

# Healthy Eating Project

Social Cohesion Sport Programme with Community Foundation

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# Introduction

## Community Foundation

Community Foundation is the Sport Leadership and Workforce Development programme at Queen Mary University of London. This programme allows us to develop a workforce of student leaders with training, CPD and funded qualifications in return for the sport and physical activity that they facilitate in the local community.

## Social Cohesion Sport Programme

The Social Cohesion Sport Programme provides student groups with a platform to plan and deliver their own community projects with a focus on prominent issues in the local community. Based on research conducted in the community, we have identified 4 themes that we believe our student groups can raise awareness of by using sport as a vehicle to interact with a variety of target groups.

Student groups will be supported to design sustainable projects with the aim to continue annually with less reliance on financial support from the Community Foundation programme. Group will be required to contribute to the operational costs of their project by organising fundraising events/activities. We will encourage groups to donate any surplus funds to a UK registered charity that aligns with their project theme.

## Healthy Eating (Theme 1)

Theme 1 is Healthy Eating and tackles the issue of obesity. Tower Hamlets has the 5<sup>th</sup> highest proportion of obese 10-11 year olds in London so we are targeting young people aged 8-11 in local primary schools.

# Project Themes

## Vision

To plan and deliver sustainable projects that use sport and physical activity as a vehicle to raise awareness of key social issues within the local community of Tower Hamlets.

### Theme 1 – Healthy Eating

#### Focus on healthy eating

- The benefits of healthy/balanced eating.
- The Eatwell Guide.
- Everything in moderation.
- Long & short-term impact of your dietary choices.

### Theme 1 Target Groups

#### Local Primary Schools: Ages 8-11 (Years 4-6)

- Breakfast/Lunchtime/After-school Clubs.
- Parents/Guardians of the young people.

### Theme 2 – Staying Active

#### Focus on staying active

- Health consequences of obesity.
- Causes and contributing factors.
- Physical activity and wellbeing.
- Lifestyle choices affecting health e.g. smoking

### Theme 2 Target Groups

#### Local Secondary Schools and Community Groups: Ages 11-13 (Years 7-8)

- After-school Clubs.
- Youth Club sessions.

### Theme 3 – Lifestyle Choices

#### Focus on lifestyle choices

- Effects of smoking, alcohol and substance abuse.
- Cost of choices – financial vs health.
- Gang culture and knife crime in the borough.

### Theme 3 Target Groups

#### Housing Estates and Community Groups: Ages 13-17 (Years 9-12)

- Young people at risk of exposure to poor lifestyle choices.
- Estates/Youth Clubs with limited provision of recreational activities.

### Theme 4 – Equality & Diversity

#### Focus on equality and diversity

- Identifying the target groups within the community.
- Raising awareness of the barriers to participation.
- Promoting the importance of inclusive sport provision.

### Theme 4 Target Groups

#### Age – Open to all

- Local primary and secondary schools
- Community groups and outreach programmes
- Housing estates

# Project Timeline & Finance

## Overview

In order to help students to deliver sustainable projects, we encourage them to contribute to their project costs and each year, the contribution from Community Foundation will reduce. By year 3, student group projects should largely be self-sustainable. Community Foundation will continue to fund training and qualifications, but any additional project funding will be discussed with groups on a case-by-case basis. Based on previous years, projects should cost no more than £500 and the more sustainable the project is, the less it will cost annually.

### Year 1

- Student groups express interest to be involved with the programme.
- Project ideas discussed with the Community Foundation team.
- Sessions arranged with the local schools/community groups.

#### Financial Contribution from Community Foundation

- **50%** of project costs. Up to £250.
- **100%** of CPD & qualification costs.

#### Financial Contribution from Student Group

- **50%** of project costs. Up to £250.

### Year 2

- Student groups do not need to reapply in order to continue with the same project idea.
- Projects developed from evaluation of the previous year.

#### Financial Contribution from Community Foundation

- **25%** of project costs. Up to £125.
- **100%** of CPD & qualification costs.

#### Financial Contribution from Student Group

- **75%** of project costs. Up to £375.

### Year 3

- Student groups enter their final year on the programme.
- Discussions with Community Foundation team about whether or not the project will continue to receive support.

#### Financial Contribution from Community Foundation

- **0%** of project costs unless agreed.
- **100%** of CPD & qualification costs.

#### Financial Contribution from Student Group

- **100%** of project costs. Up to £500.

# Fundraising

## RAG (Raise and Give)

Queen Mary Students' Union's charity fundraising activity where you can raise money for good causes whilst having fun. We encourage student groups to engage with RAG Adopt a Charity. The idea is to identify a UK registered charity that is aligned with the group's project theme. Once the financial contribution has been reached by the groups, any surplus funds raised will then be donated to their chosen charity. We strongly advise student groups to remain in contact with the charities to seek approval and support with their projects.

## External Funding

An option would be to seek and apply for pots of funding to support projects. Some student groups have already secured sources of funding for community outreach projects and these could be used to cover project contributions. Other student groups are welcome to apply for small grants that they are eligible to apply for. The Community Foundation team can provide further guidance on this but please note that this is a less sustainable option as small grants are only likely to be awarded for a duration of one calendar/academic year.

