

GIRL POWERED NUTRITION ACTIVITY PACK



Older age
(16+ 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 Older age Girl Powered Nutrition (GPN) activity pack.

It contains all the activities and resources needed to run GPN with a group of 16+ year-olds.



Your group will become the NBS (National Broadcast Service) team! Every GPN activity starts with a new radio show where the public discovers the tasty topic of nutrition. Your group can choose to perform the show, record it as a podcast or read the script in small groups.

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.



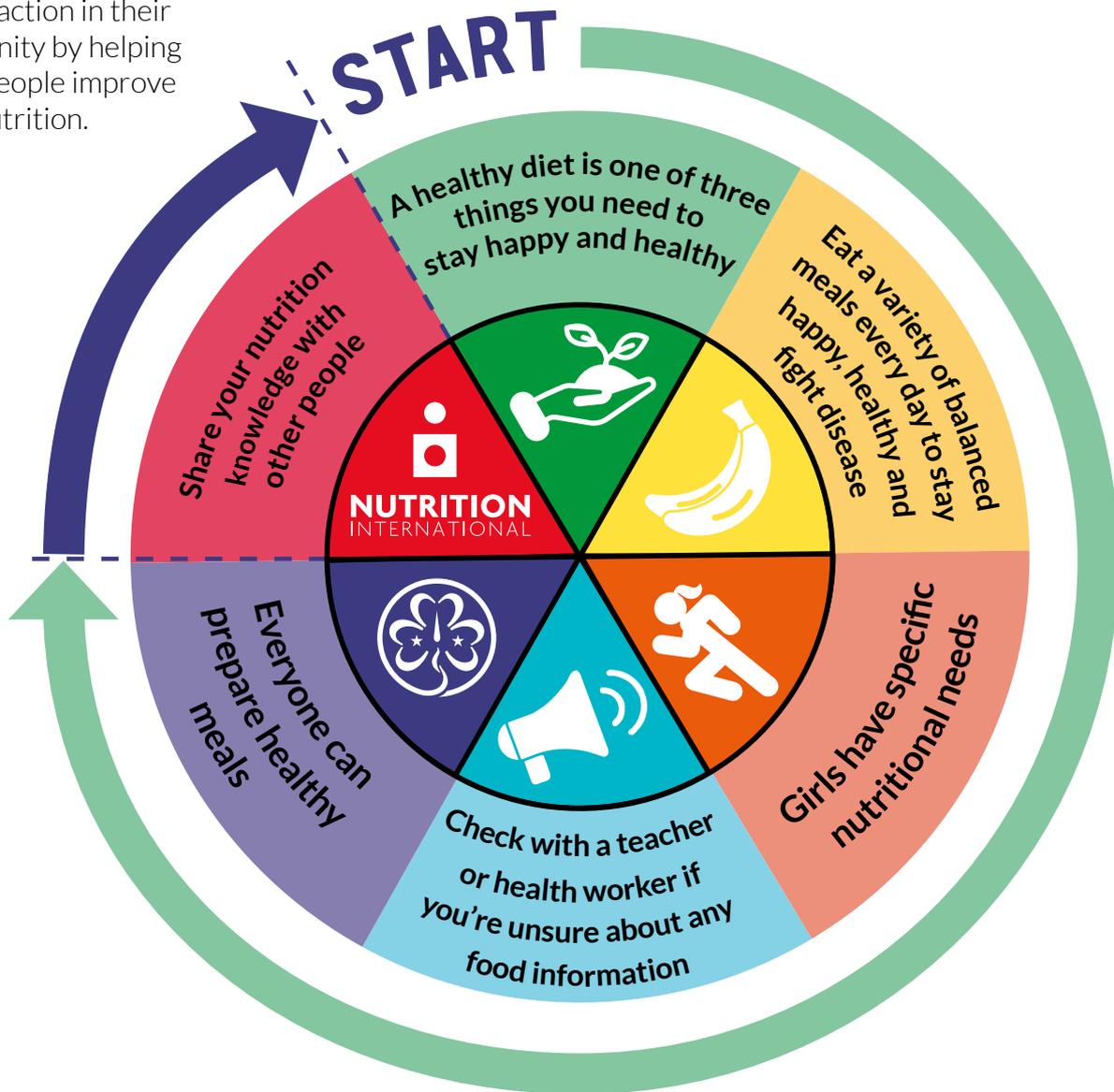
HOW TO GET THE GPN BADGE

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 Older age are:

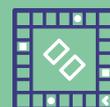
GREEN

Choose an activity:



FISHBOWL

or



GAME FOR LIFE

YELLOW

Choose an activity:



GUESS THE FOOD

or



UNWRAP THE BINALOT

ORANGE

Choose an activity:



HOT PLATE

or



SERIOUS SCENARIOS

TURQUOISE

Choose an activity:



MEDIA MOTIVES

or



LOVE LABELS

BLUE

Choose an activity:



COOKING COMPETITION

or



FAMILY MENU

RED

Do this activity:



TAKE ACTION

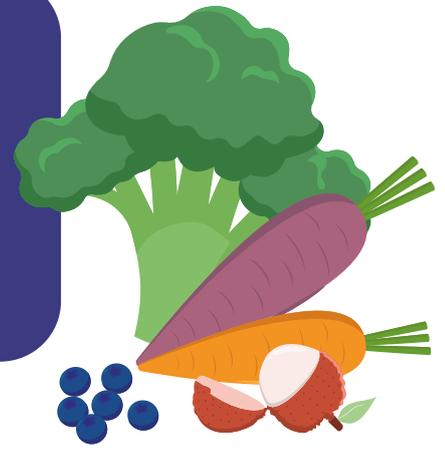
All the activities have been written for a global audience and require minimal resources. In this pack you will find most of the resources you need (after each activity's instructions.)

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, fill out the relevant coloured section with what you have learned. Alternatively, you can make your own – get creative!



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:

Hold a fishbowl discussion OR create a game to learn what you need 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:



Radio station script – 9am show



Fishbowl topics



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. Make copies of the Radio station script (provided).
4. Choose the main activity:
 - **Fishbowl:** Copy and cut out the Fishbowl topics (provided). Gather chairs and a timer.
 - **Game for Life:** Gather paper, pens and other art materials (if possible). Ideally, invite in younger groups to play the games.



Starter:

15 mins

1. Introduce the Girl Powered Nutrition badge. Explain that by the end, they will have improved their nutrition and helped other people improve theirs too!
2. The group chooses how to present the radio station's 9am script (provided).
3. Referring to the Key Messages, discuss:
 - a. What do you think of the Minister's plan?
 - b. "You are what you eat." Why is nutrition so important?





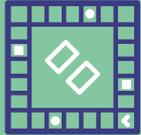
Choose your main course:

30 mins



FISHBOWL

or



GAME FOR LIFE

- a. Arrange six chairs in a circle. Six people sit on the chairs (this is the fishbowl). The rest of the group sits around the outside, listening.
 - b. How to play: one person in the 'fishbowl' chooses a debate topic (provided) and reads it out. The 'fishbowl' discusses the topic for five minutes. During this time, each observer has one opportunity to jump in to the conversation. To jump in, they touch a person's shoulder and swap places.
 - c. When five minutes is up, the fishbowl is replaced by different people and a new topic is chosen. Reset the timer.
 - d. Repeat until everyone has sat in the fishbowl.
- a. The aim is to design a game that helps younger children learn the eight things we need to be happy and healthy: eat healthily, drink water, have a bath/shower, keep a clean home, sleep, exercise, study, visit the doctor or clinic.
 - b. Brainstorm creative game ideas, e.g. quiz, wide game, board game or app.
 - c. Split into small groups with arts materials. Allow time for groups to plan.
 - d. Depending on time, groups can exchange and play games.



Reflection:

15 mins

1. Introduce the Badge Tracker as a way for the group to record their progress and learning. Encourage the group to adapt it or design their own if they wish.
2. Ask everyone to write what they learned in the green section of their Badge Tracker. Prompt using the Key Messages and ask:
 - a. What unhealthy lifestyle habits would you like to change?
 - b. What would you say to someone who has unhealthy habits?



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

Can't meet up?

