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सत्यमेव जयते

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FSSAI

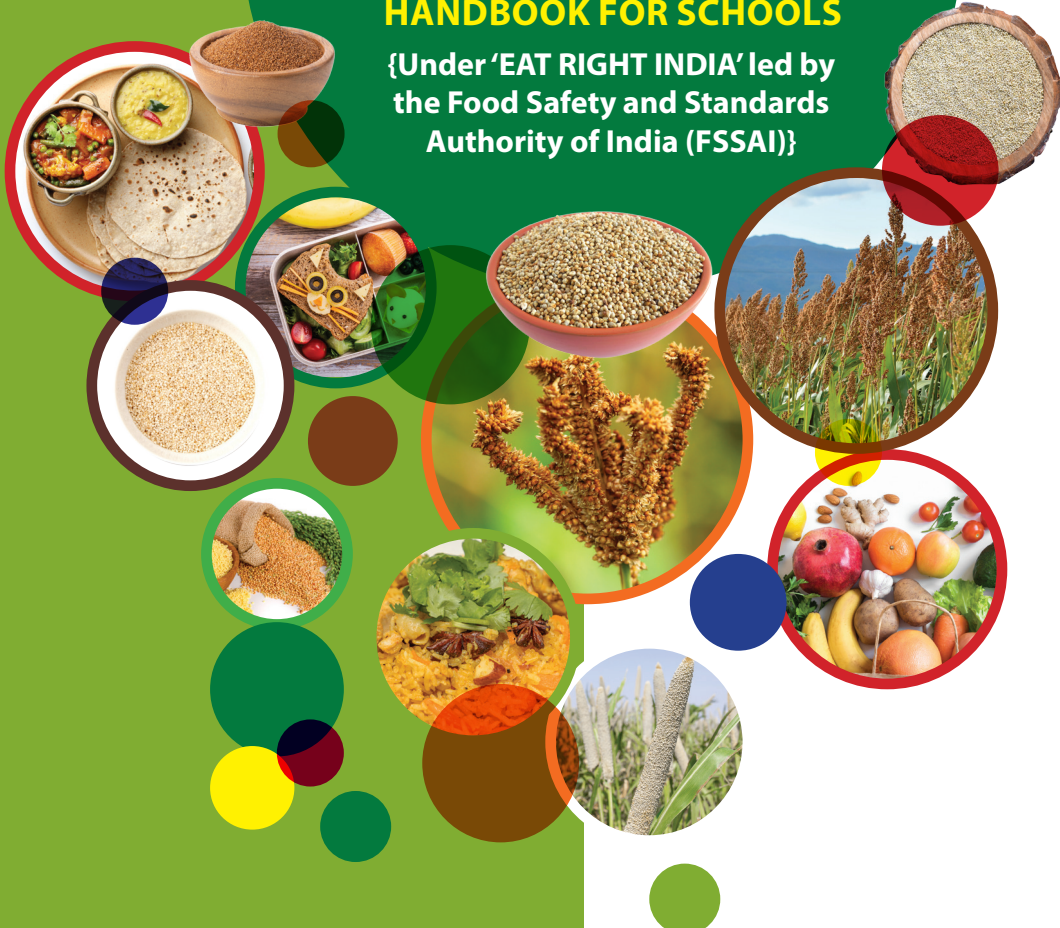
 Eat Right
India
सही भोजन. बेहतर जीवन.



Health Club

HANDBOOK FOR SCHOOLS

{Under 'EAT RIGHT INDIA' led by
the Food Safety and Standards
Authority of India (FSSAI)}



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Introduction

Healthy children are the foundation of a healthy nation. Therefore, investing in their health and inculcating the right eating behaviour is critical in nation building efforts. India is at the threshold of the unique demographic dividend with young persons within the age group of (5-17) years comprising more than 22% of the total population*.

Schools play a critical role in helping students establish lifelong healthy behaviours. Good health enhances academic performance in school. Small changes in the diets and lifestyles of school children will make a large impact and ignite a passion for inculcating healthy eating habits at a formative age.

Children are more receptive to new ideas and practices and therefore provide a suitable opportunity to introduce knowledge and habits at an early stage. Having adopted good practices from a young age, they are likely to continue so as adults, enabling reduction of water and sanitation related diseases. In addition, children can be catalysts for positive change in their household and community.

Creation of Health Clubs at the school level would

act as a medium to create awareness and develop sensitivity among school children regarding safe and nutritious food for holistic well-being and scholastic excellence. Through Health Club activities, students would gain exposure to the rich heritage and culture of Indian foods. The objective of health clubs in schools is to promote and maintain behavioral change towards the well-being of the school children, to make the students key players in the transformation of their environment, and transform the school as a place of promotion of health and well-being within the community.

The School health club is a vehicle that empowers pupils to play an active role in deciding and implementing issues related to their health when they are in school. The Club also affords the pupils the opportunity to become 'Agents of Change' who carry home and translate into action healthy habits and information they learn at school and in this way influence their siblings, parents, and friends who might be out of school. This document is intended to give general directions to basic schools in setting up and running a School health club.





Vision

To inculcate healthy eating habits among students for their holistic well-being, leading to the achievement of scholastic excellence and optimum health improving the quality of life.

Objectives

The major objectives of the proposed Health Club are:

- To provide an assortment of activities to assist schools to nudge school children towards healthy, balanced, and diverse diets.
- To enable students to appreciate the importance of safe and nutritious food;
- To ignite a passion for inculcating healthy eating habits at formative age;
- To educate students regarding the rich heritage and culture of Indian foods;
- To make pupils aware that the health of a person is the health and wealth of the family and society
- To stimulate and increase children's awareness of local, seasonal foods and indigenous foods like millet.



Health Clubs

Why the focus on Health Clubs and the need for health clubs

Unsafe food, poor diets, and unhealthy habits lead to all kinds of deficiencies and diseases. According to a study, the number of Food Borne Diseases case are expected to rise by 150-177 million annually by 2030**.

Thus, safe food and healthy diets are critical for good health and well-being.

Small changes in the diets and lifestyles of School

children and their families would make a large and positive impact in driving demand for the right food. Hence, this would help in building a food system that is healthy for both people and the planet.

That way, the Health club would act as a medium to create awareness and develop sensitivity among school children of all ages regarding Safe food and healthy diet, personal and surrounding Hygiene, and maintenance of a healthy lifestyle.



Desired outcomes of Health Club: for school children will be-

- To have a generous daily intake of fruits and vegetables to get the essential vitamins, minerals, and phytonutrients.
- To limit intake of foods high in fat, sugar, and salt (HFSS)
- To replace refined carbohydrates with whole grains to ensure a proper intake of fiber and essential micronutrients.
- Understand the concepts of a healthy plate in which the proportion of carbohydrates, protein, and fats are balanced
- Understand the importance of adequate intake of water every day
- To be physically active and get adequate sleep
- Understand the importance of good personal and surrounding hygiene
- Understand the importance of eating mindfully and chewing food properly.

** Source: Kristkova, Z.S., Grace, D. and Kuiper, M. 2017. The economics of food safety in India – a rapid assessment. Amsterdam, Netherlands: Wageningen University & Research



Starting a Club



Aligned with the vision, all schools must now make effort to establish Health Clubs in their respective schools. A School Health Club is a voluntary club formed and managed by pupils and teachers to promote good health practices and behavior change in the school and the surrounding communities. It typically comprises 10-15 pupils and 1-2 teachers. This team would conduct several health promoting activities in schools on time to time basis. The adolescent related activities are to be aligned with the Rashtriya Kishor Swasthya Karyakram (RKSK) program for “in and out-of-school” adolescents.

