

Tier 2 Weight Management for people with Learning Disabilities Session Plan

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Tier 2 Weight Management for people with Learning Disabilities

Session 1: Why weight matters and the EatWell Guide

(A Healthier Me Booklet: Lesson 1 & 2)

Aims of today's session: To help service users understand why their weight is important, and what can happen if we are overweight or obese.

Time	Topic	Content	Activity	Resources required
	Welcome	Trainers to introduce themselves to the group. Go around the room and get all service users to introduce themselves.	Write names on labels and stick to clothes	Pen Labels
	Ice breaker	Identify why they each person has come to the sessions today.	Throw a ball to each person, and when they catch it, they can state why they came to the session today.	Ball
	Ground Rules	Identify the expectations of the group and create a list to refer back to if behaviours interrupt session. Examples include: • 😊 taking turns to talk and not interrupting each other • 😊 being on time for the session • 😊 listening to each other • 😊 asking questions if they don't understand. • ☹ interrupting other people • ☹ being late • ☹ being rude or mean to others	Flip chart/ piece of paper: create a table with a smiley face and a sad face and discuss expectations with the group and why they are important	Flipchart or large piece of paper
	What is obesity?	Explain that obesity is: • Being too heavy for your height • Having too much body fat	Ask the group: what other names for being overweight or obese can	Ball

			you think of? (Examples would include fat, tubby, porky etc) Throw the ball to each person when they put their hand up to chat.	
	How can we tell if we are obese?	To discuss as a group how they think we can tell if we are overweight or obese. Once discussed, explain that we use: • Weight (with a scale) • How big our middle is (with a tape measure) • Clothing sizes After discussions, measure all of these.	Ask the group: how do you think we can tell if we are obese? (examples would be we are too heavy, our clothes are tight, we need bigger clothes, our tummies are big). Write these answers on the paper. Measure weight, waist circumference and clothing sizes. Take a record of these for each person- this is what we will use to measure progress.	Scales Tape measure Paper Pen/ paper for recording Ball
	What can happen if we are obese?	To discuss as a group what they think can happen in the future if they are obese.	Discussion: what can happen to our health if we	Paper Pen Ball

		Once discussed, explain that the following can happen: • Physical issues: joint pain, diabetes, heart problems, difficulty breathing, fatty liver, feeling tired • Social issues: relying on other people more, difficulty moving, less able to do fun things • Psychological: feeling bad about yourself (self-conscious), feeling sad. Discuss how being obese makes them feel after. Circle back to the names they gave for being overweight; ask if they have been called these before and if so, how did it make them feel?	are obese? Write these answers on the paper. Add more to the chart if any points are missed. Discussion: Do you have any knee pains or find it difficult to breathe sometimes? Do you sometimes not like the way you look? Discussion: Have you ever been called these names you gave earlier? How did it make you feel?	
	What we are aiming to do with these sessions	Identify the areas listed in the last exercise that people experience (i.e. name calling, difficulty breathing, pain etc). Explain that we are trying to help stop these things from happening for them, and we want to help them lose weight to make their health better for them in the future.	None	None

	Question time	Ask the group if they have any questions about what we have talked about today.	Hand out the workbook to them at the end of the session to take home to families.	Workbook
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If this session took too long, you can stop here and carry on with the EatWell guide next week (Lesson 2 in the Healthier Me booklet). However, if this section did not take a long time and everyone is still engaged, you can continue with this section that relates to Lesson 2 in the Healthier Me booklet.

	Explaining the EatWell plate	Explain all the different food groups and what belongs in them: • Carbohydrates; give us energy and can help us go to the toilet • Fruits and vegetables: give us lots of special vitamins • Protein: help us build big and strong muscles, helps give us good minerals • Calcium: keeps our bones strong • Fats: gives us energy and special (fat soluble) vitamins Ask the service users which foods we should eat more of and which we should eat less of. Explain the smaller the section, the less we should eat.	Point at each section of the mat and explain what each does. Discussion: which foods should we eat more of, and which should we eat less of?	EatWell plate mat resource Ball for discussion
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	What belongs in each food group?	Ask the service users to sort the photos of food into their respective food groups on the mat. Whilst they do this, ask them why we eat each specific food groups. Note: photos of potatoes should be put into the carbohydrate section with bread/ pasta/ rice etc. Sweet potatoes are considered vegetables. Meat, beans, lentils, fish are proteins; milk, cheese, yoghurt are dairy; oils, butter, cream are fats and oils; ice creams and other processed foods are processed foods.	Show the service users the photos of the food. Ask them if they can work together to place the food onto the respective food group. As they are putting the foods onto each section, ask them what the benefits of them are to reinforce what we did in the last section (see above for correct answers). Ensure to correct any mistakes afterwards and explain why this is not correct.	EatWell mat Food pictures
	Homework	Show each service user the tick sheet at the end of this section. Ask them to record everything they eat the next day by ticking off each of the food groups from the sheet.		Checklist homework- after lesson 2