Ask everyone to read the radio show script then design a family game to learn the eight things we need.



Got technology?

Post a fishbowl topic on your group's social media. Invite your followers to comment and participate.



Resource 1:

Radio station script - 9am show

Two characters: a Newsreader and a health minister

Newsreader

You're listening to NBS - your National Broadcast Service. I'm your host, **[insert your name]**.

[Dramatic news sound]

Newsreader

It's 9am on **[insert today's date]**. Breaking news: the health minister has announced her new five-year plan to improve the country's health. Earlier today, we spoke to the minister, Anne Appleday, who made a statement.

Minister

Our nation's health is at risk. **Malnutrition** and **non-communicable diseases**, such as diabetes and heart disease, are preventing our people from reaching their full potential. Today, I am announcing my new five-year plan to address these problems. The plan's three pillars are: healthy **diet**, healthy **environment** and healthy **lifestyle**. Our nation's future is in our hands.

Newsreader

That's certainly a very powerful message. Thank you Ms Appleday.

Minister

We must convey this powerful message urgently. Malnutrition impacts the economy, education and productivity. It costs the global economy an estimated \$3.5 trillion, or \$500 per individual, per year¹. By investing in nutrition, we are investing in progress towards all 17 Sustainable Development Goals, especially zero hunger, gender equality and quality education.

Newsreader

Could we ask some follow-up questions please?

Minister

Certainly; I'm here to help in any way I can.

Newsreader

The word 'diet' means different things to different people. What is a healthy diet?

Minister

You should ask yourself, 'Do I eat three balanced meals a day? Do I drink lots of clean water every day?' They're good indicators that you have a healthy diet.

Newsreader

Thank you. And what do you mean by a 'healthy environment'?

Minister

Your living environment is vital for your health and happiness. You should wash yourself (by taking a bath or shower) every day. You also need to keep your home clean, especially the kitchen and bathroom areas. Handwashing with soap is one of the simplest ways to combat hygiene problems!

¹ https://openknowledge.worldbank.org/bitstream/handle/10986/26069/Economic_benefits_WEB.pdf



Resource 1: Radio station script - 9am show

Newsreader

Thank you. The third and final pillar of your five-year plan is 'healthy lifestyle'. Is this all about exercise?

Minister

Exercise is vital. Everyone who can, should exercise every day. This is so important in staying healthy and preventing malnutrition. But there are other important parts of our lifestyle too. We should get enough sleep (teenagers need 8-10 hours per night). We need to go to college, and we should visit a doctor or clinic regularly not just when we're sick – so we prevent illness rather than just treating it.

Newsreader

Thank you to Ms Anne Appleday for joining NBS this morning. The Health Minister has a powerful message for all of us: if we have any unhealthy habits, now is the time to make a change! So if you eat too much fried food, often skip breakfast, or forget to wash your hands, act now!



Resource 2:

Fishbowl discussion topics

Instructions for leader:

Make one copy of the cards below and cut out.



There is enough food produced in the world to feed everyone, so why is there so much hunger?



We all need a healthy diet, environment and lifestyle. Are there other things we also need?



What can we do at home to stop germs spreading?



In what ways do people in our community most need to improve (their diet, environment or lifestyle)?



Is social media to blame for unhealthy eating?



Good nutrition is easy for everyone to achieve.
Do you agree or disagree?



What are your top tips for getting to sleep?



Why is exercise so important?



You should visit the doctor or clinic regularly.
How can we encourage people to do this?



Our bodies are about 60% water.
What do our bodies do with all this water?



What are some local sources of clean water?



Good nutrition is vital for building your immune system.
What does your immune system do?



YELLOW ACTIVITIES



Timing: 1 hour

Summary:

Guess different foods OR create a craft game to learn about good nutrition.

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.
- ★ Good nutrition keeps your body working well, helps you grow and builds your immune system (so it can fight germs). When your body doesn't get the nutrients/energy it needs, you can get tired easily, get sick and you're more likely to suffer from malnutrition.

Resources provided:



Radio station script - 10am show



Example binalot card and instructions



Blank binalot card template



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).
3. Make copies of your country's Food Guide (if not, use GPN Guide), and copies of the radio station script.
4. Choose the main activity and gather paper and pens:
 - **Guess the Food:** No resources needed.
 - **Unwrap the Binalot:** Cut out and fold the example binalot card. Read the instructions to demonstrate how to use it. Copy one blank binalot template per small group.



Starter:



15 mins

1. Recap the 9am radio show.
2. The group chooses how to present the radio station's 10am script (provided). Display your country's Food Guide at the key points.
3. Ask your group:
 - a. What new things did you learn from the radio show?
 - b. What do we mean by a "rainbow plate"?
 - c. Why should we eat less processed food?



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



GUESS THE FOOD

or



UNWRAP THE BINALOT

- Ask everyone to write down the ingredients in their favourite meal, and keep it a secret.
- How to play: split into small groups. The leader stands in the middle with an empty shopping list (flipchart). One person in every group describes an ingredient from their list (without naming it) for their group to guess. The person who guesses correctly runs to the leader. The leader writes the food on the list. Play for five minutes.
- After, sit together with your country's Food Guide. Ask the group to organise the shopping list into the food groups.
- Discuss which foods they eat most, and which foods they should eat more of and less of.

- Introduce a 'binalot' as a Filipino way of serving food wrapped in banana leaves. Their task is to make paper binalots to discover what's inside foods!
- Demonstrate how to use the example binalot card (see instructions).
- Split into small teams, with a Food Guide and a blank binalot template per group. Allocate a food group to each team.
- Teams use their Food Guide to fill out their binalot template with eight foods in their food group.
- At the end, share binalots and discuss which foods we should eat more and less of.



Reflection:

15 mins

- Remind everyone of the Pineapple Pledge challenge announced at the end of the radio show.
- Ask everyone to make a specific Pineapple Pledge to improve their own nutrition, and write it on their Badge Tracker.
- Discuss the Key Messages and whether your wider community knows this information. Encourage the group to research malnutrition in your country, using reliable sources (see Fact File) and bring it to the next meeting.

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

Can't meet up?

Ask the group to read the radio script then sort foods at home into the different food groups.



Got technology?

Ask everyone to share their favourite meals, then 'buy' the ingredients in an online food shop (put them in the 'basket' only!)



Resource 1:

Radio station script - 10am show

5 characters: two presenters and three callers

Presenter 1 Welcome back to NBS. I'm your host, **[insert your name]**.

Presenter 2 And I'm **[insert your name]**. Following the health minister's announcement this morning, the whole show today is focused on one of the three health pillars: **nutrition**. Why? Because your body is like a car – if you fill it with healthy fuel, it will work better! Good nutrition helps you **grow** and builds your **immune system** – so it can fight germs!

Presenter 1 That's right. Let's begin by reminding ourselves about Ms Appleday's nutrition message. Good nutrition means eating **three balanced meals** and drinking lots of **clean water** every day.

Presenter 2 She also brought in our country's Food Guide. It's a document that helps us to better understand what 'balanced meals' look like.

Show your country's Food Guide. Ask the group to name each food group.

Presenter 1 So, a balanced meal means one that has **all the different food groups**. But, we need to eat **more** of some food groups, and **less** of others.

Point out the proportions of each food group in the Food Guide. Ensure everyone understands which foods we should eat more and less of.

Presenter 1 We also need **variety** – we should avoid eating the same foods every day! Balanced meals are called 'rainbow plates' because they're often colourful. To make your meals colourful, always include vegetables and vary the fruit and vegetables you eat!

Presenter 2 We want to hear about your favourite healthy meals. We especially want to hear from our international listeners! Lines are now open. Caller 1?

Caller 1 Hi there. I'm **[insert your name]** from Sri Lanka. My favourite 'rainbow plate' is jackfruit curry – it has jackfruit, chicken, coconut milk, moringa (plant leaves) and rice.

Presenter 1 Sounds tasty. Thank you so much! Now for caller 2 – please introduce yourself.

Caller 2 Thanks for having me. I'm **[insert your name]** from Madagascar. I love ground cassava leaves with rice, pork, carrots, ground peanuts and fruit on the side.

