

# SAMPLE PACK

Key Stage 3 scheme of work

## Healthy Choices and Body Image



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## Background

This scheme of work was developed in response to concerns about the high levels of obesity among young people in Islington.

The 2008 National Child Measurement Programme weighed and measured 90% of the children in Reception and Year 6 classes in Islington schools. It found that 22.9% of Reception-age children and 39.2% of Year 6 pupils were overweight or obese. Around the same time, 'Healthy weight, healthy lives: a cross-government strategy for England' (2008) was launched.

NHS Islington has identified tackling childhood obesity as one of the borough's seven health priorities, and say:

*"Being an obese child leads to a number of health problems later in life, such as increased risk of asthma, type two diabetes and heart conditions. The current overweight and obesity trends in children mean that today's children's life expectancy may be shorter than their parents' generation."*

Health of children and young people in Islington, December 2009.

The Healthy Schools team recognised that, while it is important for schools to provide access to, and education about, healthy food and drink and physical activity, there are significant social factors which influence young

people's choices around food and physical activity. These are seldom addressed in lessons about health or healthy choices.

Conversations with staff in Islington schools revealed that they were concerned about a range of issues for their young people, including:

- unhealthy choices made by young people who are allowed off the school site for lunch
- the prevalence of young people frequently eating cheap chicken and chips
- young people eating a whole takeaway meal after school in addition to their regular meals
- young people eating unhealthy snack foods for breakfast on the move
- boys' body image and reports of boys spending a lot of time at the gym and exploring taking steroids to bulk up their muscles
- girls' body image and weight issues.

In the team, we were also keen to ensure that in raising pupils' awareness of the importance of diet and exercise to maintain a healthy weight, we weren't reinforcing unhelpful messages about dieting or losing weight, or unhealthy attitudes towards bodies and body image.

The aims we established for the scheme of work were to enable pupils to recognise, discuss and debate the range of influences on their own choices about food and exercise, so as to equip them to make informed and healthier choices for themselves.



## Project development

The stages of the project included:

- research about current issues relating to obesity in Islington, including discussion with school staff
- exploration of available resources
- training for Healthy Schools team members about eating disorders
- development and delivery of lessons to consult with Year 8 classes in three schools (one boys' school, one girls' school and one mixed school); this included pupils completing detailed food and physical activity diaries
- analysis of the results and development of eight 'typical' case studies, with input from a dietitian to ensure accuracy and appropriateness of messages
- development of a scheme of work.

## Pupil consultation

Consultation lessons were run with Year 8 classes in three Islington schools, one boys' school, one girls' school and one mixed school. Pupils completed a 'snapshot diary' of the food and drink they had consumed in the last 24 hours, and the physical activity they had done in the past week. The results of these consultations were used to create realistic character case studies for the scheme.

To elicit the influences on their food choices, pupils were also asked who they were with when they were eating, and what their feelings were before, during and after eating. Also, to gauge what media were influencing them, pupils were asked about what TV programmes they watched, internet sites they visited, radio stations they listened to and magazines and newspapers they read.

Pupils were then asked to note down their immediate reactions to a series of pictures of people with different body shapes and sizes. This was followed up with a class discussion about the importance of body image and what you can or can't tell about a person from how they look.

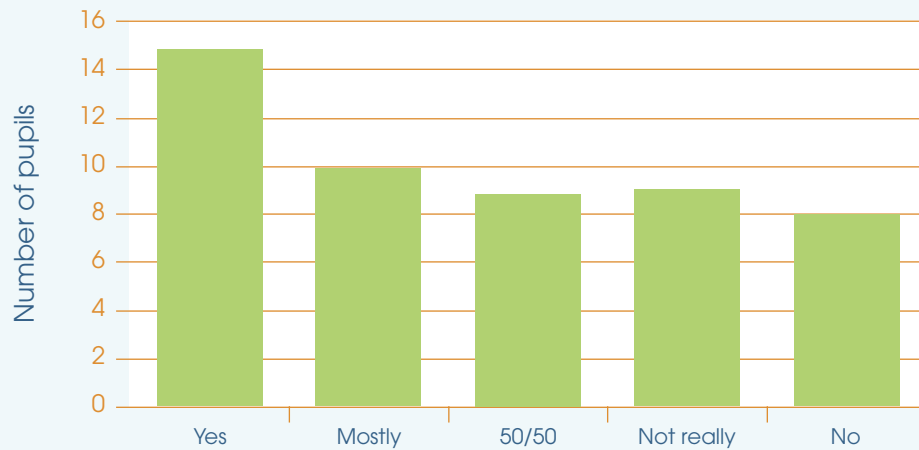
Finally, pupils were asked the following questions in an anonymous, individual questionnaire:

- Are you happy with your body?
- Is there anything you'd like to change about it?
- How important is this to you? (on a scale of 1 (very important) to 5 (not at all important))
- Any final comments?

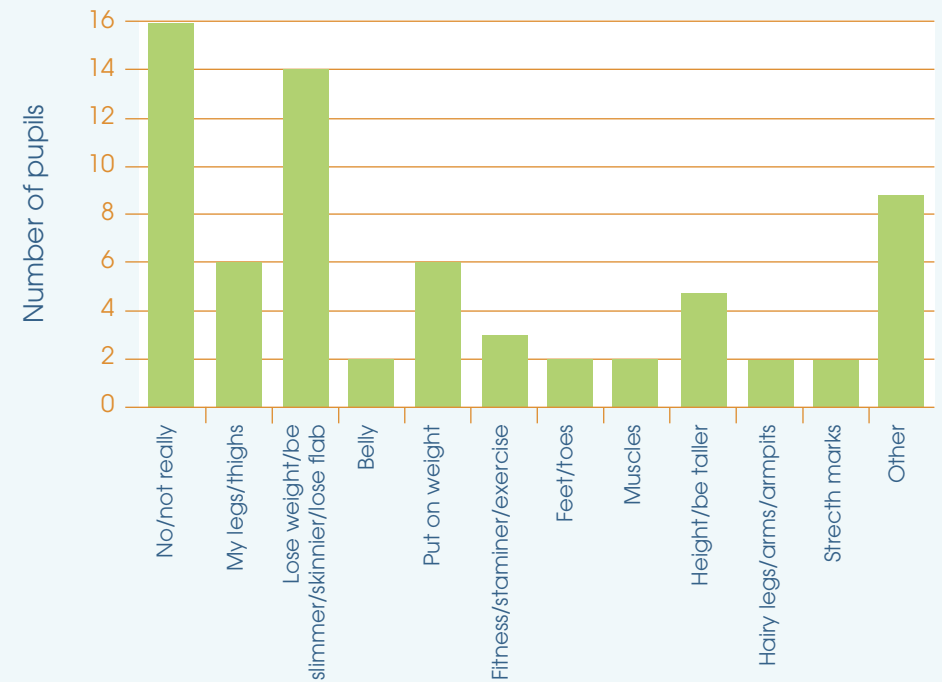
Reactions and results from the three classes (boys, girls and mixed) were very similar, so results from all the questionnaires completed were combined to produce the graphs overleaf.



