

# EAT RIGHT ACTIVITY BOOK

YOUR GUIDE TO EAT RIGHT



# PREFACE

Eat Right School program aims at creating awareness about food safety, nutrition and hygiene among school children, and through them among the community at large. Children are powerful change agents. Messages delivered to, and through children, have the potential to usher in behaviour change and a culture of safe and wholesome food consumption. Since, food habits are developed early in life, adequate coverage of food and nutrition both in curriculum and extra-curricular activities at the school level is essential. The key resource book for this initiative is the 'Eat Right Activity Book -Your Guide to Eat Right at School'.

The Activity book has been organized into four main sections and has been carefully developed and reviewed by a team of food safety experts and nutritionists from premier institutions in the country. The activities have been categorised under primary, middle, and high school levels to ensure age appropriate delivery.

FSSAI welcome any suggestions and feedback on this publication so that the Activity Book becomes a trusted guide for Schools on Eating Right. Further, we plan to rate schools as Eat Right schools based on the practices mentioned in this book. We hope that every school becomes an " Eat Right School".

**(CEO, FSSAI)**

# About the Activity Book

This activity book has been developed to assist schools to encourage school children towards awareness and adoption of safe and healthy eating habits. This book presents key themes and messages on eating right, which schools can disseminate among the parent and student communities through various engagement methods. Schools are recommended to conduct these activities and encouraged to devise their own.

This book is organized into four main sections.

## SECTION 1: CONTEXT

## SECTION 2: KEY THEMES

## SECTION 3: ACTIVITIES

## SECTION 4: ANSWERS

The **first section** sets the context in which this book has been designed, which is the 'Eat Right India' movement. Further, this section discusses about the Eat Right School Programme.

The **second section** elaborates on the key themes and messages of the Eat Right India movement i.e. Eat Well and Right; Eat Safe, Stay

Safe; Know your Nutrients; Going Back to the Roots; Ek Bharat Shrestha Bharat: India's Rich Culinary Heritage; Move More: Be More Active and School Nutrition Garden.

The **third section** provides recommended activities under each theme, grade wise i.e. primary (P), middle (M) and senior (S) that are engaging, educational and/or involve physical activity too. These have been named using a three digit alphanumeric code, where the first digit refers to the theme number, the second digit to the category and third digit to the activity number. These can be adopted by schools to bring about behavioural change among school children and help them understand the basic concepts of eating right and in remembering the key messages.

The **fourth section** completes the Activity Book by providing answers to the activities.

All registered schools that demonstrate a high level of activities above a certain benchmark and fulfil additional criteria will be duly recognized and declared as an 'Eat Right School'. Through this activity book, the Eat Right India movement aims to reach out to schools and school children and inculcate safe and healthy eating habits among them for a better and brighter future for the next generation.



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# INTRODUCTION

Our health is very precious. It allows us to enjoy our life to the fullest. Therefore, it is very important to take good care of our health. Unsafe food, poor diets and unhealthy eating habits lead to various nutrient deficiencies and diseases such as obesity, high blood pressure, diabetes, heart diseases among the majority of people. The current health scenario, as mapped by the Comprehensive National Nutrition Survey (2016-2018), highlights child and adolescent health. As per the report, 5% girls (10-14 years) and 4% (15-19 years) boys are overweight/obese. Stunting is more prevalent in girls (every 3rd girl) than in boys (every 4th boy). Daily fruit consumption among adolescents is low but highest among those aged 19 years. Green leafy vegetables consumption is low, along with fish/chicken, eggs. Junk food consumption is on the rise, which peaks at 17 years. Every fifth girl (10-14 years) and every tenth boy (15-19 years) is deficient in Vitamin A. There is three-fold higher vitamin D deficiency in girls than boys and deficiency is higher in early adolescents in both genders.

Awareness is the first step toward change. The Food Safety and Standards Authority of India (FSSAI) has launched the 'Eat Right India' movement that aims to promote safe food and a healthy diet. This movement is the collective

effort of the government, citizens, food companies, and various other players to create a culture of safe and healthy eating. The focus of 'Eat Right India' is on young people. Given that food habits are formed early in life and difficult to change thereafter, a school is an ideal place where healthy eating habits can be inculcated among children from the beginning. Food can even be used as an effective pedagogical tool. More importantly, young children are agents of change, and their influence on the entire family could be leveraged to change the way people eat.

In September 2017, FSSAI launched the SNF (Safe & Nutritious Food@School) initiative, now known as Eat Right School. Over 1 lakh schools are currently registered under this initiative. Such schools have trained and certified Health and Wellness Ambassadors (HWAs) to promote healthier eating habits among school children. The 'Eat Right India' movement is the vehicle to take the Eat Right School programme to the national level.



# KEY THEMES

The Activity Book includes activities and experiments on the following seven themes:

## 1. Eat Well and Right

What wellness actually means: the real definition of health is not just the absence of disease, but the ability to live an optimum life full of positivity, energy, and vigour.

Understand the concept of wellness of body, mind, and soul:

- Body - balance of the right amount of physical activity and sleep, making right food choices - both in terms of quantity and quality, maintaining personal hygiene
- Mind - emotional and social connect, mindfulness in eating, anger and stress management
- Soul - cleansing the mind, indulging in altruistic activities

Focus on prevention rather than treatment:

- Eat a balanced diet
- Enjoy colours, taste, variety of food
- Avoid foods that are high in fat, salt, and sugar (HFSS)
- Read information on food labels

## 2. Eat Safe, Stay Safe

- Importance of personal hygiene
- Important keys to food safety
- Differentiation between poor and good quality staple foods
- Ways by which disease causing germs commonly spread

## 3. Know your Nutrients

- Become friends with the major macros: Protein, carbohydrates, fats, fibre
- Important micronutrients: Iron, calcium, vitamins A, B, C, D
- Importance of fortification

## 4. Going Back to the Roots

- Importance of maintaining a daily routine with right timings for meals and various activities.
- The principal of moderation: focus on inculcating balance in everyday eating, understanding the concept of *thali*
- Take care of the gut: importance of chewing, the concept of good vs bad bacteria in the gut
- Food culture: sharing, family time, no food waste

## 5. Ek Bharat Shrestha Bharat: India's Rich Culinary Heritage

- Unity in diversity: how the same ingredients are eaten across the country
- How to incorporate regional cuisines/dishes in your daily diet
- Grains map of India: different cereals, nutri-cereals eaten in different states
- Eat simple, eat healthy

## 6. Move More: Be More Active

- An inactive body is a diseased body, so stay active
- The significance of various forms of physical activity
- Importance of monitoring growth
- Importance of hydration status

## 7. School Nutrition Garden

- Planning and Monitoring: when does the season begin and end, timings for different activities, planting of vegetables/herbs
- Preparing the site and layout: plain terrain, steep slopes, importance of sunlight
- Growing and eating seasonal and local vegetables
- Importance of reforestation



The following activities are recommended to be conducted in the classes to help students understand the basic concepts of eating right. Activities are suggested for each theme of Eat Well and Right; Eat Safe, Stay Safe; Know your Nutrients; Going Back to the Roots; Ek Bharat

Shrestha Bharat: India's Rich Culinary Heritage; More: Be More Active and School Nutrition Garden. This would allow students to think deeply about these concepts, internalize and remember them so that it eventually becomes a part of their daily habits and lifestyle.



# EAT RIGHT ACTIVITIES GRADES 1-4





# Theme 1. Eat well and Right

## 1.P.1. Colour Healthy Foods

### Materials Required:

- ➔ Print out/photocopy of the image sheet, colours

### Details of the activity:

- ➔ Students have to cross out unhealthy foods and colour the healthy foods.



Pastry



Watermelon



Aerated drink



Ice cream



Tomato



Chapati



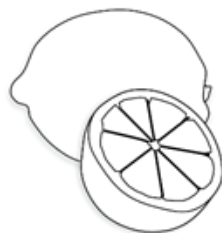
Candy



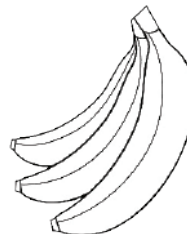
Spinach



Chicken



Lemon



Banana



Apple

### Learning outcome:

Students will learn to differentiate between healthy and unhealthy foods.



## 1.P.2. Healthy Plate

### Materials Required:

- Chalk, paper cutouts of food items from each food groups such as fruits, vegetable, roti, bread, oil, egg, pulses, nuts, milk, etc. or they could be drawn by the students.

### How to play:

1. Draw the healthy plate (as depicted here) on the floor.
2. Distribute a paper cut out of a food item to each student.
3. Students will be asked to stand in the correct section of the healthy plate drawn on the floor.

## NIN-My Plate



### Learning outcome:

Students will learn about balanced diet.

### 1.P.3. Passing the Parcel

#### Materials Required:

- Pencil box, printout/photocopy of images (paper chits) of healthy foods, HFSS foods, trans-fat (e.g. bakery products, *vanaspati*, fried foods) and a bell

#### How to play:

1. First, the teacher will explain the concept of HFSS, trans-fats and their sources to the students.
2. Students will start the game by passing the

pencil box around while the bell rings.

3. When the bell stops ringing, the child with the pencil box has to open it and take out a chit. If the chit is of HFSS or transfat rich food, then the child will be out.
4. The game will continue until only one child is left, who will be declared as the winner.

## Healthy Foods



Nuts



Egg



Red coloured fruits and vegetables



Green, yellow & orange coloured vegetables



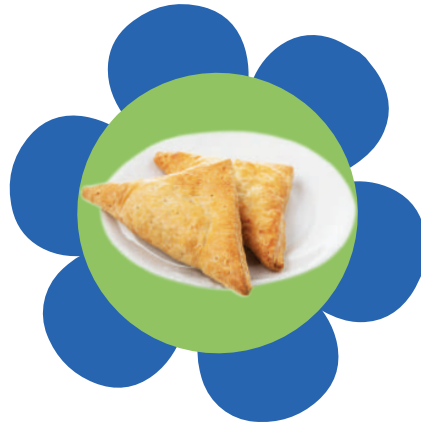
Milk and milk products

# Trans-fat rich foods

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Potato samosa



Potato patties/potato puffs



Fan/puffs



Doughnut



Bakery biscuits

## Learning outcome:

Reinforce the message among students that HFSS and trans-fat rich foods are bad for health.

## 1.P.4. Run and choose wisely

### Materials Required:

- Foods high in fat, salt, sugar, healthy foods and fortified foods or their pictures/ models

### How to play:

1. On one side of the hall or playground, various food items or their pictures/ models such as fruits, vegetables, chocolate, patty, packets of fortified foods,
2. Students standing on the opposite side will be asked to run and collect five healthy food items or their pictures/ models, and return running back to the starting point.
3. One who performs in shortest duration will be the winner.

curd, cold drink, packaged sweetened fruit juice, buttermilk, chips, etc. will be kept.

## 1. Foods high in fat, salt, sugar



**Chips**



**Aerated drinks**



**Packaged sweetened fruit juice**



**Chocolates**



**Pastries**



**Potato patties**



## 2. Healthy foods



**Fruits and vegetables**



**Milk and milk products**



**Rajma chawal**



**Roasted chana**



**Besan cheela with chutney**



**Sprouts chaat**

## Fortified foods



### Learning outcome:

Reiterate the concept of healthy food selection among students.

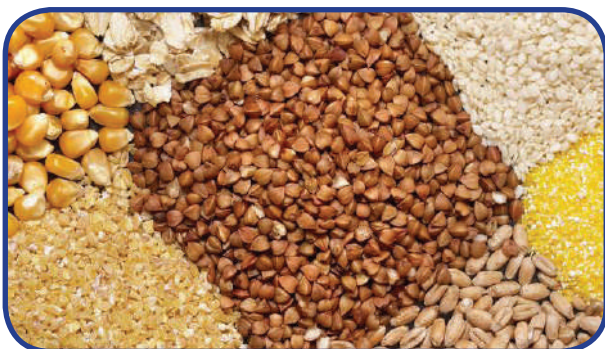
## 1.P.5. Guess the food items

### Material required:

- Vegetables, cereals, pulses, and fruits (real or model), bag

### How to play:

1. The teacher will divide the class into groups and put the vegetables, cereals, pulses, and fruits in the bag.
2. Ask students to identify the different food items.
3. The group with maximum correct answers is the winner.



### Learning outcome:

Recognition and awareness of different vegetables, cereals, pulses, and fruits.



## 1.P.6. What did you eat for breakfast today?

### Materials required:

- Print out/photocopy of the image sheet, pencil

### Details of the activity:

1. List of questions related to students' breakfast practices will be asked.
2. Students will indicate agreement or disagreement by circling a happy face emoji or sad face emoji, respectively.

## Questions

Q.1. Did your breakfast plate include whole grain cereals?



Q.2. Did it include a pulses/egg/meat or meat product/ dry fruit?

Q.3. Did it have any fruit or vegetable in it?



Q.4. Did it include dairy or its products?

### Learning outcome:

It emphasizes the importance of consuming a balanced meal for breakfast that includes GO, GROW and GLOW foods.

# Theme 2. Eat Safe, Stay Safe

## 2.P.1. Keep food safely!

### Materials Required:

- Print out/photocopy of the image sheet, pencil

### Details of the activity:

- Students have to unscramble given words related to food safety.

Name \_\_\_\_\_

1

neacl



2

koco



3

lihlc



4

prsetaea



### Learning outcome:

It will help students reiterate four steps to food safety.

## 2.P.2. Colour the picture!

### Materials Required:

- ➔ Print out/ photocopy of the image sheet, colours

### Details of the activity:

- ➔ Students are required to colour the picture related to food storage.



### Learning outcome:

Reinforce the concept of food storage and the importance of keeping food in the right place in the refrigerator.

## 2.P.3. Stay clean













### Materials required:

- ➔ Print out/photocopy of the image sheet, red and green colours

### Details of the activity:

1. A list of good and bad practices related to personal hygiene will be provided to students.
2. Students have to colour right practices in the 'thumbs up' icon with green colour and wrong practices with 'thumbs down' icon in red colour.

Name \_\_\_\_\_

S.No.	Habits	Right	Wrong
1.	Forgetting to brush teeth before sleeping at night		
2.	Washing hands before eating something		
3.	Having a bath daily		
4.	Picking nose		
5.	Not washing clothes regularly		
6.	Putting anything in ears like earbud, pencil, etc.		

### Learning outcome:

It will reinforce importance of personal hygiene among students.

## 2.P.4. Let's target 5Fs


### Material required:

- ➔ Print out/photocopy of the image sheet, pencil

### Details of the activity:

- ➔ Match the problems listed in Column

A, which are caused by the 5Fs (Food, Fingers, Faeces, Fomites, Flies and Pests) responsible for spreading germs, with their corresponding solutions in Column B.

Column A		Column B	
1	 Contaminated water	i	 Clean door handle
2	 Dirty hands	ii	 Washed towel
3	 Dirty fingernails	iii	 Covered food
4	 Unclean towel	iv	 Regular pest control
5	 Dirty door handle	v	 Clean fingernails
6	 Houseflies on food	vi	 Boiled water
7	 Cockroach on food	vii	 Washing hands

### Learning outcome:

It will help students in identifying how germs spread diseases and their solutions.

## 2.P.5. Spot good and bad practices when eating out

### Materials required:

- ➔ Printout/photocopy of the image sheet,  
pencil

### Details of the activity:

1. Students will be provided with a collage of pictures depicting both good and bad practices followed outside home.

2. They have to put a tick mark on 'good' and a cross mark on 'bad' practices depicted in the picture and then write them in the provided table.

Name \_\_\_\_\_



1. Handwashing with soap



2. Overfilled open trash bin



3. Flies on uncovered food



4. Throwing waste in the bin provided



5. Food kept covered by the vendor

Let's mention good and bad practices here:

S.No.	Good practices	Bad practices
1		
2		
3		

### Learning outcome:

It will reinforce importance of personal hygiene and sanitation among students.



## 2.P.6. Frog Race

### Materials required:

- ➔ Picture cards of the safe and unsafe food practices

### How to perform:

1. On one side of the lab, some picture cards of safe and unsafe food practices will be kept.
2. Students standing on the opposite side will be asked to hop like frogs and collect five picture cards showing safe food practices, and return hopping back to the starting point.
3. One who performs in shortest duration will be the winner.

### Picture cards:

#### Safe Food practices



Handwashing with soap



Covered food



Wear gloves and cover hair before food handling



Separate cutting boards for raw meat and raw vegetable



Wash fruits & vegetables thoroughly



Cook thoroughly

#### Unsafe Food practices



Fungus grown on bread



Same cutting board for raw meat and raw vegetable



Flies on uncovered food



Unsafe food handling



Rotten vegetables



Eating food that was dropped on floor

### Learning outcome:

Reiterate the concept of adoption of safe food practices among students.

## Theme 3. Know Your Nutrients

### 3.P.1. Let's join hands together!

#### Materials required:

➔ No material required

#### Details of the activity:

1. Students will be divided into three groups of 6-8 students each. From each team, one student will be asked to name a food item which is GO food.
2. Those who answer correctly from each group will join hands with the person standing next to them from the same team.
3. In the same way, food items from GROW and GLOW foods will be asked.
4. The aim is to finally form a circle by all members of the group joining hands. A group that forms the circle first will be the winning team.



#### Learning outcome:

Students will be able to identify GO, GROW and GLOW foods.

### 3.P.2. Nutrients and their functions

#### Materials required:

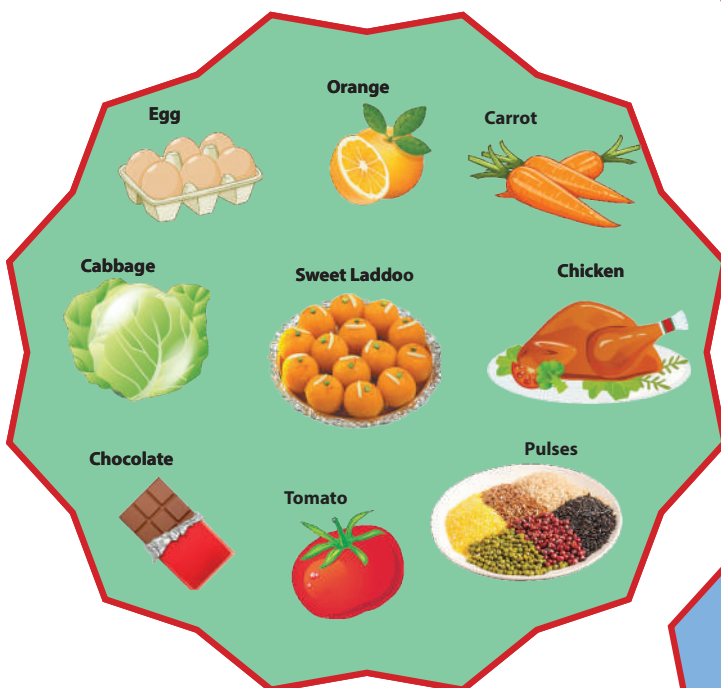
- Print out/photocopy of the image sheets, pencil

#### Details of the activity:

1. List of foods rich in macronutrients and micronutrients will be provided to students.
2. Students have to circle three foods containing the nutrient whose specific function have been mentioned along.

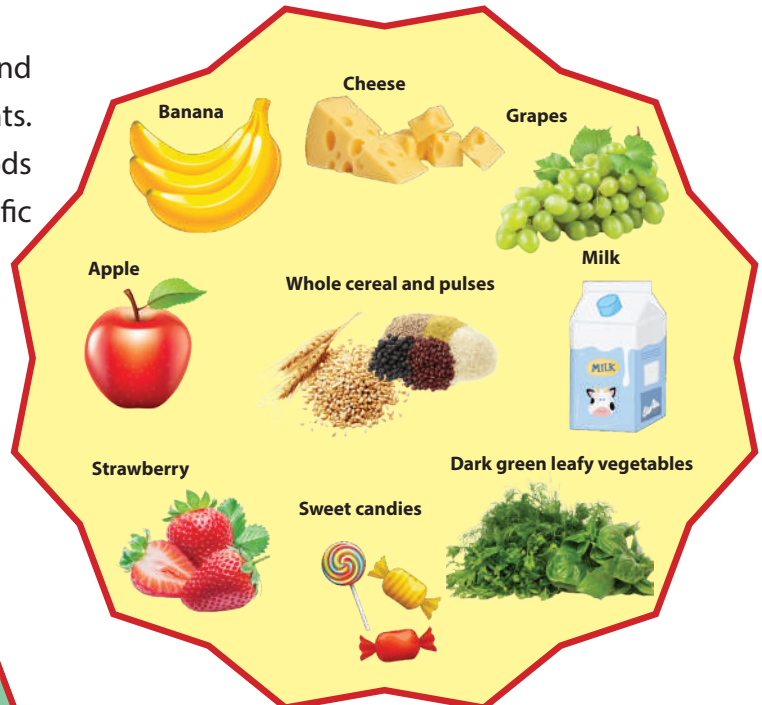
**B**

**Circle three foods which build more muscles and helps you grow**



**A**

**Circle three foods which will make your bones strong**



**C**

**Circle three foods which are good for our eyes**



#### Learning outcome:

Students will know about functions of various macronutrients and micronutrients.

### 3.P.3. Pakdam Pakdai with a twist

#### Materials required:

- 25 cards (15 cards of GO, GROW and GLOW foods, 10 blank cards), 5 cloth bags

#### How to play:

1. Make two-teams of 5 students each. One team is designated as the 'runners' and the other team is the 'catchers'.
2. The 'runners' team will be given a bag with 3 cards each of GO, GROW, and GLOW foods and 2 blank cards).
3. The students from the team of 'catchers' will enter the designated field/ground

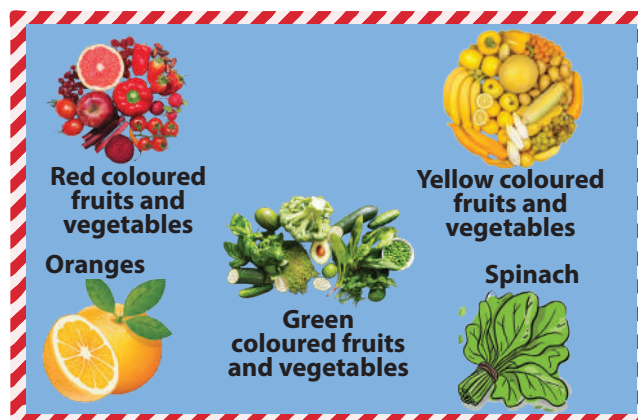
one by one.

4. When a student runs and catches any student of the 'runner's' team, he/she can pick one card only from his bag.
5. The catcher can exit the ground only when he/she has collected one card each of GO, GROW and GLOW foods.
6. The teams will switch when all 5 members of the catchers manage to get the relevant cards. The winning team is the one which collects the cards in the least time.

#### GO Foods



#### GROW Foods



#### GLOW Foods

### Learning outcome:

Reinforce the concept of GO, GROW and GLOW foods among students.



### 3.P.4. Treasure hunt for kids

#### Materials required:

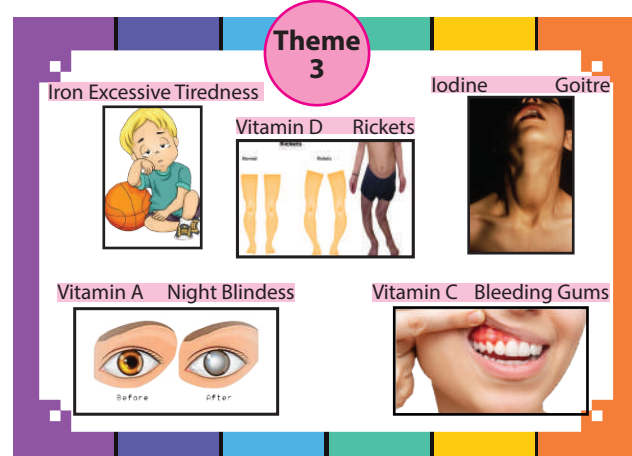
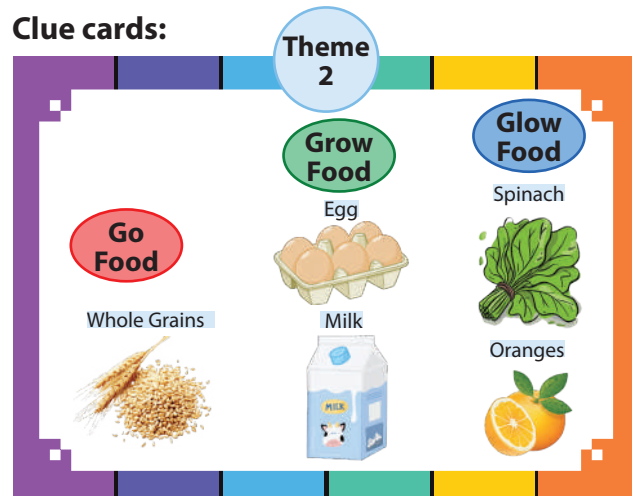
→ Coloured cut outs of pictures

#### How to play:

1. Make 5 teams of 5-6 students each.
2. Hide the clues (cards) within set boundaries for the students.
3. Select and give theme to each team out of the list of themes provided in the table.
4. Each team has to find 5 cards which pertain to their theme.
5. The first team to find all 5 cards will be the winner.