Ask the group: What are your favourite healthy meals?

Presenter 2 Now we want to hear about your **unhealthy diet habits**. Caller 3?

Caller 3 Hey everyone. I'm **[insert your name]**. I eat too much processed food. I always pick up sugary bubble tea and salty fries on my way home. I know they're unhealthy but I like the taste.

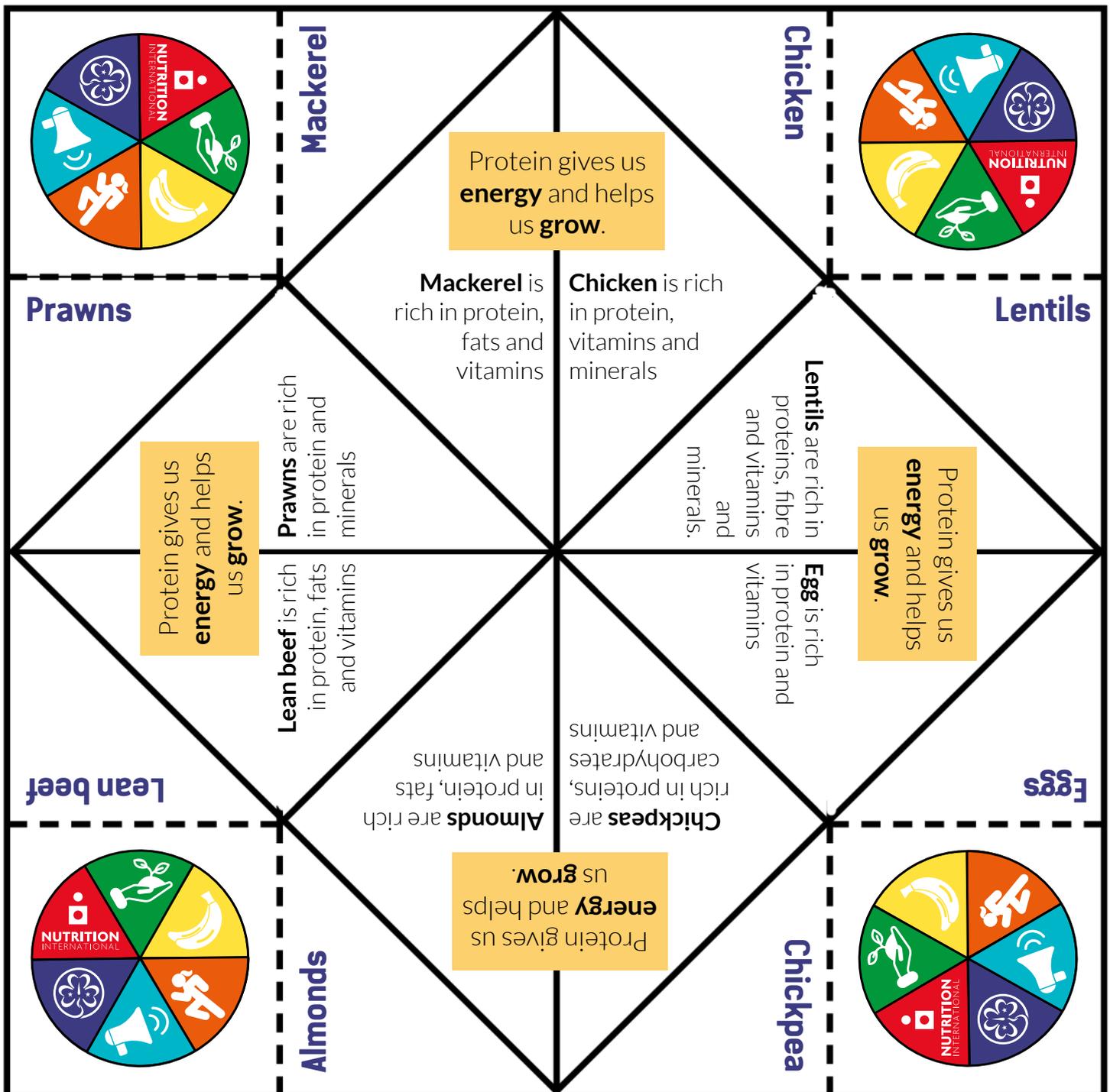
- Presenter 1** It's hard, I know. But it's important to understand that this habit is having a negative impact on your diet and health – right now and for your future! Foods high in salt, fat or sugar don't help our bodies grow or stay healthy. Try healthier snacks like fresh, carefully washed fruits, raw vegetables or nuts. You'll feel so much better!
- Presenter 2** More generally, I think it's important to emphasise that when your body doesn't get the nutrients and energy it needs, you can get tired easily, become sick and you're more likely to suffer from **malnutrition**.
- Presenter 1** Yes. Malnutrition is a serious illness that can affect people's growth and make us very sick. It also increases our risk of getting non-communicable diseases, such as diabetes, certain cancers and heart disease. There are three types of malnutrition: undernutrition, overweight and Hidden Hunger (when people are lacking certain essential vitamins or minerals from their food).
- Presenter 2** You can find out more about malnutrition on the WHO website. I found the minister's statistics about malnutrition very shocking – and it's a global problem!
- Presenter 1** So what can we do about this problem? Well, we've got a challenge for you! Start by making a **Pineapple Pledge** to improve your nutrition. My pledge is to vary my diet every day.
- Presenter 2** My pledge is to stop skipping breakfast and snacking on unhealthy fried foods. We'll see you after the break!



Resource 2: Binalot card example

Binalot card example

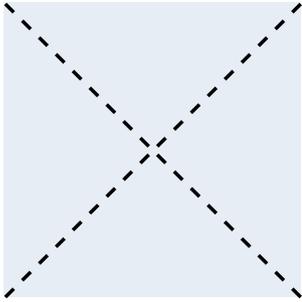
1. In the activity, your group will make a set of binalot cards. **Each binalot card should represent one food group in your country's Food Guide.** Each card should show eight local food examples from the particular food group.
2. For example, the GPN Guide shows six food groups: grains, vegetables, fruits, milk products, protein foods, fats/oils. This example binalot card shows examples and facts from the protein foods group. It has been designed based on the GPN Food Guide.



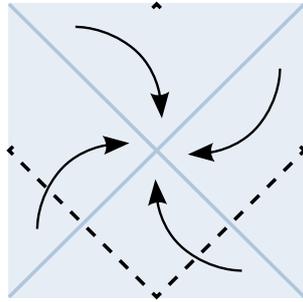


Resource 2: Binalot card instructions

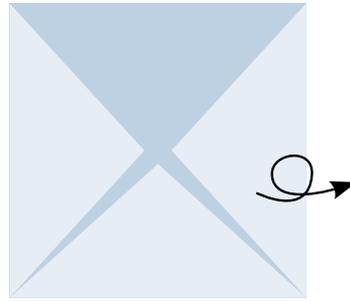
Instructions to fold each binalot card:



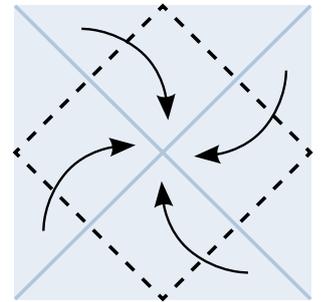
1. With the pictures face down, fold on both diagonals. Unfold



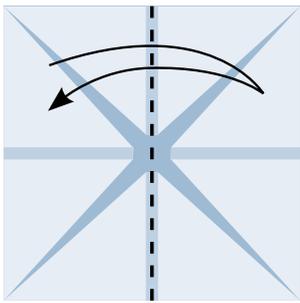
2. Fold all four corners to centre



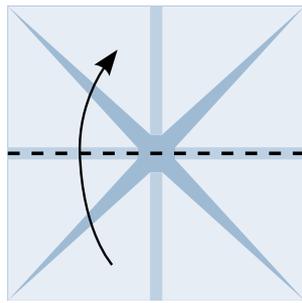
3. Turn paper over



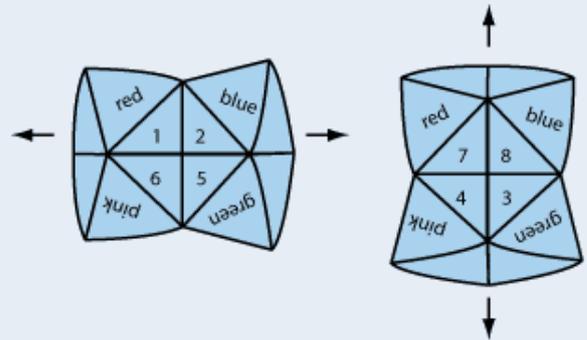
4. Again, fold all four corners to centre



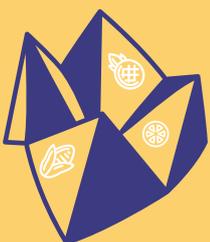
5. Fold paper in half and unfold



6. Fold in half from top to bottom. Do not unfold



To use a 'binalot': put your thumb and index finger of each hand in the four 'pockets'. Pinch them all together so the binalot is closed. To play, move your fingers in **four motions**: move your two thumbs away from your two index fingers, then bring them back together. Move the thumb and index finger on the same hand away from the thumb and index finger of the other hand. Each time you open the binalot, it will reveal **four things** written inside.



