

Diabetes Awareness and Prevention Education

PEER LEADERS' MANUAL
Class 7 and 8



Year - 2

Congratulations!

**You have been
selected by the students
in your class
to be a
Peer Leader**

**You were chosen because
your classmates
Admire
and
Respect you!**



Acknowledgement

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The manual is designed to promote healthy living and prevent diabetes and other NCDs, noncommunicable diseases.

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Background and Significance

How often have you heard this saying?

Health is wealth

And do you believe in this?

The World Health Organization defined good health as, "Health is a state of complete physical, mental and social well being, and not merely the absence of disease or infirmity (illness)."

Health is not just how you feel, it's how you are functioning on every level — physical, mental, emotional and social. It includes a feeling of well-being and freedom from fear of disease and untimely death.

- People who are not healthy are not able to work effectively
- Unhealthy children/adults are not able to enjoy anything in life
- They are not able to appreciate the beauty of each day, they become irritable and do not experience the joys of life, be it with family or friends or for that matter all alone

How often you or your friends have to miss school because of ill-health? What problems do you/they face when you / they miss school?

Good health is all about striking the right balance between healthy eating and regular physical activity. One who has a healthy lifestyle i.e. one who eats well and is physically active will:

- Build strong bones
- Grow and develop healthy
- Improve his/her concentration at school
- Maintain a healthy weight
- Be alert and active

Unhealthy habits can lead to problems in later life, such as:

- Type 2 diabetes
- High blood pressure and cholesterol levels
- Some types of cancers
- Heart related problems
- Stroke
- Joint problems and breathing problems
- Being overweight and obese and its related problems

To help stay fit and healthy, children should:

- Get active each day
- Choose water as a drink





- Eat more fruits and vegetables
- Turn off the TV or computer
- Select healthier eating alternatives
- Quit unhealthy vices and habits

Prevention is better than cure... And it's cheaper too!

Scientific evidence shows that four main modifiable risk factors such as unhealthy dietary habits, physical inactivity, and addictions like tobacco and alcohol use are the major determinants of Non-Communicable Diseases (NCDs) which include diabetes, cardiovascular diseases (including heart disease and stroke), cancers and chronic respiratory diseases, etc.

- Globally, consumption of unhealthy diets causes at least 14 million or 40% of all deaths every year from NCDs (The Lancet, 2011).
- Globally, physical inactivity causes approximately 3.2 million deaths each year.
- Globally, almost 6 million deaths each year are attributed to tobacco use, both from direct and second-hand smoke (SHS) and by 2020, it is estimated that it will rise to 7.5 million, accounting for 10% of all deaths.
- Globally, harmful use of alcohol leads to approximately 2.3 million deaths each year, accounting for about 3.8% of all deaths in the world [World Health Organization (WHO), 2011].

Eating a healthy diet, increasing physical activity and avoiding tobacco use can prevent: 80% of premature heart disease, type 2 diabetes and stroke cases, and 40% of cancers (WHO, 2006).

Diabetes is a global problem with devastating human, social, and economic impact. An estimated 285 million people worldwide (6.6% of the world's adult population) had diabetes in 2010 and by 2030, the number is expected to grow to 438 million people (7.8% of the adult population [International Diabetes Federation, 2009]. IDF estimated the total number of people in India with diabetes (20-79 years) will increase from 61.3 million in 2011 to 101.2 million by 2030 (IDF, 2011). Diabetes with its acute and long term complication and a myriad of association disorders is a major public health concern. The cases of childhood diabetes have increased 3 times in the last 30 years as a result of societal influences and changing lifestyles. Chronic diseases including diabetes are responsible for two-thirds of all deaths in the world.

Arogya World is a US based non-profit organisation striving to change the course of chronic disease and also works to reduce the global impact of chronic NCDs, one community at a time. To further advance this work, Arogya World India Trust was established in Bengaluru, India in 2012. Our India based programs are building a chronic disease prevention model for the developing world. Through programs such as mDiabetes, Healthy Schools, mHealth, My Thali and Healthy Workplaces, we are educating and empowering people to take definitive steps towards leading healthier lives.

This manual describes activities of year 2 of a two year 'Diabetes Awareness and Prevention Education' program from Arogya World.





Description about the Manual

This manual includes four classroom activities and one intra-school activity for sensitising students of classes VII and VIII about diabetes and its prevention. Each activity provides background information, objectives, material required, steps to be followed and learning outcomes. As a Peer Leader, you will be assisting your teacher in conducting all the given activities. You are required to fill the Feedback Sheets (provided in the manual) to help us get your candid views about these activities.

What does it mean to be a Peer Leader?

As a Peer Leader, you can play a significant role in this programme and the success of these activities. You were selected for this position by your classmates and teachers, because you are respected and admired by them. Throughout this year, you will work with your teacher to implement these activities. Your job as a peer leader is very important to the success of this programme. You will lead many of these activities, facilitate small group discussions, will help engage your classmates and motivate them to participate in this programme.



Selection of Peer Leaders



Four students from each section (one per 10 students) of class VII & VIII will be selected as peer leaders by the teacher coordinator. The peer leaders selected during the year 1 of the programme (from classes VI and VII), in the previous year can continue to be the peer leaders this year as well. Peer leaders should be those students who have good leadership qualities and are respected, admired and liked by other students in the class.

You as a peer leader will help us achieve these goals. Congratulations on being selected as a **PEER LEADER**.





DIABETES PREVENTION: SMALL STEPS, BIG REWARDS

Activity No.1

Name of the Activity: Healthy Living Crossword

Background Information

World Diabetes Day is on November 14th every year!

What is this blue circle?

- The universal symbol for diabetes
- The purpose of the diabetes symbol is to give diabetes a common identity



What is Diabetes?

