

# School Wellbeing Activity Programme

## Champion Guide

### Session 4

## Welcome to Nuffield Health, the UK's leading not-for-profit healthcare organisation\*.

As a not-for-profit with no shareholders, we invest all our income back into our family of award-winning 31 hospitals, 112 fitness and wellbeing clubs, healthcare clinics, over 200 workplace wellbeing services, as well as developing flagship collaborations supporting our communities – all to realise our vision to build a healthier nation.

What makes us unique is our unrivalled award winning and industry leading network of health and wellbeing services. Only Nuffield Health has the wide-ranging expertise to provide connected care. We attract some of the best people in their specialist fields, who take a personalised approach so we can provide the best possible care and support now and in the future – wherever they are on their journey. All for the public benefit. So, it's no surprise that we're trusted by the NHS, Private Medical Insurers, employers and the general public to provide exceptional health and wellbeing services to the nation.

**We're committed to our vision of building a healthier nation.**

\* Nuffield Health is a Registered Charity. Our objective is to advance, promote and maintain health and healthcare of all descriptions and to prevent, relieve and cure sickness and ill health of any kind, all for the public benefit. Registered Charity Numbers 205533 (England and Wales) and SC041793 (Scotland).

## What is SWAP?

swap is our new School Wellbeing Activity Programme, designed to empower students to improve their wellbeing.

As a trading charity, we are proactively responding to the key health issues facing young people today. Our programme is free, making it accessible to all and enabling us to help schools incorporate further health and wellbeing lessons into their timetable.

## What does the programme involve?

This programme offers evidence-based lessons that are delivered as a six-week programme. There is also a separate taster session available, to provide schools with an overview and trial of the programme.

### **The programme focuses on four key themes:**

- How I Move: focusing on physical activity
- How I Eat: focusing on sugar content of food and drinks, hydration, fruit and vegetables
- How I Sleep: focusing on sleep, sleep hygiene and screen time
- How I Feel: focusing on emotional wellbeing and resilience

**This SWAP Champion Guide contains all the session guides, activity sheets and fact sheets needed to deliver SWAP.**

**It should be used with SWAP Activity Books for students.**

# How I Eat: Sugar Content

## SWAP Champion session guide

**Suggested time:** 60 minutes

**Summary:** In this classroom activity, learners understand that too much sugar is bad for our health and investigate sugar content in different foods. They also discover why hydration is important and the effects of dehydration.

### Objectives:

- To learn about how sugar affects our body and mood
- To be able to read and understand food labels and the traffic light system used on them
- To discuss different sources of water and ways to achieve their hydration target

### Materials and preparation:

- *How I Eat – Sugar* PowerPoint: <http://www.nuffieldhealth.com/downloads/swap-4-ppt>
- *How I Eat – Hydration* PowerPoint (optional)
- Cut the nutritional information panels off a large variety of food packaging with traffic light labels
- *Understanding food labels* activity card
- *Understanding food labels (examples)* activity card
- *All about hydration* fact sheet
- “Pump” up your water activity card
- Sponge, access to water
- Ingredients to flavour water (e.g. mint, ginger, fruit, cucumber)

**Note:** If possible, ask the learners to bring in food packaging in advance.

**Safety:** This session can include an activity where learners make their own snacks. Check for allergies children might have to any of the ingredients.

### Activity outline and delivery

#### *Reflection (5 minutes)*

Reflect on session #3 (How I Move) by asking who has achieved their physical activity goals. How did this link with the “4 corners of me”: physical body, emotions, thoughts and behaviours? Did this affect their other pillars of wellbeing (How I Sleep, How I Eat, How I Feel...)?

#### *Introduction (5 minutes)*

- Use the *How I Eat – True or false* cards for a myth-busting question. Sugar can have serious health effects if we eat too much.
- Ask the learners if they know anything about the effects of sugar on our body or on our mood. You may use the *How I Eat – Sugar* PowerPoint (optional) to highlight key points.