Play with the binalots in groups:

1. One person per group spells out their name while moving the binalot and holds it open on the last letter.
2. The rest of the group chooses a food inside.
3. Open it up and read out the information.



ORANGE ACTIVITIES



Timing: 1 hour

Summary:

Interview a nutritionist OR role play scenarios to learn about girls' nutritional needs.

Key messages:

- ★ Both girls and boys have the right to good nutrition.
- ★ Teenage girls need extra iron because they're growing fast and need to replace what they lose during menstruation. If they don't, girls risk suffering from anaemia (a form of malnutrition).
- ★ Girls should get extra iron by eating iron-rich foods. If your health service or school/college offers Weekly Iron and Folic Acid Supplements (WIFAS), it's very important for girls to take these as well. Girls that get enough iron will stay strong, energetic and grow into healthy women.
- ★ A woman who always eats healthily and has a healthy pregnancy is more likely to have healthy babies.

Resources provided:



Radio station script – 11am show



Caller Question cards



Serious Scenario cards

Preparation:

1. Read the orange stage of the GPN Fact File.
2. Gather all Badge Trackers (from previous activity).
3. Make copies of the radio script.
4. Copy and cut out the Caller Question cards.
5. Choose the main activity:
 - **Hot Plate:** Invite a local nutritionist to join you. Brief them carefully on the Key Messages. Ask them to bring resources about girls' nutrition.
 - **Serious Scenarios:** Copy and cut out the Serious Scenario cards.



This session discusses malnutrition which is a very serious issue across the world. The facts are very sad and can be upsetting to hear. Make time for the group to reflect on how they feel during and after the activity. Ensure the group knows who they can speak to if they feel worried.



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



Keep moving!

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



Starter:

15 mins

1. Recap the 10am radio show.
2. Hand out the Caller Question cards (provided) at random. Explain that the 'Callers' will be asked to read out their question at key points in the script.
3. The group chooses how to present the radio station's 11am script (provided).
4. At the end, ask the group to share their favourite meals that are rich in iron.



Choose your main course:

30 mins



HOT PLATE

or



SERIOUS SCENARIOS

- a. Interview a nutrition expert! Before they arrive, split into small groups.
 - b. Ask each group to brainstorm questions they would like to ask an expert about nutrition. If completed, groups can share their research homework and identify further questions they have.
 - c. Each group should choose and share their best question. Compile the questions and display.
 - d. Welcome the guest. Ask a volunteer to introduce the GPN badge.
 - e. Support the group to ask the expert the displayed questions. The guest can share any resources they brought with them.
 - f. At the end, allow time for the group to ask the guest any other questions (*in private if they wish*).
- a. The aim is to role play malnutrition scenarios. First, split into small groups, each one with a Serious Scenario card (provided).
 - b. Explain their task is to create a three-minute drama showing a day in the life of their character. They must show the malnutrition problem, some causes and some solutions.
 - c. Give groups time to ask questions before starting. Ensure groups are clear on their card's problem, causes and solutions. If completed, they can use their research homework to inform their role plays.
 - d. When finished, groups can perform.



Reflection:

15 mins

1. Discuss the Key Messages and ask:
 - a. What do teenage girls need in their diet? How can they get it?
 - b. How important is it for you to get extra iron? Why?
 - c. Does our public health system provide WIFAS? Find out!
2. Everyone writes their learnings in the orange section of their Badge Tracker.
3. If completed, ask volunteers to compile the research homework and keep safe.



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

Can't meet up?

Ask the group to read the radio show script then interview a member of their family about nutrition.



Got technology?

Support the group to email a trusted nutrition expert with questions about their nutrition.



Resource 1:

Radio station script - 11am show

8 characters: two presenters, a nutritionist and five callers (question cards to be handed out to audience)

Presenter 1	Welcome back to NBS. I'm your host, [insert your name] , and I'm joined by [insert presenter 2's name] . On this morning's news we heard about the minister's new health plan. After our call-in about balanced meals, a nutritionist contacted us.
Presenter 2	The nutritionist told us that globally, teenage girls are disproportionately affected by malnutrition . This is shocking – we had no idea! So we invited the nutritionist on the show. Good morning [insert nutritionist's name] !
Nutritionist	Good morning everyone! Thank you so much for having me.
Presenter 1	It's great to have you. Could you tell us a bit about yourself?
Nutritionist	Of course. I've been a nutritionist for 10 years, working all around the world. I have also contributed to the Global Nutrition Report for several years.
Presenter 2	What's the Global Nutrition Report?
Nutritionist	It's the world's leading independent assessment of the state of global nutrition. It's published each year to show the progress made and identify the challenges that remain. The report aims to inspire governments, society and individuals to act to end malnutrition.
Presenter 1	Wow, that's incredible. We're so honoured to have you on our show! The message you sent us was about teenage girls, so we asked girls to call in with their questions. Caller number 1?
Caller 1	Hi there. I'm 15 years old. I'd like to understand why girls my age are so affected by malnutrition across the world?
Nutritionist	Adolescent girls are particularly vulnerable for many reasons. For example, gender inequality results in girls in some countries getting less food or less good quality food. It's essential to remember that nutrition is a human right! Both girls and boys have the right to good nutrition.
Caller 2	Are girls' nutritional needs different to boys'?
Nutritionist	Yes. During menstruation, girls lose iron in their blood so need more iron in their diet to replace it. This is another reason why girls are so affected by malnutrition – sometimes girls don't get this iron.
Caller 3	What happens if teenage girls don't get the extra iron they need?
Nutritionist	If girls don't get extra iron, they risk suffering from Iron Deficiency Anaemia (IDA) – a form of malnutrition. It's caused by not getting enough iron from food or when the body can't use the iron properly (for example, if they're sick). It's estimated that, globally, 30% of adolescent girls are anaemic . Shocking!
Caller 4	What can we do? I mean, what can everyone do, not just girls?



Resource 1:

Radio station script - 11am show

Nutritionist

That's a great question. It's all of our responsibility! We empower girls by making them aware of the problem and how to get extra iron. Girls should eat **iron-rich foods**. Some countries' health services or school/colleges offer tablets called Weekly Iron and Folic Acid Supplements (WIFAS) to prevent anaemia. They'll offer them if anaemia rates are particularly high in the country, so it's very important for girls to take these tablets.

Caller 5

Some people don't like taking WIFAS because they don't taste nice or they get stomach aches. What would you say to them?

Nutritionist

I would suggest they take WIFAS right after food. Most girls and women experience no side effects. Girls who take WIFAS will stay strong, have lots of energy and grow into healthy women!

Presenter 2

That's a really powerful message – thank you. And thank you to all of the great questions from our callers. Is there anything else you'd like to share?

Nutritionist

Yes. Our nutritional needs change throughout our life cycle. We've discussed girls' adolescence, but if women decide to have babies when they're older, they have specific nutritional needs at this time too. Women who always eat healthily and have a healthy pregnancy are more likely to have healthy babies!

