



**Special Olympics**  
*Ireland*

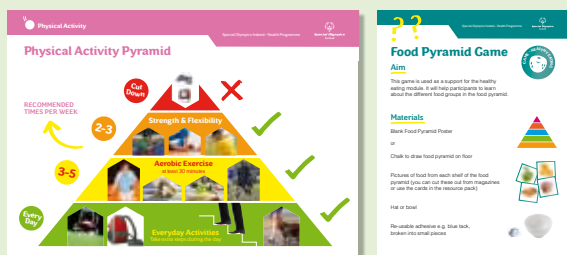
# Health Toolkit





## Introduction

Welcome to the **Special Olympics Ireland - Health Toolkit**! Here you will find all the tools you need to run a successful health promotion programme in your club. The Toolkit is divided into 15 workshops, each focusing on a different aspect of health. The workshops vary in length from 10-20 minutes and are designed to provide athletes with the knowledge and information to make healthier choices in their lives. Many of the workshops include posters and games which are located in the pockets of this folder. The posters act as visual aids and the games help to provide a fun, educational element to the workshop.



Supporting the **Health Toolkit** is the **Athlete Pack** which contains accessible resources for athletes to learn about making healthier choices in their lives. Some of the key elements of the Athlete Pack include:

### Health Information

These six easy to read leaflets can be used to support the workshops, athletes can use at home with their family members / carers.



### Health Diaries

There are three Health Diaries included:

1. Food and Water Diary
2. Healthy Smile Diary
3. Physical Activity Diary



## Health Toolkit - Introduction

Facilitators should encourage athletes to fill in their diaries each week. Ask athletes to review their diaries at the end of each week e.g. did they manage to eat their 5 portions of fruit or did they brush their teeth twice each day etc. This will help athletes to identify what changes they need to make to their daily lives to improve their health.

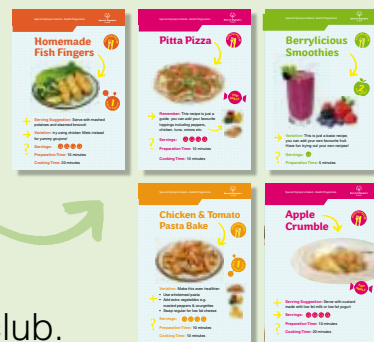
### Task Diary



The **Task Diary** is designed to encourage athletes to make healthy changes in their lives. There is a task for each workshop and facilitators should ensure athletes are aware of their health task which they must complete before the next workshop.

### Healthy Recipes

We have designed easy read **Healthy Recipes** for each section of the Food Pyramid. Athletes are encouraged to try out the recipes at home, or if facilities allow within the club.



For added encouragement it may be useful for athletes to decide on a reward that they can have after successfully completing a number of tasks e.g. have a disco, a fancy dress training session etc.

The information contained in the Toolkit has been reviewed by health professionals in both statutory and voluntary agencies.

Special Olympics Ireland would like to thank the following for their help in the production of this toolkit:

*Health Service Executive Dublin North / East*

*The Irish Heart Foundation*

*The Irish Cancer Society*

*The Diabetes Federation of Ireland*

*The Irish Osteoporosis Society*

## Tips for a Successful Workshop

### **BEFORE:**

#### **1. Prepare**

Read through the workshop in advance to become familiar with the information. Also you can complete the Health Promotion online training module at:  
[www.specialolympics.ie/getinvolved/volunteers/onlinetraining](http://www.specialolympics.ie/getinvolved/volunteers/onlinetraining)  
Make a list of any additional resources which you may need to bring along to run the workshop.

#### **2. Timing**

Decide on a suitable time during training to conduct the workshop which will suit you and your athlete's best.

#### **3. Support**

Establish if you need to draft in some support from other volunteers to help out during the workshop.

### **DURING:**

#### **1. Ground Rules**

It is very important to set ground rules at the start of your first session with the group. Give all group members the opportunity to contribute. Your rules should include: confidentiality, respect, equal opportunity to contribute during workshops. Take note of the ground rules and keep them with your toolkit. You may need to refer back to them at a later date if any issues arise.

#### **2. Inclusion**

During the session you may find that you have a few very vocal participants and some who are less so. It is important to ensure that each athlete actively participates in the workshop; this can be achieved by asking probing questions to quieter participants for example "Mary, would you like to

tell us your favourite fruit?” In a case where you may have a very dominant participant it can be helpful to allow them to make one comment and then pass on to someone else e.g. “Thanks for that John, maybe we can hear from someone else now – Mary what do you think?”

### 3. Timekeeping

It is important to maintain good timekeeping during the sessions to ensure that enough time is allocated to each topic. If you find that participants are spending time on one particular topic then ask them to leave the topic for the moment and it can be readdressed after the workshop is complete.

## AFTER:

### Evaluation

The toolkit contains a workshop evaluation sheet, filling this in after your workshop will help you identify what went well, what didn't and what changes to make in order to ensure effective future workshops. This will also help Special Olympics when putting guidelines in place in the future for new facilitators.

# Workshop Evaluation Sheet

(photocopy for reuse)

Special Olympics Ireland - Health Toolkit 7

**Workshop Title:** \_\_\_\_\_

**Number of Athletes:** \_\_\_\_\_

**1) Were the learning aims of the workshop met?**

Yes ☐ No ☐ Not Sure ☐

Comment: \_\_\_\_\_

\_\_\_\_\_

**2) Do you feel that you were adequately prepared to run the workshop?**

Yes ☐ No ☐ Not Sure ☐

Comment: \_\_\_\_\_

\_\_\_\_\_

**3) Did the athletes enjoy the session?**

Yes ☐ No ☐ Not Sure ☐

Comment: \_\_\_\_\_

\_\_\_\_\_

**4) Was the material?**

Too complex ☐ Too simple ☐ Just right ☐

Comment: \_\_\_\_\_

\_\_\_\_\_

**5) Was the length of the workshop appropriate?**

Yes ☐ No ☐ Not Sure ☐

Comment: \_\_\_\_\_

\_\_\_\_\_

**6) Please list 1-2 changes you would make in future to improve on the workshop.**

Comment: \_\_\_\_\_

\_\_\_\_\_

**7) Please list 1-2 elements which you felt were most beneficial to the workshop.**

Comment: \_\_\_\_\_

\_\_\_\_\_

# Work Shops

What is Health?

1

Healthy Eating

2

Carbo-  
hydrates

3

Fruit and  
Vegetables

4

Dairy

5

Protein

6

Top  
Shelf

7

Hydration

8

Physical  
Activity

9

Sun  
Safety

10

Bone  
Health

11

Heart  
Health

12

Oral  
Health

13

Cancer

14

Diabetes

15





## What is Health?

Time Taken:  
10 Minutes



### Objectives

This section will introduce participants to the topic of health, health promotion and give them an understanding of what will be covered over the next number of weeks.





## Step 1

### What I do to be Healthy

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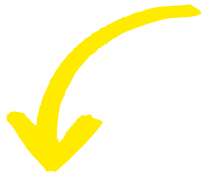
Ask participants the following question:

*What things do we do to be healthy?*

#### Answers to look for:

- Healthy eating (participants may name fruit, vegetables etc.)
- Exercise (participants may name different types of exercise)
- Looking after our bodies (including brushing teeth, using sun cream, visiting doctor / dentist)

## Workshop 1 - What is Health?



Put the *'What is Health?'* poster up on a wall / somewhere visible to participants and use as an aid.

### Tips:

- Don't be afraid to prompt
- Offer encouragement to expand on answers e.g. participant may say "apples are good for me" facilitator says "what other foods are good for you?"
- Try and involve everyone e.g. asking someone who is not participating "what food do you have for breakfast?" response "porridge" facilitator responds "that's a very healthy food"



## Step 2

### Health Promotion

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Ask participants the following question:

*Can anyone remember what we do in Health Promotion?*

Answers to look for:

- Learning
- Changing how we live
- Supportive Environment (people around us helping us to people)



If participants can't remember, prompt with some of the answers e.g.

*Learning is one thing that we will do in the Health Promotion Project - what kind of things can we learn to be healthier?*

Answers to look for:

- Learn about healthy eating
- Learn about exercise etc.

Continue until each of the 3 answers has been covered.  
Summarize by naming all 3 answers again.

## Step 3

### What Comes Next?

---

Inform the participants that over the next number of weeks that you will be spending a little time on Health Promotion where everyone will learn something new and play games all about health.

*What are we going to learn about in the Health Promotion Project?*

- Healthy Eating
- Sun Safety
- Keeping our Teeth, Heart and Bones Healthy
- Physical Activity
- Cancer
- Diabetes

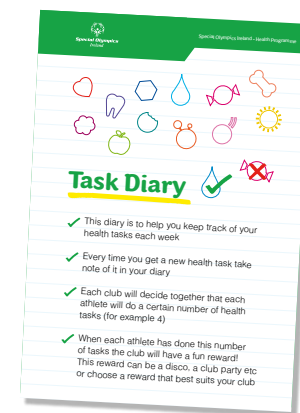
## Step 4

### Health Diary

Hand out the Athlete Pack and explain how it works.

Point out the key features:

- Food & Water Diary
- Physical Activity Diary
- Healthy Smile Diary
- Task Diary





## **2**

## Healthy Eating

Time Taken:  
20 Minutes



### Objectives

This section will introduce participants to the topic of healthy eating. The diagram below indicates additional topics which will be covered on the topic of healthy eating

**Please note:** this is a general introduction into the types of food we should be eating. We will cover each food group separately in subsequent workshops.

The Food Pyramid

**2**

**3**

Food Groups

**What  
will we  
learn?**

**1**

Healthy Eating

**4**

Task Time



## Step 1

### Healthy Eating

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Inform participants that today's topic will be Healthy Eating.

