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# Session plan – Healthy Eating Workshop

## Aim

To encourage the adoption of healthy eating practices amongst children and their families.

## Learning Objectives

By the end of the training participants will understand:

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| **HEALTHY EATING** |
| 1. Why it is important to eat healthy 2. The Eatwell Guide recommendations, including what food groups provide what nutrients 3. How to select healthy foods 4. How to make healthy swaps 5. The best fluids for children 6. Tips and resources to make healthy eating easier, especially on a tight budget |

## Session Duration: 45 minutes

## Most suitable for: Parents/Carers

## Older children (aged 12-16 years old)

## Resources required

The workshop has been developed to be delivered either face to face or online.

Online

* The Healthy Eating Workshop PowerPoint presentation (PPT)
* Healthy Eating Activity Ideas Resource for parents/caregivers
* Evaluation and feedback form pdf or adapt to an online survey

Face to face

* Sign in sheet to record numbers
* Paper and pens, post it notes
* Healthy Eating Activity Ideas Resource for parents/caregivers
* Evaluation and feedback form
* **The Healthy Eating Workshop supplementary presentation (PPT) provides all the images that can be printed for the session**:
  + A complete Eatwell Guide (either in A3 or multiple A4 copies)
  + Eatwell Guide blank template (either in A3 or multiple A4 copies)
  + Printed images of food
  + Pictures of food labels for traffic light labelling activity
  + Pictures of example foods for healthy swap activity