Presenter 1

You have taught us so much! We can't thank you enough.

Nutritionist

It's my pleasure. Remember girls – you need extra iron!

Presenter 2

That's the end of this part of the show. Thank you to our esteemed guest, and to all our listeners.



Resource 2:

Radio script: Caller Question cards

Instructions for leader:

1. Make one copy of the five Caller Question cards then cut out.
2. Before using the radio script in the Starter, hand out the cards at random to the 'audience'.

Caller 1



Hi there. I'm 15 years old. I'd like to understand why girls my age are so affected by malnutrition across the world?

Caller 2



Are girls' nutritional needs different to boys'?

Caller 3



What happens if teenage girls don't get the extra iron they need?

Caller 4



What can we do? I mean, what can everyone do, not just girls?

Caller 5



Some people don't like taking WIFAS because they don't taste nice or they get stomach aches. What would you say to them?



Resource 3: Serious Scenario cards

Instructions for leader:

1. Make a copy of the scenario cards per small group, then cut out.

Meet Erica



Erica is 11 years old and lives in a village on a beautiful island in the Philippines. She has recently started menstruating. Erica now finds it hard to concentrate at school, lacks energy and often feels faint. She gets headaches too. Erica might be suffering from Iron Deficiency Anaemia (IDA) but doesn't know yet because she hasn't told anyone how she feels.

Meet Hannah



Hannah lives with her family in a tiny apartment in a big city in the United States. Her family goes to a Food Bank each week to receive emergency food because they don't have enough money to buy it. Hannah spends all her spare time sitting on her phone. She gets more energy from her diet than her body needs. Hannah is losing confidence and doesn't see her friends much any more. She is at risk of heart disease.

Meet Nandana



In a village in Sri Lanka, Nandana is pregnant with her first child. She is only 15 years old and wishes she was at school instead. She feels very tired all the time and lacks energy. Nandana isn't getting enough iron from her diet. She is suffering from Iron Deficiency Anaemia (IDA). It could make her pregnancy difficult. She risks having a low birth weight baby with a weak immune system.

Meet Fatma



Fatma is a tiny baby, just one week old. She had a very low birth weight. Her mother, Augustine, didn't have access to a healthy diet or iron supplements during her pregnancy. At home, Fatma is very sleepy all the time. Augustine is worried that Fatma isn't getting enough nutrients from the breast milk. Aunties suggested giving Fatma herbal teas, but now the baby has diarrhoea.

Meet Stefano



In Italy, Stefano is 12 and lives with his mother and sister. He eats the biggest meals in his family, and snacks every day on lots of processed food like cookies, cakes and fries. He plays computer games online with his friends most evenings. He doesn't do much exercise. Stefano has been diagnosed as obese and is at risk of diabetes. He is bullied and suffers from low self-esteem.

Meet Grace



In a town in Madagascar, Grace is 13 years old. She loves learning but misses a lot of school because she has to look after her brothers. When she menstruates she also stays home because she doesn't have hygiene products. At mealtimes, Grace is always served last and notices that her brothers and father get the best fish and vegetables.



TURQUOISE ACTIVITIES



Timing: 1 hour

Summary:

Create an advert OR design new packaging to learn how to check nutrition 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:



Radio station script – 11:55am advert



Starter discussion guidance

Preparation:

1. Read the turquoise stage of the GPN Fact File.
2. Gather all Badge Trackers and a range of reliable nutrition information (see Fact File).
3. Make copies of the radio script. Read the Starter discussion guidance.
4. Choose the main activity:
 - **Media Motives:** Gather examples of food advertisements, e.g. social media screenshots or magazine adverts.
 - **Love Labels:** Gather examples of processed food and drink in packaging, e.g. breakfast cereals, juice drinks.



Keep moving!

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



Starter:

15 mins

1. Recap the 10am radio show where the nutritionist answered questions.
2. The group chooses how to present the radio station's 11:55am script (provided).
3. Hold a short group discussion, using the Starter discussion guidance provided.



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



Choose your main course:

30 mins



MEDIA MOTIVES

or



LOVE LABELS

- The aim is to create an advert!
- Begin by discussing the prepared food adverts, focusing on the language, colours and pictures used to sell the product (and make a profit).
- Show your prepared reliable resources and work together to make a list of trustworthy sources to check nutrition information we're unsure about.
- Split into small groups. Each group's task is to create a fun and reliable advert, on behalf of the government, that encourages children to eat more fruit and vegetables. They can choose any type of advert, e.g. a song, cartoon, social media post, radio, magazine or billboard poster.
- Groups can share and provide feedback on each other's adverts.

- The aim is to design new food packaging!
- First, discuss the prepared food packaging. Ask the group to point out any advertising (cartoons, slogans) used to sell the product and make a profit.
- Ask the group to point out where and how the reliable nutrition information is displayed (ingredients, nutrition table).
- Split into small groups, each with a food and some of the prepared reliable information. Explain their task is to redesign the food packaging to make it reliable.
- Groups can share and provide feedback at the end.



Reflection:

15 mins

- Discuss the Key Messages and ask:
 - What will you do differently now when faced with food information?
 - How confident do you feel about checking food information?
- Everyone writes their learnings in the turquoise section of their Badge Tracker.
- Select some of the food myths raised during the Starter activity. Ask the group to research them using reliable sources.



Congratulate everyone on completing the **turquoise stage!**



Can't meet up?

Ask the group to read the radio script, then count all the food adverts they see in a day. Ask them to present at the next meeting.



Got technology?

Create an online poll about food myths in your community. Publish the results with reliable information.



Resource 1:

Radio station script - 11:55am adverts

[3 characters: two teenage girls and an adult voiceover]

- Girl 1** I'm soooooo hungry!
- Girl 2** Yeah, me too. School lunch was awful. I barely ate any of it.
- Girl 1** Let's have a quick snack before we go home, yeah?
- Girl 2** OK but we only have five minutes! Where do you wanna go?
- Voiceover** Speedy Burgers is the first choice for fast, tasty, fresh food! Why go anywhere else? Fresh, crunchy salad, premium beef burgers and crispy fries. Guaranteed speed. From order to fork in one minute! You can rely on us.

[Girl 1 & 2 licking fingers noisily]

- Girl 1 & 2** Mmmmmmmmmmmmmmm tasty. That was so good!
- Voiceover** Guaranteed to meet your needs, at speed! Speedy Burgers



Resource 2:

Radio script: Starter discussion guidance

Instructions for leader:

1. After the radio script has been performed, use the following questions and suggested answers to facilitate a short discussion.
2. Refer to the Fact File (pages 22-25) for more information on reading food packaging and common global myths.

Questions for the group:

1. **What do you think of the advert? Would you eat at Speedy Burgers?**
2. **What is this advert promoting? Who is it aimed at?**
 - a. *Fast food, targeted at young people on their way home from school.*
3. **What techniques does the advert use to encourage you to buy it?**
 - a. *Characters are the same age as the target audience: teenage girls. Tries to make it sound like a realistic conversation between friends so we can identify with it. Use of persuasive language, e.g. tasty, fresh, speed, and use of sounds, e.g. licking fingers.*
4. **What is the motive behind this advert?**
 - a. *To sell more burgers and make more money (a profit). It's important to find out the motive behind each piece of nutrition information you see or hear. If the information is from a trustworthy source that aims to help you improve your nutrition, then it can be relied upon.*
5. **Can you rely on the information in this advert?**
 - a. *We can't rely on this information because the motive behind the advert is to sell the product. Some companies have been found lying or exaggerating in their advertising, so we need to be careful.*
6. **Have you heard any food information that you weren't sure about? Make a list of any myths.**
 - a. *As well as advertising (posts from friends or advertising on social media, TV programmes and advertising, billboards, magazine adverts, food packaging etc) there are many myths about food that are passed down in communities. It's essential that you use reliable sources to check whether this nutrition information is true.*
7. **On food packaging, where is the reliable nutrition information displayed?**
 - a. *When food is in packaging it's often been processed. 'Processed' means it's been changed in some way, for example by adding salt or sugar. The packaging of processed food is designed to protect and sell the product, so there is usually a mix of advertising and reliable information. The reliable information is often hidden on the bottom or side of the packet, in small writing.*
 - b. *The ingredients are listed from greatest to smallest. So, the first one is the main ingredient. "Serving sizes" vary from product to product. It's important to compare the serving size to the amount you would actually eat – you usually eat more than a "portion", so the quantities can be misleading.*
 - c. *In general, unpackaged or unprocessed foods are healthier because the food or drink is fresher and hasn't been processed.*



BLUE ACTIVITIES



Timing: 1 hour

Summary:

Hold a cooking competition OR make a menu of 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:



Radio station script - 1pm show



Family menu template and meal ideas



Optional: Community Questionnaire



Keep moving!