S. No.	List of themes
1	GO, GROW and GLOW foods
2	Nutrients and its rich sources
3	Nutrients and their deficiencies
4	Examples of various types of physical activities
5	Examples of common food allergens

#### Clue cards:



### Learning outcome:

Reinforcing importance of good nutrition among students.

### 3.P.5. Hop and Jump

#### Material required:

→ No material required

#### How to play:

1. The whole class can play this game together.
  2. The teacher will explain to the students that when she calls out the name of a
  3. protein-rich food students have to jump and clap and when she calls out fat-rich foods they have to sit down and hop.
- Those who will miss any callouts or perform the wrong action will be out from the game. One who is left at the end will be the winner.

#### Callouts

Protein rich foods like milk and milk products, pulses and legumes, nuts and oilseeds, meat and its products

1



#### Actions

Jump and clap (signify good health and vitality after consuming protein rich foods)

#### Callouts

Fat rich foods like fried foods such as samosa, chips, pakoda

2



#### Actions

Sit down and hop (signify obesity and inactivity on excessive consumption of fat rich foods)

#### Learning outcome:

It will help in recognising protein and fat rich foods by the students.



# Theme 5. Ek Bharat Shrestha Bharat: India's Rich Culinary Heritage

## 5.P.1. Identify the food items

### Materials Required:

→ Samples of pulses, millets, cereals

### Details of the activity:

→ Show the samples of various cereals (rice, wheat, oats), millets (*jowar*, *ragi*,

*bajra*, *sanwa*, *kodo*, *kangni*, *proso*, *kutki*, *amaranth*, *buckwheat*) and pulses and legumes (*moong dal*, *soyabean*, *kala chana*, *rajma*) and help them identify the millets/cereals.



Rice



Wheat



Jowar



Ragi



Moong dal



Rajma

### Learning outcome:

Students will learn to identify different millets, cereals, and pulses available in India.

## 5.P.2. Grain map of India

### Materials Required:

- Map of India, pictures/cutouts of wheat, rice, *bajra*, other millets, pulses

### Details of the activity:

1. The teacher will explain the coastal areas, gangetic plain, and the dry desert region of India.
2. Using pictures that can be mounted, students will place the cutouts. For e.g. rice along the coastal belt, wheat in the northern and central parts, and *bajra* and *jowar* in the western areas.



### Learning outcome:

Students will learn how same food item is eaten across the country.

### 5.P.3. Play the Truth Game

#### Materials Required:

➔ No material required

#### Details of the activity:

1. Gandhi ji was a firm believer in truth, use the opportunity to play a fun truth game with children.
2. Tell them that you will not scold them but instead, appreciate their honesty.
3. Sample questions: Have you ever had a food item (chocolate/candy/cold drink etc.) when told not to do so?

Q. Did you wash the fruit before consumption?



Q. Did you wash your hands before eating your meal?



Q. Have you ever had a food item (chocolate/candy/cold drink, etc.) when told not to do so?



#### Learning outcome:

Students will learn about hygiene and healthy food habits.

# Theme 6. Move More: Be More Active

## 6.P.1. How to remain fit?

### Materials required:

- ➔ Print out/photocopy of the word search puzzle sheet, pencil

### Details of the activity:

1. A list of commonly played physical games by children will be provided in a box\*. Picture of each type will also be drawn along the grid to facilitate recollection.
2. Students have to find and mark each activity given either horizontally or vertically in the provided word search grid.
3. One who completes first will be the winner.



B	I	F	O	O	T	B	A	L	L
T	O	M	B	F	K	W	A	L	K
K	I	D	A	N	C	E	T	H	E
O	M	N	D	T	K	L	M	O	S
S	W	I	M	E	O	T	S	C	T
K	C	R	I	C	K	E	T	K	E
I	R	U	N	I	T	K	L	E	N
P	M	N	T	O	D	G	H	Y	N
B	O	T	O	S	D	L	G	H	I
G	Y	M	N	A	S	T	I	C	S

\*swim, dance, badminton, tennis, run, walk, gymnastics, hockey, cricket, skip, football

### Learning outcome:

It will help in reinforcing different type of physical activities students can participate in.



## 6.P.2. Crafty Rafty

### Materials required:

➔ Paper, colors, scissors, thread, glue

### Details of the activity:

1. Children will make bookmarks with



following messages:

- ➔ Drink water after every class.
- ➔ Keep yourself hydrated.
- ➔ Finish about 1.5 to 2 litres of water a day.

**Drink water after every class.**

**Keep yourself hydrated.**



**Finish about 1.5 to 2 litres of water a day.**

### Learning outcome:

It will help them understand the importance of drinking water.

# Theme 7: School Nutrition Gardens

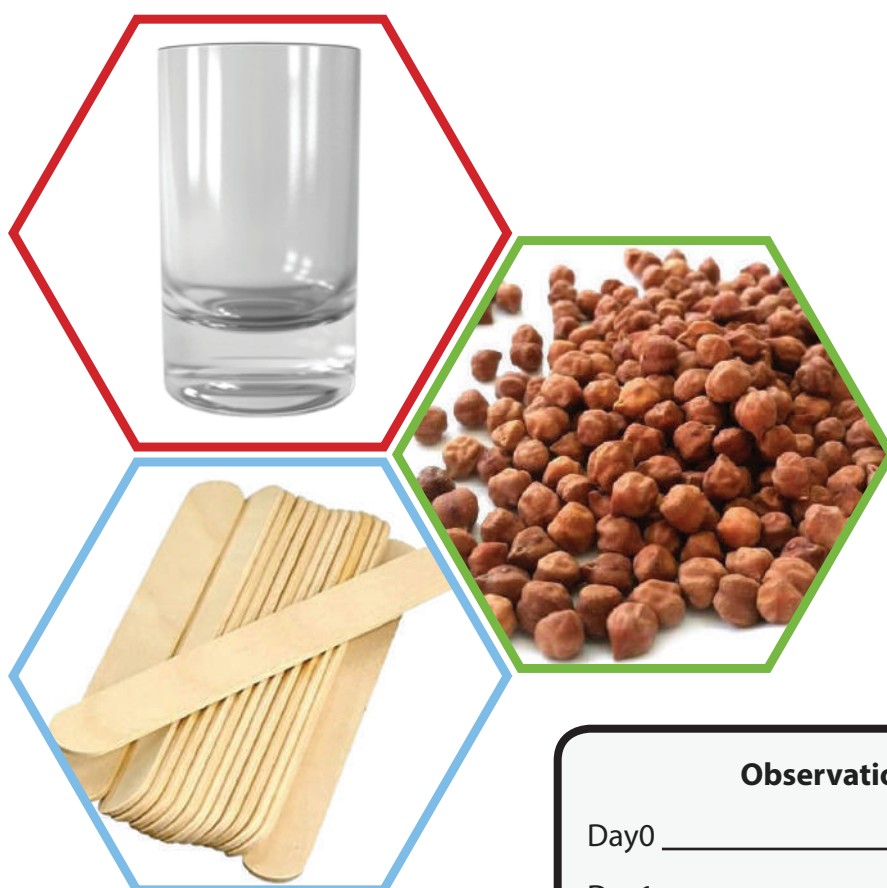
## 7.P.1. Seed germination

### Materials required:

- Glass (or a beaker), *channa* or any other bean, ice cream stick/ scale

### Details of the activity:

1. Take a gram seed and a piece of thread. Tie this gram seed to the ice cream stick in three different positions. Two at the either ends and one at the middle.
2. Put this arrangement inside a beaker. If you don't have beaker, you can use a water glass.
3. Pour clean water in the beaker about to full.
4. Put this arrangement in a place and leave it for 36 hours.
5. Observe and note your observations on Day 0, 1, 2 and Day 3.



### Observations Days

Day0 \_\_\_\_\_

Day1 \_\_\_\_\_

Day2 \_\_\_\_\_

Day3 \_\_\_\_\_

### Learning outcome:

Students will learn about the process of germination and the suitable conditions required for germination.

# EAT RIGHT ACTIVITIES

## Grades 5-8





# Theme 1. Eat Well and Right

## 1.M.1. Choose healthy or unhealthy food wisely

### Materials required:

- ➔ Print out/photocopy of the image sheet,  
pencil

### Details of the activity:

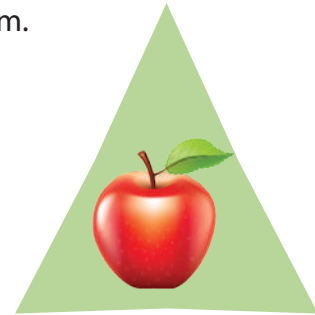
1. A list of commonly consumed food items will be provided to students.
2. Students have to identify and tick mark those food items that they think are healthy for them.



**Sweet Candies**

☐

**Potato Patties**

☐

**Apple**

☐

**Curd**

☐

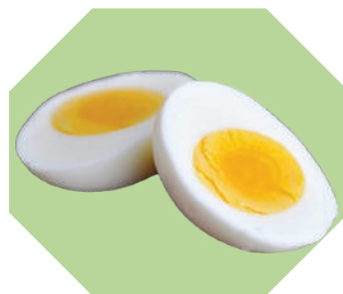
**French Fries**

☐

**Nuts**

☐

**Green Leafy Vegetables**

☐

**Egg**

☐

**Milk**

☐

### Learning outcome:

Students will be able to identify foods that are good for their health



## 1.M.2. Snakes & ladders (healthy and unhealthy foods)

### Materials Required:

- Print out/photocopy of the image, dice and counters (*goti*)

### How to play:

1. Students can play like the regular snakes and ladders game with same rules.



### Learning outcome:

Students will learn about pros and cons of eating healthy and unhealthy foods.

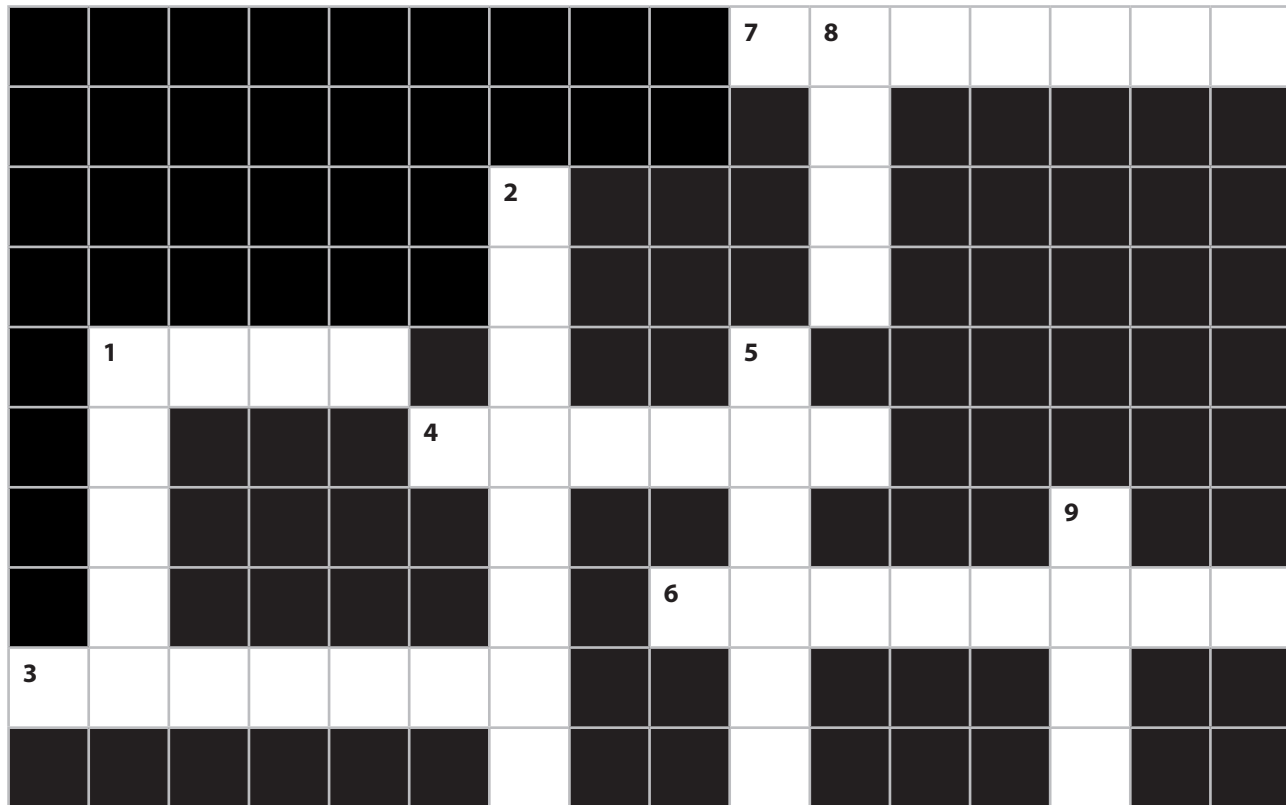
## 1.M.3. Nutrition funda (crossword puzzle)

### Materials required:

- ➔ Print out/ photocopy of the crossword puzzle sheet, pencil

### Details of the activity:

- This activity can be done individually or in a group to facilitate group interaction.
- A list of clues will be provided (in a box) to students.
- Students have to fill answers to each clue provided in the crossword.
- Those who complete the crossword or fill maximum squares will be the winner.



### ACROSS

- Too much of this can increase blood pressure
- This nutrient will build my muscles
- This vegetable is good for my eyesight
- Having this nutrient with foods improves iron absorption
- Deficiency of vitamin D causes

### ACROSS

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### DOWN

- Too much of this can cause cavities in my teeth
- My skin makes this nutrient from sunlight
- Fortified salt gives me this very important nutrient
- Deficiency of this nutrient causes anaemia
- This beverage will make my bones strong

### DOWN

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Learning outcome:

Students will learn about basic nutrition facts.

## 1.M.4. Make your healthy lunch box!

### Materials required:

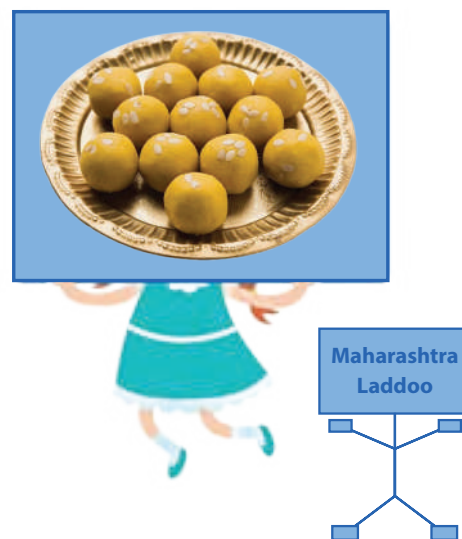
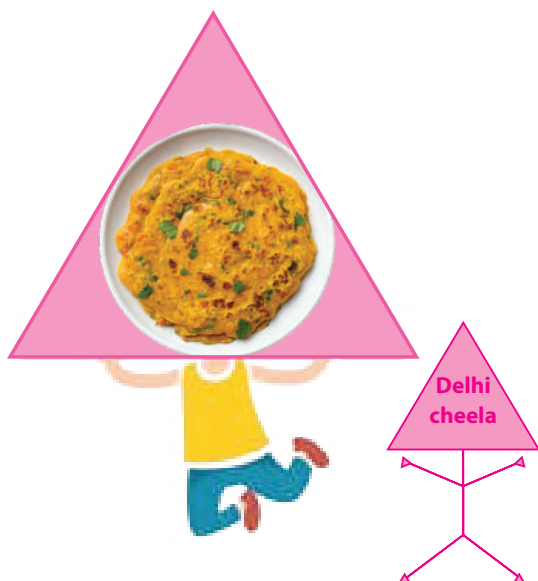
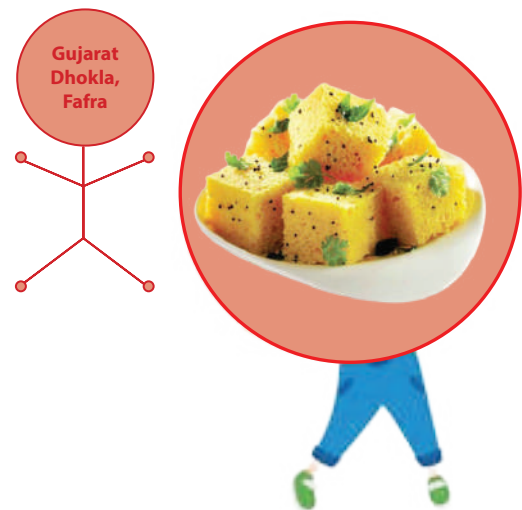
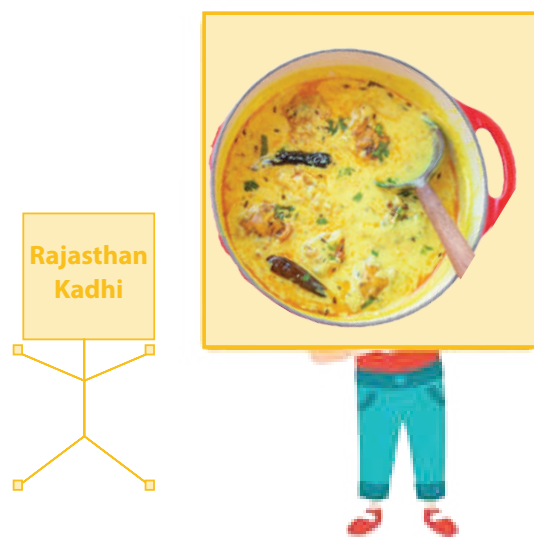
→ Bengal gram flour/*besan*, oil, curd chopped onion, tomato, induction cooktop, sauce pan/ frying pan/steamer and spatula, spices

### Details of the activity:

1. Bengal gram flour or *besan* can be selected as the common ingredient as it is eaten in different parts of the country. It is high in

nutritional content- rich source of protein, carbohydrates, vitamins and minerals.

2. Children to find out about famous dishes made with besan that are unique and special to certain states, e.g. *dhokla*, *fafra* of Gujarat; *kadhi* and *bhujia* of Rajasthan, *besan laddoo* of Maharashtra, *cheela* of Delhi, etc.
3. Teacher will assist the students to prepare a healthy tiffin menu with bengal gram flour in the food lab.



### Learning outcome:

Students will learn about the nutritional importance of bengal gram flour as one of the most common ingredient used in different parts of India. They will also be encouraged to try out new dishes and include them in their daily diet.

## 1.M.5. Know the water content

### Materials required:

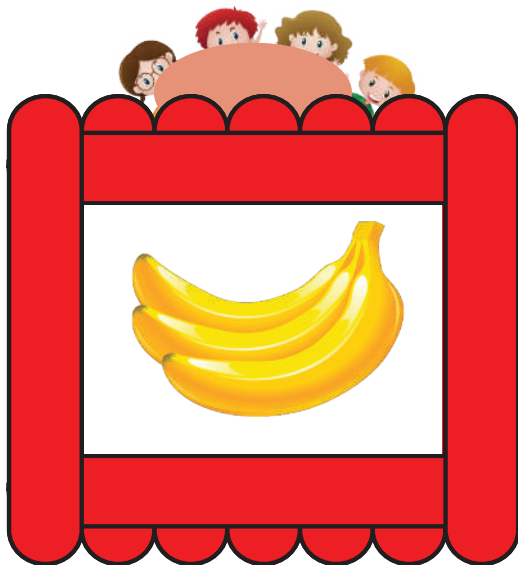
→ Food products

### Details of the activity:

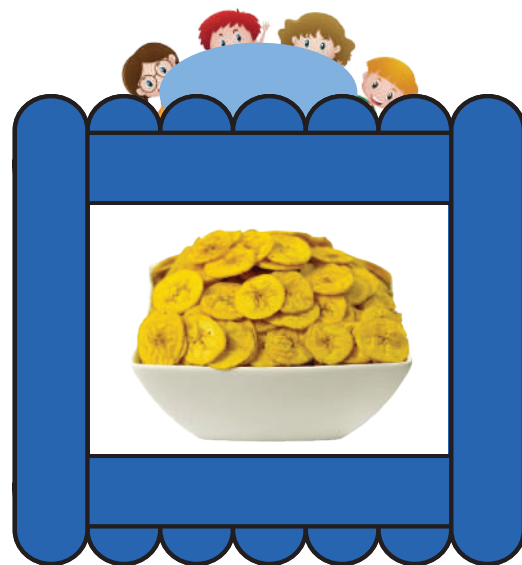
→ Show the following pictures to the children to explain about the water content of foods:

1. Fresh banana and banana chips
2. Grapes and raisins
3. Fresh apricots and dried apricots

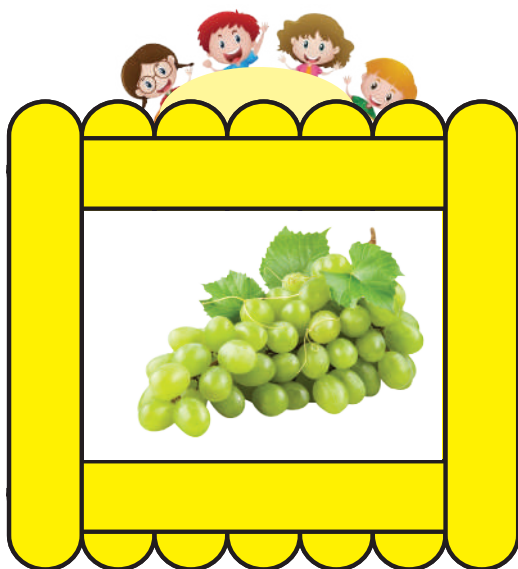
## Fresh & Dried Fruits



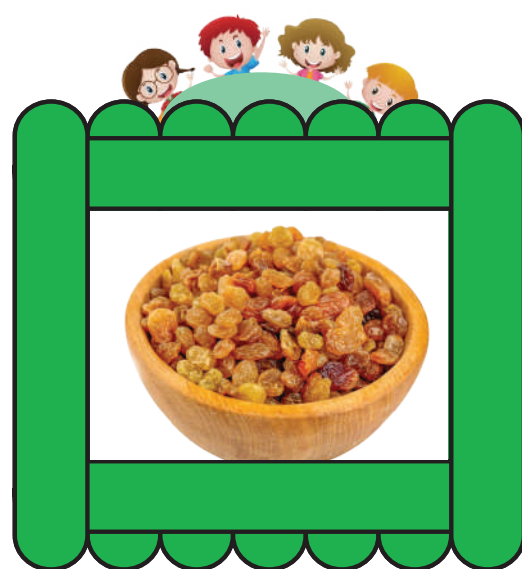
Banana



Banana chips



Grapes



Raisins

### Learning outcome:

It will help in making them understand that foods also have water.



