



Nutrition

Ages 9-12

Total Time: 2 Hours

PART 1: Ice Breaker

PART 2: What is Nutrition?

PART 3: How to Foster Healthy Eating Habits

PART 4: Go, Grow, Glow Foods

PART 5: Key Points in Nutrition

PART 6: Follow-Up Activities

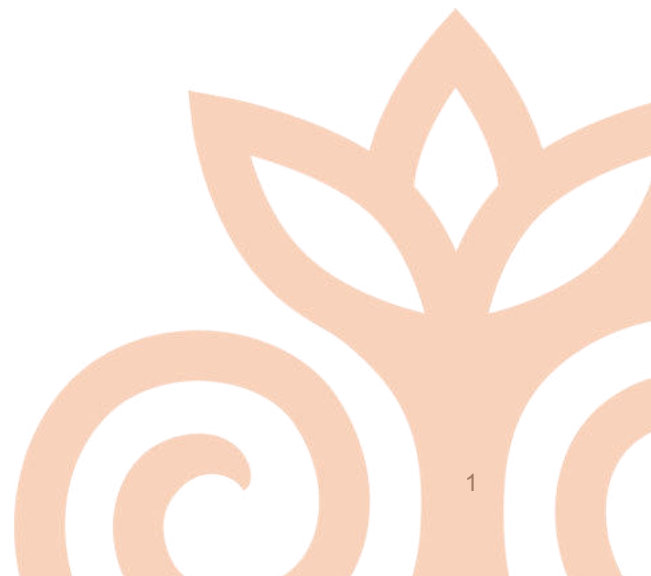
ANNEXURE 1: Healthy Breakfast Foods List

ANNEXURE 2: Healthy Eating Signs

ANNEXURE 3: Evaluation

ANNEXURE 4: Nutrition True or False

ANNEXURE 5: My Plate





Part 1: Ice Breaker

Time:

10-15 Minutes

Objective:

Participants will take part in an activity designed to give them an opportunity to get to know each other.

Materials:

(Depending on Option Selected)

Option One:

- Whistle or small bell
- Annexure 1 – Healthy Breakfast Foods List

Option Two:

- Masking Tape

Techniques:

- Ice Breaker

TRAINER INSTRUCTIONS:

1. Welcome the participants and tell them that we want everyone to feel energized and ready to learn so we are going to take part in a fun activity to get things started. Lead an ice breaker activity from the options below:

Option One: Breakfast Scramble – Invite everyone in the group to stand in a circle. Explain that it is important to eat a variety of foods healthy foods for breakfast because each one helps our bodies stay healthy and grow. Explain that they are going to play a game called “Breakfast Scramble.” Have Annexure 1 ready to refer to before you begin this game. Explain to the children that you will be calling out breakfast food items from a

list and when they hear an item they like to eat, they must hop into the middle of the big circle that they have formed and if it's an item they do not like to eat, they have to sit down immediately. Continue playing while naming all the various foods on Annexure 1.

Option Two: Fruit Salad Tag – Begin by having the participants stand side by side in a long line facing you, the trainer. Explain that fruits are a nutritious part of their diet as it provides a lot of vitamins and nutrients. Count the students off by the following fruit: mango, apple, banana and grapes. Make sure to evenly count them off (for example, if there are 12 students in the room, then three will be mangoes, three will be apples, three will be bananas, and three will be grapes).

Then point to where you placed the masking tape line and explain that this is “base.” Stand in the center of the room between the masking tape line and the children and explain to them that you are making a fruit salad and you need as many pieces of fruits as possible so your objective is to catch them.

Begin the game by calling out one of the four fruits such as “MANGOES” and all the “mangoes” should try to run to the line at the opposite end of the room without being tagged by you. If a student is tagged, he/she should be put in the corner of the room designated as the “salad bowl.” After a round or two of the game is complete, ask the students for examples of other fruits that they would want to include in the fruit salad. Reinforce that fruits are a healthy and delicious snack to eat.



Part 2: What Is Nutrition?

Time:

10-15 Minutes

Objective:

Participants will understand the definition of nutrition.