### Average Project Costs (based on previous years)

Details of cost	Cost
Venue Hire (Tournaments/Festivals)	£100
Equipment	£200
Marketing (Posters, wristbands etc.)	£30
Medals & Trophies	£75
Refreshments/Water	£20
Other Resources (Project specific)	£75
<u>Total</u>	<u>£500</u>

### RAG - Adopt a Charity

1. Choose a UK registered charity and let us know.
2. Plan and run fundraising events. Check <https://www.qmsu.org/rag/fundraise/> for guidance.
3. Promote your events! Email: [su-rag@qmul.ac.uk](mailto:su-rag@qmul.ac.uk) & [communityfoundation@qmul.ac.uk](mailto:communityfoundation@qmul.ac.uk) so that we can help.
4. Cash in the money that you raise at the SU Hub or BLSA reception. Email [communityfoundation@qmul.ac.uk](mailto:communityfoundation@qmul.ac.uk) with the exact amount raised.
5. Complete the donation request form when cashing in the money.
6. Share photographs to be included in the RAG monthly round-up.

# Healthy Eating – Overview

## Social Message

The importance of adopting and maintaining a healthy lifestyle in order to reduce the onset of conditions including but not limited to obesity.

## Aim

To use a syllabus of physical activity sessions to develop the understanding of what it takes to maintain a healthy lifestyle and to increase the awareness of the associated health risks.

## Theme 1 – Healthy Eating

### Focus on healthy eating

- The benefits of healthy/balanced eating.
- The Eatwell Guide/Food Plate.
- Everything in moderation.
- Long & short-term impact of your dietary choices.

## Delivery Method

### Session Activities

- Using terminology directly related to the theme.
- Activities in this syllabus are to be used as a guide for what can be delivered.

### Participant Engagement

- Optional resources for the participants to reflect on the impact of their own diets.