When we eat food, it is digested in the digestive tract. Most of the food we eat is broken down into glucose. Glucose is a form of sugar in the blood, which is carried by the blood to all the cells throughout the body. It is the principal source of fuel for our body which gives energy and helps us grow. In the body, an organ called pancreas, makes a hormone (chemical) called insulin, which helps glucose (sugar) move from the blood into the cells. Insulin helps the cells get the glucose (sugar) needed for energy. Insulin also helps keep the blood sugar levels normal. If someone is diabetic, the pancreas make little insulin or no insulin, or the cells cannot use that insulin very well. Glucose (sugar) cannot get into cells and builds up in the blood, resulting in high blood glucose levels. If the blood glucose stays too high, it can damage many parts of the body such as the heart, eyes, kidneys, nerves, blood vessels, etc.

Types of Diabetes

Type 1 Diabetes Mellitus: It was previously referred to as "Juvenile Diabetes" or "Insulin-Dependent Diabetes Mellitus" (IDDM). In this type of diabetes, the pancreas does not produce insulin at all, and the person has to take insulin through injections or other external sources such as Insulin pumps to control their blood sugar.

Type 2 Diabetes Mellitus: It was previously referred to as "Adult-Onset" or "Non- Insulin Dependent Diabetes Mellitus" (NIDDM). Early onset type 2 diabetes in children some as young as 7 years of age and young adults are now becoming more common. In this type of diabetes, the pancreas secrete some insulin, but not enough, or, the cells cannot use this insulin very well due to a condition called 'insulin resistance'.

Gestational Diabetes (GDM): It is a type of diabetes that occurs only in women during pregnancy.





Diabetes Can and Must be Prevented

Warning signs of diabetes

- Increased frequency of urination
- Increased hunger
- Unusual thirst
- Blurred vision
- Feeling of tiredness
- Weight loss without any reason
- Numbness or tingling in feet and/or hands
- Frequent infection of the skin
- Delayed wound healing
- High cholesterol level
- Irritability



*Body Mass Index (BMI) is a way to estimate the amount of fat in a person's body





Take action now...check out the ways to prevent and control diabetes

- Maintain a healthy body weight
- Be physically active regularly and take part in sports or exercises
- Maintain a healthy balance in your diet
- Do not eat too much fat or sugar in your diet
- Eat foods that are high in fibre like fruits, vegetables, whole grains, cereals, whole pulses with chilka and their products
- Avoid tobacco use both smoking (cigarettes, bidis, cigars, etc) and smokeless (gutkha, zarda, pan masala with tobacco and pan with tobacco, khaini, supari, etc.)
- Avoid drug and alcohol abuse
- Restrict aerated/carbonated drinks (e.g. cold drinks, soda, etc.)
- Read the food label on packaged food items i.e. information about the nutritional value of a food and shelf-life of the food product before you buy and eat

For more information on diabetes, you may refer to www.idf.org (International Diabetes Federation)





From the nutritional point of view, the foods available can be broadly divided into three groups:

- Energy Providing Foods (Go Foods):** Foods which give us energy to do our everyday work, e.g. cereal grains and their products like wheat, wheat flour (atta/maida), rice (brown/white), rice flakes (chirwa), millets (bajra, ragi, jowar), maize/corn, barley, oats, semolina (suji), vermicelli (sevan) and other cereals, starchy roots and tubers like potatoes, sweet potatoes (shakarkandi), yams (jimikand), colocasia (arbi) and other root vegetables, sugar, jaggery, honey, nuts like peanuts, almonds, cashew nuts, pistachios and walnuts, fats like butter, ghee, vanaspathi, oils like groundnut oil, mustard oil, coconut oil, etc.
- Body Building Foods (Grow Foods):** Provide mainly protein for growth and maintenance of all body cells. Animal sources like chicken, fish, meat, egg, milk and milk products like curd, cottage cheese (paneer), processed cheese, etc. (from skim/toned/double toned milk) and Plant sources like pulses (dals) such as channa, moong, urad, sprouted pulses, legumes like rajma, lobia, soya and its products like tofu etc., peas and nuts like peanuts, almonds, cashew nuts, pistachios and walnuts, etc.
- Protective Foods (Glow Foods):** Foods which protect us from illness and keep us healthy by fighting infections. All vegetables (except starchy roots and tubers included under energy providing foods) like green leafy vegetables like spinach (palak), mustard leaves (sarson), fenugreek leaves (methi), bathua, coriander leaves (dhania), lettuce (salad greens), etc., other vegetables like carrot, brinjal, ladies finger, capsicum, cucumber, mushrooms, beans (french beans), onion, cauliflower, tomato, cabbage, etc. and fruits like mango, guava, papaya, orange, watermelon, lemon, grapes, amla, etc.



What are the basic food groups?

Different foods have been grouped under the food groups based on their functions. These are:

1. Cereals, millets and pulses
2. Vegetables and fruits
3. Milk and milk products, egg, meat, chicken and fish
4. Oils & fats and nuts & oilseeds*

Oilseeds*- A wide variety of seeds grown mainly for oils, e.g. cottonseed, sesame, groundnut, sunflower, mustard, flax, soya, and nuts such as coconut, groundnut, and palm nut.

Source: Dietary Guidelines For Indians, A Manual, National Institute of Nutrition, ICMR, 2010.





Food Pyramid

The Food Guide Pyramid is a nutritional guide divided into sections to show the group of foods and proportions you need to stay healthy. It is an outline of what to eat each day. The base of the pyramid is made up of foods that should be the foundation — or the bulk — of your healthy diet. In contrast, foods you should eat in smaller amounts or less frequently are shown in the smaller sections of the pyramid. Each food group provides different nutrients and no single food group can supply all the nutrients our body needs.

The food pyramid can help to:

- understand how to eat healthy.
- choose from a variety of foods from different food groups to get the nutrients you need.

Empty calories: Empty calories are calories found in foods with little or no vitamins, minerals, fibre or other nutrients such as aerated/carbonated drinks, soda, pastries, candy, and table sugar. Empty calories are typical of 'junk' foods.

