



Action on Food and Wellbeing



the fab! toolkit

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fab! food and wellbeing project team

healthy

feel good!



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Introduction

Why food and wellbeing training?

We all know that what we eat and drink can affect the way we feel, both physically and mentally. We will have a cup of coffee to wake us up in the morning. Or perhaps a bar of chocolate if we feel we need cheering up on a bad day. For desk bound workers, having a mid-afternoon snack can help beat the post lunch energy low. Whether consciously or not, the food choices we all make every day will have an impact on how we feel and how we behave.

There is now a growing body of evidence¹ highlighting the link between diet, mental health and behaviour. Accessing vital nutrients through a diet of fresh food can improve concentration, enhance learning capacity, and reduce depression and other mental health and behavioural issues, all of which affect a person's ability to interact well in society.

For the most vulnerable members of our society, eating well can be a challenge. And yet it is these people who are most likely to suffer from mental health problems and who are most in need of food and drink which can support, nurture and contribute to improved health. A good diet is an essential building block in helping to change behaviour patterns, reduce dependency on medication and improve life opportunities. It is also an area in which individuals who may feel powerless in other areas of their lives, can begin to exercise personal responsibility through learning how to manage their diet according to their individual needs. This is a vital step in any recovery programme.

Despite the evidence base, public policy has been slow at recognising the critical role that poor diet plays in mental health outcomes, and in integrating dietary support and advice into programmes working with people suffering from mental health conditions, as well as other vulnerable groups, who for whatever reasons (substance misuse, homelessness) are unable to access a nutritious diet.

What is fab! food and wellbeing training?

The fab! project provides vulnerable community members with tools and knowledge to help manage their mood and behaviour through improved food choices, greater confidence and enhanced self awareness. The project also works with organisations to mainstream food and mood work into their rehabilitation programmes and long term core funding objectives. fab! is a flexible programme of workshops, training and resources for delivery in a variety of community settings.

1. B. Gesch, Influence of supplementary vitamins, minerals and essential fatty acids on the antisocial behaviour of young adult prisoners, research for Natural Justice, 2002. Serving Time: Prisoner Diet and Exercise – National Audit Office Report, 2006
Choosing Health: making healthier choices easier, Department of Health Public Health White Paper, 2004. Alpert & Fava 2003 - Nutrition and depression: the role of folate.

Richardson A J, Montgomery P (2005) The Oxford-Durham Study: A randomized, controlled trial of dietary supplementation with fatty acids in children with development coordination disorder. Pediatrics 115(5): 1360-1366.

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foodandwellbeingtraining

Introduction

The fab! programme offers a range of services, including

- **Introductory half day awareness raising workshop** – These workshops are aimed at voluntary and statutory sector professionals with adult/ young people client groups that are likely to have mental health issues e.g. the homeless, substance misusers, the elderly, those living in sheltered housing, offenders and vulnerable young people etc. The workshop introduces attendees to the connection between diet, mood and behaviour; showing how poor diet can negatively affect the mood and behaviour of client groups; and highlighting the benefits of healthy food provision and eating advice for client groups.
- **Six week training programme for use with client groups** - This programme is designed around the individual situation of each client group, whether they be homeless, substance misusers, disengaged young people, diagnosed mental health service users etc. A preliminary session determines the particular needs of the group and engages participants in planning subsequent sessions. Participatory Appraisal² methods are used throughout the course, involving a mix of practical demonstrations, information, food tasting and activities which fully involve and engage participants.
- **Action on Food and Wellbeing** - a 2 day fab! ‘training the trainers’ programme for support and development workers in organisations working with vulnerable community members. The aim of the training is to embed the principle that poor food access is often a contributory factor to the mental health problems experienced by clients, and to build capacity for workers to support clients in accessing better diets for both improved physical and mental health and wellbeing. Participants learn: key ‘food and mood’ messages; basic nutrition information; skills to deliver key messages; and how to approach the delivery of food and mood work with their client group.
- **Bespoke training, mentoring and advice service** – Some organisations need advice on developing a food policy, healthier meal provision, vending machine content or cookery demonstrations. Whatever their needs the fab! programme aims to provide that support to aid their clients towards improved long term health and independent living.

2. Participatory Appraisal (PA) is a collection of methods, tools and techniques for interacting with people in a way that enables everyone to share and contribute their skills and experience and knowledge of life on a more equal footing. PA tools are based on visual methods including pictures, diagrams, charts, knowledge lines, these tools and techniques help overcome poor literacy skills, reduces the use of jargon and officialdom, and levels out the playing field.

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How to use this toolkit

Why a toolkit?