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

Preparation:

1. If possible, visit a food market in this activity.
2. Read the blue stage of the GPN Fact File.
3. Gather all Badge Trackers, your Food Guide, paper and pens.
4. Make copies of the radio script.
5. Choose the main activity. For both, gather a range of affordable ingredients (real or pictures) from every food group, including iron-rich foods. Label each food with its price.
6. Optional: make one copy of the Community Questionnaire per person.



Starter:



15 mins

1. Recap the 11:55am advert.
2. The group chooses how to present the radio station's 1pm script (provided).
3. At the end, ask the group:
 - a. How would you reply to someone who said, "Boys don't cook"?
 - b. Which of the snack suggestions do you like most?
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 for teenagers that follow your Food Guide.



Choose your main course:

30 mins



COOKING COMPETITION

or



FAMILY MENU

- The aim is to compete in a cooking competition (real or role play).
- First, share the prepared ingredients. Ask the group to point out which are iron-rich.
- Displaying your Food Guide, brainstorm meals the group could make for teenage girls using these ingredients (see ideas provided).
- Decide together on a checklist for the meals, e.g. balanced, tasty, affordable and quick to prepare.
- Split into groups. Groups prepare a chosen meal in a cooking competition. Each person can take a different role, e.g. introducing the meal, explaining the recipe, describing why it's great for teenagers.
- Groups present to each other and give feedback on the checklist.

- The aim is to design a family menu! Showing your Food Guide, brainstorm healthy, tasty and affordable family meals (see ideas provided).
- Split into groups. Show the weekly menu template (provided) and ask groups to plan a week's meals.
- After a few minutes, interrupt the groups. Tell them that the family has a teenage girl so they need iron-rich foods, and they have a tight budget for the week! They must adapt their menu accordingly.
- When finished, each group shares their menus for feedback.



Reflection:

15 mins

- Discuss the Key Messages and ask:
 - How do we stop germs spreading?
 - What advice would you give a teenage girl about meals and snacks?
- Everyone writes their learnings in the blue section of their Badge Tracker.
- Optional:** The group could conduct a community questionnaire (provided) to find out what people know about nutrition, and bring the results to the next meeting.



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



Can't meet up?

Ask the group to read the radio script then prepare a healthy, tasty, low-cost meal or snack for their friends.



Got technology?

Watch the **Boodle Fight** video (from the Philippines). Together, plan and make a healthy, tasty, low-cost Boodle Fight meal.



Resource 1: Radio station script – 1pm show [4 characters: two presenters and two cooks]

- Presenter 1** Welcome back to NBS! I'm your host **[insert name here]**.
- Presenter 2** And I'm **[insert your name here]**. Today's show is all about nutrition.
- Presenter 1** We've got an exciting section coming up – cooking! We've learned so much about good nutrition from our guests so far. Now we'll put this into practice.
- Presenter 2** Please welcome to the show our two celebrity chefs!
- Cook 1** Hi everyone, I'm **[insert your name here]**. Thanks for having us!
- Cook 2** I'm **[insert your name here]**. We're two women chefs who have worked at top restaurants around the world. But, actually, our favourite work is visiting schools and people's homes to help them eat more healthily.
- Presenter 1** It's an honour to have you both. So what are we doing today?
- Cook 1** Well, after the health minister's announcement and your nutritionist's advice, we decided to focus on teenage girls. As we heard, teenage girls are disproportionately affected by malnutrition. And this must stop.
- Cook 2** We therefore decided to make meals and snacks for teenage girls. But it's important to remember that these meals are delicious and nutritious for all the family too!
- Cook 1** We're going to make tasty, quick, low-cost meals, using local foods. First up, Madagascan coconut chicken. We need rice, chicken, coconut milk, pumpkin leaves, spices, ginger, cabbage and beans. All the food groups!
- Ask the group: Which of these ingredients are rich in iron? Chicken, leaves, cabbage, beans.**
- Cook 2** Before we do anything, we must wash our hands carefully with soap. We should always do this after the toilet, and before cooking and eating.
- Presenter 1** We should also wash fruit and vegetables carefully before cooking or eating them, right?
- Cook 1** Exactly. And while we're preparing the food, we need to keep the cooking areas clean and tidy. We don't want germs spreading.
- Cook 2** While you're starting on the coconut chicken, I'll talk about snacks. I know how common it is to be walking home from school, feeling hungry, and looking for a snack. So many people choose fried or fast food, which is so unhealthy.
- Presenter 2** What healthy, cheap and quick snack ideas do you have for us then?
- Ask: Before we hear the answer, what snack ideas do you have?**
- Cook 2** Sandwiches are quick and easy. Try egg or tuna salad. Also, dried fruits, nuts and seeds are easy to carry around. Alternatively, chop up some fresh fruits. I also love making quick salads – like rice, chickpeas and tomato, or chicken and mango. You can carry snacks in reusable boxes or wrap them in banana leaves.



Resource 1: Radio station script – 1pm show

Presenter 1

I'm getting so hungry now! Sounds great. And what about drinks?

Cook 2

Instead of soda, we like to drink milk or carbonated water with fresh lime or fresh orange. In fact, it's better to eat the whole fruit – to get all the nutrients – rather than just its juice. For hot drinks, try mint leaves or fresh ginger in hot water without sugar. Delicious!

Presenter 2

While you're both cooking, we also wanted to ask you about something. We hear a lot of comments about how men and boys don't cook and that it's a girl's job.

Cook 1

I hear this a lot too, and it really frustrates me. Cooking is a life skill that all of us need to have. Both boys and girls can and should prepare food!

Presenter 1

Couldn't have said it better myself. I'm so looking forward to trying these meals and snacks. Thanks for coming in today!



Resource 2:

Family menu template and meal ideas

Instructions for leader:

Display this template as an example for your group to use.

	Breakfast	Lunch	Dinner	Snacks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Global meal ideas (to inspire your group)



Barbados: Creole chicken – chicken breast, rice, tomatoes, chilli sauce, green pepper, celery, onion and herbs and spices. Fruit afterwards.



Brazil: Rice, black beans, baked chicken leg, beetroot and corn with some cheese. Fruit afterwards.



Italy: Spaghetti bolognese – lean beef mince, onion, carrot, celery, tomatoes, herbs, wholewheat spaghetti.



Lebanon: Stuffed vegetables – zucchini, squash, cabbage, wholewheat rice, egg, small amount of white cheese, dried fruits.



Madagascar: Rice, chicken, coconut milk, pumpkin leaves, spices, ginger, cabbage and beans with fruit afterwards.



Mexico: Pinto beans, kidney beans and black beans, corn, rice, tomatoes, onion and chilli. Fruit afterwards.



The Philippines: Fried Bangus – fish cooked in a small amount of oil with spices, served with rice and pinakbet (mix of vegetables like eggplant and okra), then watermelon on the side.

Dried bisugo (threadfish bream), brown rice, gourd, onion, tomato, vinegar, egg, banana or plantain.

Tofu (with spices), noodles, sweet potato, corn, string beans and horseradish leaves, with mango and papaya on the side.



UK: Broccoli and stilton soup – broccoli, leek, potato, small amount of stilton (blue cheese), low-salt vegetable stock, served with wholemeal bread, then fruit afterwards.



Tanzania: ugali (maize flour porridge), beef, managu (green leafy vegetable), kunde (cowpeas), tomatoes, avocado, herbs, small amount of buttermilk, with groundnuts and mango on the side.