Junk food: Junk food is usually a term used to describe foods that are not particularly good for our health and in fact can be harmful to our health. Unhealthy foods are those containing little or no proteins, vitamins or minerals but are rich in salt, sugar, fats and are high in energy (calories). Some examples are chocolates, artificially flavoured aerated/carbonated drinks, potato chips, sweets, burgers, chips, ice creams, french fries, etc.



Source: Dietary Guidelines For Indians, A Manual, National Institute of Nutrition, ICMR, 2010.





For a Healthy Diet

You can notice a lot of variation in the way the food is cooked and processed. Vegetable sandwich made of white bread comes in the yellow zone, but when the same sandwich is made in brown bread or dalia bread, it becomes a very healthy food item and comes in the green zone. Based on the way food items are prepared, they can be put under three different zones i.e. red, yellow and green.



Red zone - These foods are rich in fat and in refined carbohydrates/sugars, low in fibre. These should be eaten in very limited quantities.



Yellow zone - These foods should be eaten in moderation since they are low in fibre and have moderate amount of fat.



Green zone - These foods are healthy choices because they are high in fibre and low in fat.

STEPS TO HEALTHY LIVING

→ Healthy food choices: A way of life!

- Eat a balanced diet. Include foods from all food groups
- Eat fresh fruits and vegetables every day
- Eat foods that are high in fibre like whole grains, cereals, whole pulses and their products instead of refined grains and dehusked (without chilka) pulses
- Eat fresh foods rather than packaged foods
- Avoid intake of junk foods/unhealthy foods e.g. fried foods, chips, samosa, etc
- Do not include too much fat or sugar in the diet
- Don't skip meals
- Avoid consuming aerated/carbonated drinks (e.g. cold drinks, soda, etc.)
- Drink at least 8-10 glasses of water daily
- Eat your breakfast regularly
- Read the food label on packaged food items i.e. information about the nutritional value of a food and shelf-life of the food product before you buy and eat





→ Physical Activity: The benefits of regular physical activity

INCREASES



- Concentration
- Flexibility and balance
- Healthy body weight
- Confidence
- Muscle and bone strength
- Problem solving, decision making & observation skills
- Performance in sports
- Resistance to diseases
- Feeling of wellbeing/happiness

LOWERS



- Risk of becoming overweight/obese
- Blood cholesterol
- Risk of high blood pressure
- Stress, anxiety and depression
- Risk of dying prematurely
- Risk of developing heart diseases, stroke, diabetes and cancer
- Risk of developing postural abnormalities

HELPS TO

- Control weight
- Build and maintain healthy bones, muscles and joints
- Prevent or control risky behaviours like tobacco, alcohol or other substance abuse, unhealthy diet or violence
- Improve the functioning of body's immune system and thereby protects against infections
- Manage painful conditions, like back pain or knee pain
- Improve productivity by protecting health and promoting fitness



By Being Physically Active you gain Stamina, Strength and Flexibility





Activity No. 1

Name of the Activity: Healthy Living Crossword

Material Required

- Worksheet No.1 - Healthy Living Crossword
- Pencil/Pen

Class Time

60 minutes (Two days)

Objective

To provide an opportunity to review what the students have learned during year one of the programme and also to introduce them to the year 2 programme and activities.

Steps to follow

Day 1 of the activity

1. Your teacher will welcome all the students to the year 2 of the programme on Diabetes Awareness and Prevention Education.
2. Teacher will brief the class about the objectives and activities to be undertaken under year 2 of the programme and will also tell them about some very interesting and special activities planned this year.
3. Help your teacher to divide the class into small working groups of four each led by a peer leader. Your teacher will introduce you as a peer leader to your group in the class. The students will stay in the same group for all small group activities during the programme.
4. Your teacher will ask you to prepare a brief presentation highlighting the activities which were carried out in your school during year 1 as part of the programme. You will be given three days to prepare this presentation after discussing with your classmates. Your teacher will set up the suitable day and time for the presentation.
5. The presentation should focus on the activities which were carried out in your school as part of the programme with the following themes:

(Refer to the Background Information section for more details about making this presentation)

- What are healthy and unhealthy lifestyle practices?
- Importance of healthy lifestyle from childhood
- What are different functions of food and the food pyramid?
- What are healthy food choices and benefits of regular physical activity?





- Diabetes & its different types
- What puts one at risk of diabetes?
- Warning signs of diabetes
- Ways to prevent and control diabetes

Day 3 of the activity

6. On day 3, your teacher will ask you to present. After the presentation is over, teacher will introduce the students to the first activity to be carried out under year 2 of the programme.
7. After the presentation, distribute Worksheet No. 1 "Healthy Living Crossword" to the students in your group. The worksheet is a crossword puzzle, with the questions given in across and down direction marked by arrows to choose the right answers.
8. Give the students in your group 15 minutes to complete the crossword.
9. Collect back the worksheets from your respective groups and check their crossword by referring to the answers given in the Peer Leader Manual.
10. One mark for each correct answer can be given while checking the worksheets.
11. Return the worksheets to the students after checking their responses.
12. Help the teacher in holding an interactive discussion with the students of your class on the Importance of being healthy in order to prevent or delay diabetes, based on the crossword puzzle.

Learning outcomes

- The students will recall the importance of leading a healthy lifestyle in order to prevent or delay lifestyle disorders (like diabetes, obesity, etc).
- At the end of this activity students will possess an understanding of many areas that work together to promote good health and to prevent lifestyle disorders like diabetes and obesity.



