

GIRL POWERED NUTRITION ACTIVITY PACK



Younger age
(6-10 year-olds)



Good nutrition
helps you stay
happy and healthy!



A message from Saotra Rasetaso

GPN Advocacy Champion
Skotisma Zazavavy Malagasy Federation, Madagascar

We are experts in our own lives. We know our specific needs. We know the causes of our difficulties. Even as children, we are innovative, we are perceptive, and we are ambitious. By speaking out and working together, we can overcome the challenges we face.

After earning my Girl Powered Nutrition badge and learning how to advocate for better nutrition, I made a **video** about malnutrition addressed to our President. I posted it on social media and it received lots of attention, including from the government!

In the video I demanded an improvement in school canteen food and better nutrition education. The Ministry of Education responded by implementing a new primary education programme. The President and First Lady are now clearly prioritising our nutritional needs!

My message to other Girl Guides and Girl Scouts is simple: we don't have to do big things or have a lot of resources to be able to change the world. By earning your GPN badge and taking action to improve other people's nutrition, you're creating a better world.

Girls are my inspiration, and I hope to inspire others too.



A message from Heidi Jokinen

Chair,
WAGGGS World Board



Girls and women have specific nutritional needs, but these

needs are often not met. Girls and women are disproportionately affected by malnutrition and prevented from reaching their full potential.

The Girl Powered Nutrition (GPN) badge offers an opportunity to rewrite this story.

I am delighted to share this new, global, version of the GPN badge with you, created hand in hand with Nutrition International and Girl Guides and Girl Scouts.

We can't wait to see what you will do!



A message from Joel C Spicer

President and CEO, Nutrition International

Nutrition International is pleased to have worked with the World Association of Girl Guides and Girl Scouts (WAGGGS) over the last four

years to reach nearly half a million girls with nutrition information across Africa and Asia, so they can make healthy food choices – and learn about how good nutrition can help them reach their full potential. Through this program girls have also become leaders and Advocacy Champions in their own communities and beyond.

Nutrition International is a global nutrition organization, working to transform the lives of people by improving their nutrition – particularly

for women, adolescent girls and children. We combined our nutrition expertise with WAGGGS' extensive global network to reach girls at the right time, with the right knowledge, and respond to their needs, and help them develop the leadership skills they need to tell their communities about the power and importance of nutrition.

On behalf of the entire Nutrition International global team, I thank WAGGGS for their collaboration, as well as the government of Canada, which is supporting this partnership. We can't wait to hear how girls will continue to use the nutrition knowledge they will learn as part of this programme to make a difference in their community, and in the world.



Welcome to the Younger age Girl Powered Nutrition (GPN) activity pack.

It contains all the activities and resources needed to run GPN with a group of 6-10 year-olds.

Meet Rebecca. Her story will guide you on the tasty topic of nutrition. Every GPN activity starts with a new chapter of Rebecca's journey to discovering how to stay happy and healthy.

The GPN activities are suitable for both girls and boys. They are designed for groups of 20-30 young people, but can easily be adapted for smaller or bigger groups. The GPN badge was co-created with Guides and Scouts across Madagascar, Sri Lanka, the Philippines and Tanzania.

All the nutrition information in these packs has been verified by our partner, [Nutrition International](#).

Over 100,000 Guides and Scouts have earned the GPN badge so far! We can't wait to see what your group will do.





GET READY TO DELIVER THE GPN BADGE!

Before beginning the activities, leaders should get familiar with:

Alternatively, follow the [GPN Training online](#)

- The GPN Fact File:** Read the separate nutrition booklet that contains all the information you need to know to deliver the activities.
- The Key Messages:** Make sure you understand the Key Messages. These are the most important pieces of information your group should know by the end of each coloured stage. Find them at the start of every activity and on page 4 of the Fact File. They have been written carefully for this age group so please convey them exactly as they appear.
- Your Food Guide:** Get familiar with your country's Food Guide and make copies for your group. Download it on the [FAO's website](#) or, if your country doesn't have one:
 - Choose a country's Food Guide on the [FAO's website](#) that is geographically and/or culturally similar to yours (ideally that has illustrations or pictures)
 - Or use the GPN Food Guide on page 11 of the Fact File.
- The GPN badge activities:** Adapt your chosen activities at every stage of the badge to make sure they relate to your Food Guide, your group's daily lives and the food they can eat.
- Safeguarding Policy:** Read and follow your Member Organisation's policy carefully. Be especially aware of how to prevent illness and injury when preparing food.



Order your GPN badges for when your group has completed all six stages and taken action in the community. Visit: www.wagggg-shop.org or speak to your MO.



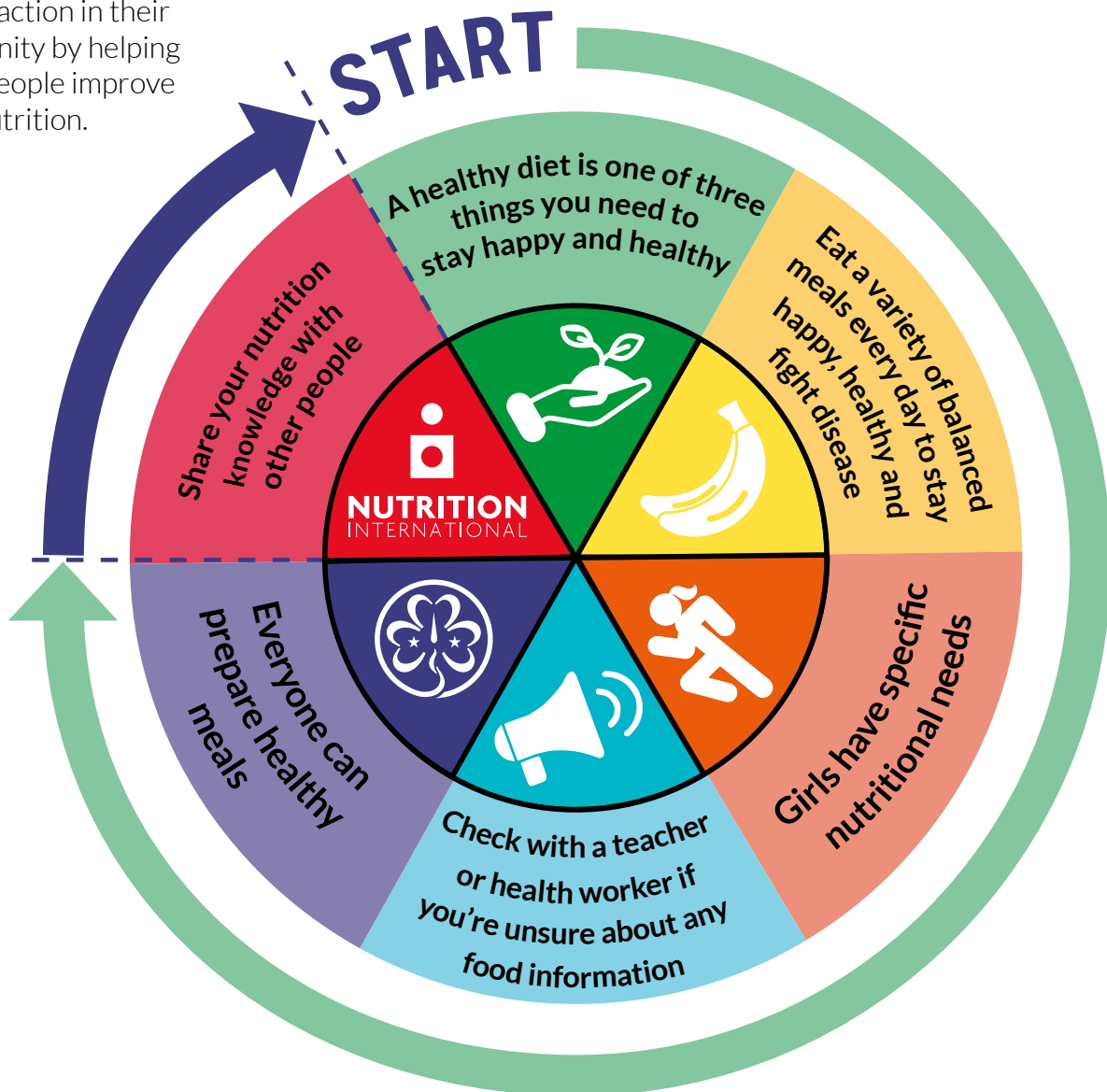
HOW TO GET THE GPN BADGE

Complete six activities to earn the GPN badge.

Starting at the green stage and moving clockwise, your group needs to complete one activity from every coloured stage, in the order shown on the badge.

At the **green, yellow, orange, turquoise** and **blue** stages, your group will learn about good nutrition, how to find reliable nutrition information and how to make healthy, affordable meals.

At the **red stage**, your group will plan to take action in their community by helping other people improve their nutrition.



On **page 7** you will find a **Badge Tracker**. We recommend your group uses this to record their nutrition learning and track their progress. Every GPN activity ends with a 15-minute Reflection during which your group should complete their Badge Tracker individually.

Nutrition is a big topic! Give your group the time and space to learn during unit meetings. The badge should take approximately **six to seven hours** to complete, plus extra time for taking action. We recommend giving your group up to **two weeks** to complete their action.

There is a choice between two activities at every coloured stage apart from red (there is one red stage option). Choose one activity per stage (ideally with your group) that they will enjoy. Once you have chosen the **six activities**, adapt them to make sure they relate to your Food Guide.

The activity options for the Younger age are:

GREEN

Choose an activity:



YUMMY RELAY

or



FLYING AWAY

YELLOW

Choose an activity:



SHOPPING LIST

or



FOOD DOODLE

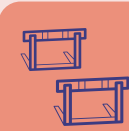
ORANGE

Choose an activity:



SNAKES AND
LADDERS

or



HEALTH
HURDLES

TURQUOISE

Choose an activity:



FOOD
DETECTIVES

or



NUTRIQUIZ

BLUE

Choose an activity:



COLOURFUL
PARTY

or



COOKING
SHOW

RED

Do this activity:



TAKE ACTION

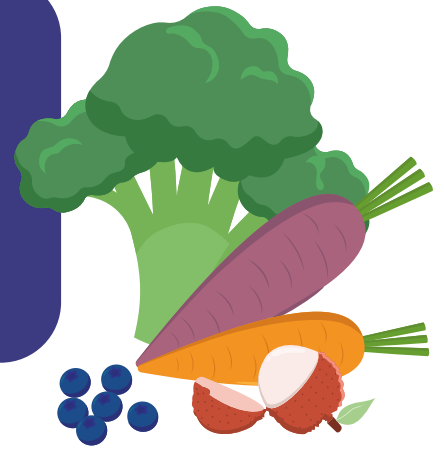
All the activities have been written for a global audience and require minimal resources. In this pack you will find most of the resources you need (after each activity's instructions.)