Ask participants:

*Do you think it is important to have a healthy diet?*

*Why?*

## Step 2

### The Food Pyramid

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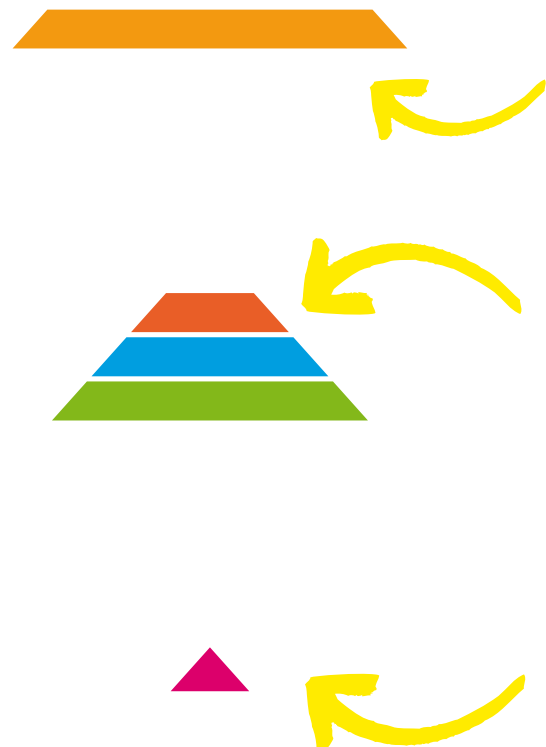
We use the food pyramid to help us to make healthy food choices. *Has anyone seen the food pyramid before?*

Use the poster of the food pyramid as an aid – stick it up on a wall so it is visible to all participants.

## Food Pyramid



## Explain the following:



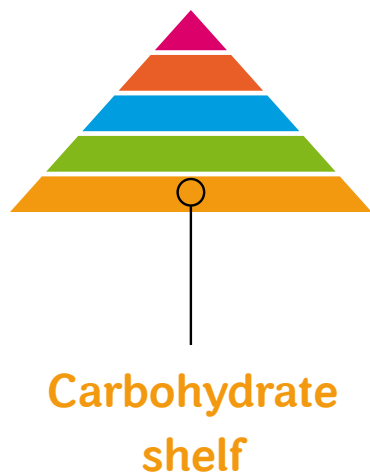
- The bottom shelf of the food pyramid is the largest – this means that our body needs more of the foods that are on this shelf
- As we go up the food pyramid the shelves get smaller this means our body needs less of these foods
- The shelf at the top is the smallest and this means we should eat very small amounts of foods from this shelf

## Step 3

### Food Groups

The next stage the facilitator will go about explaining the shelves of the food pyramid.

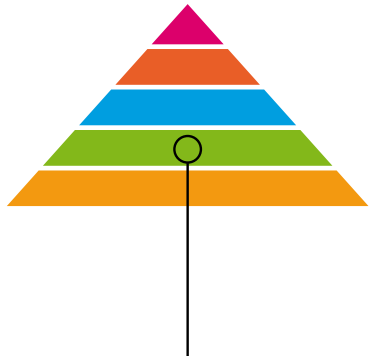
The Bottom shelf is the **Carbohydrate shelf**, it is the biggest. We need at least **6 portions** of food from this shelf everyday.



These foods are:

- Bread (including pitta, wraps, bagels and rolls)
- Breakfast Cereal (including porridge)
- Pasta
- Rice
- Potatoes





Fruit and  
Vegetable  
shelf

The next one is the **Fruit and Vegetable shelf**.

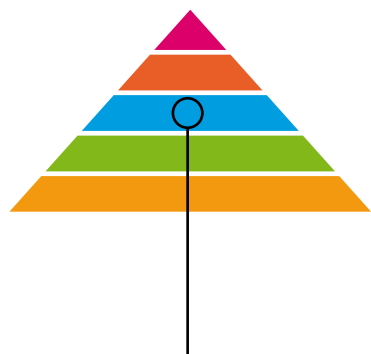
We should eat **5 portions** of foods from this shelf every day.



**These foods are:**

- Fruit (including fresh, frozen, tinned and dried)
- Vegetables (including fresh, frozen and tinned)





Dairy shelf

The next shelf is the **Dairy shelf**.

We should eat **3 portions** of foods from this shelf everyday.



**These foods are:**



Milk



Cheese



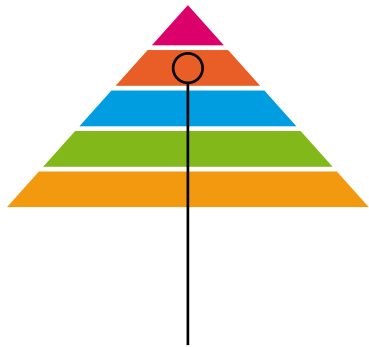
Yogurt

**Please note:**

Teenagers and pregnant / breastfeeding women need **5 portions** everyday.







**Protein shelf**

The next shelf is the **Protein shelf**.

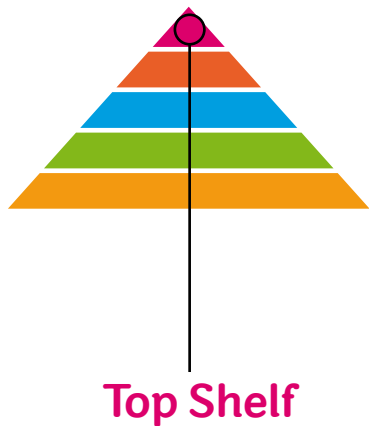
We should eat **2 portions** from this shelf everyday.

**These foods are:**

- Meat
- Eggs
- Nuts

- Fish
- Beans / Peas / Lentils
- Tofu / Quorn®





The last shelf is the **Top shelf**.

We should eat **very small amounts** of foods from this shelf

**These foods are:**

- ✿ Sweets
- ✿ Cakes
- ✿ Crisps
- ✿ Butter / Spreads / Oils
- ✿ Chocolate
- ✿ Sugar
- ✿ Biscuits



## Step 4

### Task Time

Choose one or more of the accompanying games to use with participants.

Games include:

- Food Pyramid Go-Fish
- Food Pyramid Game





## Food & Water Diary:

- Introduce participants to the Food & Water Diary and show them how to use it
- As a task for the next week, ask participants to keep track of the food that they eat on the Food & Water Diary



The image shows a 'Food & Water Diary' form from the Special Olympics Ireland Health Toolkit. The form is designed for participants to track their food and water intake over a week. It includes sections for Carbohydrates, Fruit & Vegetables, Dairy, Protein, Top Shelf, and Water. Each section has a grid of boxes for each day of the week (Monday to Sunday). The 'Top Shelf' section includes a visual scale for portion sizes, ranging from 'No like here at all' to 'No like here at all very good'. A yellow arrow points from the text 'As a task for the next week, ask participants to keep track of the food that they eat on the Food & Water Diary' to the form.

**Food & Water Diary**

To fill in your Food & Water Diary, tick a box each time you eat or drink one portion from each group. There are separate columns for each day. (Good Luck!)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Carbohydrates</b>							
<b>Fruit &amp; Vegetables</b>							
<b>Dairy</b>							
<b>Protein</b>							
<b>Top Shelf</b>							
<b>Water</b>							

\*Use a non-permanent marker so you can rub out the ticks and use it again the following week.

## **3 Carbohydrates**

Time Taken:  
10 Minutes



### **Objectives**

Participants will learn about carbohydrate foods.





## Step 1

### What are Carbohydrates?

- Inform participants that today's topic will be carbohydrates
- Use the food pyramid poster to show which shelf carbohydrates are on
- Ask participants to name the different types of carbohydrate foods that are in the poster



## Step 2

### Uses

#### *Why do we need carbohydrates?*

Carbohydrates give us energy – just like when you put petrol in your car to give it the energy to drive!

#### *What do we need energy for?*

For example:

- Keeping us alive – our heart beating, lungs breathing, eyes blinking
- Everyday activities –  
Work / School, Playing with friends etc.
- Training
- Competitions



## Step 3

### Which to Choose

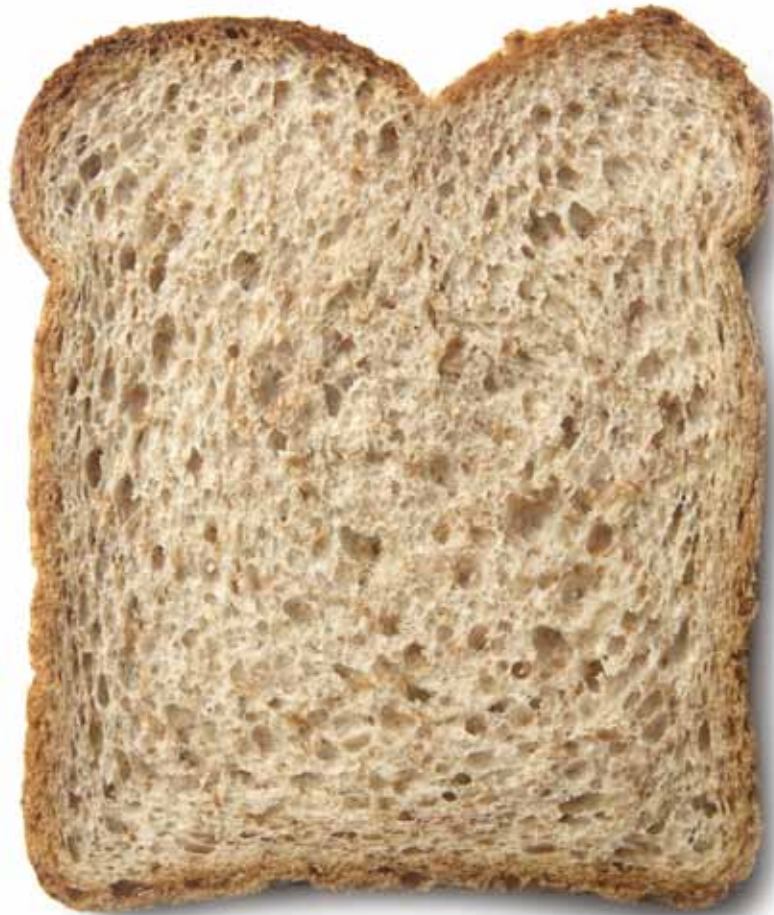
***Brown or white?*** Show participants the picture of bread. Ask everyone to vote which side is healthier i.e. put your hands up if you think **Side A** is healthier (ensure you have indicated which is **Side A / Side B**).