Also, for an early detection and intervention of nutritional deficiencies in school children, Rashtriya Bal Swasthya Karyakram (RBSK) under the Ministry of Health and Family Welfare conducts health screening and provides free management. Aligned with the same objective, School health club activities will ensure the wellbeing and facilitate the team on this insight for the same.

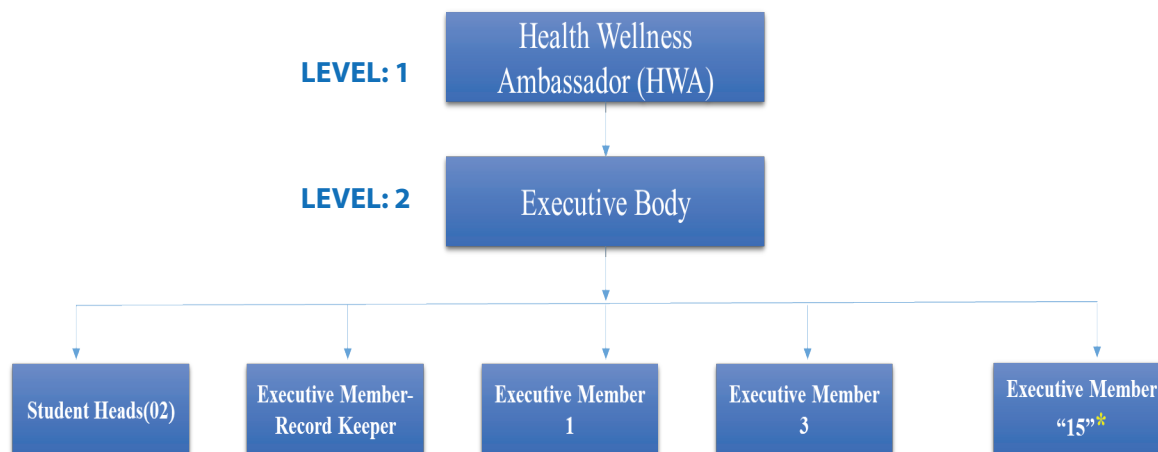
The basic requirements and steps in the formation of Health Clubs in schools are as below:

1. Consider pupils and school staff who are already showing an interest in hygienic behaviors to be part of the club
2. The School Management to Identify a Health Wellness Ambassador (HWA) The criteria for selecting HWA is the same as given in the guidelines of the ‘School Health Programme’ under Ayushman Bharat.
3. The School Management may appoint a nutritionist to spearhead basic tasks of setting up like garnering interest, communicating purpose, and selecting the student body, etc.
4. The School Management should provide sufficient awareness and knowledge about the club and its activities to students at three levels, viz., Level I - Grades 1-5, Level II – Grades 6-8 & Level III – Grades 9-12.
5. The School Management and Health Wellness Ambassador (HWA) must clearly define the roles at each particular Level in the club and also make efforts to convey the same to students.
6. The School Management must allocate an exclusive notice board or channel of information for Health Club activities.
7. Health Club should have student members from various levels of classes.



Organization Structure

A. Proposed Functionaries



B. Roles & Responsibilities

1. Health Wellness Ambassador (HWA)

Two Health Wellness Ambassadors are designated by the School Management to spearhead activities for the Health Club in the school. The criteria for selecting HWAs are the same as given in the guidelines of the 'School Health Programme' under Ayushman Bharat.

It is recommended that proactive and self-motivated teachers with good communication skills and the ability to connect with students should be selected.

HWAs have to appoint the Executive Body and assign specific roles within the body through a regular process followed every year and must conduct the meetings of the Executive Body and guide the discussion along with the Student Heads of the body.

2. Executive Body

The Executive body may consist of two Student Heads (Boy and Girl), 01 Executive Member: Record Keeper, and other Executive Members. The number of Executive members can be increased or decreased based on the

number of student members in the club.

The body is required to meet at least once a month and report on action taken at the next

Health Club meeting. During its meetings, the body reviews and approves the club's plans and projects. Health Wellness Ambassadors (HWAs) advise and must attend all board meetings. Club members may also attend these meetings as observers.

The members should think of project ideas, encourage club members to participate, and delegate responsibilities.

3. Student Heads

There are two student heads, one Girl and one Boy nominated by Health Wellness Ambassadors (HWAs).

The Students Head's primary role is to lead the club, making sure that it functions effectively.

Responsibilities include;

- Understand the vision and objectives of the Health Clubs.

* Executive Members should comprise of 10-15 pupils (Depending on the strength of Students in school)



- Conduct effective meetings by preparing a detailed agenda that outlines creative programs that will be covered.
- Delegate responsibility to help other members develop their leadership skills and to avoid getting overwhelmed with details.
- Identify members' skills and interests and harness them in club projects.
- Work to ensure that the club's activities and service projects are successfully promoted and carried out.
- Communicate and collaborate actively with the Health Wellness Ambassadors (HWAs).

4. Executive Member: Record Keeper

This Executive Member of the body maintains accurate records responsibly and updates regularly.

Responsibilities include;

- Draft annual activities calendar under the guidance of HWA.
- Prepare a monthly report on activities accurately and maintain a database of members with information like the name of the student member, class, contact, and role, etc.

5. Executive Members

Executive Members help the club carry out activities and projects. Health Wellness Ambassadors (HWAs) appoint the Executive Members to be the single point of interaction between the student body, the conducting activities, and its working groups. Additional Executive Members may be appointed as needed.

Executive Members should meet at least once a month to discuss plans and activities and share them with the Student Heads. All Executive Member activities and expenses are subject to the student body's approval.

They also have the primary responsibility to help the club function effectively.

Responsibilities include

- a) Take minutes — a clear, concise written record of what was said at a meeting and any actions taken — at all meetings of the club. Minutes shouldn't detail every word that was said or how the decisions were reached but should cover these points:
 - Summary of reports from working groups in conducting activities.
 - Any announcements related to meetings, activities, etc.
 - Be the single point of contact for any queries and needs of the conducting activities.
 - Assign every activity to a club member, and keep track of these assignments.
 - Make sure all club members are familiar with the club's activities, events, and goals.
 - Establish a schedule of club meetings for the year.
 - Notify club members in writing of a meeting, giving the date, time, place, and subject of the meeting by pasting on prominent places.
 - Prepare agendas for meetings, and follow them.
 - Contact members scheduled to make reports at meetings, and ask if they need any help in preparing their reports.
 - Ask members for their opinions.
 - Keep accurate records, but avoid unnecessary paperwork.



Operating Health Club

A. Meetings

The Executive Members have to meet separately at least once a month with members from the conducting activities.

B. Reporting

The Executive Members' Body may prepare an annual report summing up the conducted activities along with outcomes over the year while sending a copy of the same to the School Management.



Membership

Membership of the School health club is open throughout the school year. Subsequent to the initial registration, a student can always register to be a member at any time during the school term.

To do this, a student only has to mention it to the School based Health Coordinator and their name will be put on the register. Once the name appears on the register, the student is a member of the Club.



Health Club Activities

HEALTH CLUB ACTIVITIES

The following activities are recommended for schools/school children to help them adopt basic healthy food habits that would have a huge impact on their physical, mental & emotional health. Schools are requested to record and maintain a database of evidence of the activities being undertaken.

I. 1-5th Class (Health Club Theme)

1. I Stay Clean- highlight the importance of personal cleanliness. Urge the children to inculcate good habits to prevent the spread of disease through microorganisms present in and on our bodies
2. I eat Safe and Clean Food- It deals with the

need for food safety, factors affecting the growth of germs and ways to control the spread of disease causing microorganisms. Food borne illnesses are also explained.