#### *Understanding food labels (25 minutes)*

- Introduce the traffic light system used on food labels using a few different food labels.
- Cut the nutritional information off a variety of food and drink, and ask learners to identify which is which from a list of options written on the board.
- Once learners are familiar with the concept, ask learners to order the different foods in increasing order of sugar content. Discuss if there are any surprises.
- Use the *Understanding food labels* activity card and ask learners to fill in the table. There is an answer sheet available for a selection of foods, but if these foods are not available, the swap champion may want to create their own.
- **Extension activity:** challenge learners to identify what the colours would be for labels given only the numbers.

# How I Eat: Sugar Content

## SWAP Champion session guide

### Hydration activity (10 minutes)

- Explain that many drinks contain a lot of sugar, and water is the healthiest choice to keep us hydrated.
- Run through the hydration mythbusting questions on the *How I Eat – True or false cards*. Discuss that even being a little dehydrated (losing 2-3% of the water in your body) will affect your concentration and your ability to do well in sports<sup>1</sup>.
- Use a simple stand up / sit down activity to check with learners if they recognise the positive effects of drinking water on their body:
  - Who has ever had a headache after lots of exercise / sweating?
  - Who drinks fewer than 4 glasses of water a day?
  - Who feels like they can concentrate better after food and drink?
  - Who drinks more than 4 glasses of water a day? 6? 7? 8?
- How many learners are still standing at the last question? Inform the learners that the recommended target for water intake for their age group is 6-8 glasses a day<sup>2</sup>. Does this seem like a lot? Too little?
- Explain what the terms "hydrated" and "dehydrated" mean using a simple demonstration with a sponge. When it is dry it cannot function properly, but once it is saturated with water it can.

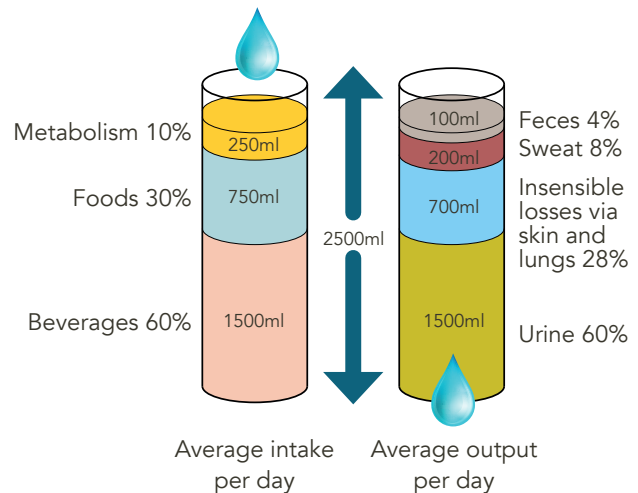
### Optional extension (15-20 minutes)

#### Water intake and output

- Ask the learners to list their daily water sources.
  - Use this opportunity to introduce the idea that it is not just drinks that play a role in proper hydration, but also

various foods!

- Use the *Hydration PowerPoint* (optional) and ask learners to guess the water content of different food and drink.



- Follow up by asking learners to identify all the things that we do day to day and how much water we lose when doing them (refer to the diagram below for answers).

### Hydration goals (10 minutes)

- Remind learners of the recommended target for water intake for their age group (6-8 glasses a day).
  - Do they think they can achieve this?
  - How can they make it easier to drink water?
  - Can they think of ways to keep track?
- Hand out the "Pump" up your water activity card and let the learners come up with ways that they can add variety to water by adding fruit or other ingredients (you could display a range of foods to inspire them, e.g. mint, ginger, fruit, cucumber).

### Practice (5 minutes)

Guide the learners in reducing their sugar intake by making small swaps to their food and drink over the next week.

<sup>1</sup> 7 Science-based Health Benefits of Drinking Enough Water  
[www.healthline.com/nutrition/7-health-benefits-of-water](http://www.healthline.com/nutrition/7-health-benefits-of-water)

<sup>2</sup> Six to eight glasses of water 'still best'  
[www.nhs.uk/news/food-and-diet/six-to-eight-glasses-of-water-still-best](http://www.nhs.uk/news/food-and-diet/six-to-eight-glasses-of-water-still-best)

Typical values	100ml contains	250ml contains	%GDA*	Typical adult
Energy	199kJ 47kcal	500kJ 120kcal	6%	2000kJ
Protein	0.5g	1.3g		
Carbohydrate	10.5g	26.3g	29%	
of which sugars	10.5g	26.3g		
Fat	trace	trace		
of which saturates	trace	trace		
Fibre	trace	trace		
Sodium	trace	trace		
Salt equivalent	trace	trace		