## Theme 2. Eat Safe, Stay Safe

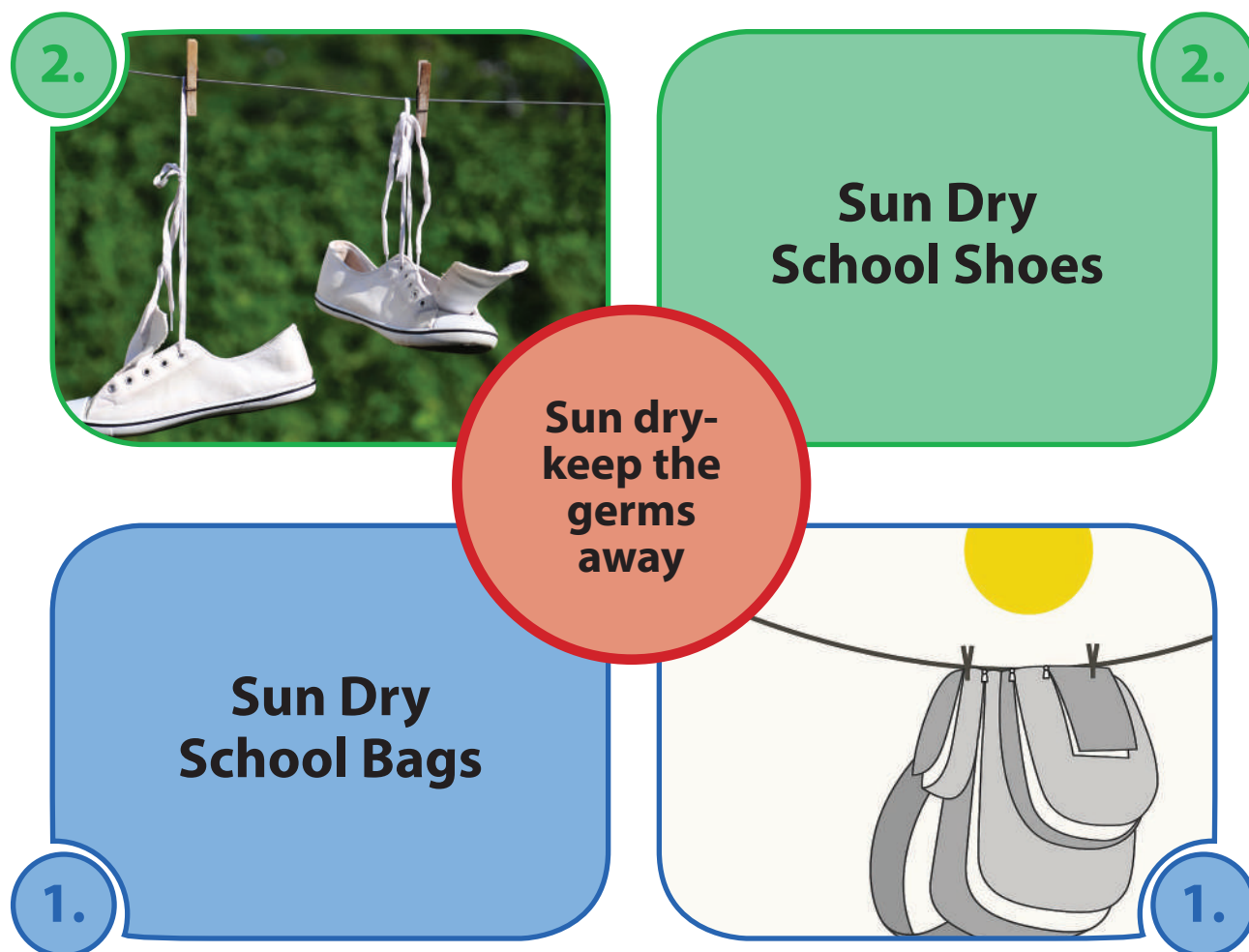
### 2.M.1. Sun dry- keep the germs away

#### Materials required:

→ School bags, shoes, pencil box

#### Details of the activity:

1. Every weekend all students have to wash and sun dry their school bags, shoes and clean their pencil cases.
2. The teacher will evaluate students the next day and give star badges to those who had followed given instructions.



#### Learning outcome:

Students will learn about maintaining hygiene and the importance of sun-drying in keeping germs away.

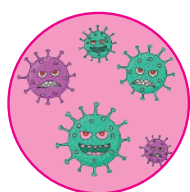
## 2.M.2. Khelo kudo, do jawab (Food safety)

### Materials Required:

- Coloured/white chalk to draw hopscotch grid (*stapu*), a piece of rock/pebble

### How to play:

1. This game can be played both indoor and outdoor (outdoor more preferable).
2. With the help of chalk, let students draw a *stapu* grid from 1 to 10, as shown in the figure. Big squares should be drawn to fit in student's feet.
3. A student will toss the rock onto square 1.
4. He/she has to hop and follow the grid pattern until the end.
5. The student will return back hopping and has to stop at square 2. Balancing on one foot, he/she has to answer the question asked by the teacher and earn points for the correct answers (list of questions provided in the table below). One question will be asked at a time.
6. After answering, he/she will pick up the rock in square 1 and hop over it to the 'start' point.
7. In the same way, the pebble will be tossed on square 2 and so on.
8. If a student misses tossing the rock on the correct square, then he/she loses their turn.
9. The student with maximum points will be the winner.



Name any one F out of 5Fs which is responsible for the spread of diseases?

Q.1

Q.2

Name 2 foods that commonly cause allergies.

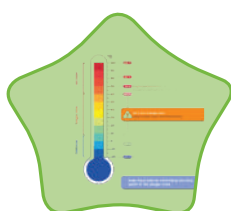


Who discovered the bacteria and invented the microscope?

Q.3

Q.4

Which microorganism helps in bread making?

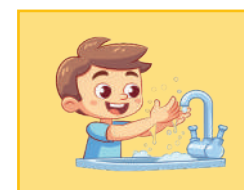


Microorganisms grow fastest in the danger zone. Which temperature range defines the danger zone?

Q.5

Q.6

When is it important to wash one's hands? (any 2 situations)



Give any 1 example of chemical contaminant.

Q.7

Q.8

Give any 1 example of physical contaminant.



One should refrigerate cooked food within how many hours after cooking?

Q.9

### Learning outcome:

Students will understand the concept of food safety while playing.

## 2.M.3. Treasure hunt with a twist

### Materials required:

- Thread to hang the cut outs of pictures or models of foods given in clues

### How to play:

1. Divide students into 5 teams, 5-6 members each.
2. Each team will be given a list of clues as given in the table below about a particular theme.
3. The food pictures/models of each clue will be hung with the help of string from bushes/tree branches or any other structure safely within the reach of students.
4. The first team to find everything on the list will be the winner.

S.No.	List of themes
1	Common food allergens
2	Classification of foods based on their shelf life
3	Examples of various types of physical activities
4	Safe food practices
5	Identify the nutrients



## List of clues:

S.No	Theme	Clues
1	Common food allergens	<ul style="list-style-type: none"> <li>I am white in colour, rich in calcium and protein. Consumption leads to abdominal pain in some.</li> <li>I am staple cereal of north Indians, consumed daily, but may cause indigestion and bloating.</li> <li>I am oval, I am white outside and yellow inside.</li> <li>I grow underground and I am tough nut to crack.</li> <li>I live in the sea, am soft to eat but can make you break into a rash.</li> </ul>
2	Classification of foods based on their shelf life	<ul style="list-style-type: none"> <li>I am green in colour, rich in iron and vitamin A but become limp in a day.</li> <li>I am brown, grow under the ground and you love eating me. I don't spoil very fast.</li> <li>I am a popular beverage which you drink every day. If you leave me unrefrigerated, I will become sour.</li> <li>You can keep me for months in a jar and my grains won't spoil.</li> <li>I am bright red in colour. I will last only a few days if unrefrigerated.</li> </ul>
3	Examples of various types of physical activities	<ul style="list-style-type: none"> <li>What sport has 7 letters, is played in many countries and begins with C.</li> <li>I am round, black and white. I get kicked around a lot.</li> <li>Lot of water involved in this sport.</li> <li>Sport involving running and throwing ball into the basket.</li> <li>Jumping on a rope involved in this game.</li> </ul>
4	Safe food practices	<ul style="list-style-type: none"> <li>I am filled with fragrance, water is my friend. When we meet we make lots of bubbles and get rid of germs.</li> <li>When one wants to sneeze or blow their nose, they always look out for me as I prevent germs to flow.</li> <li>I keep your food cool and prevent microbes from growing in it.</li> <li>We create a nuisance in your kitchen if you don't keep it clean.</li> <li>We grow when cooked food is not refrigerated within 2 hours of cooking.</li> </ul>
5	Identify the nutrient	<ul style="list-style-type: none"> <li>I am essential for growth and repair of worn out tissues.</li> <li>I get made in your skin when exposed to sunlight and help make bones strong along with calcium.</li> <li>Tiredness, shortness of breath and pale look all because of not eating enough of me.</li> <li>I am good for your eyes and skin. I am present in yellow, orange and green coloured fruits and vegetables.</li> <li>I am added to the salt you eat. Did you check the +F logo on your packet of salt at home?</li> </ul>

### Learning outcome:

Reinforcing importance of good nutrition and food safety among students.



## 2.M.4. Identify safe and unsafe food practices

### Materials required:

- Print out/ photocopy of the image sheet,  
pencil

### Details of the activity:

- Students will be provided a collage of

pictures containing common safe and unsafe practices.

- They have to sort and write the good and bad practices in the table provided.



Let's mention good and bad practices below:

S.No.	Good Practices	Bad Practices
1		
2		
3		
4		

### Learning outcome:

It will help students in identifying good and bad practices related to safe eating.

## 2.M.5. Run and collect all cards

### Materials required:

- ➔ Picture cards of the good and bad practices related to food safety, strings/ribbon, box, clip/grip clip

### How to play:

1. The teacher will divide students into two teams.
2. Two strings (about 100m each) will be tied at shoulder height of students, one for each team from start to finish line.
3. One box will be placed at the finish line with the label 'good practices' or 'bad practices'.
4. Cards representing good, bad practices and blank cards will be loosely clipped on both strings.
5. One student from each team has to move in a forward direction and collect cards of either practice depending on which box is at the finish line. He/she will get 1 minute to reach the finishing line.
6. Collected cards will be counted.
7. Those who collect maximum cards of specified practices (good or bad) will be the winner.
8. This exercise can be repeated with the next team member. Team with maximum winners wins the game.

## A. Cards: Good practices



Cutting nails



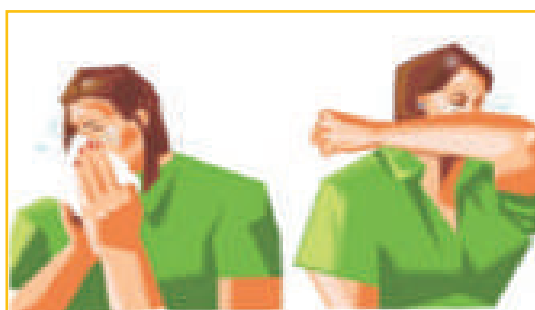
Hair combing



Handwashing with soap



Brushing teeth daily



Cover mouth with handkerchief or elbow while sneezing



Covered food

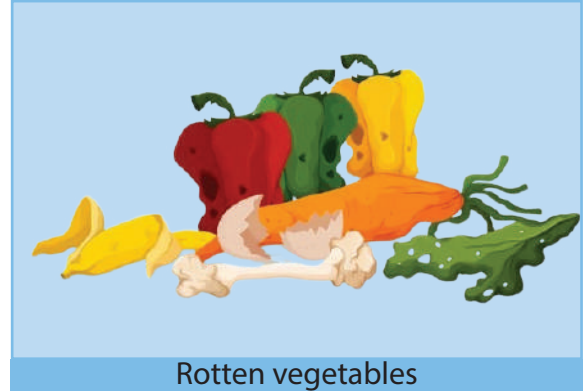


Taking bath daily

## B. Cards: Bad practices



Flies on food



Rotten vegetables



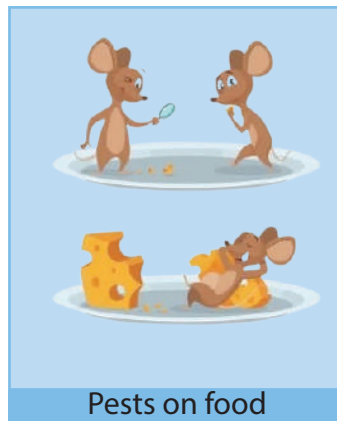
Fungal growth on bread



Uncovered street food



Unclean utensils (Fomite)



Pests on food



Throwing garbage on roadside

### Learning outcome:

Reiterate the concept and importance of food safety among students.

## 2.M.6. Is your food safe? (Crossword puzzle)

### Materials required:

- ➔ Print out/photocopy of the crossword puzzle sheet, pencil

### Details of the activity:

1. This activity can be done individually or in a group to facilitate group interaction.
2. A list of clues related to food safety will be provided to students.
3. Students have to fill answers to each clue provided in the crossword grid.
4. Those who will complete the crossword or fill maximum squares will be the winner.

### ACROSS

1. Greenish white cottony growth on top of bread
2. Foods which spoil easily are called
4. Vendor mixing water or starch in milk before selling is referred to as

6. This must be done before consuming stored food
8. Cooked food should be refrigerated within \_\_\_\_ hours

### DOWN

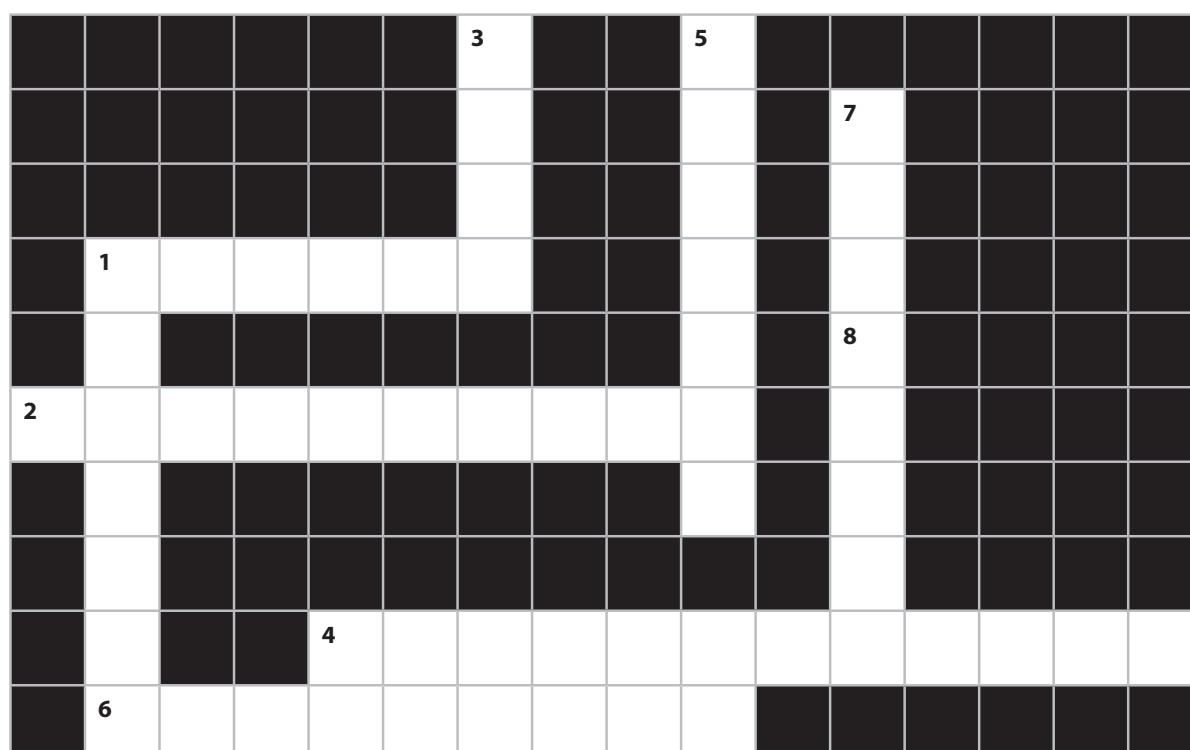
1. Part of the refrigerator in which raw meat should be stored
3. Food which normally contains an allergen
5. Unclean objects that carry germs are referred to as
7. Milk left unrefrigerated spoils because of overgrowth of

### ACROSS

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 4 \_\_\_\_\_
- 6 \_\_\_\_\_
- 8 \_\_\_\_\_

### DOWN

- 1 \_\_\_\_\_
- 3 \_\_\_\_\_
- 5 \_\_\_\_\_
- 7 \_\_\_\_\_



### Learning outcome:

Students will be able to understand basic concepts of food safety.

# Theme 3. Know Your Nutrients

## 3.M.1. Match the following


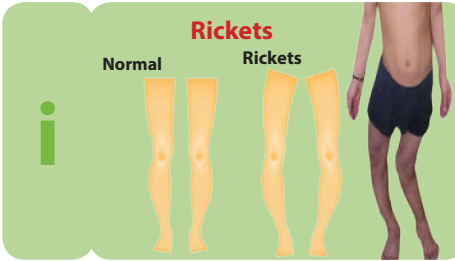






### Materials required:

➔ Print out/photocopy of sheet, pencil

### Details of the activity:

➔ Match 'column A' containing a list of food

sources of specific nutrients with 'column B' containing a list of their deficiency symptoms.

S. No	Column A	Column B
1	 <p><b>Vitamin A</b> (Dark green leafy vegetables, orange &amp; yellow coloured vegetables &amp; fruits, milk and milk products, etc.)</p>	 <p><b>Rickets</b></p>
2	 <p><b>Vitamin C</b> (Guava, amla, lemon, orange, etc.)</p>	 <p><b>Tiredness</b></p>
3	 <p><b>Vitamin D &amp; calcium</b> (Vitamin D- fortified foods; Calcium- milk &amp; its products, dark GLVs, nuts, etc.)</p>	 <p><b>Dryness in eyes</b></p>
4	 <p><b>Iron</b> (GLVs, liver, whole grains, pulses and legumes, etc.)</p>	 <p><b>Bleeding gums</b></p>

### Learning outcome:

Students will be able to identify deficiency symptoms of various nutrients and their food sources.



### 3.M.2. Let's knock out nutrient deficiency

#### Materials Required:

Empty shoe box, small balls, marker/pen (blue and black)

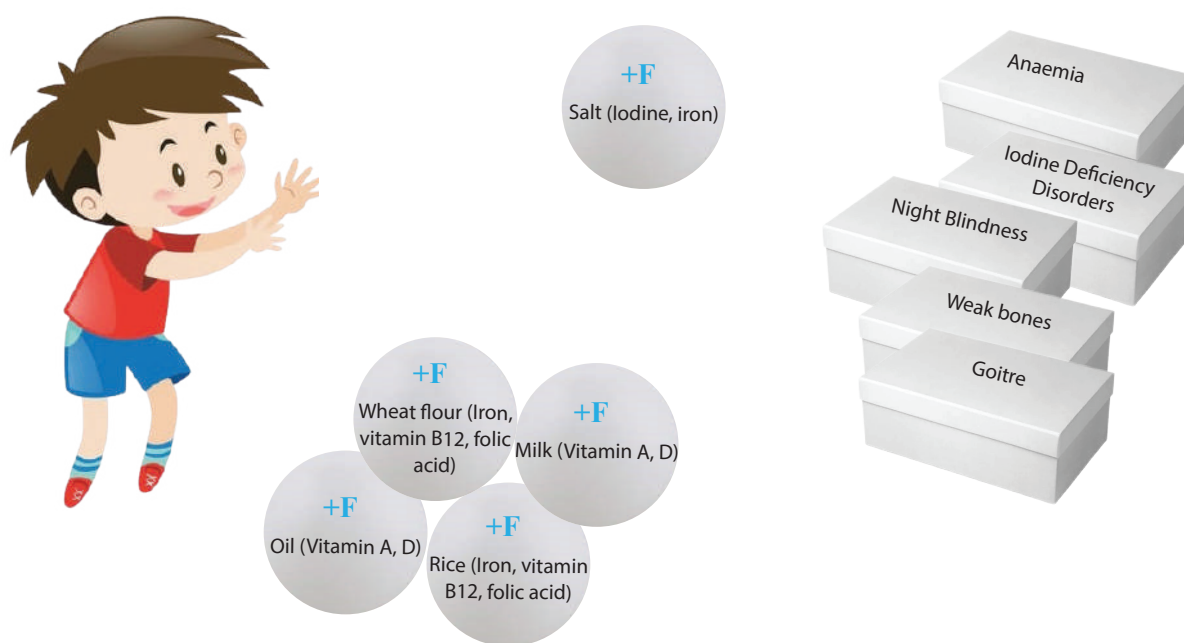
1. Write the name of disease associated with the deficiency of vitamins and minerals (e.g. anaemia, iodine deficiency disorders, night blindness, weak bones, goitre) one on each empty shoe box.
2. Write the following food sources with

fortified vitamin/mineral on different balls as shown below with the +F logo (using blue marker).

- ➔ Wheat flour (iron, vitamin B12, folic acid)
- ➔ Rice (iron, vitamin B12, folic acid)
- ➔ Salt (iodine, iron)
- ➔ Milk (vitamin A, D)
- ➔ Oil (vitamin A, D)

#### How to play:

1. First, the 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.
2. Students will arrange empty shoe box in a line with few spaces in between.
3. The teacher will ask a student to pick any ball and hit the corresponding shoe box [e.g. shoe box of night blindness by the ball of milk or oil (fortified with vitamin A)].
4. Those students who will hit the shoe box with the correct corresponding balls will be declared as winners.



#### Learning outcome:

Students will understand the importance of vitamins and minerals and the benefits of consuming fortified foods.

### 3.M.3. Fortified foods –the saviour

#### Materials Required:

A-4 sheets (green, red and white), marker/pen (blue and black), safety pins

#### How to play:

1. First, the 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.
2. The following sheets will be prepared by the students:
  - **Deficiency/Disease:** Red Sheet with the name of disease associated with the deficiency of vitamins and minerals (e.g. anaemia, iodine deficiency disorders, night blindness, weak bones, goitre)
  - **Fortified food:** Green sheet with the name of fortified food with vitamin or mineral [e.g. wheat flour (iron, vitamin B12, folic acid), Rice (iron, vitamin B12, folic acid), salt (iodine, iron), milk (vitamin A, D), oil (Vitamin A, D)] with +F logo (in blue)
3. Stick the sheets on shirts of the students using safety pins. One student is designated as the den.
4. Tell all the students to run in the playground/hall. The den will look for students with red sheets. As soon as he/she catches anyone, that student will sit down.
5. This student can only get up again when he/she can identify his fellow student who has a green card with the fortified food source that addresses the 'deficiency' written on his red card. The student with the correct green card should come and touch the student sitting with the red card.
6. When this happens, the student with a red card can get up and run again.



Deficiency/ Disease Card	Fortified food Card
Weak bones	+F Salt (Iodine, iron)
Goitre	+F Milk (Vitamin A, D)
Night Blindness	+F Oil (Vitamin A, D)
Anaemia	+F Wheat flour (Iron, Vitamin B12, Folic Acid)
Iodine deficiency disorders	+F Rice (Iron, Vitamin B12, Folic Acid)

#### Learning outcome:

Students will be able to identify which deficiencies are associated with which nutrient and the benefits of having fortified food.

### 3.M.4. Match the cards

#### Materials required:

1. Printout/photocopy of the image sheets, hard cardboard, glue, scissors
2. Following cards will be prepared by students and teachers:
  - **Card 1 type:** Name of minerals and vitamins (e.g. Vitamin B12, Folic acid, Iron, Vitamin A, Vitamin D and Iodine).
  - **Card 2 type:** Disease associated with the deficiency of the minerals and vitamins (e.g. weak bone, night blindness, anaemia, goitre, poor foetal development and nerve damage).
3. Print these cards and stick on hard cardboards.



### Card-3



### Card-4

**Vitamin B12**

- Good for nervous system
- Help in prevention of anaemia

**Folic acid**

- Important for foetal development
- Help in maturation of RBCs and other cells
- Help in cell division and prevention of anaemia

**Iron**

- Essential for transferring oxygen in blood
- Play role in immune function
- Help in cognitive function

**Vitamin A**

- Help in maintaining good vision
- Help in maintaining immunity of the body
- Help in protection against infections

**Vitamin D**

- Help to make bone and teeth strong
- Regulation of blood calcium
- Protection against diseases

**Iodine**

- Needed to make thyroid hormone
- Help in brain development
- Help in good physical and mental growth

#### How to play:

1. First, the teacher will explain the significance of vitamins and minerals to the students and also tell them about their fortified food sources and +F logo.
2. Students will be divided into teams of 4-5 children each.
3. All cards will be jumbled up and kept in a big box.
4. Each child from a group will be instructed to pick up one card of vitamin or mineral (card 1 type) from the box in the first round.
5. In the next round, another student from the same group has to pick up the card of the disease associated with the deficiency of the mineral or vitamin (card 2 type) which their group has.
6. In the same way, another student of the same group will pick up the corresponding fortified food card (card 3 type).
7. Finally, the last student will identify and pick up the card that mentions the health benefits of the vitamin or mineral (card 4 type).
8. The first team to find all four cards will be the winner.

### Learning outcome:

Students will understand the importance of vitamins and minerals and the benefits of eating fortified foods.

### 3.M.5. Hop and complete the picture

#### Material required:

- Jigsaw puzzle pieces (with images of Eat Right India logo, fortified food logo, vitamins and minerals used for fortification, fortified food products, advantages of fortification)

#### How to play:

1. Students will be divided into two teams of 4 students each.
2. Each student from a team will carry a piece

of the puzzle and stand 10 meters away from the other.

3. Student standing at 'start' line will hop while collecting cards from the respective team members and reach 'end' line.
4. At the end line, he/she will have to arrange jigsaw puzzle collected (complete pictures are given below).
5. Those who finish first will be the winner.



1



2



3



4

#### Learning outcome:

Students will be able to identify +F logo, fortified foods and their nutritional benefits.