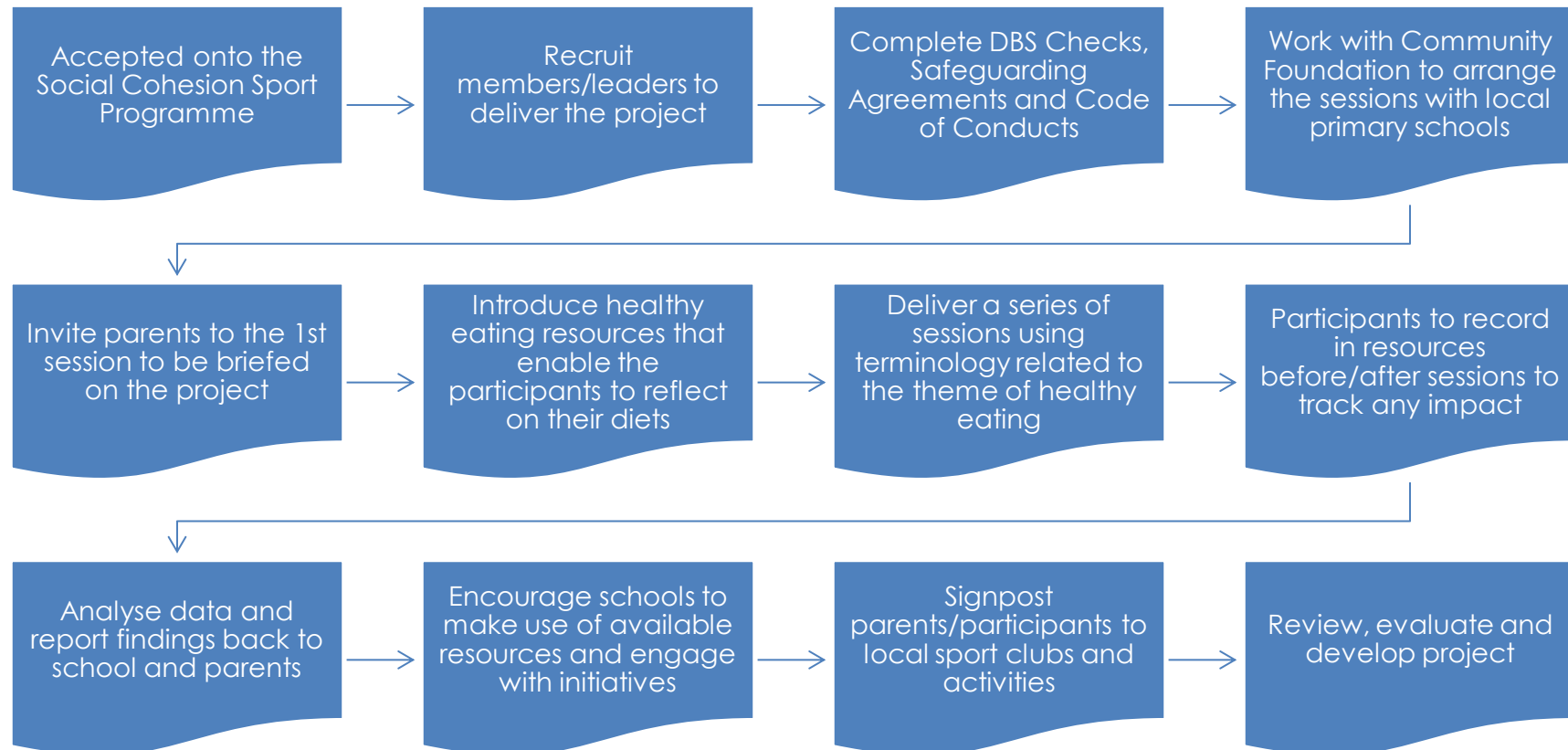
### Parental Involvement

- Assemblies/Meetings with parents/guardians.
- Consent forms.

## Project Partner and Resource Contributor



# Healthy Eating – Example Project





# Food Groups

## Activity

Five goals surrounding the playing area to demonstrate the food groups; fruit & veg, carbohydrates, dairy, fats and proteins. All of the balls will be positioned in the centre. As a participant collects 1 ball from the centre, a food/drink will be shouted out and they will have to shoot into the correct food group goal.

## Progressions

Implement a time-limit to speed up the decision-making if the group are finding it too easy. Can also select foods that contain more than one food group.

## Aims

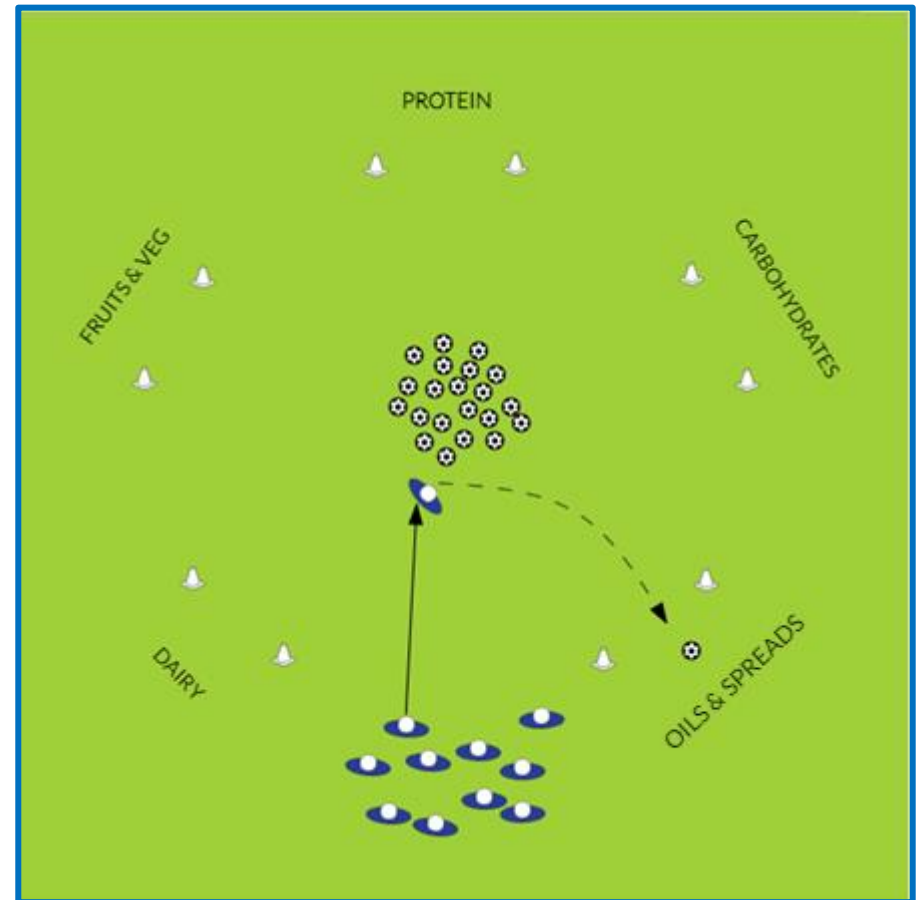
Recognising and categorising food/drinks into their respective food groups.

## Skills

SHOOTING  
ACCURACY

DECISION  
MAKING

REACTION  
TIME



# Higher or Lower

## Activity

Two individuals sprint towards the ball and have to select which goal to score in. One goal represents 'higher' and the other represents 'lower'. Each turn will involve a type of food/drink and participants will have to choose whether they think it is higher or lower in sugar, fat, salt etc. Teams can chant to help their teammates.