Explain that we should choose the wholemeal / wholegrain option when it comes to bread, rice and pasta because they have more fibre. Fibre is important as it helps food to move through our tummy and stops us from getting constipated and provides us with vitamins.

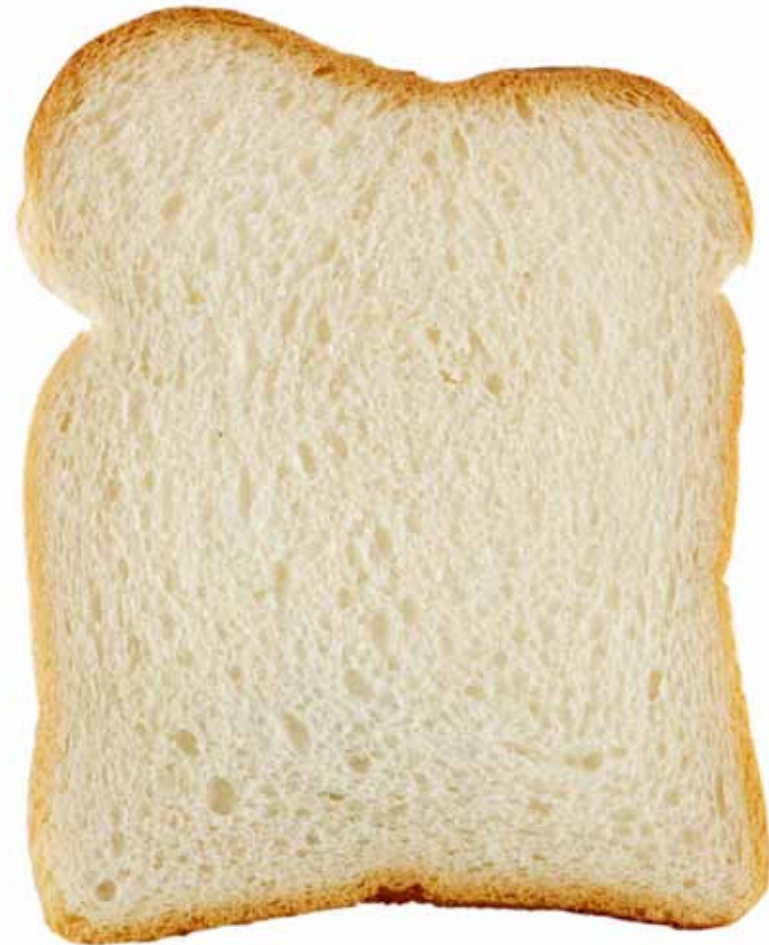


It is important to drink enough fluid (e.g. water) to help the fibre to work in you tummy.

Side A



Side B





### Fibre Game (depending on group)

We need to drink plenty of fluid when we eat high fibre foods to help them move through our tummy.

**Demonstrate:** Have two bowls with a weetabix biscuit in each. Add have a cup of water to one and a full cup to the other. The weetabix with the most water is softer and the one with less is harder. This is what happens in your bowel if you don't drink enough fluid when you eat more fibre.



Also you can demonstrate how far food has to travel in your digestive system (32 feet / 10 metres). Have a piece of string 32 foot long rolled into a ball. Pass around the group unravelling it as you go – this helps to show how far food has to travel in your digestive system!



## Step 4

### Portion Size

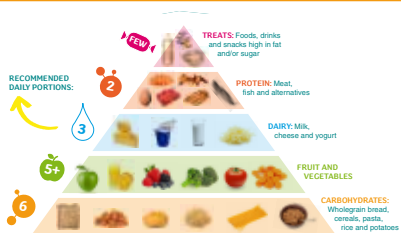
- Use the food pyramid poster as a support.
- Ask participants can they remember *how many portions of carbohydrate foods we need everyday?*

**Answer: 6**

Although if you are doing a lot of exercise / physical activity you may need up to 12 portions a day.

*What is a portion?*

- 1 slice of bread
- 1 small bowl of cereal (40g)
- 1 medium sized potato
- 25g / 1oz of uncooked rice / pasta
- 3 dessert spoons of cooked rice / pasta





It is a good idea to bring examples of the foods e.g. a slice of bread, cereal, pasta, potatoes and rice. You can buy inexpensive supermarket own brand products or just bring some from home. Bring a small cereal bowl and a large cereal bowl and compare how many portions you can get in the large one. Weigh out 40g of cereal and show athletes how much it really is!



Also bring a cereal bowl and dessert spoon so athletes can practice measuring out portions.



Explain to participants why a portion of uncooked is smaller than cooked because for example when pasta or rice is cooked it takes on water and gets bigger.

## Step 5

### What to Avoid

Sometimes carbohydrate foods can become less healthy depending on what we add to them. For example, chips are made from potatoes but have a lot of fat added, boiled or baked potatoes are a healthier choice. Ask athletes:

*What could you have instead of those foods which would be healthier?*

- Switching from fried chips to oven chips
- Creamy pasta sauces are high in fat. Tomato based sauces are healthier
- Be careful about how much butter or spread you put on your bread, you only need a small amount
- Switching from a sugary breakfast cereal to an unsweetened wholegrain cereal



## Step 6

### Task Time

- Get each athlete to think of the different carbohydrate foods that they eat every day
- Ask everyone to think of a healthy change that they can make to their carbohydrate foods e.g. switch from eating white bread to wholegrain or choose porridge for breakfast instead of a sugary cereal
- Ask everyone to try and make that change everyday for the next week



## Workshop **3** - Carbohydrates





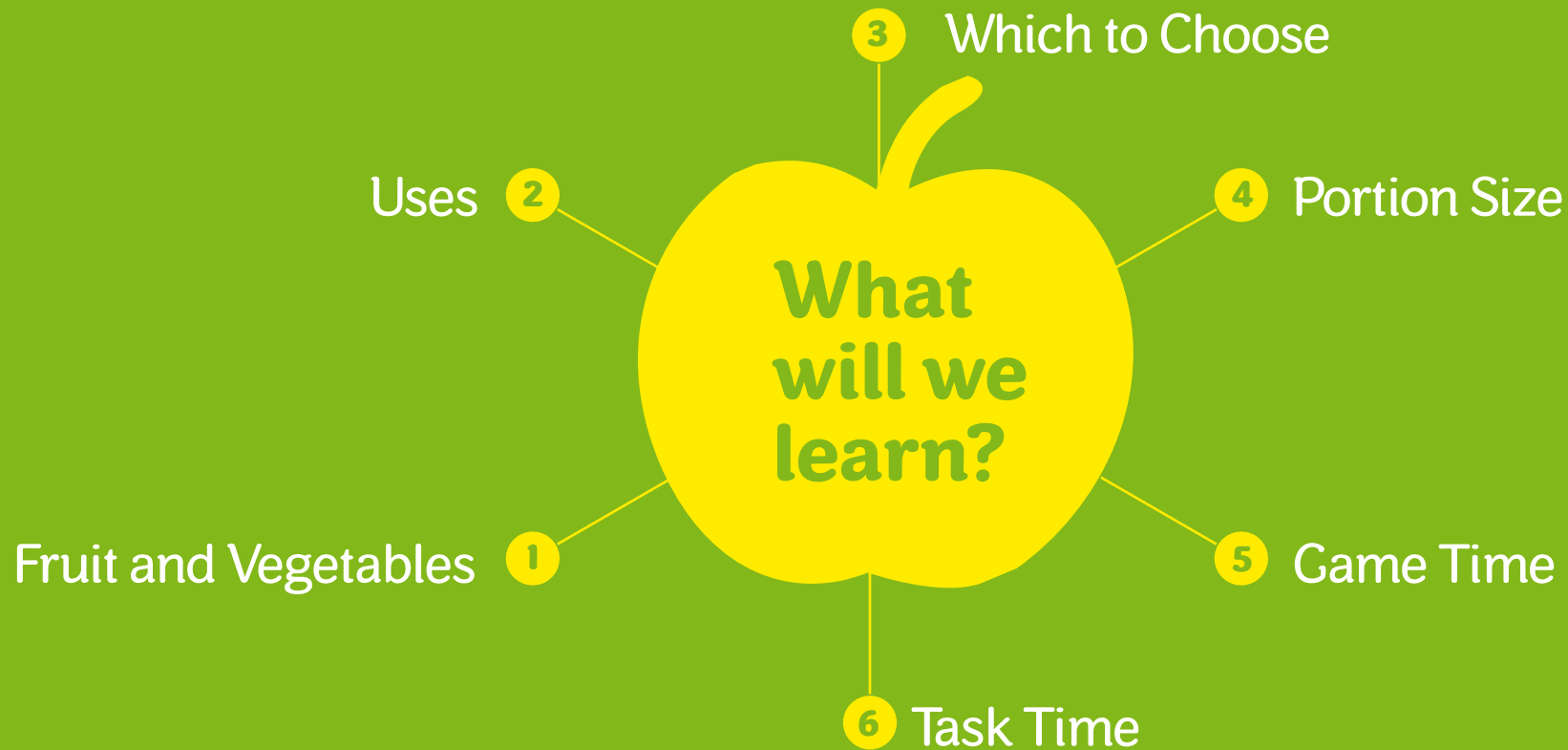
## Fruit and Veg

Time Taken:  
10 Minutes



### Objectives

Here we will learn more about fruit and vegetables.





