ask questions relating to each session

Suggest you read this session's heroes' story

Questions to ask during the story

1. What has Emil and Lana learned about making healthy choices?
 - Go through all session key messages
2. What do you think Emil was good at?
 - Good at becoming more active, good at keeping his teeth clean
3. What do you think Lana was good at?
 - Good at being active and drinking plenty water. She is also good at going to bed early to get a good night's sleep.

Additional questions/tasks

1. Who remembers the goals they set for physical activity and healthy snacks?
2. Talk about making changes. What was the easiest change to make? What was more difficult?
3. What has been most successful?
4. Which changes do children feel they could carry on with?
5. You may wish to use the resource available in the additional teaching aids to promote sustained behaviour changes around physical activity and healthy snack choices. This could be used at the start of each term to encourage and promote sustained healthy choices.
6. Record some healthy choices in homelink activity sheet.

Games

The objectives are to:

- Recap on the key learning points from the previous 7 sessions

Suggested games: Class can choose a game from a previous week or other games can be played

Please refer to games cards for a detailed explanation of how to deliver the game. Some cards include instructions for variations to the game for example, how to change intensity of the game.

Remember to highlight key learning points related to the games played

Round Up

What changes have Emil and Lana made to be healthier?

- Reminder about continuing to make small, simple changes – carry on with them, not just a one off! (Can use the additional teaching aid - physical activity and snack challenge sheet to encourage this throughout the year.)

Optional additional curricular activities

- Review quiz and review quiz with answers found in Appendix 4.

Resources needed for this session

- Will depend on which games chosen for this session
- Before and After quiz and answers (Appendix 4)
- Physical activity and snack challenge sheet found in 'additional teaching aids' file

Appendix 2 provides useful web links and resources related to this session

SECTION 3

APPENDICES

Appendix 1 – Grow Well Choices alignment with Curriculum for Excellence

Mental, emotional, social and physical wellbeing			
Mental and emotional Wellbeing			
Health and Wellbeing outcome	Learning Outcomes	Progression	Suggested Resources
<p>I value the opportunities I am given to make friends and be part of a group in a range of situations.</p> <p>HWB 1-14a</p>	<p>I can demonstrate good social skills when part of a group and developing relationships.</p> <p>I can contribute towards activities and discussions when part of a group.</p>	<p>Taking turns in group discussions and listening to peers in order to collectively make a group decision.</p> <p>Develop positive relationships by showing respect and being kind through lesson and games</p>	<p>Appropriate websites in relation to circle time, friendship, emotions etc</p>
Physical Wellbeing			
Health and Wellbeing outcome	Learning Outcomes	Progression	Suggested Resources
<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health</p> <p>HWB 1-15a</p>	<p>In order to sustain my wellbeing and health I have to be physically active and eat a balanced diet to maintain and develop my body</p>	<p>With support discuss an energy ladder specifying the various amounts of energy needed for different types of people. Understanding the need to balance consumption with expenditure.</p>	<p>Appropriate websites and consultation with relevant partners.</p> <p>Visual aids to support discussion</p>
<p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</p> <p>HWB 1-16a</p>	<p>I can use kitchen utensils safely when preparing food.</p> <p>I understand the risk when using kitchen utensils to myself and others around me</p> <p>I understand when joining in with activities and games I must move and complete tasks in a safe and responsible manner</p>	<p>Identify potential risks in a kitchen environment and suggest a safe solution.</p> <p>Identify potential risks during activities and follow instructions relating to health and safety</p>	<p>Appropriate websites and visual aids to support learning</p>

Planning for choices and changes			
Health and Wellbeing outcome	Learning Outcomes	Progression	Suggested Resources
<p>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others</p> <p>HWB 1-19a</p>	<p>I can reflect on my skills and abilities from my learning experiences.</p> <p>I can provide valuable feedback to others</p>	<p>Encourage healthy lifestyle choices through reflection and setting goals.</p> <p>Have class discussions on how individuals have maintained a healthy lifestyle.</p>	<p>Physical activity and snack challenge</p>