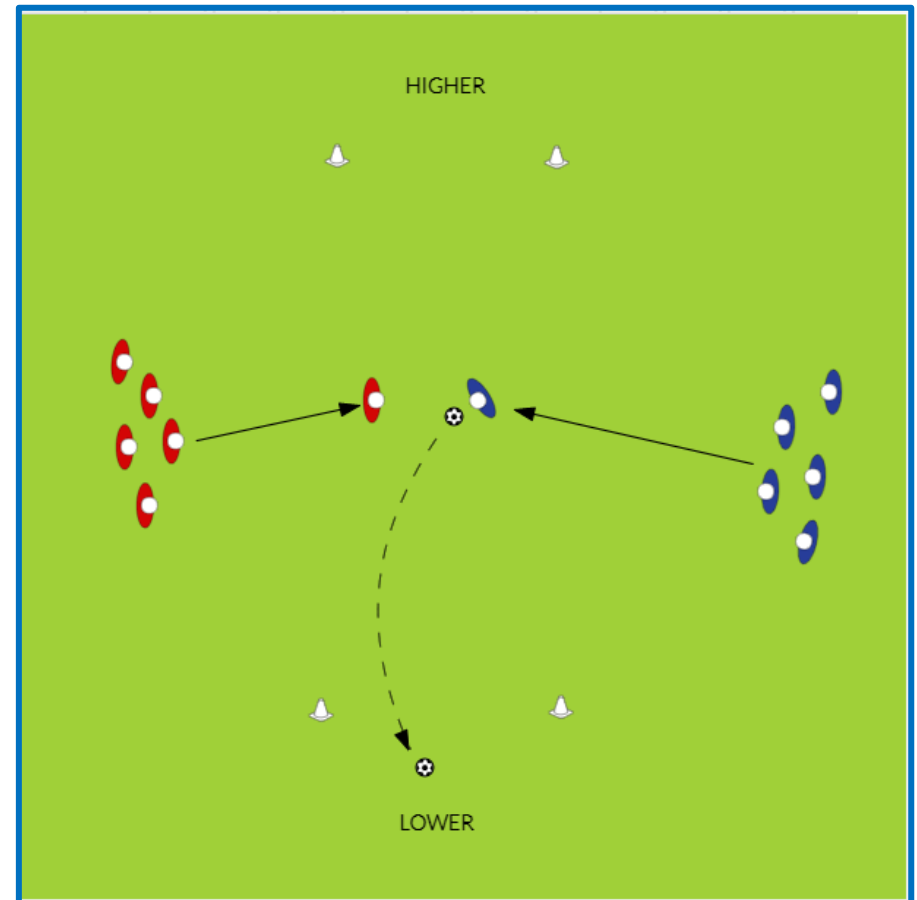
## Progressions

Increasing the number of players competing for the ball or taking a point away if the wrong selection is made.

## Aims

Considering and comparing the nutrients in different foods.

## Skills



# Get the Groceries

## Activity

Assorted colour cones spread out in the centre of the space. Groups split up into 4 teams. One player from each team at a time can dribble to the middle with their ball, collect a cone and bring it back to their team. Each colour will correspond to a food group. After all of the cones have been collected, we will see the percentages collected by each group. Point will be awarded to the team with the most balanced shopping basket.

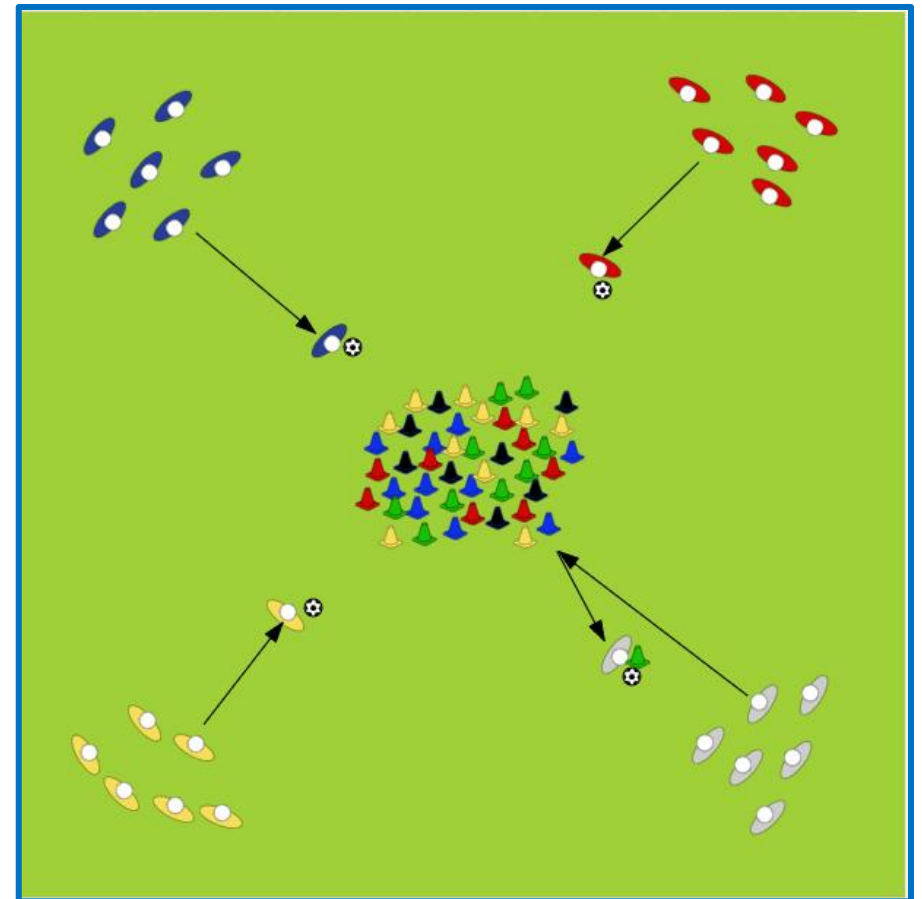
## Progressions

After all of the cones have been collected, players can negotiate to swap one cone at a time with other teams during the time-limit.