WORKSHEET NO. 1

HEALTHY LIVING CROSSWORD

Name: Date:

Class and Section: /

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|---|---|--|---|--|--|
| 1. You should use this instead of lifts/escalators 1 | | | | | | | | | | | | | | |
| | | | | | 2. Such a diet is important to maintain an active and healthy lifestyle 2 | | | | | 3. This should be done regularly to prevent diabetes 3 | | | | |
| 4. Colour of the circle for the universal symbol for diabetes is 4 | | | 6. In diabetes body cannot produce or use this hormone effectively 6 | | | 2. This is a way to estimate the amount of fat in your body 2 | | | 5 | | | 5. Being active at least for these many minutes is important for you 5 | | |
| 7. The amount of this usually increases in the blood of diabetics 7 | | | | | | | | | 8. Foods of this zone should be consumed in very limited quantities 8 | | | | | |
| | | | | | | | | | 10. Foods like fruits, vegetables, whole grains, cereals, whole pulses, etc. are good sources of this 10 | | | | | |
| | | | 9. This is your most important meal of the day 9 | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | 11. You should drink at least 8-10 glasses of this daily to maintain good health 11 | | | | | | | | | | | |



WORKSHEET NO. 1 - HEALTHY LIVING CROSSWORD

ANSWERS

1. You should use this instead of lifts/escalators
STAIRS

2. Such a diet is important to maintain an active and healthy lifestyle
BMI

3. This should be done regularly to prevent diabetes
EXERCISE

4. Colour of the circle for the universal symbol for diabetes is
BLOOD

5. Being active at least for these many minutes is important for you
SIXTY

6. In diabetes body cannot produce or use this hormone effectively
INSULIN

7. The amount of this usually increases in the blood of diabetics
SUGAR

8. Foods of this zone should be consumed in very limited quantities
RED

9. This is your most important meal of the day
BREAKFAST

10. Foods like fruits, vegetables, whole grains, cereals, whole pulses, etc. are good sources of this
CARBS

11. You should drink at least 8-10 glasses of this daily to maintain good health
WATER



ACTIVITY NO. 2

MAKE YOUR SCHOOL HEALTHY





Activity No. 2

Name of the Activity: Make Your School Healthy

Background Information

Schools play a critical role in improving the dietary and physical activity behaviours of children and adolescents. The school environment is compelling because most children and adolescents spend much of the daytime at school and are more receptive to health-related educational programmes in the school atmosphere than elsewhere. Incorporating health into the school curriculum can have substantial influence on health promoting behaviours. Schools can create environments supportive of students efforts to eat healthy and be active by implementing policies and practices that support healthy eating, regular physical activity and by providing opportunities for students to learn about and practice these behaviours. Schools also have a profound influence on thinking patterns and behaviours of children, their families, and the community in general. Students can be effective advocates for creating a healthy school and become "Agents of Change".

A health promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning and working (WHO)

Some of the Rules for Making Your School Healthy

Messages about health, healthy eating and physical activity should be consistent throughout the school to provide a holistic approach to wellbeing in schools!

- Educate and sensitise students on importance of healthy diet and being physically fit.
- Provide adequate time and opportunity for nutrition and physical education in school.
- Various well-designed activities can be conducted to sensitise students about healthy eating and physical activity in the school e.g., discussing about health issues in classrooms, essay writing competition, poster making competition, debate competition, slogan writing competition, skit/role play, competitive games, quiz programmes, film shows, workshops, physical activity and relaxation facilities, periodic display of health information on bulletin boards, community outreach programme with the parents and neighbourhood community such as rallies, street plays, health melas, etc.
- Attractive posters and slogans on healthy diet and nutrition and importance of being physically fit which can be displayed in classrooms, canteen area, other eating areas or other prominent places in the school. Prize-winning posters made during the occasion of World Diabetes Day with the theme "Diabetes Can and Must Be Prevented with Exercise and Healthy Eating" should be displayed in the school.
- Prohibit sale of junk/unhealthy foods and aerated/carbonated drinks within the school campus like burgers, chowmein, chips, samosas, momos, chocolates, cold drinks, etc.
- Provide healthier and nutritious food options in the school canteen like freshly made vegetable pulao, idli, dosa with vegetable stuffing, rajma-rice, chole-rice, sambar-rice, vegetable uttapam, fresh lime juice, coconut water, flavoured milk, lassi, buttermilk (chach), etc.





- Proper hygiene should be maintained in canteen and other eating-places for cooking/preparation, storage and serving of food.
- School should promote healthy and hygienic Mid-day meals in schools, where such meals are provided.
- Encourage the students to bring Inexpensive healthy foods in their tiffins. One day in a week can be observed as "Healthy Food Day". On that particular day, the tiffin of the students can be evaluated by home science or class teacher.
- Ensure that play areas and play equipments should be free from hazards.
- Encourage the students to adopt measures for including different forms of physical activity in their daily living habits.
- Develop innovative programmes for making physical activity sessions enjoyable to students and increase their motivation.
- Encourage students to participate enthusiastically in games regularly during the games period in school.
- Minimum of four or five periods a week for physical activity to be made mandatory for all the classes.
- Ensure that PT periods cannot be used as a free period to make up the syllabus or for some other activity.
- Traditional games like kho kho, kabbadi, dances, yoga and aerobics should be promoted in school.
- Mass PTs should be encouraged in schools and can be conducted at least twice a month.
- Ensuring availability of basic sports equipment for the students such as skipping rope, basketball, volleyball, etc.
- 'Sports week' should be conducted at least once a year.
- Promoting after school recreational activities like dance, karate, coaching for cricket, badminton, tennis, basketball or any other activity, etc.
- Ensure adequate parking for cycles to promote cycling to school for students and walking pathways along the sides of the school.
- Discussing about the child's eating habits and physical activity, during parent-teacher meetings.
- Celebrate World Health Day (April 7), World Physical Activity Day (April 6), World No Tobacco Day (May 31), World Diabetes Day (November 14), World Heart Day (September 29), Anti-Obesity Day (November 26).

Source: Adapted from Towards Health Promoting Schools, WHO Country Office for India, 2008.