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Session 2: Fruits and vegetables (A Healthier Me Booklet: Lesson 3)

Aims of today's session: to identify why eating fruits and vegetables is important, to introduce them to different types of fruits and vegetables and to encourage further consumption of fruits and vegetables.

Time	Activity/Topic	Content	Activity	Resources required
	Reiteration from last week's session	Reiterating what was learnt from last week's session and get the service users to identify which models count as fruits and vegetables. • Ensure potatoes are not counted as a fruit or vegetable (these are carbohydrates)	Ask the service users to identify which models are fruits and vegetables and ask them to place them on the EatWell mat	EatWell mat
	Why are fruits and vegetables important?	Discuss with service users why F&V are important. Reasons include: • They fill our tummies. • They don't have many calories. • They have lots of good vitamins and minerals (or nutrients) which keep us healthy. • They have fibre which keep our poos healthy. Write their reasons on the paper and correct or add accordingly.	Discussion: ask the service users why they think fruits and vegetables are important in their diet. Throw the ball to each person when it is their turn to talk.	Paper Pen Ball
	What can happen if we don't eat enough fruits and vegetables?	Discuss with service users what can happen if we don't eat enough fruits and vegetables. Reasons include: • We can be hungrier. • We might eat more bad foods. • We can get tired. • We might get sick. • We can find it difficult to poo (constipation). • We won't eat enough vitamins to keep our body healthy. Write their reasons on the paper and correct or add accordingly.	Discussion: ask the service users what they think might happen if they don't eat enough fruits and vegetables.	Paper Pen Ball
	Portion sizes	Ask service users if they know how many fruits and vegetables, they should eat every day to stay healthy (5-a-day). Explain to service users that a portion size is how much we should eat of that food for it to count as one of your 5-a-day.	Ask the audience: how many fruits and vegetables do you think you should eat every day?	Ball

		Demonstrate that a portion size of fruits and vegetables fits into both of your hands when cupped. Show this with a food model of an apple or orange. Explain that the more fruits and vegetables we can eat, the easier it becomes to lose weight!		
	Taste test	Trial 3 different fruits and 3 different vegetables with the service users, examples include: • Apple • Strawberries • Grapes • Mango • Kiwi • Pineapple • Broccoli • Sweetcorn • Carrot • Swede • Sweet potato • Pepper Write which food each enjoyed on their homework to take home.	Activity: Get each of the service users to try each of the different fruits and vegetables. Ask them what they think about it; do they like the colour, the taste, the texture?	Checklists Fruit Vegetables Pen Homework
	Checklist discussion	Refer to the checklists they completed for homework last week and see how many fruits and vegetables each person ate. Explain whether this was enough or whether they need to eat more. If they need to eat more, refer to the fruits/ vegetables just tried (particularly if there was one they enjoyed) and encourage further eating over the week.		Checklists
	Homework	Give the service users a tick list for fruits and vegetables for the week ahead to go home with and ask them to have 1 more fruit and 1 more vegetable each day than what they had the previous week.		Tick list homework

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Session 3: Carbohydrates (A Healthier Me Booklet: Lesson 4)

Aims of today's session: to identify what carbohydrates are and how to eat them in a healthy way.