## Aims

To demonstrate the importance of a balanced diet and varied selection.

## Skills



# Extra Weight

## Activity

A time-trial relay where participants will be split into teams and required to dribble through an obstacle course one at a time and return the ball back to the next team member. Individual and team times will be recorded. For the next round, participants will be required to dribble with a pack of bibs tucked under their shirts. Alternatively, a rucksack can be used to add appropriate weight. On their return to their team, they will be required to unload all of the bibs for their teammate to receive. Individual and team times will be recorded and then compared to the trial without the added weight.

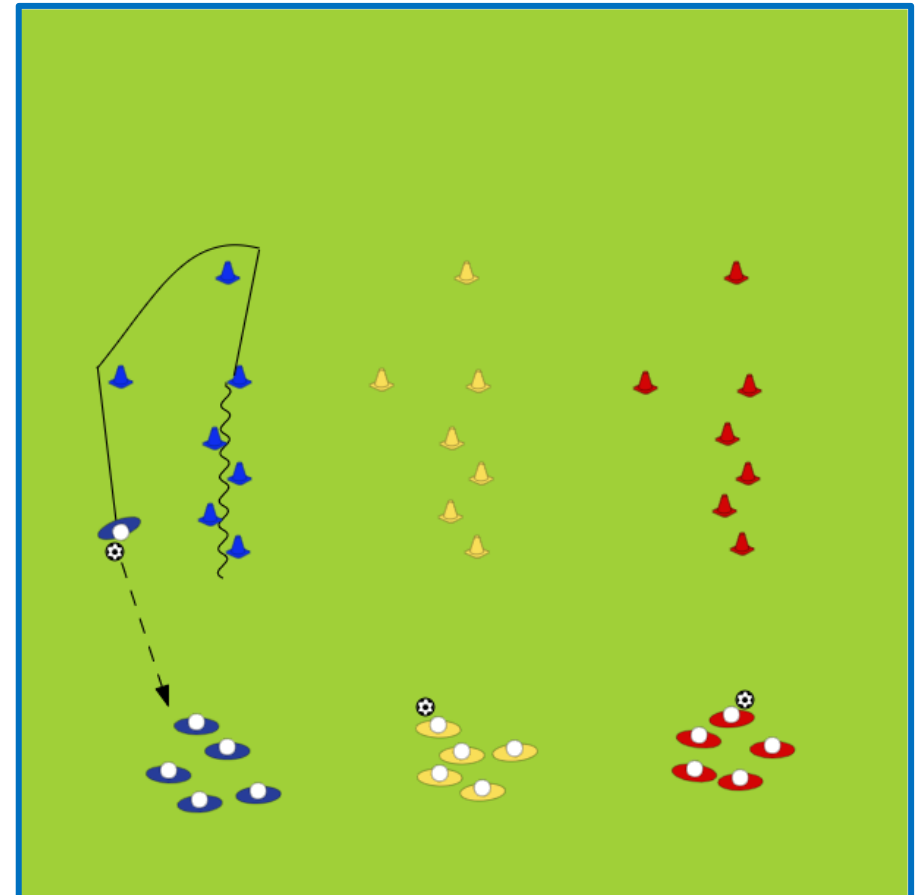
## Progressions

Increasing the weight to morbidly obese by using resistance bands/belts attached to a member of another team.

## Aims

To demonstrate the effect of increased weight on physical activity.

## Skills



# Watch What You Eat

## Activity

Assorted colour cones/bean bags scattered across the playing space. On the leader's signal, each participant is allowed to collect as many as possible and must hold onto these. The time taken for everything to be collected will be recorded. The leader will then mark out specific areas corresponding to each colour. On the signal, participants will be required to distribute all of their possessions at the designated areas. The total time for everything to be returned to the respective areas will be recorded and compared to the time taken to collect it all initially. The 1st stage will represent the ease of selecting and consuming different foods without thought. The 2nd stage will represent the difficulty and time taken to lose the weight that was gained so easily.

## Progressions

An added physical challenge will be given when returning the cones/bean bags e.g. participants must only use their weaker foot.

