

Capitalization sheet

School nutrition awareness animation in schools



- **Presentation of the nutrition session**
- **Key messages and presentation of the activities**

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Nutrition awareness animation in schools

In addition to the sensitization work, carried out in the villages among families and both pregnant and breastfeeding women, it appeared that children, as family members and future adults, are also important persons to educate on nutrition, to stem over time bad habits and malnutrition patterns.

Besides, as pedagogical gardens have already been set up in some schools, the nutrition program, comes as a complement that builds a direct link between what is produced and the impact and roles of these products on health.



Analysis elements

> It is important to respect the order of activities for coherence.

> Pay special attention to the quality of the photos and the size of the characters on the posters.

Presentation of the nutrition session

The nutrition animation at school is completed in one session of about 1h30. It consists of a set of diverse activities (presentation, theater and game) carried out by the nutrition team. The team is composed of 3 animators who divide the activities among themselves.

The topic, type of animation, duration, material and human resources required are summarized in the table below. It should be noted that some of the posters used for village animations (sheet N°8) are also used for animations in schools and that it may be necessary to provide mats on which, children can sit.

Key topics	Method	Time	Material	HR (people)
⇒ N°1: Introduction of the food theme	Theater	5 min	Villager's costumes (x2)	2
⇒ N°2: Nutritional needs of the child: energy	Presentation	5 min	Poster A0 « energy »	1
⇒ N°3: Diversified diet	Presentation	5 min	Poster A0 « the 6 food categories »	1
⇒ N°4: The functions of food	Presentation	5 min	Poster A0 « the functions of food »	1
⇒ N°5: The carbohydrates	Presentation	5 min	Poster A0 « the carbohydrates »	1
⇒ N°6: The proteins	Presentation	5 min	Poster A0 « the proteins »	1
⇒ N°7: The lipids	Presentation	5 min	Poster A0 « the lipids »	1
⇒ N°8: Vitamins and minerals	Presentation	5 min	Poster A0 « vitamins and minerals »	1
⇒ N°9: The food pyramid	Game	15 min	Empty poster A0 of the «food pyramid », 35 laminated food cards	1

⇒ N°10: What is happening to my child?	Theater	10 min	Poster A0 « impacts of malnutrition », « causis of malnutrition », «fighting malnutrition », costumes of teacher, pupil, pregnant woman and doctor, furnitures and accessories to set the scene, 1 picture of malnourished child	3 NB: the animator playing the teacher also plays the doctor
⇒ N°11: Explanation: « What is Malnutrition? »	Presentation	10 min	Poster A0 « impacts of malnutrition », « causis of malnutrition », «fighting malnutrition »	1
⇒ N°12: Good and bad practices on hygiene, health and nutrition	Game	15 min	14 laminated images of good and bad practices (7 good and 7 bad matches)	1
⇒ N°13: Class photo	Game	5 min	Camera	3








Activity N°1

Key messages and presentation of the activities

The presentations are usually composed of 2 parts: firstly, the transmission of the message by the animator and then, a session of questions to both check the understanding of the students and help them to memorize the key messages through active participation.

The games also aim to check the understanding and keep children involved during the animation. The course of the games and theater play as well as their specific objectives are presented below.

Topics	Goal	Message/ Déroulement	Questions/ Illustrations
N°1	Introduce the animation	2 animators dressed as villagers introduce the subject of food via a small play	-
N°2	Present the main aspects related to food and health	What is energy? " Energy makes you run, play, think, but also breathe and your heart beat.... it is the fuel necessary for all your activities and the proper functioning of your body.You find it in your diet."	What is the use of energy for the human body? Quote some activities that require energy. Where do you find the energy?

