



Nutrition

Ages 13+

Total Time: 3 Hours

PART 1: Ice Breaker

PART 2: What is Nutrition?

PART 3: How to Foster Healthy Eating Habits

PART 4: Go, Grow, Glow Foods and Dietary Guidelines

PART 5: How to Consume More Milk and Calcium

PART 6: Key Points in Nutrition

PART 7: Follow-Up Activities

ANNEXURE 1: Healthy Eating Habits

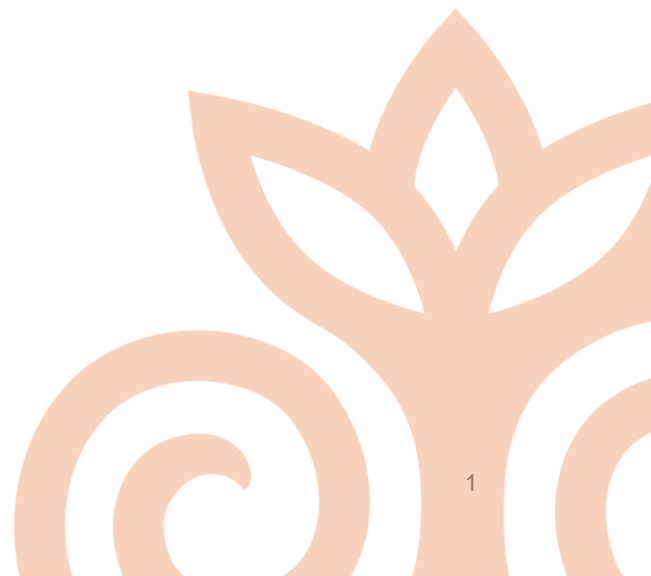
ANNEXURE 2: Go, Grow, Glow Food List

ANNEXURE 3: Evaluation

ANNEXURE 4: Sample Healthy Menu

ANNEXURE 5: Unhealthy to Healthy

POWER POINT: Nutrition, Ages 13+





Part 1: Ice Breaker

Time:

15-20 Minutes

Objective:

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

Materials:

- None

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: Teeth Game – Invite everyone in the group to sit in a circle. Pick someone to start off the game and have that person choose their favorite fruit or vegetable to say out loud without showing their teeth at any point (you do this by pulling your lips over your teeth when talking). If a player shows their teeth and is caught by someone, that person must alert the group by screaming “teeth, teeth” and flapping their arms at the player like wings (making sure they don’t show your teeth in the process). If the person is caught showing their teeth then they are eliminated from the group. After the first player says their fruit or vegetable, the person sitting next to them will have their turn. The game continues until it comes back around to the first player.

Option Two: Deserted Island – Announce to the group that they will be exiled to a deserted island for a year. Explain to them that they can only take two of their favorite foods with them onto the island. Give them a few minutes to think about what those two

items will be and then go around the room and have them share their items with the rest of the group



Part 2: What Is Nutrition?

Time:

10-15 Minutes

Objective:

Participants will learn the definition of nutrition.

Materials:

- None

Techniques:

- Presentation
 - Group Discussion
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TRAINER INSTRUCTIONS:

1. Explain the 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 need to be careful not to overeat.
2. Explain that nutrition is important because:
 - Your daily food choices directly affect your health. It determines how you feel today, tomorrow, and in in the future. It is important to make nutritious food choices.

- Good nutrition is key to leading a healthy lifestyle. Diet and physical activity will help you to maintain a healthy weight and reduce your risk of getting diseases such as heart disease or cancer for example.



Part 3: How to Foster Healthy Eating Habits

Time:

1 Hour

Objective:

Participants will understand how to develop healthy eating habits.

Materials:

- Annexure 1: Healthy Eating Habits Handout
- Power Point: Nutrition Ages 13+
- Poster
- Crayons/markers

Techniques:

- Presentation
- Group Discussion
- Power Point Presentation

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 the Power Point presentation and ask the group to follow along as you discuss the various tips for healthy eating.