## Aims

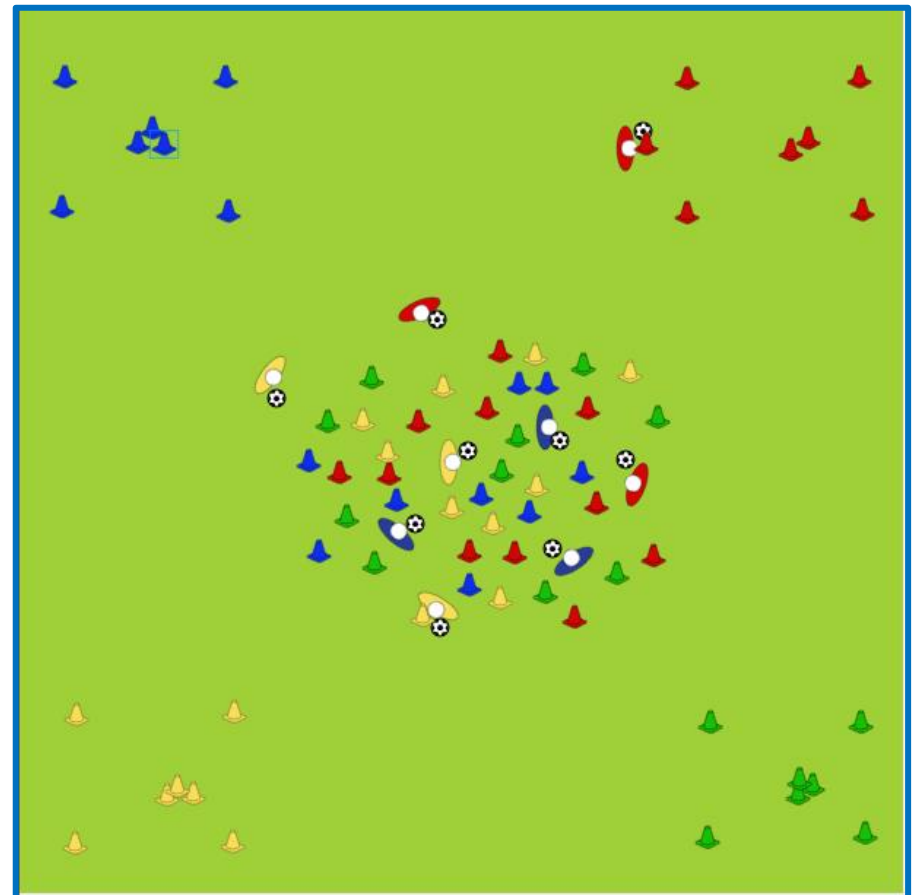
To demonstrate the ease and convenience of selecting the faster food option and highlighting the difficulties faced when trying to get rid of this excess weight.

## Skills

DRIBBLING  
(SPEED)

DECISION  
MAKING

REACTION  
TIME



# Through the Gate

## Activity

The group will split into partners and separating them will be two cones (the gate) that they are required to pass the ball through to each other. They will count how many passes successfully made it through the gate to/from their partner. They can take as much time and as many touches as they require.

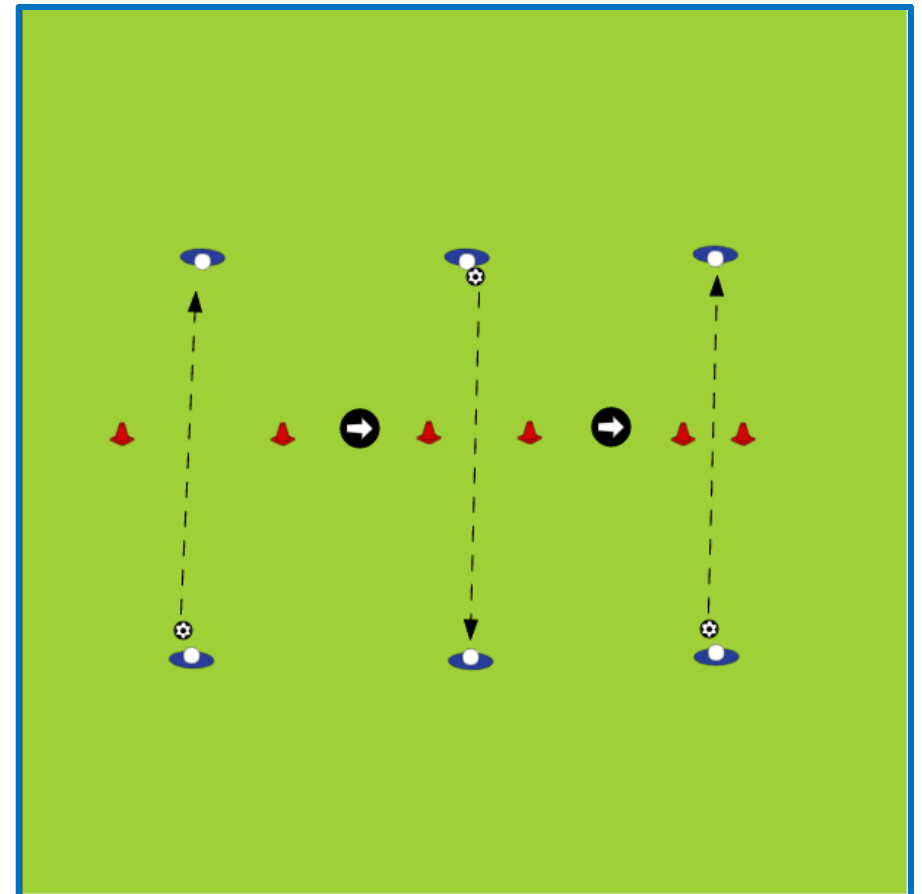
## Progressions

The leader will begin to make each gate smaller and the players will now be required to pass the ball straight back once they have received it. Again, they will count how many passes successfully made it through the gate. Another progression would be to make it a team game where participants can dribble around the area in search of a gate to pass through to a teammate.