### 3.M.6. Hop and collect all cards

#### Materials required:

- Sacks/bags, images/ photocopy of food items rich in Iron, vitamin A, vitamin C and Calcium (4 each)

#### How to play:

1. Four teams of 4 students each will be made and named after the four nutrients that is Iron, vitamin A, vitamin C and calcium.
2. Teams will position themselves like in a relay race each team on a different track and each student belonging to a team standing at a distance of 10-20 metres
3. Hopping with the sack from 'start' line, the first student will pass the card/image he/she is carrying to the next team partner and so on like a relay. The last student will carry all 4 cards/images to the 'end' line.
4. Immediately after reaching the finish line the student will shout the names of all 4 foods rich in that particular nutrient assigned and that team will be considered the winner.

## Iron

Green leafy vegetables



Red meat



Whole pulses and legumes



Whole grains



## Vitamin A

Yellow/orange coloured fruits



Milk and milk products



Green/yellow/orange coloured vegetables



Egg yolk



# Vitamin C

Amla



Orange



Germinated  
whole pulses



Guava



# Calcium

Milk and its  
products



Ragi



Sesame seeds



Dark green  
leafy  
vegetables



## Learning outcome:

Students will learn to identify foods rich in a particular nutrient.

### 3.M.7. Khelo kudo, do jawab (Nutrition)

#### Materials required:

- Coloured/white chalk to draw hopscotch grid (*stapu*), a piece of stone/pebble

#### How to play:

This game can be played both indoor and outdoor (outdoor more preferable).

1. With the help of chalk, let students draw *stapu* grid from 1 to 10 as shown in the figure. Big squares should be drawn to fit in student's feet.
2. A student will toss the rock on to square 1.
3. He/she has to hop and follow the grid pattern till the end.
4. The student will return back hopping and has to stop at square 2. Balancing on one foot, he/she has to answer the question asked by the teacher and earn points for the correct answers (list of questions provided in the table below). One question will be asked at a time.
5. After answering, he/she will pick up the rock in square 1 and hop over it to the 'start' point.

6. In the same way, pebble will be tossed on square 2 and so on.

S.No.	Questions
1.	Deficiency of which nutrient causes goitre?
2.	Our skin can make which vitamin with the help of sunlight?
3.	Give 1 example of a calcium rich food.
4.	Name any one fat soluble vitamin?
5.	Name 2 sources of protein in your breakfast.
6.	Mention 2 rich sources of vitamin A.
7.	Name any 1 plant source of iron.
8.	Consumption of which nutrient along with iron rich meal help in its absorption?
9.	Rickets caused due to deficiency of which nutrient?
10.	Frequent consumption of foods high in fat, salt and sugar leads to what disease?
11.	Salt is fortified with which nutrient?

7. If a student misses tossing the rock on the correct square, then he/she loses their turn.
8. The student with maximum points will be the winner.



#### Learning outcome:

Students will understand the concept of nutrition while playing.

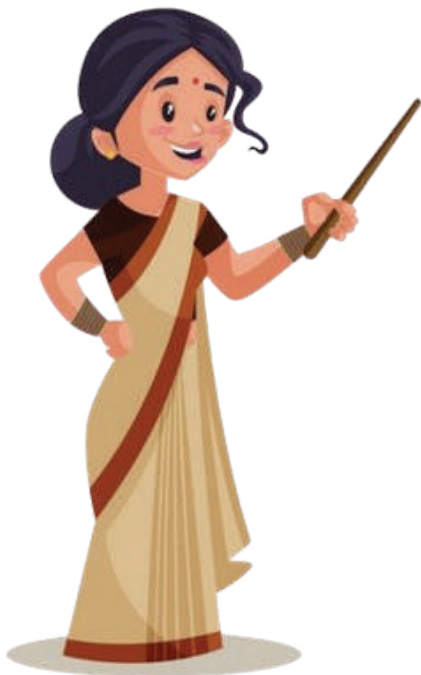
## 4. Going Back to the Roots

### 4.M.1. Think before you waste the food

#### Story 1:

One day Lata went to a wedding with her family. There she met her classmate Robby and his family too. They both enjoyed the mouth-watering snacks available. Then they proceeded for dinner. Though both of them were feeling quite full only Lata decided to skip dinner. Robby, however, decided to try out the different delicacies and filled his plate with lots of food. He was able to eat only a little and threw the remaining food in the dustbin.

### Let's give it a thought:



1. Do you like going to parties and trying out different kinds of food?
2. Please mention the right and wrong practices followed by children in this story?
3. What advice would you like to give to them?



**Note for teacher-** Refer annexure-A and conduct this activity in a discussion mode with the students.

#### Learning outcome:

Students will learn about importance of not wasting food.



## 4.M.2. Sharing is Caring

### Materials required:

➔ Paper, pen/pencil

### Details of the activity:

1. Half of the students of each group will be hosts (one side of a table) and the other half will be the guests (other side of the table).
2. Guests will come to the hosts, who will serve food to the guests (lunch boxes of the participants can be used in the game). Both chat and eat together. The game is over after that.



3. The groups can be judged by 2 teams of 4-5 students each on criteria like:
  - ➔ What food they serve in the party (healthy/HFSS food, etc.).
  - ➔ Pattern of taking food in the plate (small portion/large portions).
  - ➔ Management of leftover food, if any.
  - ➔ Food wastage in plates.
  - ➔ Good and bad practices will be noted down. The group which scores maximum points will be declared the winner.

### Learning outcome:

Students will learn about choosing healthy and unhealthy foods, develop habits of finishing the food, managing leftover foods and sharing and caring.



### 4.M.3. Plastic- collect it all

**Material required:**

- No material required

**Details of the activity:**

- Students will be encouraged to segregate and collect plastics used in their homes and schools.

- Every month the collected plastic will be given to an NGO/association which recycle plastic.



### Learning outcome:

Create awareness among students about plastic waste and the importance of segregating and recycling it.

## 5. Ek Bharat Shrestha Bharat: India's Rich Culinary Heritage

### 5.M.1. Together we learn

#### Materials Required:

- One authentic regional dish prepared at home

#### Details of the activity:

- Student will get their regional dish from home and explain their traditional



#### Learning outcome:

Similar dishes are prepared in different parts of the country using slightly different ingredient combinations. Example-Khichdi of North, South, East, West India is uniquely different in its composition.

## 5.M.2. Journey of food from farm to plate

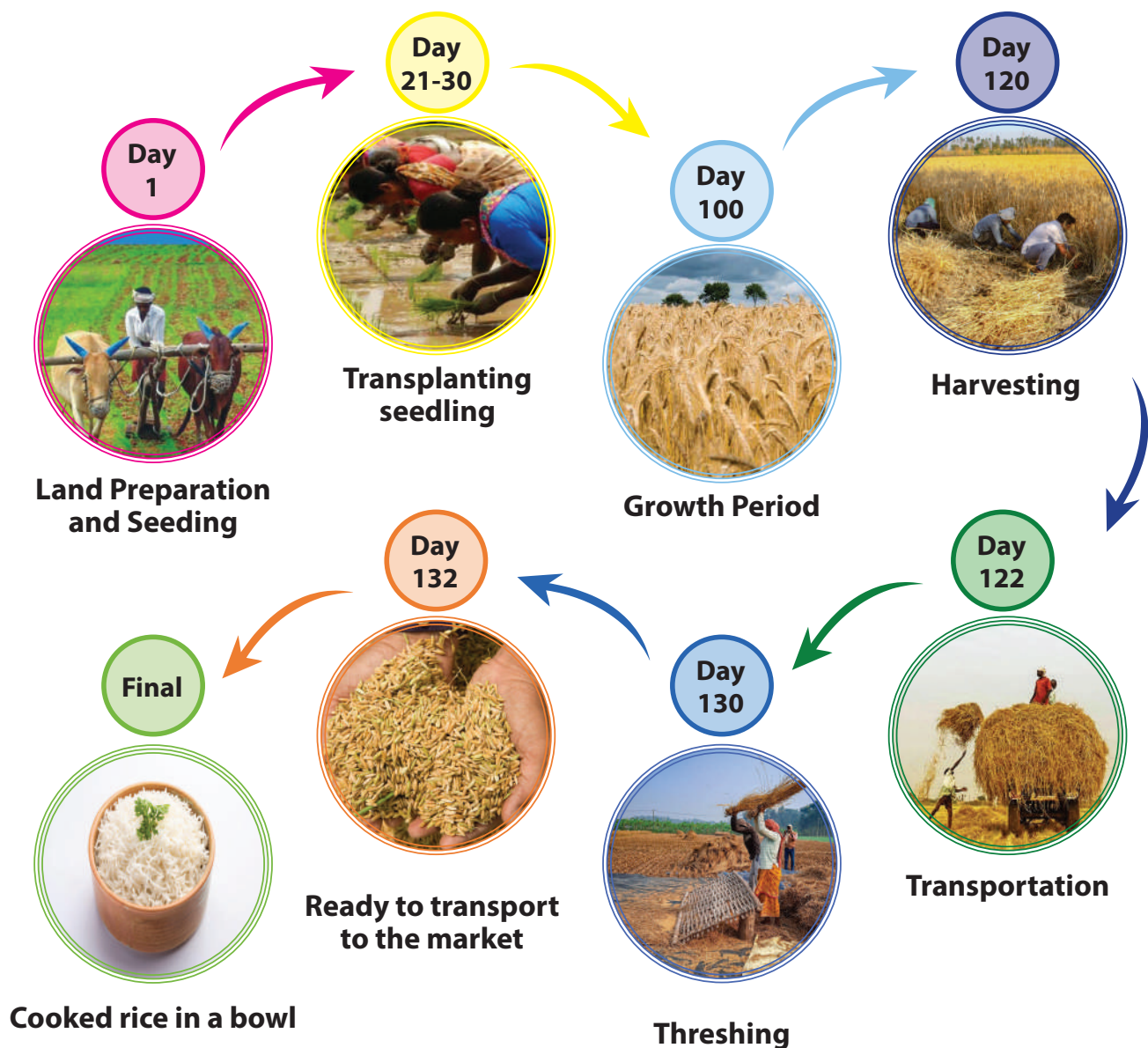
### Material required:

➔ No material required

### Details of the activity:

1. Ask students what they understand by looking at the picture provided.
2. Ask them if they have any idea about different resources used to produce food.
3. Discuss probable reasons for wastage of food and solutions to prevent wastage.

## Journey of food from farm to plate



**Note for the teacher :** Conduct this activity in discussion mode.

### Learning outcome:

It will help understand how various resources are used in food production and understand the importance of not wasting food.



### 5.M.3. Playing with spice

#### Materials Required:

- ➔ Pictures of different condiments and spices

#### Details of the activity:

- ➔ Student will identify the condiments and spices by seeing the pictures and also learn about their health benefits.

## Condiments and Spices



**Black Pepper**



**Cardamom**



**Cinnamon**



**Coriander**



**Ginger**



**Red chilli**



**Turmeric**



**Cloves**



**Star Anise**



**Mustard**



**Fenugreek**



**Jeera**

### Learning outcome:

Students will learn about region specific condiments and spices and their health benefits.

## 5.M.4. Seasonal fruits and vegetables

### Materials required:

→ Blank paper, pencil/pen

### Details of the activity:

1. This activity can be done individually or in a group to facilitate group interaction.
2. Students have to list seasonal (summer and winter) fruits and vegetables commonly consumed by them and which are locally available in their area.

## Summer Fruits



**Berries**



**Honeydew Melon**



**Litchi**



**Mango**

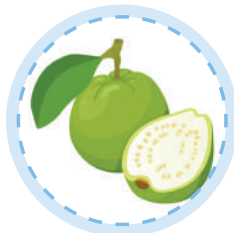


**Watermelon**

## Winter Fruits



**Grapes**



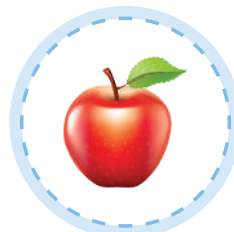
**Guava**



**Orange**



**Pomegranate**



**Apple**

### Learning outcome:

Create awareness about consumption of locally available, seasonal fruits and vegetables among students.



## 6. Move More: Be More Active

### 6.M.1. My physical activity tracker-I

#### Materials required:

- ➔ Print out/ photocopy of the image sheet, pencil

#### Details of the activity:

- ➔ A sheet of 'My weekly physical activity tracker' will be given to students.

Time Spent in (Minutes/Hours)							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Watching TV							
Playing game on TV							
Playing game on Mobile phone							
Playing game on Computer/Laptop/ Tablet							
Internet Surfing							
Sitting and reading/ writing							
Sleeping/lying down							
Playing board games							
Playing field games like cricket/football/hockey/ basketball, etc.							
Playing badminton/ tennis, etc.							
Swimming/running/ cycling/fast/walking/ jogging, etc.							
Yoga							
Taekwondo/karate, etc.							

#### Note for the teacher:

- ➔ Teachers are requested to conduct this activity in discussion mode in the classroom. Check whether children are indulging in regular physical activity or have more sedentary activity. Encourage them to do more physical exercises and play different outdoor games.

#### Learning outcome:

It will help in emphasizing the importance of regular physical activity among students.

## 6.M.2. Measure yourself

### Materials required:

- Weighing scale and tape for measuring height

### Details of the activity:

- Introduce the concept of weight and height and divide students in group and guide them to take body measurements (height and weight). Following are the instructions for weight and height measurements:
- For weight measurement- Place the scale on hard and flat surface. The student will stand on the scale and reading can be recorded by another student. They should wear light clothing. Before each measurement, make sure the scale reads zero.

- For height measurement- The student will stand straight, bare foot with his/her back to the wall. They will be told to keep their heels together, toes apart, buttocks, shoulders and head touching the wall. The student will look straight ahead. A ruler can be placed on the head of the student and a pencil used to make a mark on the wall. A tape can be used to measure the height of this mark from the floor. Height and weight can be compared with WHO child growth standards (**Links given below**).

<https://www.who.int/tools/growth-reference-data-for-5to19-years/indicators/height-for-age>

<https://www.who.int/tools/growth-reference-data-for-5to19-years/indicators/weight-for-age-5to10-years>

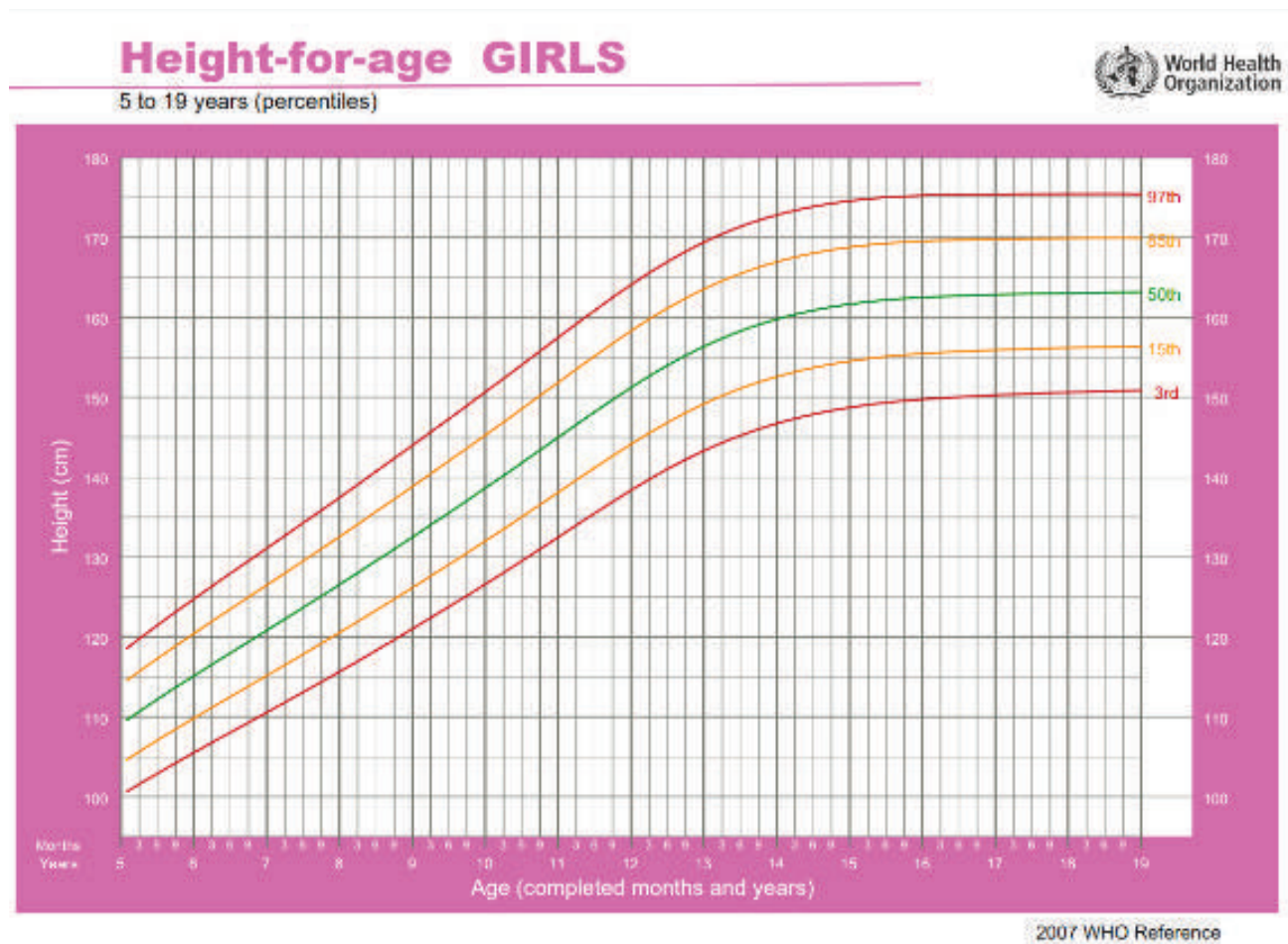


**Height measurement**

**Weight measurement**



Example attached:



**Note for the teacher:**

- ➔ Height and weight should lie between the 3rd and 97th percentile. Height and weight should be recorded 6 monthly on the graphs. The dots can be joined to produce a growth curve. An upward going growth curve is considered healthy.

**Learning outcome:**

Children should be encouraged to record their weight and height at least once in 6 months. It will help in making them understand the importance of body measurements for tracking their growth.



## 7. School Nutrition Gardens

### 7.M.1. My green winter tray garden

#### Materials required:

- ➔ Flat round or oval earthenware tray/pot/ recycled plastic container, compost soil or grow soil added to natural soil, seeds of spinach, coriander, fenugreek, lettuce

#### Details of the activity:

- ➔ Students need to first prepare the tray for sowing. Check for the water drainage

holes in the container. Students can sow and grow the winter greens. Spinach and coriander seeds can be neatly sown directly in raised beds. These greens grow well in full sunlight as well as partial shade. Harvesting of greens can be done within 30 days of seed sowing.



#### Learning outcome:

Students will learn about sowing, growing, harvesting green leafy vegetables. They will also learn about photosynthesis, importance of sunlight, and variety of green leafy vegetables.



## 7.M.2. Seasonal vegetables annual calendar

### Materials Required:

- Chart paper, photos of common Indian vegetables, stationery – crayons, marker pens

### Details of the activity:

- Students can research and prepare an annual calendar of vegetables. They can

visit the nearest nursery or a farm and enquire about vegetables sowing and harvesting time. They need to know:

- The sowing time
- Transplantation time
- Harvest time

Once that is done, they can plan a calendar and start collecting seeds for sowing.

The Seasonal Vegetable Calendar				
S.no	Vegetables	Sowing Time	Transplanting Time	Harvest Time
1.	Cabbage	Sept - Oct	Oct - Nov	Dec – Mar
2	Capsicum	Nov - Jan	Jan - Feb	April-May
3	Carrot	Aug - Oct		Dec - Mar
4	Cauliflower	Sept-Oct	Oct-Nov	Jan - Mar
5	Beetroot	Oct -Nov		Dec-Feb
6	Bottle Gourd	June-July		Oct - Dec
7	Brinjal	May-Jun	June -July	Sept-Nov
8	Cluster Beans	Feb-Mar		April-Jun
9	Cowpea	Jun -Jul		Aug-Oct
10	Cucumber	Feb-Mar		May-Jul
11	Sponge Gourd	Feb-Mar		Apr -Jun
12	Tomato	Nov-Dec	Dec-Feb	Apr-Jun
13	Turnip	Oct-Nov		Dec-Mar
14	Onion	May-Jun	Jun-Jul	Oct-Nov
15	Peas	Sept-Oct		Nov-Jan
16	Potato	Sept-Nov		Jan-Mar
17	Radish	Sept-Oct		Nov-Jan
18	French Beans	Feb-Mar		Apr-May
19	Fenugreek	Sept-Nov		Nov-Feb
20	Lettuce	Sept -Oct	Oct-Nov	Dec-Feb
21	Okra	Feb-Mar		Mar-Jun



### Learning outcome:

Students will learn about growing and eating seasonal and local vegetables. They will also learn to grow their own greens. As a home-based activity students can be asked to reuse an old container, prepare it for growing vegetables and grow a batch in the balconies or terrace.

### 7.M.3. Atrangi Kyaari

#### Materials Required:

→ A prepared kitchen garden bed, or a grow bag with soil, garden equipments and seeds of following vegetables:

1. Spinach –Dark Green
2. Fenugreek – Dark Green
3. Tomato – Deep Red
4. Carrot – Red or Orange depending on seeds
5. Beetroot – Deep Red
6. Cauliflower - White
7. Brinjal – Purple
8. Radish –White
9. Cabbage –Light Green

10. Lettuce – Light Green

#### Details of the Activity:

→ Students should be taught how to prepare a mixed vegetable bed in an area within the school premises designated for gardening. The bed should be slightly raised, and tilled well. It should be free of any pebbles or weed. Soil should be tilled-loosened to avoid any obstructions to roots to grow deeper. Example-In case of carrot, soil should be loosened about one-and-a-half times its expected length. Ensure to break the soil fine to avoid any obstruction to the roots.



#### Learning outcome:

Students will learn about a variety of plants that can be co-grown in the same area. They will also learn parts of plant eaten and also learn to grow and eat a variety of vegetables.







# EAT RIGHT ACTIVITIES

Grades 9-12

# Theme 1. Eat well and Right

## 1.S.1. Know your nutritional status

### Materials Required:

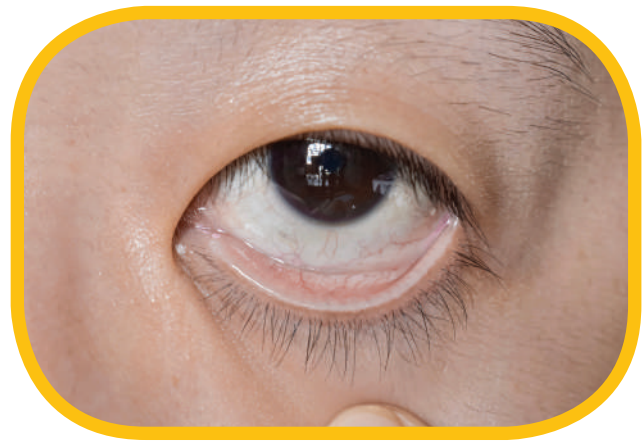
- No material required

### Details of the activity:

1. Students will be divided into groups and they will check deficiency signs and symptoms like pale nails, pale conjunctiva, cracks at the corner of the mouth, etc. for each other.
2. Pictures of these deficiency signs should be available in the lab for comparison.
3. Students identified with any sign and symptoms of nutrient deficiency will be referred to a doctor by the teacher.



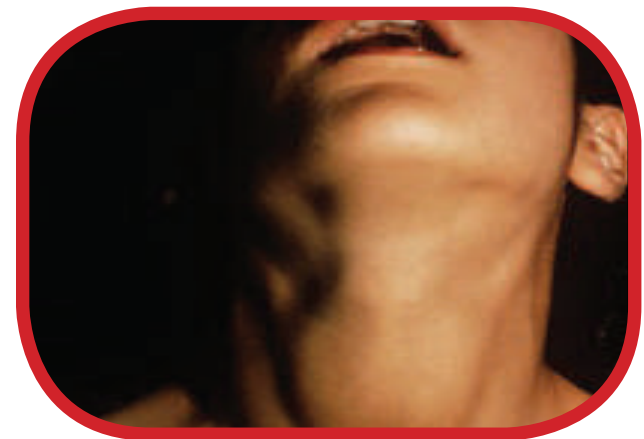
**Cracks at the corner of the mouth**



**Pale conjunctiva**



**Pale nails**



**Goitre**

### Learning outcome:

Students will be sensitized to looking out for signs of nutritional deficiencies.



## 1.S.2. Fixing healthy snacks for yourself

### Materials Required:

→ Induction cooktops, food ingredients, utensils and other related materials.

### Details of the activity:

1. This activity can be done in groups.
2. Easy to make nutritious recipes which do not require much cooking or preparation
3. Students will serve and share amongst themselves the dishes prepared by them.

(fruit and vegetable or sprouts salad/ *chaat*, *poha*, *upma*, vegetable sandwich, *cheela*, etc.) will be prepared in lab by the students under the supervision of the teacher.