## Step 1

### Fruit and Vegetables

- Inform participants that today's topic will be fruit and vegetables
- Use the food pyramid poster to show which shelf fruit and vegetables are on
- Ask participants to name the different types of fruit and vegetables that are in the picture



## Step 2

### Uses

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- Fruit and vegetables have lots of different vitamins and minerals that our body needs to work properly
- Fruit and vegetables contain fibre to help our bowels work well and prevent constipation
- They are especially important as they help our bodies to heal wounds, fight infection and prevent disease
- Scientists have proven that eating Fruit and Vegetables can prevent diseases such as heart disease, stroke and some cancers

## Step 3

### Which to Choose

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- All fruit and vegetables are healthy options
- Explain to participants that when it is important to eat a variety of fruit and vegetables
- Fruit and vegetables of different colours contain different vitamins and minerals
- We should try to eat a variety of colours each day

Ask participants to think of a rainbow - what colours are in it?



Get everyone to think of a fruit and vegetable of every colour that they eat

## Step 4

### Portion Size

Ask participants *does anyone know how many portions of fruit and vegetables we should have everyday?*

Answer: 5 or more



1 small  
glass of  
juice (150ml)



1 handful:  
berries /  
grapes



1 medium  
sized fruit:  
apple / pear /  
orange / banana



1 cereal bowl  
of vegetable  
soup / salad



2 small fruit:  
kiwi / plums



3 dessert  
spoons:  
cooked  
vegetables

## Step 5

### Portion Size

Choose one or more of the games to reinforce the message and hand out 5 a day leaflet to athletes to add to their folder.

They include:

- 🍏 Tasting Game
- 🍏 5 a Day Bingo

(available on [www.specialolympics.ie](http://www.specialolympics.ie))



### Task Time

This week's task is for each participant to eat an extra portion of fruit and vegetables everyday. Ensure each participant has taken note in their Task Diary.

## Step 6



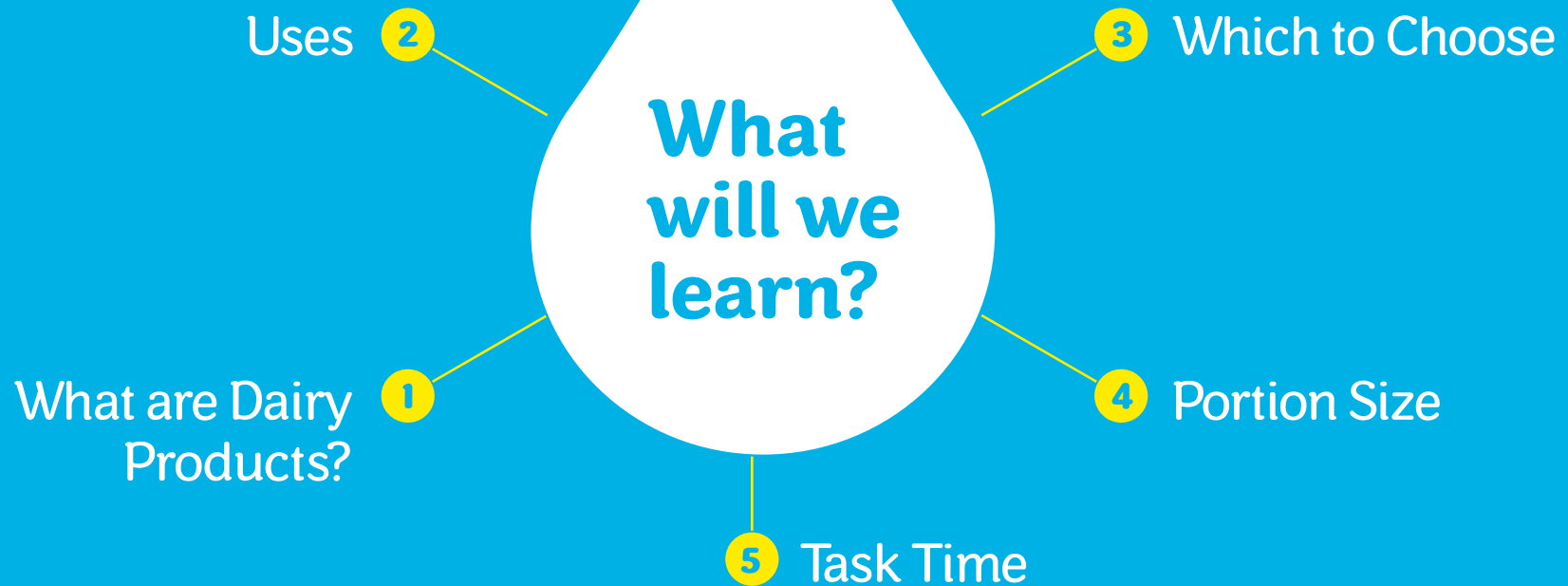
## **5** Dairy

Time Taken:  
20 Minutes



### Objectives

Participants will learn more about dairy products in their diet.





## Step 1

### What are Dairy Products?

- Inform participants that today's topic will be dairy products
- Use the food pyramid poster to show which shelf dairy products are on
- Ask participants to name the different types of dairy products that are in the poster



## Step 2

### Uses

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Dairy products contain calcium that that our body needs to keep our bones and teeth healthy and strong

## Step 3

### Which to Choose

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When choosing dairy products it is recommended to choose a low fat option. These have the same amount of calcium as full fat versions. Go for low fat cheese, milk and yogurts.

## Step 4

### Portion Size

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Use the food pyramid poster as a support.

Ask participants can they remember how many portions of dairy foods we should have everyday?

Answer – 3 portions (5 for teenagers for growing bones)

## Portion Size

Explain to participant that we are going to talk about portion size.

**Portion size  
for dairy:**



Milk = 1  
small glass  
(200mls)



Cheese = 1  
matchbox sized  
piece (1oz / 25g)



Yogurt =  
1 pot (125g)

### *How can we fit it in?*

Ask participants to think of how we can eat 3 (or 5 for teenagers) portions of dairy products everyday e.g.

- 💧 Add milk to cereal at breakfast
- 💧 Have cheese in a sandwich at lunch
- 💧 Have a yogurt after dinner





### *What if I don't like dairy products?*

- 💧 Add yogurt to fruit smoothies
- 💧 Cheese sauce in lasagne / fish pie / cauliflower
- 💧 Adding milk to vegetable soup
- 💧 Milky drinks like cappuccino and hot chocolate
- 💧 Use soya milk or yogurt products – with added calcium
- 💧 Fortified milks such as 'super milk' have extra calcium added



## Step 5

### Task Time

This week's task is for every athlete to try to eat 3 (or 5) portions of dairy foods everyday. Ask participants to use their food diary to keep track.

A follow on task from this is to make a switch from full fat to low fat options for milk, cheese and yogurt.

# **6 Protein**

Time Taken:  
20 Minutes



## Objectives

Participants will learn more about protein foods.







## Step 1

### What are Proteins?

- Inform participants that today's topic will be Protein
- Use the food pyramid poster to show which shelf protein foods are on
- Ask participants to name the different types of protein foods that are in the picture
- Our bodies are made up of protein which makes them very important in our diet



## Step 2

### Uses

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Proteins are really important in our diet because we need them for growth (so we can become big and strong), repair (to heal cuts and bruises) and to keep our bodies working properly.

## Step 3

### Which to Choose

---

Explain to participants that there is a variety of protein foods like:

- Meat (including beef, lamb, chicken, pork, etc.)
- Fish
- Beans / Peas / Lentils
- Eggs
- Nuts
- Tofu / Quorn®



## Here are some top tips for healthy meat options:

- Trim all fat and skin from meat and chicken
- Grill or bake instead of frying
- Eat less processed meat such as sausages, salami, chicken nuggets

## Fish

Explain to participants that fish is a very important part of the protein group. Some fish are known as oily fish they include: salmon, mackerel and trout. These fish are especially good for us as they have omega 3 fats. Omega 3 fats are very good for our heart, our brain and for people with arthritis

- Ask participants do they like any of these oily fish?
- Everyone should try to eat at least 1 portion of this fish a week
- Tinned fish is a cheaper option e.g. sardines on toast



## Step 4

### Portion Size

*Can anyone remember from the food pyramid how many portions of protein foods we should have everyday?*