Activity No. 2

Name of the Activity: Make Your School Healthy

Material Required

- Worksheet No.2 - Make Your School Healthy
- Pencil/Pen
- Sketch pens/ coloured pencils/crayons-Red and Green
- Display board to display the written "School Health Policy"
- Chart papers/ sign boards for displaying key messages
- Monitoring Sheet

Class Time

30-35 minutes

Objectives

- To orient students and school authorities to take a step forward towards healthy lifestyle
- To provide a healthy and active school environment for students
- To motivate students to declare and maintain a healthy environment within the school premises and surroundings
- To encourage the setting up of a health promoting school
- To create "Agents of Change" among students with regard to health issues
- To practice being a strong advocate for "School Health Policy" and subsequently, enforce the "School Health Policy"

Steps to follow

1. Your teacher will explain the objectives of the activity to the students of your class and hold a discussion on the concept of a "Health Promoting School".
2. Distribute Worksheet No. 2 "Make Your School Healthy" to the students of your group.
3. Give students 10-15 minutes to complete their worksheets.
4. Help your teacher in facilitating a classroom discussion on "Ways to make your School Healthy" by discussing the students responses.





5. The next part of the activity is to form a "School Health Committee". The members of the committee can include the principal/vice-principal, representatives from teachers, parents and students. The principal should preferably head the committee, with the vice-principal taking charge in case she/he is not available. The teacher coordinator, teachers or a school counselor, if any, (2 teachers) can be a part of this committee, as well as student representatives like peer leaders and parents of students can also be invited to become a part of this committee. This committee will be set up to coordinate and monitor all the health promotion efforts in the school. The committee will meet twice in a year.
6. The School Health Committee will encourage to form a "Health Club", in the school to reinforce all the activities needed to make the school a "Health Promoting School". The members of the club should comprise of the teacher coordinator/teachers or a school counselor, if any, as well as students like peer leaders/student volunteers. The School Health Committee will monitor the functions of the Health Club.
7. The Health Club can organise various activities to promote health education e.g., essay writing competition, poster making competition, debate competition, slogan writing competition, skit/role play, competitive games, quiz programmes, periodic display of health information on bulletin boards, and community outreach programme with the parents and neighbourhood community such as rallies, street plays, health melas, etc. on the importance of food and nutrition and physical activity. The various activities conducted by the Health Club in the school can be covered in the newsletter/school magazine.
8. Handouts or pamphlets can also be given at parent-teacher meetings, cultural events, sports events, rallies, street plays, health melas or any other social event in the school regarding the efforts being undertaken to promote health in your school.
9. The first task of the Health Club would be to draft a "School Health Policy" (Refer to the Background Information section for more details about drafting this policy).
10. This school policy should be sent to the School Health Committee for their approval. Once approved, copies of this "School Health Policy" can be displayed at prominent places around the school by members of the Health Club.
11. Display a copy of this policy at the school reception, so that all the students and visitors are aware of the policy.
12. Announcements can also be made in the assembly to spread awareness about the adoption of such a policy in the school by the members of the Health Club.
13. The Health Club of the school will work together to enforce this policy effectively by "monitoring" and "reporting" any violations of the policy to the School Health Committee. The school administration will subsequently decide the future course of action.
14. This should be an ongoing monitoring activity. The monitoring sheet given at the end of this activity would serve as a checklist for your school. Violations of your school policy can be noted in this Monitoring Sheet. This monitoring exercise will help the school authorities to know what the school is already doing to promote health, and what modifications are needed to improve upon the current status. The members of the Health Club should have monthly meetings to discuss and report violations, if any.





Steps to "monitor" the violations observed:

- The monitoring sheet lists all the important activities that a school should follow.
 - Record only those violations which are applicable for your school.
 - Violations of any of the activities can be noted in this sheet and also mention the number of violations occurred in the brackets given.
 - The members of the Health Club will complete the sheet and note if any violations of the policy have occurred.
 - The members of the Health Club should meet monthly to review the sheet and report it to the School Health Committee immediately.
 - The monthly report should also be posted on the school's display board and can be announced in the morning assembly or can be issued in the school's newsletter.
 - The club members should also hold discussions on how future violations could be prevented.
15. You need to encourage other students to become active members of the Health Club in your school. Thereafter, the student volunteers can monitor these activities under the supervision of the peer leaders on a monthly basis and in turn encourage other students to become members in later months.

Learning Outcomes

- Change at the school level, through a policy to promote healthy living, will communicate a strong message to students, that healthy food and exercise is a must.
- When schools have strict policy that is well communicated and effectively enforced, students are much likely to opt a healthy lifestyle.
- Students can play a vital role in enforcing laws in the school environment, at home and in generating public awareness about healthy lifestyle, meant to protect their health.



WORKSHEET NO. 2


MAKE YOUR SCHOOL HEALTHY

Name: Date:

Class and Section:..... /

"Ways to make your School Healthy"

What kind of rules should your school have regarding restricting consumption and sale of junk/unhealthy food items and promoting physical activity?



Rules regarding restricting consumption and sale of Junk /Unhealthy food items in your school

1. _____

2. _____

3. _____

4. _____

5. _____


1. _____

2. _____

3. _____

4. _____

5. _____



Rules for promoting Physical Activity in your school

























MONITORING SHEET

Building support for a Health Promoting School: A role for everyone!

Instruction: Record only those violations which are applicable for your school. Happy and a Sad smiley are given in the sheet to indicate whether the violation has occurred. Colour the Happy smiley (😊) green, if no violation has been reported and colour the Sad smiley (😞) red, if any violation has been reported.