We encourage you to handle, prepare and taste food with your group at every opportunity. However, if you don't have access to food, don't worry – all the activities can be delivered without food.



BADGE TRACKER

This Badge Tracker is for you to track your progress during the GPN badge. At the end of each badge activity, colour in and fill out the relevant coloured section with what you have learned.



START

AVOCADO
ACTION

PINEAPPLE
PLEDGE





KEEP MOVING! ACTIVITY IDEAS

Physical exercise is vital to leading a happy and healthy life.

Start every GPN activity with a physical warm-up. Every time you see the **Keep moving! symbol**, choose an idea below. The ideas below are from Girls and Scouts in the Philippines, Madagascar, Tanzania and Sri Lanka:

Go Bananas! song:

Standing in a circle, place arms over head and say: "Bananas of the world, unite!" Then do the following:

- Peel banana, peel, peel banana (slowly lower arms)
- Mash banana, mash, mash banana (mime mashing)
- Eat banana, eat, eat banana (mime eating)
- Go bananas, go, go bananas! (Run around wildly)

My Goal

Two teams compete to get a ball into a goal (a bucket) as many times as possible in five minutes. You can bounce, throw, kick or pass the ball. You can't hold the ball for longer than three seconds.

Body Letters:

The leader calls out different foods. Make your body into the shape of the first letter of the food. Compete in groups and against the clock!

Zumba

Create a short dance routine that everyone can participate in. Put some high energy music on and go for it!

Banana Finger:

The leader calls out a food and a body part, e.g. banana finger. Everyone runs to touch something the same colour as the food (yellow), with the part of your body (finger)! Repeat.

Dance orchestra:

Nominate a Detective – they leave the room. The rest of the group nominates a secret Conductor. The Conductor begins a dance move and the group copies. The Detective returns and tries to guess who the Conductor is. The Conductor changes the move regularly and the group copies without making it obvious.

Bouncing Beans:

When the leader shouts, "Jumping bean!" everyone jumps. When the leader shouts, "Runner bean!" everyone runs. Broad bean = spread arms and legs wide. Jelly bean = wobble around the room.

Fruit Salad song:

Sing the names of different fruits to the tune of the French song, Frère Jacques. Invent dance moves to go with each fruit!

Body Writing

The leader calls out different foods. Move your body to write out the food name - moving your head, arms, hips and legs to help you!

Hot Potato:

Keep a balloon or light ball in the air by passing it quickly around the space. Don't let it drop!

Fruit Basket:

In a circle, the leader whispers one of four fruit names to each person, e.g. pineapple, strawberry, mango, orange. The leader then stands in the middle and names one fruit. If it's your fruit, you are left without a space. If leader's place. The leader can also shout, "Fruit basket!" where everyone swaps spaces!

For more information on the importance and benefits of physical activity, please visit:
www.who.int/publications/i/item/9789240015128



EVALUATING THE GPN BADGE

Instructions for leaders

Use the GPN Badge Survey (see next page) to better understand the success of the badge activities. The survey measures **food diversity**: how many food groups your group members eat before GPN, compared to how many they eat after finishing the badge.

You can use the results from these surveys in many ways. You may simply wish to know how effective the GPN badge activities were, and decide to share this with your MO. You might use the results to promote the benefits of nutrition education to other groups!

The GPN Badge Survey is entirely **optional**. If your group agrees to take part, you should:

- ★ Explain to your group the purpose of the GPN Badge Survey and how you will use or share their results.
- ★ Make sure every member of your group **completes the survey twice**: once **before** starting GPN and once **after** finishing the badge, e.g, at the celebration or badge ceremony. The survey is the same both times.
- ★ Choose how to fill out the survey:
 - **Online** (if your group has access to smartphones): Scan the relevant QR code below with your browser or app and follow the steps. Leaders write down each participant's two total scores, their birthday and initials, and keep safe.



Start Survey
(before any GPN activities)



Finish Survey
(after finishing all GPN activities)

- **Paper**: Make copies in advance: one per participant for the start of the badge, and one per participant at the end (see next page).

When your group has completed the survey twice, collate each participant's start and finish surveys by matching their initials and birthday. You could then interpret the results as follows:

- ★ Compare the results of each person:
 - If the total number of "Yes" answers (and total number of foods) has **increased**, this means that this member's food diversity has improved since starting GPN!
 - If the total number of "Yes" answers (and total number of foods) has **decreased**, this means that this member's food diversity has reduced. **Please note** that these surveys *only capture one day in their life and may not be representative of their regular diet*.
 - If the totals have stayed the **same**, their food diversity has not changed.
- ★ Find the averages of your whole group's start and finish surveys, and compare these two results. To do this, add up everyone's "Yes" answers from the start survey, then divide by the number of start surveys completed. Then, compare this to the average at the end of the badge by adding up everyone's "Yes" answers from the finish survey, and dividing by the number of finish surveys completed.

Take the analysis further by exploring your group's ideas for why these changes have happened. For example, you could ask whether the changes were due to GPN or other external influences.



GPN BADGE SURVEY

Join girls around the world who are sharing their understanding of nutrition! Complete the GPN Badge Survey on your own and give to your leader.

Taking part is optional. If you choose to complete the survey, this means you agree for your leader to use and share this information (they won't share your name).

Initials (e.g. AK)

Birthday (e.g. 25.08.10)

What to do:

1. To begin, think of all the food you ate yesterday (breakfast, lunch, dinner, snacks).
2. Mark "Yes" for each food group you ate at least once, and "No" for any you didn't eat.
3. Then, under each "Yes" food group, tick each food you ate (or write in the blank space).
4. At the end, count how many "Yes" answers you gave, and how many foods you ticked. Write the totals in the boxes at the bottom.

If you ate composite foods (several foods mixed together) such as soup, curry, stew, lasagne, tacos, try to break them down into the foods they are made from. Pizza, for example, is bread (a grain), tomato (a fruit), cheese (a milk/dairy product) etc.

Note: The foods below are grouped according to the GPN Food Guide.

Did you eat any **GRAINS** yesterday? Yes No

Which grains did you eat? Tick below.

- Cereals e.g. corn, rice, bread, pasta, grains, noodles, ugali, porridge
- Roots and tubers e.g. potato, yam, plantain, cassava, sweet potato, corn on the cob
- Other _____



Did you eat any **PROTEIN FOODS** yesterday? Yes No

Which protein foods did you eat? Tick below.

- Meat e.g. beef, pork, chicken, lamb, goat, camel
- Meat e.g. liver, kidney, heart, other organ meats
- Fish and shellfish e.g. fish, prawns, crab, sardines, mussels
- Pulses, seeds and nuts e.g. chickpeas, lentils, black beans, peanuts, tofu, edamame, soy products, hummus
- Eggs
- Milk and dairy products (calcium-rich) e.g. milk, cheese, whey, yoghurt, cream
- Other _____





GPN BADGE SURVEY

Did you eat any VEGETABLES yesterday? Yes No

Which vegetables did you eat? Tick below.

- Green e.g. spinach, kale, broccoli, cassava leaves, cabbage, chard, seaweed
- Orange, red and yellow e.g. pumpkin, carrot, squash, peppers, tomato
- Other e.g. eggplant, onions, cauliflower
- Other _____



Did you eat any FRUITS yesterday? Yes No

Which fruits did you eat? Tick below.

- Fresh fruits e.g. mango, cantaloupe, grapefruit, watermelon, papaya, apricot, tangerine, guava, passion fruit, pineapple, berries, banana, lychees
- Dried fruits e.g. raisins, dates, apricots
- Other _____



TOTAL "YES" ANSWERS: **(out of 4)**

TOTAL TICKED BOXES: **(out of 17)**

READY?

You're almost there ...



GET SET ...

- Make a copy of the Badge Tracker on page 7 per person.
- With your group, write a Brave Space Agreement (a set of ground rules) to be displayed throughout the GPN badge. A brave space is a safe space that also challenges us – it's a space where we learn best.
- Make sure you have your Food Guide and the GPN Fact File ready.
- Optional: Make two copies of the GPN Badge Survey on pages 10 and 11 per person.

BRAVE SPACE AGREEMENT

We're curious and ask questions

We're honest

We include everyone

We listen to each other

We don't judge other people

We encourage body confidence (the purpose of eating healthily is not to be thinner, prettier, lighter skinned etc).

GIRL POWER!

Read on for all the GPN badge activities and resources.



GREEN ACTIVITIES



Timing: 1 hour

Summary:

Run a relay race OR make paper planes to learn how to stay happy and healthy.

Key messages:

- ★ To stay happy and healthy now and in the future, you need a:
 - healthy **diet** = eat healthily and drink lots of water
 - healthy **environment** = take a bath or shower and clean your home
 - healthy **lifestyle** = get enough sleep, do exercise every day, go to school, and visit a doctor/clinic regularly

Resources provided:



Rebecca's story - Chapter 1



Paper plane template



Keep moving!

Always begin with a physical warm-up (see page 8).

Preparation:

1. Read the green stage of the GPN Fact File.
2. Gather your prepared Badge Trackers.
3. Choose the main activity:
 - **Yummy Relay:** Gather eight objects that represent how to stay happy and healthy: **bowl** (for eating), **cup** (for water), **soap** (for washing), **broom** (for cleaning), **pillow** (for sleeping), **shoes** (for exercise), **book** (for education), **first aid kit** (for doctor)
 - **Flying Away:** Gather paper and pens.



Starter:



15 mins

1. Introduce the Girl Powered Nutrition badge. Explain that by the end of the badge, the group will eat more healthily **and** will have helped other people do the same.
2. Read out Chapter 1, including the questions.
3. At the end, ask the group:
 - a. What are the eight things we need in life?
 - b. Do you have any unhealthy habits, like Rebecca and her friends?





Choose your main course:

30 mins



YUMMY RELAY

or



FLYING AWAY

- The aim is to help Rebecca by collecting the most objects!
- First, show the eight objects. The group guesses which object represents each of the things we need to be happy and healthy, e.g. soap = washing.
- Invent an action for each thing we need, e.g. washing = rub your body.
- Two teams stand opposite each other. The leader stands in the middle and holds up one object. One player from each team runs to the middle and does the agreed action. The quickest player to do it correctly is given the object. Both players return to their teams. Repeat.
- The winners have the most objects at the end!