This toolkit was originally written to accompany the Food Matters' Action on Food and Wellbeing training, it is given to participants who have attended the course as an aide-memoire and a reference guide for delivering the six week fab! programme. It has now been updated and amended so it can be used as a stand-alone toolkit without the need to have undertaken the training (although the fab training will benefit anyone working on food and wellbeing with vulnerable client groups www.foodmatters.org). This toolkit details why integrating food and wellbeing into rehabilitation programmes is essential to long term success. The toolkit outlines what is needed to run a successful fab programme with weekly session plans, course materials, handouts and facilitators' notes, and additional information and a CD of resources. This toolkit is intended to be used sequentially; however each week can stand alone as a one off session if that is more appropriate for the groups you are working with.

What you will find in the toolkit:

Section 1 - Setting up a successful course

Outlines what you will need to think about and plan for to run a fab! course

Section 2 - General course materials

Practical course instructions

Section 3 - Weekly course materials

Weekly checklists, facilitator's notes and client friendly overviews

Section 4 - Handouts

Weekly handouts and health related handouts

Section 5 - Other resources

Games, activities and CD

Recipes

Food and Wellbeing

Course outline and overview

Overall aim: To give participants a greater understanding of the links between diet, and mental and physical wellbeing, and influence long term behaviour change.

Week 1: Introductory session

- Outlining what the course will cover.
- Introduce 'Keeping a food diary'.
- Favourite foods.
- Exploring how foods make us feel, which foods we buy, which we like, which we can afford.
- Food tasting.

Week 2: Eating for health

- Re-cap and food diary feedback.
- Covering the essentials to achieving a balanced diet. (The basics of good nutrition.)
- Diet and long term health.
- Looking at why and how a diet based on junk food is detrimental to long term health.
- Home-made versus ready-made meals. How do they compare?
- Specific health issues.
- Setting a goal for the week.
- Simple recipes and food tasting.

Week 3: Food, mood and cravings

- Re-cap; food diary & goal feedback.
- Awareness of what nutrients our bodies need to function.
- Understand how different foods affect our moods.
- Understanding why we have food cravings and how to deal with them.
- Understanding why supplementation can sometimes help.
- Setting a goal for the week.
- Simple recipes and food tasting.

Week 4: Planning, budgeting and understanding labels

- Re-cap and food diary feedback.
- Participants to choose the meals to be cooked the following week.
- Planning and shopping for a nutritious meal covering: constraints of environment; circumstances; knowledge and money; understanding; shopping on a budget; and, shopping and food labels.
- Setting a goal for the week.
- Simple recipes and food tasting.

Week 5: Cooking together

- Re-cap; food diary & goal feedback.
- Prepare, cook and eat a number of well balanced low cost meals.
- Understanding the basics of food hygiene.

Week 6: support and where next? session

- Celebratory session.
- Re-cap of what has been covered over the previous 5 weeks – key messages.
- Outline the various organisations that are able to offer follow-on support and advice regarding diet and nutrition - if appropriate to the group.
- Outline training and volunteering opportunities – if appropriate to the group.
- Simple recipes and food tasting.

Section 2

Week 1 Introductory Session

FACILITATOR'S NOTES

Introduction

This session will introduce participants to one another and to the fab! course. Together you will start to explore what food means to people and how it makes us feel.

Timing	Course activities	Teaching methods
5mins	Welcome. Why we are here - Outline why we are doing this course.	
10mins	Introductions	Meet My Neighbour Activity Ask participants to find someone they don't know and in pairs ask: 1. Their name 2. What they hope to get from the course 3. Their favourite meal - make a note on flip chart Then each participant in turn introduces their neighbour.
5mins	Contract with the group	Ask group to suggest contract terms / ground rules and write it on a flip chart for group to accept. See example in section 2
15mins	Food diary	Encourage participants to keep a weekly food diary. Go through how to fill in the diary. Food diary reminder - note emotions and sleep patterns. HANDOUTS: Sample food diary (handout 1) Blank food diary (handout 2)
45mins	Main activity Explore what food means to the group. Have a range of foods set out on a table to talk about – see 'Checklist' Make a note of the key points in the discussion on a flip chart – to use as reference in later weeks.	Facilitator led discussion Questions to help stimulate discussions: Are there any foods you can't afford but would like to buy? Are there any foods you wouldn't choose to buy and why? Who does the cooking? What's stopping you eating more healthily? Which of the foods on the table - Do you buy? Which do you like? Which can / can't you afford?
10mins	Practical food demo	Quick practical food demo – e.g. making fruit smoothies and tasting flapjacks. See recipe book for ideas and bring the flapjacks
5mins	What will be covered in the session next week	Give out summary sheet, 'What we have learned' sheet to take away.