3. I Stay Nourished- Introduction to basics of nutrition, macro, and micronutrients.
4. Why should I eat healthy? - Emphasis on 'You are What You Eat and nutritional deficiencies.
5. I plan my Meals- Importance of consuming a balanced diet. The healthy eating plate concept is well explained through stories and Fun time activities.

II. MILLETS BASED ACTIVITIES

1-5th Class	ACTIVITY	EXPECTED OUTCOME
	Millets songs/rhymes for play way learning about millets	Awareness about millets as a regular / everyday food item
	Touch & Feel of common millets- Bajra, Ragi, Jowar, Rajgira, Kuttu etc.	shape identification & colour recognition
	Observing one day as ' millets day' in a month -different recipes/ Products of millets can be shared /displayed/distributed–Millet idli, Millet pancake ,Millet Noodles, millet dosa, millet cracker, crispies, Millet Sev/ namkeen, millets bars, millet bread, khichdi, upma and bisibella bath etc.	Taste, flavour Acceptance Awareness about availability of wide range of millet based products/recipes
	Goodness of Millets Quiz*	Increase knowledge about millets.
	Visit to nearby Millets farm	

III. FUN TIME ACTIVITIES

THEME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
I Stay Clean- Understanding how germs spread. Fssai yellow book I	<p>Glittery Germs-you need some glitter or sawdust and some cream or a drop of oil.</p> <p>Rub the cream or oil on your hands.</p> <p>Sprinkle some glitter on your hands</p> <p>Touch everything that you can see.</p> <p>You will see how the glitter or the 'pretend germs' travel from your hands to any object you touch. This is how germs spread all over but you cannot see them.</p> <p>ACTIVITY 5- This is the way we wash our hands(Poem).</p>	<p>Take a spray bottle and fill it with coloured water. Now squirt it. See how the coloured water spreads in the air. Similarly, germs travel up to six feet when you sneeze.</p>	<p>Throw some talcum powder in the air. Observe how long the talcum powder hangs in the air and how it takes to settle down.</p> <p>This is how germs spread when a person coughs.</p>	<p>Let's wash our hands Demonstration – sing HAPPTY BIRTHDAY SONG twice while you wash hands. Teacher/ parent conduct a live demo on handwashing techniques using soap and water. Ask children to turn off the tap while they are soaping hands.</p> <p>PPT on hand washing with animation may be played</p>



	ACTIVITY 5	ACTIVITY 6	ACTIVITY 7	ACTIVITY 8
	Identify 10 students from the class to create a skit/ drama, teachers or parents can encourage students for storytelling on 'germs make me sick' or writing poems/ rhymes/songs on hand washing.	The hygiene Superstars On a chart, make a note of the students whenever you find that a positive change in their habits. Make them weekly superstars.	Germi Check Scorecard- A check list of daily healthy habits like bathing, brushing, cleaning tongue, washing hands, clean clothes, cutting nails etc. (FSSAI yellow Book level I)	Smile Please- Ask children to put paint on the toothbrush & brush all over an empty carton of egg. Space left will show that each place has to be cleaned.
I eat Safe and Clean food	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
FSSAI's yellow book I	Water in a Glass Jar- Resource- 1 glass jar with water. Ask children to soak hands in water. Check the colour of the water (muddy & grey)	Safe & unsafe Food- Show a chart to children having both fresh food (eggs, fruits, bread) and spoiled/ rotten food (bread with fungus, rotten tomato etc.) and ask children to circle the foods that they will not eat.	Grocery bag- Storing food items in the refrigerator at the right place. Store eggs, milk, fresh vegetables and fruits in the refrigerator. Store poultry, fish & meat in the freezer.	How clean are my hands- wash your hands with soap and water. See how the foam changes colour. If hands are dirty, it turns brown
I stay Nourished	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
FSSAI's yellow book I	Exposure Visit (Visit to farm)- Understands Farm to food connect ACTIVITY 5 Rainbow on your plate. Observe a 'food rainbow Day'. Ask students to bring vegetables or fruits of different colours in their lunch boxes. Request a vegetable vendor to visit your school. Ask students to observe the different colors of fruits & vegetables.	Where does food come from- Teachers to distribute the prints of the activity sheets and ask children to match the food with its source. ACTIVITY 6 Food Quiz- Teachers may conduct a quiz by dividing students into 4 groups. Ask questions related to food plate, Nutrients in food and their sources etc.	Circle Time- Ask students to write/discuss what they ate for breakfast or the night before. Evaluate how balanced each student's dinner / breakfast was. ACTIVITY 7 To Appreciate Food diversity, involve children in school Kitchen garden. Tell them about Herbs, plants and their medicinal value	My Nutri- Baskets- Take 3 baskets and label them as 'GO, GROW & GLOW'. Collect food wrappers packet & pictures of food. Write their names in the Go, Grow and Glow baskets
Why should I eat healthy	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
FSSAI's yellow book I	Mirror, Mirror on the wall- when You stand in front of the mirror, I see.... Eyes Bright and Shiny Smooth skin with a healthy glow Lips soft and moist Healthy Pink gums and teeth Straight legs ACTIVITY 5 Thumbs up Foods Thumbs Down Foods- Thumbs up for healthy foods & thumbs down for HFSS foods	The Great Grains- Quiz time- on cereal grains like rice, wheat & millets. Draw and label your favorite food made out of grains.	Create interest using stories on healthy eating habits to avoid nutrient deficiencies. Also do a quick recall on what students ate for dinner the previous night and help them find out if it was a healthy balanced diet. ACTIVITY 6 Smiley & Saddy-. Show pictures of healthy and unhealthy lunch boxes (with hollow calorie foods). Ask children to put a sticker of smiley or saddy on each food item. Teachers to take a print of the sheets and ask children while showing which one is healthy lunch box for them.	Show pictures of healthy and unhealthy day to day activities to children for eg. A child playing on laptop and a child playing outdoors. A child eating burger and child eating fruit. Ask children to select the better option.



I plan My Meals	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
<p>FSSAI's yellow book I</p>	<p>How to choose Healthy Food- Show 2 Charts to students</p> <p>a) Don't eat This Chart- showing HFSS foods</p> <p>b) Eat this Chart- Wholesome, local & seasonal foods.</p> <p>Ask students to write on a sheet of paper whether they eat those food items(healthy/unhealthy) from a list containing a no of food items in a given time limit. Evaluate the frequency of eating healthy and unhealthy foods.</p> <p>ACTIVITY 5: Food Recall- Teacher may ask students to think, write and discuss the kind of food they ate the day before. Evaluate how balanced each student's meals were.</p> <p>Various habit forming tools & self-assessment trackers (dairy tracker, sugar tracker, water tracker, unhealthy food tracker, hygiene tracker, fruit tracker, veggie tracker)are available in FSSAI yellow Book I</p>	<p>Draw foods to make a 'Healthy Eating Plate' - colour the picture milk, curd, meat, eggs, fruits, vegetables.</p> <p>After showing one example of balanced plate, teacher to ask children to draw a well balanced plate on their own in order to make them aware about wholesome meal.</p>	<p>Run & Grab a Bite- Food Group Relay- Place individually labelled food group bags at the finish line. Ask students to run a relay race grabbing one food from each group placed in their running track and drop them in the respective food group bags.</p>	<p>Name Food Groups- Teachers will ask students about different food groups and can further ask them to identify the foods from each food groups (carbohydrates, proteins, fats, dairy and Fruits & vegetables.)with the help of pictures.</p>