Time	Activity/Topic	Content	Activity	Resources required
	Discussion about the homework activity	Have an open conversation between all of the service users regarding how they found their homework activity of eating 1 more piece of fruit and 1 more vegetable each day. Question prompts could be: • Did you like adding another fruit or vegetable to your diet? • Did you try a new fruit or vegetable? What did you like about it? • Did you try a new meal or dish that had the fruit or vegetable in it? • What did you find difficult about adding in more fruit and vegetables? You can suggest ways to make it easier to include more fruit and vegetables, such as shredding them and adding them to sauces, eating soups or drinking smoothies.	Discussion: How did you find adding more fruits and veggies to your diet? (see further questions)	Ball
	Reiteration from last week's session	Get the EatWell mat out and ask them to identify which food models are fruits and vegetables and place them on to the fruit and veg part of the mat.	Activity: ask the group to pick out the fruit and vegetables and place them on the Eatwell mat	EatWell mat, food photos
	What are carbohydrates?	Ask the group what foods they know are considered carbohydrates. Pick each of the photos out of the group of food photos as they say it and correct if they get any wrong. Carbohydrate photos include:	Discussion: What foods can you think of that are carbohydrates?	EatWell mat, food photos

		• Bread • Pasta • Rice • Potatoes (not sweet potatoes) • Cereal • Cous cous Once all have been picked out, ask them to place them on the carbohydrate portion of the EatWell mat	Activity: place the carbohydrate models on the EatWell mat.	
	Why are carbohydrates important?	Ask the group why they think carbohydrates are important. Appropriate answers include: • They give us energy. • They can give us fibre to help us go to the toilet. • They have vitamins. • They make us feel full.	Discussion: Why are carbohydrates important?	Ball
	What can happen if we eat too many carbohydrates?	Ask the group what they think can happen if we eat too many carbohydrates. Appropriate answers include: • We can get too much energy. • We can gain weight. • We might not be able to eat enough of other good foods, which can mean we feel unwell.	Discussion: What can happen if we eat too many carbohydrates?	Ball
	Portion sizes	Show the group the pictures of each of the carbohydrates (each carb should have 3 pictures) and ask them what they think the right amount of carb is. Correct them if they are wrong.	Activity: what is the right amount of each carb to have in a portion?	Pictures of carbohydrate portions

		• Bread (2 slices) • Pasta (150g cooked) • Rice (150g cooked) Ask them if they have portions bigger or smaller than what we suggested here. Suggest that they can see if something is the right portion by comparing it to their fist. Explain that we should have 3 portions of carbohydrates per day; breakfast, lunch and dinner.	Ask the audience: What do you think is the right portion of these carbs? Do you have portions bigger or smaller than the right size?					
	Good and bad carbohydrates	Ask the group to sort the following models into a “good” carb category and a “bad” carb category: <table><tr><td> • Potatoes • Pasta • Bread • Rice </td><td>} Good</td></tr><tr><td> • Chips • Cakes • Crisps • Biscuits </td><td>} Bad</td></tr></table> Check after and correct. Ask them why they sorted them into each category.	• Potatoes • Pasta • Bread • Rice	} Good	• Chips • Cakes • Crisps • Biscuits	} Bad	Activity: Can you sort these carbohydrates into good carbohydrates and bad carbohydrates? Why did you sort them this way?	Food photos
• Potatoes • Pasta • Bread • Rice	} Good							
• Chips • Cakes • Crisps • Biscuits	} Bad							
	Explaining good and bad carbohydrates	Explain that the foods in the bad category have lots of energy which can make us obese if we eat too much. They also don’t have fibre and don’t have vitamins so aren’t as healthy. Explain that we call these “processed foods”.						

		Explain that even the good carbohydrates have better options. Brown carbohydrates (such as brown rice, brown pasta and brown bread), as well as potatoes, are good options and should be encouraged. Explain that we should aim to not have these carbohydrates wherever we can as these can be bad for us.		
	Homework	Ask each person what their favourite carbohydrate is. Suggest a healthy swap for them to try this week, and ask them to eat the correct portion size (fist sized). As an example: • White bread >> switch to 50:50 or brown • White pasta >> switch to brown pasta • White rice >> switch to brown rice or basmati rice • Crackers >> switch to Ryvita Write this down on their homework handout to take home.	Activity: What's your favourite carbohydrate?	

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Session 4: Protein

(A Healthier Me Booklet: Lesson 5)

Aims of today's session: To be able to identify healthy sources of protein, why they are important.