Materials:

- None

Techniques:

- Presentation

TRAINER INSTRUCTIONS:

1. Begin by asking the group if they know what nutrition means and if they have some healthy eating habits they would like to share with the group. Then, explain the following definition of nutrition and calories:
 - **Nutrition** – Everything you eat and drink. Your body uses nutrients from food to function properly and stay healthy. Nutrients include carbohydrates, proteins, fats, vitamins and minerals. In the right amounts, nutrients give you energy to grow, learn and be active.
 - **Calories** – Amount of energy in the foods and drinks you consume. You need a certain amount of calories to grow and develop. If you take in more calories than your body needs, the extra calories will be stored as body fat. This is why you have to be careful not to overeat.
2. Explain that nutrition is important because:
 - Your daily food choices directly affects your health. It determines how you feel today, tomorrow, and in the future. It is important to make nutritious food choices.



Part 3: How to Foster Healthy Eating Habits

Time:

15-20 Minutes

Objective:

Participants will understand how to develop healthy eating habits.

Materials:

- Annexure 2 – Healthy Eating Habits

Techniques:

- Presentation
 - Group Discussion
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TRAINER INSTRUCTIONS:

1. Explain to the group that developing healthy eating habits is a very crucial component of living a healthy life. Ask the group what their existing healthy eating habits are and take note of their responses.
2. Begin by passing out Annexure 2 signs to eight different participants in the group. Have them hold onto the signs until you ask them to come to the front of the room to hold it up for the group to see. Then, explain that you will be discussing the various components of healthy eating habits. Invite the first sign holder to stand in front of the room displaying their sign and explain the following points in relation to each sign (continue until all the sign holders have displayed their signs):
 - Sign #1: **Avoid Overeating** – only eat as much food as you need or until you feel full. Do not overeat.

- Sign #2: **Reduce sugar** – reduce the amount of sugar you intake in your diet. Sugar is not only found in candy and desserts but in regular everyday foods as well. You will get all the sugar you need from sugar naturally occurring in food so everything in excess of that are empty calories.
- Sign #3: **Eating plenty colorful fruits and vegetables** – fruits and vegetables are low in calories and loaded with nutrients so it is a good idea to eat the recommended daily minimum of five servings of fruits and vegetables. Try to eat a wide variety of fruits and vegetables every day as it is full of vitamins and minerals.
- Sign #4: **Eat healthy carbohydrates and whole grain** – eat healthy carbohydrates and whole grains for long-lasting energy. Healthy carbs include: whole grains, fruits, beans and vegetables. Unhealthy carbs include: white flour and refined sugar.
- Sign #5: **Add calcium for bone health** – your body uses calcium to build healthy bones and teeth and to keep them strong as you age. Calcium can be found in milk, cheese, yogurt as well as many vegetables. It is very important to drink milk every day.
- Sign #6: **Eat enough protein** – protein gives the energy we need throughout the day. Eat plenty of fish, chicken or plant-based proteins such as beans, nuts and soy.
- Sign #7: **Eat healthy fats** – good fats such as avocados, nuts and seeds are good for you and you should make them a part of your daily diet.
- Sign #8: **Watch your salt intake** – limit your intake of salt as too much can lead to high blood pressure, heart diseases, strokes and other illnesses.



Part 4: Go, Grow, Glow Foods

Time:

30-45 Minutes

Objective:

Participants will identify go, grow, glow foods.

Materials:

- Power Point – Nutrition Ages 9-12
- Paper
- Crayons/Markers

Techniques:

- Power Point Presentation
- Group Discussion

TRAINER INSTRUCTIONS:

1. Explain to the group that they must eat a wide variety of foods for their growth and development. There are three types of foods that we all need to eat in order to have a balanced diet. They can be categorized as go, grow and glow foods. Begin the Power Point and explain the following definitions:
 - **Slide #3: Go Foods** – These foods provide fuel and help us ‘go’ and be active. Some examples are bread, rice, wheat, maize, potato, cassava, bananas, plantain, nuts, ghee, coconuts and butter. These foods give our muscles energy to run, jump, walk, cycle and our brains fuel to concentrate. We need to eat enough ‘go’ foods to not feel tired and have enough energy to get through our days. It is important to include ‘go’ foods at all of our meals especially breakfast so we can get our brain and body ready for the school day ahead.