IV. 1ST TO 5TH CLASS WISE LEARNING OUTCOMES

Suggested Learning outcomes	Suggested Content Outlines	Suggested transaction methods	Suggested Life Skill
CLASS-1			
1. Introduction & Identification of different food item.	Introduction of healthy food items e.g. Concept of shape identification & colour recognition can be introduced through food items/ rainbow on your plate	Creative classroom activities, 3D models of food items, Picture Book, observe Food rainbow day	Self- Awareness Listening skills Thinking Skills-making connections Communication skills Observation skills
2. Demonstrates Personal Hygiene	Hand hygiene & teeth brushing technique	Rhymes and songs, live Demonstration & practice Storytelling, Puppetry, Picture book	
1. Identifies healthy food from junk foods	Comparison between good and bad eating habits	Parent Engagement for tracking behaviour at home	
2. Understands that wastage is bad	What is food & water wastage		
Resources	For Topic: 2 Yellow Book Level 1 Page nos. - 6 to 10	For Topic: 3 Yellow Book Page nos. - 49 and 57 For Topic: 4 FSSAI's Activity Book. (Topic Avoid Food Waste ,Page no. - 11)	
CLASS-2			
1) Exhibits regularity in eating meals.	1. Why do we need food? Emphasizing importance of having all the meals especially breakfast.	Guided Discussion-Classroom interactive session asking students what they ate for breakfast	Self-Awareness General/environmental awareness Listening Skills Critical Thinking Decision Making Communication Skills Interpersonal Skills- Taking turns, negotiating, Socializing, Making friendly Conservation Self-Awareness General/environmental awareness Listening Skills Critical Thinking Decision Making Communication Skills Interpersonal Skills- Taking turns, negotiating, Socializing, Making friendly Conservation
1. Appreciates food variety 2. Understands the connection between Food and personal hygiene.	• Sources of various Food- Plants& animals, Different Tastes, colours & Flavour How do germs spread and cause illnesses?	AV tools, Posters, Charts, Exposure visit to local market Include stories, Videos, picture books Classroom based Interactive activities/Games-	
3. Positive change in habits to stay clean	Personal hygiene and clean habits	weekly hygiene Superstars Demonstration & practice, Parent engagement,	
4. Learns to share and avoid throwing food	Food saving and sharing, avoiding food wastage	Observation of Special days – class party	
Resources	For Topic: 1 Yellow Book Level 1, Page nos. 33 For Topic: 2 Yellow Book level 1 Page nos. 25 to 28 & 35	For Topic: 3 Yellow Book level 1 Page nos. 12 to 19	For Topic: 4 Yellow Book level 1 Page nos. 6to 10



Suggested Learning outcomes	Suggested Content Outlines	Suggested transaction methods	Suggested Life Skill
CLASS-3			
1. Understands Farm to food connect	<ul style="list-style-type: none"> Farming-where does food come from 	Exposure Visit (Visit to farm)	Awareness about food ecosystem Creative thinking Listening Skills Critical Thinking Decision making
	<ul style="list-style-type: none"> Introduction to balance diets and food groups 	Illustrations, Picture books, posters, AV aids(Comics/ cartoons) Games-Food group relay race	
2. Strengthening of previously learnt 'stay clean & eat safe behaviour'	Food safety through personal hygiene & Clean surroundings	Demonstration & AV Tools- Videos, slides, pictures	
3. Able to identify spoilt and fresh foods	What is Food spoilage, how do germs grow/spread & makes food unsafe. how to keep germs away	Classroom fun activity Show a chart to children having both fresh food (eggs, fruits, bread) and spoiled/ rotten food (bread with fungus, rotten tomato etc.)and ask children to circle the foods that they will not eat.	
4. Understands water as vital & drink sufficient water	Importance of drinking Safe & clean water including Water conservation	Storytelling, Videos, parent engagement	
5. Able to Appreciate Food Diversity	Kitchen garden Herbs & plants and their medicinal value	Exposure Visit, Guided group discussion	
Resources	For Topic: 1 Yellow Book Level 1, Page nos. 26 to 27 For Topic: 2 Yellow Book level 1 Page nos. 3 to 17	For Topic: 3 Yellow Book level 1, Page nos. 18	For Topic: 4 Yellow Book level 1 Page nos. 32 For Topic: 5 Yellow Book level 1 Page nos. 26 to 27
CLASS-4			
1. Develops awareness about eating in right quantities at right time.	<ul style="list-style-type: none"> Balanced meal, composite food My plate for the day, Identification of food by red/green dot. 	Posters, charts, PPT, AV tools- videos classroom demonstration	Self-Awareness Healthy seeking behaviour Creative thinking Listening Skills Critical Thinking Logical reasoning Analytical thinking Decision making
2. Identifies perishable & non-perishable food	Reducing Food wastage/ spoilage through proper food storing & handling	Learning by doing AV tools- videos, PPT	
3. Includes raw vegetables, fruits & water in meal.	Necessity of right amount of water & roughage in our diet	Videos, Books, Guided discussion, parent engagement	
4. Develops cautiousness about market foods	Introduction of Food adulteration –unpermitted colours, extraneous matter	Video, classroom demonstrations (Video Link : https://youtu.be/eA0gmP4A8Z4)	
5. Able to appreciate diet diversity	Local & seasonal foods	Exposure visit, engaging parents	



Suggested Learning outcomes	Suggested Content Outlines	Suggested transaction methods	Suggested Life Skill
6. Strengthening food safety behaviour.	Food safety, Personal and surrounding Hygiene, Safe food practices	Art, writing poems/songs on hand hygiene, Demonstration & practice FSSAI AV Aids, expert talk	For Topic: 5 Yellow Book level 1 Page nos. 26 to 27 & 53 to 56
Resources	For Topic: 1 Yellow Book Level 1, Page nos. 24 to 25 For Topic: 2 Yellow Book level 1 Page nos. 14 & 19	For Topic: 3 Yellow Book level 1, Page nos. 32 & 43 to 47 For Topic: 4 Book on Food Safety Guidebook for Teachers (Under grade 4) https://eatrightindia.gov.in/eatrightschool/learning-books	For Topic: 6 Yellow Book level 1 Page nos. 14 to 17 Vedio Link : https://youtu.be/qhvJoymc22l
CLASS-5			
1. Understands nutrition basics and Understands food's role in disease prevention	<ul style="list-style-type: none"> Concept of Macro and micronutrients, water & Fiber Nutritional deficiencies – Iodized salt, Identification of Fortified Food 	Posters, Charts, books, AV Tools- Video, PPT Stories, picture books, Animation, videos, posters, charts.	Self-Awareness Healthy seeking behaviour Creative thinking Listening Skills Critical Thinking Analytical thinking Reasoning Observation skills Decision making Empathy Vigilance Inclusiveness
2. Exhibit Eating right behavior	Healthy eating plate, Healthy lunch box Local seasonal foods	Classroom fun activities- Quick recall on what kids ate for dinner the previous night to help find out if it was a healthy plate.	
3. Understands Diet Diversity	<ul style="list-style-type: none"> Introduction to millet. Safe food practices to prevent spoilage, Food preservation, germination, sprouting, fermentation 	AV Aids-Videos, PPT, Books, Posters.	
4. Connects Foods & customs	<ul style="list-style-type: none"> Food related to festivals 	Observing Special day –Pongal day/Lohari	
5. Becomes aware of food related illnesses/ reactions	<ul style="list-style-type: none"> Food allergies & Food poisoning 	Videos, expert talk Vedio Links 1 Keep away NCD's- - https://youtu.be/1leNqZuqiU4 2 Rohan's Magical Spectacles https://youtu.be/qhvJoymc22l	
6. Exhibits vigilance for food safety	<ul style="list-style-type: none"> Food adulteration & simple detection technique 	DART book, https://www.fssai.gov.in/book-details.php?bkid=201 FSSAI videos Video Link: https://youtu.be/eA0gmP4A8Z4	
7. Sets daily routine & engages in some sort of physical activity	<ul style="list-style-type: none"> Healthy Lifestyle- Importance of play, sleep & recreational activities 	Games, sports, Yoga, School PT, Music, Instrument, Art, Song FSSAI yellow book, FSSAI Eat right school Videos. Various Tools & Trackers for assessment given in FSSAI yellow book	
Resource	For Topic: 1 Yellow Book Level 1, Page nos. 42 to 47	For Topic: 2 Yellow Book level 1, Page nos. 52 & 60 to 61 For Topic: 5 Yellow Book level 1, Page nos. 20 to 21 For Topic: 7, Yellow Book level 1, Page nos. 62	