Time	Activity/Topic	Content	Activity	Resources required
	Discussion about the homework activity	Have an open conversation between all of the service users regarding how they found their homework activity of eating healthier carbs and reducing their portion sizes each day. Question prompts could be: • What did you like about changing the carbohydrate? • What did you dislike about changing the carbohydrate? • How did you find reducing your portion sizes? • Did you feel fuller eating the better carbohydrate? • Did you try them in a different meal or dish? You can suggest other carbs for them to try if they did not enjoy their carbs this week.	Discussion: how did you find switching to a healthier carbohydrate? How did you find reducing your portion size?	Ball
	Reiteration from last weeks session	Get the EatWell mat out and ask them to identify which food models are fruits and vegetables and carbohydrates and place them on to the correct part of the mat.	Activity: ask the group to pick out the fruit and vegetables/ carbs and place them on the Eatwell mat	Eatwell mat and photos.
	What is protein?	Ask the group what foods they know are considered high in protein. Pick each of the models out of the group of food and correct if they get any wrong. Protein photos include: • Chicken	Discussion: What foods can you think of that are proteins?	EatWell mat and photos

		• Steak • Fish • Eggs • Beans/ lentils Once all have been picked out, ask them to place them on the protein portion of the EatWell mat.	Activity: place the protein models on the EatWell mat.	
	Why is protein important?	Ask the group why they think protein is important. Appropriate answers include: • It can help us build muscle/ grow big and strong. • It can help us heal our cuts and bruises. • It contains special vitamins and minerals which keep us healthy. • It can keep us fuller for longer. Make sure to discuss any not mentioned with the group so they understand.	Discussion: why is protein important?	Ball
	When should we eat protein?	Explain to the group that they should have protein with every meal that they eat, as it can help their tummies feel fuller for longer. This would be 3 portions of protein per day. Give examples of: • Eggs on brown toast with some tomatoes for breakfast	Ask the audience: how many times a day should we eat protein?	

		• Jacket potato with beans and cheese for lunch • Chilli con carne with rice for dinner. And explain which parts would have the protein (eggs, beans and meat in chilli)		
	How much protein should we eat?	Show the group pictures of each of the proteins (each protein should have 3 pictures) and ask them what they think the right amount of protein is. Correct them if they are wrong. • Eggs (2 eggs) • Fish (140g) • Lentils (150g) Suggest that they can see if something is the right portion size by comparing it to their hands. The right size of meat will be about the size of their palm.	Activity: which picture do you is the right portion size? Do you have portions bigger or smaller than the right size?	Pictures of protein portions
	Good and bad proteins	Ask the group to sort the following models into a “good” and “bad” protein category: • Chicken • Beef • Eggs • Fish • Beans } Good	Activity: Can you sort these proteins into good protein and bad protein? Why did you sort them this way?	Food photos

		• Fish fingers • Chicken nuggets • Burger Check after and correct. Ask them why they sorted them into each category.	Bad		
	Explaining good and bad proteins	Explain that the protein in the good category has lots of nutrients and doesn't have lots of calories, so is good to help us lose weight. Explain that the bad proteins have lots of things added to them which can be bad for our health, like fat, salt and sugar. Explain we should aim to swap the bad proteins for the good proteins as these are better for us.			
	Homework	Ask each person if they eat any of the bad proteins (which can include battered fish, fish fingers, processed meats like burgers and sausages, bacon etc). Give them the challenge to switch it for a healthier version, and a proper portion size (palm of hand). Examples of swaps would be: • Fried battered fish for home baked battered fish • Chicken nuggets to chicken breast • 20% fat mince to 5% fat mince • Chicken legs with skin on to skinless chicken legs • Sausages for pork	Activity: What protein do you like to eat?		

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Session 5: Dairy and alternatives **(A Healthier Me Booklet: Lesson 6)**

Aims of today's session: Identify why it is important to eat dairy or alternatives, and what good sources of these are.