\* Guideline daily amounts

**Vitamins/Minerals**

100ml contains

100% RDA (42% RDA)

High per 100 grams	Medium per 100 grams	Low per 100 grams
Over 22.5 grams	Between 5 and 22.5 grams	5 grams or less

[illegible]

# How I Eat: Sugar content

## Understanding food labels (examples)

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In this activity you will be looking carefully at the different labels on food to learn about their sugar content. Sometimes it is easy to guess, but other food labels might surprise you. Here are some example foods and their sugar content.

**High per  
100 grams**

**Medium per  
100 grams**

**Low per  
100 grams**

**Over 22.5 grams**

**Between  
5 and 22.5  
grams**

**5 grams or less**



Food	How many grams of sugar per 100g?	Is it a high, medium or low sugar item?
Special flakes cereal	15g	Medium
Cereal bar slice	31.6g	High
Light vanilla yoghurt	7.1g	Medium
Jarred pasta sauce	6.7g	Medium
Porridge	1.1g	Low
Wheat biscuit cereal	4.4g	Low
Jelly	57.4g	High
White chocolate discs	52.6g	High
Caramel chocolate bar	53g	High
Cereal bar	30g	High
Rye crackers	3.0g	Low
Multigrain crisp snack	7.3g	Medium
Tuna	0g	Low



## How I Eat: Hydration

"Pump" up your water

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### Making water more exciting!

Your challenge is to come up with great ways to make it easier (and tastier) to drink 6-8 glasses of water a day.

Remember, water is an excellent swap to decrease sugar and keep hydrated.

Add ingredients (lemon, mint, ginger – be creative!) to your water to make it more flavourful.

Choose one, two, or even three ingredients and get mixing.

### Tips

- Freeze a bottle of water overnight and bring that to school with you.
- Be careful not to fill the bottle completely before putting the lid back on and freezing it, as water expands as it freezes and your bottle might split.
- Make flavoured ice cubes by adding fruit to an ice cube tray. Add them to your water bottle for a delicious cold drink.
- Drink a glass of water with each of your meals.
- Bring a refillable water bottle with you when you go out.
- Eat foods that contain a lot of water. Fruit and vegetables are great examples as they are 80-90% water and provide lots of other health benefits.

### Extension questions

- Can you think of more ways to stay hydrated?

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- Set yourself a challenge to track your glasses of water for a week using a chart or diary.





# How I Eat: Hydration

## All about hydration

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### Did you know...?

- Our bodies are made up of approximately 50-60 percent water<sup>1</sup>, but not every part of the body contains the same amount:
  - Brain and heart = 73% water
  - Lungs = about 83% water
  - Skin = 64% water
  - Muscles and kidneys = 79% water
  - Even the bones are watery, and contain 31% water!
- Boys generally have a higher percentage of water in their bodies than girls.
- You also lose water as you sleep.
- Water does several important things such as making sure your body stays at the right temperature and helping you digest food.
- Your urine should be colourless or pale in colour. The darker your urine, the more dehydrated you are!
- Adults, and children aged eight and up should aim to drink about 6-8 glasses a day to stay hydrated and healthy.
- On very active days or days that you play sports, you need to drink a little bit more to replace the water you have lost by sweating.

### How do you lose water?

- Some of the ways you lose water are through sweating, breathing, and urinating.
- Symptoms of dehydration are:
  - headaches, feeling tired, poor concentration
  - dry mouth and feeling thirsty
  - feeling constipated<sup>2,3</sup>.

<sup>1</sup> The USCS Water Science School - The water in you  
[water.usgs.gov/edu/propertyyou.html](http://water.usgs.gov/edu/propertyyou.html)

<sup>2</sup> Nuffield Health (2010) Hydration - how much is enough?  
[centrica.mynuffieldhealth.info/global/factsheets/Hydration.pdf](http://centrica.mynuffieldhealth.info/global/factsheets/Hydration.pdf)

<sup>3</sup> H. H. Mitchel (1945) Journal of Biological Chemistry 158



## Notes

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