### Are you happy with your body?



### Is there anything you'd like to change about it?



**Pupils' responses have been grouped as follows to produce the graph above.**

- **Yes** includes “yes, very” and “yes”.
- **Mostly** includes “yes, mostly”, “most of it”, “kind of, yes”, “I think I am”, “yeah, just a bit too flabby recently”.
- **50/50** includes “yes and no”, “sometimes”, “half and half”, “OK”, “sort of”, “mm, don't mind”.
- **Not really** includes “no, not really”, “a bit”, “I would like to get taller”, “I would change my body weight”.



## Scheme of work

The lessons have been planned to address some of the range of issues relating to food and exercise choices and body image identified by the consultation with pupils and staff in Islington. They enable a PSHE education teacher to approach the topic with confidence, and to use a range of engaging activities and approaches. All the games, activities and ideas have been successfully used in the classroom, but individual teachers may have other strategies which they can use to achieve the same outcomes. Teachers can be flexible with the lessons as long as they take account of the learning intentions and outcomes.

Inevitably, the scheme of work does not fully address every issue relating to healthy food and exercise choices, and body image. It is designed to be taught as part of planned and progressive PSHE education provision, and will be supported by learning about healthy food and exercise choices in food technology, science and PE lessons, as well as a whole school approach which encourages physical activity and provides healthy food and drink in accordance with the school food standards.

## Assessment

Self-assessment linked to the relevant end of Key Stage statements for PSHE education is built into Lesson 4.

## Timings

Lessons are intended to be 50 minutes to 1 hour long. Timings within lessons are given as a guide to suggest the relative emphasis to be placed on the various activities rather than as a prescriptive lesson plan. Lengths of activities may vary greatly, depending on the pupils' prior knowledge and the questions and discussions that arise.

## Confidentiality

As with any lesson, issues of confidentiality may occur when pupils are talking about feelings and personal choices. When setting ground rules (see Lesson 1), the teacher should ensure that pupils know that if anything is brought up in the class which could suggest a child is at risk, the teacher will have to pass this information on to the school's child protection officer.

If something comes up that the teacher is concerned about, then it would be advisable to speak to the pupil individually after the lesson. The teacher might suggest another appropriate person (inside or out of school) if they aren't in a position to offer support themselves (see below).

One way of avoiding inappropriate disclosures of personal information in a whole class setting is by using 'distancing techniques', whereby pupils (and the teacher) never talk about themselves or a named person but instead speak in the third person. For instance: "Someone I once knew was...." or "A friend of mine said that..." The activities in the scheme facilitate this approach and enable pupils to explore the issues, using case studies and fictional situations.



## Concerns about pupils: obesity and eating disorders

Young people who are overweight or obese could be referred to see a specialist obesity dietitian who works with children and young people. The young person can be seen on a one to one basis in a wide range of settings which suit their needs, or they can attend a specialist weight management clinic. Referrals to the service can be made by the young person's GP or a health professional, self-referrals can be also be made to the Nutrition and Dietetics Service. Please contact 020 3316 1111 or [arti@centralbooking.nhs.net](mailto:arti@centralbooking.nhs.net) for further details.

There are three main types of eating disorder:

- **Anorexia Nervosa:** people with anorexia limit the amount of food they eat by skipping meals and rigidly controlling what they will and will not eat. Their concern about food, weight and calories can start to control them and they can become very ill.
- **Bulimia Nervosa:** people with bulimia will also constantly think about food but they become caught in a cycle of eating large amounts of food and then making themselves sick (or 'purging') to try and lose the calories they have eaten.
- **Binge Eating Disorder:** people with binge eating disorder will eat large amounts of food in a short period of time and tend to put on weight.

There are also other eating disorders that are a mixture of these three.

Anyone can develop an eating disorder, regardless of age, sex, cultural or racial background, though the people most likely to be affected tend to be young women, particularly between the ages of 12 and 25. Often people with eating disorders say that this is the only way they feel they can stay in control of their life.

**beat**, the leading UK charity for people with eating disorders and their families (previously the Eating Disorders Association) states that "eating disorders are a serious mental illness – not a fad, a diet gone wrong or a fashion accessory".

The following 'SCOFF' questions are often used as a clinical screening tool for eating disorders – if a person answers "yes" to two or more of them, this indicates a likely case of anorexia nervosa or bulimia:

1. Do you make yourself **S**ick because you feel uncomfortably full?
2. Do you worry you have lost **C**ontrol over how much you eat?
3. Have you recently lost more than **O**ne stone in a 3 month period?
4. Do you believe yourself to be **F**at when others say you are too thin?
5. Would you say that **F**ood dominates your life?

If you have concerns about a pupil who is showing signs of an eating disorder, it should be treated like any serious concern about a pupil's mental health. Pupils could be referred to CAMHS or a counsellor in school. They will probably need to see their GP to be referred for more specialist support. As well as information, the beat website, [www.b-eat.co.uk/Home](http://www.b-eat.co.uk/Home), has monitored message boards and a directory of services around the UK for people affected by eating disorders and beat also has a confidential telephone helpline service on 0845 634 1414.



## Contacts

### Islington Healthy Schools team

T. 020 7527 2928

or Janine Killough

PSHE education and citizenship advisory teacher (secondary)

E. [janine.killough.camb-ed@islington.gov.uk](mailto:janine.killough.camb-ed@islington.gov.uk)

T. 020 7527 5137

### beat (trademark of the Eating Disorders Association)

Registered charity No: 801343

T. 0870 770 3256

E. [info@b-eat.co.uk](mailto:info@b-eat.co.uk)

W. [www.b-eat.co.uk](http://www.b-eat.co.uk)

### Help For Young People

Youthline T. 0845 634 7650 (Mon-Fri 4.30pm - 8.30pm, Sat 1pm - 4.30pm)

