



Nutrition

Ages 5-8

Total Time: 1.5 Hour

PART 1: Ice Breaker

PART 2: What is Nutrition?

PART 3: Healthy Eating Habits

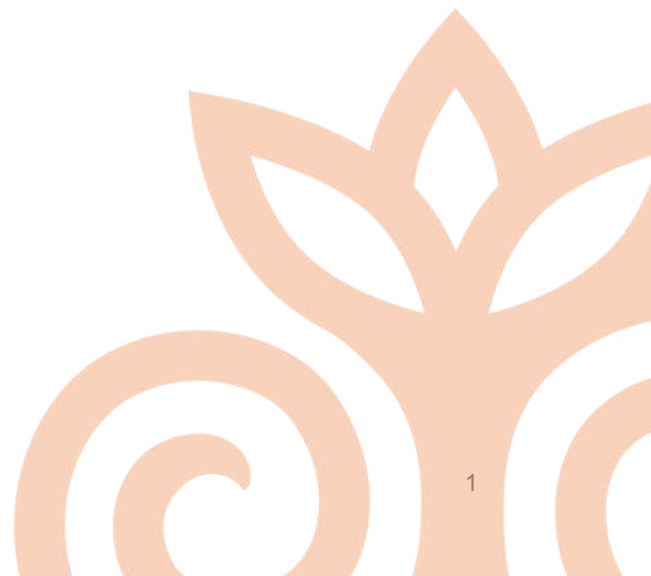
PART 4: Go, Grow, Glow Foods

PART 5: Key Topics in Nutrition

PART 6: Follow-Up Activities

ANNEXURE 1: Healthy Eating Habits

ANNEXURE 2: Evaluation





Part 1: Ice Breaker

Time:

15-20 Minutes

Objective:

Participants will take part in an icebreaker activity designed to energize and get ready for the session.

Materials:

(Depending on Option Selected)

Option One:

- None

Option Two:

- Ball

Techniques:

- Ice Breaker

TRAINER INSTRUCTIONS:

1. Invite the children to take part in one of the following activities designed to demonstrate the importance of choosing nutritious, healthy foods as part of their diet.
2. After the exercise spend some time to highlight some of the healthy foods that were chosen by the children during the activity.

Option One: Snack Dance – Begin this activity by having the children stand in a large circle. Ask the children why it is important to eat healthy foods for snacks (healthy snack foods help us go, glow and grow). Explain to them that foods high in added sugar (such as cake and sweet desserts) and foods high in fat (such as chips and fried foods) are not the healthiest option and should not be eaten often.

Give the children a few minutes to think of their favorite healthy snack (fruit, nuts, etc.), how it makes them feel when they eat it, and to come up with a dance move to represent that feeling. The trainer should then give the first example by saying “I love to eat mangoes!” as you do a jumping ‘bhangra-like’ dance move to show excitement and happiness to be eating it.

Now pick a participant to start the game and have them say their favorite snack out loud and then do a corresponding dance move. After each child does their dance move, have the entire group copy it. Make sure all the participants have a turn.

Option Two: Alphabet Ball Toss – Begin this activity by having the participants form two equal rows facing each other. Tell the students they are going to brainstorm lots of different healthy foods they can eat. Get the ball ready in your hands and explain that together they will go through the alphabet naming different healthy foods and snacks that begin with the letter the group is at when the ball is thrown to each participant. The trainer should start the game by naming a healthy food item that starts with “A” and then toss the ball to another child and that child must name a healthy food item with the letter “B” then that child throws the ball to another child who must say a healthy food that starts with “C.” Continue along the alphabets until each child has had one turn each – it is not necessary to go all the way to “Z” if there aren’t enough children in the group.



Part 2: What Is Nutrition?

Time:

10 Minutes

Objective:

Participants will have a basic understanding of nutrition.

Materials:

- None

Techniques:

- Group Discussion
-

TRAINER INSTRUCTIONS:

1. Begin by asking the children if they know what nutrition is. If right answers are given, acknowledge them. Then explain the definition of nutrition and calories:
 - **Nutrition** – is everything you eat and drink. Your body uses nutrients from food you to eat to stay healthy and strong. If you eat the right amounts, nutrients give you energy to grow, learn and play.
 - **Calories** – is all the energy in the foods and drinks you eat and drink. You need calories to grow bigger and develop. If you eat too much, your body will keep the extra calories as fat.
2. Explain that nutrition is very important because if they eat healthy foods every day it will help to keep them healthy. It will affect how they feel today, tomorrow and in the future. Explain to them that they must eat a healthy foods so they will stay at a healthy weight and reduce the risk of getting sick.



Part 3: Healthy Eating Habits

Time:

15-20 Minutes

Objective:

Participants will understand the components of healthy eating.