## Aims

To demonstrate the effect of a poor diet on your circulatory system.

## Skills



# Airways

## Activity

In pairs, participants must try and proceed through 3 different zones marked out with cones. The 1st zone will have one defensive player trying to dispossess them. The 2nd zone will have 2 defensive players and the final zone will have 3 defensive players. The partners will need to work together to progress the ball through each zone. This will demonstrate the difficulty of working in tight spaces.

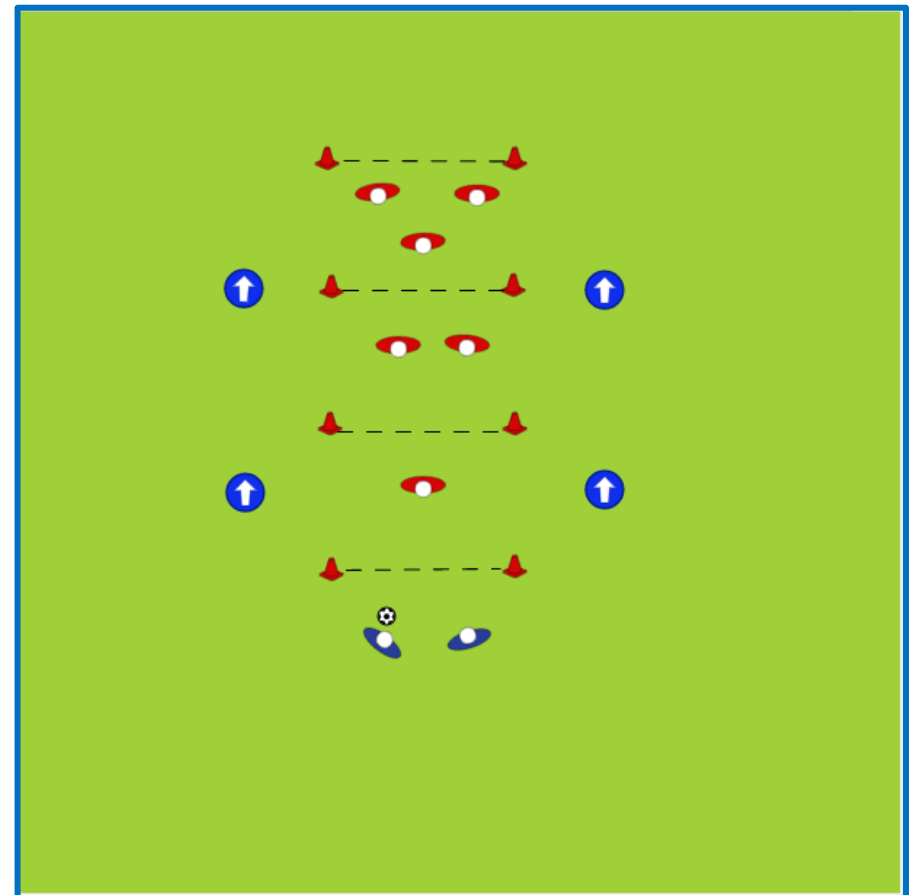
## Progressions

As well as increasing the number of defensive players in each zone, the size of the zone can also decrease in size progressively.

## Aims

To demonstrate effect on circulation as a long-term effect of a poor diet.

## Skills



# Healthy Eating – Data Collection and Reporting

## Data Collection and Reporting

### Session data

- Submitted online via the Community Foundation website.
- Number of participants, age group, location & duration.

### Healthy Eating Booklets

- Optional resources to be provided to participants that enable them to reflect on the impact of their own dietary choices.
- Incentives for the participants who actively choose to improve their diet.

### School consultation meetings

- Measuring the impact of the project against expectations.

### Leader feedback surveys

- Feedback on their experience of the project.

### Dissemination

- Findings to be shared with the local community, Queen Mary University of London and other institutions.

## Healthy Eating Resources

### What is it?

- An optional resource that will be available to each participant. It will encourage personal pledges/targets and recognition for those actively making an effort to lead a healthy lifestyle.

### Why is it important?

- It will help the participants to start thinking about how their diet and participation in physical activity impacts the way that they feel.