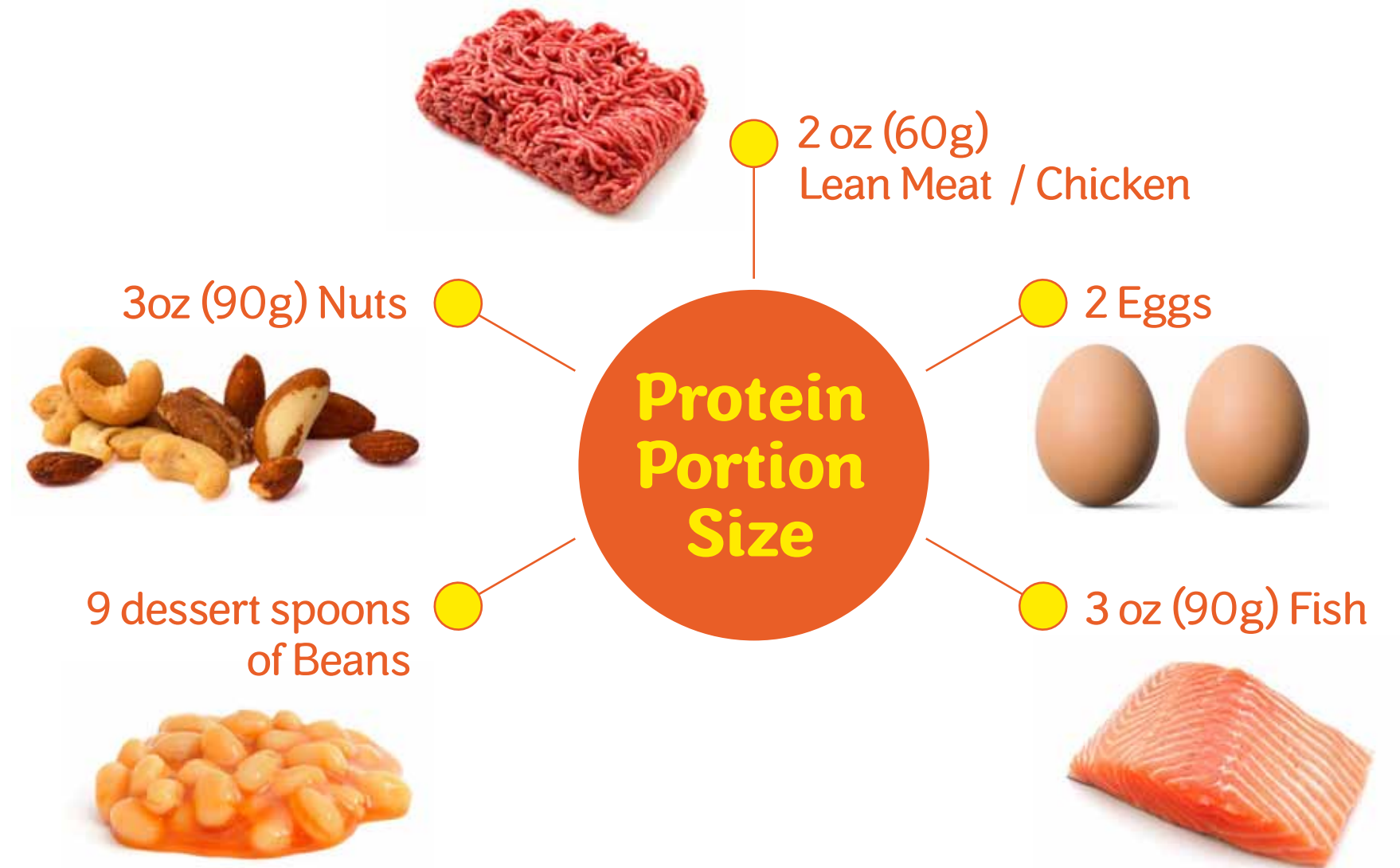
**Answer: 2**

*But, how much is a portion of protein?*

A good estimate of a portion about the size of the palm of your hand.



The diagram on the next page shows exact protein portion sizes.



## Step 5

### Protein and Vegetarians

Firstly explain to participants that vegetarians are people that don't eat meat.

Ask participants to think of different protein foods from the food pyramid that are not meat i.e.

- Eggs
- Beans / Peas/ Lentils
- Nuts
- Tofu
- Quorn®
- It is important for people following a vegetarian diet to get enough protein so they should choose 2 portions of non-meat protein foods everyday



## Step 6

### Task Time

This week the task for athletes is to eat one portion of fish. It is a good idea to go through the different ways they can add it to their diet. Here are some examples:



- Tuna in a sandwich for lunch
- Baked cod for dinner
- Tinned salmon on crackers as a snack

Also ask participants to share with each other their favourite way of eating fish.

## Workshop 6 - Protein





## Top Shelf

Time Taken:  
15 Minutes



### Objectives

To learn more about the foods on the top shelf of the food pyramid.





## Step 1

### Which Foods?

- ✦ Inform participants that this week's topic will be foods on the top shelf of the food pyramid
- ✦ Use the food pyramid poster to show which foods are on the top shelf. These are foods that contain a lot of fat, sugar and salt
- ✦ Ask participants to name the different types of treat foods including:



- |          |             |                |
|----------|-------------|----------------|
| - Salt   | - Pastries  | - Biscuits     |
| - Sugar  | - Ice Cream | - Cakes        |
| - Butter | - Chips     | - Fizzy Drinks |
| - Oil    | - Chocolate |                |
| - Crisps | - Sweets    |                |

## Step 2

### Why Not?

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Ask participants why they think we should only eat small amounts of foods from the top shelf?

Explain that all these foods are high in salt, sugar or fat and so should only be eaten in moderation. These foods can cause us to become overweight or develop diseases like heart disease and type 2 diabetes.

## Step 3

### Small Changes

We can make small changes to our daily diets to cut down on treats – can you think of any?



- ✿ Take 1 spoon of sugar instead of 2 in tea / coffee
- ✿ Have a funsize chocolate bar instead of a regular one
- ✿ Have water or milk instead of fizzy drinks
- ✿ Swap a packet of sweets for some dried fruit like raisins
- ✿ Enjoy some mixed unsalted nuts instead of crisps
- ✿ Have fruit salad and yogurt for dessert
- ✿ Have oven baked chips instead of fried
- ✿ Make a homemade pizza with pitta bread base (see recipe card)



## Step 4

### Task Time

---

Ask participants to think of ways of cutting down on top shelf foods in their daily diet. Remind them of some of the changes that they can make from the above list.

Ensure each participant has decided on one change and to make to note it in their task diary.



## Hydration

Time Taken:  
15 Minutes



### Objectives

To learn more about hydration.







## Step 1

### What is Hydration?

Tell participants that this week's topic is Hydration.

Hydration means how much water is in our bodies.

Over half our body is made up of water!



It is really important to have enough water in our bodies to stay healthy especially when we are exercising.

## Step 2

### Dehydration

Dehydration is when we do not have enough water in our bodies to be healthy.

#### Causes

*Ask participants what kind of things would cause us to be dehydrated?*

Ensure that the following answers are included:

- 💧 Hot weather
- 💧 Exercising
- 💧 Sweating
- 💧 Forgetting to drink regularly during the day



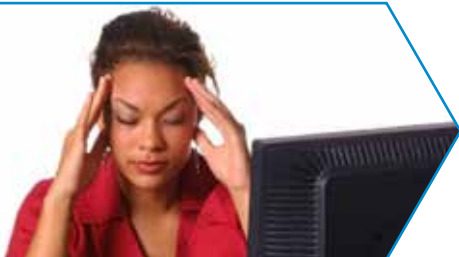


Explain to athletes that when the weather is hot or when we do a lot of exercise our bodies lose water through sweat and when we go to the toilet. It is very important replace this lost water to ensure our body stays healthy. It is important for everyone to be able to recognise the signs of dehydration.

## Signs

*Ask athletes how would we know we are dehydrated?*

- 💧 Thirst
- 💧 Feeling tired
- 💧 Loss of appetite
- 💧 Dark coloured urine
- 💧 Muscle cramps



## Step 3

### What to Do

*What should we do if we become dehydrated?*

- 💧 Drink water
- 💧 Rest

**Best foods for hydration:** Water is the best choice!

You can also use these drinks if you are exercising a lot

- 💧 Isotonic sports drink
- 💧 500ml fruit juice + 500ml cool boiled water + 1g salt
- 💧 200ml fruit squash + 800ml cool boiled water + 1g salt



### Remember:

Fizzy drinks and drinks which are high in sugar are not suitable for hydrating.



## Top tips for drinking water!

- 💧 Always carry water with you and sip throughout the day
- 💧 If you don't like the taste of water mix it with a little of your favourite juice for a refreshing drink
- 💧 Drinking little and often is better than lots in one go
- 💧 Remember drinking water throughout the day will help you avoid being dehydrated

## Step 4

## Task Time

This week's task is for everyone to try and drink one extra bottle of water each day. Show participants the Food and Water Diary and ask them to keep track of how much water they drink. Next week we can see if everyone is drinking enough water!



## 9 Physical Activity

Time Taken:  
20 Minutes



### Objectives

This section will introduce participants to the topic of physical activity. The diagram below indicates additional topics that will be covered on the topic of physical activity.







## Step 1

### Benefits of Physical Activity

---

- Inform participants that today's topic to be covered is Physical Activity.

*Does anyone know what physical activity is?*

Physical activity is any movement that your body makes  
e.g. kicking, walking, dancing etc.

- In this section explain the benefits of Physical Activity.



- Improved health
  - Reduce risk of heart disease and stroke
  - Reduce risk of some cancers
  - Reduce risk of type 2 diabetes
- Stronger muscles and improved mobility
- More energy
- Sleep better
- Lose weight
- Live longer
- Better concentration
- Social benefits (e.g. getting out and meeting your friends at your Special Olympics Club)

## Step 2

### Physical Activity Pyramid

- Introduce the participants to the physical activity pyramid.
- Use the poster of the physical activity pyramid as an aid - stick it up on wall so that it is visible to all.
- The physical activity pyramid shows us the different types of activities we should be participating in and what we should cut down on.
- Work through the pyramid from bottom to the top.



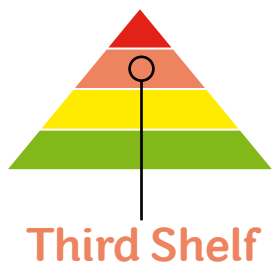


The bottom shelf consists of everyday activities such as walking to the shops, taking the stairs, cleaning the house etc.



The second shelf are activities which should be done 3-5 times a week. These would include sports such as soccer, basketball, tennis and other aerobic and recreational activities.





The third shelf includes strength and flexibility exercises including golf, bowling and gardening. We should do these 2-3 times per week.



The top shelf represents activities that we should cut down on. These include activities such as watching television and playing computer and video games.