Time	Activity/Topic	Content	Activity	Resources required
	Discussion about the homework activity	Have an open conversation between all of the service users regarding how they found their homework activity of eating healthier proteins and reducing their portion sizes each day. Question prompts could be: • What did you like about the new protein? • Did you find the portion size was big enough? • Did you try a different meal with the new protein? You can suggest other proteins for them to try if they did not enjoy their proteins this week.	Discussion: how did you find switching to a healthier protein?	Ball
	Reiteration from last week's session	Get the EatWell mat out and ask them to identify which food photos are fruits and vegetables, carbohydrates and proteins and place them on to the correct part of the mat.	Activity: ask the group to pick out the fruit and vegetables/ carbs/ proteins and place them on the Eatwell mat	Eatwell mat and photos.
	What is considered a dairy product or dairy alternative?	Ask the group if they know what a dairy product or dairy alternative is. Pick each of the models out of the group of food and correct if they get any wrong. Dairy and alternative models include: • Milk • Cheese • Yoghurt • Plant milk • Plant yoghurt	Discussion: what food can you think of that is dairy? Activity: place the dairy pictures on the EatWell mat.	Ball Eatwell mat and photos.

		Note: plant-based cheeses would not count as they do not contain calcium. Explain that dairy is anything that is made out of milk, which comes from cows. Dairy alternatives are plants which look like dairy, for people who have an allergy or don't like to drink milk. Once all have been picked out, ask them to place them on the calcium portion of the EatWell mat.		
	Why is dairy important?	Ask the group why they think having enough dairy is important. Appropriate answers include: • It can help us build strong bones. • It can help us get more protein.	Discussion: why is dairy important in our diet?	Ball
	How much dairy should we eat?	Ask the group how many times a day they should eat dairy (answer should be 3 times). Explain that they could have this as follows: • Yoghurt with breakfast • Cheese in sandwich at lunch • Milky drink as a snack Explain that a portion of dairy is as follows: • 1 glass of milk • 1 pot of yoghurt • A matchbox size of cheese	Discussion: how much dairy do think you should eat each day?	Ball
	Good and bad dairy	Ask the group to sort the following photos into a "good" and "bad" dairy category: • SS Milk • LF Plain yoghurt • LF Cheese • Ice cream • Custard • Rice pudding } Good } Bad	Activity: Can you sort these dairy items into good and bad? Why did you sort them this way?	Food photos of dairy

	Explaining good and bad dairy	Explain that dairy in the good category has lots of good nutrients like calcium in it. These can keep our bones strong, which is extra important as we get older. They also don't have lots of calories and are not high in fat or sugar. Explain that even though milk, yoghurt and cheese are good for us, we should still be careful which one we buy. Blue milk and full fat yoghurts and cheeses have more calories which can make it difficult to lose weight, and sometimes flavoured yoghurts have a lot of sugar. Choosing semi skimmed milk, low fat plain yoghurt and low fat cheese is better for weight loss. The bad category has lots of sugar and fat added to it which is not good for us. This also makes it have more calories which can make us gain weight. These are called processed foods		
	Homework	Get everyone to add one more portion of healthy dairy to their day. Ways they could do this include. • Smoothie made with healthy fruits and yoghurt. • Sprinkle of cheese on pasta. • A white sauce made with milk. • Yoghurt and fruit for pudding.		

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Session 6: Fats and oils **(A Healthier Me Booklet: Lesson 7)**

Aims of today's session: to identify the difference between healthy and unhealthy fat, and the problems with eating too much fat when you are trying to lose weight.

Time	Activity/Topic	Content	Activity	Resources required
	Discussion about the homework activity	Have an open conversation between all of the service users regarding how they found their homework activity of eating another portion of healthy dairy in their diet. • What healthy dairy did they try? • Did they try it in a new meal or recipe? • Did they enjoy this food? If they did not enjoy this food, explore other options for them which they may enjoy more.	Group discussion: see questions in content.	Ball
	Reiteration from last week's session	Get the EatWell mat out and ask them to identify which food photos are fruits and vegetables, carbohydrates, proteins and dairy/ alternatives and place them on to the correct part of the mat.	Activity: ask the group to pick out the fruit and vegetables/ carbs/proteins/dairy and place them on the Eatwell mat	Eatwell mat and photos.
	What are fats and oils?	Ask the group if they know what fats and oils are. Ask them to pick each of the photos of fats and oils out and place them on the fats and oils part of the EatWell mat. Correct if they get any wrong. Fats and oils models include: • Bottle of oil • Butter • Margarine spread. • Cream • Nuts and seeds • Avocado	Activity: pick out the models of the fat sources and place them on the EatWell mat.	EatWell Mat and photos