Section 3

Week 2 Eating for Health

CHECKLIST

Things you will need for the session

Materials	<input type="checkbox"/> Flip chart paper and pens <input type="checkbox"/> List of Foods for Eatwell Plate demonstration (see other resources) <input type="checkbox"/> Eatwell plate mat - either hand drawn or bought (see section 1 for details) <input type="checkbox"/> Handout 7 - Lunch <input type="checkbox"/> Handout 3 - Eatwell plate <input type="checkbox"/> Handout 5 - 5 A Day	<input type="checkbox"/> Handout 4 - What is a wholegrain? <input type="checkbox"/> Handouts 27-32 (Specific health topics particular to the group) <input type="checkbox"/> Handout 8 - Goal sheet <input type="checkbox"/> Handout 2 - Blank Food Diary <input type="checkbox"/> Summary sheet <input type="checkbox"/> Feedback Sheet <input type="checkbox"/> Print photos of food on CD
For the lunch demo Equipment	<input type="checkbox"/> Knife <input type="checkbox"/> chopping board <input type="checkbox"/> plate <input type="checkbox"/> plastic cup	
Foods - for lunch demo	<input type="checkbox"/> Wholemeal bread <input type="checkbox"/> Grated cheddar <input type="checkbox"/> Grated carrot <input type="checkbox"/> low fat mayonnaise <input type="checkbox"/> Mustard	<input type="checkbox"/> Cucumber <input type="checkbox"/> Watercress <input type="checkbox"/> Fruit juice and Sparkling water <input type="checkbox"/> A piece of fruit
Foods - for preparing for the healthy snack	<input type="checkbox"/> Falafel, tahini & salad wraps/pitta bread (see recipe book for ingredients).	
For further information about; The eatwell plate and why '5 A DAY' Portion components and how they help keep the body healthy Ethnic alternatives Food intolerance and general healthy eating advice See www.eatwell.gov.uk For specific health conditions see: www.tht.org.uk - HIV www.hepctrust.org.uk - Hepatitis C www.britishlivertrust.org.uk - Liver Disease www.diabetes.org.uk - Diabetes		

Section 4 - Handouts

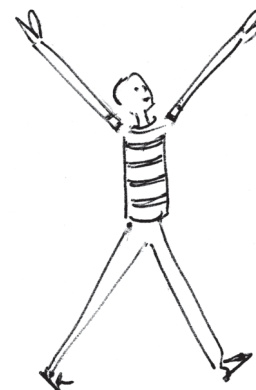
List of handouts

1. Sample food & drink diary
2. Empty food diary
3. The Eatwell Plate
4. What is a wholegrain?
5. 5-a-day fruit and vegetables
6. Choosing healthier fats
7. What's in your lunch?
8. My goal for the coming week
9. What's an oily fish?
10. How food can effect the way we feel - Nutrients
11. How food can effect the way we feel - Emotions
12. How food can effect the way we feel - Feelings
13. Food diary comparison
14. Balanced diet for mood
15. Other lifestyle factors
16. Tips to ensure a good night's sleep
17. Shopping on a budget
18. Shopping - what to buy
19. Cutting down on salt
20. Traffic light labelling
21. Keeping food safe - Buying food
22. Keeping food safe - Preparing food
23. Keeping food safe - Cooking food
24. Keeping food safe - Storing food safely
25. Keeping food safe - Cleaning
26. Food tips for mental wellbeing
27. Dietary considerations with HIV
28. Dietary considerations with Hepatitis C
29. Boosting your immunity
30. Diet and Pre-Menstrual Syndrome (PMS)
31. Oral health
32. Diabetes

Handout 10

How food can affect the way we feel NUTRIENTS

The presences or absence of nutrients in our diets can have a longer term effect on brain function and how we feel.