<p>N°3</p> <p>Explain the 6 food categories and their distribution</p> <p>Explain the effects of each group on the body functions</p>		<p>foods = carbohydrates + proteins + lipids + vitamins & minerals</p> <p>"To be healthy and active, you need carbohydrates, proteins, fats, vitamins & minerals. You have to eat a bit of everything to find them all....but in which quantities?</p> <ul style="list-style-type: none"> - a cereal or a tuber: at every meal, every day - an animal product or legumes: at least once a day - fruits and vegetables: as often as possible - sweets, cakes, donuts: rarely 	<p>Why do we eat food, and in what quantities should we eat it?</p>  <p>The « 6 food categories »</p>
<p>N°4</p>		<p>"Oil, fat, sugar, cakes, cereals, tubers bring you energy. They make you act and think! They are ENERGETIC FOOD.</p> <p>Meat, fish, dairy products, legumes build your bones and muscles. They make you grow! These are CONSTRUCTION FOODS.</p> <p>Fruits and vegetables are protectors. They help you heal! These are PROTECTIVE FOODS."</p>	<p>LES FONCTIONS DE L'ALIMENTATION</p> <p>Energetic food : help you to act and think fast </p> <p>Construction food : help you to grow </p> <p>Protective food : help you to fight diseases and be healthy </p> <p>The « functions of food »</p>
<p>N°5</p>		<p>What are the carbohydrates for?</p> <p>"Carbohydrates bring you fast energy: you need it for all your activities"</p> <p>In which food groups are carbohydrates?</p> <p>⇒ In cereals and tubers: "Cereals (rice and maize) are your main sources of energy: it should be eaten at every meal. The more active you are, the more you need it!" The tubers (taro, manioc, potatoes, etc.) are also important sources of energy."</p> <p>⇒ In sweets: "cakes, candies, donuts, etc are often the foods you prefer! They give you fast energy and make you happy, but they are to be consumed rarely!"</p>	<p>In which category of foods are carbohydrates? These are energetic, protective or construction foods?</p>  <p>The « carbohydrates »</p>

N°6 Explain the 6 food categories and their distribution

Explain the effects of each group on the function of the body

What are the proteins for?
 "proteins build your muscles and make you grow, and maintain your body"
 In which food groups are proteins found?

⇒ In protein sources and dairy products: "Eggs, animal flesh (fish, beef, pork, chicken, crustaceans, insects), legumes (peas, beans, soybeans, etc.) are sources of protein that build your muscles. It should be eaten at least once a day. Milk is a source of calcium, which builds your bones, and proteins, which build your muscles: they make you grow"

In which category of foods are proteins found? These are energetic, protective or construction foods?



The « proteins »

N°7

What are the lipids for?
 "Lipids are your stock / energy reserves, they allow you to maintain your body temperature at 37 ° C."
 In which food groups do we find lipids?
 ⇒ In fats: "Fats such as oil, butter, animal fat are sources of energy."

In which category of foods do we find lipids? These are energetic, protective or construction foods?
 Both lipids and carbohydrates are energetic foods, but which group do they belong to?
 - cereals and tubers
 - fruits and vegetables
 - fatty substances
 - animal flesh and dairy products
 - sweets



N°8

What are vitamins and minerals for?
 "Vitamins and minerals are good for your body: they help you defend against diseases, think better, grow, etc."
 In which food groups are vitamins and minerals?
 ⇒ In fruits and vegetables: "Fruits (bananas, mangos, papayas, pineapple, orange, etc.) and vegetables (cabbage, carrot, green leaves, eggplant, pumpkins, squash, etc.) help you fight against diseases, to reflect and digest well. It should be eaten as often as possible! "


In which category of foods are vitamins and minerals? These are energetic, protective or construction foods?
 Name fruits and vegetables you know



The « vitamines&minerals »