6-12th Class (Health Club Themes)

1. Nutrition & Health -Insight about balanced Diet, macro and micro nutrients, deficiency diseases,
2. Growing Up Healthy-understands the risk of micronutrient deficiencies especially iron deficiency anaemia due to poor diet & personal hygiene. Emphasis on eating Iron rich diet consisting of fruits & vegetables on regular basis. Role of fortified foods in prevention of micronutrient deficiency including anaemia
3. Promotion of healthy lifestyles- Personal Hygiene- Good toilet habits, handwashing, Annual medical check-up, dental check-up, Healthy habits, Importance of sleep, physical activity, recreation & relaxation
4. Prevention & Management of Substance Misuse- concept of HFSS & trans fats foods, Excess Consumption, portion distortion of HFSS foods and. their addictive nature, their sources and impact on health leading to NCD. Importance and ways of Healthy snacking. importance of having all the meals especially breakfast
5. Consumer Awareness-Reading food labels, Health Claims, Logo recognition, food safety while Eating out, Food Borne Illness, Street foods, Food poisoning, food infection, food allergy
6. Food Safety Vigilance- detecting food adulteration using DART book
7. Concept of sustainable Living-Waste disposal & Management- Recycling, sorting garbage, Vermicomposting, Biogas plant, concept of RUCO
8. learning Food safety behavior- Importance of surrounding hygiene and food spoilage, microorganisms in food, how they get transferred & contaminate food, Cross contamination, efforts towards food safety, Pest Control, ways to reduce food wastage.

V. Millets Based Activities (6th – 12th Class)

6-8 th Class	Pledge nutrition through nutricereals/Milletts(POSHAK ANAJ SE POSHAN PLEDGE)	To bring a change in eating preferences of children and their families.
	Slogan Contest –Importance of millets for nutritious diet	Popularity, increase participation of school children
	Milletts Rangoli Competition	Promotes creativity and awareness
	Millet Tagline Competition	Engaging children Wider coverage
	The Great Milletts ‘Quiz Time*’	Awareness about goodness of millets & its health benefits
	Compose catchy poem on Milletts	
9-12 th	Milletts Logo competition-designing creative logos for IYM 2023	Milletts Campaigning
	Millet Magic-“Recipe Challenge” Physical or in form of short videos of millet recipes	To promote millet recipes and value-added products. Transforming ancient millets as Indian smart food. Eat millets and stay healthy
	Mighty Milletts Quiz*- Test your knowledge about mighty millets	Creating awareness.
	Inviting short creative videos/PPT on Milletts	Showcasing the importance of millets and Popularizing the Milletts theme
	Comic story Contest on “ India’s Wealth, Milletts for Health’-	Encouraging children to share their creativity by designing a comic story to showcase millets benefit and raise awareness in the masses.
	Compose catchy song on Milletts	Creating awareness. About millets through songs
	Millet Startup innovation challenge-	To encourage young minds by nurturing their creative thinking and innovative strategies to find solutions to existing problems in the millet sector. To create new ways to position millets as alternative staples across the world.

* link for Milletts Quiz questions



V. FUN TIME ACTIVITIES AND EXAMPLES OF EVIDENCE THAT CAN BE USED ARE AS FOLLOWS

S.No.	THEME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
1.	<p>EAT A HEALTHY BREAKFAST-As school starts early, children often end up skipping breakfast. It is scientifically proven that breakfast is the most important meal of the day and increase productivity if children eat healthy breakfasts.</p> <p>(Aligned with RKSK-Improve Nutrition)</p>	<p>Add a small break or zero period for children to eat food as soon as they reach school.</p>	<p>Issue directions to parents to ensure that the children eat a healthy meal before they reach school. Parents should use the hashtag #EatRightIndia and upload their action taken for ensuring this task on.</p>		
2.	<p>EAT SAFE AND HEALTHY DIETS, ADOPT DIET DIVERSITY- Diet diversity is the best way to ensure that you are eating right. Often we miss out on important nutrients when we restrict our diets to certain foods. There is evidence to suggest that variety in food develops cognitive abilities. Let's be courageous and try a new healthy dish every day.</p> <p>(Aligned with RKSK-Improve Nutrition)</p>	<p>Activity 1 Visit to the school cafeteria. 2 Student can be designated as Food Quality Inspector of your school. The school Health & Wellness Coordinator can assist them in rating the cafeteria for the 7 Cs(Check, Clean, Cover, Cook, Cool/Chill, consume, Curb Cross Contamination). FSSAI yellow book II</p> <p>Activity 5 Healthy Menu- Create a healthy menu based on the principles of a balanced Diet.</p> <p>Activity 6 Upload canteen/tiffin menus on the school website and ensure that children get to try a new variety every day.</p>	<p>Activity 2 Conduct 'I cook healthy' day in schools, where students get recipes for healthy food(eg. Millets based recipes)</p>	<p>Activity 3 Growth Of microorganisms-Leave a piece of bread/roti/a spoon of jam/ an orange peel in a box for a few days. Observe the changes and discuss in class. Discuss foods that do and do not provide ideal conditions for the growth of microorganisms. Following examples may be used –salads, soaked rice, pasta, paneer roll, aloo tikki, fruit juice and sprouts. (for 6-8th class) FSSAI yellow book level II Classifying given contaminants as biological, chemical, physical hazards-mouldy peanuts, stapler pins, pesticide, rat droppings, staphylococco, Glass, ashing soda, hair.</p>	<p>Activity 4 Score your hand wash- 1.Choose 8 student volunteers. One volunteer should be hand washer, the second one, the timekeeper. The washer should be blindfolded and asked to put washable paint on the palm and spread it evenly over both hands. 2.have the washer wash for 5 seconds. After 5 seconds, have the timekeeper blot dry the washer's hand by very lightly touching the towel to the skin. 3.dont let the hand washer see his/her hands or give away any hints about how clean they are. 4.have another set of volunteers to do the same and then wash for 10 seconds with just water, the third set to wash for 15 seconds with only water and the fourth to wash with soap & water scribbling for 20 seconds and more. 5.using the scoring guide, record the cleanliness on the scoring chart. FSSAI yellow book level II</p>