E. [fyp@b-eat.co.uk](mailto:fyp@b-eat.co.uk)

TEXT 07786 20 18 20

### Nutrition and Dietetics Service

T. 020 3316 1111

E. [arti@centralbooking.nhs.net](mailto:arti@centralbooking.nhs.net)





## Healthy choices and body image - overview

	Learning outcomes Pupils:	Content/activities	
Lesson	1	<ul style="list-style-type: none"> <li>recognise that some of the pictures we see in the media give us a distorted image of what normal bodies look like</li> <li>understand that there is media pressure to conform to body images that are often unrealistic</li> <li>understand the effect that this can have on young people's self esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of PowerPoint pictures of different body shapes – how do people look? feel? Are these related?</li> <li>Media images collage.</li> <li>Dove videoclip of model being 'air-brushed'.</li> </ul>
	2	<ul style="list-style-type: none"> <li>recognise that they are subject to a wide range of, sometimes conflicting, messages around healthy choices</li> <li>are able to suggest several influences (other than healthy eating messages) that affect food and exercise choices</li> <li>can discuss the influences that are most significant for young people.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils write their own food and physical activity diary snapshot</li> <li>Brainstorm of all the healthy eating messages they've heard</li> <li>Look at characters' food/physical activity diaries and pick out the influences on young people's choices</li> <li>Card sorting activity to rank the most significant influences on young people's food/physical activity choices</li> </ul>
	3	<ul style="list-style-type: none"> <li>recognise that pressure to 'behave unhealthily' can come from many different sources (including from within yourself)</li> <li>can suggest strategies to resist pressure to make unhealthy choices</li> <li>are able to seek or give advice to others about healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>Look at characters again. Discussion about whether they are healthy: Consequences of this lifestyle? Worries? Opportunity to draw out issues, including eating disorders, bingeing, overeating, lack of/excessive exercise.</li> <li>Pupils develop a roleplay of how their character could resist the pressure to make unhealthy choices.</li> </ul>
	4	<ul style="list-style-type: none"> <li>can suggest some healthy lifestyle messages</li> <li>can suggest other factors which contribute to feeling good about yourself, apart from physical health</li> <li>have considered changes they might like to make in their own lives to have a healthier lifestyle</li> <li>feel that their self-esteem has been boosted.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils choose (and vote on) the most important healthy lifestyle messages.</li> <li>Discussion on the relationship between physical and emotional health and wellbeing</li> <li>'Fan mail' – results in each pupil having a sheet with several compliments written by peers to take home.</li> <li>Self-evaluation/assessment.</li> </ul>



## Healthy choices and body image – National Curriculum links

### Key concepts

#### Personal identities

- 1.1a – Understanding that identity is affected by a range of factors, including a positive sense of self.
- 1.1b – Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- 1.1c – Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

#### Healthy lifestyles

- 1.2a – Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- 1.2b – Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.

### Key processes

#### Critical reflection

- 2.1b – reflect on personal strengths, achievements and areas for development
- 2.1c – recognise how others see them and give and receive feedback
- 2.1f – develop self-awareness by reflecting critically on their behaviour and its impact on others.

#### Decision-making and managing risk

- 2.2a – use knowledge and understanding to make informed choices about safety, health and wellbeing
- 2.2d – use strategies for resisting unhelpful peer influence and pressure
- 2.2e – know when and how to get help
- 2.2f – identify how managing feelings and emotions effectively supports decision-making and risk management.

### Range and content

- 3b – the knowledge and skills needed for setting realistic targets and personal goals
- 3f – how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise.

### Curriculum opportunities

- 4c – use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- 4d – take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them.



Healthy Choices and Body Image

# Lesson 3



# Lesson 3

## Learning outcomes

### Pupils:

- can suggest strategies to resist pressure to make unhealthy choices
- are able to seek or give advice to others about healthy choices.

## Materials and preparation

- Copies of the [Food and physical activity snapshot sheets](#) – one for each pupil
- [Character food and physical activity snapshots](#) – one for each small group; extra copies of the ‘worrying’ ones (will depend on which ones the class choose, or the issues you wish to highlight, but probably Abdi, Deena, Solange, and possibly Bushra, Reba and Tyrone)
- [Character role play helpsheet](#) – one per group

## Introductory activity

### Food/physical activity snapshots

20 mins

Give out the character [Food and physical activity snapshot sheets](#) from last lesson (try to make sure groups are looking at a different character from the last time). This time, ask them to consider:

- Do you think their lifestyle is healthy (based on this snapshot)?
- What are the possible consequences of carrying on with this lifestyle?
- Would you be worried about this young person?

Feed back on each character. This is an opportunity to bring up, discuss and emphasise aspects most relevant to your class, including eating disorders, bingeing, overeating, lack of/excessive exercise. As a class, choose three or four characters that they would be most worried about to focus on.

**See Teachers’ notes on each character below.**

## Main activities

### Advice to individuals

25 mins

Give each group one of the three or four ‘worrying’ [Character snapshots](#), and a [Character role play helpsheet](#). They should imagine a scenario in which the young person is feeling under pressure to ‘behave unhealthily’.



Explain that the pressure could come from other people or from within themselves (for instance it could be pressure from friends who are in the habit of eating chicken and chips every day or it could be more indirect pressure to reduce the amount they eat).

Using one of the other characters, model working through the helpsheet: small groups should use the helpsheet to help them devise a role play to show how the person would usually behave in the situation, and then to amend it to resist the pressure.

Choose some of the groups to act out their role plays to the rest of the class (perhaps one for each character). The audience should consider how realistic the strategies are for resisting pressure

- Do they think it would work?
- Do they think that a young person could do that?
- Is there a way the character could avoid the situation altogether?

## Closing activity

Plenary

5 mins

- What advice would you give to the young people selected?
- Where could they go for help?

## Teacher notes on the characters

As a general comment, it is worth pointing out to pupils that it is recommended that young people do [an hour of physical activity per day](#). Only a few of the characters really do sufficient exercise, and even though a number do walk to school, it is neither very far, nor does it get them out of breath or raise their heart rate. When looking at the snapshots, pupils tend to focus more on the characters' diets. Please see the Appendix for a detailed breakdown of the nutrients in each of the characters' diets and their physical activity compared with the guideline amounts.

It may also be helpful to talk to pupils about the fact that many of us have a complicated relationship with food, and may have times when our eating habits are unhealthy, often at times of stress. Reassure pupils that, although a person may have periods of ['disordered eating'](#), this doesn't necessarily mean they have, or are likely to develop, an 'eating disorder'. Poor eating habits are only problematic when they are repeated for a long time – and a snapshot may not reflect a more healthy diet over the longer term.

Schools may want to consider developing an [Eating Disorders policy](#) – this is highly recommended by beat, the UK charity for people with eating disorders and their families (previously the Eating Disorders Association). See page 22 for more information.