### Process

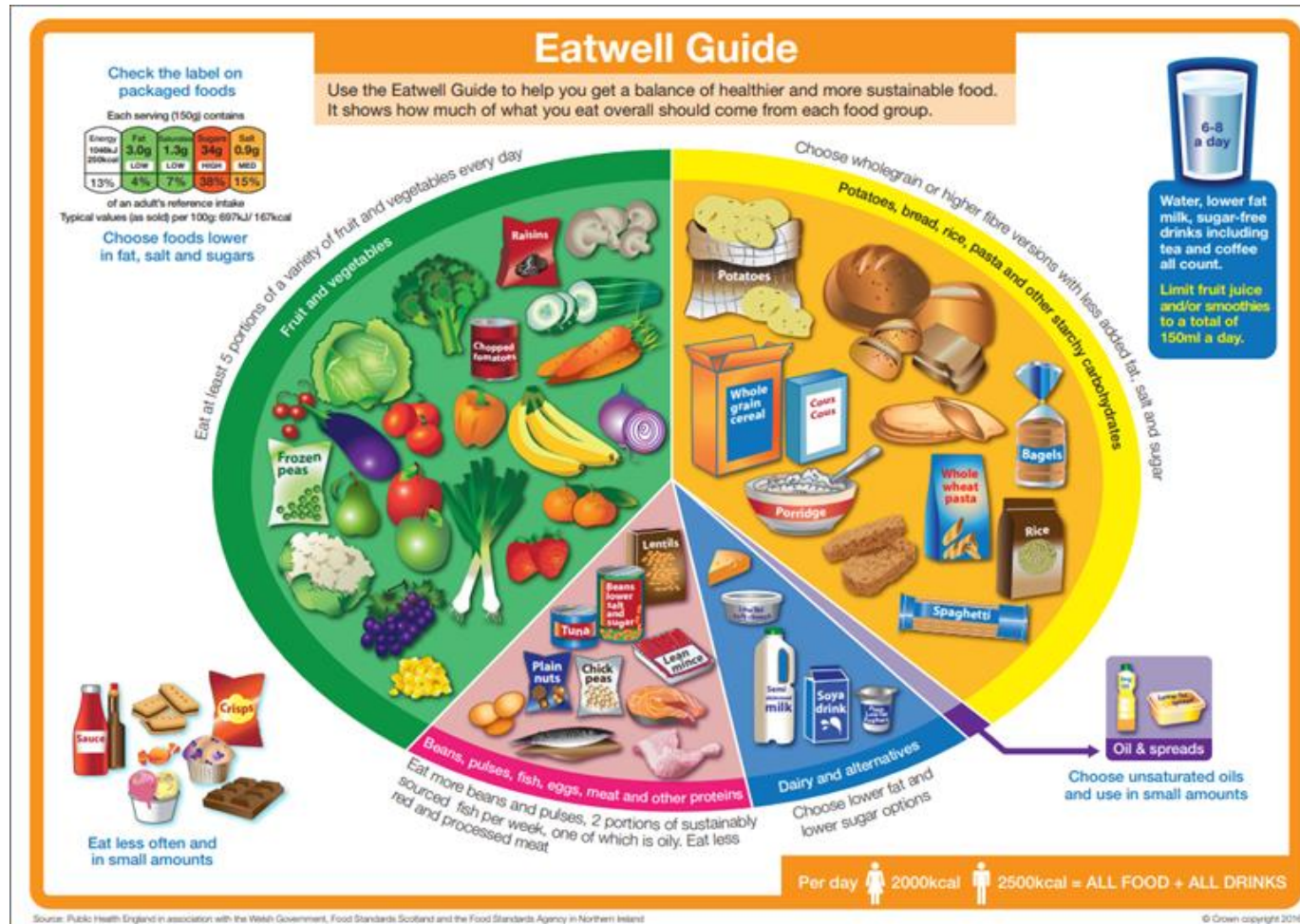
- Participants will be able to decide their own personal pledges/targets to be reached by the end of the project.
- The booklet will also incentivize participants to opt for bringing healthier snacks to the sessions.

### Confidentiality

- As with all personal data collected during this project, the personal reflections of the participants will be treated confidentially.
- We will not attribute personal details to any reports produced from our findings.



# Healthy Eating – Supporting Information



## Eatwell Guide

- Used as an indicator of how you should balance your diet based on government recommendations.
- This guide was revised in 2016 to reflect dietary habits in the UK and emphasis more environmentally sustainable foods.
- The importance of hydration and recommended drinks for consumption.
- The plate, knife and fork design was replaced as this caused confusion over the percentages that should be consumed per meal.
- More information on the Eatwell guide can be accessed here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551502/Eatwell\\_Guide\\_booklet.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/551502/Eatwell_Guide_booklet.pdf)

# Appendices

## The Eatwell Guide - Booklet

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551502/Eatwell\\_Guide\\_booklet.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/551502/Eatwell_Guide_booklet.pdf)

## The Eatwell Guide – How does it differ to the Eatwell plate and why?

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/528201/Eatwell\\_guide\\_whats\\_changed\\_and\\_why.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528201/Eatwell_guide_whats_changed_and_why.pdf)

## Government Dietary Recommendations

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/618167/government\\_dietary\\_recommendations.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/618167/government_dietary_recommendations.pdf)

## Eatwell Food List

<http://www.foodafactoflife.org.uk/attachments/038bd0a3-a8cf-4317ca66d5d0.pdf>