S.No.	THEME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
3.	<p>PRACTICE THE 21 –DAY CHALLENGE- By following a practise for 21 days, it becomes a habit. Bring a fruit to school in tiffin every day for 21 days. Let's eat the rainbow. (Aligned with RKSK- Improve Nutrition)</p>	<p>Activity 1 Ask students to tag their picture with their fruit using the #21DayChallenge with the name and registration number of your school.</p>	<p>Activity 2 Ask students to eat breakfast every day and tag their picture with their breakfast using the #21daychallenge with the name and registration number of your school.</p>	<p>Activity 3 Various habit forming tools & self-assessment trackers (dairy tracker, sugar tracker, water tracker, unhealthy food tracker, hygiene tracker, fruit tracker, veggie tracker) are available in FSSAI yellow Book II</p>	
4.	<p>FOLLOW AAJ SE THODA KAM- A major challenge for all of us is to overcome craving for food with high in fat, sugar and salt content such as sugary drinks, cakes, pastries, fried food, namkeens etc. diets high in fat, sugar and salt may be delicious but can lead to lifestyle disorders like diabetes, obesity etc. later in life. We need to address and bring about a change in our eating habits early on. (Aligned with RKSK- Preventive Substance Misuse and Address Non-Communicable Diseases (NCDs) theme)</p>	<p>Activity 1 Share tips on how to reduce the consumption of foods high in fat, sugar and salt with parents and children through parent teacher meetings or by uploading on the school website. These tips are available on the website www.fssai.gov.in/EatrightIndia Activity- Shaker Test- To find out How much salt do you add to Food. Take the shaker test to find out.(FSSAI yellow book II)</p>	<p>Activity 2 Encourage parents & children to maintain a tracker of consumption of oil, sugar & salt. Sample Evidence: Upload trackers on the website filled in by parents/ students.</p>	<p>Activity 3 Suggest healthy tiffin menus to children and parents</p>	<p>Activity 4 Download Raj Kumar Rao's film www.fssai.gov.in/eatRightIndia and play it in classroom and encourage children to join the #AajSeThodaKam campaign Activity sweet Food Choices-Check your sweet food choices. Are they packed with nutrients? Or do they contain empty calories and very few nutrients? Refer to FSSAI yellow book II</p>
5.	<p>AVOID FOOD WASTE-it is estimated that one third of food is wasted and yet about one tenth of the global population are undernourished and sleep hungry. Schools can play an important role in preventing food waste and fighting chronic hunger.</p>	<p>Activity 1 Weigh food that is wasted in school canteen and Cafeteria every day and gradually reduce it over time.</p>	<p>Activity 2 encourage children to make posters on how to save food and put them up in relevant areas.</p>	<p>Activity 3 Assign responsibility to a group of students and teachers on rotating basis to connect with the Indian Food Sharing Alliance at www.sharefood.fssai.gov.in to share surplus food with beneficiaries.</p>	



S.No.	THEME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
6.	EAT RIGHT INDIA DISPLAY BOARDS/POSTER/ PHOTOGRAPHY EXHIBITION- An awareness campaign on 'Eat Right India' through various channels as per school's choice. (Aligned with RSKS- Improve Nutrition theme)	Activity 1 Display the best posters from the Eat Right Poster Competition on classroom/school display boards and create a collage on the 'Eat Right India' movement. Organize an exhibition open for parents and the community for 2-3 days to display these works of art.	Activity 2 The students can join or conduct walks in the surrounding areas to disseminate messages in the community.	Activity 3 Eat right Street food patrol chiefs-Check the street food vendors around your school or home and grade them on the basis of the parameters given in FSSAI yellow book II.	
7.	EAT RIGHT GAMES- create games and activities using food according to the level of the class (Aligned with RSKS- Improve Nutrition theme)	Game 1- Eat healthy Healthy Plate/ Wellness thali. Material Required: Chalk, paper cut outs of food items such as fruits, vegetables, roti, bread, butter etc. They could be drawn by the students. a) How to play: draw the healthy plate on the floor. b) Give a paper cut out of the food item to each child. c)The child should go and stand in the correct section on the healthy plate on the floor.	Game 2- Snakes & ladders with Healthy Foods Material Required: FSSAI Activity book.	Game 3-Colour Healthy Foods, cross out unhealthy foods. Material Required: FSSAI Activity book Game 4- Nutrients & their sources (FSSAI yellow book II)	Game 5- Passing the parcel-Transfat containing food FSSAI Activity book Game 6- when in doubt, throw it Out! Fight bad bacteria and keep your food safe. FSSAI Activity book
8.	CHECK YOUR FOOD-	Activity 1 To identify whether the food item is genuine or adulterated. Detection of artificial color in turmeric powder. FSSAI DART book/ Activity book	Activity 2 Detection of papaya seeds in black pepper. More tests may be seen in Dart book:	Activity 3 Activity: create Food Label-your class has manufactured baby food. Design a label for the baby food jar a) Choose appropriate name of product b) mention information on the label c)Do its pricing (refer to FSSAI yellow book II for information to be displayed on the label).	Activity 4 Visit the nearest supermarket and check labels of at least 6 of your favorite foods. FSSAI yellow book II



S.No.	THEME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
9.	<p>EAT FORTIFIED FOOD- children will understand the importance of essential micronutrients and vitamins in keeping them healthy and the benefits of eating fortified foods.</p> <p>(Aligned with RKSK- Improve Nutrition theme)</p>	<p>Bowling Game-</p> <p>Material Required- Empty bottles, Small Balls, markers.</p> <p>Write names of deficiency and disease associated with the minerals and vitamins (Anemia, Iodine deficiency disorders, night blindness, weak bones) one on each bottle.</p> <p>Write Wheat flour (Iron, Vit B 12, Folic Acid)</p> <p>Rice (Iron, Vit B12, Folic Acid, Salt (Iodine and iron), Milk (Vitamin A and D), Oil (Vit A & D) on different balls.</p> <p>Arrange the balls in a line, tell kids to hit the bottle with the right ball.</p> <p>Teacher to explain the significance of vitamins and minerals and their fortified food sources and the +F logo.</p> <p>How to play-Arrange the bottles in a line. Tell the kids to pick any ball. Hit the bottle with the right ball (eg. Bottle of night blindness by ball of milk/wheat flour). The one who hits correct bottle with the correct ball wins.</p> <p>FSSAI Activity book</p>	<p>Vish- Amrit</p> <p>A-4 sheets (different colours), safety pins</p> <p>Teacher will explain the significance of vitamins and minerals to the students and also tell them about their fortified food sources and the +F logo.</p> <p>Write the name of the disease/deficiency on red sheet. write name of fortified food and mineral & vitamin on green sheet.</p> <p>Stick the sheets on shirt of some kids by safety pins. Tell them to run.</p> <p>When a kid with the red sheet touches another kid then he/she will sit down. Only when a kid with a green sheet containing the corresponding fortified food source that addresses the deficiency of the kid, touches that kid, he / she will stand up and allowed to run around again.</p> <p>FSSAI Activity book</p>	<p>Matching Game</p> <p>Cards- Card1 -Minerals & Vitamins, Card 2-diseases associated with the deficiency of vit & minerals, Card3-benefits of vitamins, Card 4-Sources of these vitamin & minerals.</p> <p>Mix all the cards and keep in a big box. Tell kids to pick one card.</p> <p>Tell the kids to then complete the group of 4-5 kids</p> <p>Each group should have one card of the disease/deficiency followed by the corresponding fortified food staple and the relevant vit/mineral and finally the card that mentioned the correct health benefit of the same.</p> <p>FSSAI Activity book</p>	<p>Schools can create awareness among children about fortified food.</p> <p>Download and play Sakshi tanwar's short film available on www.fssai.gov.in/EatRightIndia in the classroom.</p> <p>Upload children's photo while watching the video on the website.</p> <p>Hold awareness sessions for parents on the benefits of fortified foods during PTM.</p>