## Abdi

Abdi's diet is very high in fat, and saturated fat in particular. It is also high in salt, and he has practically no fruit and vegetables. Unfortunately, this is likely to look like a familiar eating pattern for many pupils! He is doing very little exercise, so is unlikely to be burning off anything like the amount of energy he is taking in. If this is an average day for Abdi, he's likely to be overweight already. Ask pupils how Abdi might be feeling and the impacts of his weight/lack of fitness on him currently (rather than emphasising the longer term effects). Point out the health effects and benefits of eating more healthily and doing more exercise, including sleeping better, feeling more energetic and alert, not getting out of breath when going up stairs.

## Bushra

Bushra's diet is fairly typical of the pupils surveyed, and while it is reasonably balanced (she has her recommended five fruit and vegetables a day, and a range of different types of food, including dairy products, fresh and homemade food), her energy intake (especially from sugar) is probably higher than her output, so she is likely to put on weight. Things to watch out for are the pizza at break, crisps after school, biscuits in the evening, and possibly the fruit juice, which may be seen as healthy but actually has a high sugar content. As with many pupils, her physical activity level is too low to balance out the amount she is eating, and is considerably less than the hour a day guideline.

## Deena

Deena is clearly restricting her food intake quite worryingly, and shows behaviour typical of anorexia. You might want to discuss the influences on her, including: the fact that her parents might not be aware of what she is eating; a high-achieving older sister who she might want to emulate or may be jealous of; the decision to be vegetarian. It will be important to point out that any (or all) of these on their own are not enough to give her an eating disorder, nor even to indicate that she has an eating disorder, but it's enough to cause concern, and to make you think she needs help. The possible long-term consequences for her include severe weight loss or even starvation, incomplete development and amenorrhoea (lack of menstruation), among many other complications.

You should talk about where she could go for help and what a friend of hers could do to help. You could suggest she talks to a trusted adult at home or in school or visit the beat website [www.b-eat.co.uk](http://www.b-eat.co.uk). It may be worth finding out what CAMHS or counselling services are available in school that pupils could access if they or a friend were dealing with these sort of issues.



## Reba

Reba's diet is quite typical of many of the pupils surveyed, and it is likely that few of them will be concerned about her. Issues to draw out are about her snacking tendency, and that, if she carries on eating in this way, she is getting into bad habits that are hard to break. She doesn't eat breakfast; eating something sugary on the way to school and at break will be bad for her teeth, and will give her classic sugar 'highs' and 'lows'. She also eats almost no fruit and vegetables. On the plus side, she does a good amount of physical activity. If this is a typical day, she may be seriously lacking nutrients required for her body to grow and develop, as most of her food is high in sugar, fat and salt and not many other nutritional substances. She may also be lacking most of the micronutrients, such as iron, calcium, folic acid and zinc. This will not be beneficial for her concentration; she may feel lethargic, and the lack of calcium could affect her bone density development, which might put at her at higher risk of osteoporosis at later life.

## Turac

Turac is the shining example of healthy diet and exercise. It may be worth pointing out that, although he does eat a few 'unhealthy' things, these are balanced out by the fact that he does a good amount of exercise and has a balanced diet with plenty of fruit and vegetables. It may be worth acknowledging to pupils that Turac is lucky in that his Dad makes a healthy dinner for him in the evening – so he has positive influences at home, which makes it easier for him to make healthy choices too.

## Solange

Oh dear – we're quite worried about poor Solange! In this case, it is not the overall intake of food that is so much of concern, but the patterns. It seems that Solange is affected quite strongly by her Mum's concern about having a low-fat diet, and puts pressure on herself to restrict her own food intake. However, unsurprisingly, she gets very hungry and then binges on unhealthy snack food after school. The desire to hide her food intake from others, and the feelings of shame are typical of binge eaters (which has recently been identified as an eating disorder distinct from bulimia). It appears from her profile that she doesn't do much with friends either. The advice is similar to the case of Deena: talk to someone, get help. Remember that all eating disorders are mental health issues, and treatment will involve dealing with the feelings at the root of the issue, rather than tackling the eating behaviour itself. Do also acknowledge that boys are also, increasingly, at risk of eating disorders (even though both the characters with eating disorder traits featured here are girls). On a more positive note, Solange gets a fairly good amount of exercise.

## Mohammed

Mohammed has a healthy diet and activity level. Although he eats quite a lot, including ice-cream and snacks, he balances this with a high level of physical activity. Some pupils may be concerned that he does too much exercise, but in fact the time he spends exercising is around the guideline amount. It may be worth pointing out that excessive exercise can occasionally be problematic, and having a discussion about the circumstances in which this might arise. In Mohammed's case however, he seems to enjoy and get a sense of satisfaction from his swimming, so it's not of concern.



## Tyrone

Tyrone has a fairly healthy diet overall and he has a good level of physical activity. However, the protein supplement is entirely unnecessary. Protein is rarely too low in British diets, and excessive protein in the diet (which is broken down into ammonia by the liver) can break down bones. It may be worth pointing out that his brother is apparently quite a bit older than Tyrone, and that he shouldn't expect to have large or defined muscles at his age while he is still growing. You might want to discuss the fact that he has chicken and chips, and probably shouldn't have these every day, but once in a while is ok in the context of a healthy diet and sufficient exercise. Boys can feel under pressure to look 'masculine' (six pack, small waist/hips and broad shoulders) in a very similar way to girls feeling pressure to have a 'feminine' shaped body (thin, small waist, large breasts, long legs).





### School Policy

beat suggest that schools create an [Eating Disorders](#) policy. Guidance on how to do this is disseminated on their staff training days, please see the Training Services section of the beat website.

### Whole school approach

Looking at issues such as self-esteem, healthy eating, emotional literacy and the promotion of sports, which encourage mastery rather than focusing on the aesthetic, are all ways to build on a whole school approach to wellbeing, which protects young people from developing eating disorders.

Why not consider the following:

- an off-timetable day which promotes wellbeing, such as ‘What matters to me?’ or ‘Stress busters’
- introducing yoga or meditation to tutor time or as an after-school activity
- arranging drop-in sessions with the school nurse or counsellor
- adding beat leaflets and information to the resource library
- booking beat to deliver staff training
- looking at new ways to explore the PSHE curriculum or other areas of the curriculum, such as science and PE, in order to bring emotional literacy, exercise, nutrition and mental wellbeing to life.

### Concerns with pupils

It can be very stressful providing support within school for a young person who has or may have an eating disorder. Communicating the school stance on eating disorders internally and externally can help clarify roles and responsibilities. If any concerns about individual pupils arise, staff can seek advice from the Child Protection Officer. As with other problems which are potentially child protection issues, inform pupils from the outset that, if you consider them to be at risk, you may have to break confidentiality. If a pupil and their parents approach school regarding an eating disorder, it may be possible to work together in a supportive relationship.