Planning for choices and changes			
Physical Education			
Health and Wellbeing outcome	Learning Outcomes	Progression	Suggested Resources
<p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practice and improve my skills to develop control and flow.</p> <p>HWB 1-21a</p>	<p>I can develop my stamina, rhythm and timing, balance and coordination through activity and games.</p> <p>I am motivated to be active and improve my skills.</p>	<p>Identifying the skills they have used and reflecting on their own ability during activities and games.</p> <p>Setting achievable goals to improve their skills.</p>	<p>Hall/outdoor spaces, gym equipment, significant aspects of learning P.E. poster.</p> <p>Physical activity diary, goal setting template.</p>
<p>I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.</p> <p>HWB 1-23a</p>	<p>Develop listening skills in order to follow instructions and rules accurately.</p> <p>Have a deeper understanding of how to participate in activities and games successfully.</p> <p>I can understand my role and the role of others within a group with the ability to adapt.</p>	<p>Show understanding by being able to explain the rules to a peer/group.</p> <p>Being able to identify their next steps to improve their performance.</p> <p>Showing their flexibility, understanding and skills when asked to take on a different role.</p> <p>I can follow game instructions and complete the activities correctly</p>	<p>Reading an instruction list, stationary</p> <p>Goal setting template, significant aspects of learning P.E. poster.</p> <p>Physical activity diary.</p>
<p>I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.</p> <p>HWB 1-24a</p>	<p>Being able to take and give constructive criticism in order to improve ability.</p> <p>Reflecting on personal or team performance to help improve individual skills and success.</p>	<p>Children should present to their peers individual feedback about their observations as well as their own personal experiences.</p> <p>Children should identify own personal achievements through peer or self assessment.</p>	<p>Relevant ICT resources.</p> <p>Active schools, local coaches, P.E. teachers.</p> <p>Physical activity diary which includes peer or self assessment opportunities.</p>

Planning for choices and changes			
Physical Activity and Health			
Health and Wellbeing outcome	Learning Outcomes	Progression	Suggested Resources
<p>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.</p> <p>HWB 1-25a</p>	<p>How sport and physical activity can be fun and not always about competition.</p> <p>That achievement and competition are different experiences and do not have to be related.</p>	<p>Explore ways in which pupils can create their own enjoyment through sports based activities both at school and at home using environments around them. The Daily Mile could be implemented.</p> <p>Pupils should set themselves goals for personal achievement based around sport or physical activity.</p>	<p>Visits from local youth/sport clubs and active schools.</p> <p>Charts for personal use/teacher</p>
<p>I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body.</p> <p>HWB 1-27a</p>	<p>I have learned how physical activity impacts on people's lifestyles both positively and negatively.</p> <p>I can differentiate between the level of physical activity and how it affects our bodies, during and after the activity.</p> <p>I can understand how physical activity levels will be different depending on a person's circumstances.</p>	<p>Physical activity diaries could be kept to record each child's level of activity.</p> <p>Vary the demands of physical activity and show awareness of the difference between resting heart rate and heart rate post-activity.</p> <p>Develop and complete a daily chart to show their daily routine to having a healthy lifestyle.</p>	<p>Current affair programmes, online articles/websites. If available, physical activity tracking device such as pedometer can be used</p> <p>Visit from health professionals. Personal experience.</p>

Planning for choices and changes			
Physical Activity and Health			
Health and Wellbeing outcome	Learning Outcomes	Progression	Suggested Resources
<p>I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing.</p> <p>HWB 1-28a</p>	<p>I understand the relationship between how the amount/type of energy I consume impinges on my level of activity.</p> <p>I am aware of different food groups and how they affect energy levels and weight management.</p> <p>I have learned how my health and wellbeing can be enhanced through positive lifestyle choices involving food and physical activity.</p>	<p>Food and Activity diaries could be kept to examine the relationship between type of food being consumed and amount of activity.</p> <p>Link discussions back to the various food groups and get them to identify the benefits of different foods.</p> <p>Explore the problems and health risks associated with a lack of physical activity and unbalanced diet</p>	<p>Energy balance, kitchen scales to illustrate a balance/ imbalance.</p> <p>Eatwell guide, hidden fat and sugar games.</p> <p>Appropriate websites. Use the Be Food Smart App to identify foods high in fat, sugar or salt.</p>