- **Slide #3: Setting yourself up for success** – think about planning a healthy diet as small, manageable steps rather than one drastic change. As your small changes become habit, you can continue to add more healthy choices.
- **Slide #4: Moderation is key** – only eating as much food as your body needs to avoid overeating.
- **Slide #5: Reduce sugar** – reduce the amount of sugar you eat 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 is empty calories.
- **Slide #6: Eat plenty of 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 loaded with the vitamins, minerals, antioxidants and fiber you need.
- **Slide #7: Bulk up on fiber** – eating foods high in fiber can help you stay regular, lower your risk for heart disease, stroke, diabetes, and help you lose weight.
- **Slide #8: Eat healthy carbs 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.
- **Slide #9: 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.
- **Slide #10: Eat enough protein** – protein gives us the **energy** we need throughout the day. Eat plenty of fish, chicken or plant-based proteins such as beans, nuts and soy.
- **Slide #11: Enjoy healthy fats** – good fats are necessary for your emotional and physical well-being. Good fats can be found in avocados, nuts and seeds.
- **Slide #12: Watch your salt intake** – limit your intake of salt as too much salt can lead to high blood pressure, heart disease, stroke as well as other illnesses.

Note to Trainer: Distribute Annexure 1 handout and ask the group to keep it in their folders for future reference.

3. Divide the participants into groups of 3-4. Distribute poster paper, markers and crayons to each group. Instruct the group to brainstorm and come up with a healthy, nutritious meal and then draw an advertisement for the meal. Explain to them that they must use words and images that really 'sell' their products. Once all the groups have finished making their advertisement posters, have each group present to the rest of the class.



Part 4: Go, Grow, Glow Foods, and Dietary Guidelines

Time:

30-45 Minutes

Objective:

Participants will understand go, grow, glow foods and dietary guidelines.

Materials:

- Annexure 2 – Go, Grow, and Glow Foods
- Go, grow, glow foods available for a salad (ex: chickpeas, tomato, peanut, cucumber, mango, onion salad and any dressing)
- Paper plates, bowls, utensils
- Cutting board and 3-4 knives

Techniques:

- Presentation
- Group Discussion
- Group Activity

TRAINER INSTRUCTIONS:

1. Explain that there are various food groups including main foods, go foods, grow foods and glow foods:
 - **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.

- **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.
 - **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 strong so we don't 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 them daily.
2. Explain that for an individual to meet the dietary guideline, one must choose a diet with most of the calories coming from these go, grow, glow foods. Distribute Annexure 2 handout and ask the group to keep it in their folder for future reference.
 3. Inform the group that they will be taking part in a small cooking activity. Before you start, ask all of the children to go and quickly wash their hands with soap. Next, invite the group to gather around the cooking table. Take out the food items you have for the salad and show each item and explain what it is. Have volunteers help chop the food items for a salad. Put the chopped ingredients into a big bowl and serve.

Note to Trainer: If necessary, have the group close their eyes and take a few deep breaths to get them back on track and focus after the cooking activity is complete.



Part 5: How to Consume More Milk and Calcium

Time:

10 Minutes

Objective:

Participants will learn different ways to consume more milk in their diet.

Materials:

- None

Techniques:

- Presentation

TRAINER INSTRUCTIONS:

1. Explain that it is very important to consume enough calcium through milk (or equivalent dairy products) as part of a healthy diet. It is recommended that both children and adults should drink three cups of low-fat milk (or equivalent dairy products) every day in order to get the calcium and vitamins your body needs. If you do not like the taste of milk, there are several different ways you can consume milk in a more palatable way:
 - Try adding flavors like vanilla extract or banana extract to your milk.
 - Add milk to hot beverages like coffee, tea or hot chocolate.
 - Use non-fat powdered milk.
 - Make a milk smoothie by adding milk, ice and your favorite fruits into a blender and mixing it.
 - Get your milk and/or calcium from other sources such as: yogurt, curd, cheeses (paneer), green leafy vegetables, almonds and tofu just to name a few.



Part 6: Key Points in Nutrition

Time:

15-20 Minutes

Objective:

Participants will learn about some key points within the topic of nutrition.

Materials:

- Power Point: Nutrition Ages 13+
- Annexure 3: Evaluation

Techniques:

- Power Point Presentation
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TRAINER INSTRUCTIONS:

1. Return to the Power Point presentation to briefly highlight the following key points to the group:
 - **Slide #15: Eating Disorders**
 - Explain that eating disorders such as anorexia, bulimia and binge eating disorder include intense emotions, attitudes and behaviors related to weight and food issues. Eating disorders are a serious emotional and physical problems that can be life-threatening if left untreated.
 - **Slide #16: Food Allergies**
 - Explain that food allergies result in an unpleasant or dangerous immune system reaction after a certain food is eaten. Symptoms include digestive problems, hives or swollen airways. Some common food allergies are to milk, eggs, nuts, wheat and shellfish.