### Learning outcome:

Building confidence and skills in cooking among students which will help them in fixing healthy snacks for themselves.

### 1.S.3. Read food labels

#### Materials Required:

- Wrappers of packaged food items, paper, pen/pencil

#### Details of the activity:

1. Students will bring wrappers of packaged food items in class for e.g. bread or biscuits packets of different brands for comparison between brands.
2. The teacher will guide them for what to look for on the nutrition label.
3. They will read information written on the food labels and critically evaluate them for the following: comparison of fibre content between different brands of bread, presence of trans fats in food, whether partially hydrogenated fat has been used as an ingredient in the food product, the nutrient the food product is rich in, allergen information, etc.



#### Allergen information

Contains milk. May contain Tree Nuts, Wheat and Soy



#### Nutrition information

#### per 100g (appx.)

Energy	455Kcal
Proteins	7.5g
Carbohydrates	62g
Sugars	15g
Fat	19.6g
Saturated Fatty acids	9.5g
Mono unsaturated fatty acids	7.3g
Poly unsaturated fatty acids	1.8g
Trans fatty acids	0g
Cholesterol	0mg
Dietary fiber	9g



#### Ingredients

Refined Wheat Flour, Sugar, Partially Hydrogenated Oil (Palm Oil, Palm Kernel Oil, Coconut Oil, Sesame Oil), Butter, Milk Solids, Acidity Regulator (Sodium Bicarbonate), Refined Palm Olein Oil, Custard Powder, Pistachio and Cashew Nut.

#### Learning outcome:

Students will be able to make healthier food choices by reading food labels.

## 1.S.4. Weekly tracker for healthy living

### Materials Required:

- Photocopy/print out of the tracker sheet, pen/pencil

### Details of the activity:

1. Weekly tracker of healthy eating and lifestyle will be given to students to fill.
2. Students with the highest scores will be given a star badge.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
I will do minimum 30 minutes of any exercise today							
I will eat breakfast and leave for school							
I will sleep at least 7-8 hours today							
I will eat a bowl of raw vegetable salad at any meal time							
I will not eat any fried food today							
I will get adequate exposure to natural light							
I will dine two hours prior to bedtime							
<b>My Score</b>	<b>/7</b>	<b>/7</b>	<b>/7</b>	<b>/7</b>	<b>/7</b>	<b>/7</b>	<b>/7</b>

**Total Score- /49**



### Learning outcome:

Students will understand the importance of healthy eating and lifestyle.




## 1.S.5. Eat Right Quiz

### Materials required:

→ Alexa/ online on <https://eatrightindia.gov.in/eatrightquiz/>

### Details of the activity:


→ Ask Alexa to play Eat Right Quiz and follow her instructions.



### About the Quiz

This quiz is designed for the citizens to enhance their knowledge about basics of food safety and nutrition. There are some advanced level questions as well for those who want to know more. The quiz consists of questions collated by eminent experts of food industry. The unique feature of this quiz is that after every right answer the device will also give a brief information related to the answer. This quiz would be very useful in schools, colleges and other public forums.

### Playing the Quiz

In order to play the quiz, you need to enable "Eat Right" quiz from Alexa Skill Store  Once this is enabled, you are ready to start the quiz. To start the quiz, a player would need to say: "Alexa, start eat right quiz" Once the quiz is starts, Alexa will greet you and take you through the steps.

STEP: 1	STEP: 2	STEP: 3
It will first ask the user to choose the number of players they want to play with. Number of players can be from 1 to 4. The user is just required to specify the number of their choice.	Then it will ask for your input to choose a question category. User is just required to specify the number of the category to provide their input.	As the user chooses a question category, device will ask for the difficulty level preferred. There are two difficulty levels: Basic & Advanced. Based on user input, Alexa will pickup questions from the defined level of difficulty.

Now you are ready to play!  
Remember that every question has 4 options. The player is required to listen to the question carefully and choose the answer number from the given options.

### Score

Every correct answer has 1 point. The player will be informed of the score after every answer. At the end of the quiz, the total score of each player will be informed as well.

## Learning outcome:

Reinforce the concept of Eating Right.

## Theme 2. Eat Safe, Stay Safe

### 2.S.1. Common infectious diseases

#### Material required :

➔ No material required

#### Details of the activity:

1. Students will be divided into groups.
2. One by one teacher will ask a question from each team from the list of questions and options provided.
3. Team with maximum right responses will be the winner.

S.No.	Q & A
1.	<b>Dengue is caused by</b> a) Bacteria b) Virus c) Fungi d) Protozoa
2.	<b>Dengue is spread from the bite of?</b> a) Cat b) Dog c) Mosquito d) Monkey
3.	<b>The main mosquito for dengue is?</b> a) Aedes Aegypti b) Anopheles c) Culex d) Culiseta
4.	<b>Common symptoms of dengue are</b> a) High fever b) Body ache and joint pain c) Pain behind eyes d) Body rash e) Nausea/vomiting f) All of the above
5.	<b>Different ways by which one can stop mosquito multiplication are</b> a) Cover body as much as possible with clothes b) Drain out stagnant water c) Frequently clean/empty water cooler d) Use mosquito nets and/or insecticide-treated net e) All of the above



S.No.	Q & A
6.	<b>Did dengue spread directly from person to person?</b> a) Yes b) No
7.	<b>Dengue causing mosquitoes breed in clean water?</b> a) Yes b) No
8.	<b>Dengue causing mosquito mostly bites during day time?</b> a) Yes b) No
9.	<b>Malaria is caused by</b> a) Virus b) Fungi c) Parasite d) Bacteria
10.	<b>World malaria day is celebrated on</b> a) 20 December b) 16 October c) 6 August d) 25 April
11.	<b>Main mosquito vector for Malaria is?</b> a) Aedes Aegypti b) Anopheles c) Culex d) Aedes Koreicus
12.	<b>Malaria is spread from the bite of?</b> a) Mosquito b) Dog c) Cat d) Monkey
13.	<b>How many types of Malaria are there?</b> a) 2 b) 4 c) 5 d) 1



S.No.	Q & A
14.	<b>Common symptoms of Malaria are?</b> <ul style="list-style-type: none"> <li>a) Fever and chills</li> <li>b) Headache</li> <li>c) Nausea/vomiting</li> <li>d) Muscle pain and fatigue</li> <li>e) All of the above</li> </ul>
15.	<b>Malaria causing mosquito usually bites during night time?</b> <ul style="list-style-type: none"> <li>a) Yes</li> <li>b) No</li> </ul>
16.	<b>Typhoid is caused by</b> <ul style="list-style-type: none"> <li>a) Bacteria</li> <li>b) Virus</li> <li>c) Fungi</li> <li>d) Parasite</li> </ul>
17.	<b>Typhoid fever spreads through</b> <ul style="list-style-type: none"> <li>a) Houseflies</li> <li>b) Unwashed hands</li> <li>c) Contaminated food and water</li> <li>d) Poor sanitation</li> <li>e) All of the above</li> </ul>
18.	<b>Common symptoms of typhoid are</b> <ul style="list-style-type: none"> <li>a) Fever</li> <li>b) Loss of appetite</li> <li>c) Abdominal pain</li> <li>d) Headache</li> <li>e) Weakness</li> <li>f) All of the above</li> </ul>
19	<b>Typhoid fever is caused by which bacteria?</b> <ul style="list-style-type: none"> <li>a) Giardia Lamblia</li> <li>b) Salmonella Typhi</li> <li>c) Streptococcus Pyogenes</li> <li>d) Clostridium Tetani</li> </ul>



S.No.	Q & A
20.	<p><b>How one can prevent typhoid fever by</b></p> <ul style="list-style-type: none"> <li>a) Drinking boiled water</li> <li>b) Eating food thoroughly cooked</li> <li>c) Washing hands with soap and water</li> <li>d) Properly washing raw fruits and vegetables</li> <li>e) Keeping food covered</li> <li>f) Maintain adequate sanitation</li> <li>g) All of the above</li> </ul>



### Learning outcome:

Create awareness among students about cause, symptoms and prevention of common infectious diseases.

## 2.S.2. 7 Cs for Food Safety

### Materials required:

White board, marker

### Details of the activity:

1. The class will be divided into 4 -5 groups of 5-6 students each.
2. The teacher will write alphabet C seven times on the board and tell the students
3. The groups will have to guess the C and explain what each C stands for.
4. The group that gives maximum correct answers, is the winner.

that each C refers to a safe food practice.  
For e.g. C refers to COVER.



**Note for teacher-** Refer annexure-A and conduct this activity in a quiz/discussion mode with the students.

### Learning outcome:

Students will learn the 7 keys to keeping food safe.


## 2.S.3. Eat Right Quiz

### Materials required:

→ Alexa/ online on <https://eatrightindia.gov.in/eatrightquiz/>

### Details of the activity:


→ Ask Alexa to play Eat Right Quiz and follow her instructions.



**About the Quiz**

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**Playing the Quiz**

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Now you are ready to play!  
Remember that every question has 4 options. The player is required to listen to the question carefully and choose the answer number from the given options.

**Score**

Every correct answer has 1 point. The player will be informed of the score after every answer. At the end of the quiz, the total score of each player will be informed as well.

## Learning outcome:

Reinforce the concept of eating right.



## 2.S.4. The power of handwashing

### Materials Required:

- ➔ Nutrient agar, petri dishes, soap, water, marker pen

### Details of the activity:

1. Each student will be given a petri dish with nutrient agar. With a marker pen the dish will be divided into two halves and labelled– before and after.
2. Students will be asked to touch the nutrient agar in the before section with their finger tips. The petri dish should be opened near a flame to avoid microbes in the air from settling on the agar.
3. Then the student will be asked to thoroughly wash their hands with soap and water.
4. They will again place their fingers on the agar in the same dish in the after section.
5. All plates will be kept at room temperature for 24-48 hours to enable growth of bacteria.
6. Students will then be asked to count the colonies in the before and after sections and discuss the importance of handwashing.

## How to Wash Hands with Soap & Water?

•Duration of the entire procedure: at least 20 seconds



Water & soap



Palm to palm



Between fingers



Focus on thumbs



Back of hands



Focus on wrists

### Learning outcome:

Students will be able to understand the importance of handwashing in reducing microbial load on hands and thus preventing spread of infection.

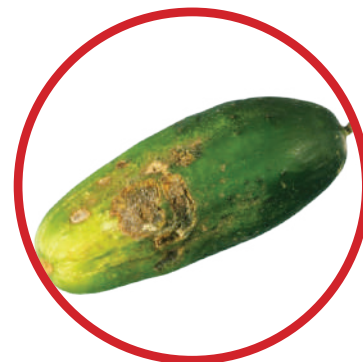
## 2.S.5. Demonstration of selection of good quality staples

### Materials Required:

- Good and poor quality grains, fruits and vegetables specimens

### Details of the activity:

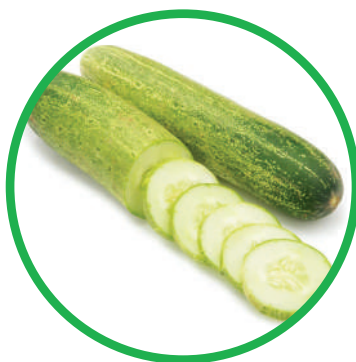
1. Students will be shown poor and good quality samples of grains, fruits and vegetables.
2. They will be asked to identify and pick up fresh fruits, vegetables and good quality grains.
3. Discussion about need to select good quality foods will be done.



**Poor quality**



**Good quality**



### Learning outcome:

Students will learn to differentiate between poor and good quality staples.

## 3. Know Your Nutrients

### 3.S.1. Micronutrient Deficiencies: causes, prevention, management

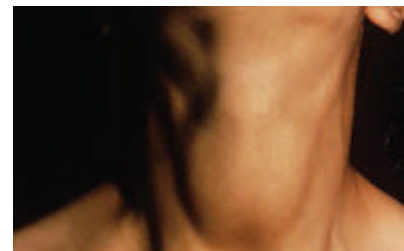
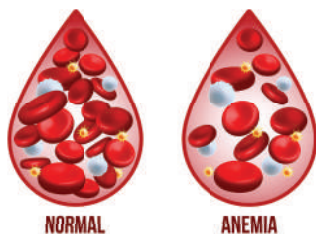
**Materials required:**

**Materials required:**

- White board, marker, 3 A-3 size sheets, pen/pencil

**Details of the activity:**

1. Divide students into three groups and give each group a paper with discussion topic written on it.
  - Group 1: Anaemia: Causes, prevention, management
2. Students will brainstorm and come up with their responses. Each group will be asked to write their answers on the board for discussion.
  - Group 2: Night Blindness: Causes, prevention, management
  - Group 3: Goitre: Causes, prevention, management



#### **Anaemia**

Causes, prevention,  
management

#### **Night Blindness**

Causes, prevention,  
management

#### **Goitre**

Causes, prevention,  
management

### **Learning outcome:**

The students will learn about need and importance of dietary diversification and food fortification.




### 3.S.2. Eat Right Quiz

#### Materials required:

→ Alexa/ online on <https://eatrightindia.gov.in/eatrightquiz/>

#### Details of the activity:


→ Ask Alexa to play Eat Right Quiz and follow her instructions.



**About the Quiz**

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**Playing the Quiz**

In order to play the quiz, you need to enable "Eat Right" quiz from Alexa Skill Store  Once this is enabled, you are ready to start the quiz. To start the quiz, a player would need to say: "Alexa, start eat right quiz" Once the quiz is starts, Alexa will greet you and take you through the steps.

STEP: 1	STEP: 2	STEP: 3
It will first ask the user to choose the number of players they want to play with. Number of players can be from 1 to 4. The user is just required to specify the number of their choice.	Then it will ask for your input to choose a question category. User is just required to specify the number of the category to provide their input.	As the user chooses a question category, device will ask for the difficulty level preferred. There are two difficulty levels: Basic & Advanced. Based on user input, Alexa will pickup questions from the defined level of difficulty.

Now you are ready to play!  
Remember that every question has 4 options. The player is required to listen to the question carefully and choose the answer number from the given options.

**Score**

Every correct answer has 1 point. The player will be informed of the score after every answer. At the end of the quiz, the total score of each player will be informed as well.

### Learning outcome:

Reinforce the concept of eating right.




### 3.S.3. Nutrient tracker for a week

#### Materials Required:


- ➔ Print out/photocopy of the tracker sheet, pen/pencil

#### Details of the activity:

- ➔ Tracker sheet of rich sources of nutrients (vitamin A, vitamin C, iron, calcium) eaten by the students will be given to them.



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Vitamin C</b> (e.g. <i>amla</i> , guava, sprouts, lime sweet, lemon, orange, raw vegetables, etc.)							
<b>Vitamin A</b> (e.g. organ meat like liver, egg, fish, fortified milk, green leafy vegetables, orange and yellow fruits and vegetables like carrot, muskmelon, papaya, sweet potato, mango, etc.)							
<b>Iron</b> (e.g. liver, red meat, egg, pulses, green leafy vegetables, cereals like <i>bajra</i> , <i>ragi</i> , etc.)							
<b>Calcium</b> (e.g. nuts and oilseeds, pulses, green leafy vegetables, milk and its products, cereals like <i>ragi</i> , etc.)							



#### Learning outcome:

Help in emphasizing importance of consuming various nutrient rich foods.

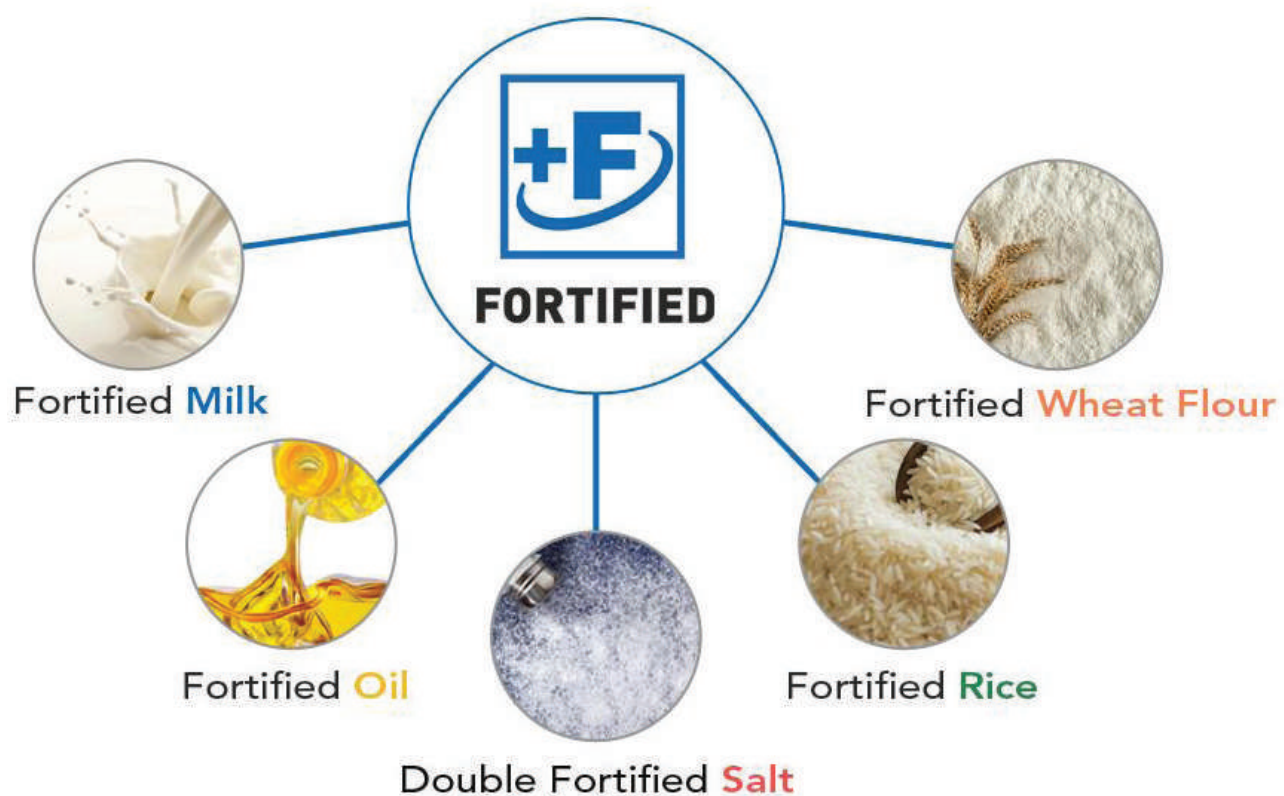
### 3.S.4. Yumilicious fortified foods

#### Materials Required:

- ➔ Fortified and unfortified staple foods, induction cooktops, cooking utensils and other related material.

#### Details of the activity:

1. Students will be divided into two groups.
2. One group will be asked to bring fortified staples whereas others have to bring unfortified staple foods from their home.
3. Both groups will cook same dish from the staple foods they have.
4. Dishes will be served and evaluated by all students and teacher.



#### Learning outcome:

Students will learn that there is no difference in the taste and texture of cooked fortified and unfortified foods.

## Theme 4. Going Back to the Roots

### 4.S.1. Tracker of daily routine

#### Materials Required:

- Print out/photocopy of the tracker, pen/ pencil

#### Details of the activity:

- Students have to note down their daily routine followed by an interpretation with the help of teacher about number of hours of sleep, wake up time, meal times, frequency of being constipated in a week and reasons for that, etc.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Total time I slept in last 24 hours							
I work up at this time in the morning							
I ate my meals at this time:							
• Breakfast							
• Lunch							
• Dinner							
• Snack							
No. of meals I ate with family members							
I had constipation today							
I exercised for__ minutes/hours today							
No. of meals I ate while in front of a screen (TV/mobile/computer/tablet)							

#### Learning outcome:

Students will understand the importance of inculcating a healthy lifestyle.

## 4.S.2. Say no to plastic

### Materials Required:

- Print out/photocopy of the checklist, pen/ pencil

### Details of the activity:

- Students will be given a checklist to record and see how they manage plastic waste like use of paper straws, use of cloth bags for shopping, use of metal/glass steel lunch box and water bottle, etc.



1.

I use only paper straws



2.

I use only cloth bags for shopping



3.

I use only metal/glass water bottle



4.

I use only metal/glass lunch box



5.

I recycle whatever plastic items I use at home



### Learning outcome:

Students will learn to limit the use of plastic.



### 4.S.3. Converting waste to wealth

#### Materials Required:

- ➔ Dry waste and other related materials

#### Details of the activity:

- ➔ Students will be encouraged to convert dry wastes like plastic bottles, newspapers etc. into some utility products like basket, pencil/pen holder, bins, etc.

## Dry waste like plastic bottles



#### Learning outcome:

Students will learn to upcycle dry waste.

## 4.S.4. Waste management

### Materials Required:

→ Dry and wet waste

### Details of the activity:

1. Students will be asked to segregate waste at home and schools.
2. Peer and self-monitoring will be done at school and home respectively.

### Wet waste



### Dry waste



### Learning outcome:

Generation of awareness among students about waste management.

### 4.S.5. Composting in school

**Materials Required:**

➔ Compost bins, green, brown waste, water

**Details of the activity:**

1. Students will be encouraged to throw green [fresh, moist materials like grass cutting, food scraps (bits or pieces of leftover foods] and brown (dry materials like dry leaves, hay)] waste in the allotted compost bin at a designated place in school.
2. They should be told to keep adding green and brown waste alternatively. The pile should be kept moist by adding water and mixing or turning whole layers upside down.
3. Decomposed waste will be dark, crumbly and can be used for the potted plants.



#### Learning outcome:

Students will learn about sustainability by recycling organic waste.

#### 4.S.6. Demonstration: Rechauffe leftover dishes

##### Materials Required:

- Leftover foods, induction cooktops and other related materials

##### Details of the activity:

1. Demonstration/discussion with students about rechauffe leftover dishes that is, instead of throwing leftover food from the
2. Encourage students to come up with their own recipes.

previous meal, using it for the preparation of new dishes (e.g. preparation of parantha from leftover *dal/sabzi* or using leftover vegetables for the preparation of vegetable *idli*).



#### Learning outcome:

Students will learn about the importance of reducing food waste.



### 4.S.7. Concept of food thali

#### Materials Required:

→ Chalk/pen, paper/board

#### Details of the activity:

→ Students will be asked to draw composition of their *thali* for lunch and dinner the day before and discuss with the teacher.



**Dinner**



**Lunch**

#### Learning outcome:

Students will learn about balanced diet.

## 4.S.8. Curd – for healthy gut

### Material required:

- Warm milk - 250 ml, curd – 1 tsp, two bowls with lids, teaspoon and a refrigerator

### Details of the activity:

1. Explain basic factors (food, moisture, temperature, time) required for bacterial growth by setting a bowl of curd. Use milk that has been previously boiled.
  2. Method
    - Add curd to the warm milk and mix well.
    - Pour milk into two bowls and cover.
    - Keep one bowl in the refrigerator
- and leave the other bowl in the laboratory.
- Observe both the bowls after 3 to 4 hours, taste the contents and answer the following questions
  - Why did the bowl of curd kept in the refrigerator not set?
  - Why did the bowl of curd kept at room temperature set?
  - Why does curd taste sour?
  - Why did the curd not set immediately?



**Warm milk**



**Curd**

### Laboratory



### Learning outcome:

Some microorganisms are beneficial for our health.

## 5. Ek Bharat Shrestha Bharat: India's Rich Culinary Heritage

### 5.S.1. Cereals- let's see the real consumption!

#### Materials required:

→ Print out/ photocopy of the image sheet, pencil

#### Details of the activity:

→ A sheet of 'My weekly cereal and nutri-cereal (millets) tracker' will be given to students.

	Example	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Wheat flour ( <i>atta</i> )	✓							
Wheat flour refined ( <i>Maida</i> )	✗							
<i>Dalia</i>	✓							
Semolina ( <i>Suji</i> )	✓							
Vermicelli ( <i>Sewai</i> )	✓							
Rice (White)	✓							
Rice (Brown)	✓							
Rice flakes ( <i>Chidwa</i> )	✓							
Rice puffed ( <i>Murmura</i> )	✗							
Corn ( <i>Makka</i> )	✓							
Flour of corn ( <i>Makke ka atta</i> )	✗							
<i>Ragi</i>	✓							
<i>Bajra</i> whole	✓							
<i>Bajra</i> Atta	✗							
Buckwheat flour ( <i>Kuttu ka atta</i> )	✓							
Barley ( <i>Jau</i> )	✗							
Quinoa	✗							
Oats ( <i>Jaee</i> )	✗							
Sorghum ( <i>Jowar</i> )	✓							
Any other								

#### Note for the teacher:

Teachers are requested to conduct this activity in discussion mode in the classroom. Check whether children are having a variety of cereals and nutri-cereals in a week.