Food and Health			
Nutrition			
Health and Wellbeing outcome	Learning Outcomes	Progression	Suggested Resources
<p>I enjoy eating a diversity of foods in a range of social situations</p> <p>HWB 1-29a</p>	<p>I am becoming more willing to experiment with different tastes and textures.</p> <p>I am developing a better understanding of the importance of the social aspects at meal times.</p>	<p>Explore a wider variety of foods.</p> <p>Discussion and comparison of mealtime routines.</p>	<p>Types of food and kitchen utensils.</p>
<p>By investigating the range of foods available I can discuss how they contribute to a healthy diet.</p> <p>HWB 1-30a</p>	<p>Identify ingredients and equipment necessary for preparation.</p> <p>I am able to enjoy and share the food I have prepared.</p>	<p>Write up a checklist of what is needed to prepare the food / drinks.</p> <p>As a class, prepare and display healthy snacks for parents and carers for an open morning / afternoon.</p>	<p>Paper, pens, kitchen utensils, food and drinks</p> <p>Invitations to parents, table settings</p>

Health and Wellbeing outcome	Learning Outcomes	Progression	Suggested Resources
<p>I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks.</p> <p>HWB 1-30b</p>	<p>Identify ingredients and equipment necessary for preparation.</p> <p>I am able to enjoy and share the food I have prepared,</p>	<p>Write up a checklist of what is needed to prepare the food/ drinks.</p> <p>As a class, prepare and display healthy snacks for parents and carers for an open morning / afternoon.</p>	<p>Paper, pens, kitchen utensils, food and drinks</p> <p>Invitations to parents, table settings</p>
<p>I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition.</p> <p>HWB 1-32a</p>	<p>I know that my diet may not be the same as everyone else's as we are all built differently.</p> <p>Understand the possible reasons as to why people may eat, or avoid, certain foods for personal reasons.</p>	<p>Be able to understand why portion size will vary depending on age, occupation, activity levels.</p> <p>Have a discussion on how diet can be related to certain health issues e.g. diabetes.</p>	<p>Visit from dietician, school nurse.</p> <p>Information from doctor/nurse/dietician on certain conditions.</p>
Safe and hygienic practices			
Health and Wellbeing outcome	Learning Outcomes	Progression	Suggested Resources
<p>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.</p> <p>HWB 1-33a</p>	<p>I am responsible for my own personal hygiene such as washing and brushing my teeth.</p> <p>I understand the importance of cleanliness, hygiene and safety being part of my daily routine.</p>	<p>Developing independence of following my daily routine at home and at school.</p>	<p>Appropriate websites and informational leaflets.</p> <p>If needed, opportunities to practise personal hygiene at school e.g. hand washing or brushing teeth.</p>
Food and the consumer			
Health and Wellbeing outcome	Learning Outcomes	Progression	Suggested Resources
<p>When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability</p> <p>HWB 1-35a</p>	<p>I am beginning to understand where my foods come from.</p> <p>I am able to discuss in more depth my knowledge and understanding about food I am preparing and cooking.</p>	<p>Prepare a food timeline on how certain foods get to our plate.</p> <p>Present the food timeline to their peers.</p>	<p>Stationary, paper</p> <p>Appropriate websites for food facts</p>

Appendix 2 – Useful links and resources

Links to resources highlighted in each session are listed below:

Food for Thought: Exploring food and drink through Curriculum for Excellence.

www.education.gov.scot

Change 4 Life: Useful resources and up-to-date information

www.nhs.uk/change4life/Pages/schools-partners.aspx

The Change4Life School Zone includes curriculum-linked resources and inspiration to help teach children about healthy eating and being active. Some of the resources are only available if you subscribe and use an England or Wales postcode.