- The aim is to make a memory plane to fly to Rebecca!
- First, recap the eight things we all need to be happy and healthy (see Key Messages). Draw/write them for everyone to see.
- Each person draws the eight things we need on their paper.
- Demonstrate one way of making a paper plane (use the template provided). At their own pace, each person folds their paper into a plane.
- Everyone tests their planes to see if they can reach Rebecca!



Reflection:

15 mins

- Introduce the Badge Tracker and how to use it.
 - Ask everyone to colour in the green section. They then write or draw what they learned today. Prompt using the Key Messages and these questions:
 - What do we need to be happy and healthy?
 - What could you do to be even healthier?
- Congratulate everyone on completing the **green stage!** Keep the Badge Trackers safe.



Can't meet up?

Ask the group to read Rebecca's story with an adult. Then draw a picture of each of the eight things we need to be happy and healthy.



Got technology?

Take photos or videos of the group's objects or planes. Share at school or with family.



Resource 1:

Rebecca's Story - Chapter 1

Meet Rebecca. She's 10 years old and a Girl Guide who lives in a village near Muheza in Tanzania, east Africa. She speaks Swahili and English. Rebecca loves Guiding, reading and playing with her younger brother and sister (Zack and Faith) – but only after finishing her chores! When she's older, she dreams of travelling to one of the WAGGGS World Centres so she can experience different cultures! Rebecca is curious and asks lots of questions.

Every morning Rebecca has to get up at 6am. She's often tired because she goes to bed late. She moves around slowly like a tortoise, dragging her feet (which annoys her mother!). She makes her bed and has a bath. Rebecca doesn't have time for breakfast so she quickly drinks a big glass of water before beginning the walk to school. While walking with Faith and Zack, her stomach starts to rumble and she keeps yawning.

Ask the group: Why do you think Rebecca is tired? Why is she hungry?

Going to bed late and skipping breakfast are examples of unhealthy habits.

Her best friend Grace, also a Girl Guide, is waiting for her at the crossroads. Grace starts dancing as soon as she sees the three of them – waving her arms and stamping her feet in perfect rhythm. They all fall about laughing. Grace always puts a smile on people's faces.

Walking together, Grace suddenly asks Rebecca, "Do you have an unhealthy habit?". Faith, her sister, interrupts before Rebecca can answer, "I'd say she watches too much TV until late at night!" Rebecca rolls her eyes. She thinks, "Actually, I think I have a few. I go to bed too late so when I wake up it feels like my body weighs as much as five elephants! I often forget to eat breakfast too." Grace smiles, "I've been thinking the same you know – I think we all have some unhealthy habits like not eating enough fruit and vegetables. But I don't know where to start."

Ask: Do you think you have any unhealthy habits?

Rebecca's sister Faith stops in front of them all: "I know! At school last week, our Health and Welfare Officer told us about being happy and healthy. Not just in Tanzania, but everywhere in the world." Faith puts down her bag and smooths her uniform, as if she's getting ready for a performance. She holds up three fingers and says: "All of us need three things."

Ask everyone to show three fingers, and point to each as you read.

Pointing to the first finger: "This one's for a **healthy diet**. We need to eat three balanced meals every day and drink lots of clean water!" Pointing to her second finger: "And this one's for a **healthy environment** – you need to have a bath or shower every day, and keep your home clean – especially the kitchen and bathroom!" With her third finger, she looks everyone in the eye: "This is for a **healthy lifestyle**. We need 9-11 hours' sleep (Faith yawns dramatically), to do exercise (she runs on the spot), go to school (she points to her uniform), and to visit a doctor/clinic regularly (she touches her forehead). Faith puts her bag back on her shoulder and spins around to carry on walking, looking very proud to know more than her older siblings.

The other three run to catch up. "Wow!", says Rebecca. "So, I need to get more sleep and I need to eat breakfast – that will improve my lifestyle and diet." Grace adds: "I need to improve my environment by cleaning my room." Zack shouts, "Me too, now we need to hurry up or we'll be late!" They all run off towards the school gates.



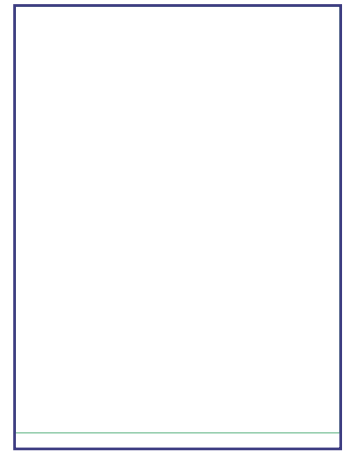
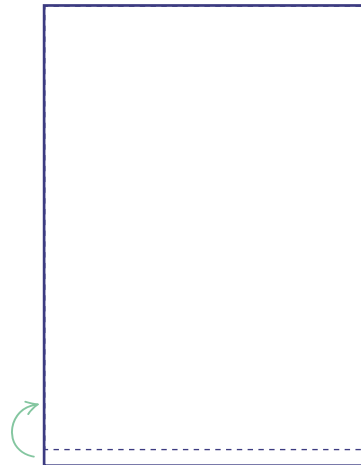


Resource 2:

Flying Away: Paper plane template

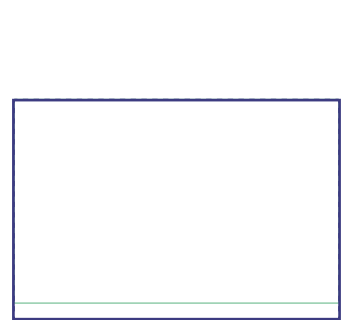
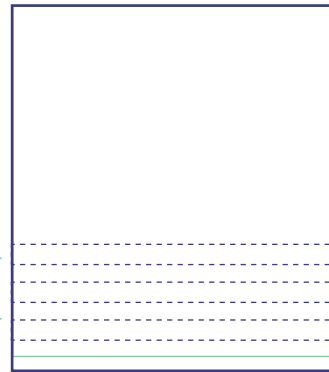
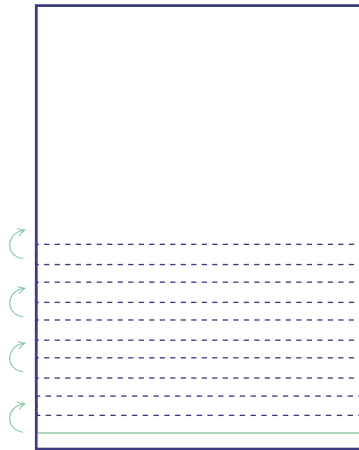
STEP 1

With the paper portrait, fold over the bottom edge by 1cm.



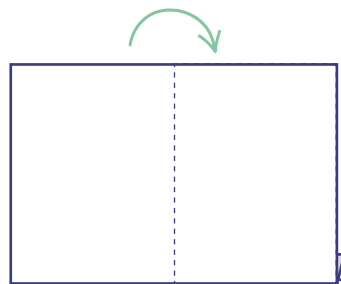
STEP 2

Fold over again. Repeat until you reach halfway up the paper.



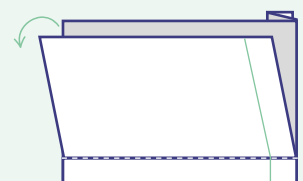
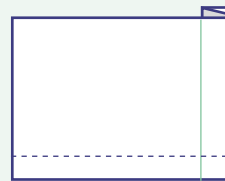
STEP 3

With the folded side face down, fold the paper in half.



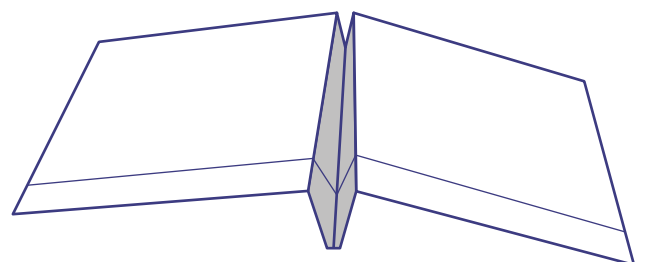
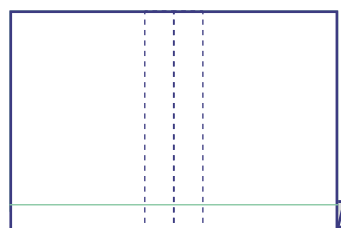
STEP 4

Keeping the paper in half, fold one of the 'wings' back at 2cm.



STEP 5

Repeat on the other side. You're finished!



Final design



YELLOW ACTIVITIES



Timing: 1 hour

Summary:

Race to sort the shopping OR play a drawing game to learn how to eat healthily.

Key messages:

- ★ To eat healthily, it's important to follow your country's Food Guide:
 - **Eat balanced meals.** This means eating a variety of foods from all the food groups, and in the right amounts (these colourful meals are also called a "rainbow plate").
 - **Eat less processed food** – it doesn't help your body grow or stay healthy.
- ★ Eating healthily helps your body grow and fight germs. If you don't, you can suffer from a serious illness called malnutrition.

Resources provided:



Rebecca's story - Chapter 2



Food group cards
(to be adapted by leader)



Keep moving!

Always begin with a
physical warm-up
(see page 8).

Preparation:

1. Read the yellow stage of the GPN Fact File.
2. Gather all Badge Trackers (from previous activity) and pens and paper.
3. Make copies of your country's Food Guide (or GPN Food Guide).
4. Choose the main activity:
 - **Shopping List:** Make posters showing the name of each food group (on your Food Guide). Stick around room. Write a shopping list with two foods from every food group, plus processed foods, e.g. candy, fried foods.
 - **Food Doodle:** Adapt the food group cards (provided) to your country. Make a set of cards per small group.



Starter:



15 mins

1. Recap Chapter 1 of Rebecca's story.
2. Read out Chapter 2, including the questions.
3. Then, show your country's Food Guide and ask:
 - a. What does a "rainbow plate" mean?
 - b. Why is it important to eat healthily?



Use food if you can!

Sort and order real foods into which we should eat more and less of.



Choose your main course:

30 mins



SHOPPING LIST

or



FOOD DOODLE

- The aim is to sort Rebecca's family shopping!
- Start with everyone standing in the middle. Call out an item from your prepared shopping list. The group should run to the poster that the food belongs to. (If it's processed, the group stays in the middle and you mark that item on the list.)
- If correct, ask a volunteer to draw or write the food on the poster.
- At the end, show the Food Guide. Ask the group to organise the posters in order of the food groups you need most to least of.
- Read out the processed foods marked on the list. Ask, "What does Ms Bupe tell Rebecca about processed foods?"