MONTH:.....

| S.No. | Activities | Record the violations, if any and also mention the number of violations occurred in the brackets given below with the sad smiley | | Action Taken (Please report any action taken for violations by the School Health Committee) |
|-------|---|--|-------|---|
| | | 😊 | 😞 () | |
| | | 😊 | 😞 | |
| 1. | Display of 'School Health Policy' in school office, reception or visitor's area | 😊 | 😞 () | |
| 2. | Presence of a functional school 'Health Club' | 😊 | 😞 () | |
| 3. | Home Science or class teacher to monitor junk/unhealthy foods in tiffin boxes and encourage students to bring healthy and hygienic food in the tiffin | 😊 | 😞 () | |
| 4. | Food is prepared and served hygienically | 😊 | 😞 () | |
| | <ul style="list-style-type: none"> In canteens and other eating places | | | |
| | <ul style="list-style-type: none"> In mid-day meals (if available) | 😊 | 😞 () | |
| 5. | Healthy/Nutritious food choices are available everyday | 😊 | 😞 () | |
| | <ul style="list-style-type: none"> In canteens and other eating places | | | |
| | <ul style="list-style-type: none"> In mid-day meals (if available) | 😊 | 😞 () | |
| 6. | Availability of junk/unhealthy foods in the school canteen | 😊 | 😞 () | |
| 7. | Consumption of junk/unhealthy foods by students or staff in the school premises | 😊 | 😞 () | |
| 8. | Healthy food choices available at school/school events/parent teacher meetings, sports events, health fairs, annual functions, etc | 😊 | 😞 () | |
| 9. | Advertising, promotion and sponsorship of any junk/unhealthy food items in and around the school | 😊 | 😞 () | |

| S.No. | Activities | Record the violations, if any and also mention the number of violations occurred in the brackets given below with the sad smiley | | Action Taken (Please report any action taken for violations by the School Health Committee) |
|-------|--|--|--|---|
| | |  |  | |
| | |  |  () | |
| 10. | Sale of junk/unhealthy foods, unhygienic food (approx. 500 children around the school campus); the vendors, stall owners and shopkeepers |  |  () | |
| 11. | All students participate in sports/physical activity everyday (e.g. at least one supervised games/PE period everyday) |  |  () | |
| 12. | Students sitting/talking, completing their homework or doing other activities during the physical education period |  |  () | |
| 13. | Display of attractive, pictorial signs, slogans, posters at various locations in the school e.g. classrooms, canteens, other eating areas, assembly hall, reception, etc. on promoting healthy diet and importance of physical activity |  |  () | |
| 14. | Conducting health promoting activities e.g. classroom discussions on health, essay writing competition, poster making competition, debate competition, slogan writing competition, skit/role play, competitive games, quiz programmes, film shows, workshops, physical activity and relaxation facilities, periodic display of health information on bulletin boards, community outreach programme with the parents and neighbourhood community such as rallies, street plays, health melas, etc |  |  () | |
| 15. | During parent-teacher interactions, apart from child's performance, his/her eating habits and physical activity be discussed |  |  () | |
| 16. | Celebrating important days like World Health Day (April 7), World Physical Activity Day (April 6), World No Tobacco Day (May 31), World Diabetes Day (November 14), World Heart Day (September 29), Anti-Obesity Day (November 26) in school |  |  () | |
| 17. | The school's Health Club has support and commitment from the School Health Committee |  |  () | |
| 18. | Are regular meetings/monthly meetings being held by the Health Club |  |  () | |