Food Standards Agency: General advice about healthy eating

www.foodstandards.gov.scot/nutrition-healthy-eating/eating-healthily

Eat Better Feel Better: For healthy eating ideas, handy tips and recipes

www.eatbetterfeelbetter.co.uk/

Session 1 – Being Active and Healthy

www.bhf.org.uk

Provides specific information for children about ways in which they can be more active, eat more healthily, and how this impacts on their bodies. Lots of other websites, games and resources are available.

Session 2 – Eat Well Guide

www.foodstandards.gov.scot/nutrition-healthy-eating/eating-healthily/eatwell-guide

Provides information and resources for use in school to ensure the best possible food experience for every pupil whilst at school.

www.nhs.uk/Livewell/Goodfood

A wide ranging website which provides guidance, resources and interactive games on a wide range of issues and topics, including healthy eating and physical activity.

www.eatwellscotland.org

A new eatwell site for Scotland is being developed. In the meantime this site provides all the information needed to help you make healthier choices.

www.foodafactoflife.org.uk

A website which provides a progressive approach to teaching about healthy eating, cooking, food and farming. Includes resources and interactive games.

Session 3 – Smile

www.nhs.uk/change4life/Pages/change-for-life.aspx

The Sugar Smart app can be downloaded from the above website. You can use it on your i-phone or smart phone to scan food labels to find out how much sugar is lurking in food and drink – you might be surprised!

Some of the resources are only available if you subscribe and use an England or Wales postcode.

www.bda.org

The British Dental Association website has individual sections for young children and teens, providing information on how different foods affect their oral health.

www.brightsmilesbrightfutures.co.uk

Sections for staff, teachers and parents which provide online downloads and games related to oral health.

www.teethtlc.com

Fun resource which provides snappers, tooth brushing timers and diaries.

www.nhsghpcat.org/HPAC

Link to list of dental/oral health resources available for loan from NHS Grampian Resources department.

www.schoolsnet.com/pls/hot_school/sn_primary.page_pls_resource_detail?x=16180339&p_res_id=1369

Link to scientific experiment looking at the effects certain drinks have on our teeth, showing the importance of keep our teeth clean and healthy.

Session 4 – Fats

<http://www.nhs.uk/Change4Life/food-facts/fat>

Want to make some changes?

How are your eating, drinking and activity habits? Change4life can help you make some healthy changes.

Session 5 – Snacks

www.nhs.uk/change4life/pages/healthy-snacks-for-kids.aspx

Want to make some changes?

How are your eating, drinking and activity habits? Change4life can help you make some healthy changes.

Session 6 – Eating Out

Many takeaway websites include useful nutritional information.

Session 7 – Healthy Balance

www.activescotland.org.uk

Active Scotland can help find active groups in your area - clubs and teams involved in activities from archery to yoga.

www.takelifeon.co.uk

Giving you simple steps to healthier eating and being active, this website offers practical advice for making small but important changes.

www.nutrition.org.uk

Excellent resource from the British Nutrition Foundation which provides information on healthy eating.

Resources available from NHS Grampian

NHS Grampian has a Health Information Resources department which offers a wide range of resources covering a variety of health topics. The NHS Child Healthy Weight Health Coaches use some of these resources during delivery of the Grow Well Choices, e.g. eatwell guide mats.

The Resources Team is based at Summerfield House in Aberdeen. They offer health information and materials to professionals and the general public throughout Grampian. Leaflets and posters are available free of charge. They also stock a wide range of items for loan, including DVDs, activity materials, educational games, models and other resources.

In addition to Healthy Eating and Physical Activity, they can also offer resources on a wide variety of topics including:

- Accident Prevention.
- Alcohol.
- Drugs.
- Mental Health.
- Sexual Health / Contraception.
- Tobacco.

Resources can be booked for external use and are an excellent way of reaffirming the messages delivered during the GWC programme.