- **Slide #4: Grow Foods** – These foods help our bodies grow bigger and stronger. ‘Grow’ foods help build our teeth, bones and muscles. Some examples of ‘grow’ foods include chicken, fish, beans, lentils, eggs, milk, cheese and yogurt. These foods give us what we need to grow taller and stronger.
 - **Slide #5: Glow Foods** – These foods are full of vitamins and minerals to keep our skin, hair and eyes bright and glowing. ‘Glow’ foods keep our immune system healthy so we do not get sick often. Some examples of these foods are all fruits and vegetables such as dark green leafy plants, tomatoes, carrots, pumpkin, sweet potato, peppers, mangoes, oranges and papayas. Fruits and vegetables are full of vitamins and minerals and we need to eat it daily.
2. Distribute paper, crayons and markers and give the children time to draw a food super hero and describe their super power. When they are finished, give the group an opportunity to present their super heroes to the class.



Part 5: Key Points in Nutrition

Time:

15-20 Minutes

Objective:

Participants will review various aspects of nutrition such as picky eating, physical activity, hydration, weight & junk food, and anemia.

Materials:

- Music video: <https://www.youtube.com/watch?v=buteQeqt8YQ>
- Water and cups
- Annexure 3: Evaluation

Techniques:

- Group Discussion
- Group Activity

TRAINER INSTRUCTIONS:

1. Explain that you will be discussing a few extra key points about nutrition.

Picky Eating – Explain to the group that some children are picky eaters and that they do not like to eat all types or textures of food. Tell them although we all have foods we love to eat, we must be open to trying new foods and eating everything at our meals so we have a balanced diet. Explain that after trying different foods a few times, they may start to like the foods that they are picky about.

Physical Activity – Begin by explaining the importance of physical exercise in life. Ask them why nutrition and physical exercise go together and tell them to describe ways in which they get their physical exercise (dance, sports, running, walking, etc.).

*Instruct the group to stand up and get ready to dance. Then put on some dance songs and let the kids dance to it for about 5 minutes or up to two songs. After dancing, have them sit back down and tell them to take notice of their heart rate, energy level and mood.

Hydration – Explain to the children that drinking enough water is a very important part of nutrition. Tell them to try and drink at least eight full glasses of water every day and not only when they are thirsty.

*Distribute drinking water as they may be thirsty after the dance activity. Use this activity to emphasize the importance of hydration.

Weight & Junk Food – Explain that it is very important to keep a proper diet in order to maintain a healthy weight. Junk food such as cakes, samosas, chips and fried foods should be eaten at a minimum as they will lead to unnecessary calories and weight gain.

Anemia – Explain that anemia is condition in which the blood doesn't have enough healthy red blood cells. It is a shortage of iron in your body which is something you acquire through your diet. Anemia leads to reduced oxygen flow to the body's organs. Symptoms may include fatigue, skin pallor, shortness of breath, lightheadedness, dizziness or a fast heartbeat. It is important to eat foods rich in iron such as: red meat, pork, poultry, seafood, beans, dark green leafy vegetables, dried fruit, iron-fortified cereals, breads and pastas.

2. Distribute Annexure 3 and invite the group to complete the evaluation form regarding this Unit.

- Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
- Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
- Briefly recap what was covered in each part so their memory is fresh when evaluating.
- Instruct them to be as specific as possible in their comments.
- Items to consider include:
 - Did you understand the topics covered? If not, what was confusing?
 - Was there enough time to cover the material?
 - Did the presentation keep your interest?
 - Were the handouts/power points/videos helpful?

- Add any comments that would be helpful for future programs
- Gather the completed evaluations and include them in your trainer report.



Part 6: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice the skills learned in this session

Materials:

(Depending on Option Selected)

Option One:

(Based on availability)

- Jaggery, peanuts, honey, flaked coconut, any cereal
- Bowls, spoons
- Measuring cups and spoons

Option Two:

- Picnic foods: salads, sandwiches, fruits, vegetables, yogurt, nuts, water and healthy fruit juices (use what is available)
- Picnic blanket

Option Three:

- Annexure 4: Nutrition True or False

Option Four:

- Pencils, crayons and markers
- Annexure 5: My Plate

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to review the material learned in the session throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.

Option One: Coconut Protein Balls –

Note to Trainer: This is a sample recipe; feel free to substitute ingredients or a recipe that will work for your home.