The [beat](#) helpline numbers can be found in the Help and Support section of their website. They are there for anyone concerned about and affected by eating disorders, including professionals, sufferers and carers.



## Character food and physical activity snapshot

Abdi

Abdi's Dad always has a fry-up for breakfast so Abdi sometimes has a bacon sandwich for breakfast. His mum eats cereal but Abdi is allergic to dairy products so he doesn't have milk.

At break time, he has a sandwich with his classmates in the school canteen. At lunch, his favourite school meal is spaghetti Bolognese. After school, he walks home with his friends and they always go past the Perfect Fried Chicken shop and hang around the bus stop. His mum usually cooks dinner but today they ordered Chinese. In the evening he watches TV and has a hot chocolate before he goes to bed.

### Food & Physical activity

Food (last 24 hours)		Physical activity (last week)	
Breakfast	Bacon sandwich; apple juice	Monday	Walked to and from school (10 mins each way)
Break time	Egg mayonnaise sandwich	Tuesday	Walked to and from school; played badminton in PE lesson
Lunch time	Spaghetti Bolognese and salad	Wednesday	Walked to and from school
After school	Chicken wings and chips; fizzy orange	Thursday	Walked to and from school
Dinnertime	Egg fried rice	Friday	Walked to and from school
Evening	Hot chocolate	Saturday	Played on the Nintendo wii for 2 hours
		Sunday	Nothing



## Character food and physical activity snapshot

### Bushra

Bushra lives with her Mum and little sister. They all have breakfast together and then Bushra walks her sister to school while her Mum goes to work. At break, Bushra has a piece of pizza from the school snack bar and chats to her friends – usually outside by the football pitches. They sometimes go out of school for lunch but Bushra gets free lunches so she usually gets something from the canteen.

After school she collects her little sister and they have a snack together at home, and sometimes her best friend comes back to her house and they read magazines or chat. In the evening, she helps her Mum cook dinner and they usually watch TV together.

### Food & Physical activity

Food (last 24 hours)		Physical activity (last week)	
Breakfast	Bowl of Cheerios; glass of orange juice	Monday	Walked to and from school (15 mins each way)
Break time	Slice of pizza	Tuesday	Walked to and from school; played badminton in PE lesson
Lunch time	Spaghetti Bolognese; salad; tropical juice; chocolate cake	Wednesday	Walked to and from school
After school	Banana; packet of crisps	Thursday	Walked to and from school
Dinner time	Chicken, jacket potato and broccoli; yoghurt	Friday	Walked to and from school
Evening	Apple; chocolate Hobnobs	Saturday	Went shopping – walked around all afternoon
		Sunday	Rode bike to the park



## Character food and physical activity snapshot

### Deena

Deena lives with her Mum and Dad and older sister who's at university. Her Mum and Dad both leave for work quite early, so Deena doesn't bother with breakfast and walks to school. Deena doesn't like to eat the food from the school canteen which she thinks is quite unhealthy, so she just eats some gum to keep her going. By lunch time, she's really tired so she has a diet coke and two apples to fill her up.

She walks home after school and has a snack of two Ryvita and some sugar-free orange squash. Her mum usually makes dinner when she gets home, and the family eats together. Deena is vegetarian so she will usually just have what the rest of the family has without the meat. In the evening she has some chewing gum to keep her awake while she does her homework.

### Food & Physical activity

Food (last 24 hours)		Physical activity (last week)	
Breakfast	Nothing	Monday	Walked to and from school (10 mins each way)
Break time	Strawberry Bubblicious chewing gum	Tuesday	Walked to and from school
Lunch time	2 apples; diet coke	Wednesday	Walked to and from school
After school	2 Ryvita with low fat spread; sugar-free juice	Thursday	Walked to and from school
Dinner time	Small bit of pasta with tomato ragu sauce	Friday	Walked to and from school
Evening	Chewing gum	Saturday	Nothing
		Sunday	Nothing



## Character food and physical activity snapshot

### Mohammed

Mohammed lives with his Mum, Dad and two brothers. They all like swimming, but Mohammed is in a swimming team and is training hard to get a personal best time in the next gala. In the morning he eats porridge with banana because his Dad says it is good for giving him energy all morning. Some days he trains first thing in the morning and then he has a cereal bar and a banana on the way to school.

He's hungry at break time – despite what his Dad says! – so he has some crisps and a cereal bar and then plays football with friends. He has a packed lunch and usually plays more football. After school, he has a snack and plays outside with his younger brother if he's not swimming. He has chicken curry for tea and usually has some fruit when he's playing on the computer after dinner. Lastly he has a glass of milk before bed.

### Food & Physical activity

Food (last 24 hours)		Physical activity (last week)	
Breakfast	Porridge with banana and honey	Monday	Played football at break/lunch; swimming training (1½ hours)
Break time	Crisps; cereal bar	Tuesday	Played football at break/lunch; played badminton in PE lesson
Lunch time	Cheese sandwich; plain yoghurt; fruit juice; funsize Mars bar	Wednesday	Swimming training (45 min); played football at break/lunch
After school	Fruit bag; bowl of rice crispies	Thursday	Swimming training (45 min)
Dinner time	Homemade chicken curry and rice; bowl of ice cream	Friday	Played football at break/lunch; played outside with brother
Evening	Apple; glass of milk	Saturday	Swimming training (1½ hours )
		Sunday	Rode bike



## Character food and physical activity snapshot

Reba

Reba lives with her Mum, stepdad, little brother and baby sister. She hates getting up early and doesn't really like eating breakfast with everyone making lots of noise, so she just has something on the way to school. She's starving by break time, so she has a chocolate bar.

At lunch she hangs out with friends in the park and then walks home to her friend's house after school and they have crisps on the way. It is her job to take Bella, the family dog, for a walk in the afternoon. She has dinner with her family and then goes on her laptop in her bedroom in the evening.