## Session: Healthy Eating

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| Introduction Present learning objectives.  Session sign in sheet. Record number of attendees. | | | | |
| **Learning outcome** | **Activity** | **Prompts & questions** | **Key learning points** | **Resources** |
| The importance of healthy eating for children & young people  ***(5 minutes)*** | Face to face: Post-it note activity  *Ask the group on a post-it note to write down one reason why children & young people eating healthily is important and on another post-it note, one barrier to healthy eating. The responses can be laid out on a table, stuck on a wall etc****.***  Online: PPT (Slide 3)  *Ask the group on a say or put in the meeting chat box, what one reason why children & young people eating healthily is important and one barrier to healthy eating.* | -Think about what benefit is most important to you? | **Summarise the benefits of healthy eating for children:**   * **Healthy weight** (an individual can move around better; protects against health problems) * **Improves energy and concentration levels** (crucial for learning/academic achievement) * **Mood** (supports good mental health) * **Reduces risk of long-term health conditions such as diabetes** (body struggles to control blood sugar levels) and **heart disease** (fat clogs up in our blood vessels) * **A healthy gut** (supports good bacteria in the gut that reduce the likelihood of diarrhoea, bloating and constipation) * **Supports healthy physical growth** (childhood and teenage years are years of rapid growth in height and body cells) * **Supports the immune system** (a healthy diet provides important nutrients to help the immune system function properly)   **Show awareness of the barriers** to eating healthy.  **Explain that despite the barriers, even small positive changes to the diet can make a big difference to a child and/or young person’s health.** | Post-it notes  Paper  Pens  PPT |
| The Eatwell Guide recommendations, including what food groups provide what nutrients  ***(10 minutes)*** | Face to face: Eatwell guide activity  *Present the group with an empty Eatwell guide. Give out picture cards and ask them to place the food images under the right food group. Evaluate their food image allocation on the eat well guide.*  Online: PPT (slides 4-5)  *Present the empty Eatwell guide to the group. Name out food items and ask where they should be placed. Give feedback on their decision making.*  ***Explain the Eatwell Guide and highlight important nutrients.*** | Is the food high in salt, fat, and sugar?  Why is this food good for us to eat?  Vitamin D – Where do we get it? How do our bodies use it? Why is it important? | **Why do we have the Eatwell Guide**?  The guide was created by the government to help us know what different food groups make up a healthy balanced diet and how much of each we should aim for. The Eatwell guide is suitable for almost everyone apart from children under 2 years because babies have much higher energy needs as they grow very quickly. Not all food groups need to be included with every meal, however you should aim for balance across the day or week.  **Food groups:**  **(Green section) Fruit & Vegetables-** It is important to aim for at least 5 portions of fruit and vegetables a day as they are a great source of vitamins, minerals, and fibre. Fruit juice does count towards our 5 a day, but only 1 small glass (150ml). Dark leafy vegetables are a good source of iron, which is a mineral that helps blood cells function properly and carry enough oxygen around the body. For children and young people, iron is a vital mineral for well-being, especially during growth spurts and especially for girls when their period/ menstrual cycle starts.  **(Yellow section) Starchy carbohydrates-** We need starchy carbohydrates for our energy and should made up just over one third of what we eat. Try to choose options high in fibre. Look out for products that say wholegrain, brown or wholewheat.Fibre helps us to stay fuller for longer and keeps our gut functioning properly for e.g. reduces the risk of constipation.  **(Pink section) Protein-** It is important to include some of these foods into our diet because they are needed for growth, maintenance, and repair of the body. For individuals who eat fish, it is recommended to eat two portions of fish a week, with one portion being oily fish for e.g. mackerel, sardines, pilchards, salmon, trout etc. Meat, fish and eggs and fortified plant-based proteins for e.g. Quorn are a good source of iron.  **(Blue section) Dairy-** It is important to include some of these foods into our diet because they are important sources of vitamins and calcium. Calcium is particularly important for children & young people because they are growing, and it will help them to have healthy bones and teeth.  **(Purple section) Oils fats and spreads-** Should be used sparingly.We need this in our diet as there are fats that are beneficial to our health in small amounts. These are called unsaturated fats and are found in plants for e.g. olive oil and sunflower oil.  **(Red outlined triangle) Foods high in salt, fat and sugar**- is a food group, but not a main food group because these foods are not essential for our bodies to function properly.  **A rule of thumb is that a healthy balanced main meal will largely consist of a portion of starchy carbohydrate food, a portion of protein and 2 portions of vegetables.** | * Eatwell Guide template * Food image cards of DIY printed images   PPT |
| How to select healthy foods  ***(10 minutes)*** | Traffic light label ranking game  *Present different food labels to the food group and looking at the traffic light food label, assist them in ranking the foods as the least healthy to the healthiest.*  Online: PPT (slide 6)  *Same as above.* | Can anyone tell me how the traffic light labelling system works? | **On most food packaging**, you should see traffic light food labelling that is there to help you to know what a portion size is and how much calories, fat, saturated fat (a type of fat linked to heart disease), salt and sugar are in that portion. Green is low, Amber is medium, and Red is high. The aim is to choose foods with the most greens and avoid reds and ambers.  **The traffic light food system is a voluntary scheme for food and drink companies to use to help customers.** Therefore, if you don’t see it on a product, it is likely that it might be high in salt, fat or sugar and that is why the label is not present to avoid discouraging people from buying.  **Per 100g** focusing on sugar & salt, a product low in sugar is over **15 grams** and a product low in salt is over **1.5 grams**.    **It is important to also remember,** although some foods hold positive health claims such as being high in fibre, source of calcium, counts towards your 5 a day etc., the food item can still be unhealthy. That is why being able to read labels well is very handy. | Present or print out the labels on the PPT |