- The aim is to guess the food being drawn!
- First, split into small groups with a set of **food group cards** (template provided) face down in the middle. The first player takes a card, keeping it secret. Silently, the player draws a food from this group and the team guesses. If correct, another player takes a card to draw. If incorrect, return the card and choose another.
- Repeat until all groups have a drawing from every food group.
- At the end, groups share drawings. Name some processed foods and recap what Ms Bupe tells Rebecca about them.



Reflection

15 mins

- Sing a song, e.g. the [rainbow song](#), about eating a rainbow plate.
- Ask the group:** What one thing could you do to eat more healthily, just like Rebecca? The group colours in the yellow section on their Badge Tracker then draws or writes their promise inside the Pineapple Pledge.
- Brainstorm some balanced meals they like to eat.

Congratulate everyone on completing the **yellow stage!** Keep all Badge Trackers safe.

Can't meet up?

Ask the group to read Rebecca's story with an adult. Then organise the food in their kitchen cupboards into the different food groups.

Got technology?

Watch the [School Lunches Around the World video](#). Ask the group to draw a school lunch that is a 'rainbow plate', using local, affordable foods.



Resource 1:

Rebecca's Story - Chapter 2

It's lunchtime at school. As Rebecca enters the hall she looks around for Grace and their friend Mary. They always sit together. She sees them in the corner – Grace is helping Mary learn the words to their favourite song. As Rebecca joins them, her mind wanders. Sophie, the fourth friend in their group, isn't here again. She's been sick for a while. Rebecca wishes Sophie would go to the clinic to get help. It really worries her.

Mary jokes, "So, what will it be today – beef and rice? Or beef and rice?!" They all roll their eyes. They eat the same thing. Every day. It's so boring. "Since Faith told us what the school Health Officer said, I'm so much more aware of what I eat," says Grace. "I don't think these school meals are giving us a healthy diet. We need to find out. Let's ask Ms Bupe, the science teacher, after lunch!"

Ask the group: What do you think Ms Bupe might say?

After finishing their boring beef and rice, the girls knock on Ms Bupe's door. Ms Bupe opens it and smiles. "You've come at the right moment – I'm just finishing. Come in." Grace explains that they're worried about their diet. Ms Bupe smiles: "I'm so happy you asked me! I know all about good nutrition (eating healthily). Every time you eat, you're giving your body energy and nutrients. Nutrients are the things inside food that our bodies need. What you eat is so important, especially at your age. Good nutrition helps your body grow and fight germs. So, let's start at the beginning. Do you know about the different food groups?"

Ask: Can you name the food groups?

Use your country's Food Guide to correct any misunderstandings.

Ms Bupe says: "You must eat foods from all of the food groups, but you should eat **more** of some groups and **less** of others."

Rebecca frowns. "But how do we know how much to eat of each group?"

Ask: Looking at our Food Guide, which food groups should we eat more of and less of?

Correct any misunderstandings.

Ms Bupe explains: "Most countries in the world have 'Food Guides' that are created by nutrition experts. They show us how much of each food group to eat. Ours is called a 'rainbow plate'."

Ask a volunteer to draw a big plate on flipchart, then to draw what they hear next.

Ms Bupe describes their country's Food Guide: "About half the plate is covered in vegetables and fruits, then there's lots of rice, some fish and some yoghurt. Plus a big glass of water. You can see the plate is colourful – so we often call healthy meals a 'rainbow plate'. But a rainbow plate isn't just colourful, it must have all the food groups in the right amounts. You should also regularly change the foods you eat – don't always eat the same thing!" Grace asks: "So our school meals should be different each day?" "Yes", says Ms Bupe. "Definitely!"

Ms Bupe adds: "If your body doesn't get the nutrients and energy it needs, you can get tired, sick and you're more likely to suffer from malnutrition. Malnutrition is when our body doesn't get the





Resource 1:

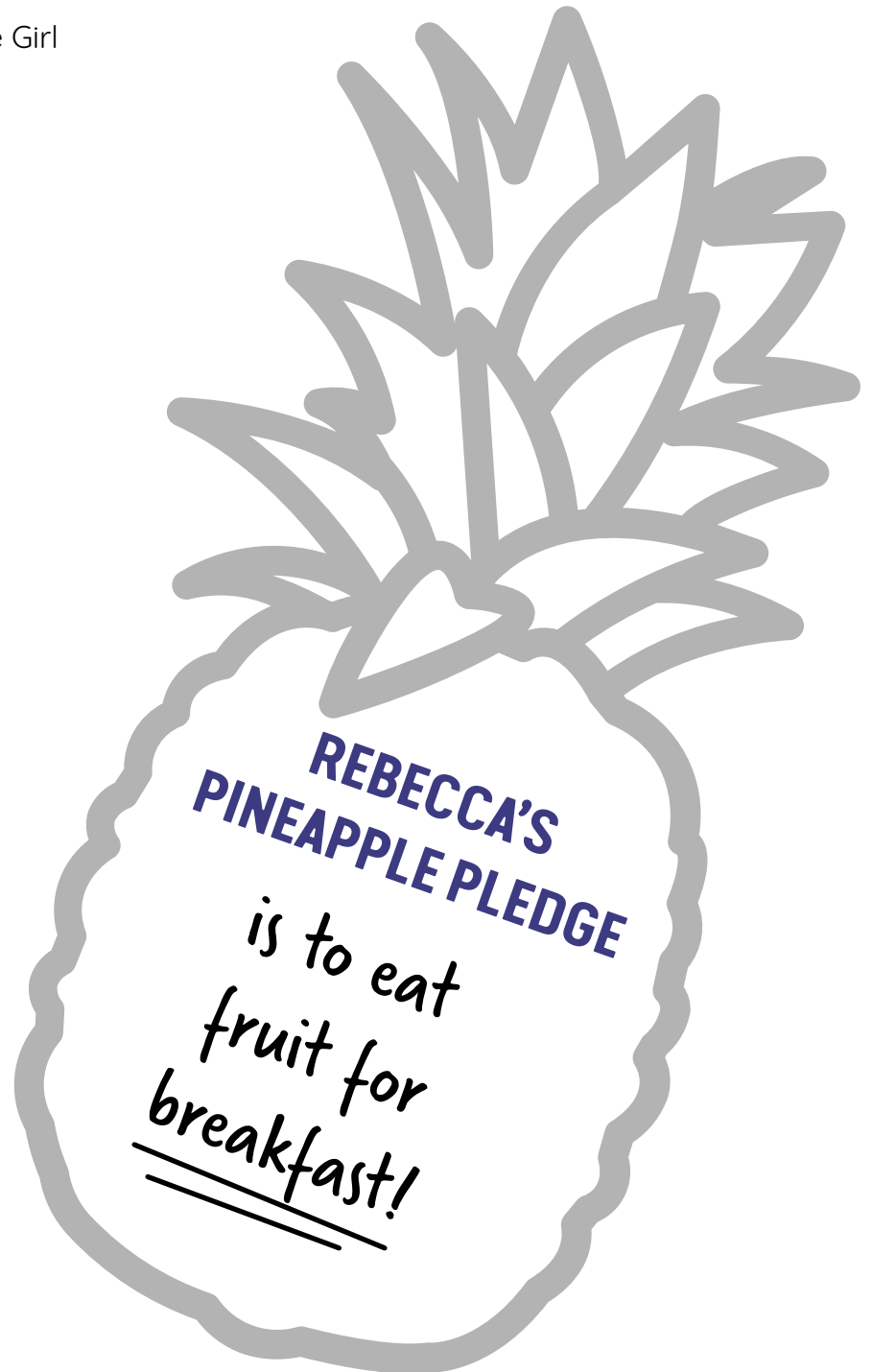
Rebecca's Story - Chapter 2

nutrients and energy it needs or gets more energy than it needs (and not getting enough exercise). Lots of people all over the world suffer from malnutrition. So we need to look after our bodies!”

The girls thank Ms Bupe for all her advice and leave the classroom. “I noticed that the ‘rainbow plate’ didn’t have any cookies or soda or ice cream on it,” said Mary. Ms Bupe overhears and shouts, “That’s right! Processed food (high in sugar, salt and fat) doesn’t help your body grow or stay healthy. Eat less of it!”

Grace looks them all in the eye: “We’re Girl Guides, so let’s make a promise to each other, a promise to improve what we eat. We’ll call it a **Pineapple Pledge**. We can share them with our Guiding Teacher Ummy next week!”

“My Pineapple Pledge is to eat fruit for breakfast,” says Rebecca. “Mine is to snack on fruit and raw (uncooked) vegetables that have been carefully washed (like carrots or peppers), instead of eating sugary snacks,” says Mary. “Mine is to eat different vegetables each day,” says Grace. They walk down the corridor smiling at each other.





Resource 2:

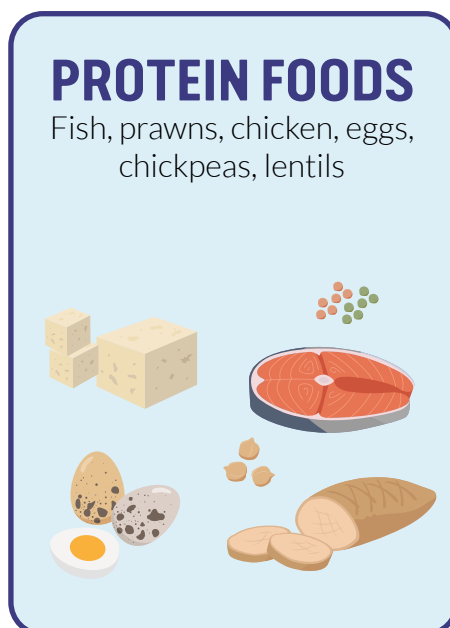
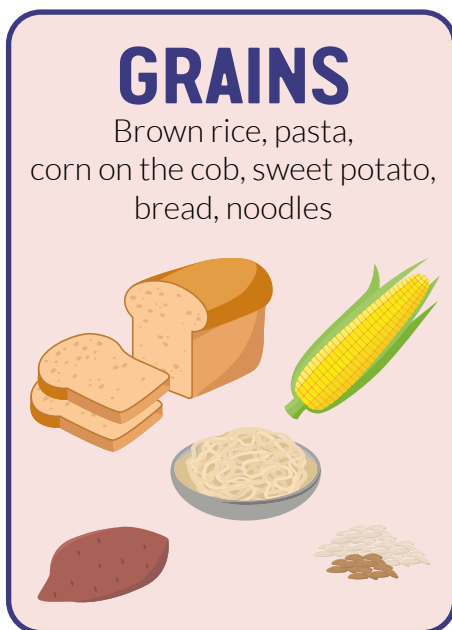
Food Doodle: food group cards

Instructions for leader:

1. Make a set of food group cards that match your country's Food Guide (see example below). Make one card per food group, showing some drawings of local, affordable foods on every card.
2. Copy and cut out a set of cards per small group.