The online resources catalogue can be found at:

www.nhsghpcat.org/HPAC/Index.jsp

You can also get more information from:

Health Information Resources Service

Summerfield House

2 Eday Road

Aberdeen

AB15 6RE

Tel: 01224 558504

Fax: 01224 558630

Email: grampian.resources@nhs.net

Appendix 3 – Parents / Carers Questions and Answers

My child is a fussy eater, how can I get him/her to eat a wider variety of foods?

- Keep offering new foods even if your child refuses them at first – many children need to try a food at least 10 times before they accept it!
- Don't offer an alternative if your child refuses a meal – they'll soon learn that they'll get a nicer alternative if they do this.
- Don't make a fuss if your child doesn't eat a meal, but give lots of praise when they do.
- Don't talk about your child's fussy eating in front of them as this gives them more attention, and children enjoy attention, whether it's good or bad!
- Encourage your child to help you and get involved in food preparation.

However if you are concerned that your child's diet is severely limited please discuss this with your health visitor. If the health visitor feels it is appropriate your child may be referred to a Community Dietitian to discuss this further.

I think my child is overweight, what should I do?

If you have concerns that your child is overweight you can discuss this with your health visitor or school nurse. They will be able to weigh your child and measure their height to see if they are growing as they should be. It is important to get a few measurements over time as your child will be going through growth spurts all the time.

If your health visitor or school nurse thinks your child may be outwith the healthy weight range for their age, they can support you to make some simple and realistic changes to your child's/family's diet and lifestyle.

In the meantime why not try some of these helpful hints:

- A daily routine is a very important part of a child's day. Small tummies mean children need to eat smaller amounts of food. Children should be offered 3 meals and 2-3 planned snacks each day. This is better than letting your child 'graze' through the whole day. Choosing healthy options will help ensure your child is getting all the nutrients they need.
- Offer a variety of nutritious snacks. Many snacks can be high in fat, sugar and salt so try to choose healthy snacks such as fruit, vegetables, savoury sandwich, breadsticks or yoghurt.
- Try to keep sugary foods and drinks to mealtimes only.
- Make meals an enjoyable social occasion! Eat together as a family and give children the same food as the rest of the family, but in smaller child-sized portions – use smaller bowls and plates.
- Don't insist that your child clears their plate. Young children are much better than adults at self-regulating their energy intake so learning to eat until they're comfortably full is very important.
- Try to get out and about as a family so that your child learns it is a fun and enjoyable part of growing up.
- Try to reduce the amount of time your child spends at a screen, e.g. watching the TV and using the computer.

I have been told my child is underweight, should I still follow the healthy eating advice?

It is still important that your child follows a balanced diet to ensure they are getting all the nutrients, vitamins and minerals that are required for healthy growth and development.

However, if you have been told by a health professional that your child is underweight for their age then certain guidelines will not apply quite so strictly. For example, you may want to give slightly larger portions at meal times; you may want to give extra high calorie snacks between meals, etc. It is important that you discuss any concerns you have with your health visitor or health professional involved in your child's care.

I think my child has a food intolerance, what should I do?

It is important not to start restricting your child's diet by avoiding certain foods as this can lead to nutritional deficiencies and poor growth & development. If you are concerned that your child may be intolerant to a particular food it is important to speak to your Health Visitor or GP so that they can advise you on the best way forward.

Is it ok for my child to eat sweets, crisps, cakes, etc. when they go to a friend's party?

Yes, this is a natural part of growing up and experiencing new tastes. We all have some higher fat and sugar foods present in our diet, we just need to get the balance right. As long as your child eats a healthy and balanced diet the majority of the time, the occasional treat at a party will not affect their health. Try to lead by example, if your child can see that you eat a healthy diet the majority of the time then they are more likely to do the same.

My child doesn't always eat breakfast, what should I do?

Try to make sure you leave enough time in the mornings so that your child isn't rushing around. Make breakfast time a fun and enjoyable part of the day. Even if your child only has something small at breakfast time this is better than nothing. However, if you can't get your child to eat anything at this time then pack them a healthy snack to have mid-morning.