#### Learning outcome:

It will help in emphasizing the importance of consuming a variety of cereals and nutri-cereals by the students.

## 5.S.2 Place it on the map (magnetic board)

### Materials Required:

- Magnets of different millets/cereals and map of India

### Details of the activity:

- Student will match the millets/cereals and place it on the map according to its native region/state.

## Millets/Cereals on the India Map



Barnyard Millet



Finger Millet



Pearl Millet



Browntop Millet



Kodo Millet



Foxtail Millet



Little Millet



Proso Millet

### Learning outcome:

Students will learn about region specific millets/cereals and their health benefits.



### 5.S.3.Thalis of India

#### Materials Required:

- Material to prepare model

#### Details of the activity:

- Student will be divided into different state groups. They will prepare a model *thali* of the cuisine of that state.

## States Thali

### TAMILNADU



### JAMMU & KASHMIR



### UTTAR PRADESH



### WEST BENGAL



### UTTARAKHAND



### Learning outcome:

Students will learn to create region specific balanced thali.

## 5.S.4 Let's Debate

### Materials Required:

→ No material required

### Details of the activity:

→ Divide the students and they can debate on following topics.

- Polished v. Unpolished grain
- Cow's milk v. Buffalo's milk
- White sugar v. Jaggery

### Polished vs Unpolished Grain



### Cow's Milk vs Buffalo's milk



### White sugar vs Jaggery



### Learning outcome:

Students will learn how to choose healthier food options.

## 6. Move more: Be More Active

### 6.S.1. My physical activity tracker-I

#### Materials required:

➔ Print out/ photocopy of the image sheet, pencil

#### Details of the activity:

➔ A sheet of 'My weekly physical activity tracker' will be given to students

Time Spent in (Minutes/Hours)							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Watching TV							
Playing games on TV							
Playing games on Mobile							
Playing games on computer/laptop/tablet							
Internet surfing							
Sitting and reading/ writing							
Sleeping/lying down							
Playing field games like cricket/football/hockey/ basketball, etc.							
Playing badminton/ tennis, etc.							
Swimming/running/ cycling/fast/walking/ jogging, etc.							
Yoga							
Taekwondo/karate, etc.							

#### Note for the teacher:

Teachers are requested to conduct this activity in discussion mode in the classroom. Check whether children are indulging in regular physical activity or have more of sedentary activity. Encourage them to do more physical exercises and play different outdoor games.

#### Learning outcome:

It will help in emphasizing the importance of regular physical activity among students.

## 6.S.2. Let's burn our calories

### Materials required:

- A circular cardboard, pictures of different physical activity, pointer which can be rotated

### Details of the activity:

- Stick pictures of physical activities along the outer edge of the circular cardboard.

Attach a rotatable pointer in the center. Each child will get the opportunity to rotate the pointer and perform the physical activity on which the pointer comes to a stop. Examples of physical activity can be push up, spot jog, skipping, sit ups, etc.



### Learning outcome:

It will help in emphasizing the importance of regular physical activity among students.



### 6.S.3. Know your body

#### Materials required:

- Weighing scale and tape for measuring height

#### Details of the activity:

- Introduce the concept of Body Mass Index (BMI) and divide students in groups and guide them to take body measurements (height and weight). Share the BMI chart also. Following are the instructions for weight and height measurements:

- For weight measurement- Place the scale on hard and flat surface. The student will stand on the scale and reading can be recorded by another student. They should wear light clothing. Before each measurement, make sure the scale reads zero.

- For height measurement- The student will stand straight, bare foot with his/her back to the wall. They will be told to keep their heels together, toes apart, buttocks, shoulders and head touching the wall. The student will look straight ahead. A ruler can be placed on the head of the student and a pencil used to make a mark on the wall. A tape can be used to measure the height of this mark from the floor. BMI-for-age can be measured with WHO child growth standards ([Links given below](https://www.who.int/tools/growth-reference-data-for-5to19-years/indicators/bmi-for-age)).

<https://www.who.int/tools/growth-reference-data-for-5to19-years/indicators/bmi-for-age>



#### Note for the teacher:

Interpretation of BMI-for-age (5-19 years) cut-offs

Overweight=  $> +1$  SD

Obesity=  $> +2$ SD

Thinness=  $< -2$ SD

BMI-for-age should lie between  $-2$  and  $+1$ SD. BMI should be recorded yearly on the graph.

#### Learning outcome:

It will help in making them understand importance of body measurements and good nutritional status.

## 6.S.4. My physical activity tracker –II

### Materials Required:

- ➔ Printout/photocopy of the tracker, pen/  
pencil

### Details of the activity:

Tracker sheet to record moderate and vigorous intensity activity done by students the day before (1 week) will be given to them.

Time Spent in (Minutes/Hours)							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Brisk walking							
Bicycle riding							
Climbing							
Yoga exercise							
Dancing							
Jumping rope							
Running/jogging							
Swimming							
Aerobics							
Competitive sports							
Any other							

### Learning outcome:

Students will learn the importance of moderate and vigorous intensity physical activities.

## 7. School Nutrition Gardens

### 7.S.1. Seasonal vegetables annual calendar

#### Material Required:

- Chart paper, photos of common Indian vegetables, stationery—crayons, marker pens

#### Details of the activity:

1. Students can research and prepare an annual calendar of vegetables. They can visit the nearest nursery or a farm and enquire
2. Once that is done, they can plan a calendar and start collecting seeds for sowing.

about vegetables sowing and harvesting time. They need to know:

- The sowing time
- Transplantation time
- Harvest time

## The Seasonal Vegetable Calendar

S. No.	Vegetables	Sowing Time	Transplanting Time	Harvest Time
1.	Cabbage	Sept - Oct	Oct- Nov	Dec – Mar
2	Capsicum	Nov - Jan	Jan- Feb	April-May
3	Carrot	Aug - Oct		Dec - Mar
4	Cauliflower	Sept-Oct	Oct-Nov	Jan - Mar
5	Beetroot	Oct -Nov		Dec-Feb
6	Bottle Gourd	June-July		Oct - Dec
7	Brinjal	May-Jun	June-July	Sept-Nov
8	Cluster Beans	Feb-Mar		April-Jun
9	Cowpea	Jun -Jul		Aug-Oct
10	Cucumber	Feb-Mar		May-Jul
11	Sponge Gourd	Feb-Mar		Apr -jun
12	Tomato	Nov-Dec	Dec-Feb	Apr-Jun
13	Turnip	Oct-Nov		Dec-Mar
14	Onion	May-Jun	Jun-jul	Oct-Nov
15	Peas	Sept-Oct		Nov-Jan
16	Potato	Sept-Nov		Jan-Mar
17	Radish	Sept-Oct		Nov-Jan
18	French Beans	Feb-Mar		Apr-May
19	Fenugreek	Sept-Nov		Nov-Feb
20	Lettuce	Sept-Oct	Oct-Nov	Dec-Feb
21	Okra	Feb-Mar		Mar-Jun

### Learning outcome:

Students will learn about growing and eating seasonal and local vegetables. They will also learn to grow their own greens. As a home based activity students can be asked to reuse an old container, prepare it for growing vegetables and grow a batch in the balconies or terrace.

## 7.S.2. Grow your own super foods

### Materials required:

- Seeds, soil, knife, recycled plastic bottles, containers

### Details of the activity:

1. Empty plastic containers/ plastic bottles at home can be cut under supervision to make pots.
2. These need to be filled with soil from the garden and seeds of green leafy vegetables like spinach, coriander, fenugreek, mint, oregano, etc. planted.
3. Encourage students to tend to their seedlings and then use the leafy greens in some dishes at home or in the lab.



### Learning outcome:

Students will get hands-on, experiential learning about growing vegetables and thus improve their acceptability.



### 7.S.3. Seed Balls/Bombs for Re-Forestation

#### Material Required:

- 1 cup seedsof *methi* or coriander
- 5 cups of compost
- 2-3 cups clay soil
- Water

#### Details of the activity:

- A seed ball is a marble sized ball made of clay, earth and seeds which is used to replant areas where the natural flora has been destroyed.

#### How to Make seed balls/Bombs

1. In a bowl, mix together 1 cup of seeds with 5 cups of compost and 2-3 cups of clay powder (you could use clay soil instead if you have it).

2. Slowly mix in water with your hands until everything sticks together.
3. There should be no lumps. Slowly add more water until the mixture is the consistency of clay used by potters.
4. Keep kneading the dough until the seeds are well mixed in. Add more water if necessary.
5. Take small bits of the clay mixture and roll into ball about one inch in diameter. The balls should hold together easily. If they are crumbly, add more water.
6. Dry the seed balls for 24-48 hours in a shady place before sowing or storing. They store best in a cardboard box.



**Seeds of Methi**



**Compost**



**Seed Ball**



**Water for Plants**

#### Learning outcome:

Students can be taught about the importance of seed bombs in reforestation. Teachers can talk to them about this type of technique known as guerrilla gardening where seed bombs are dropped or thrown to re-plant to reseed the landscape.

## 7.S.4. The infinity box

### Material Required:

- An empty box or carton

### Details of the activity:

- Students will be divided into 2 teams and will be assigned a number and made to stand on either side of an empty box. Teacher will randomly call out a number. The students in either team with the same number will step near the empty box and

turn wise start to pull out imaginary food items calling out their names as per the topic given. For e.g. If the topic is “Name of green leafy vegetables.” The students will start naming the green vegetables one by one. Student who can name more number of vegetables in the assigned task wins.

### Topic

Green leafy vegetables

### Team A



### Team B



### Learning outcome:

Students will do a quick recap of healthy food items and the nutrients they are rich in.

# Appendix-A - Answers

## 1.P.1. Colour Healthy foods

Healthy foods	Unhealthy foods
Watermelon	Pastry
Chicken	Ice cream
Apple	Aerated drink
Tomato	Candy
Spinach	
Banana	
Chapati	
Lemon	

## 1.P.6. What did you eat for breakfast today?

Questions	Right responses
Did your breakfast plate include whole grain cereals?	Smiley
Did it include a pulses/egg/meat or meat product/dry fruit?	Smiley
Did it have any fruit or vegetable in it?	Smiley
Did it include dairy or its products?	Smiley

## 2.P.1. Keep food safely

1. clean
2. cook
3. chill
4. separate

## 2.P.3. Stay clean

Habits	Right/wrong habits
Forgetting to brush teeth before sleeping at night	Wrong habit
Washing hands before eating something	Right habit
Having a bath daily	Right habit
Picking nose	Wrong habit
Not washing clothes regularly	Wrong habit
Putting anything in ears like earbud, pencil, etc	Wrong habit

## 2.P.4. Let's target 5Fs

Column A	Column B
1	v
2	i
3	vi
4	vii
5	ii
6	iii
7	iv

## 2.P.5. Spot good and bad practices when eating out

S.No.	Good practices	Bad practices
1.	Handwashing with soap	Overfilled open trash bin
2.	Throwing waste in the bin provided	Flies on uncovered food
3.	Food kept covered by the vendor	-

## 3.P.2. Nutrients and their functions

- A- Milk, cheese, dark green leafy vegetables
- B- Egg, pulses, chicken
- C- Green leafy vegetables, pumpkin, fortified milk

## 6.P.1. How to remain fit?

swim, dance, badminton, tennis, run, walk, gymnastics, hockey, cricket, skip, football





### 1.M.1. Choose healthy or unhealthy food wisely

Healthy food	Unhealthy food
Apple	Sweet candies
Curd	Patties
Nuts	French fries
Green leafy vegetables	
Milk	
Eggs	

### 1.M.3. Nutrition funda (Crossword puzzle)



### 2.M.2. Khelo kudo, do jawab (food safety)

S.No.	Answers
1.	Food/Fingers/ Faeces/Fomites/Flies and pests
2.	Nuts-Peanuts and all type of tree nuts, such as walnuts pistachios, cashews, almonds, chillgoza/ Egg/ fish and sea foods/ milk and its products/ soya and its products
3.	Antoni Van Leeuwenhoek
4.	Yeast (Fungi)
5.	5°C- 60°C
6.	Before and after eating/ after combing or touching hair/ after using toilet/ after handling garbage and waste/ after blowing your nose, coughing and sneezing/ after playing with pets
7.	Pesticide/ detergents/drug residues/heavy metals
8.	Hair/stapler pin/piece of glass/piece of metal/husk/stone, etc.
9.	2

### 2.M.3. Treasure hunt with a twist

S.No.	Theme	Clues
1	Common food allergens	1. Milk 2. Wheat flour 3. Egg 4. Peanut 5. Fish/seafood
2	Classification of foods based on their shelf life	1. Green leafy vegetable 2. Potato 3. Milk 4. Pulses 5. Tomato
3	Examples of various types of physical activities	1. Cricket 2. Football 3. Swimming 4. Basketball 5. Skipping
4	Safe food practices	1. Soap 2. Handkerchief/tissue paper 3. Refrigerator 4. Pests (mice, cockroach, rat) 5. Bacteria
5	Identify the nutrient	1. Protein 2. Vitamin D 3. Iron 4. Vitamin A 5. Iron

### 2.M.4. Identify safe and unsafe food practices

Good practices	Bad practices
Covered earthen water pots	Overfilled trash bins
Handwashing with soap	Flies on uncovered food
	Sneezing on food
	Using same chopping board and knife for raw meat and raw vegetables

### 2.M.5. Run and collect all cards

Good practices- Cards A	Bad practices- Cards B
Cover mouth with handkerchief or elbow while sneezing	Throwing garbage on roadside
Handwashing with soap	Unclean utensils (fomite)
Covered food	Fungal growth on bread
Cutting nails	Pests on food
Brushing teeth daily	Flies on food
Hair combing	Rotten vegetables
Taking bath daily	Uncovered street food

## 2.M.6. Is your food safe? (Crossword puzzle)



## 3.M.1. Match the following

1.	iii.
2.	iv.
3.	i.
4.	ii.

## 3.M.4. Match the cards

Name of minerals and vitamins	Disease associated with the deficiency of the minerals and vitamins	Food source of these minerals and vitamins	Benefit of each vitamin and mineral
Vitamin B12	Nerve damage	Wheat flour, rice	Good for nervous system Help in prevention of anaemia
Folic acid	Poor foetal development	Wheat flour, rice	Important for foetal development Help in maturation of RBCs and other cells Help in cell division and prevention of anaemia
Iron	Anaemia	Salt, wheat flour, rice	Essential for transferring oxygen in blood Play role in immune function Help in cognitive function
Vitamin A	Night blindness	Oil, milk	Helps in maintaining good vision Help in maintaining immunity of the body Helps in protection against infections

Name of minerals and vitamins	Disease associated with the deficiency of the minerals and vitamins	Food source of these minerals and vitamins	Benefit of each vitamin and mineral
Vitamin D	Weak bone	Oil, milk	Help to make bone and teeth strong Regulation of blood calcium Protection against diseases
Iodine	Goitre	Salt	Needed to make thyroid hormone Help in brain development Help in good physical and mental growth

### 3.M.7. Khelo kudo, do jawab (nutrition)

S.No.	Answers
1	Iodine
2	Vitamin D
3	Milk/milk products/ ragi/sesame seeds (til)/ green leafy vegetables
4	Vitamin A/D/E/K
5	Milk and its products/egg/pulses/ nuts
6	Dark green leafy vegetables/orange and yellow fruits and vegetables/ milk and milk products/ fortified milk/oil/egg yolk/ liver
7	Whole pulses/whole grains/dark green leafy vegetables
8	Vitamin C
9	Vitamin D
10	Non-communicable diseases like heart disease, diabetes, hypertension, etc.
11	Iron/Iodine

### 4.M.1. Think before you waste the food

Correct practice: Lata: she stopped eating when she realised, she was full.

Incorrect practices: Robby wasted a lot of food. He could have taken smaller portions of food in his plate if he wanted to try different dishes. He could have gone back to take second helpings if he was still hungry.

### 5.M.2. Journey of food from farm to plate

#### Quick facts:

- ➔ India is the second-largest producer of food grains.
- ➔ Ranked 111 in global hunger index among 125 countries (2023), which shows the severity of hunger in the nation.
- ➔ In India, around 19 crore people die due to hunger.
- ➔ Every year a vast amount of water is used for the production of food that is enough to provide drinking water to 100 million people.
- ➔ Food wastage is observed at every stage from production till it reaches our plate.

Remember: It takes few minutes to waste food, but so many days and years to produce it. Food is precious, therefore ensure not to waste it as the wasted food could be fed to those who need it the most.

### 6.M.1. My physical activity tracker-I

According to World Health Organization, children and adolescents (5-17 years) should do at least an average of 60 minutes of moderate to vigorous intensity physical activity per day.

### 1.S.4. Weekly tracker for healthy living

Give 1 point for each correct practice. Total 7 practices, therefore a total score of 7 per day.

### 2.S.1. Common infectious diseases

1	b
2	c
3	a
4	f
5	e
6	b
7	a
8	a
9	c
10	d
11	b
12	a
13	b
14	e
15	a
16	a
17	e
18	f
19	b
20	g

### 2.S.2. 7 Cs for Food Safety

1. Check 2. Clean 3. Cover 4. Curb Cross Contamination 5. Cook 6. Cool/Chill 7. Consume

### 4.S.2. Say no to plastic

1	Yes
2	Yes
3	Yes
4	Yes
5	Yes

### 6.S.1. My physical activity tracker-I/ 6.S.4. My physical activity tracker –II

According to World Health Organization, children and adolescents (5-17 years) should do at least an average of 60 minutes of moderate to vigorous intensity physical activity per day.



## Appendix- B-Activities

### 1.P.1. Colour Healthy foods

Cross unhealthy foods and colour the healthy foods.

Name of the student \_\_\_\_\_



Pastry



Watermelon



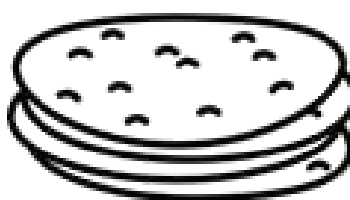
Aerated drink



Ice cream



Tomato



Chapati



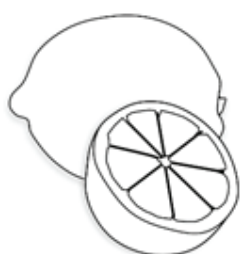
Candy



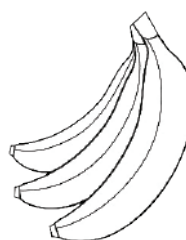
Spinach



Chicken



Lemon



Banana



Apple

### Learning outcome:

Students will learn to differentiate between healthy and unhealthy foods.

## NIN-My Plate



## Healthy foods



Nuts



Egg



Red coloured fruits and vegetables



Green, yellow & orange coloured vegetables



Milk and milk products

## Trans-fat rich foods

---



**Potato samosa**



**Potato patties/potato puffs**



**Fan/puffs**



**Doughnut**



**Bakery biscuits**



## 1. Foods high in fat, salt, sugar



**Chips**



**Aerated drinks**



**Packaged sweetened fruit juice**



**Chocolates**

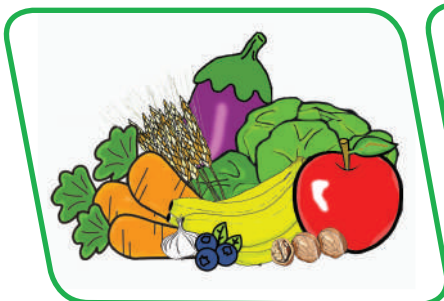


**Pastries**



**Potato patties**

## 2. Healthy foods



**Fruits and vegetables**



**Milk and milk products**



**Rajma chawal**



**Roasted chana**



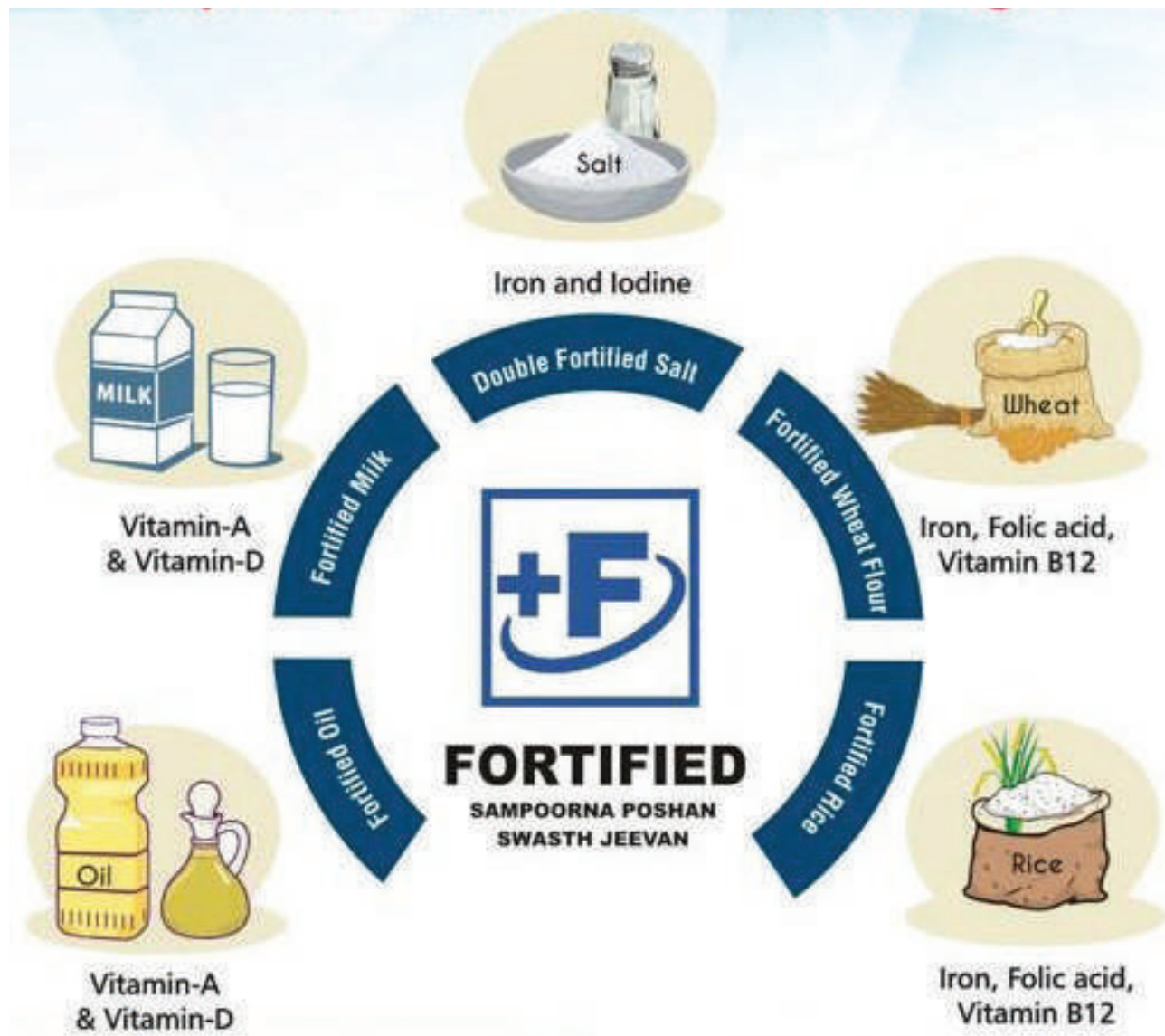
**Besan cheela with chutney**



**Sprouts chaat**



## Fortified foods



### Learning outcome:

Reiterate the concept of healthy food selection among students

### 1.P.6. What did you eat for breakfast today?

List of questions related to your breakfast practices are mentioned below. If you agree or disagree, then circle happy face emoji or sad face emoji respectively.

Name \_\_\_\_\_

## Questions

Q.1. Did your breakfast plate include whole grain cereals?



Q.2. Did it include a pulses/egg/meat or meat product/ dry fruit?

Q.3. Did it have any fruit or vegetable in it?



Q.4. Did it include dairy or its products?

### Learning outcome:

It emphasizes the importance of consuming a balanced meal for breakfast that includes GO,GROW and GLOW foods.

## 2.P.1. Keep food safely!

Unscramble given words related to food safety.

Name \_\_\_\_\_

1

neacl



2

koco



3

lihlc



4

prsetaea



### Learning outcome:

It will help students reiterate four steps to food safety.

## 2.P.2. Colour the picture!















### Learning outcome:

Reinforce the concept of food storage and importance of keeping food at right place in the refrigerator.

### 2.P.3. Stay clean

Colour right practices related to personal hygiene in the 'thumbs up' icon with green colour and wrong practices with 'thumbs down' icon in red colour.

Name \_\_\_\_\_

S.No.	Habits	Right	Wrong
1.	Forgetting to brush teeth before sleeping at night		
2.	Washing hands before eating something		
3.	Having a bath daily		
4.	Picking nose		
5.	Not washing clothes regularly		
6.	Putting anything in ears like earbud, pencil, etc.		