Name of the School: _____

Name of the Teacher Coordinator, Teacher(s), School Counselor: _____

Name of the Peer Leader(s): _____

Class & Section: _____

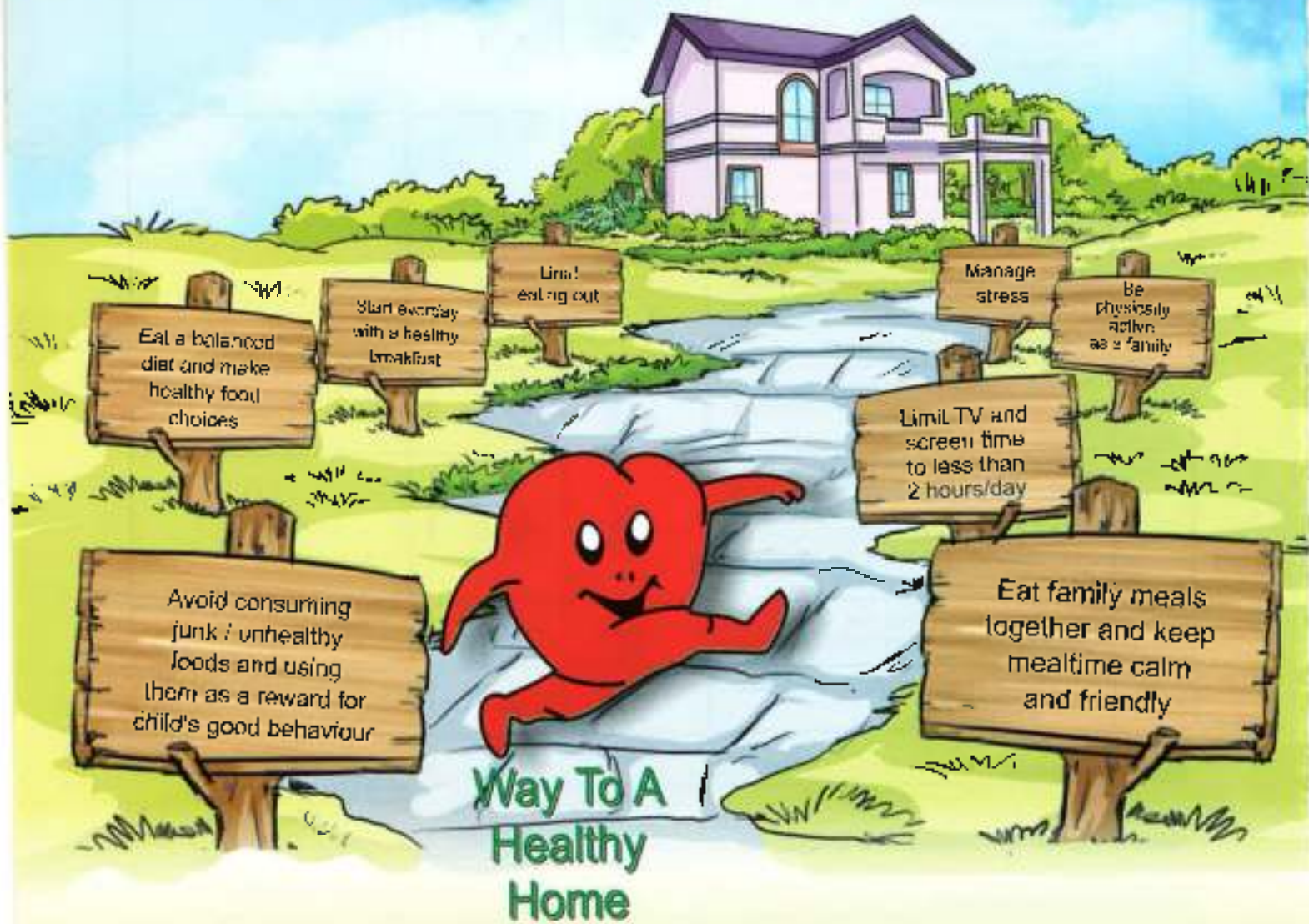
Name of the Student Volunteer(s): _____

Class & Section: _____

ACTIVITY NO. 3

MY HEALTHY HOME

My Healthy Home





Activity No. 3

Name of the Activity: My Healthy Home

Background Information

Parents/Family members have a responsibility of ensuring that their children learn to care about their health. They need to be taught about healthy habits early in life as the habits formed in early adolescence are most likely to be carried into adulthood. Parents and family can work to make a home where it is easy to eat healthy and be physically active which positively influence health and prevent disorders such as diabetes, obesity, heart disease and cancer.

'Healthy living' means maintaining a healthy lifestyle, introducing habits that improve our health that maximise our physical and mental well-being. It means making good choices, such as choosing healthy foods, getting regular activity or exercise, adequate rest, as well as engaging in activities that help in managing the stress in life today and in the future. Healthy living includes steps, actions and strategies one puts in place to achieve optimum health. A healthy lifestyle is important for everyone. Eating a nutritious and balanced diet and getting regular physical activity are the cornerstones of a healthy lifestyle.

Increasing or adding even one new health behaviour can make a big difference to the health of your family!

Healthy Lifestyle: A Family Affair!

Here are a few ideas for families on how to encourage healthy eating habits and physical activity in your home

- Set a good example by eating healthy and being physically active. Your child will watch and follow what you eat and how physically active you are.
- Talk together as a family about healthy eating and exercising.
- Offer a variety of foods that are healthy and tasty.
- Start everyday with a healthy breakfast. Eat breakfast with your child.
- Eat your meals together as a family. Eating meals as a family can lead to children being successful in school including improved academic achievement, getting better grades and scoring higher on achievement tests, better nutrition, higher self-esteem and becoming well-adjusted children.
- Keep mealtime calm and friendly-no lectures or arguing. Mealtime conversation brings the family together, promotes positive self-esteem in children and starts a lasting and positive relationship. Family meals are the perfect venue to talk about healthy eating habits and engaging your children in conversations about what a healthy meal looks and tastes like.
- Try to avoid bringing junk/unhealthy foods, processed foods/packaged foods and aerated/carbonated drinks (e.g. cold drinks, soda, etc.) into the house. Make sure there are healthy choices for everyone in the family to choose from. Children generally choose foods and drinks that are familiar, easily available and ready to be eaten.
- Involve children in meal planning and cooking family meals as it provides a learning opportunity regarding meal planning, eating behaviours, and the composition of a "balanced" meal. It can help them make good decisions on their own about the foods they want to eat and are more likely to eat what they help to make.





- Take charge of the foods children eat. When serving a meal, the child can choose whether to eat it or not; but do not offer to substitute an unhealthy alternative when the child refuses to eat what you have served.
- Promote the health of your family by eating a variety of healthy foods like fresh and seasonal fruits and vegetables each day, whole-grain products or multi-grain products, such as whole wheat bread/multi-grain bread instead of white bread, brown rice instead of white rice or whole wheat pasta instead of refined pasta and husked pulses (with chilka), limiting foods and beverages with added sugar and salt, avoiding fatty and fried foods, consuming fresh foods and avoidance of junk/unhealthy foods. By incorporating these healthy ideas, children will soon learn to make smart food choices outside home as well.
- Healthy choices away from home: Limit eating out. Eating out can be unhealthy as restaurant foods are usually high in fat, sugar and salt. Healthy choices are not hard to find if you know what to ask for.
- For Rewards, Think Healthy!
 - o Avoid using junk/ unhealthy foods as a reward for child's good behaviour. Making them a reward for good action promotes the idea that healthy food is not as appealing as junk/unhealthy food.
 - o Offer a trip to the park, bicycle ride or dance classes.
- For the introduction of new healthy food to the children, present only one new food at a time. Serve new foods with favourite foods to increase acceptance. Eat the new food yourself, to act as a role model for healthy eating.
- Plan the menu for the packed tiffin together with your children and talk about making healthy choices.
- Be a role model by drinking water daily! Drink at least 8-10 glasses of water daily.
- Too much salt is bad for the body and its use should be restricted. Hypertension (High blood pressure), another risk factor of heart diseases, stroke, diabetes, cancer, etc. is aggravated by eating too much salt.
- Add less salt while cooking food and reduce salt consumption by avoiding the use of table salt on the table.
- Limit the use of packaged foods like papads, pickles, sauces, ketchup, chutneys, salted biscuits, chips, salted popcorn, namkeens, bakery items, etc. as they are all rich in salt.
- Use the Nutrition Facts Label: Reading of food labels to determine sodium content of the commercial foods should be encouraged. Choose lower salt versions of foods.
- Turn off the TV, video games, mobile phones and the computer while having meals with the family.
- Limit the amount of time spent on watching TV, using the computer, playing video games or other electronic games to not more than 2 hours per day. Consider alternatives like playing a game, dancing or walking to the market with brothers/sisters/family members.
- Walk with your child at every available opportunity-walk to a market or to a food store nearby your house instead of going by bike, car, auto or any other vehicle.
- As a parent/family member, ask your child to help you in household chores like cleaning the house, cleaning his/her room, gardening, etc.
- Purchase gifts for your child or for your child's friend that promote physical activity like sporting equipments such as football, basketball, skipping rope, rackets, bicycle, skates, frisbee, etc.
- Do physical activity with children during commercials, such as moving or stretching. This helps reinforce the importance of being physical active in your child's life.
- Enjoy life and manage stress. Find time to have some fun and relax-go for a walk, listen to your favourite music, do yoga, meditation, slow breathing or exercise.