S.No.	THEME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
10.	NO FOOD WASTAGE -children will learn etiquettes, about healthy and unhealthy foods, develop habits of finishing food completely, managing leftover foods and sharing & caring	<p>Party Scene play competition (Duration 30 min max)</p> <p>Groups of 6-10 students</p> <p>Half of the students of a group will be hosts and the other half will be the guests. Host will serve food to the guests. Lunch boxes of the participants can be used in the game.</p> <p>The groups can be judged on basic criteria like:</p> <p>What food they serve-healthy, HFSS food etc.</p> <p>Pattern of taking food in the plate (small portion/ large portion)</p> <p>Management of left over, if any</p> <p>Food wastage in plates or otherwise/hygiene.</p> <p>Content of their conversation.</p> <p>FSSAI Activity book</p>	<p>21 days Challenge-children will develop habits managing left over foods, sharing & caring. School/Group-wise activity</p> <p>Students will give their leftover food to one nodal person so that such food could be collected at one point. Then such food should be distributed daily among beneficiaries/ needy persons.</p> <p>FSSAI Activity book</p>		
	WASTE DISPOSAL & MANAGEMENT	<p>VERMICOMPOSTING- Make your own vermicompost at school / Home</p> <p>Download FSSAI's video on vermicomposting and play it in classroom and encourage children to practice it at home as well.</p> <p>FSSAI yellow book II</p>	<p>Quiz Time on how to ideally dispose off single service items like plastic water glasses, aluminium disposable cartons etc.</p>	<p>Visit to nearby Recycling or BioGas Plants.</p>	



S.No.	THEME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4
11.	PHYSICAL EXERCISE- (Aligned with RKSK- Address Non-Communicable Diseases (NCDs) theme)	Activity 1 To identify the healthy food cum race: 100m/200m On one side some food items viz. fruits, vegetables, chocolate, patty, packet of fortified food and unfortified/normal food (e.g. milk, oil etc), curd, cold drink, packed fruit juice, chhach, chips etc may be kept. Then students on the other side should be asked to collect max no. of healthy food items and returns. One who performs in shortest duration will be the winner. FSSAI Activity book	Activity 2 Spot jog, dips/push-ups, pull –ups, sit ups, skipping, brisk walk, Surya namaskar, frog race, hanging bar		
12.	NUTRITION QUIZZES- Importance of nutrition and wholesome meals. (Aligned with RKSK- Improve Nutrition theme)	Teacher may conduct a quiz by asking students questions related to macronutrients, micronutrients, My plate for the day, deficiency diseases, food borne illnesses, adulteration or any relevant topic given in the yellow book/ other food modules. (FSSAI Yellow book level II, The Purple Book, FSSAI's Go, grow & glow food.			
	For Topic: 1 Yellow Book Level 1, Page nos. 42 to 47	For Topic: 2 Yellow Book level 1, Page nos. 52 & 60 to 61 For Topic: 5 Yellow Book level 1, Page nos. 20 to 21 For Topic: 7, Yellow Book level 1, Page nos. 62			



VI. 6th -12th Classes wise Outcomes

Suggested Learning outcomes	Suggested Content Outlines	Suggested transaction methods	Suggested Life Skill
6th to 8th Class			
1. Gets insight about balanced diet (Aligned with RKSK- Improve Nutrition Theme)	Explains Need for nutrients Macronutrient-carbs, protein, fat, water, fiber. Micronutrients-Vitamins-A,B,C,D, E, K, & minerals (sodium, iron, zinc, selenium) their sources, Balanced Diet, Deficiency diseases, Cereal –pulse combination, my plate for the day	a) Nutrition Quiz, (FSSAI Yellow book level II, The Purple Book, FSSAI's Go, grow & glow food, FSSAI's 5 ways of eating healthy poster, b) Eat right case studies Swasth Jeevan Santulit Aahar Poster	Self- Awareness Critical thinking Decision Making
2. Enables to listen to hunger cues & regulate abuse of HFSS (Aligned with RKSK- Prevent Substance Misuse, NCD Theme)	Concept of HFSS foods high in fat, salt and sugar. their addictive nature Health impact, (NCD), ways to reduce its consumption	FSSAI Aaj Se Thoda Kam TVC, videos, yellow Book II Comparative chart of HFSS food & eat right food, FSSAI's Healthy snacking poster Classroom demonstration, visit to supermarket	Critical Thinking Decision Making
3. Makes informed food choices	<u>Introduction to Calories (units of food energy)</u> How much calories /energy value a food has. (how carbohydrates, fats and protein adds up to total energy value of food) nutritive value of commonly consumed foods-Chapati, Rice, Dal, sugar, butter, common fruits & vegetables Egg, Milk, Almonds, Biscuits, Bread, Burger, Pizza etc.	IFCT (Indian Food Composition tables)	Critical Thinking Decision Making
4. Empowers to be an Informed consumer	Reading food labels to know what are we purchasing food- nutritive value, safety, cost Health claims manufacturing, expiry date etc.	FSSAI's yellow book level II & videos Classroom activities, Quizzes, Parent Engagement	Critical Thinking Decision Making Problem Solving Awareness
5. Enables to understand sensible serving sizes to assess food intake in easy way	Introduction to Concept of Household weights & measure like cup, Glass, spoon, Plate, Katori etc. to assess day to day food consumption & nutrient intake.		
6. Demonstrates Food safety behaviour	Importance of surrounding hygiene and food spoilage ,microorganisms in food,how they get transferred & contaminate food, Cross contamination, efforts towards food safety, Pest Control, Innovative ways to reduce food wastage (Temperature, Oxygen, preservatives, moisture, UV)	FSSAI yellow book level II, Eat Right India Handbook, Cluster Hygiene flyers/posters, Street food patrol chiefs-student engagement,	Environmental awareness, Critical Thinking Decision Making Problem Solving
7. Becomes watchful of food safety while Eating out	Food Borne Illness Street foods Food poisoning, food infection, food allergy	FSSAI's Eat Right India Book, Videos, Yellow Book-II Visit to school cafeteria Storytelling, case study	Environmental awareness, Critical Thinking Decision Making Problem Solving
8. Learns sustainable living	Waste disposal & Management- Recycling, sorting garbage, Vermicomposting, Biogas plant	Do it yourself, Exposure Visit, Demonstration, Eat right school Videos	Eco-friendly lifestyles Reuse, Reduce, Empathy Self sufficiency