### Learning outcome:

It will reinforce importance of personal hygiene among students.



## 2.P.4. Let's target 5Fs

Column A		Column B	
1	 <p>Contaminated water</p>	i	 <p>Clean door handle</p>
2	 <p>Dirty hands</p>	ii	 <p>Washed towel</p>
3	 <p>Dirty fingernails</p>	iii	 <p>Covered food</p>
4	 <p>Unclean towel</p>	iv	 <p>Regular pest control</p>
5	 <p>Dirty door handle</p>	v	 <p>Clean fingernails</p>
6	 <p>Houseflies on food</p>	vi	 <p>Boiled water</p>
7	 <p>Cockroach on food</p>	vii	 <p>Washing hands</p>

### Learning outcome:

It will help students in identifying how germs spread diseases and their solutions.

## 2.P.5. Spot good and bad practices when eating out

Put a tick mark on 'good' and a cross mark on 'bad' practices followed in the picture and then write them in the table provided

Name \_\_\_\_\_



1. Handwashing with soap



2. Over filled open trash bin



3. Flies on uncovered food



4. Throwing waste in the bin provided



5. Food kept covered by the vendor

Let's mention good and bad practices here:

S.No.	Good practices	Bad practices
1		
2		
3		

### Learning outcome:

It will reinforce importance of personal hygiene and sanitation among students.

## 2.P.6. Frog Race

### Picture cards:

#### Safe Food practices



Handwashing with soap



Covered food



Wear gloves and cover hair before food handling



Separate cutting boards for raw meat and raw vegetable



Wash fruits & vegetables thoroughly



Cook thoroughly

#### Unsafe Food practices



Fungus grown on bread



Same cutting board for raw meat and raw vegetable



Flies on uncovered food



Unsafe food handling



Rotten vegetables



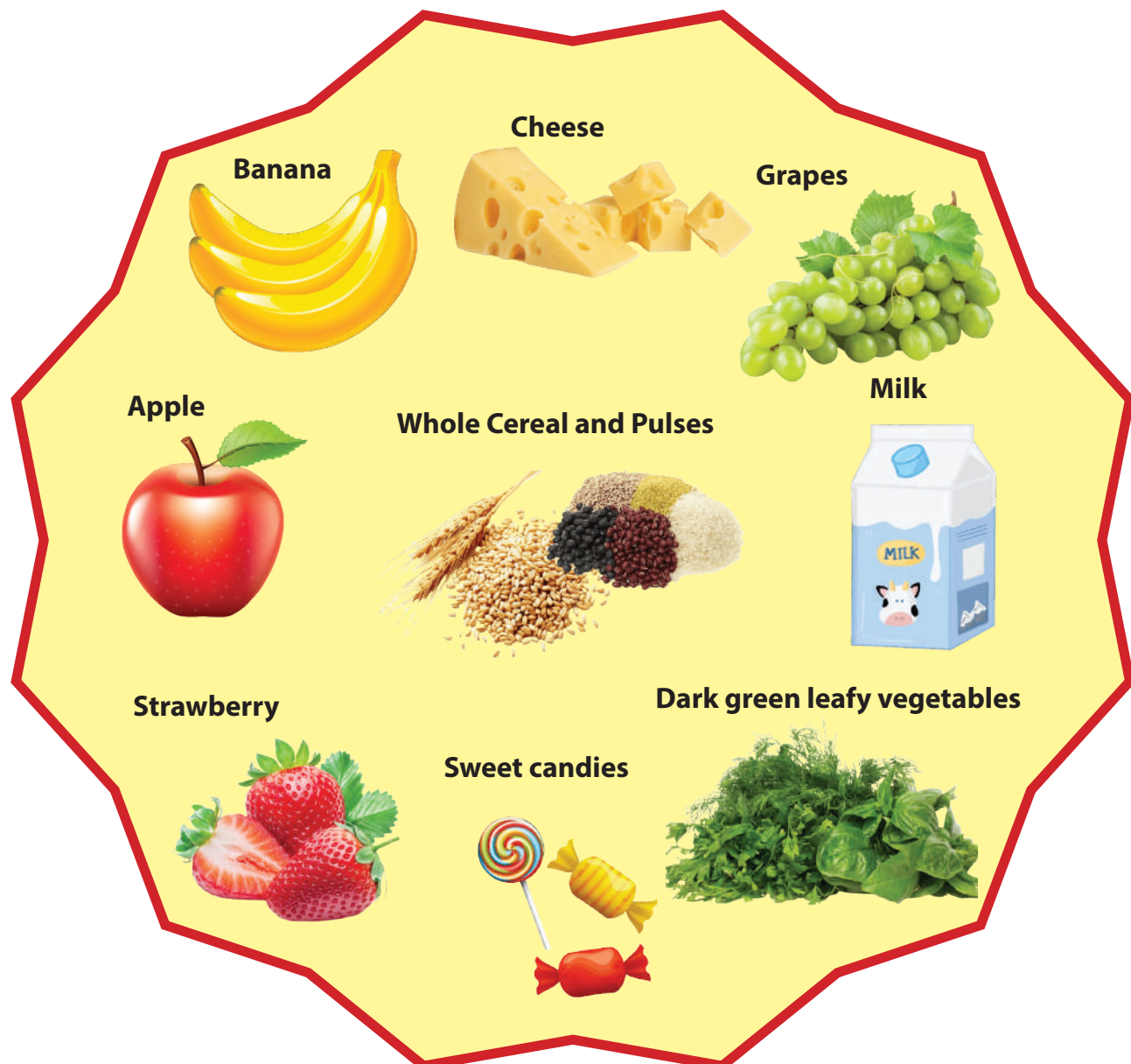
Eating food that was dropped on floor

### 3.P.2. Nutrients and their functions

1. Circle three foods containing macronutrient or micronutrient whose specific function have been mentioned along.

**A**

**Circle three foods which will make your bones strong**



### Learning outcome:

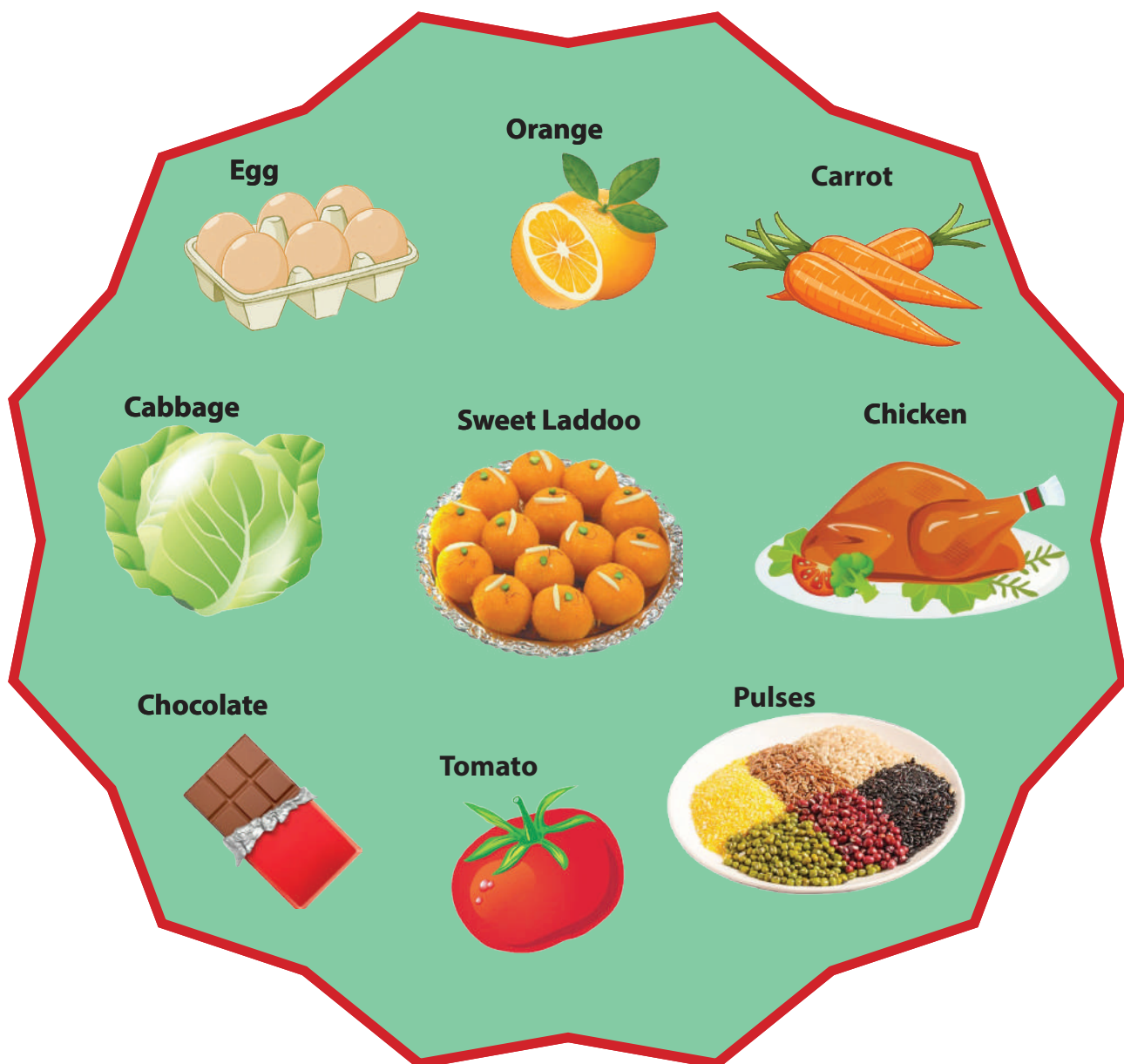
It will help students to know about functions of various macronutrients and micronutrients.



2. Circle three foods containing macronutrient or micronutrient whose specific function have been mentioned along.

**B**

**Circle three foods which build more muscles and help you grow**



**Learning outcome:**

It will help students to know about functions of various macronutrients and micronutrients.



3. Circle three foods containing macronutrient or micronutrient whose specific function have been mentioned along.

C

**Circle three foods which are good for our eyes**

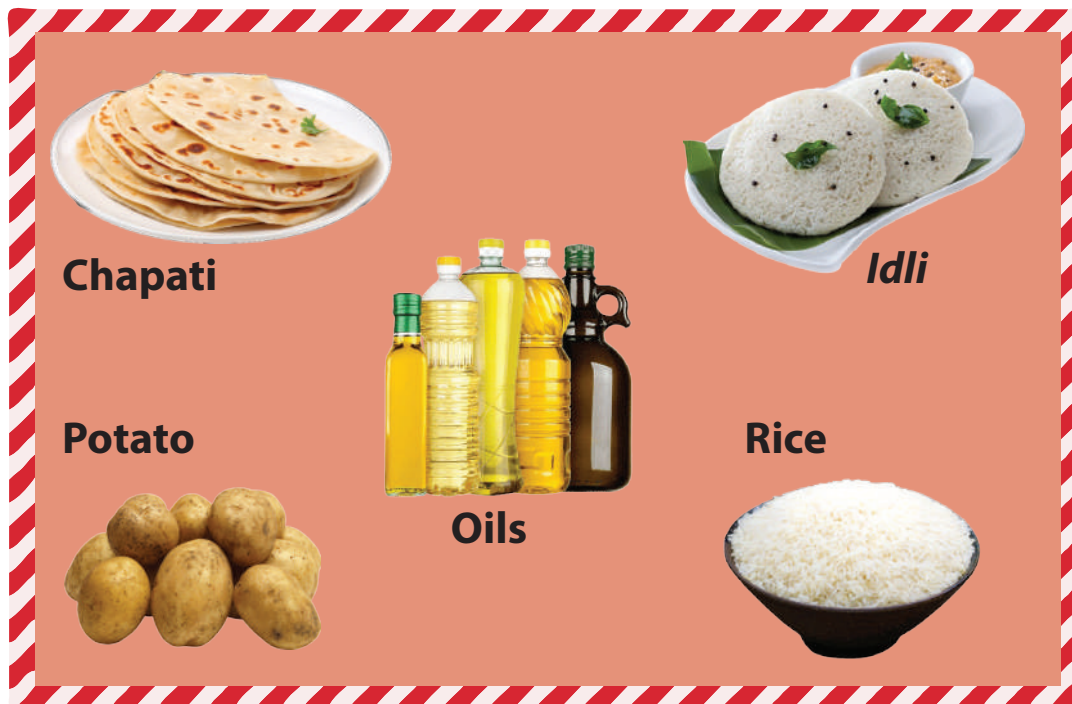


### Learning outcome:

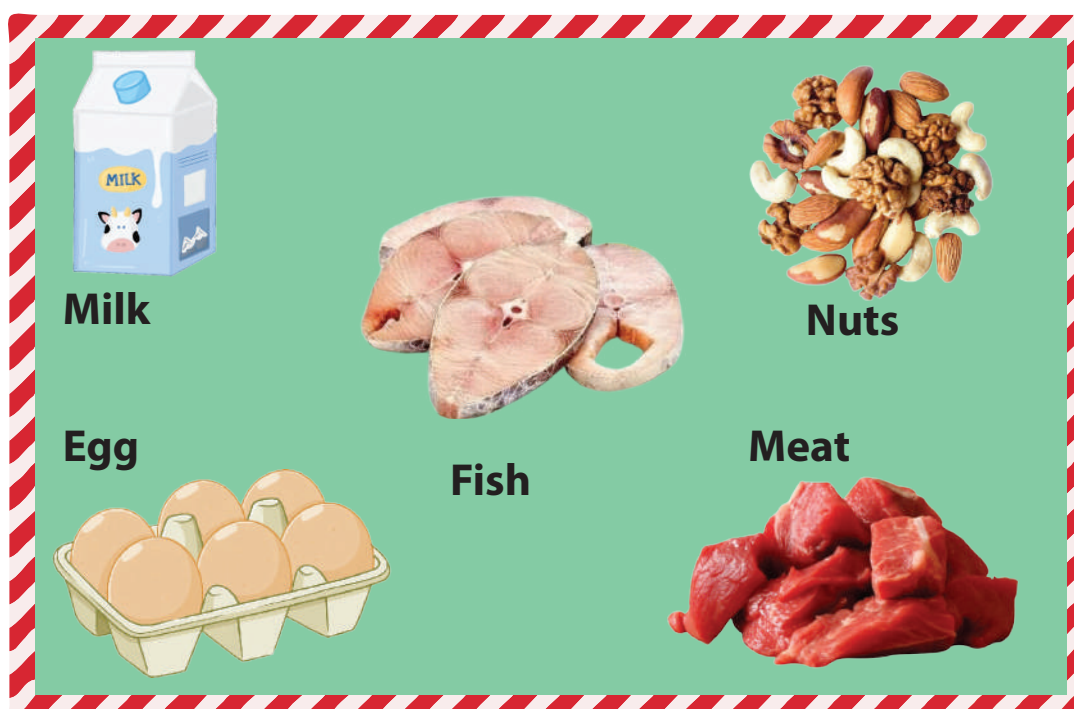
It will help students to know about functions of various macronutrients and micronutrients.

### 3.P.3. Pakdam pakdai with a twist

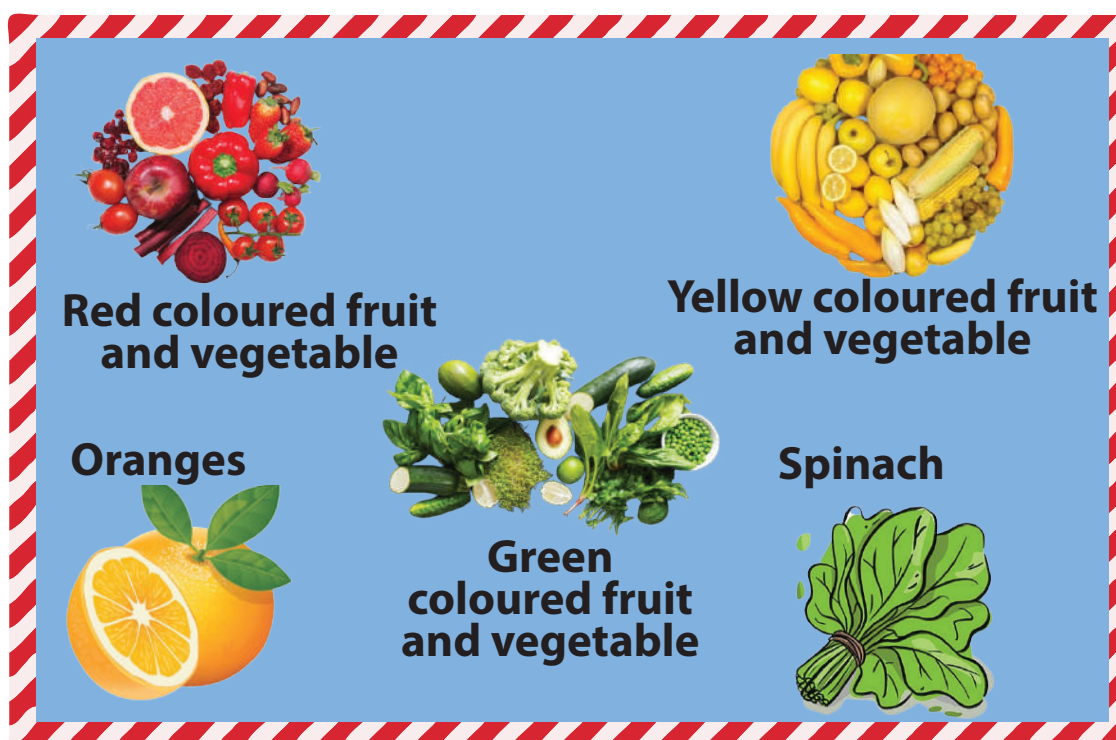
#### GO Foods



#### Grow Food



## GLOW Foods








### Learning outcome:

Reinforce the concept of GO, GROW and GLOW foods among students.



### 3.P.4. Treasure hunt for kids




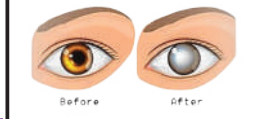

**Theme 1**

<b>Go Food</b>	<b>Grow Food</b>	<b>Glow Food</b>
Whole Grains 	Egg  Milk 	Spinach  Oranges 

**Theme 2**

Pulses Protein 	Green Leafy Veg. Vitamin A 	Guava Vitamin C 
Meat Iron 	Salt Iodine 	

**Theme 3**

Iron Excessive Tiredness 	Vitamin D - Rickets 	Iodine - Goitre 
Vitamin A - Night Blindness 	Vitamin C - Bleeding Gums 	

#### Theme 4

Cycling



Skipping Rope



Playing Football



Running



Swimming



#### Theme 5

Egg



Milk and its Products



Nuts



Wheat and its Products



Fish and Sea Foods



### Learning outcome:

Reinforcing importance of good nutrition among students.



## 6.P.1. How to remain fit?



B	I	F	O	O	T	B	A	L	L
T	O	M	B	F	K	W	A	L	K
K	I	D	A	N	C	E	T	H	E
O	M	N	D	T	K	L	M	O	S
S	W	I	M	E	O	T	S	C	T
K	C	R	I	C	K	E	T	K	E
I	R	U	N	I	T	K	L	E	N
P	M	N	T	O	D	G	H	Y	N
B	O	T	O	S	D	L	G	H	I
G	Y	M	N	A	S	T	I	C	S

\*swim, dance, badminton, tennis, run, walk, gymnastics, hockey, cricket, skip, football

### Learning outcome:

It will help in reinforcing different type of physical activities students can participate in.

### 1.M.1. Choose healthy or unhealthy foods wisely

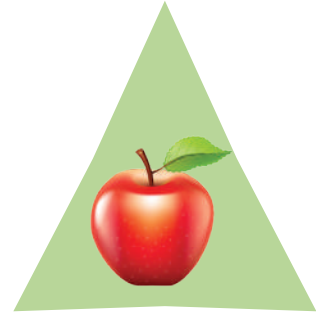
Identify and tick mark those food items that you think are healthy for you.



**Sweet Candies**

☐

**Potato Patties**

☐

**Apple**

☐

**Curd**

☐

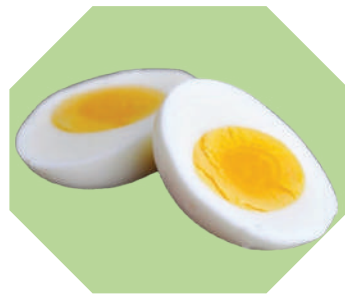
**French Fries**

☐

**Nuts**

☐

**Green leafy vegetables**

☐

**Egg**

☐

**Milk**

☐

### Learning outcome:

It will help to identify foods that are good for your health.

### 1.M.2. Snakes and ladders with healthy foods



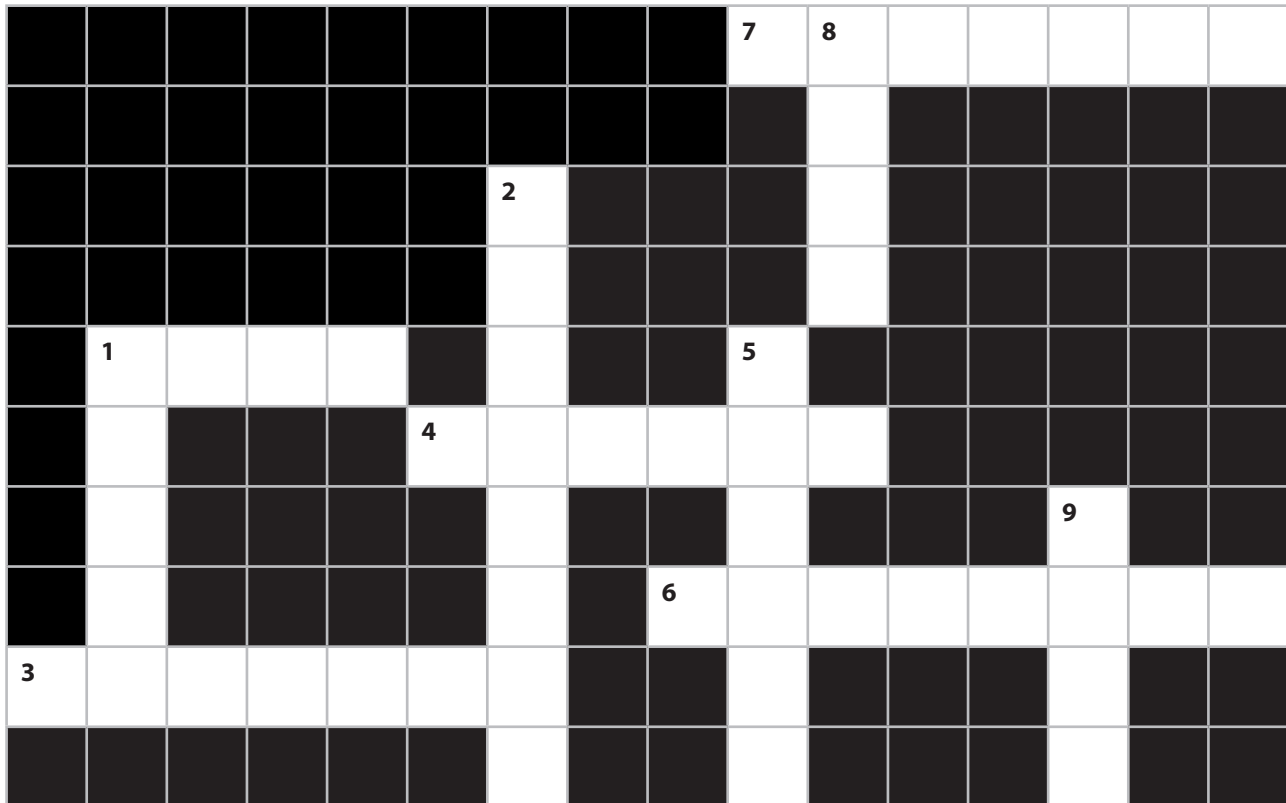
### Learning outcome:

Students will learn about pros & cons of eating healthy and unhealthy foods.

### 1.M.3. Nutrition funda (crossword puzzle)

A list of clues are given below. Fill answers to each clue provided in the crossword. Those who complete the crossword or fill maximum squares will be the winner.