Resource 3: Optional: Community Questionnaire

Instructions for leader:

- This is an example questionnaire for your group to use as homework if they wish to find out what their community knows and thinks about nutrition.
- Encourage your group to edit and adapt the survey to make it their own.
- If the group wants to do a paper survey, make one copy of the questionnaire per person. Alternatively, they could use a platform such as SurveyMonkey or Google Forms to conduct the survey online.
- Each person can conduct the questionnaire with as many people as they wish, and then bring back the results to the next meeting.

1. Why do you think nutrition is important?

2. Are you familiar with our country's Food Guide?

3. Can you give me an example of a 'balanced meal'?

4. Do you tend to eat three balanced meals per day and drink lots of water?

5. What foods should we eat rarely and why?



Resource 3: Optional: Community Questionnaire

6. Do you often eat snacks? If so, what kind?

7. Have you seen or heard things about food that confused or worried you? If so, can you give some examples?

8. Where would you look to find reliable information about nutrition?

9. What are the main nutrition problems in our community?



RED ACTIVITIES



Timing: 1 hour 30 mins

Summary:

Take action to help other people improve their nutrition.

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 lobbying decision makers.
- ★ Every action, however big or small, can make a difference in your community.

Resources provided:



Radio station script - 3pm show



Avocado Action cards



Recipe for Action template



Advocacy letter/email template



Girl Powered Change
(separate, optional pack)



Keep moving!

Always begin with a
physical warm-up

(see page 8).

Preparation:

1. If completed, remind the group to bring their Community Questionnaire results.
2. Read the red stage of the GPN Fact File.
3. Gather all Badge Trackers, flipchart and pens and any research compiled during the activities.
4. Make copies of the radio show script. Make one copy of the Recipe for Action template per person.
5. Copy and cut out the Avocado Action cards. Hide them around the space



Starter:

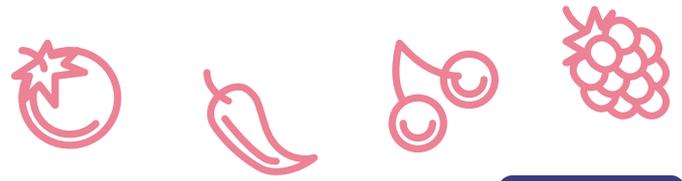
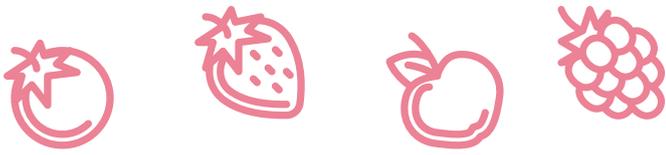


15 mins

1. Briefly recap the radio show.
2. The group chooses how to present the 3pm script (provided).
3. Make a list of all the creative action ideas in the show, e.g. influencing the school principal, launching an online campaign against food myths.
4. Explain that these are all real actions taken by the 100,000 Guides and Scouts who already completed their GPN badge!



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

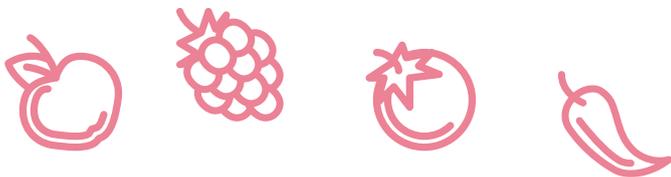


Main course:

1 hour



1. The group will now use their GPN knowledge to help **at least two other people** to improve their nutrition!
2. With the Badge Trackers, ask the group to share their biggest GPN learning.
3. Introduce the Recipe for Action template (provided) to help them plan their action:
 - a. First, everyone chooses a nutrition **problem** they want to address. It might be linked to their GPN learning, e.g. girls aren't taking their WIFAS. Refer to the Community Questionnaire results and previous research (if completed).
 - b. Then, they decide on a positive, clear and specific **message** that attempts to solve their chosen nutrition problem, e.g. "WIFAS make us strong and healthy" (see more ideas in Fact File).
 - c. Give the group 10 seconds to find all the Avocado Action cards (provided). Add these action ideas to the list made in the Starter activity.
 - d. Support everyone to decide on a **simple action** they will take to spread their chosen message to at least two other people (not other Guides and Scouts), e.g. meet with the principal to ask for WIFAS to be promoted.
 - e. Support everyone to finish their Recipe for Action. Share the Advocacy letter/email template (provided) as inspiration.
4. Decide on a deadline (one or two weeks) for everyone to complete their action.



Reflection:

15 mins

1. On their Badge Trackers, everyone writes a summary of the action they have decided to take to help other people's nutrition (in the avocado shape).
2. The group can also write down their favourite memory from GPN and any progress on their Pineapple Pledge.



Congratulate everyone on completing the **red stage!** Explain that once they have completed their action, they will receive their GPN badges (see page 53 for celebration ideas)!

3. Introduce the **Girl Powered Change pack**. Explain that it's a short guide for anyone to use

after they have completed their badge and if they want to make an even bigger impact on other people's nutrition. Ask them to speak to you to find out more.

Can't meet up?

Ask the group to read the 3pm show and plan to take action for two other people by completing a Recipe for Action.



Got technology?

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



Resource 1:

Radio station script – 1pm show

[4 characters: two presenters and two cooks]

- Presenter 1** Welcome back to NBS! I'm your host **[insert name here]**.
- Presenter 2** And I'm **[insert your name here]**. This is our final show today about nutrition!
- Presenter 1** We've learned so much today. We've learned the eight things we need to stay happy and healthy, what a balanced meal is, about malnutrition, what teenage girls need, how important pregnant women's nutrition is, how to check food information, and so much more!
- Presenter 2** So, our final show today is about what we can all do about these issues. We've learned so much about how to make healthy choices ourselves. Now we want to pass on this knowledge to others too. So we're launching a competition!
- Presenter 1** Yes! The prize is an all expenses paid visit to our studio. You'll be on air with us all day, and have the opportunity to speak on a global radio station!
- Presenter 2** The competition is called Advocacy Action. Advocacy means influencing people in powerful positions by speaking out and taking action to make our world better. We want to hear your advocacy ideas to improve other people's nutrition. So call, text, email or DM us to tell us what you would do in your community to improve nutrition!
- Presenter 1** We've already received our first text! Zulfa, a Girl Guide in Tanzania, says: "I would like to share a real story. This year, I influenced my school's administration to make school meals more nutritious by adding more vegetables." Wow, I love that you're sharing something you already did Zulfa!
- Presenter 2** We've got our first caller now. Please introduce yourself.
- Caller 1** Hi there. I'm **[insert your name here]** from Japan. My idea for the Advocacy Action competition is to grow a vegetable garden at home to increase the diversity of food my family eats.
- Presenter 1** That's a fantastic idea, thank you. We've got an email here from Girl Scouts of the Philippines. They set up an online campaign called Put Your Best Fork Forward to tackle nutrition myths for younger girls. Find them on Twitter!
- Presenter 2** I had no idea young people were doing so much already. It's so inspiring. We have another two callers – welcome to the show.
- Caller 2** Thank you NBS! My name is **[insert your name here]**. I'm a Girl Scout from Madagascar. We went to Radio Fahazavana, a local radio station, where we educated the general public, live, about food security in our country.
- Caller 3** And my name is **[insert your name here]**. I'm a Girl Guide from Sri Lanka. We promoted hygiene practices among our family and friends. We demonstrated handwashing, and washing fruits and vegetables before cooking.



Resource 1:

Radio station script – 1pm show

Presenter 1

Thank you all so much for contacting us. The competition has only been running for a few minutes and we already have so many ideas!

Presenter 2

We just got a DM too: “I’m from France and my Advocacy Action is to organise a Food Festival!”

Presenter 1

It’s going to be so hard to pick a winner! I can’t wait to hear more of your ideas. Thanks to everyone who’s contacted us so far.

Presenter 2

Before we have a break, we want to read you something sent in just now from Nabeela Iqbal, a Girl Guide from Sri Lanka. Her wise words are: “Never underestimate the power of the little things you do towards the bigger picture.” Thanks everyone.

Presenter 1

Thanks and good evening. Stay happy and healthy everyone!