- **Slide #17: Physical Activity**
 - State that physical activity is just as important as maintaining a healthy and nutritious diet. You should aim to exercise four-five days a week for at least half an hour to an hour in order to maintain a healthy weight. Activities can include running, dancing and sports just to name a few.

- **Slide #18: Hydration**
 - Explain that it is very important to drink enough water throughout the day as it is a vital aspect of nutrition. Water regulates your body temperature, provides lubrication for your joints, transports nutrients within your body and gives you energy. Not drinking enough water can lead to fatigue, muscle cramps, dizziness and other symptoms.

- **Slide #19: Weight & Obesity**
 - Explain that it is crucial to keep a proper diet in order to maintain a healthy weight and keep obesity at bay. Obesity can lead to a wide range of illnesses such as diabetes, heart disease and stroke to name a few.

- **Slide #20: 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.

- **Slide #21: Diet and Emotional Health**
 - Explain that your diet does not only affect your weight and physical health but it also has a profound effect on your mental and emotional health; namely your mood and sense of wellbeing. Eating too many processed meats, packaged meals and sugary snacks is linked with higher rates of stress, depression, bipolar disorder and anxiety. Eating unhealthy foods can even play a role in developing mental health illnesses such as Alzheimer's, schizophrenia, ADHD and can also increase the risk of suicide in young people. If someone has already been diagnosed with a mental health problem, eating a healthier diet can help manage the symptoms and get back control of their life.

2. Distribute Annexure 3 and invite the teens 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.
3. Gather the completed evaluations and include them in your trainer report.



Part 7: 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:

- Pots, pans, spoons and knives, measuring cups

Option Two:

- Poster
- Pencils, crayons and markers
- Annexure 4: Sample Healthy Menu

Option Three:

- Annexure 5: Unhealthy to Healthy

Option Four:

- None

Techniques:

- Applying learning to daily life
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TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to review the material learned today 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.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Cooking Show – Begin by dividing the participants into groups of 3-4. Explain to the groups that they will be presenting a pretend healthy cooking segment using their acting skills and the props that are set out. Give the groups about 30 minutes to discuss what nutritious meal they will be ‘cooking’ for their pretend cooking segment. Explain to them they must also designate parts for each group member to act out in the ‘cooking’ process (one person does all the cutting and prepping of ingredients, one does the stirring, one does the seasoning, one does the plating, the tasting, etc.) Also, explain that they must talk about all the steps they are acting out and what ingredients they are using in the cooking presentation.

- Set out the pans and utensils on a table in front of the room.
- Invite each group one by one to perform their cooking show act.

Option Two: Designing a Restaurant Menu – Begin by dividing the participants into groups of 3-4. Distribute posters, pencils, crayons and markers. Explain to the participants that each group represents a different restaurant. They must come up with a restaurant name and then come up with a delicious, healthy dinner meal for each night of the week within their groups using Annexure 4 handout as a guide. They will make a poster with descriptions of each meal for the seven days and then have the groups take turns sharing their posters with the room.

Option Three: Make it Healthier – Begin the session by explaining that a lot of unhealthy meals can be made healthier by changing cooking techniques and some ingredients. Ask the group for ways they can think of that unhealthy foods can be made into healthier versions. Next, divide the participants into four evenly sized groups. Distribute one of the meals presented in Annexure 5 to each group. Explain that they must work together to make the presented meal in a way that is healthier. Once they are done, have each group present their meal transformations.

Notes to Trainer: There are various ways that the group can transform the meals into healthier versions and the following is what you should look for:

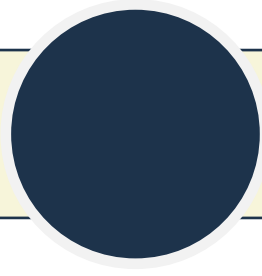
- The fried chicken sandwich can be a grilled veggie sandwich
- Instead of mayo use green chutney

- Instead of white bread or naan, use whole grain bread
- Include more vegetables in each meal
- Use less butter and cheese
- Replace the sodas with water or 100% fruit juice
- Try to use less oil for cooking the curries

Option Four: Healthy Eating Skits – Begin by forming groups of 3-5. Explain that the groups will be working together to come up with a short three minute skit about a healthy eating scenario. Encourage them to write acting parts and speaking lines for each person in the group. Allow them to choose from the following scenarios (if more than one group chooses the same scenario it is okay):