Example food group cards

(these follow the GPN Food Guide – please adapt to match your country's Food Guide):





ORANGE ACTIVITIES



Timing: 1 hour

Summary:

Play a board game OR create an obstacle course to learn about what girls need from their food.

Key messages:

- ★ Both girls and boys have the right to eat healthily.
- ★ Girls need extra iron to help them grow and help their brains develop. If they don't, girls risk suffering from anaemia (a type of malnutrition).
- ★ Girls should eat foods that have lots of iron in them. If your health worker or teacher gives you tablets called Weekly Iron and Folic Acid Supplements (WIFAS), you should take them to stay strong, full of energy and to grow into healthy women.
- ★ A woman who always eats well and has a healthy pregnancy is more likely to have healthy babies.

Resources provided:



Rebecca's story - Chapter 3



Board game template



Health Hurdles example



Keep moving!

Always begin with a physical warm-up (see page 8).

Preparation:

1. Read the orange stage of the GPN Fact File.
2. Gather all the Badge Trackers (from previous activity).
3. Choose the main activity:

- **Snakes and Ladders:** Make a copy of the board game (template provided) per small group. Gather a playing piece per person (e.g. pebbles) and dice per small group (cube numbered one to six).
- **Health Hurdles:** Gather some 'obstacles', e.g. chairs, hoops, bucket. Label each object with a problem (see Health Hurdles example provided).



Starter:



15 mins

1. Recap Chapter 2 of Rebecca's story.
2. Read out Chapter 3, including the questions.
3. At the end, ask the group:
 - a. What do teenage girls need more of? Why?
 - b. Helga drew a circle in the ground. What does the circle show?



Use food if you can! Organise for your group to taste foods rich in iron. Encourage them to try new ones!



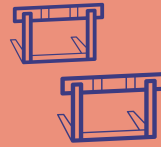
Choose your main course:

 30 mins



SNAKES AND LADDERS

or



HEALTH HURDLES

- Play snakes and ladders! The aim is to reach the end (number 64) first.
- First, split into small groups. Each group needs a board game (provided), a dice, and a playing piece per person.
- Everyone starts at number one. If a player lands on a snake's head, read the unhealthy situation, slide down its tail and name a way to stop the unhealthy situation. If they land at the bottom of a ladder, read the healthy situation, climb to the top and high five!
- Each player rolls the dice and moves forward that number of spaces.
- At the end, the winners name a way to be healthy (see ladders).

- The aim is to race over 'health hurdle' obstacles!
- Start by showing that each object has become a 'health hurdle'. To solve each problem and get over the obstacle, they must say out loud what they would do.
- Rehearse the obstacle course together, e.g. if a chair says "not getting enough iron", they shout "eat more dark green vegetables!"
- Teams compete to run the obstacle course in the quickest time.



Reflection:

 15 mins

- Ask everyone to colour in the orange section on their Badge Tracker.
- Ask the group to write or draw what they learned. Prompt using the Key Messages and these questions:
 - What do teenage girls need extra of? Why?
 - How important is it for teenage girls to get extra iron?
 - What foods could you eat that have lots of iron?



Congratulate everyone on completing the **orange stage**! Keep all Badge Trackers safe.

Can't meet up?

Ask the group to read Rebecca's story with an adult. Then they can act out the story or play the game.



Got technology?

Play **Snakes and Ladders** online! On a snake, ask the group to name an unhealthy eating habit. On a ladder, they name a healthy one.



Resource 1:

Rebecca's Story - Chapter 3

Later that week, Rebecca is on her way home from school. She sees her neighbour, Helga, and stops to say hello. Helga is a friendly Health Worker from the local clinic. As they're talking, Rebecca keeps yawning. Helga asks, "Do you often feel tired?" Rebecca nods. "I know I need to get more sleep so I've been going to bed earlier. I've also spoken to my teacher about my nutrition. I've kept a promise to eat fruit for breakfast every morning. Despite these things, I'm still so tired."

Ask the group: What was your Pineapple Pledge?

Helga smiles. "It's fantastic that you're making changes! I'm proud of you. However, I am worried about how tired you are. Did you know that girls and women have different nutrition needs compared to boys? Our needs change during our life cycle. At your age, **girls need extra iron in their diet.**"

Rebecca looks puzzled, so Helga explains: "At your age, you're growing really fast and need extra energy and nutrients. Iron is a nutrient that our bodies need to grow properly and for our brains to develop." Rebecca sits down next to Helga. She asks: "So how do I get this iron?" Helga replies: "By eating foods that have lots of iron in them. Also, our country gives girls tablets – iron supplements called WIFAS – to help us get more iron. It's really important for you to take these tablets as well as eat more iron."

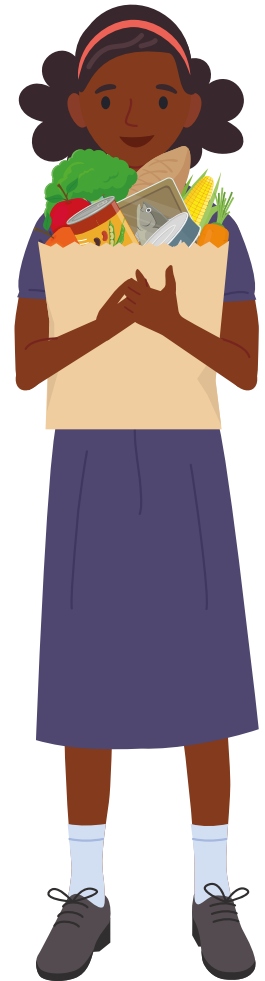
Ask: Do you know any foods that give us lots of iron?

Helga goes into her house and returns holding lots of food. She hands Rebecca a green, leafy vegetable. "This is spinach. It contains lots of iron. Now hold these chickpeas – they also have lots of iron." She then hands Rebecca lentils, some red meat and chicken. Rebecca nearly falls over holding all these foods! "So, if I eat more of these foods that have lots of iron, I should feel less tired?" she asks. "Yes – it will help you concentrate at school too. Iron makes you healthy and strong. If you don't get enough iron, you can suffer from **anaemia.**" Rebecca remembers what Ms Bupe said, so she asks: "Is that a type of malnutrition?" "Yes," replies Helga, "exactly – it's a condition that many people suffer from all over the world."

Ask: What are your favourite foods that have lots of iron?

Rebecca hands all the food back to Helga. She realises she hadn't noticed that Helga is pregnant! Helga follows Rebecca's gaze. "Yes – I'm going to have a baby girl in a few months. That's another reason why women have different needs to men. If women choose to become pregnant, they need to eat very healthily – for their body and their baby." Helga points to her stomach. "If I eat healthily and have a healthy pregnancy, I am more likely to have a healthy baby." Helga stands up and draws a circle in the ground with her foot. Making a circular motion, she says, "It's a cycle – the better I eat, the healthier my baby girl will be. She's then more likely to grow up to be healthy too, and if she chooses to have babies one day, they're more likely to be healthy too."

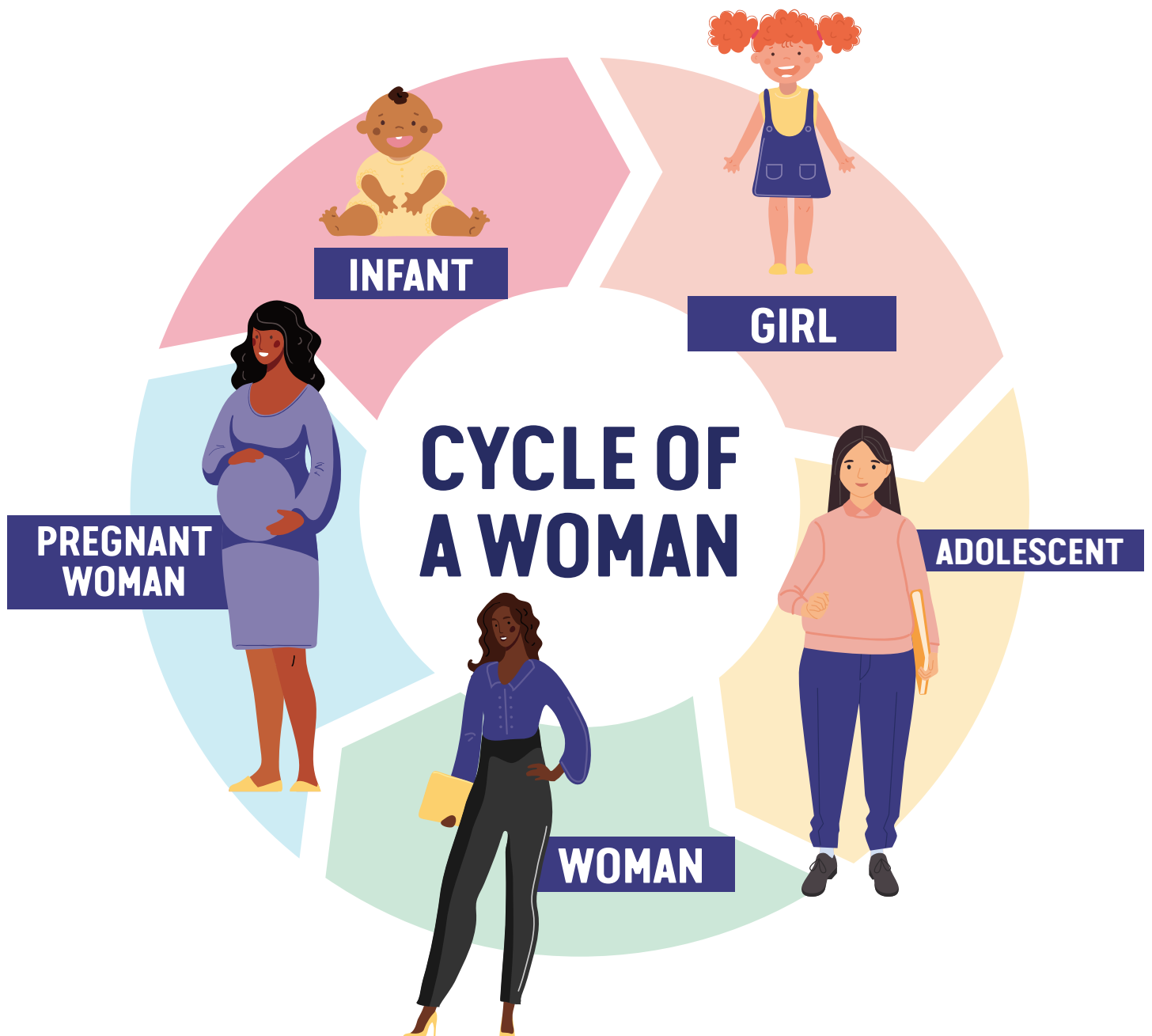
Rebecca can't believe how much she's learning about her body! She'd never thought about how her nutrition will change as she grows up. She thanks Helga and stands up to leave. Helga catches her hand. "Remember, Rebecca – nutrition is a human right. All of us have the right to eat healthily to be happy, healthy and strong – girls and boys, women and men!"