	Why do we need to be careful with the amount of fat we eat?	Have a group discussion where you ask the audience if they know what can happen if we eat too many fats. Appropriate answers include: • We can gain weight. • We can get problems with our heart. Explain to the group that fats have a very large amount of energy, far more than any other foods we eat. Because of this, we can find it very easy to eat too much, and this can cause us to gain weight. Explain that too much fat can also cause problems with our heart if we aren't careful.	Ask the audience: what can happen if we eat too many fats? Why do we need to be careful with the amount of fat we eat?	Ball
	Where do we find fat in our diet?	Explain that although we don't normally eat these things in their usual state (we don't drink a bottle of oil or eat a stick of butter), we do eat foods which have a lot of these oils and fats in them. Give the example of a cake; it has a lot of butter in it and so is high in fat. Have a group discussion where you ask the audience what foods they eat that are high in fat. Appropriate answers include: •Anything fried (chips/ nuggets/ battered fish etc) •Crisps •Fried bacon/ eggs/ sausages •Biscuits •Sandwiches with butter •Mayonnaise or other oil-based dressings •Chocolate	Ask the audience: what foods do you eat which are high in fat?	Ball

	How can we reduce the amount of fat we eat?	Ask the group how they think they could reduce the amount of fat they eat. Appropriate answers include: • Buttering only one slice of bread in a sandwich • Choosing baked or grilled foods over fried foods • Having a smaller portion of cake, biscuits or chocolate • Reducing the number of times per day they eat a high fat food by 1. • Replacing high fat snacks with lower fat options (like a low fat yoghurt, fruit or vegetable sticks). • Choosing the low fat option wherever possible (low fat mayo/ salad dressing)	Ask the audience: Thinking about the types of foods we just talked about, how do you think we can reduce the amount of fat in our diet?	Ball
	Sorting activity: high fat vs low fat foods	Take the photos of the high and low fat foods and show them to the group. Ask them to sort into the foods which are high fat, and foods which are low fat. Pictures include: • A bottle of oil • Cake • Chips • Crisps • Battered fish • Fruit • Vegetable • Low fat yoghurt • Plain chicken High fat Low fat	Activity: sort the foods into high fat/ low fat group Ask the audience: which group should you eat more of and which should you eat less of?	Pictures of foods.

		Once they have sorted them into categories, check and correct if needed, explaining why they got it wrong. Once this has happened, ask the audience which group they should eat more of and which they should eat less of.		
	Homework	Ask each individual what types of high fat foods they like to eat. Give an idea for a healthy swap and ask them to do this this week. As an example: • Battered fried fish >> baked fish • Ice cream >> frozen yoghurt • Sandwiches with lots of mayo/butter >> low fat spreads and smaller amounts • Fried chips/crisps >> baked chips/crisps • Regular intake of high fat foods >> reduce by 1 Write down this recommendation on the paper to take home.	Ask the audience: what foods do you like to eat which are high fat?	Paper handout to take home.

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Session 7: Processed foods **(A Healthier Me Booklet: Lesson 8)**

Aims of today's session: to be able to identify what processed foods are, how they can harm our health, and how to choose better options.

Time	Activity/Topic	Content	Activity	Resources required
	Discussion about the homework activity	Have an open conversation between all of the service users regarding how they found their homework activity of reducing the fat in their diet. • How did they find the change that they made? • Did it make a difference to how the meal made them feel? • Did they enjoy the food still?	Group discussion: see the questions in content.	
	Reiteration from last week's session	Get the EatWell mat out and ask them to identify which food photos are fruits and vegetables, carbohydrates, proteins, dairy/ alternatives, and fats/oils and place them on to the correct part of the mat.	Activity: ask the group to pick out the fruit and vegetables/ carbs/ proteins/ dairy/ fats and place them on the Eatwell mat	Eatwell mat and photos.
	What are processed foods?	Ask the group if they know what a processed food is. If they don't, show them pictures of processed foods (cake/ biscuits/ crisps/ chips/ burgers/ ready meal/ pizza/ sweets/ custard etc), and ask them if they can identify what a processed food is now. Appropriate answers include: • A food which is not healthy • A food which has lots of things added to it • A food which has lots of fat or sugar or salt • A food which has been ready made/ a food you don't have to make yourself.	Ask the audience: what is a processed food? Activity: can you sort the processed food from the non-processed food?	Pictures of processed foods Ball