N°9	Test participants knowledge on food classification	<p>The full pyramid poster is hidden by the empty pyramid. One image of food is then distributed to each pupil. In turn, the participants are asked to stick their image on the pyramid, in the category they deem correct. Before they return to their place, facilitators check with the audience that the location is correct and rectify if needed and the audience applauds the participant.</p>	<p>-</p>  <p><i>The « food pyramid game »</i></p>
N°10	Explain what is malnutrition, its causes and impacts, and the way to walk away from malnutrition	<p>With the play in 3 acts, the facilitators talk about problems related to malnutrition, its causes, effects and solutions to get out.</p> <p>The play tells the story of a young schoolboy suffering from malnutrition. Bad student, often absent, he does not have much energy to concentrate in class. His mother, pregnant of her fourth child, worries and takes him to the doctor on the teacher's recommendation.</p> <p>Once at the doctor's office, this latter diagnoses a case of chronic malnutrition and asks the mother questions about her eating habits during and after her pregnancies. He then advises her to follow several recommendations of food and hygiene to improve the nutritional health of her household.</p>	<p>-</p>  <p><i>« What is happening to my child ?»</i></p>
N°11	<p>Explain what is malnutrition, its causes and impacts.</p> <p>Discard preconception on malnutrition.</p>	<p>A facilitator details each poster. He asks questions, informs, asks for examples, mimics his words. He encourages students to come on stage to describe the images displayed on the posters and to give their interpretations.</p> <p>⇒ Malnutrition: "When you do not eat enough, have a diverse diet, or skip meals, you become too weak to think, play, work or fight against diseases"</p> <p>⇒ Vitamin A deficiency: "When you do not eat enough vitamin A rich foods, you have trouble seeing when night falls and you are weaker to fight diseases". Give examples of foods rich in vitamin A</p> <p>⇒ Iron deficiency: "When you do not eat enough iron-rich foods, you feel tired, have trouble working in school, fighting diseases ...". Give examples of foods rich in bioavailable iron</p>	

		<ul style="list-style-type: none"> ⇒ Iodine deficiency: "When you do not eat enough iodine, you may have trouble thinking". Give examples of foods rich in iodine (including use of iodized salt) ⇒ Diseases: the microbes are alive: they live and multiply where they have access to feed: in food and dirt ⇒ Water: Drink a lot everyday, especially when you are sick. But the water must be filtered or boiled to be free of germs. ⇒ Hand hygiene: To be healthy, wash your hands before eating and after using the toilet <ul style="list-style-type: none"> ⇒ Toilets: To go to the toilets, use appropriate places ⇒ Body hygiene: "to be in good health you must wash yourself every day, and so as not to have cavities, you should avoid sugar and wash your teeth twice a day" ⇒ Hygiene of meals: "to be in good health, it is necessary to wash well the food and all materials that are used for cooking or eating. The kitchen must be kept clean and free from animals. Keep all material in a wardrobe." ⇒ Garbage management: "to be in good health and to have a pleasant environment, you have to throw garbage in the trash or in a place dedicated to."
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N°12	<p>Evaluate the level of understanding of the participants after receiving information on malnutrition and good nutrition</p> <p>Rectify the last misunderstandings before closing the village session</p>	<p>The facilitators ask for 14 volunteers in the audience, and give an image to each of them. They separate the scene in half and ask those with an image of good practice to stand on one side and those with an image of bad practice on the other side. Once the facilitators have checked that everyone is on the right side, they ask each person, in turn, to find the opposite image on the other side of the stage, and then to present the 2 images to the public for approval.</p>	<p>-</p>  <p><i>The « good and bad practices game »</i></p>
N°13	Closing the animation	End the awareness session with the photo of all students who participated in the training	



Analysis elements

> The remarks applicable for the animation within the villages are also valid for the animation in school centers, one thus has to refer to the method sheet N ° 8.



To remember...

Aim is to raise awareness and encourage good habits among children in terms of nutrition, also using them as relays in their own households and villages.

These animations come as a complement of pedagogical gardens activities.

Subjects deal with definition of food categories and characteristics of each on body functions, good and bad practices in terms of nutrition, characteristics of malnutrition and its solutions.

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