Materials:

- Annexure 1 – Healthy Eating Habits
- Crayons/Markers

Techniques:

- Group Discussion
- Activity

TRAINER INSTRUCTIONS:

1. Explain to the group that they have to keep healthy eating habits. Ask the group to give examples of what healthy eating habits may be.
2. Distribute Annexure 1 and ask the group to follow along as you discuss various tips for healthy eating.
 - **#1: Avoid Overeating** – only eat as much food as you need or until you feel full. Do not overeat.
 - **#2: Reduce sugar** – do not eat too much sugar.
 - **#3: Eat a lot of colorful fruits and vegetables** – fruits and vegetables provide a lot of nutrients and you should try to eat them every day.
 - **#4: Eat healthy carbohydrates and whole grain** – eating whole grains, fruits, beans and vegetables gives you long lasting energy to go to school, study and play.

- **#5: Eat calcium for bone health** – milk, cheese and yogurt gives you calcium which is good for your bones and teeth.
 - **#6: Eat enough protein** – protein also gives you energy. Eat plenty of fish, chicken or vegetarian proteins like beans, nuts, and seeds.
 - **#7: Eat healthy fats** – good fats like avocados, nuts and seeds are necessary and good for you.
 - **#8: Reduce salt** – do not eat too much salt as it can
make you ill.
3. Distribute crayons and markers and give the group time to color and personalize their handouts.



Part 4: Go, Grow, Glow Foods

Time:

20 Minutes

Objective:

Participants will understand go, grow and glow foods.

Materials:

- Power Point – Nutrition Ages 5-8
- Video: <https://www.youtube.com/watch?v=INNmknj0PyE>

Techniques:

- Group Discussion
- Power Point Presentation
- Group Activity

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 called go, grow and glow foods. Use the Power Point presentation to review the following definitions with the group:
 - **Slide #3: Go foods** – begin by explaining to the group that these foods help us ‘go’ and be active. These foods give our muscles energy to run, jump, walk, dance 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. We need to include go foods at all our meals, especially breakfast so we have enough energy for our school day. Some examples of go foods are: bread, rice, wheat, potato, cassava, bananas, plantains, nuts, coconuts and ghee.

Activity: Ask the group to stand up and run in place for a few minutes to highlight how 'go' foods help them 'go' and be active. Then have them sit back down for the next section.

- **Slide #4: Grow foods** – these foods help our bodies grow bigger and stronger. Grow foods help build our teeth, bones and muscles. These foods give us what we need to grow taller and stronger. Some examples of grow foods are: chicken, fish, beans, lentils, eggs, milk, cheese and yogurt. This is why it's very important for us to drink milk every day.

Activity: Tell all the children to stand up and crouch down really low to the floor and then jump up on the count of 1, 2, 3. Explain to them that this is to highlight how grow foods help them grow bigger and stronger. Then have them sit down again.

- **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 don't get sick often. Some examples of glow foods are: green leafy vegetables, tomatoes, carrots, pumpkin, sweet potato, mangoes, oranges and papayas. Fruits and vegetables are full of vitamins and minerals and we need to eat it daily.

Activity: Tell all the children to stand up and spread their arms wide open and sway from side to side. Explain that this is to highlight how glow foods help to make them all bright and glowing like stars.

2. Ask the group what kind of food group apples and bananas fall into (answer: glow foods). Next, play the video listed in the Materials section for the group to highlight the importance of eating fruits. Play it once so the group can learn the song, then play it again so they can sing along together.



Part 5: Key Topics in Nutrition

Time:

15 -20 Minutes

Objective:

Participants will learn about picky eating, hydration and physical exercise and how it relates to nutrition.

Materials:

- Music from a phone
- Annexure 2: Evaluation

Techniques:

- Presentation
 - Group Activity
-

TRAINER INSTRUCTIONS:

1. **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.
2. **Hydration** – Explain to the children that drinking enough water is a very important part of nutrition. Tell them to drink full glasses of water throughout the day and not only when they are thirsty.
3. 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.).

4. Instruct the group to stand up and get ready to dance. Then put on some dance songs and let the kids dance to them for five minutes or so. After dancing, have them sit back down and tell them to take notice of their heart rate, energy level and mood.
5. Distribute Annexure 2 and invite the children to complete the evaluation form regarding this Unit.
 - Explain that they are to circle the appropriate smile face for each part of the Unit, as well as for the Unit overall. (Circle the smile if they liked it, circle the straight mouth if it was ok, or circle the frown if they didn't like it.)
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Solicit comments from the group and write them on the back of your form. The older children are welcome to write comments on the back of their form if desired. 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?
 - Was the presentation interesting?