Suggested Learning outcomes	Suggested Content Outlines	Suggested transaction methods	Suggested Life Skill
9. Eating right during festivals	Significance & Cautious of food consumed during festivals. Video Link :	FSSAI Eat right during festival Videos, Expert talk, Guided discussions	Decision, interpersonal & communication skills, empathy
10. Shows Vigilance for food safety	Food adulteration & simple detection technique according to the level of the class	Classroom /Lab Test, FSSAI DART book, Food safety magic box, Visit to Food Safety on Wheel Van.	Analytical skills, Critical Thinking Decision making,
11. Understands Food safety ecosystem of India.	Role of FSSAI and eat right India program	FSSAI ERI videos, ERI Activity Book, ERI Website ERI Resources, FSSAI's thalis of India poster.	General awareness, Critical Thinking, Creative thinking
12. Follows Healthy Lifestyle (Aligned with RKSK- Improve Nutrition Theme)	Personal Hygiene- Good toilet habits, handwashing, Annual medical check-up, dental check-up, Healthy habits, Importance of sleep, physical activity, recreation & relaxation	FSSAI Yellow book Classroom Activity-Student volunteers Checklist of school facilities for adequacy- well	Self-Awareness Self-care Routine management Stress management
Resource	For Topic: 1 Yellow Book Level II Page nos.: 67,68,77 and 82 For Topic: 2 Yellow Book level II, Page nos. 77 to 80 and 84 For Topic: 4 Yellow Book level II, Page no.-37	For Topic: 6 , Yellow Book level II, Page nos. 2 to 12 For Topic: 7 Yellow Book level II, Page nos. 29 to 36 & 45-47 For Topic: 8 Yellow Book level II, Page nos.: 48 to 52	For Topic: 12 Yellow Book level II, Page nos. 13 to 23 For Topic: 4 Yellow Book level II, Page no.-37
9th to 12th Class			
1. Adopts measures to include iron & antioxidant rich foods in diet (Aligned with RKSK- Improve Nutrition Theme)	Risk of micronutrient deficiencies especially iron deficiency anaemia, acne, pimples due to poor diet & personal hygiene. Emphasis on eating Iron rich diet consisting of fruits & vegetables on regular basis. Role of iron fortified foods (Rice, Wheat, DFS, Oil, Milk) in prevention of micronutrient deficiency including anaemia	FSSAI's Eat right, stay fit & Dekha Kya TVC, FSSAI's The Purple Book, Do you eat right book(Ch-7), Yellow Book level II, Recipe Ravivar Book, Charts, Posters, expert Talk	Self-Awareness Self-care Decision Making, Creative thinking
2. Able to Assess his weight status & Knows how much of certain nutrients one needs daily 3. Develops interest in healthy cooking techniques (Aligned with RKSK- activities on nutrition and balanced diet/ cooking with local produce) Understands therapeutic benefits of foods in optimizing health (Aligned with RKSK- Improve Nutrition Theme) Awareness about packaged food regulations, makes informed selection	Concept of weight & height, Ideal body weight, BMI, Waist circumference, Waist to height ratio, Nutrition needs during adolescents, Introduction to RDA & Recommended no. of serves/ quantity to consume from 5 food groups daily to eat a balanced diet. Fundamentals of healthy & safe cooking, how various cooking methods & utensils affect the nutrient content of foods Introduce concept of functional foods-whole foods, enriched or enhanced foods having potential health benefit Health supplements and food for special dietary use (FSDU) Reading food labels, Logo recognition & consumer awareness FSSAI labelling Regulations as well as Advertisement and Claims	FSSAI's directives on RDA 2020 for Indians (based on ICMR) FSSAI's Daily recommendations & food fortification Handbook, The purple Book FSSAI's balance diet with RDI, healthy Eating, Swastha Jeevan Santulit Bhojan Poster FSSAI's 'Eat right India' and 'The pink Book', Tadke Bina Zaika book, classroom Demonstration, Videos, Cook safe & nutritious Quiz FSSAI's TVC (Eat right, stay fit & Dekha Kya), posters on Millets, FSSAI guidance note on FSDU Guided discussions, expert talks FSSAI's 'Read label' Videos, Do you eat right book (ch-9) & Displays material, 'Read Food labels carefully' poster	Self-Awareness Decision Making Analytical Thinking Critical thinking, Cooking skills, Decision Making Creative Skills Awareness, Critical thinking, Decision making, Consumer Awareness, Critical thinking, Decision making,



Suggested Learning outcomes	Suggested Content Outlines	Suggested transaction methods	Suggested Life Skill
4. Differentiates food Sensitivities & food reactions	Food intolerance- lactose, gluten & food allergies- symptoms, sources, safety.	FSSAI's Purple book, FoSTaC training manual(allergens), Guidance note on gluten free foods, expert talks	Self-awareness, Consumer Awareness Critical Thinking Empathy Decision making
5. Shows Vigilance for food safety	Food adulteration& detection technique according to the level of the class	FSSAI's DART book & Food safety Magic box book, Manual for simple testing, Food Safety guidebook for teachers, combat food adulteration poster, Adulteration & complaints Videos, Classroom /Lab Test, Exposure Visit to Food Safety on Wheel Van(FSW)	Analytical skills Critical Thinking Consumer Awareness Creative Thinking Social responsibility
6. Becomes mindful of food wastage	Sensitize about reducing wastage at household level Ways to reduce food wastage through proper menu planning & storing, creating new dish from leftovers, Sharing food & kitchen garden etc.	FSSAI's "The Pink Book" & 'Do you eat right" book, FSSAI's Save Food, share food & Joy Displays/posters, 'I don't waste food' poster, FSSAI's "eat right citizen" video Parent engagement, Guided discussions	Social Awareness Critical Thinking Creative Thinking Decision making Responsible behaviour
7. Awareness about the food safety & Standards ecosystem of India	Various aspects of Food safety, Role of FSSAI in transforming Food Safety & Nutrition landscape of India, its various initiatives -Eat right India, Hygiene rating, BHOG, Eat right schools& campus., water & sanitation etc.	FSSAI's "The pink book, "Do you eat right" book, The Eat right India handbook, Yellow book. FSSAI's Posters-(Food safety, 8 C's for safe food, eat right India, Farm to Fork, Food safety display Board), Eat Right Creativity Challenges, Guided discussions, FSSAI ERI resource material Expert Talk	Consumer Awareness Critical Thinking Creative Thinking Decision making
8. Gains vision about global Sustainability initiatives	Concept of sustainable development goals and brief about the 17 SDGs& FSSAI's sustainability initiatives (RUCO, Jaivik Bharat, Safe serving Food material, Save & share Food, Recovery & distribution of Surplus food, Save water etc.	FSSAI's Flyers, posters, Eat right India Handbook, Do you eat right Book, Jaivik Bharat.	Social responsibility Global Citizenship
9. Exercise portion control & regulate abuse of HFSS, food supplements etc. (Aligned with RKSK- Prevent Substance Misuse and NCDs' theme and activities) Screening of short films/ videos, activities/ games/ quizzes for promotion of the above messages)	Excess Consumption, portion distortion of HFSS foods and trans fats. their addictive nature, Sources and impact on health leading to NCD. Importance and ways of Healthy snacking. importance of having all the meals especially breakfast	FSSAI's 'Aaj se thoda Kam 'TVC, Thoda kam Namak, Cheeni, Tel, Trans Fat videos/displays. Do you eat Right Book (ch-2 to 5), Harmful effects of carbonated beverage & Eat right Citizen videos, FSSAI's Healthy snacking poster, FSSAI's Plant Protein & Indi- Genius Recipe Book, Tadke Bina Zaika book Guided Discussion-Classroom interactive session, Parent engagement	Consumer Awareness Critical thinking, Creative Thinking Decision making Self-control & Restrain
10. Accesses appropriate wellness facility & Maintains a Healthy Lifestyle Aligned with RKSK- NCDs'theme	Importance of sleep, physical activity, recreation & relaxation to ward off stress, anxiety & NCDs	FSSAI's posters on healthy habits, Be active, Physical Activity.	Self-Awareness, Self-care, Routine management Stress management
Resource	For Topic: 1 Yellow Book Level II Page nos.: 60 to 68 Activity Book Page nos : 6 and 10 For Topic: 3 Yellow Book level II, Page nos. 37 & 38 For Topic: 4 Yellow Book level II, Page no.- 29 to 31	For Topic: 6, Activity Book page nos : 7 & 11 For Topic: 9 Yellow Book level II, Page nos. 87 to 90 Activity Book page no.: 4 For Topic: 10 Yellow Book level II, Page nos.: 23 and 78 to 80 Activity Book, Page nos.: 25 & 7	





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