



RED ACTIVITIES



Timing: 1 hour 20 mins

Summary:

Take action to help other people eat more healthily.

Key messages:

- ★ You now have the knowledge and power to make healthy choices. Use this power to help improve other people's nutrition.
- ★ Take action to help (at least) two people learn about good nutrition. You can do this in different ways, e.g. speaking to family/friends, organising community events or speaking to people in powerful positions.
- ★ Every action, however big or small, can make a difference in your community.

Resources provided:



Rebecca's story – Chapter 6



Avocado Action cards



Keep moving!

Always begin with a physical warm-up

(see page 8).

Preparation:

1. If possible, invite in older Guides and Scouts to help.
2. Read the red stage of the GPN Fact File.
3. Gather a flipchart, pens and all Badge Trackers. Also, any resources to help the group remember their GPN learning, e.g. food drawings, Food Guide, photos, packaging.
4. Copy and cut out the Avocado Action cards. Hide them around the space.



Starter:

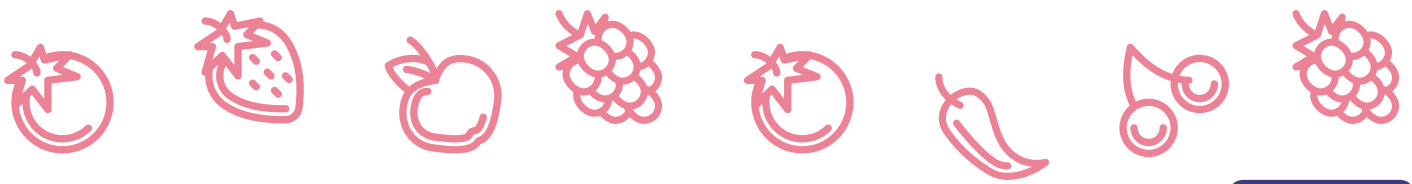


20 mins


1. Read out the final chapter, including the questions.
2. At the end, ask the group:
 - a. What was your favourite creative idea the group came up with?
 - b. What has Rebecca learned during the whole story?



Use food if you can! Write your action on the skin of a fruit. Peel and eat the fruit afterwards.



Main course:

 45 mins



TAKE ACTION

- Ask everyone to close their eyes and imagine a world where everyone is happier and healthier, with better nutrition. The group can share their ideas if they wish.
- Their aim is to plan something they can do to help two friends or members of their family to be even happier and healthier.
- Recap the ideas Rebecca's friends came up with. Tell the group they have 10 seconds to find even more ideas on the hidden Avocado Action cards (provided)!
- When found, read all the ideas. Support the group to choose their favourite idea(s) to help their friends and family.
- Decide together whether the group will do one joint action or individual actions. Explain that each person must help **two other people**, but they can't be other Guides or Scouts.
- Decide on a deadline (a week or two) for everyone to have completed their action.



Reflection:

 15 mins

- Ask everyone to colour in the red section on the Badge Tracker and draw or write in the avocado shape what action they have decided to do to help their family and friends.
- The group can also write down or draw their favourite memory from GPN, and how well their Pineapple Pledge is progressing.

Congratulate everyone on completing the **red stage**! Explain that once they have completed their action, they will receive their GPN badges (see page 42 for celebration ideas)!



Can't meet up?

Ask the group to read Chapter 6 with an adult, then help their family eat more healthily.



Got technology?

Share your group's action ideas safely on social media using **#girlpowerednutrition** **#waggs**



Resource 1:

Rebecca's Story - Chapter 6

Rebecca, Grace, Mary and Sophie are at a Guiding meeting. During the break, Rebecca says to Sophie, "We're so glad you're feeling better. I can see you have so much more energy now - you can dance with us again!" They all smile. Grace asks them, "Do you remember we said we would share our Pineapple Pledges with our Guiding Teacher? We have learned so much about making healthy choices. We should use what we have learned to help other people too - that's Guiding after all!" Mary adds, "Yes - we are so powerful! Let's talk to Teacher Ummy."

Ask the group: Can you show me how you look when you feel powerful?

The girls walk over to Teacher Ummy. Rebecca explains what they've learned recently about their nutrition and how powerful they now feel. Ummy smiles broadly. She says, "I'm so proud of you girls! I wish everyone, all around the world, knew this much about their nutrition. Malnutrition is a problem everywhere. For example, when I was at Pax Lodge World Centre in London UK, I visited a 'food bank' - a place where people in poverty get emergency food. Millions of British people suffer from malnutrition. I think we should ask the whole group to get involved in this important topic!"

Teacher Ummy asks Rebecca, Grace, Mary and Sophie to speak to the Guiding group. Rebecca starts: "Over the past few weeks we learned about our nutrition. We learned how important nutrition is at our age and for our futures. We found out that there are eight things we need to be happy and healthy, what a 'rainbow plate' looks like, how to check food packaging and to be aware of food myths. We also learned that girls need extra iron. If they don't, they risk suffering from anaemia. Learning about our nutrition and changing our habits has made such a difference to our lives. We want to help others feel the same. What do you think people need to know about eating healthily?"

Ask: What is your biggest learning from GPN?

Lots of the group members raise their hands excitedly, wanting to offer ideas. Teacher Ummy picks a quiet girl at the back. "I didn't know that girls need extra iron. So, I think that girls in our community need to know this too." Lots of the group nod their heads in agreement. "That was a really easy decision," smiles Ummy. "Let's make a plan!"

Grace leads the group in brainstorming ideas. She suggests: "We could make posters about iron-rich foods and put them up around school." The group shouts, "Yes!" "Or we could hold a talk at school about needing more iron," suggests Rebecca. "Yes!" shouts the group. "Or we could perform a song for girls to hear," says Mary. The group shouts, "Yes!" "Or we could speak to the Head Teacher about changing the foods we eat every day, or we could plant a kitchen garden?", adds Sophie.

Ask: Which idea is your favourite? Do you have other ideas?

They all look amazed at their creative ideas. Grace helps them concentrate: "We need to choose one idea. The vegetable garden is really interesting." The quiet girl at the back adds, "We could plant kitchen gardens at home, but also one at school with iron-rich foods and encourage girls to eat them?" Everyone looks so proud - they all love this idea.

They decide that they need Ms Bupe's help to plan the vegetable garden. Rebecca says she will ask her neighbour Helga too. They need to decide where they will grow the vegetables at school,





Resource 1:

Rebecca's Story - Chapter 6

then ask for permission and get the seeds. The whole group agrees to ask their families to help them. Grace suggests a deadline of two weeks to get ready!

The whole group high-fives, beaming with happiness. Rebecca says, "I can't wait to improve our community's nutrition!" Sophie adds, "We're going to change the world, I'm sure of it!"

They all say together, "We can do anything!"

The group says together, "We can do anything!"





Resource 2: Avocado Action cards

Instructions for leader:

1. Make one copy of the cards and cut out each one.
2. Hide them around the space.

Make a poster showing iron-rich foods that girls need. Display at school or home



Talk at school assembly about what girls need and give tasty meal ideas



Speak to two friends about why breakfast is so important



Speak to your family about eating some of the vegetables you grow



Write and perform a song about what girls need



Make a recipe book and share with friends and family





Resource 2:
Avocado Action cards

Plant a kitchen garden and eat some of the vegetables



Help your friends read food packaging



Put on a play about why it is important to be healthy now and in the future



Organise a dance or exercise class



Go shopping with your family. Tell them why it's important to choose healthy options



Talk to your friends about choosing healthier snacks rather than fast food