## Step 3

### Quantity / Types of Physical Activity

- Adults should do 30 minutes moderate intensity exercise 5 days per week
- Children should do at least 60 minutes everyday

Moderate intensity exercise means you will feel some effort, your heart rate will increase and you will feel warmer all over, just like a brisk walk. You will be breathing faster but not out of breath. You should be able to talk but not sing!

#### Demonstration:

Ask participants to get up and walk around the room chatting to each other. Ask everyone to move a little faster for a couple of minutes. Ask them to try singing. If they find it difficult then there are at moderate intensity exercise otherwise speed up!



You can make up your 30 minutes in 2 x 15 minutes session or 3 x 10 minute sessions

Remember if you are trying to lose weight you will need to do 45-60 minutes activity everyday.



**FITT Formula** – Once you have started being physical active you may want to get fitter, for this we can use the FITT formula:

**F**requency - be active more often, aim for 7 days per week

**I**ntensity - increase your pace to a vigorous intensity

**T**ime - spend a little longer at your activity, e.g. go from 20 - 40 minutes

**T**ype - have a look at the physical activity pyramid and ensure you are doing some of each type of exercise

## Step 4

### Adapting your Lifestyle

---

Here we will learn about different people who don't take much physical activity. Together we will think of ways they can become more active.

#### Scenario 1

John works in the office Monday - Friday from 9-5. He lives too far away to walk to work and gets the bus every morning. He lives on his own with his dog. John wants to get more physically active but is not sure how.

*What do you think John could do to be more active?*



### Answers to look for:

- Get off the bus a few stops to early and walk the rest of the way
- Bring the dog for a walk in the evenings
- Take the stairs instead of the lift
- Join a local sports club / team

### Scenario 2

Joan is looking for household chores that her daughter can do while being physically active.

*What things could she do to help around the house that involve physical activity?*



### Answers to look for:



- Gardening: Digging up weeds, mowing the lawn, raking the leaves, planting seeds
- Washing the windows
- Hoovering / sweeping the floor
- Loading and emptying the dishwasher
- Clearing and setting the table

## Step 5

### Barriers to Physical Activity

We all face different barriers to participating in physical activity. We are going to look at some of these barriers and find ways around them so we can all be more physically active.

#### Barrier 1: Time

**Solution:** If you don't have a 30 minutes block of free time available, break up your routine into three 10 minute block segments. During the day, try and fit in physical activity by taking the stairs instead of the lift etc. Use your physical activity diary to track the amount exercise you do daily.





**Barrier 2:** Physical activity is boring

**Solution:** Think of a physical activity that you enjoy, swimming, dancing and sport can all be included. Also by getting involved with a friend it can be even more fun!



**Barrier 3:** I'm just not sporty!

**Solution:** You don't have to be sporty to be active. Choose activities that do not require new skills such as walking, jogging or climbing stairs. Join a club or class to develop new skills.



#### Barrier 4: Bad weather

**Solution:** Develop a list of different activities that can be done during any weather conditions. Activities such as swimming, dancing, walking around the shops, stair climbing are a few ideas. Try braving the rain – sometimes there's nothing nicer than going for a walk in the rain.



#### Barrier 5: Lack of facilities / resources

Many people feel they can't do physical activity because they do not have a swimming pool or a walking track nearby.

**Solution:** Select activities that require minimal or no equipment or facilities such as walking, jogging or jump rope.



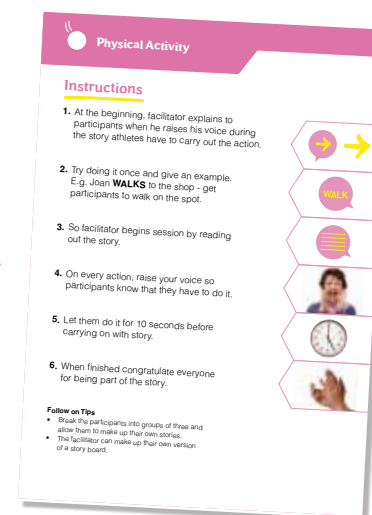
## Step 6

## Games and Activities

Choose one or more of the games to use with participants.

Games include:

- Activity Dice
- Physical Activity Diary
- Story Board Game





## Sun Safety

Time Taken:  
20 Minutes



### Objectives

This section will introduce participants to the topic of Sun Safety. Participants will learn about being safe outside in the sun. The diagram below indicates additional topics that will be covered on the topic of sun safety.

Effects of the Sun 

 Sun Protection



What  
will we  
learn?

 Skin Cancer





## Step 1





### Effects of the Sun

---

Tell participants that today the topic that will be covered is Sun Safety.

The sun is very important as it gives us light, heat and also produces vitamin D in our bodies (which is important for our bones). But the sun can also cause damage to our bodies.

The sun makes UV (ultraviolet) rays which can cause:

-  Sunburn
-  Eye damage
-  Skin cancer
-  Ageing of the skin

These UV rays can reach us all year round, on cloudy days and even if it is cold outside

## Step 2

### Sun Protection

*What do we do to protect ourselves from the sun?*

#### Cover Up



☀ Wear a hat that gives shade to the back of neck



☀ Wear a t-shirt or other shirt with a close-weave material

☀ Wear wraparound sunglasses, they should display the CE mark



☀ Seek shade from 11am – 3pm, because UV Rays are at their strongest during this time






## Wear Sunscreen

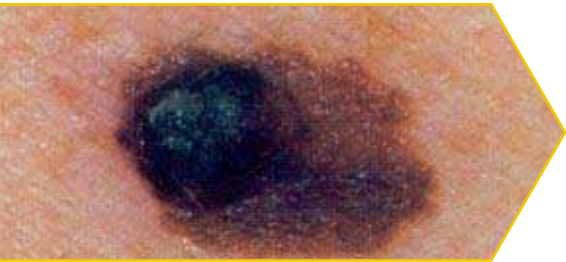
- ☀ Sunscreen should have a sun protection factor (SPF) of 15 or higher and UVA protection
- ☀ Apply 20 minutes before going outside
- ☀ Reapply every 2 hours but more often if swimming or sweating
- ☀ It is important to remember that we should protect ourselves from the harmful UV rays of the sun everyday not just in the summer
- ☀ Everyone should use a moisturiser with an SPF of at least 15 everyday even in winter

## Step 3

### Skin Cancer

---

-  People can get skin cancer if they spend too much time in the sun without protection or if they use sun beds. We know from earlier what steps to take how to protect ourselves in the sun
-  Skin cancer is the most common cancer in Ireland but it is very curable especially if it is caught early. It is important for each of us to watch for new moles and changes to ones we have already
-  Go through the key changes to look out for with participants. If participants notice any changes in their moles they should visit their GP



## Changes in Shape

From a round and regular shape to:

- Irregular shape with one half unlike the other
- Ragged edges



## Changes in Colour

From one colour to:

- Many shades of tan, brown or black, sometimes white, red or blue



## Changes in Size

From small (top of a pencil) to:

- Big (larger than the top of a pencil) and growing or shrinking







## Bone Health

Time Taken:  
20 Minutes



### Objectives

This section will introduce participants to the topic of bone health. The diagram below indicates additional topics that will be covered in the module of bone health.










## Step 1

### Importance of Bone Health

For today's section explain to participants that we are going to talk about Bone Health.

*Why do we keep our bones healthy?*

Our bones are very important.

-  They give our body its shape and help us to move, eat and speak
-  Bones protect or heart, lungs and other organs from injury
-  They also produce our blood cells that help to keep us healthy



## Step 2

### How to Build Strong Bones

To make bones stronger you need to eat and drink lots of foods with calcium and Vitamin D and do lots of weight-bearing physical activity. Adults should have 800mg of calcium every day.

#### Foods that are rich in calcium:



Cheddar Cheese  
matchbox sized  
portion (202mg)



Skimmed Milk  
190ml glass  
(235mg)



Low Fat Yogurt  
1 pot (225g)

## Weight bearing exercise that helps to build strong bones:

Walking



Basketball



Football



Climbing Stairs



Dancing



Tennis










## Step 3

### Osteoporosis: Risk Factors

Explain to participants that osteoporosis is the weakening and thinning of bone.

Osteo means bone and porosis means holes, so it is literally holes in our bones.

#### Possible risk factors for osteoporosis:

-  Gender
-  Family History
-  Low Body Weight
-  Unhealthy Eating
-  Inactive Lifestyle
-  Smoking
-  Medical Conditions



**Gender:** Osteoporosis is more common in women than men. The reason for this is because women have thinner bones than men. However 1 in 5 men will get osteoporosis and it can affect all age groups including children.



**Family History:** If your parents, grandparents, brothers or sisters had or have osteoporosis, there may be a genetic link, which is a strong risk factor.

**Low Body Mass Index:** Our body mass index tells us if we are underweight, a healthy weight or overweight. It is not suitable for children or elite athletes. Your doctor can check your body mass index, if it is below 18.5 than you are underweight for your height and should talk to a dietician about how to put on weight in a healthy way.