Resource 1: Rebecca's Story - Chapter 2

When Rebecca gets home, she helps prepare dinner with her mother and father. As she washes the beans, she asks: "Do we have any dark green vegetables to add to my dinner tonight please?" Her father looks surprised. Rebecca explains, "They're full of a nutrient called iron that I need extra of at my age. I learned a lot today." Her father smiles and reaches for the cupboard.



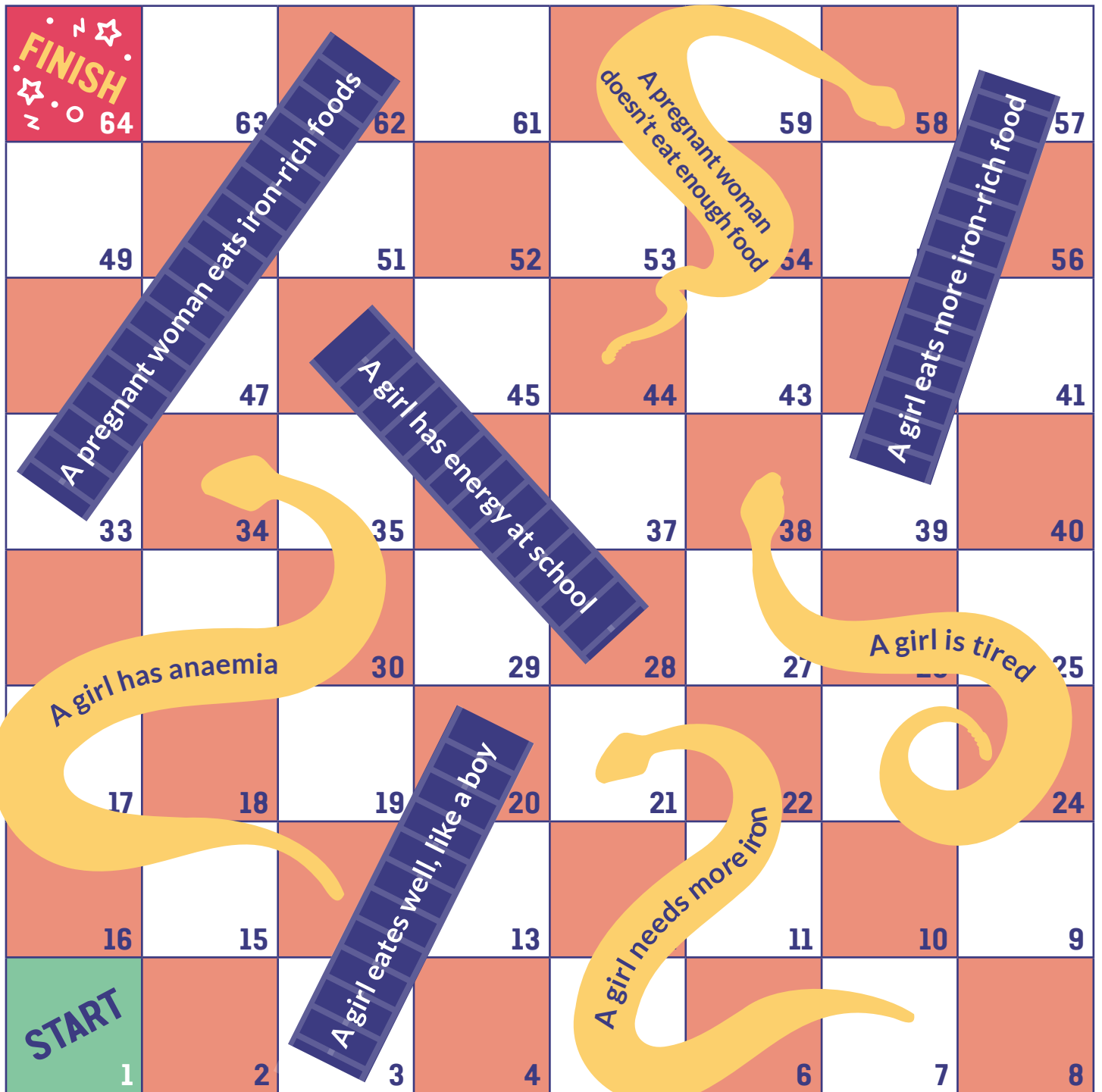


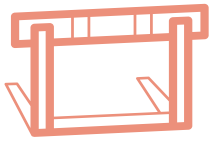
Resource 2:

Snakes and Ladders: Board game template

Instructions for leader:

1. Make a copy of the board game per small group
2. Gather a playing piece per person (e.g. pebbles)
3. Gather a dice (cube numbered one to six) per small group





Resource 3: Health Hurdles example

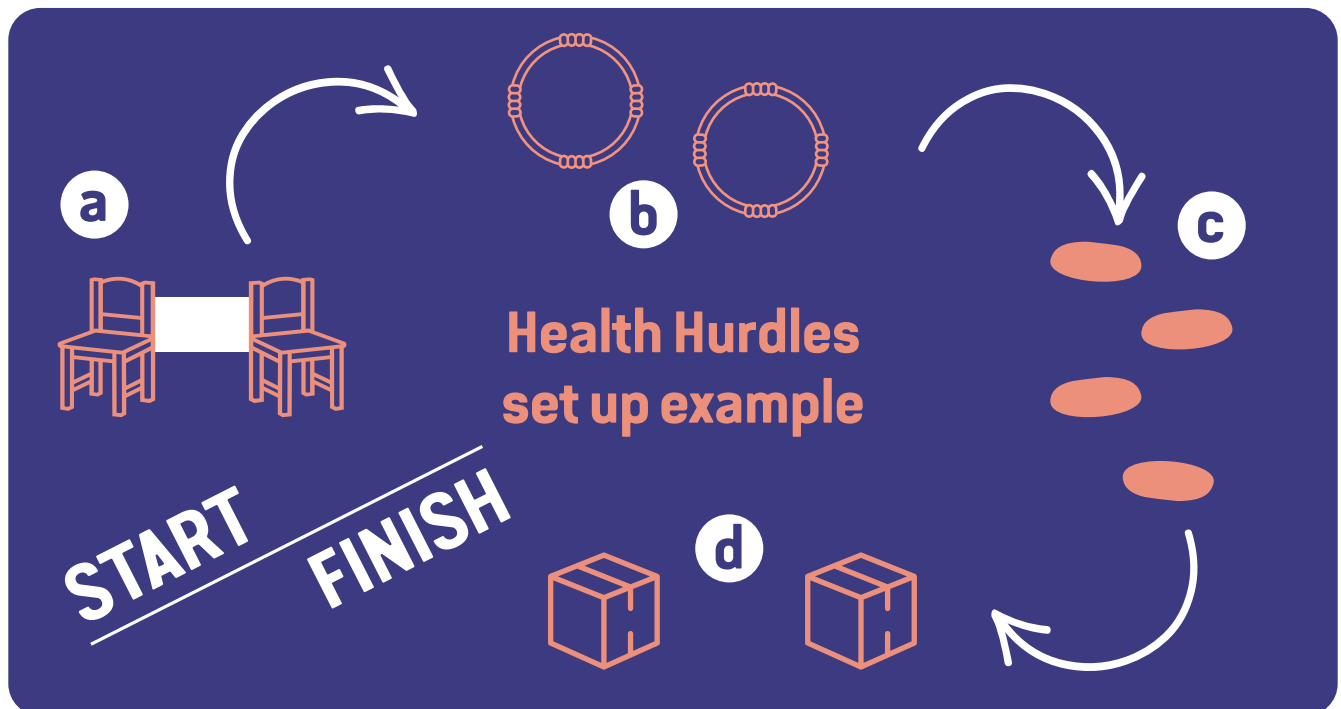
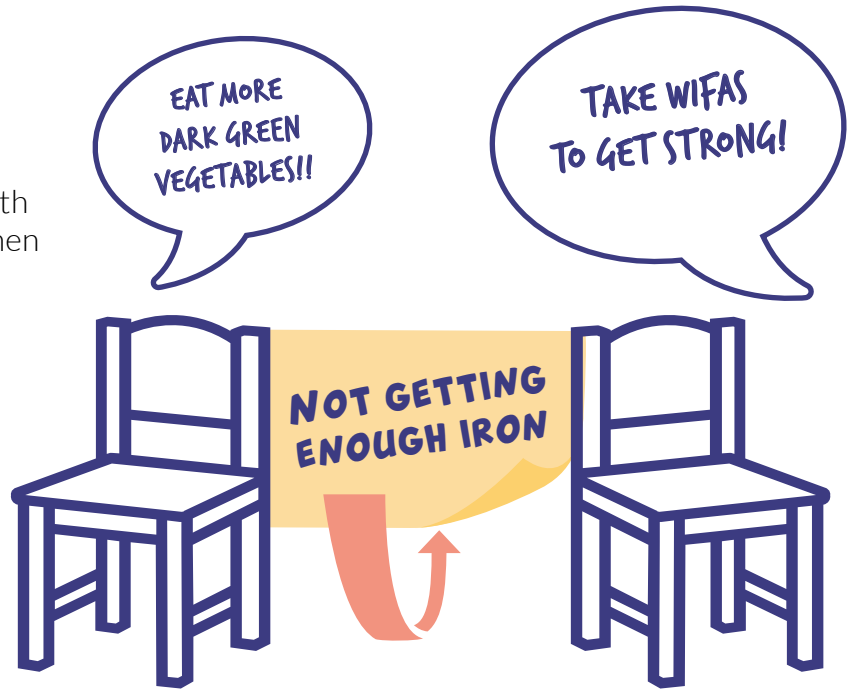
Instructions for leader:

1. Gather a range of objects that will become obstacles in a race, e.g. chair, hoop, fabric, bucket, balls, rope, tables etc.
2. Label each object. Write the following health problems on to separate pieces of paper, then stick each one to an object:
 - a. Not getting enough iron
 - b. Not doing enough exercise
 - c. Not drinking enough water
 - d. Not taking WIFAS (if available)

Advice for playing the game:

When playing the game, the group could say the following when jumping over or going under the obstacles:

- a. Not getting enough iron = eat more dark green vegetables
- b. Not doing enough sport = do a dance class regularly
- c. Not drinking enough water = drink lots of clean water every day
- d. Not taking WIFAS = take WIFAS to get strong!