Nutrient	How does it affects the way we feel	What it is found in
Omega-3 fatty acids	May help improve symptoms of anxiety, depression, anger, impulsivity, ADHD	Oily fish – fresh salmon, trout, tuna, mackerel, sardines, pilchards – the same tinned except tinned tuna, fish oil. Some also in walnuts, pumpkin seeds, flax/ linseed (must crush or soak to release)
Folate	May help improve symptoms of depression	Green leafy vegetables, beans & peas, yeast extract, fortified breakfast cereals
Vitamin B6	Works with folate, to help with symptoms of depression	Meat, fish, eggs, wholegrains, vegetables, dairy, potatoes, fortified breakfast cereals
Vitamin B12	Works with folate, to help with symptoms of depression	Animal products including fish, meat, dairy, eggs & fortified breakfast cereals
Vitamin D	Low vitamin D associated with low mood. Increased vitamin D may help with Seasonal Affective Disorder (SAD)	Oily fish, eggs, margarines & spreads, fortified breakfast cereals, cod liver oil, sunlight
Magnesium	May help symptoms of depression, particularly with Premenstrual Syndrome	Green leafy vegetables, nuts, meat, dairy
Zinc	Low zinc may be related to depressed mood	Meat, dairy, seafood, bread and cereal products, wheatgerm
Iron	Low iron - poor cognitive function, tiredness	Red meat, liver, nuts, beans, wholegrains, green leafy vegetables, bread, fortified breakfast cereals. Orange juice increases absorption from non-meat sources

Section 4

Handout 20

Traffic light labelling

If we want to eat a healthy diet, one of the key things we should be doing is trying to cut down on fat (especially saturated fat), salt and added sugars.

Food products with traffic light labels on the front of the pack show you at-a-glance if the food you are thinking about buying has high, medium or low amounts of fat, saturated fat, sugars and salt, helping you get a better balance.

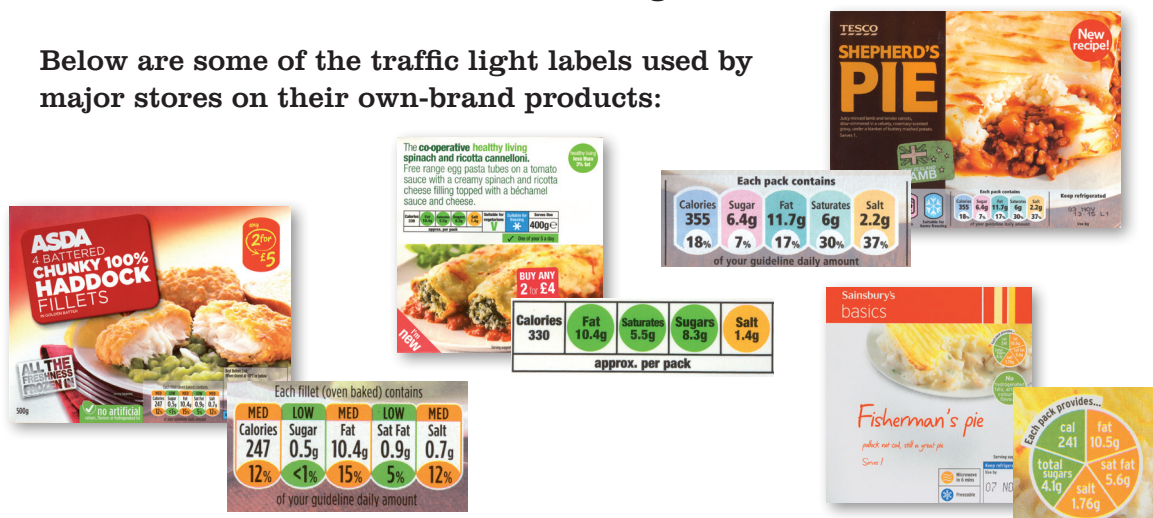
In addition to traffic light colours you will also see the number of grams of fat, saturated fat, sugars and salt in what the manufacturer or retailer suggests as a 'serving' of the food.

- Red light** - the food is high in something we should be trying to cut down on. It's fine to have the food occasionally, or as a treat, but try to keep an eye on how often you choose these foods, or try eating them in smaller amounts.
- If you see amber**, you know the food isn't high or low in the nutrient, so this is an OK choice most of the time, but you might want to go for green for that nutrient some of the time.
- Green** means the food is low in that nutrient. The more green lights, the healthier the choice.

Although the traffic light label designs on different products may look different, you can still compare these foods because the companies are all using the Food Standards Agency guidelines.

So when, for example, you are deciding between two pizzas, check out the colours to make a healthier choice. When comparing similar products, choose the one with fewer reds and more greens.

Below are some of the traffic light labels used by major stores on their own-brand products:



Section 4

Facilitator's resource

Oily fish game

The aim of this game is to make learning about the importance of oily fish and how to tell the difference between oily and non-oily fish in as fun a way as possible (it's rather a dry subject). On the CD there are pictures of both oily and non-oily fish – as fish! Before the session, print these pictures out and any others you can find. It's worth laminating the pictures if you have access to a laminator, as they will last longer!