Explain that you will be making protein balls for a healthy snack. Place all ingredients on a large table, ask the group to wash their hands before beginning and then come back and gather around the table. Ask the group to help as you follow the recipe:

Ingredients:

- 1/4 cup jiggery
- 1/2 cup peanuts
- 2 cups of your favorite cereal
- 1/3 cup honey
- 1/2 cup flaked coconut

Recipe:

- Put all ingredients (except the cereal) in a large bowl.
- Mix well.
- Stir in 1 cup cereal, mix in.
- Scoop out spoonfuls of mixture and shape into balls.
- Place the rest of the cereal in a bowl and roll balls in cereal to coat.
- Place on waxed paper in pan and chill in the refrigerator for at least 30 minutes before eating.

Suggested Follow up Question for Trainer: As you wait for the protein balls to chill, discuss with the group why the snack you just made was nutritious.

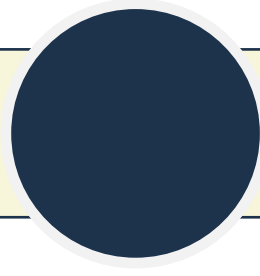
Option Two: Healthy Picnic – Pack a picnic of healthy meals and snacks such as sandwiches, salads, fruits, vegetables, nuts, yogurt and healthy fruit juices. Set up the picnic area outside (weather permitting) or in a room and have the group join you for the

picnic. As the group enjoys the foods, ask them to tell you why the foods they are eating are healthy and to classify them as go, glow or grow foods.

Note to Trainer: Optional - the picnic can be held at a park nearby; make sure to bring along enough house parents to provide supervision.

Option Three: True or False – Refer to Annexure 4 for true and false statements about nutrition and what the group has learned about it. Designate a “true” corner of the room and a “false” corner of the room. Have the group stand up. Read off the true and false statements (alternating enough between true and false) and tell the group that they must run to the corner of the room that represents what they think the statement is – true or false. After each statement, reveal whether the statement was true or false and have the group return to the center.

Option Four: Color My Plate – Begin this activity by reviewing the importance of including fruits, grains, vegetables and protein in one’s diet. Ask the group to give examples of foods for each category. Next, distribute pencils, markers and crayons and distribute Annexure 5 to each person and ask them to come up with their ideal, nutritious meal using the plate template as a guide. Once they are finished with the activity, ask volunteers to share their plates/meals with the group.



Annexures

Nutrition

Ages 9-12

ANNEXURE 1: Healthy Breakfast Foods List

ANNEXURE 2: Healthy Eating Signs

ANNEXURE 3: Evaluation

ANNEXURE 4: Nutrition True or False

ANNEXURE 5: My Plate



Annexure 1: Healthy Breakfast Foods List

BREAKFAST ITEMS:

Omelette

Toast

Cereal and milk

Dosa

Daal Puri

Upma

Aloo Puri

Idili and sambar

Pancakes

Oatmeal with fruit

Appam and curry

Egg sandwich

Yogurt with fruit

Masala dosa

Puttu

Uthappam

Bread and nut butter

Chappathi and egg curry



Annexure 2: Healthy Eating Signs

DON'T EAT TOO MUCH



REDUCE SUGAR



EAT FRUITS AND VEGETABLES



EAT HEALTHY CARBOHYDRATES AND WHOLE GRAINS



EAT CALCIUM FOR BONE HEALTH



Milk



Yogurt



Soya Beans



Orange



Lady's Finger



Cheese



Turnip Greens



Sesame Seeds



Almonds



Cinnamon

EAT PROTEIN



EAT HEALTHY FATS





WATCH SALT INTAKE





Annexure 3: Evaluation

Unit 12 - Nutrition	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1: Icebreaker	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 2: What is Nutrition?	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 3: How to Foster Healthy Eating Habits	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 4: Go, Grow, Glow Foods	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 5: Key Points in Nutrition	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Overall Score	1 2 3 4 5		