TURQUOISE ACTIVITIES



Timing: 1 hour

Summary:

Make a TV show OR hold a NutriQuiz to learn how to check food information.

Key messages:

- ★ You will see and hear different information about food in shops, media advertising, on food packaging or from your friends and family. Some of this information will be true and some will be false. Check all food information before trusting it! Some false examples:
 - adverts that claim a single food can keep you healthy.
 - the myth that boys deserve to eat better.
 - packaging that persuades you to buy unhealthy snacks.
- ★ Health workers, teachers, the government and health NGOs can be trusted to give us reliable nutrition information.

Resources provided:



Rebecca's story - Chapter 4



NutriQuiz questions

Preparation:

1. If possible, invite in a local Health Worker to join you (the activities are possible without.)
2. Read the turquoise stage of the GPN Fact File.
3. Gather all Badge Trackers.
4. Choose the main activity:
 - **Food Detectives:** (For groups familiar with processed food.) Gather a selection of processed food in packaging.
 - **NutriQuiz:** (For groups familiar with food advertising and food myths.) Adapt the quiz questions to your context. Draw hopscotch outlines on the floor using chalk or tape (one per small group).



Keep moving!

Always begin with a physical warm-up (see page 8).



Starter:



15 mins

1. Recap Chapter 3 of Rebecca's story.
2. Read out Chapter 4, including the questions.
3. At the end, ask the group:
 - a. What did Rebecca learn in this chapter?
 - b. Have you heard anything about food that you weren't sure about?
 - c. Rebecca checks food information by asking Ms Bupe. Who can you ask?



Use food if you can! Organise 'blind taste tests' of different brands of the same food. Guess which food matches which brand.



Choose your main course:

30 mins



FOOD DETECTIVES

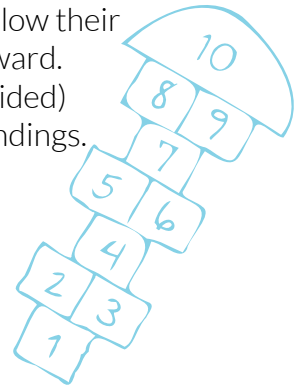
or



NUTRIQUIZ

- The aim is to be Food Detectives on a TV show! First, explore the packaging together. What pictures, colours and words are used?
- Explain that the words and pictures are often advertising. The aim of advertising is to make you want to buy the item.
- Ask the group to point out the information they can trust, e.g. ingredients and nutrition table.
- Split into small groups, each with a food item. Their task is to make a short TV show, acting as Food Detectives that help the audience read food packaging.
- Each group could create a catchy slogan, e.g. "We check, detect and protect!"

- The aim is to win the NutriQuiz by being the first team to hop to number 10.
- Split into teams, each stands at a 'hopscotch'. Tell each team to nominate a 'chaser' – this person will hop.
- How to play: read out question one. Teams shout their answers. Any teams that answer correctly can allow their Chaser to hop one step forward. Use the answer notes (provided) to correct any misunderstandings.
- Read out question two. Continue until a team reaches number 10.



Reflection:

15 mins

- Ask everyone to colour in the turquoise section on their Badge Tracker.
- Ask the group to write or draw what they learned. Prompt using the Key Messages and these questions:
 - How can we check information before trusting it?
 - What new thing did you learn about packaging?



Congratulate everyone on completing the **turquoise stage**! Keep all Badge Trackers safe.

Can't meet up?

Ask the group to read Chapter 4 with an adult, then do the NutriQuiz with their family.



Got technology?

Watch the video [Man Drinking Sugar](#). Make a list of healthy drinks you can choose instead of sodas.



Resource 1: Rebecca's Story - Chapter 4

Rebecca is watching television at home with her brother and sister. It's their favourite show – a talent competition. She's really hoping her favourite act – a breakdance group called Dynamic Dancers – will reach the final. Just as the finalists are about to be announced, there's an advert break. She gets up to get a drink and her brother and sister start singing along to a breakfast cereal advert on the television.

They sing: "Honey hoops, honey hoops, you'll be happy eating honey hoooooops!"

Rebecca asks her brother Zack, "What is that?". Zack rolls his eyes at his sister: "They're new – Healthy Honey Hoops. We persuaded mum to buy them on Friday."

Ask the group: Do you know any advertising jingles or slogans?

Rebecca wonders if this cereal would be good to eat for breakfast. She goes into the kitchen to find the cereal. The Honey Hoops box is bright yellow with cartoon bees all over it, and a fluffy bear in the middle. Rebecca turns over the packet and reads the cartoon on the back. She wonders what the cereal is made from. She looks on the top, looks on one side, looks at the other side ... but she can't find what's inside the packet! It's covered in colourful pictures.

Ask: Why do cereal boxes (or other packaging) have pictures and games on them?

To attract us to buy them.

Rebecca takes the packet to her mother. "Mum, do you know what's in this new cereal? I've looked all over the packet and can't find the ingredients." Her mum takes the box and turns it upside down. "They often put the nutritional information on the bottom, in tiny writing." Finally Rebecca can see the list of ingredients.

She reads it out: "Oats, sugar, honey..." Her mum interrupts, "Oh wow, I should have read this before buying it for Zack!" Rebecca looks confused. Her mum continues: "The ingredients are always listed in order of greatest to smallest quantity. In this cereal, two of the main ingredients are sugar. I thought this was a healthy cereal, but it's too full of sugar!"

Rebecca goes to the cupboard and starts reading all the food labels. "Mum – look at this! On the front of this energy drink it says "light" which makes me think it's healthy. But in the nutritional information on the back, it says it's got lots of sugar!" Rebecca's mum takes a yoghurt from the fridge. She looks worried: "Oh dear ... this one says it's "low fat" but in the nutritional information there's so much sugar!"

Ask: Which food or drinks packaging have you seen with words like "light" or "low fat"?

Rebecca sits down, surrounded by all the food. "It's OK, Mum. I'm going to speak to Ms Bupe at school on Monday. I'm going to ask for her help in understanding food labels so we can eat more healthily." Her mum smiles. "That would help our whole family – thank you."





Resource 2: NutriQuiz questions

Instructions for leader:

1. Before starting, adapt these quiz questions to your local context (especially the food myths).
2. When playing, read out each question, one by one, to the group.
3. Use the answers below (and the Fact File) to clarify any misunderstandings.

True or false?

Advertising is trying to sell you something.

TRUE. The words, images and colours used in advertising are designed to make you want to buy the item. Cartoon characters for example, are used to attract you (especially children!).

True or false?

Advertising can always be trusted.

FALSE. Adverts are made to sell things. Companies want to sell things to make money. We should always check advertising with someone we trust.

True or false?

On food packaging, ingredients are listed from greatest to smallest.

TRUE. The first item on the list is the main ingredient.

True or false?

You should speak to your friends if you're unsure about food.

FALSE. Your friends can help you, but you should always check with a Health Worker or teacher first.

True or false?

If a food package says "Low fat", that means it's healthy.

FALSE. The food might be low fat, but it could actually have lots of sugar, or salt. We should rarely eat added sugar and salt. Sugar can also cause tooth decay. Children's teeth need looking after as they're growing.

True or false?

Boys should be served food first, and get the biggest meals.

FALSE. This is a food myth. Both boys and girls have the right to eat healthily. It is very important that boys and girls eat the right amount of food for them – a rainbow plate across the food groups, in the right amounts.

True or false?

If you boil vegetables for too long, it makes them less nutritious.

TRUE. Vegetables keep their vitamins and minerals if you cook them for less time. Crunchy vegetables are best!

True or false?

Dark green vegetables are good for your body.

TRUE. Vegetables such as spinach, pumpkin leaves and cabbage are full of vitamins and minerals we need, especially iron for menstruating girls.

True or false?

If I feel full, I have eaten well.

FALSE. If you feel full, you can only tell that you have eaten enough. It doesn't mean that you have eaten the right things – and got all the nutrients and energy you need. You should always eat a rainbow plate!

True or false?

Energy drinks / sodas are a healthy source of energy.

FALSE. Energy drinks and sodas often contain a lot of sugar (some as many as 11 teaspoons!). Energy drinks often contain caffeine too. You should only drink them very rarely.



BLUE ACTIVITIES



Timing: 1 hour

Summary:

Plan a party OR make a cooking show with healthy, tasty and low-cost food.

Key messages:

- ★ Both boys and girls can prepare healthy meals and snacks that are tasty, low-cost and easy to make.
- ★ To stop germs spreading, keep yourself and your cooking areas clean. Make sure you:
 - Always wash your hands before cooking and eating, and after the toilet.
 - Always wash fruit and vegetables carefully before cooking or eating them.

Resources provided:



Rebecca's story – Chapter 5



Colourful party food ideas



Keep moving!

Always begin with a physical warm-up (see page 8).

Preparation:

1. Read the blue stage of the GPN Fact File.
2. Gather all Badge Trackers and your country's Food Guide.
3. Choose the main activity:
 - **Colourful Party:** Gather flipchart, paper plates (one per person) and coloured pens. Adapt the party food ideas to your country.
 - **Cooking Show:** Gather pictures of local, affordable ingredients – at least five from every food group (refer to Fact File for ideas). If possible, use real foods.



Starter:

15 mins

1. Recap Chapter 4 of Rebecca's story.
2. Read out Chapter 5, including the questions.
3. At the end, ask the group:
 - a. What healthy snacks do you like to eat?
 - b. What do you think of Zack's comments?
4. Ask volunteers to show how to correctly wash their hands with soap (see tips in Fact File).



Use food if you can! Make healthy, tasty and low-cost meals or snacks that follow your Food Guide, using local ingredients. Visit a shop/market!