- An overweight 18 year old who only eats junk food can't run for more than a minute without being out of breath, he decides to start eating healthier and exercising so he can have a more healthy body. He finds trainers and friends to inspire him to meet his weight loss goals. At the end he meets his goals successfully.
- A woman continually gets sick due to not eating enough nutritious meals. She decides to change her diet and learns to cook so she can improve her immunity.
- A group of friends decide that the street food in their town is very unhealthy due to it being fried, oily and full of fat. They decide to open a small store that makes and serves healthy snacks. It becomes a very successful store because the townspeople love eating from there.

Notes to Trainer. After the skits have been put together - gather all the kids and staff in the home in one place and have the groups put on a show and take turns presenting their skits to everyone. If that is not feasible, then have the groups present to their age group.



Annexures

Nutrition

Ages 13+

ANNEXURE 1: Healthy Eating Habits

ANNEXURE 2: Go, Grow, Glow Food List

ANNEXURE 3: Evaluation

ANNEXURE 4: Sample Healthy Menu

ANNEXURE 5: Unhealthy to Healthy



Annexure 1: Healthy Eating Habits

SETTING YOURSELF UP FOR SUCCESS – think about planning a healthy diet as small, manageable steps rather than one drastic change. As your small changes become habit, you can continue to add more healthy choices.

MODERATION IS KEY – only eating as much food as your body needs as to avoid overeating.

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.

EAT 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 loaded with the vitamins, minerals, antioxidants and fiber you need.

BULK UP ON FIBER – eating foods high in fiber can help you stay regular, lower your risk for heart disease, stroke, diabetes, and help you lose weight.

EAT HEALTHY CARBS 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.

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.

EAT ENOUGH PROTEIN – protein gives us the **energy** we need throughout the day. Eat plenty of fish, chicken or plant-based proteins such as beans, nuts and soy.

ENJOY HEALTHY FATS – good fats are necessary for your emotional and physical well-being. Good fats can be found in avocados, nuts and seeds.

WATCH YOUR SALT INTAKE – limit your intake of salt as too much salt can lead to high blood pressure, heart disease, stroke as well as other illnesses.



Annexure 2: Go, Grow, Glow Food List



- **Go Foods (energy helpers)**
 - cereals and grains – wheat, maize, rice, millet, sorghum
 - starchy roots – cassava, potatoes, taro
 - starchy fruits – banana, plantain, breadfruit
 - fats – vegetable oils, ghee, butter, lard
 - foods rich in fats – coconut, olives, fatty meat
 - nuts – groundnuts, almonds, walnuts, cashews
 - oil seeds – pumpkin, melon, sesame, sunflower
 - sugars – sugar, honey, molasses, sugar cane, jaggery

- **Grow Foods (proteins or body-building helpers)**
 - legumes – beans, peas, lentils
 - nuts – groundnuts, almonds, walnuts, cashews
 - oil seeds – pumpkin, melon, sesame, sunflower
 - animal products- milk, eggs, cheese, yogurt, fish, chicken, meat

- **Glow Foods (vitamins and minerals or protective helpers)**
 - vegetables – dark green leafy plants, tomatoes, carrots, pumpkin, sweet potato, peppers
 - fruits – mangoes, oranges, papayas



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: Ice Breaker	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 Health Eating Habits	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 4: Go, Grow, Glow Foods and Dietary Guidelines	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 5: How to Consume More Milk and Calcium	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 6: Key Points in Nutrition	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Overall Score	1 2 3 4 5		



Annexure 4: Sample Healthy Menu

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Entrée: Brown rice chicken biryani	Entrée: Lentil/veggie soup with whole grain toast	Entrée: Whole grain roti with potato and spinach curry	Entrée: <u>Chappathi</u> with egg curry	Entrée: Baked fish with steamed veggies	Entrée: Tandoori chicken with rice and vegetables	Entrée: Paneer and vegetable curry with rice



Annexure 5: Unhealthy To Healthy



Unhealthy: Fried chicken, sodas and white bread.



Unhealthy: Unhealthy carbs – porrotta and oily curry.



Unhealthy: Butter chicken with white flour naan



Unhealthy: Pizza with heavy cheese, meat and no vegetables



Unhealthy: Fried chicken sandwich with white bread, fattening dressing and very little vegetables.