### Food & Physical activity

Food (last 24 hours)		Physical activity (last week)	
Breakfast	Nothing; small packet of Skittles on the way to school	Monday	Walked to and from school (20 mins each way); street dance class; walked dog (20 mins)
Break time	Galaxy bar	Tuesday	Walked to and from school; walked dog
Lunch time	Chicken sandwich, bottle of Oasis fruit drink; packet of Chewits	Wednesday	Walked to and from school; did track events in PE lesson; walked dog
After school	McCoy's crisps	Thursday	Walked to and from school; rode bike; walked dog
Dinner time	Pie, mash and beans	Friday	Walked to and from school; walked dog
Evening	Glass of apple juice; chocolate digestive biscuits	Saturday	Went swimming with friends; walked dog
		Sunday	Played with brother and sister (and dog) at the park



## Character food and physical activity snapshot

### Solange

Solange lives with her Mum during the week and stays with her Dad and stepfamily at weekends. She eats breakfast with her Mum who only likes low fat things. She keeps busy at break time so she doesn't feel tempted to eat the fatty pizza or sandwiches they sell in the canteen. At lunch, she has a homemade salad and eats outside with friends.

After school she's starving so she stops at the shop on the way home and gets some snacks to eat when she gets home. She feels really full after she's eaten them all but doesn't want her Mum to know, so she hides the wrappers and has a little bit of curry and rice for dinner. She doesn't eat anything in the evening and plans to be very good next day to make up for all the snacks.

### Food & Physical activity

Food (last 24 hours)	
Breakfast	Small bowl of cereal and skimmed milk
Break time	Nothing
Lunch time	Small salad; apple; fizzy water
After school	Magnum ice cream; crisps; packet of chocolate digestives; large bottle of coca cola
Dinner time	Small portion of rice and vegetable curry
Evening	Nothing

Physical activity (last week)	
Monday	Cycled to and from school (10 mins each way); went for a run in the park (½ hour)
Tuesday	Cycled to and from school; played badminton in PE lesson
Wednesday	Cycled to and from school
Thursday	Cycled to and from school; went for a run in the park (½ hour)
Friday	Cycled to and from school;
Saturday	Went for a run in the park (½ hour)
Sunday	Went for a long walk with her mum



## Character food and physical activity snapshot

### Turac

Turac lives with his Dad and his Dad's girlfriend. They usually eat breakfast together, though it's often a bit of a rush! Turac sometimes just chats with friends at break, though often they play football. He always has the school lunch meal deal, which is usually something fairly healthy.

He plays in the school basketball team so after school he has training and he's hungry after that so has a Kit Kat. His Dad makes dinner when he gets home, and he has a mango, which is his favourite fruit, for dessert.

### Food & Physical activity

Food (last 24 hours)		Physical activity (last week)	
Breakfast	2 Weetabix with banana and milk; orange juice	Monday	Walked to and from school (15 mins each way); played football at break; basketball training
Break time	Fruit bag and milkshake	Tuesday	Walked to and from school; played football at break; played badminton in PE lesson
Lunch time	Spaghetti Bolognese; salad; sugar-free flavoured water; jam cake; a few Polos	Wednesday	Walked to and from school; played football at break; basketball match
After school	Kit Kat	Thursday	Walked to and from school; played football at break
Dinner time	Chicken and vegetable curry and rice	Friday	Walked to and from school; played football at break
Evening	Mango	Saturday	Played football with Dad in the park
		Sunday	Nothing





## Character food and physical activity snapshot

### Tyrone

Tyrone lives with his Mum and Dad and older brother who is a fitness instructor. Tyrone likes to keep fit and would like to build up his muscles, so he tries to eat a lot of protein in his diet. In the morning he has eggs, and at break time he eats a banana as a quick snack, and plays football with friends. He has chicken and chips from the local shop at lunch time. He often goes to the gym after school, and has a protein drink afterwards.

He usually eats dinner with his brother or his Mum and Dad and plays on the computer in the evening, but is quite active at the weekend – he tries to go for a run at least once and often goes to the skate park with friends on Saturday

### Food & Physical activity

Food (last 24 hours)		Physical activity (last week)	
Breakfast	2 boiled eggs; brown toast; glass of milk	Monday	Cycled to and from school (10 mins each way); went to gym (1 hour)
Break time	Banana	Tuesday	Cycled to and from school; played badminton in PE lesson
Lunch time	Fried chicken and chips	Wednesday	Cycled to and from school; went to gym
After school	Milkshake drink with protein supplement	Thursday	Cycled to and from school
Dinner time	Mince, potatoes & peas	Friday	Cycled to and from school; went to gym
Evening	Apple	Saturday	Skateboarding (1 hour)
		Sunday	Went for a run (½ hour)



## Character role play helpsheet

Which young person are you concerned about?

**Why?** List all your concerns about them, and then number these from most worrying to least worrying, and how easy it would be to change.

Concern	How worrying?	How easy to change?

Which behaviour do you think he or she might want to change?

This could be about their eating habits or their physical activity, but choose only one, even if there are many things you might think of.

Please turn over →





## Food and physical activity snapshots: analysis

### Abdi

Food	Portion size	Calories	Estimated Non-milk extrinsic (NME) sugars	Fat	Saturated fat	Salt	Fruit & vegetables
Bacon sandwich	2 slices bread, 2 rashers bacon	420	0	26	7.4	2.3	0
Apple juice	200ml	88	20.8	0.2	0	0	1
Egg mayonnaise sandwich	2 slices of bread	315	0	12.1	2	1	0
Pasta	138g	144	0	1	0.1	0	0
Bolognese	340g	353	0	9.9	3.9	0.3	1
Salad	50g	37	0	0.2	0	0.1	0.5
Chicken wings and chips*		739	0	40.9	17.1	4.3	0
Fizzy orange	330ml	63	14	0	0	0	0
Egg fried rice	200g	360	0	15	2.2	3	0
Hot chocolate	200ml	153	11	4.1	2.5	0.3	0
<b>Total</b> Totals in red indicate values outside the recommended daily guideline limits		2672kcal	45.8g (6% of food energy (FE) intake)	109.4g (37% of FE intake)	35.2g (12% of FE intake)	11.3g	2.5 portions
<b>Recommended daily amount<sup>1</sup></b>		2220kcal	NME sugar max. 11% of food energy (FE) intake	Max. 35% of FE intake	Max. 11% of FE intake	Max. 6g	5 portions or more

\*Data taken from The Pan London Survey of Takeaways Near Schools



## Abdi

Physical activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Walk to and from school	20	20	20	20	20		
PE lesson		40					
Nintendo						0	
<b>Total per day</b>	20	60	20	20	20	0	0
Average over the week							20
Recommended daily amount	60	60	60	60	60	60	60