Resource 1: Rebecca's Story - Chapter 5

That evening, Rebecca calls Sophie – her friend who's been off sick for a while. She's so glad to hear Sophie's voice and asks: "How are you feeling?" Sophie yawns and replies, "I'm alright, still so tired all the time. I finally went to the doctor yesterday – you helped me realise it was important. The doctor said that I am at risk of anaemia. They gave me WIFAS – tablets containing iron – to make me stronger."

Ask: What foods that have lots of iron could Sophie eat too?

Rebecca replies: "I'm so glad you asked for help before it got worse. We learned about anaemia from Ms Bupe this week." Sophie replies: "I'm more careful with my eating habits and nutrition now." Rebecca thinks for a moment then says: "Are you well enough to visit me this weekend? We could cook a fabulous, healthy meal together!" Sophie replies excitedly, "I'd love that!"

Rebecca goes to speak to her family. "Can I invite Sophie for a meal with us please? We could all cook together!" Rebecca's mother nods. Zack suddenly shouts, "I refuse – boys don't cook! That's your job. Or Faith's. Or Mum's." Rebecca stares at her brother with her mouth wide open. "That is completely untrue. Both boys and girls can cook! Cooking is a life skill for everyone!" Zack looks grumpy. "Well", he says, "you'll have to teach me because I don't know how. But it won't be tasty, because healthy stuff never is." Rebecca turns to him and says, "Of course I'll teach you – and you'll see how delicious it is too!"

That weekend, Rebecca is in the kitchen cooking with her family. It smells delicious. Even Zack has to admit it smells good! That morning they planned a low-cost menu and went to the market. Rebecca decided on a Madagascan meal of coconut chicken. It's full of iron-rich foods to make sure that her, Faith and her mum get the extra iron they need, but especially Sophie! They bought some chicken, rice, coconut milk, pumpkin leaves, spices, ginger, cabbage and beans.

Ask: What meal would you make Sophie?

Faith runs into the kitchen from the garden. "I want to help!" Their father replies, "Not before you wash your hands really carefully with soap. Afterwards, please also wash the vegetables and fruits before we use them. We don't want germs spreading." Faith washes her hands, and sees Sophie out the window. "She's here!" Sophie comes in, washes her hands too and gets involved with the cooking.

When it's ready, Sophie, Rebecca, Zack, Faith, mum and dad all wash their hands with soap then sit down to eat together. Rebecca serves everyone enough food. Sophie smells her plate: "It smells so good!" Rebecca points out all the iron-rich foods that will help them stay happy and healthy. She uses all the knowledge she has learned about nutrition to explain what a 'rainbow plate' is and why it's important. At the end of the meal, dad serves seasonal fresh fruits for everyone to try. "These are a great healthy snack too, if you're hungry between meals," he says.

They all sit back, with bellies full of healthy, tasty food.





Resource 2: Colourful Party food ideas

Instructions for leader:

Please adapt these food ideas to match your local context.



Fruit snacks

Melon mosaic (arrange cubes of melon, tomato and feta)

Fruit mandala (arrange fruits, e.g. berries, kiwi, pineapple in concentric circles and patterns)

Fruit kebabs (put different fruits on skewers – from Madagascar!)

Coconut

Salads and sandwiches

Bell peppers stuffed with quinoa and spices

Egg salad or tuna salad sandwiches

Cucumber, tomato, beans and cheese salad

Sesame-lime chicken and mango salad

Tomato, beans, cucumber, carrot, spinach, mango salad
(from Sri Lanka!)

Sweet(er) things

Roasted walnuts, cooked in a teaspoon of sugar and spices

Baked bananas or apples with cinnamon

Chocolate chia pudding

Oat, honey and raisin bars

Dips

Beetroot (blend cooked beets, yoghurt and lemon juice)

Aubergine (blend aubergine, courgette, tahini and mint)

Lemon sauce (blend yoghurt, lemon, mint and salt)

Savoury ideas

Courgette bites (bake grated courgette, egg and breadcrumbs)

Sliced raw veggies,
e.g. carrots, celery, cucumber

Chicken/turkey/pork pieces, baked in spices

Tacos (with mushrooms, low-fat cheese, tomatoes)

Plantain cooked with coconut, chicken and spinach (from Tanzania!)

Chicken, noodles, vegetables and soy sauce (called Pancit in the Philippines!)

Drinks*

Smoothie (fresh fruit, yoghurt and milk)

Veggie (spinach, pineapple and mint)

Berries, peanut butter, banana and milk

Fruit crush

(ice, carbonated water and fruit)

**Note that it is better to eat the whole fruit rather than only a fruit's juice (to get all the nutrients)*





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:

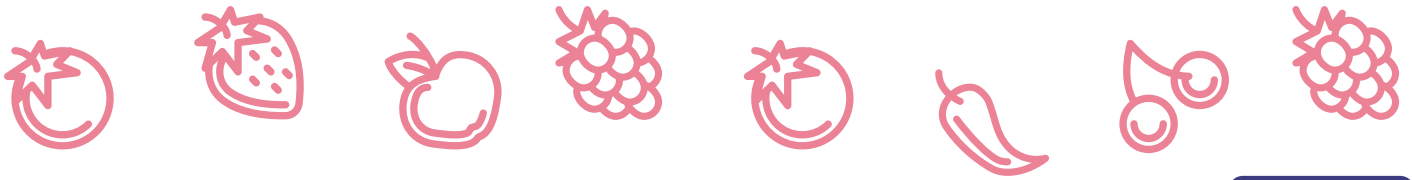


20 mins

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

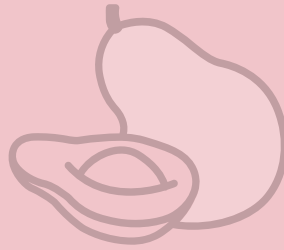
Instructions for leader:

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

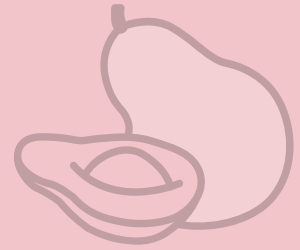
Make a poster showing iron-rich foods that girls need. Display at school or home



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

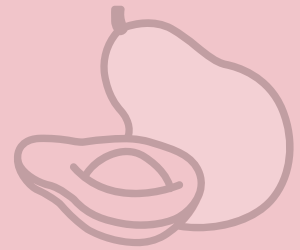
Plant a kitchen garden and eat some of the vegetables



Help your friends read food packaging



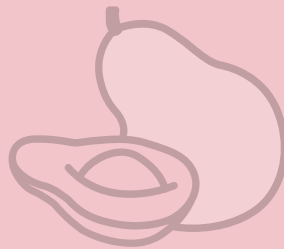
Put on a play about why it is important to be healthy now and in the future



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





ENDING THE GPN BADGE

Celebrate!

Organise a group celebration or badge ceremony to take place after everyone has taken action. Here are some ideas to help you:

1. Decide on a date (after the group's deadline for taking action).
2. Order your GPN badges on the [WAGGGS website](#) (or ask your MO).
3. Invite an audience to join you if possible – family, friends, community members, other Guides and Scouts groups.
4. Ask your group to prepare a celebratory song or dance.
5. Choose a food theme, for example:
 - ★ **Food Festival!** Serve a buffet of healthy food using local, affordable ingredients.
 - ★ **Fancy Dress!** Everyone dresses as their favourite healthy food.
 - ★ **Stop food waste!** Organise cooking demonstrations to use leftovers and save waste.
 - ★ **Recipe competition!** Everyone brings a 'rainbow plate' recipe to win a prize.
6. Set up the space with chairs for the audience (the rest of the group can be the audience if there aren't family and friends.)



Evaluate!

At the celebration event, find out how much your group has learned about nutrition now that they have finished the GPN badge.

As before, each participant should complete the GPN Badge Survey individually.

Your group can either:

1. *[If they have a smartphone]* Scan the QR code with their browser or app and follow the steps. Leaders write down each participant's two total scores, their birthday and initials.
2. Complete a printed version of the survey by hand.



See page 9 to interpret the results. As before, taking part is completely optional.



Share!

Your group is powerful. They should shout loud and proud about what they have achieved:

- ★ Tell WAGGGS (and the world!) how many of your group earned the GPN badge. Visit our [interactive map](#) and add your final number of participants.
- ★ Support the group to share their actions online using **#girlpowerednutrition** **#waggs**.
- ★ Encourage them to tell friends, family and other Guides and Scouts groups about the GPN badge.

The following WAGGGS badges link to, and complement, Girl Powered Nutrition:



Free Being Me:

Having learned about the nutrition our bodies need, learn about all the amazing things each unique body can do. Find FBM here: free-being-me.com



Voices Against Violence:

Malnutrition is one of the most persistent barriers to women and girls' empowerment. So is violence. To help end violence against girls, find VAV here: www.wagggs.org/en/what-we-do/stop-the-violence/get-involved/learn/deliver-voices-against-violence-curriculum



Surf Smart:

If your group was able to do any of the Tech options in GPN, check out Surf Smart where you can learn more about staying safe online: www.wagggs.org/en/what-we-do/surf-smart-20/



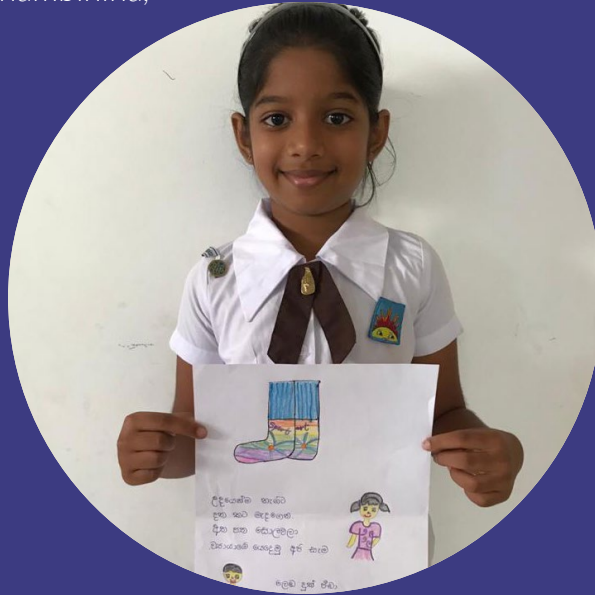
YUNGA Challenge badges:

To learn more about becoming an agent of change in your local community on issues such as ending hunger, climate change and the ocean, check out: www.fao.org/yunga/resources/challenge-badges/nutrition/en/

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With special thanks to Sophie Rymer.



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