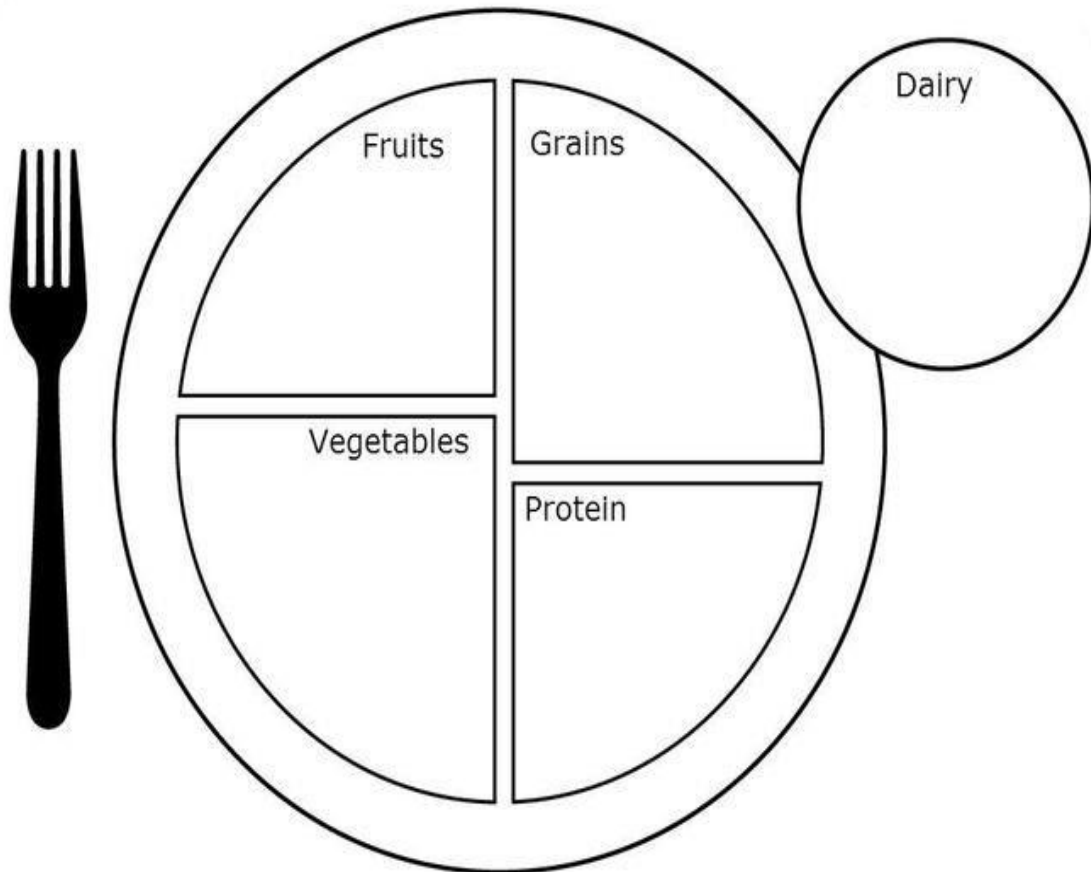


Annexure 4: Nutrition True or False

1. Nutrients include carbohydrates, proteins, fats, vitamins and minerals. **[True]**
2. Calories are the amount of fat in the foods you drink and consume. **[False]** – *it's the amount of energy.*
3. Fruits and vegetables are low in calories and loaded with nutrients. **[True]**
4. You must increase the amount of sugar you intake in your diet. **[False]** – *decrease the intake of sugar.*
5. Your body uses calcium to build healthy bones and teeth and keep them strong as you age. **[True]**
6. Protein gives you energy you need throughout the day. **[True]**
7. Avocadoes, nuts and seeds are unhealthy fats. **[False]** – *they are healthy fats.*
8. White flour and refined sugar are healthy carbs. **[False]** – *they are unhealthy carbs.*
9. Bread, rice, wheat, potato, cassava and plantains are go foods. **[True]**
10. Chicken, fish, beans, lentils and eggs are not grow foods. **[False]** – *they are grow foods.*
11. Glow foods keep our immune system healthy so we do not get sick often. **[True]**
12. Drinking water is a very important part of nutrition. **[True]**
13. Cakes, samosas, chips are a healthy part of one's diet. **[False]** – *they are junk food and should be eaten at a minimum.*
14. Anemia is a condition that indicates a shortage of iron in your body. **[True]**
15. Physical activity is not important if one eats a healthy diet. **[False]** – *physical exercise is an important aspect of leading a healthy lifestyle and goes hand in hand with having a nutritious diet.*



Annexure 5: My Plate



Wow, look at My Plate!
It helps us see the foods that make a nutritious meal.
You can see that a healthy plate has foods from all the food groups in it.
Half of your plate should have fruits and vegetables.