Totals in red indicate values outside the recommended weekly guideline limits



## Bushra

Food	Portion size	Calories	Estimated Non-milk extrinsic (NME) sugars	Fat	Saturated fat	Salt	Fruit & vegetables
Bowl of Cheerios with milk	30g + 100ml	171	12.4	3.2	1.5	0.5	0
Orange juice	200ml	84	18.2	0.2	0	0	1
Slice of pizza	210g	393	0	9.4	3.6	0.6	0
Pasta	138g	144	0	1	0.1	0	0
Bolognese	340g	353	0	9.9	3.9	0.3	1
Tropical juice	200ml	95	21.3	0.2	0	0	0
Chocolate cake	75g	230	19	6.8	3.0	0.6	0
Banana	100g	95	0	0.3	0.6	0	1
Packet of crisps	25g	132	0	9.5	0.6	1.5	0
Chicken	100g	148	0	5.4	1.6	0.2	0
Jacket potato	180g	139	0	0.4	0	0.5	0
Broccoli	80g	24	0	0.7	0	0	1
Fruit yoghurt	150g	135	16	1	0.6	0.3	0
Apple	100g	47	0	0	0	0	1
2 Chocolate hobnobs	38g	186	12.6	9	4.4	0.5	0
<b>Total</b> Totals in red indicate values outside the recommended daily guideline limits		<b>2376kcal</b>	<b>99.5g (16% of food energy (FE) intake)</b>	<b>57g (22% of FE intake)</b>	<b>19.3g (7% of FE intake)</b>	<b>5.0g</b>	<b>5 portions</b>
<b>Recommended daily amount<sup>1</sup></b>		1845kcal	NME sugar max. 11% of food energy (FE) intake	Max. 35% of FE intake	Max. 11% of FE intake	Max. 6g	5 portions or more



## Bushra

Physical activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Walk to and from school	30	30	30	30	30		
Badminton in PE		40					
Shopping						30	
Rode bike to park							15
<b>Total per day</b>	30	70	30	30	30	30	15
Average over the week							34
Recommended daily amount	60	60	60	60	60	60	60

Totals in red indicate values outside the recommended weekly guideline limits



## Deena

Food	Portion size	Calories	Estimated Non-milk extrinsic (NME) sugars	Fat	Saturated fat	Salt	Fruit & vegetables
Chewing gum	3g	7	1.9	0	0	0	0
2 apples	200ml	94	0	0	0	0	2
Diet coke	330ml	7	0	0	0	0	0
2 Ryvita and spread	20g + 10g	102	0	4.4	0	0.1	0
Sugar-free juice	200ml	32	1	0	0	0	0
Small bit of pasta	100g	104	0	0.7	0.1	0	0
Ragu sauce	50g	27	0	0.9	0.1	0.5	0
Chewing gum	3g	7	1.9	0	0	0	0
<b>Total</b> Totals in red indicate values outside the recommended daily guideline limits		<b>380kcal</b>	4.8g (5% of food energy (FE) intake)	6g (14% of FE intake)	0.2g (0.5% of FE intake)	0.6g	<b>2 portions</b>
<b>Recommended daily amount<sup>1</sup></b>		1845kcal	NME sugar: max. 11% of FE intake	Max. 35% of FE intake	Max. 11% of FE intake	Max. 6g	5 portions or more





## Deena

Physical activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Walk to and from school	20	20	20	20	20		
Total per day	20	20	20	20	20		
Average over the week							14
Recommended daily amount	60	60	60	60	60	60	60

Totals in red indicate values outside the recommended weekly guideline limits



## Mohammed

Food	Portion size	Calories	Estimated Non-milk extrinsic (NME) sugars	Fat	Saturated fat	Salt	Fruit & vegetables
Porridge	160g	186	0	8.2	4.3	2.3	0
Banana	100g	95	0	0.3	0	0	1
Honey	15g	51	12.8	0	0	0	0
Crisps	25g	132	0	9.5	0.6	1.5	0
Cereal bar	20g	85	9	2.5	2	0.1	0
Cheese sandwich	Margarine and cheddar	368	0	20.7	10.7	1.8	0
Plain yoghurt	150g	135	0	1	0.6	0.3	0
Fruit juice	200ml	88	20.8	0.2	0	0	1
Funsized Mars bar	18g	81	11.5	3	1.7	0.1	0
Fruit bag	100g	47	0	0	0	0	1
Bowl of rice crispies plus milk	30g + 125ml	173	9	2.5	1.5	0.6	0
Homemade chicken curry & rice	400g	456	0	8.7	4.4	2.2	1
Bowl of ice cream	85g	134	13.5	6.5	5.1	0.2	0
Apple	100g	47	0	0	0	0	1
Glass of milk	200ml	98	0	3.4	2	0.2	0
<b>Total</b> Totals in red indicate values outside the recommended daily guideline limits		2176kcal	76.6g (13% of food energy (FE) intake)	66.5g (26% of FE intake)	32.9g (14% of FE intake)	9.3g	5 portions
<b>Recommended daily amount<sup>1</sup></b>		2220kcal	NME sugar max. 11% of food energy (FE) intake	Max. 35% of FE intake	Max. 11% of FE intake	Max. 6g	5 portions or more



## Mohammed

Physical activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Football at break/lunchtime	40	40	40		40		
Swimming training	90		45	45		90	
Badminton in PE		40					
Plays with brother outside					10		
Rides bike							20
<b>Total per day</b>	<b>130</b>	<b>80</b>	<b>85</b>	<b>45</b>	<b>50</b>	<b>90</b>	<b>20</b>
Average over the week							71
Recommended daily amount	60	60	60	60	60	60	60

Totals in red indicate values outside the recommended weekly guideline limits



## Reba

Food	Portion size	Calories	Estimated Non-milk extrinsic (NME) sugars	Fat	Saturated fat	Salt	Fruit & vegetables
Small packet of Skittles	55g	222	49.8	4.2	0	0	0
Galaxy bar	46	250	25.6	14.9	8.9	0.1	0
Chicken sandwich	2 slices	273	0	10	2	0.8	0
Bottle of oasis drink	500ml	18	4.2	0	0	0	0
Packet of Chewitts	30g	115	15	0.8	0.6	0	0
McCoy's crisps	32g	165	0	9.8	1.2	0.8	0
Pie	200g	563	0	31.8	13.4	0.9	0
Mash	60g	62	0	2.6	0.8	0.1	0
Beans	210g	164	10.3	0.4	0	1.5	1
Apple juice	200ml	88	20.8	0.2	0	0	1
Chocolate digestives	34g	168	10.2	8	4.2	0.5	0
<b>Total</b> Totals in red indicate values outside the recommended daily guideline limits		2088kcal	135.9 (24% of food energy (FE) intake)	82.7g (36% of FE intake)	31.1g (13% of FE intake)	4.7g	2 portions
<b>Recommended daily amount<sup>1</sup></b>		1845kcal	NME sugar max. 11% of food energy (FE) intake	Max. 35% of FE intake	Max. 11% of FE intake	Max. 6g	5 portions or more