Name of the student \_\_\_\_\_



#### ACROSS

1. Too much of this can increase blood pressure
3. This nutrient will build my muscles
4. This vegetable is good for my eyesight
6. Having this nutrient with foods improves iron absorption
7. Deficiency of vitamin D causes

#### ACROSS

- 1 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

#### DOWN

1. Too much of this can cause cavities in my teeth
2. My skin makes this nutrient from sunlight
5. Fortified salt gives me this very important nutrient
8. Deficiency of this nutrient causes Anaemia
9. This beverage will make my bones strong

#### DOWN

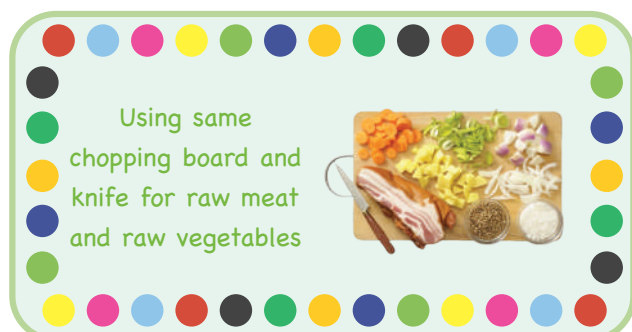
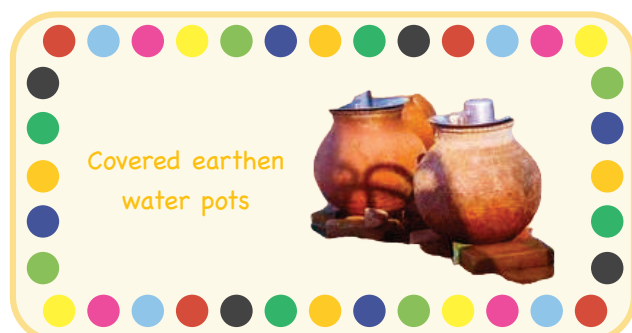
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 5 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

### Learning outcome:

It will help in learning basic nutrition facts.

## 2.M.4. Identify safe and unsafe food practices

Sort and write the good and bad practices in the table provided.



Let's mention good and bad practices below:

S.No.	Good Practices	Bad Practices
1		
2		
3		
4		

### Learning outcome:

It will help students in identifying good and bad practices related to safe eating.



## 2.M.5. Run and collect all cards

### A. Cards: Good practices



Cutting nails



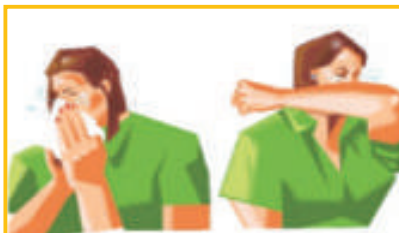
Hair combing



Handwashing with soap



Brushing teeth daily



Cover mouth with handkerchief or elbow while sneezing



Covered food

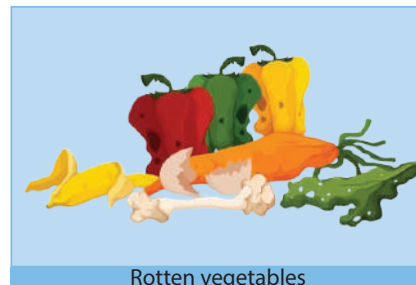


Taking bath daily

### B. Cards: Bad practices



Flies on food



Rotten vegetables



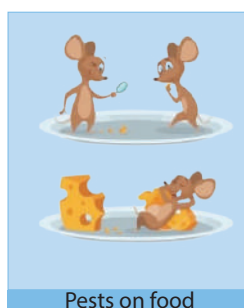
Fungal growth on bread



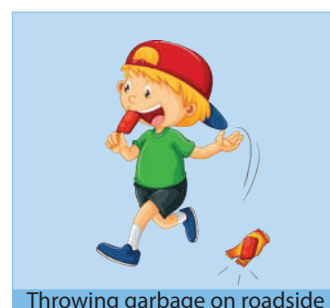
Uncovered street food



Unclean utensils (Fomite)



Pests on food



Throwing garbage on roadside

## 2.M.6. Is your food safe? (Crossword puzzle)

A list of clues related to food safety are provided below. Fill answers to each clue provided in the crossword grid. Those who will complete the crossword or fill maximum squares will be the winner.

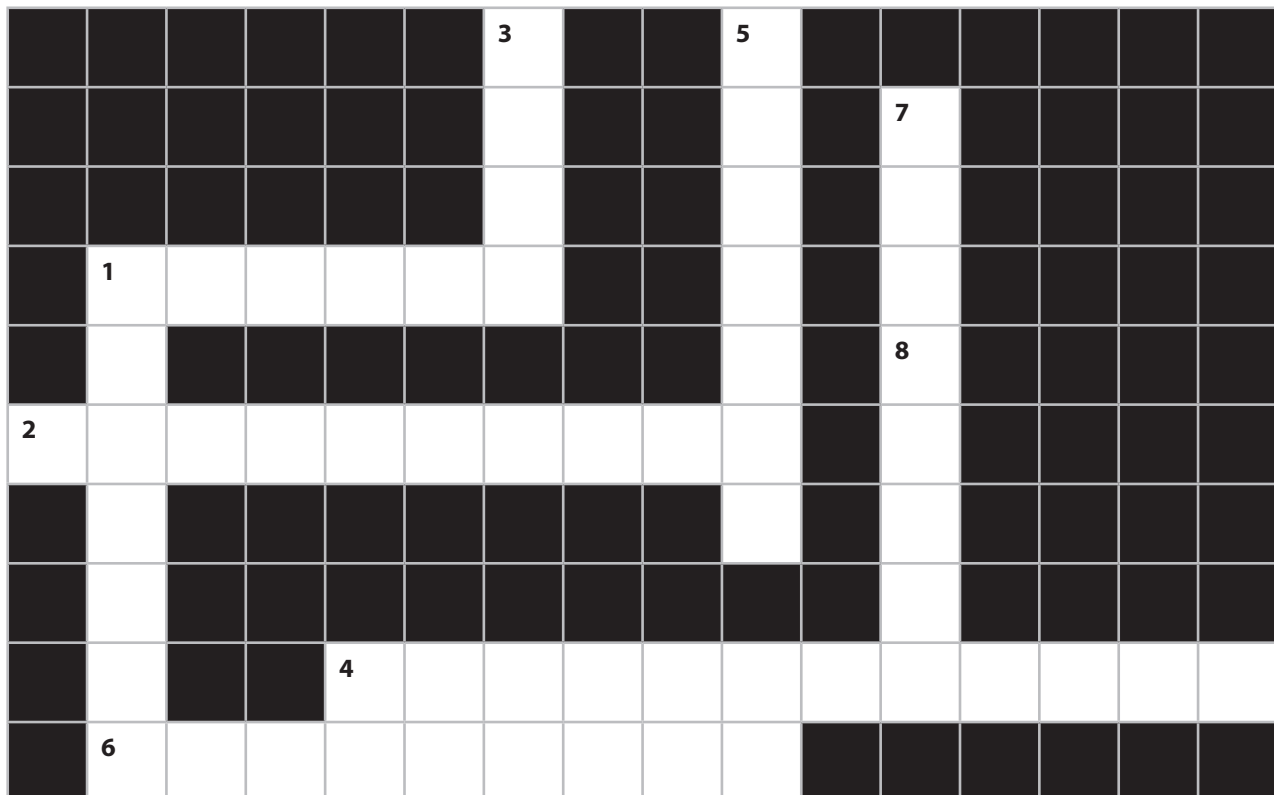
### ACROSS

1. Greenish white cottony growth on top of bread
2. Foods which spoil easily are called
4. Vendor mixing water or starch in milk before selling is referred to as
6. This must be done before consuming stored food
8. Cooked food should be refrigerated within \_\_\_\_\_ hours

### DOWN

1. Part of the refrigerator in which raw meat should be stored
3. Food which normally contains an allergen
5. Unclean objects that carry germs are referred to as
7. Milk left unrefrigerated spoils because of overgrowth of

Name of the Student \_\_\_\_\_



### ACROSS

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 4 \_\_\_\_\_
- 6 \_\_\_\_\_
- 8 \_\_\_\_\_

### DOWN


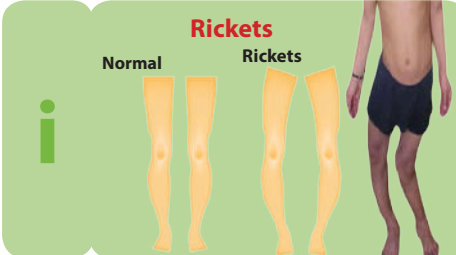






- 1 \_\_\_\_\_
- 3 \_\_\_\_\_
- 5 \_\_\_\_\_
- 7 \_\_\_\_\_

## Learning outcome:

Students will be able to understand basic concepts of food safety.

### 3.M.1. Match the following

Match 'column A' containing list of food sources of specific nutrients with 'column B' containing list of their deficiency symptoms.

S. No	Column A	Column B
1	 <p><b>Vitamin A</b> (Dark green leafy vegetables, orange &amp; yellow coloured vegetables &amp; fruits, milk and milk products, etc.)</p>	 <p><b>Rickets</b> Normal Rickets</p>
2	 <p><b>Vitamin C</b> (Guava, amla, lemon, orange, etc.)</p>	 <p><b>ii Tiredness</b></p>
3	 <p><b>Vitamin D &amp; calcium</b> (Vitamin D- fortified foods; Calcium- milk &amp; its products, dark GLVs, nuts, etc.)</p>	 <p><b>iii Dryness in eyes</b></p>
4	 <p><b>Iron</b> (GLVs, liver, whole grains, pulses and legumes, etc.)</p>	 <p><b>iv Bleeding gums</b></p>

### Learning outcome:

Students will be able to identify deficiency symptoms of various nutrients and their food sources.

### 3.M.4. Match the cards

#### Card-1

**Vitamin B12**

**Folic acid**

**Iron**

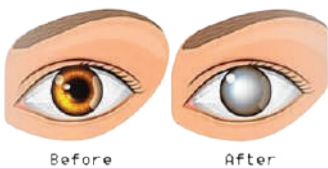
**Vitamin A**

**Vitamin D**

**Iodine**

#### Card-2

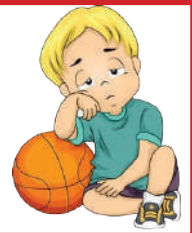
**Night Blindness**



**Weak Bone**



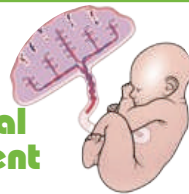
**Anaemia**



**Nerve Damage**



**Poor Foetal Development**



**Goitre**



#### Card-3

**Fortified wheat flour**



**Fortified Milk**



**Fortified Oil**



**Fortified Rice**



**Fortified Salt**



## Card-4

### Vitamin B12

- Good for nervous system
- Help in prevention of anaemia

### Folic acid

- Important for foetal development
- Help in maturation of RBCs and other cells
- Help in cell division and prevention of anaemia

### Iron

- Essential for transferring oxygen in blood
- Play role in immune function
- Help in cognitive function

### Vitamin A

- Help in maintaining good vision
- Help in maintaining immunity of the body
- Help in protection against infections

### Vitamin D

- Help to make bone and teeth strong
- Regulation of blood calcium
- Protection against diseases

### Iodine

- Needed to make thyroid hormone
- Help in brain development
- Help in good physical and mental growth



### 3.M.5. Hop and complete the picture

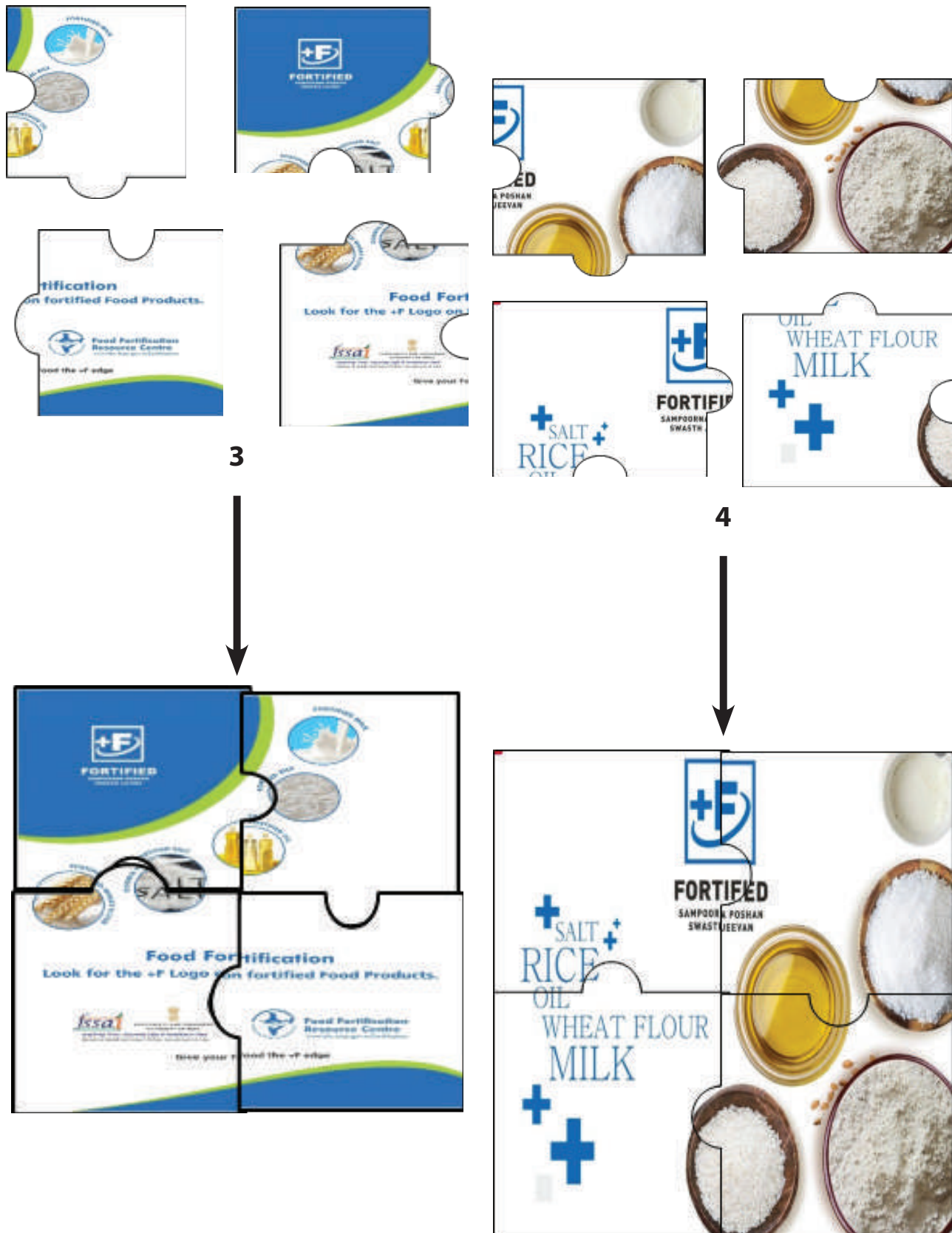


1



2





### Learning outcome:

Students will be able to identify +F logo, fortified foods and their nutritional benefits.

### 3.M.6. Hop and collect all cards

#### Iron

Green leafy vegetables



Red meat



Whole pulses and legumes



Whole grains



#### Vitamin A

Yellow/orange coloured fruits



Milk and milk products



Green/yellow/orange coloured vegetables



Egg yolk



#### Vitamin C

Amla



Orange



Germinated whole pulses



Guava



#### Calcium

Milk and its products



Ragi



Sesame seeds

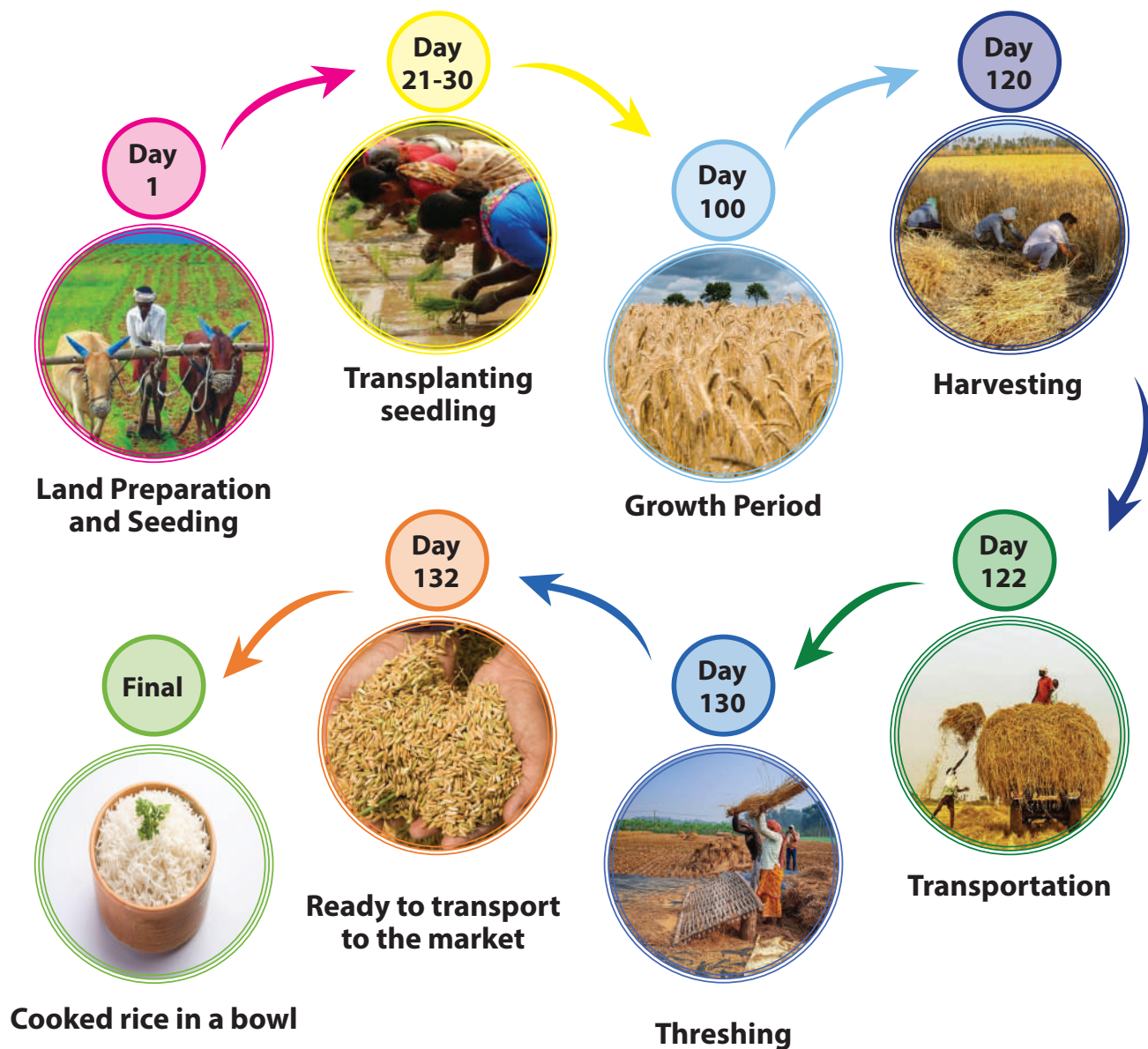


Green leafy vegetables





## Journey of food from farm to plate



### Learning outcome:

It will help understand how various resources are used in food production and understand the importance of not wasting food.

### 6.M.1. My physical activity tracker-I

Time Spent in (Minutes/Hours)							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Watching TV							
Playing game on TV							
Playing game on Mobile phone							
Playing game on Computer/Laptop/ Tablet							
Internet Surfing							
Sitting and reading/ writing							
Sleeping/lying down							
Playing board games							
Playing field games like cricket/football/hockey/ basketball, etc.							
Playing badminton/ tennis, etc.							
Swimming/running/ cycling/fast/walking/ jogging, etc.							
Yoga							
Taekwondo/karate, etc.							

### Learning outcome:

It will help in emphasizing the importance of regular physical activity among students.



### 6.M.3. Gulp!

## On the way

Find the path Alex needs to follow to get to the bottle of water. Be careful: he must pass through the 8 glasses of water. This is what you need to drink each day to stay in good shape.



On an average the recommended amount of fluid for:

4 to 9 years- 1.4 Litres

10 to 15 years- 2.2 Litres

16 to 18 years- 2.6 Litres

### Learning outcome:

It will help in making them understand importance of hydration.

### 1.S.4. Weekly tracker for healthy living

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
I will do minimum 30 minutes of any exercise today							
I will eat breakfast and leave for school							
I will sleep at least 7-8 hours today							
I will eat a bowl of raw vegetable salad at any meal time							
I will not eat any fried food today							
I will get adequate exposure to natural light							
I will dine two hours prior to bedtime							
<b>My Score</b>	<b>/7</b>	<b>/7</b>	<b>/7</b>	<b>/7</b>	<b>/7</b>	<b>/7</b>	<b>/7</b>




**Total Score- /49**







### Learning outcome:

Students will understand the importance of healthy eating and lifestyle.

3.S.3. Nutrient tracker for a week



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Vitamin C</b> (e.g. <i>amla</i> , guava, sprouts, lime sweet, lemon, orange, raw vegetables, etc.)							
<b>Vitamin A</b> (e.g. organ meat like liver, egg, fish, fortified milk, green leafy vegetables, orange and yellow fruits and vegetables like carrot, muskmelon, papaya, sweet potato, mango, etc.)							
<b>Iron</b> (e.g. liver, red meat, egg, pulses, green leafy vegetables, cereals like <i>bajra</i> , <i>ragi</i> , etc.)							
<b>Calcium</b> (e.g. nuts and oilseeds, pulses, green leafy vegetables, milk and its products, cereals like <i>ragi</i> , etc.)							



Learning outcome:

Help in emphasizing importance of consuming various nutrient rich foods.

#### 4.S.1. Tracker of daily routine

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Total time I slept in last 24 hours</b>							
<b>I work up at this time in the morning</b>							
<b>I ate my meals at this time:</b>							
• <i>Breakfast</i>							
• <i>Lunch</i>							
• <i>Dinner</i>							
• <i>Snack</i>							
<b>No. of meals I ate with family members</b>							
<b>I had constipation today</b>							
<b>I exercised for__ minutes/hours today</b>							
<b>No. of meals I ate while in front of a screen (TV/mobile/computer/tablet)</b>							

### Learning outcome:

Students will understand the importance of inculcating a healthy lifestyle.

#### 4.S.2. Say no to plastic (checklist)

Yes

1.

I use only paper straws

No

Yes

2.

I use only cloth bags for shopping

No

Yes

3.

I use only metal/glass water bottle

No

Yes

4.

I use only metal/glass lunch box

No

Yes

5.

I recycle whatever plastic items I use at home

No

#### Learning outcome:

Students will learn to limit the use of plastic.



### 5.S.1. Cereals- let's see the real consumption!

	Example	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Wheat flour ( <i>atta</i> )	✓							
Wheat flour refined ( <i>Maida</i> )	✗							
<i>Dalia</i>	✓							
Semolina ( <i>Suji</i> )	✓							
Vermicelli ( <i>Sewai</i> )	✓							
Rice (White)	✓							
Rice (Brown)	✓							
Rice flakes ( <i>Chidwa</i> )	✓							
Rice puffed ( <i>Murmura</i> )	✗							
Corn ( <i>Makka</i> )	✓							
Flour of corn ( <i>Makke ka atta</i> )	✗							
<i>Ragi</i>	✓							
<i>Bajra</i> whole	✓							
<i>Bajra Atta</i>	✗							
Buckwheat flour ( <i>Kuttu ka atta</i> )	✓							
Barley ( <i>Jau</i> )	✗							
Quinoa	✗							
Oats ( <i>Jaee</i> )	✗							
Sorghum ( <i>Jowar</i> )	✓							
Any other								

### Learning outcome:

It will help in emphasizing the importance of consuming a variety of cereals and nutri-cereals by the students.

### 6.S.1. My physical activity tracker-I

Enter minutes/ hours that you spent in any of the following activity.

Time Spent in (Minutes/Hours)							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Watching TV							
Playing games on TV							
Playing games on Mobile							
Playing games on computer/laptop/tablet							
Internet surfing							
Sitting and reading/ writing							
Sleeping/lying down							
Playing field games like cricket/football/hockey/ basketball, etc.							
Playing badminton/ tennis, etc.							
Swimming/running/ cycling/fast/walking/ jogging, etc.							
Yoga							
Taekwondo/karate, etc.							

#### Note for the teacher:

Teachers are requested to conduct this activity in discussion mode in the classroom. Check whether children are indulging in regular physical activity or have more of sedentary activity. Encourage them to do more physical exercises and play different outdoor games.

#### Learning outcome:

It will help in emphasizing the importance of regular physical activity among students.

#### 6.S.4. My physical activity tracker –II

Time Spent in (Minutes/Hours)							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Brisk walking							
Bicycle riding							
Climbing							
Yoga exercise							
Dancing							
Jumping rope							
Running/jogging							
Swimming							
Aerobics							
Competitive sports							
Any other							

#### Learning outcome:

Students will learn the importance of moderate and vigorous intensity physical activities.



## Technical Experts and Contributors

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