		If they have not mentioned one of the points above, explain this to them. Once these have been explained, show the group the pictures of processed and non-processed foods. Ask them to separate them into each category and correct any mistakes.		
	Why do we need to be careful with the amount of processed foods we eat?	Ask the group if they can think of reasons why processed foods can be bad for us to eat. Appropriate answers include: • They contain a lot of calories which can make us gain weight. • They can make our tummies poorly. • They can make us ill in the future as they contain a lot of fat and sugar and salt. • They don't have many good vitamins or minerals in them.	Ask the audience: why do you think processed foods are bad for us to eat?	Ball
	How often should we eat processed foods?	Ask the group how often they think they eat specific processed foods (such as cake/ chips/ crisps/ chocolate/ nuggets/ burgers), getting them to put their hand up when you call out the frequency that they consume them in: • Every day • Most days • 1-2 times per week • Once per week • Once per month Explain to the group that these foods should be eaten only occasionally, no more than once per week, as they can be very bad for us if we eat too	Group activity: put up your hand whenever I say the time that you would eat these foods in.	

		much. Explain that they need to reduce the amount they eat to become healthier and help them lose weight.		
	Homework	Before giving homework, ask each person what their favourite food is (NOTE: you must take a note of this as it will be relevant for next week) Give each person a food diary sheet for them to record what they have eaten each day. Give them this alongside their handout for the parents, as parents may need to write their food diary down for them.	Activity for home: keep a food diary for one day this week.	Food diary and handout for parents

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Session 8: Healthy Swaps **(A Healthier Me Booklet: Lesson 9)**

Aims of today's session: To identify how to make healthy swaps and the impact these can have on their health.

Time	Activity/Topic	Content	Activity	Resources required
	Discussion about the homework activity	Take in the food diaries and look over each individually. Explain to each person what they did well, and what they could improve. Things they did well could include: • Having fruits or vegetables • Choosing lean proteins • Choosing lower fat foods • Having smaller portions of carbohydrates • Having minimal “treat” foods Things they could improve could be: • Adding another fruit or vegetable to a meal which has none • Choosing 50:50 bread over white • Switching from fried foods to baked ones • Reducing down the amount of sweet treats they have each day by one • Choosing lower fat options	Analysis of food diary	Food diary from the week before Ball
	How can we make what we eat healthier? Explanation	Show the group pictures of the fish and chips, pizza and Bolognese. Explain the key points as to how you could make these meals healthier (see the list below): Fish and Chips:		Pictures of spaghetti Bolognese, fish and chips and pizza

		• Make it at home rather than buying from the chip shop • Having a smaller portion of chips • Baking fish and chips rather than frying • Serving with peas rather than mushy peas Pizza: • Having a smaller pizza size • Asking for less cheese • Choosing a thinner pizza crust • Adding some vegetables or some protein as toppings • Having with a salad • Having a smaller amount of garlic sauce • Avoiding having other sides like garlic bread and wings Spaghetti Bolognese: • Having less pasta • Using reduced fat mince • Adding more vegetables into the sauce • Serving with a salad rather than garlic bread		
	How can we make what we eat healthier? Group discussion	Now, show the group 3 pictures of the burger and chips, chicken nuggets and potato waffles and cottage pie. Ask the group if they can think of ways to make these healthier. Appropriate answers include:	Ball	Pictures of burger and chips, chicken nuggets and chips, cottage pie.

		Burger and chips: • Make it at home. • Choose a lower calorie burger, or one with only 1 patty. • Choose a smaller portion of fries. • Choose a diet drink or water instead of a milkshake or full fat drink. • Reduce down the amount of sauce. Chicken nuggets and chips: • See if you can find lower calorie nuggets or switch the nuggets to homemade breaded chicken. • Make the chips yourself and bake them. • Add some peas or other vegetables to the side. Cottage pie: • Use a lower fat mince. • Add more vegetables to the mince mixture. • Add less butter to the mashed potatoes. • Switch half the mashed potatoes with another root vegetable like sweet potato or carrot. • Add some vegetables on the side.		
	Handouts	Give each of the group the handout to take home which gives them some easy ways to make healthy swaps.		Healthy swaps handout
	Homework	Challenge each of the group to make 2 healthy swaps this week. You can refer back to their		Pen and healthy swaps handout.

		food diary for inspiration to give them more tailored advice. Write this down on each of their healthy swaps handouts.		
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Tier 2 Weight Management for people with Learning Disabilities

Session 9: Boredom eating **(A Healthier Me Booklet: Lesson 10)**

Aims of today's session: to identify what boredom eating is and how to stop it.