BMI Chart

	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250
4'0"	16.5	16.8	17.1	17.4	17.7	18.0	18.3	18.6	18.9	19.2	19.5	19.8	20.1	20.4	20.7	21.0
4'2"	16.6	16.9	17.2	17.5	17.8	18.1	18.4	18.7	19.0	19.3	19.6	19.9	20.2	20.5	20.8	21.1
4'4"	16.7	17.0	17.3	17.6	17.9	18.2	18.5	18.8	19.1	19.4	19.7	20.0	20.3	20.6	20.9	21.2
4'6"	16.8	17.1	17.4	17.7	18.0	18.3	18.6	18.9	19.2	19.5	19.8	20.1	20.4	20.7	21.0	21.3
4'8"	16.9	17.2	17.5	17.8	18.1	18.4	18.7	19.0	19.3	19.6	19.9	20.2	20.5	20.8	21.1	21.4
4'10"	17.0	17.3	17.6	17.9	18.2	18.5	18.8	19.1	19.4	19.7	20.0	20.3	20.6	20.9	21.2	21.5
5'0"	17.3	17.6	17.9	18.2	18.5	18.8	19.1	19.4	19.7	20.0	20.3	20.6	20.9	21.2	21.5	21.8
5'2"	17.4	17.7	18.0	18.3	18.6	18.9	19.2	19.5	19.8	20.1	20.4	20.7	21.0	21.3	21.6	21.9
5'4"	17.5	17.8	18.1	18.4	18.7	19.0	19.3	19.6	19.9	20.2	20.5	20.8	21.1	21.4	21.7	22.0
5'6"	17.6	17.9	18.2	18.5	18.8	19.1	19.4	19.7	20.0	20.3	20.6	20.9	21.2	21.5	21.8	22.1
5'8"	17.7	18.0	18.3	18.6	18.9	19.2	19.5	19.8	20.1	20.4	20.7	21.0	21.3	21.6	21.9	22.2
5'10"	17.8	18.1	18.4	18.7	19.0	19.3	19.6	19.9	20.2	20.5	20.8	21.1	21.4	21.7	22.0	22.3
5'12"	17.9	18.2	18.5	18.8	19.1	19.4	19.7	20.0	20.3	20.6	20.9	21.2	21.5	21.8	22.1	22.4
6'0"	18.2	18.5	18.8	19.1	19.4	19.7	20.0	20.3	20.6	20.9	21.2	21.5	21.8	22.1	22.4	22.7
6'2"	18.3	18.6	18.9	19.2	19.5	19.8	20.1	20.4	20.7	21.0	21.3	21.6	21.9	22.2	22.5	22.8
6'4"	18.4	18.7	19.0	19.3	19.6	19.9	20.2	20.5	20.8	21.1	21.4	21.7	22.0	22.3	22.6	22.9
6'6"	18.5	18.8	19.1	19.4	19.7	20.0	20.3	20.6	20.9	21.2	21.5	21.8	22.1	22.4	22.7	23.0
6'8"	18.6	18.9	19.2	19.5	19.8	20.1	20.4	20.7	21.0	21.3	21.6	21.9	22.2	22.5	22.8	23.1
6'10"	18.7	19.0	19.3	19.6	19.9	20.2	20.5	20.8	21.1	21.4	21.7	22.0	22.3	22.6	22.9	23.2
6'12"	18.8	19.1	19.4	19.7	20.0	20.3	20.6	20.9	21.2	21.5	21.8	22.1	22.4	22.7	23.0	23.3
7'0"	19.0	19.3	19.6	19.9	20.2	20.5	20.8	21.1	21.4	21.7	22.0	22.3	22.6	22.9	23.2	23.5

Weight in Pounds



**Unhealthy Eating:** People who have a diet low in calcium and vitamin D are at a greater risk of getting osteoporosis



**Inactive Lifestyle:** People who do not take part in weight bearing activity are at a higher risk of getting osteoporosis



**Smoking:** toxins in cigarettes can cause your bones to weaken



**Medical Conditions:** People who have celiac disease have had chemotherapy, radiotherapy or steroid treatments are all at greater risk of developing osteoporosis

Show participants the poster on the next page.

Ask everyone to think who in the picture has osteoporosis.





Explain to participants that each of the people in the picture have osteoporosis.

From left to right in poster:

- ✚ 20 year old with the bones of an 82 year old - over exercising, not taking in enough calories. She found out recently that after 3 years on treatment she now has improved her bone density to within normal limits for her age.
- ✚ Genetic - her father had it. She has prevented further fractures since been diagnosed and has improved her bone strength.
- ✚ Wheelchair bound from motorbike accident – has improved bone density even though he is paralyzed from the waist down.
- ✚ Athlete - 41 years with bones of 84 year old.
- ✚ World Rifle shooting Champion: over training and poor nutrition - has improved and maintained good bone density.






## Step 4

### Vitamin D and Calcium

Calcium is very important to keep our bones strong.  
But, we need Vitamin D to help our bodies absorb calcium.




We can get Vitamin D in 2 ways:

#### 1. Sunlight

-  Sunlight is a source of Vitamin D
-  When out in the sun our skin absorbs Vitamin D into our bodies. 15 minutes of sunlight on a person's arms and face without make up or sun block can help you absorb vitamin D
-  It is extremely important to put sun block on after 15 minutes to prevent skin cancer



## 2. Diet

-  Vitamin D is also found in some foods
-  Foods that contain Vitamin D are eggs, margarine and oily fish (salmon, mackerel and sardines)
-  There are also certain foods that have added Vitamin D such as breakfast cereal and milk

## Games and Activities

-  Dice
-  Strength Bearing Exercise

**Step 5**



## Heart Health

Time Taken:  
20 Minutes



### Objectives

This section will introduce participants to the topic of heart health. The diagram below shows additional topics that will be covered on the topic of heart health.





## Step 1

### Introduction

---

- ♥ Role of Heart
- ♥ Pumps Blood all around our body
- ♥ Blood carries food and oxygen to all our muscles
- ♥ Our heart is very important so we must keep it healthy!

## Step 2

### Risk Factors

---

Now we will learn what lifestyle factors increase your risk of heart disease. The good news is that we can change these lifestyle factors and so reduce our risk of heart disease.

- ♥ Unhealthy Diet
- ♥ High Blood Pressure / Cholesterol
- ♥ Smoking
- ♥ Overweight / Obesity
- ♥ Physical Inactivity
- ♥ Alcohol



## Unhealthy Diet

- ♥ A diet which is high in fat and salt is bad for your heart. The best way to have a heart healthy diet is to stick to the food pyramid

## Physical Inactivity

- ♥ Regular physical activity helps you keep your heart healthy and has many other health benefits, including reducing stress levels
- ♥ Physical activity makes your heart stronger and helps to keep you at a healthy weight
- ♥ Aim to do 30 minutes moderate physical activity at least 5 days per week



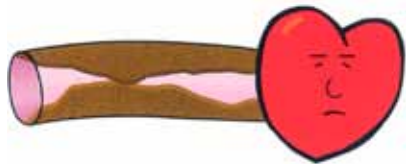
## Overweight / Obesity

- ♥ When you are overweight your heart has to work harder to pump blood around your body
- ♥ Your doctor will tell you if you need to lose weight
- ♥ If athletes are comfortable you can use the BMI chart with athletes to find out how they rank



## Blood Pressure

- ♥ Firstly, explain to participants that: Blood pressure is the pressure of the blood against the walls of the vessels that carry the blood around the body
- ♥ If blood pressure is too high it can cause damage to blood vessels
- ♥ Small lifestyle changes such as changing diet and increasing physical activity can have an effect on your blood pressure



## Cholesterol

- ♥ Cholesterol is a type of fat in your blood
- ♥ It is made by the liver
- ♥ If you have too much cholesterol in your blood it can cause heart disease
- ♥ Too much bad fat (also called saturated fat) from food increases our cholesterol levels
- ♥ Foods high in saturated fat include: butter, hard margarine, lard, cream cheese, fatty meat, cakes, biscuits and chocolates





## Here are some tips on lowering your cholesterol:

- ♥ If overweight, get down to a healthy weight
- ♥ Eat more fruits and vegetables
- ♥ Eat more wholegrain breads, pastas and cereals
- ♥ Choose lean meats, and cut off visible fat on cuts of meat
- ♥ Choose low fat dairy and butter options
- ♥ Choose low fat methods of cooking such as grilling, baking instead of frying
- ♥ Your doctor may advise you to take medication to help lower your cholesterol



## Smoking

A person that smokes has a higher risk of having a heart problem. Nicotine (drug that is in cigarettes) causes the blood vessels to narrow making it harder for your heart to pump blood around your body. This in turn increases your blood pressure which is damaging to your health. Carbon monoxide causes further damage to the blood vessels.

## Step 3

### How to Keep your Heart Healthy

---

- ♥ Be more physically active
- ♥ If you smoke, try to stop
- ♥ Eat a balanced diet
- ♥ Drink less alcohol
- ♥ Be a healthy weight
- ♥ Learn to relax – take time out for yourself
- ♥ Have a regular blood pressure and cholesterol check with your doctor



## Physical Activity

Participating in physical activity is good for our heart. It is recommended to be active for at least 30 minutes five days a week at moderate intensity. Moderate intensity causes an increase in heart rate and breathing similar to a brisk walk. (For more information see Physical Activity Workshop).

You can build up 30 minutes of activity in 2 or 3 shorter sessions for example 2 x 15 minutes or 3 x 10 minute sessions. Explain to participants that muscles become stronger when used, and that it is important to do physical activity each day. This makes your heart work to keep it strong and healthy.



## Healthy Eating

Invite participants to suggest some heart healthy foods

- ♥ Fruits and vegetables
- ♥ Lean meat
- ♥ Wholegrain bread pasta and cereals
- ♥ Low fat products instead of full fat
- ♥ Oily fish such as salmon or mackerel

Explain to participant that it is important to keep a healthy weight. If you are overweight, you are more likely to have high blood pressure and being overweight adds more pressure on your heart. By having a healthy diet and doing regular physical activity you are less likely to be overweight.



## Stop Smoking

Smoking causes our arteries (the tubes that carry blood around our body) to narrow. This makes it more difficult for the blood to move around your body. If you are a smoker you should see your doctor or pharmacist about quitting or call the National Smoker's Quitline on 1850 201 203.



## Drinking Alcohol in Moderation

Drinking large amounts of alcohol can increase blood pressure and damage the liver and heart. If you drink alcohol, spread your drinking over the week, keep some days alcohol-free and do not drink more than the recommended upper limits.