During the session hand them round to your course participants (as many as you have enough for each). Then in turn ask each participant whether the picture they have is a picture of an oily and non-oily fish, or write up on a flip chart two columns 'oily fish' and 'non oily fish' and ask the participants to stick their picture of a fish in the correct column. You can have a range of discussions whilst playing this game, for example: environmental / ethical concerns about fish stocks; fish alternatives; fish recipes; how to hide fish in dishes; how to prepare and cook fish; cheaper varieties of fish; where to buy fish etc.

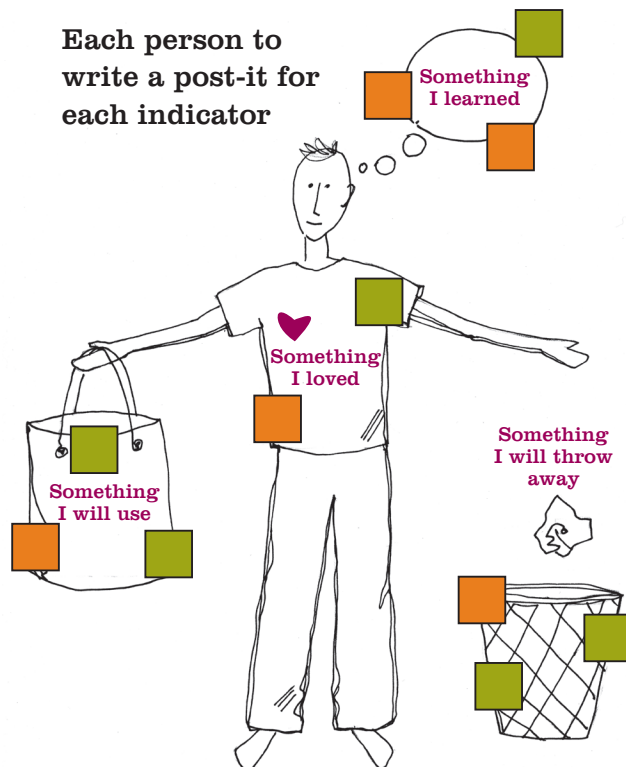
Evaluation person

This is a good evaluation tool to use at the end of the final workshop. Draw this evaluation person on one or two flip charts with 'How was the workshop for you?' at the top. Then ask all the participants to write comments under 4 different headings as shown on the person chart.

Notes:

- Try not to be gender specific when drawing the person.
- Don't hang about near the chart while participants are filling it in.
- Stick the evaluation on a wall or door near the exit.

Each person to write a post-it for each indicator



When everyone has had a go make sure you make a record of what people have said, either stick down the post-its with tape (ensuring you can read all the comments) or take a photo of the chart. It should provide valuable feedback for future work.

Section 5

healthy



some
fab!
recipes

Healthy, tasty and economical

feel good!



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Main courses

13

Daal Saag (Lentil Curry)

Serves 4 as a main course

Preparation time: 10 minutes

Cooking time: 30 minutes

Ingredients:

- 225g (8oz) yellow or green lentils
- 750ml/1 pint water
- 2-3 tablespoon vegetable oil
- ½ teaspoon tumeric powder
- ½ teaspoon ground cumin
- ½ teaspoon fennel seeds
- 1 tablespoon grated fresh ginger
- 1 green chilli, seeds removed & finely chopped
- 8 curry leaves
- 1 medium onion finely chopped
- 100g (3oz) spinach – chopped if large leaves
- To serve, Indian bread such as chapatti or naan bread and low fat natural yoghurt

Equipment needed:

- Heavy based saucepan
- Frying pan
- Sharp knife
- Chopping board
- Wooden spoon or spatula

Tips:

If you cannot find all the spices, you can replace the tumeric, cumin, fennel, ginger, chilli and curry leaves with 2 teaspoon curry powder.

If cooking for just yourself, half the quantities, then eat a portion and freeze the remainder so long as you cool it quickly and freeze it as soon as it has cooled.

Method:

1. Chop the vegetables and fresh herbs as described.
2. Put lentils in a heavy based saucepan. Add the water and bring to the boil. Reduce the heat and simmer until softened and cooked (20-30 minutes).
3. Meanwhile, heat the oil in another pan. Add the mustard seeds, tumeric, cumin, fennel seeds, ginger, chilli and curry leaves and fry briefly (around 30 seconds) until the seeds start to crackle. Add the onion and fry gently until soft.
4. When the lentils are cooked, add them to the onion mix.
5. Meanwhile heat the Indian bread according to the instructions on the packet.
6. Stir in the spinach and continue to cook until the spinach has wilted.
7. Serve in bowls accompanied with the Indian bread and natural yoghurt.



Vegetarian and vegan dish