Time	Activity/Topic	Content	Activity	Resources required
	What is real hunger?	Have a group discussion where you ask what they think real hunger feels like. Appropriate answers include: • An empty feeling in your tummy • Growling tummy. After discussing this, ask them when this kind of hunger can happen. Appropriate answers include: • After we haven't eaten in a while. • After we have done a lot of exercise. • If we have missed a meal. After discussing this, ask the group what will happen if we ignore it. Appropriate answers include: • We might feel unwell (shaky, dizzy, sick) • We might lack energy. • We might feel tired. Ensure to explain these to them if they do not respond with all of the points above. Explain to the group that real hunger is a physical feeling and is something we need to respond to as it is our bodies way of telling us we need to eat. Ensure to explain that during this feeling, any food will be good enough to satisfy them, and they don't need to eat unhealthy food to stop the feeling.	Group discussion: what is real hunger?	Ball

	What is fake hunger?	Ask the group if they know what fake hunger is, and if they can describe it. Appropriate answers include: • A craving for a specific food. • Not a physical feeling. • Only the food we are craving will solve this feeling, you can't just eat anything. • It will go away after a while. Ensure to explain these to them if they do not respond with all of the points above.	Group discussion: what is fake hunger?	Ball
	What causes fake hunger?	Ask the group if they know what might cause them to experience fake hunger. Reasons include: • Emotional triggers: feeling sad, lonely, bored, angry or stressed. • Environmental triggers: smelling or seeing food. • Pleasure: really enjoying their food so they keep wanting to eat more. Ensure to explain these points to them if they do not respond with all of the points above. Ask the group if they ever experience these types of hunger, and if they know why they experienced it. Discussions about the situation can occur if appropriate.	Group discussion: do you know what can cause you to feel hungry when you're not/ what causes fake hunger?	Ball
	Explaining why we get fake hunger	Explain to the group that these cravings occur because you want something to do, or you want to make yourself feel better.		Ball

		Ask the group how they think they can stop the emotional eating, considering that. Appropriate answers include: • Doing an activity you find fun. • Going for a walk or changing the environment you're in. • Speaking with a friend or family member. • Doing some exercise. • Playing a game or doing some art.		
	What would work for you when you get false hunger?	Ask each person in the group what things they really like doing. You can give examples if needed. Challenge: set them the challenge of doing that activity next time they get a craving.	Ask the audience: what activities do you really like doing/ what hobbies do you have?	Ball
	Homework	Complete another checklist (as set as homework in the first session)		Food checklist.

Tier 2 Weight Management for people with Learning Disabilities

Session 10: What have you learnt? **(A Healthier Me Booklet: Lesson 11)**

Aims of today's session: To go over all of the topics and assess the knowledge that the group has learnt.

Time	Activity/Topic	Content	Activity	Resources required
	Homework discussion	Take in the checklists from the group and compare them to their week 1 checklists. Encourage users who have had an increase in the amount of fruit and vegetables, lean protein and suggest improvements if increases or maintenance of carbohydrates and fats.	Comparing tick lists from week two.	Ticklists from week 1 and week 9
	Eat well mat	Get out the EatWell mat and all of the food models and ask the group to work together to sort all of the food models into the food groups and place on the correct part of the mat. Correct if needed.	Group task: identify which foods belong in each food group	EatWell mat and photos
	Processed foods vs non-processed foods	Get out the photos of processed foods and non-processed foods and ask them to categorise them in the processed/ non-processed categories. Ask them why they put the foods there and if they can identify which group they should eat more of/less of.	Group task: can you sort the foods into processed and non-processed categories? Why did you sort them this way?	Pictures of crisps, mayonnaise, burger, milkshake, sausages Pictures of fruit, plain meat, potatoes
	Final measurements	Measure each persons weight, waist circumference and clothing size. Ask them how they are feeling about themselves and if they feel they have made good changes.	Group task: weights/ waist circumferences/ clothing sizes.	Scale Tape measure List which you recorded these on in week 1.