## Reba

Physical activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Walks to and from school	20	20	20	20	20		
Street dance class	50			30		30	
Walks dog	20	20	20	20	20	20	
Track event in PE			40				
Rides her bike				30			
Swimming with friends					60		
Plays with brother & sister (& dog) in park							30
<b>Total per day</b>	90	40	80	100	100	50	30
Average over the week							70
Recommended daily amount	60	60	60	60	60	60	60

Totals in red indicate values outside the recommended weekly guideline limits



## Solange

Food	Portion size	Calories	Estimated Non-milk extrinsic (NME) sugars	Fat	Saturated fat	Salt	Fruit & vegetables
Small bowl of cereal and skimmed milk	30g + 125ml	171	8	2.5	1.5	0.6	0
Small salad	50g	37	0	0.2	0	0.1	0.5
Apple	100g	47	0	0	0	0	1
Fizzy water	500ml	0	0	0	0	0	0
Magnum ice cream	118g	260	23	16	12	0.1	0
Crisps	25g	132	0	9.5	0.6	1.5	0
Packet of chocolate digestives	250g	1220	73	58.5	30.3	2.5	0
Large bottle of coca cola	1250ml	525	132.5	0	0	0	0
Small portion of rice	90g	117	0	0.3	0	0	0
Vegetable curry	100g	70	0	1.6	0.2	0.1	1
<b>Total</b> Totals in red indicate values outside the recommended daily guideline limits		2509kcal	236.5g (35% of food energy (FE) intake)	88.6g (32% of FE intake)	44.6g (16% of FE intake)	4.9g	2.5 portions
<b>Recommended daily amount<sup>1</sup></b>		1845kcal	NME sugar max. 11% of food energy (FE) intake	Max. 35% of FE intake	Max. 11% of FE intake	Max. 6g	5 portions or more



## Solange

Physical activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Cycles to and from school	20	20	20	20	20		
Run	30			30		30	
Badminton in PE		40					
Walk							120
<b>Total per day</b>	50	60	20	50	20	30	120
Average over the week							50
Recommended daily amount	60	60	60	60	60	60	60

Totals in red indicate values outside the recommended weekly guideline limits



## Turac

Food	Portion size	Calories	Estimated Non-milk extrinsic (NME) sugars	Fat	Saturated fat	Salt	Fruit & vegetables
2 Weetabix and milk	37.5g + 100ml	173	1.7	2.4	1.2	0.4	0
Banana	100g	95	0	0.3	0	0	1
Orange juice	200ml	84	18.2	0.2	0	0	1
Fruit bag	100g	47	0	0	0	0	1
Yazoo milkshake	200ml	126	9.8	2.6	2	0.25	0
Pasta	138g	144	0	1	0.1	0	0
Bolognese	340g	353	0	9.9	3.9	0.3	1
Jam cake	65g	210	17.1	7.1	3.6	0.3	0
3 Polos	6g	24	5.9	0.1	0	0	0
Kit Kat (2 fingers)	21g	107	10	5.4	3	0	0
Chicken and vegetable curry	300g	415	0	18.7	3.6	1.4	1
Rice	240g	330	0	3.1	0.7	0	0
Mango	200g	78	0	0.4	0.2	0	1
<b>Total</b> Totals in red indicate values outside the recommended daily guideline limits		2186kcal	62.7g (11% of food energy (FE) intake)	51.2g (21% of FE intake)	18.3g (7% of FE intake)	2.6g	6 portions
<b>Recommended daily amount<sup>1</sup></b>		2220kcal	NME sugar max. 11% of food energy (FE) intake	Max. 35% of FE intake	Max. 11% of FE intake	Max. 6g	5 portions or more





## Turac

Physical activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Walks to and from school	30	30	30	30	30		
Football at break	15	15	15	15	15		
Basketball training	60						
PE lesson		40					
Basketball match			45				
Football in the park						45	
<b>Total per day</b>	<b>105</b>	<b>85</b>	<b>90</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>0</b>
Average over the week							59
Recommended daily amount	60	60	60	60	60	60	60

Totals in red indicate values outside the recommended weekly guideline limits



## Tyrone

Food	Portion size	Calories	Estimated Non-milk extrinsic (NME) sugars	Fat	Saturated fat	Salt	Fruit & vegetables
2 boiled eggs	120g	176	0	13	3.7	0.4	0
2 slices of brown toast with butter	60g	298	2.6	16.7	0.4	1.4	0
Glass of milk	200ml	98	0	3.4	2	0.3	0
Banana	100g	95	0	0.3	0	0	1
Fried chicken and chips		748	0	31.4	6.4	4.6	0
Milkshake drink with protein	300ml	230	1.2	4.6	2.2	1.1	0
Mince with gravy	180g	420	0	27	11.7	1.7	0
Potatoes	100g	75	0	0.3	0	0	0
Peas	80g	55	0	0.7	0.2	0.2	1
Apple	100g	47	0	0	0	0	1
<b>Total</b> Totals in red indicate values outside the recommended daily guideline limits		2242kcal	3.8g (11% of food energy (FE) intake)	97.4g (39% of FE intake)	26.6g (11% of FE intake)	9.7g	3 portions
<b>Recommended daily amount<sup>1</sup></b>		2220kcal	NME sugar max. 11% of food energy (FE) intake	Max. 35% of FE intake	Max. 11% of FE intake	Max. 6g	5 portions or more



## Tyrone

Physical activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Cycles to and from school	20	20	20	20	20		
Football with friends	10	10	10	10	10		
Gym	60		60		60		
PE		40					
Skate at park			45				
Run						60	
<b>Total per day</b>	<b>90</b>	<b>70</b>	<b>90</b>	<b>30</b>	<b>90</b>	<b>60</b>	<b>30</b>
Average over the week							66
Recommended daily amount	60	60	60	60	60	60	60

Totals in red indicate values outside the recommended weekly guideline limits

<sup>1</sup> Many nutrients are calculated as a ratio in relation to total energy consumed. For a balanced diet, energy from carbohydrate should form 50% of the food energy, of which the energy from added sugar should be no more than 11% of total energy. Energy from fat should form no more than 35% of total energy, of which energy from saturated fat should be no more than 11% of total energy.

Calculating nutrients is not an accurate science therefore the figures provided are to provide an idea of nutrients contained within the diet. Salt and added sugar, in particular, can vary widely depending on whether the person adds salt and sugar to their food (sugar with breakfast cereal or salt on vegetables for example).