Resource 2: Avocado Action cards

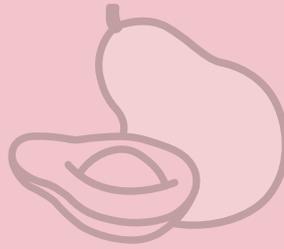
Instructions for leader:

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

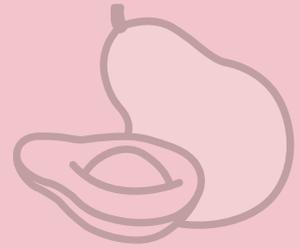
Organise a sugar test activity with your family, using their favourite soft drinks. Explain why water or milk is better



Talk at a school assembly with a clear nutrition message



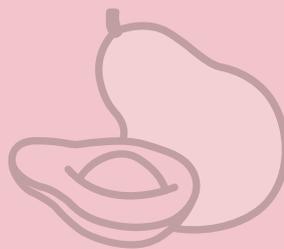
Make T-shirts with a clear message and wear around the community



Make a recipe book for teenage girls and share with friends and family



Write and perform a song, dance or play with a clear nutrition message



Plant a garden in your community. Eat some of the vegetables and share the rest





Resource 2:
Avocado Action cards

Go to the market or shop with your friends and help them make good choices by reading food packaging



Write and share a petition with a clear nutrition message



Organise a community exercise class



Meet with a local health worker and ask them to organise a community talk about breastfeeding



Create a short video with a clear nutrition message and publish online



Write to the health minister with a clear nutrition message



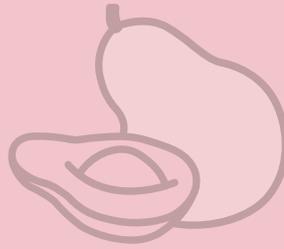


Resource 2:
Avocado Action cards

Do a community walk with a clear nutrition message



Organise a Food Festival



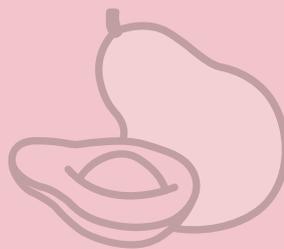
Meet with the principal to ask for specific nutrition improvements



Organise a social media campaign with a clear nutrition message



Write to a local journalist to ask them to publish a clear nutrition message



Write and publish a nutrition newsletter in your community





Resource 3: Recipe for Action

Instructions for leader:

1. Make one copy of the blank (empty) template per person (on the next page).
2. A completed Recipe for Action is provided below to help your group if they get stuck.

Example

RECIPE FOR ACTION

The nutrition problem I'm trying to solve is ...

Teenage girls aren't taking the WIFAS they're given.



My research tells me that ...

I did a community survey and spoke to a nutritionist. They told me that girls don't take WIFAS because they don't like the taste and don't understand how important they are.

My clear, specific nutrition message is ...

Try taking WIFAS right after food – they make us strong and healthy!

The action I will take to spread my message to two (or more) people is ...

I will meet with the principal to ask for WIFAS to be promoted in clear language that explains their importance.



I will do this by ... [date]

Next week.



I will know my action had an impact if ...

Girls at my school start taking WIFAS and they understand why they're important.

The resources or help I need are ...

- Help from my teacher to set up a meeting with the Principal
- Computer with internet to do more research

My reflection (complete after the action)

- We met with our school principal on Friday 16 March. They listened to our research and our request to promote WIFAS. They needed to understand the problem better so talked to other teachers first.
- After a week, we asked to meet the principal again. They agreed to hold a school assembly about WIFAS and asked us to help!
- Next time we take action, we will have a clear message (this worked well) and be more organised – we now know we can do anything!





Resource 3: Recipe for Action template

RECIPE FOR ACTION

The nutrition problem I'm trying to solve is ...



My research tells me that ...

My clear, specific nutrition message is ...

The action I will take to spread my message to two (or more) people is ...



I will do this by ... [date]



The resources or help I need are ...

I will know my action had an impact if ...

My reflection (complete after the action)





Resource 4:

Advocacy letter/email template

Instructions for leader:

1. Support your group to find out the names of the minister(s) in charge of your country's **Food and Agriculture Ministry**, as well as their contact details, e.g. email address.
2. Your group should edit the template to make clear demands about adolescent girls' nutrition.
3. Send the letters by post or email. If by email, help your group to choose their subject line carefully to catch the minister's attention. For example, "We demand good nutrition for girls."

[Name(s) of your minister(s)]

[Job title(s) of minister(s)]

[If sending by post, include full address]

Dear [Name/s of your minister(s)]

I am writing to ask you to ensure that everyone in our country has access to good nutrition, and particularly adolescent girls. Adolescence is a key 'window of opportunity' and good nutrition is vital for young people to reach their full potential.

Insufficient or unhealthy nutrition affects our immune system, making our bodies more vulnerable to diseases and less able to recover from sickness.

In our country, adolescents face nutrition challenges which impact our physical and mental wellbeing. The most important issues in my community are:

[insert real examples relevant to your country, e.g.

- Many of my friends suffer from, or are at risk of suffering from anaemia / the rates of anaemia among adolescent girls in my community are dangerously high: __ %
- At my school, girls don't take the WIFAS provided by health workers because they don't understand their importance / our school doesn't provide girls with WIFAS.
- Because of the coronavirus pandemic, my family has less money to buy healthy food / there is less healthy food available to my family / my family is afraid of contracting coronavirus while out buying food.
- We don't learn enough about our nutrition in school / my school doesn't provide enough nutritious food options / fast food sellers promote unhealthy food outside school gates.
- The rates of malnutrition, especially [e.g. obesity], are dangerously high in my community; people need to understand the importance of a balanced diet and daily exercise.]

We are asking you to take steps to ensure everyone has sufficient access to nutritious food. We suggest [insert your ideas, e.g. free meals, nutrition education, national campaigns].

As [insert job title(s) of minister(s)], it is your duty to uphold our human rights and work towards SDG 2 (Zero Hunger) and SDG 5 (Gender Equality). We need you to prioritise adolescent nutrition so our generation can stay healthy, be happy and thrive.

Yours sincerely,

[Your full name]



Resource 5: Girl Powered Change pack

GIRL POWERED CHANGE

Ages 11+

Finished your Girl Powered Nutrition badge?



This pack will walk you through how to plan a bigger project – the sky's the limit!



Want to do even more to improve your community's nutrition?



Girl Powered Change (GPC) is a separate booklet to use after the GPN badge. It is for any young person who has earned their badge and now wants to make an even bigger impact on their community's nutrition! It contains:

- Young people's inspiring stories from around the world
- Four clear steps to plan and carry out their own, bigger action
- A Project Plan template to complete (including two examples)

Introduce the Girl Powered Change pack at the end of the GPN badge to inspire your group to change their worlds! They could advocate for free school breakfast clubs, deliver a nutrition social media campaign, create a short film about healthy eating or something entirely different.



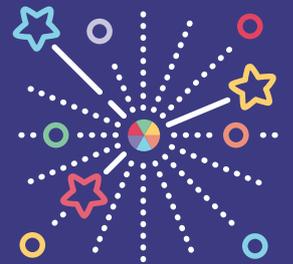


ENDING THE GPN BADGE

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.wagggs.org/en/resources/yunga-challenge-badges

Co-created by the GPN Working Group:

Adele Lynch, Miguel Camacho, Alice Kestell, Rosario Jupiterwala, Rose Jade Delgado, Francine Beatriz Pradez, Erika Ramirez, Zarook Abdul, Kush Herat, Sirini Wengappuli, Priyabashini Karunarathne, Sophia Mlay, Umy Mwabondo, Valentine Masereka, Rojo Andriamahery, Saholy Raheliharinambinina, Narindra Andriamahefalisson, Mevaharinivo Geliah Rakotonandrasana and Minohasina Andriantahina.

With special thanks to Sophie Rymer.



www.waggs.org

[f](#) [@](#) [@waggsworld](#)

World Association of Girl Guides & Girl Scouts,
World Bureau, Olave Centre, 12c Lyndhurst Road,
London, NW3 5PQ, United Kingdom