| How to make healthy swaps  ***(10 minutes)*** | Face to face: Healthy swaps activity  *Present the meal and snack examples to the group and ask them from what they can see, what they would swap to make the example healthier.*  Online: PPT (slides 8-11)  *Same as above.* | What would your healthy swap be?  What is good/bad about this meal?  Why would you change this item?  Why have you chosen this item as a healthy swap? | **Breakfast- Crunchy nut clusters with milk and a banana.** Milk (source of calcium) and banana (1 of 5 a day) fine but not crunchy nut clusters. This cereal is very sugary and is not very filling*. Instead choose a high in fibre low to medium sugar cereal, that will be less problematic to the teeth (due to the sugar content) and will keep an individual fuller for longer. Examples include Weetabix, Plain porridge, Shredded wheat, Reduced sugar shreddies, and no added sugar muesli.*  **Lunch- Takeaway Meat feast pizza and skinny fries.** This meal requires more healthy swaps as it is high in salt and fat. Unless homecooked, the meat is likely to be highly processed meat and due to this will be high in salt and fat. The fries are likely to be fried with a lot of oil adding to the high fat content and as the fries are ‘skinny’, they will absorb more of this oil. *Instead go for chunky oven baked chips and try to add at least one vegetable portions e.g. baked beans, cucumber, mixed salad. As the bread on the pizza counts as a starchy food portion you can remove the chips completely and eat with a salad or baked beans. Go for a healthier takeaway pizza such as cheese and tomato or vegetable supreme. The most ideal option would be to make the pizza from scratch (can buy pre-made dough) or use French bread. Generally, shop brought pizzas are also better than takeaway pizzas.*  **Dinner- Cheese pasty with mash & baked beans.** The baked beans are okay, and the reduced salt and sugar baked beans is the healthiest version. The mash is okay with not too much butter. *It would be advisable to swap the cheese pasty for something healthier such as* ***a*** *tortilla wrap with chicken and cheese or spinach, black beans and cheese. Or an omelette (with potato, onion, and peas).*  **Sticky toffee pudding.** It is okay to have a pudding occasionally, but it is recommended to go for low in sugar fruit or milk-based desserts such as fruit salad, petits flous, plain yoghurt with fruit and homemade apple crumble with reduced sugar custard.  **Snack- Maltesers.** This snack will be high in fat and sugar. Try to give no more than two snacks, a day. Healthy examples include: breadsticks/carrot sticks/cucumber sticks with hummus, tomato salsa or tzatziki, 1 boiled egg, rice cakes, a handful of unsalted nuts, dried fruit (as part of a meal), fruit, a pot of yoghurt (low in sugar) etc. | Pictures of example foods for healthy swap activity  PPT |
| The best fluids for children  ***(5 minutes)*** | Face to face: Discussion  *Go over the importance of stating hydrated and the different types of fluid.*  Online: PPT (slide 12)  *Same as above.* | Why is fluid important? | To avoid dehydration and the symptoms of this such as dizziness, headaches, tiredness. Fluid helps us to concentrate and stay alert. The cells in our body need to stay hydrated to function properly, especially our brain cells.  Consume:  **Regularly**-water, unsweetened Milk (most children can have skimmed or semi-skimmed) or fortified plant-based milks such as oat milk.  **Occasionally**- heavily diluted juice or no-added sugar squash, unsweetened decaffeinated tea, and coffee.  **Avoid**- sugary drinks like sports, fizzy and energy drinks. Also, avoid diet drinks.  **Drinks made with sweeteners such as diet drinks are in the avoid list because they has not been a lot of research on the effects of sweeteners on children, but so far no risks have been found but there is not enough evidence to recommend.** | PPT |
| Top tips to make healthy eating easier, especially on a tight budget  ***(5 minutes)*** | Face to face: Discussion  *Go over the top tips.*  Online: PPT (slide 13)  *Same as above.* | Do you have a tip that you could share with the group? | * Try buying frozen and tinned fruits and vegetables as they are much more affordable than fresh varieties and can be kept for longer. * Foods that we often rely on to fill us up are often high in calories but are ‘empty calories. This is when a food is high in calories but is not good at making you feel full for very long. Examples include sugary and/or fatty foods such as crisps, chocolate, biscuits, cake etc. Instead to feel fuller, add more fiber to meals by adding high in fiber foods such as lentils, beans and vegetables. The tinned & frozen versions of these foods are very cheap. * Offering a portion of fruit and vegetable at breakfast and as a snack helps to reach the 5 a day minimum target. * Choose normally expensive foods such as meat and poultry when reduced and freeze in portions. | PPT |
| Closeout Check for questions  Evaluation form  Give out parent resource | | | | |

**Workshop evaluation Form**

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| Date: | |
| 1. New knowledge and ideas: | |
| Did you gain any new knowledge? | Yes/No  Please circle |
| What is one new piece of knowledge you gained from this training: |  |
| 2. Usefulness of this training: | |
| Will you use any of the information or ideas from today's training? | Yes/No  Please circle |
| If yes, what will you do differently? |  |
| 3. Workshop content & delivery | |
| Do you have comments or suggestions for the workshop? |  |