What are healthy choices and why should my child make them?

Healthy choices are decisions you make on everyday things that can help you become healthier, happier and fitter.

Making healthy choices can have huge benefits in everyday life and also in the classroom.

Benefits include:

- feeling more energetic
- increased concentration levels
- improved oral health
- maintaining a healthy weight

How can I help my child to be active for at least 60 minutes every day?

60 minutes doesn't have to be done all in one go. It can be spread over the whole day in 10, 15 or 20 minute slots. For example:

- walking to school (10mins)
- playing outside at break time (20mins)
- walking home (10mins)
- playing outside after school (20mins)

How can my child be more active at home or if the weather is poor outside?

Being active doesn't always have to involve being part of a sports club or playing outside. There are many options at home, both indoors and out, to add to your child's healthy lifestyle. These include vacuuming, climbing the stairs, playing in the garden, cleaning the car.

As a family we do not source our protein or dairy from animals. Will this affect my child's healthy balanced diet?

No. There are many other sources that allow you to maintain a healthy balance.

Protein can be sourced from alternatives such as quorn, lentils, nuts, beans,

Calcium can also be sourced from alternatives such as:

- leafy green vegetables, such as kale, collard greens or bok choy/pakchoi
- beans
- soy
- nuts and seeds
- some fruits, such as figs, raisins or papaya

APPENDIX 4

Before and after quiz

PUPIL QUIZ – HOW MUCH CAN YOU REMEMBER?

1. You should be active for at least _____ minutes every day.

2. Name 2 ways to be active:

1. _____ 2. _____

4. Name each section:

Green: _____

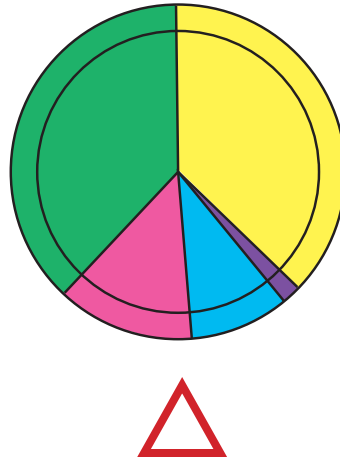
Yellow: _____

Pink: _____

Blue: _____

Purple: _____

Red: _____



Write 1 items for each section:

Green: _____

Yellow: _____

Pink: _____

Blue: _____

Purple: _____

Red: _____

5. Complete the following sentences:

- You should brush your teeth _____ times a day, for _____ minutes each time.
- You can use a _____ with sugary drinks so that you don't damage your teeth as much.
- You should visit your dentist every _____ months.
- You should try to have _____ pieces of fruit and veg every week.

6. Can you name 1 thing we can do to make sure we don't eat too much fat?

1. _____

7. Write below each snack what colour of snack it is (green or red):



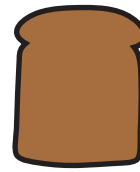
banana



fizzy juice



crisps



toast



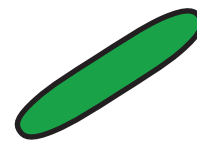
Sweetie



milk



cereal bar



cucumber

8. How many snacks should you try to have each day?

9. Can you name 2 things you could do when eating at a fast food restaurant that would be healthier choices?

1.

2.

10. Why is it important to have breakfast?

PUPIL QUIZ – Teacher Version?

1. You should be active for at least 60 minutes every day.

2. Name 2 ways to be active:

1. any sport 2. any activity

4. Name each section:

Green: **fruit & vegetables**

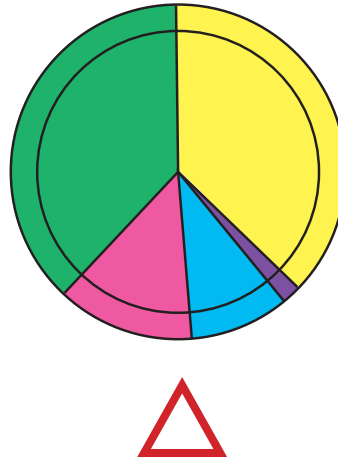
Yellow: **carbohydrates**

Pink: **Protein**

Blue: **dairy**

Purple: **oils & spreads**

Red: **food and drinks high in fat, sugar and salt**



Write 1 items for each section:

Green: **any fruit or vegetable**

Yellow: **pasta, cereal, potatoes, rice, bread**

Pink: **meat, fish, beans, pulses, eggs**

Blue: **milk, cheese, yoghurt**

Purple: **sunflower oil, margarine, vegetable oil**

Red: **sweets, chocolate, fizzy juice, sauces, crisps**

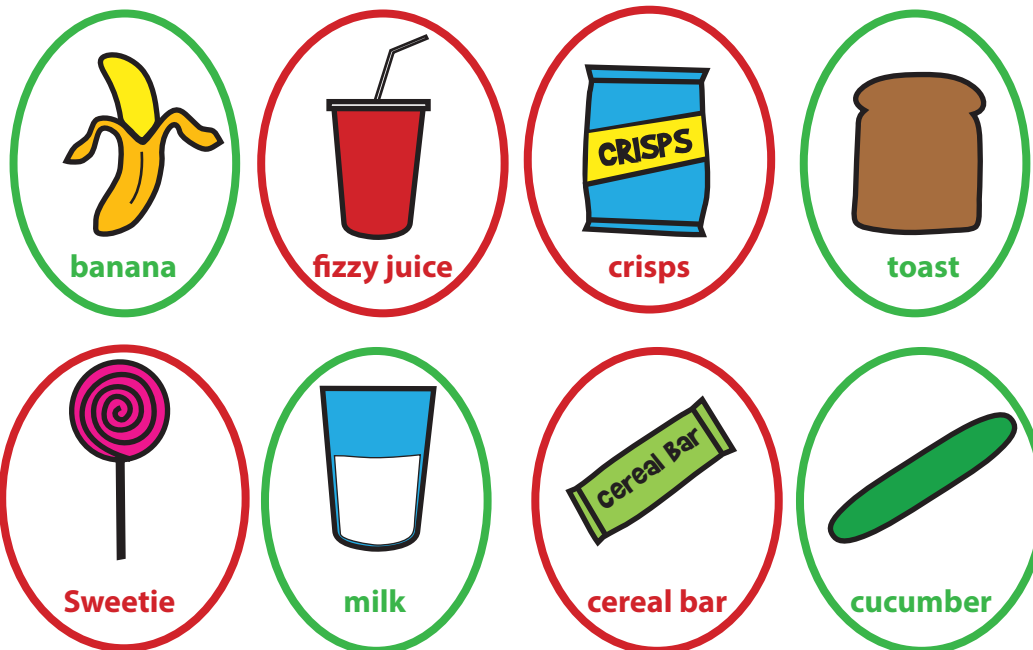
5. Complete the following sentences:

- You should brush your teeth 2 times a day, for 2 minutes each time.
- You can use a straw with sugary drinks so that you don't damage your teeth as much.
- You should visit your dentist every 6 months.
- You should try to have 5 pieces of fruit and veg every week.

6. Can you name 1 thing we can do to make sure we don't eat too much fat?

1. Instead of frying food you can grill food, have less high fat foods, make healthy swaps, cut off fat on bacon

7. Write below each snack what colour of snack it is (green or red):



8. How many snacks should you try to have each day?

2 snacks preferably from the green or amber sections in the traffic lights

9. Can you name 2 things you could do when eating at a fast food restaurant that would be healthier choices?

1. **Portion sizes, healthier choices and eating out less often**

2. **Portion sizes, healthier choices and eating out less often**

10. Why is it important to have breakfast?

To give us energy and improve concentration

This publication is also available in other formats and languages on request.

Please call Equality and Diversity on 01224 551116 or 01224 552245 or email grampian@nhs.net

Ask for publication CGD 170573

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Website Address: www.nhsgrampian.org/growwellchoices