



# YELLOW ACTIVITIES



Timing: 1 hour

## Summary:

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

## Key messages:

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

## Resources provided:



Rebecca's story - Chapter 2



Food group cards  
(to be adapted by leader)



**Keep moving!**

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

## Preparation:

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



## Starter:



15 mins

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



**Use food if you can!**

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



## Choose your main course:

30 mins



### SHOPPING LIST

or



### FOOD DOODLE

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

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



## Reflection

15 mins

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

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

### Can't meet up?

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

### Got technology?

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



## Resource 1:

# Rebecca's Story - Chapter 2

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

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

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

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

**Ask: Can you name the food groups?**

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

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

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

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

*Correct any misunderstandings.*

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

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

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

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





## Resource 1:

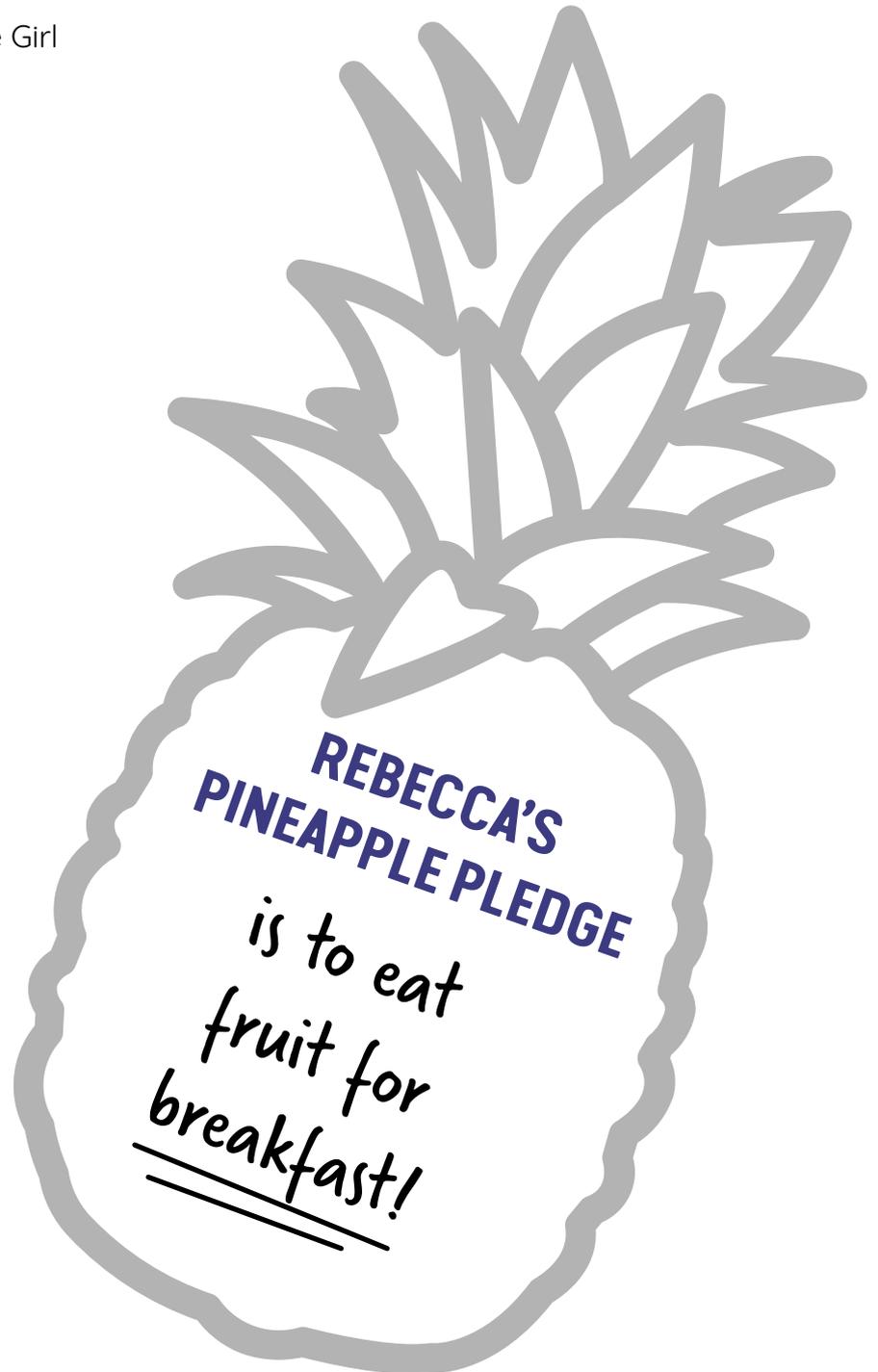
# Rebecca's Story - Chapter 2

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

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

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

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





## Resource 2:

# Food Doodle: food group cards

## Instructions for leader:

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

## Example food group cards

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