Women should only drink a maximum 1 standard drink per day. Men should drink no more than 2 standard drinks per day.

It is important to know how much alcohol is in a standard drink.

**1 standard  
drink of alcohol**



1 pub  
measure  
spirit



$\frac{1}{2}$  pint or  
glass of  
beer



1 small  
glass  
wine

## Step 4



## Salt and Your Heart

- ♥ Too much salt in your diet can cause high blood pressure which results in an unhealthy heart
- ♥ The body needs about 4 grams of salt a day which is about a teaspoon of salt
- ♥ Bring in a food label and show participants that there is already salt in many foods we eat

	Per Serving (100g)	Per Serving (25g)
Energy	251kj 539kj	516kcal 129kcal
Protein	7.9g	2.0g
Carbohydrate of which sugars	53.6g 4.1g	13.4g 1.0g
Fat Of	30.0g 2.9g	7.5g 0.7g
Dietary Fibre	4.5g	1.1g
Sodium	0.8g	0.2g
Equivalent as Salt	2.0g	0.5g

- **Please note:** salt is often shown as sodium on food labels
- It is important to remember that sodium is only a part of salt and to get a true salt content we must multiply the sodium content by 2.5
- For example a packet of crisps contains 1g of sodium but 2.5g of salt



## Step 5

### Screening

---

The doctor will check your cholesterol and blood pressure when you go for a check up. If they are high he / she will tell you if you need to change your diet or take more exercise or take some medication.

It is important to get a regular check up to make sure your heart is healthy.

## Step 6

### Task Time

This week's task is to make one heart health change e.g. take 30 minutes physical activity 5 days per week or to stop adding salt to your food at the table. Make sure everyone takes note in their task diary.





## Oral Health

Time Taken:  
20 Minutes



### Objectives

This section will introduce participants to the topic of Oral Health. The diagram below indicates additional topics that will be covered on the topic of oral health.

How to Look  
After Our Teeth

2

**What will  
we learn?**

3

Food that Affects  
Your Teeth

Why Oral Health  
is Important?

1




4

Games and  
Activities







## Step 1

### Why Oral Health is Important?

-  Oral Health is the care of our teeth, mouth and gums
-  Which we need to help us eat, speak etc.
-  They also give our face a lovely shape and beautiful smile!

### Why do we look after our teeth?

-  Removes leftover food from teeth
-  Stops us from having tooth decay (see below)
-  Keeps teeth white and clean
-  Stops from having bad breath





## Tooth Decay

- 🦷 When we eat or drink tiny pieces of the food can be left on our teeth. We have bacteria in our mouth all the time.
- 🦷 This bacteria changes the food left on our teeth to acid
- 🦷 This acid attacks our teeth and causes cavities (holes in the teeth).

## How to Look After our Teeth

### Step 2

- 🦷 Brush our teeth at least twice a day (morning and night)
- 🦷 Use a soft bristled toothbrush
- 🦷 Change brush every 2-3 months (or when the bristles are worn)
- 🦷 Floss daily
- 🦷 If you can't brush your teeth after meals chew sugar free gum
- 🦷 Avoid unhealthy snacks between meals (see below)
- 🦷 Visit your dentist for a check up every 6 months

## Step 3

### Food that Affects your Teeth

This section will cover what foods are good to eat and what foods are bad to eat for your teeth. We will use the traffic light system to help us learn more.

#### Green: Go

These foods are a good option to keep our teeth healthy.

#### Amber: Caution

These foods can cause damage to our teeth so we must eat them in moderation. Unsweetened fruit juice is a good source of vitamins but can cause tooth decay. It is better to drink this at mealtimes.

#### Red: Stop

These foods will cause tooth decay if eaten too often, so we should limit the amount of them we eat.

## Green Foods

Milk / Water  
Plain Popcorn  
Nuts  
Plain / Fruit Yogurt  
Low sugar -  
Breakfast Cereal  
Cheese  
Fresh Fruit  
Sugar-free Jelly

## Amber Foods

Diluted Squash  
Pure Unsweetened  
Fruit juice

## Red Foods

Fizzy / Sugary Drinks  
Sweets  
Sugar Coated Cereal  
Chocolate  
Sweet Cakes  
Biscuits  
Ice Cream

## Step 4

## Games and Activities

 Sticker for bathroom





# **14** Cancer

Time Taken:  
20 Minutes



## Objectives

This section will introduce participants to the topic of how to reduce the risk of cancer.





## Step 1

### What is Cancer?

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- ✿ Explain to participants that this week's topic is about cancer.
- ✿ Ask participants to put up their hands if they have ever heard of cancer before?
- ✿ Explain to participants that our bodies are made up of tiny things called cells. Our body is always making new cells (that's how our hair and nails grow longer)
- ✿ When somebody has cancer their body starts to make abnormal cells which form as lump which can make the person sick
- ✿ There are lots of different types of cancer including skin cancer, lung cancer and breast cancer

## Step 2

### Cancer Risk Factors

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Ask participants can anyone think of things that can cause cancer?

Explain that the many risk factors or causes of cancer

#### The main risk factors are:

- ✿ Smoking
- ✿ Not eating a healthy diet, including drinking too much alcohol
- ✿ Not being physically active
- ✿ Being overweight
- ✿ Not being sun safe (see Sun Safety Workshop)

## Step 3



Research shows that eating 5 or more daily portions of fruit and vegetables can reduce your risk of cancer by 20%

## Reducing the Risk

Ask participants what kind of things people can do to help reduce risk of getting cancer.

### Ensure that the following topics are covered:

- ✿ Not Smoking
- ✿ Eat a healthy diet: at least 5 portions of fruit and vegetables everyday
- ✿ Only drink alcohol in small amounts – maximum of 2 units a day for men and 1 unit a day for women (see Understanding Cancer leaflet)
- ✿ Be physically active everyday
- ✿ Avoid being overweight / obese
- ✿ Take care in the sun

## Step 4

### Early Detection and Screening

Early detection is about knowing what is normal for your body. You then watch for changes that could be cancer. If you notice any changes, be sure to go for a check up.

- ✿ Screening is very important as it helps to find out if someone has cancer early so it can be treated as soon as possible
- ✿ Screening is when you get checked for cancer even when you don't show any signs.
- ✿ In Ireland there are a number of different screening programmes
- ✿ It also very important for everyone to know their own body so if you notice any unusual

# **15** Diabetes

Time Taken:  
20 Minutes



## Objectives

This section will provide participants with information about diabetes. Participants will learn about diabetes and how to manage it. The diagram below indicates the topics that will be covered in this module.



## Step 1



### What is Diabetes?

- We get energy from the food we eat
- Our body needs insulin to use the food we eat
- Insulin moves the food sugars from our blood into our cells
- In our cells, the sugars are used for heat and energy
- When someone has diabetes their body has a problem making enough insulin
- There are two types of diabetes Type 1 and Type 2
- **Type 1 Diabetes** is when the body can't make any insulin
- **Type 2 Diabetes** is when there is not enough insulin being made in the body or your body isn't using it properly



## Advanced

If participants can easily understand the previous section you can continue with this information, otherwise skip on to the next step.



- Type 1 Diabetes** as mentioned before is when no insulin is being made in your body. Your pancreas, an organ in your body that makes the insulin stops working. When this happens it is important for the person to take insulin through a small injection or a pump to keep your blood sugars at a normal level. The pump is continuous and the injections must be taken regularly (2-4 times a day).

- **Type 2 Diabetes** is when your body doesn't make enough insulin to meet your body's needs. Your pancreas in this case, is making insulin, but it is not enough to move all the food sugars into your cells. The blood sugars then become too high in your body.

## Step 2

### Risk Factors

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Explain to participants that some factors in your life may make you more likely to get Type 2 diabetes.

**Go through each risk factor with the participants.**

- **Family History:** If a parent or sibling (brother or sister) in your family has diabetes, there is a greater chance of you having diabetes
- **Being Overweight:** Being overweight can prevent (stop) the body from using the insulin
- **Age:** The chance of getting type 2 diabetes increases with age



- **Not being physically active:** Regular exercise keeps you fit and keeps the weight off. This allows the insulin to work better. So if you are not physically active you have a greater chance of getting type 2 diabetes
- **Diet:** A diet high in fat, calories and cholesterol increases your risk of type 2 diabetes. Also a poor diet can lead to obesity
- **Medical Conditions:** Some people with certain medical conditions and syndromes are more likely to develop diabetes. Examples of such syndromes are Prader Willi and Down's Syndrome
- **Smoking:** Smoking prevents the body from using insulin properly, increasing the risk of diabetes



## Step 3

### Health Protective Behaviours

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There are certain things that we can do to help prevent getting Type 2 Diabetes:

- Eat a healthy diet
- Take regular physical activity at least 30 minutes 5 days per week
- Have a regular check up with your GP (every 6 months)
- Diet: Diet low in refined sugars and in saturated fats helps to reduce the risk of diabetes
- Physical Activity: Regular physical activity helps in the prevention of diabetes. Physical activity promotes weight loss but also lowers blood sugars helping in the prevention of diabetes



- If overweight, you may need to reduce your calorie intake and increase your physical activity to get to loose weight
- Not Smoking: smoking is associated with a higher risk of getting diabetes

## Step 4

### Symptoms of Diabetes

Explain to the participants that the next section that they are going to cover is symptoms of Diabetes.



The main symptoms of Diabetes are as follows:

- Feeling extremely thirsty no matter how much you drink
- Going to the toilet much more often than usual
- Feeling very tired
- Losing weight in a short space of time even though you are eating the same amount as normal
- The symptoms are not really noticeable in Type 2 Diabetes so if you are at risk, you should ask your doctor to do a blood test regularly