Part 6: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will review material learned through activities they will complete throughout the upcoming week.

Materials:

(Depending on Option Selected)

Option One:

- Book: “The Berenstain Bears and Too Much Junk Food”

Option Two:

- Box
- Healthy food items: examples – cassava, lentils, different fruits, vegetables, bread, rice

Option Three:

- Yogurt, honey, nuts, diced fruits (based on availability)
- Serving bowls, spoons
- Cutting board and knife

Option Four:

- None

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Explain to participants that these follow-up sessions are designed to give them the opportunity to review the material learned in the session.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Too Much Junk Food – Read the book “The Berenstain Bears and Too Much Junk Food” to the participants and discuss the concepts in the book with them; be sure to emphasize the adverse effects of junk food in their diets.

Suggested Follow-Up Questions for Trainer: Ask the group to name some of their favorite junk foods and discuss why those foods are not a healthy part of one’s diet. Give the group ideas of how they can substitute healthier options of their favorite unhealthy foods such as: eating fruit for dessert instead of cake or drinking more water and less soda.

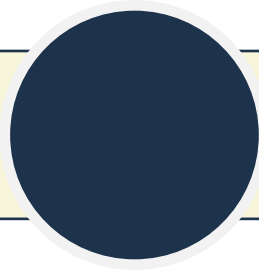
Option Two: Food Draw – Bring out a big box filled with different healthy food items and put it on a table in the middle of the room. Divide the participants into two equal teams. Explain that each team member must take turns coming up to draw a food item from the box, feel it (without pulling it out of the box) and say what it is as fast as possible. After guessing the item, pull it out of the box to verify – if you get it right, your team keeps the food item. If wrong, put it back in the box. The team with the most correct answers/food items wins.

Option Three: Cooking a Snack Together – Explain that you will be making a nutritious snack together and have the group gather around the table to help make a yogurt parfait. Set up a cooking station by placing the yogurt, honey, nuts, diced fruits and bowl on a big table. Explain that the nuts are a go food, the yogurt is a grow food and the fruits are a glow food. Have each child assemble their parfait by putting in half a cup of yogurt, then drizzle it with honey, then add nuts and fruits as desired.

Suggested Follow-Up Questions for Trainer: As the group sits down to enjoy their parfaits start a discussion about what other snacks would be easy to make and healthy to eat.

Option Four: Colors for Lunch – Have the group sit in a circle. Explain that it is important to eat a wide variety of colors for their meals and snacks such as green leafy vegetables, fruits, whole grains and proteins. Tell the group you are going to be playing a game. Tell them they are going to take turns standing up and naming a healthy food item that is of the same color as the shirt they are wearing. Once everyone has had a turn, discuss some of the healthy food items that were named.

Note to Trainer: You or the group may have to help each child come up with a healthy food item that is the same color as the shirt they are wearing. Always allow them to try and come up with the item on their own.



Annexures

Nutrition

Ages 5-8

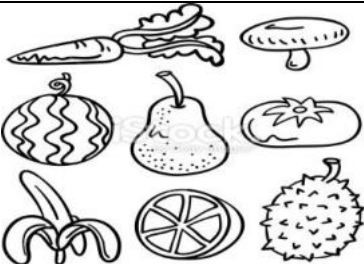

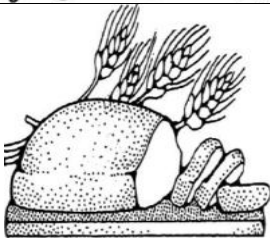

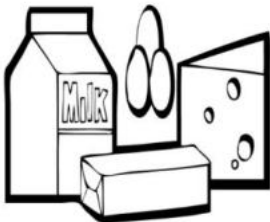
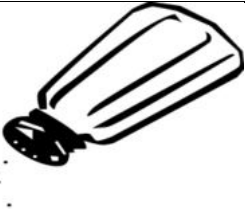


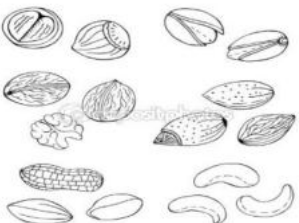

ANNEXURE 1: Healthy Eating Habits

ANNEXURE 2: Evaluation











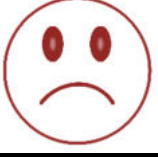











Annexure 1: Healthy Eating Habits

GOOD	BAD
	
	
	
	
	



Annexure 2: Evaluation

Unit 12 – Nutrition	 Liked It	 It was OK	 Didn't Like It
Part 1: Icebreaker			
Part 2: What is Nutrition?			
Part 3: Healthy Eating Habits			
Part 4: Go, Grow, Glow Foods			
Part 5: Key Topics in Nutrition			
Overall Score	