Activity No. 3

Name of the Activity: My Healthy Home

Material Required

- Worksheet No. 3 - My Healthy Home
- Pencil/Pen
- Blank Sheet
- Handout for the parents

Time

60 minutes (Two days)

Objectives

- To help students and parents/family members to create a healthy home by facilitating health related discussions.
- To include practical aspects of healthy living in real life.
- To familiarise all family members towards healthy lifestyle.
- To improve the health of the entire family by role modelling healthy behaviours, being physically active and by creating a home environment that supports healthy choices.

Steps to follow

Day 1 of the activity

1. Your teacher will explain the objectives of this activity to the students.
2. The teacher will hold a classroom discussion with the students on the concept of a Healthy Home and explain the worksheet for this activity to the students.
3. Your teacher will ask the students to take Worksheet No. 3 "My Healthy Home" to their home and complete it through discussions with their parents/family members. If their parents (mother and father) are unavailable then they can complete the worksheet with another adult that either lives with them or is a part of their family.
4. This homework assignment gives the students a chance to share the information that they have gathered till now on healthy lifestyle practices with your/their parents/family members. It will also help you/them to decide on ways to make your/their home a healthier home to live.
5. Step 2 of the worksheet will be completed with your/their Home Team Members. After discussing with all the Home Team Members complete the checklist provided. Tick (✓) if these rules are followed at your/their home, most of the time. The number of ticks (✓) will be the total score for your/their team.





Rate the activities in the categories of Red, Yellow and Green. **Red category:** If your/their home team score is less than or equal to 8 points, then you/they need to improve and build on healthy habits as a family; **Yellow category:** If your/their home team score is between 9 and 14 points, then your/their family habits are healthy to a certain extent but there is still a scope for further improvement; **Green category:** If your/their home team score is between 15 and 20 points, then your/their family habits show that you/they are a healthy family and your/their family must continue to lead a healthy lifestyle.

6. Also, complete the Step 3 of the worksheet i.e. "Family Rules for a Healthy Home" declaring that your/their home is a healthy home. All family members should sign the sheet.
7. Your teacher will ask all the students to bring back the completed worksheet by the following week for holding a discussion in the class. Your teacher will give a suitable day and time to the students.

After a week of the activity

Day 2 of the activity

8. Take out a blank sheet to complete this activity.
9. Based on the rules discussed at home, come up with a common set of rules for your/their Healthy Home with the students of your group.
10. Share the rules finalised by your group with the class.
11. Help your teacher in wrapping up the activity, emphasising the importance of living in a home where health is the highest priority.
12. Distribute the Handout for the parents to the students in your group. Make sure they take this handout home and show it to their parents and other family members. They can also display this handout at some prominent place in their home.

Learning Outcome:

Activity will reinforce and emphasise the concept of a happy and healthy life for all the members of the family.



WORKSHEET NO. 3

MY HEALTHY HOME

Name: Date:

Class and Section: /

Instruction: Complete this worksheet with your parents or family members (grandparents, uncles, aunts or an elder brother or sister) as a group to answer the following questions about Healthy Living:

Step 1: Gather your Home Team together and give yourselves a name. Write your team name in the space below and then fill in the details about your team members.

Our Home Team Name is ""

| Name of the Family Member | Age | Relationship to you |
|---------------------------|-----|---------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Step 2: Complete this checklist with your home team members. Tick (✓) all that applies for your home, most of the time.



My Healthy Home Checklist

1. We avoid bringing junk/unhealthy foods like samosa, chips, burger, kachori, etc. in our home
2. We eat our meals together as a family
3. We never skip/miss meals
4. Healthy snacks are cooked and served at our home
5. We eat fresh fruits and vegetables daily
6. We prefer fresh fruits and vegetables as compared to juices
7. We eat our breakfast daily as a family



8. We never reward our child's good behaviour with junk/unhealthy foods
9. When we have to go out to have food we order healthy food choices
10. We don't offer aerated/carbonated beverages such as cold drinks, soda, etc. to our guest
11. Our family is physically active for 30-40 minutes daily
12. All our family members drink 8-10 glasses of water daily
13. We never argue during our meals
14. None of our family member watches TV, uses computer, plays video games, talks on the mobile phone while having meals
15. If we have to go to the nearby market or food store, we walk
16. As a birthday gift, we gift sporting equipments such as football, basketball, skipping rope, rackets, bicycle, skates, frisbee, etc. to our child as well as her/his friends
17. We do physical activity during TV commercials, such as moving or stretching
18. We limit television and other screen time including television, working on computer and video playing to not more than 2 hours per day
19. We help in planning our family meals together by making healthy food choices
20. We eat whole grains and cereals, whole pulses and their products rather than refined grains and dehusked (without chilka) pulses



RATE YOUR CHECKLIST

Total Score:/20

If your home team score is less than or equal to 8 points

RED



Need to improve and build on healthy habits as a family

...../20

If your home team score is between 9 and 14 points

YELLOW



Your family habits are healthy to a certain extent but there is still a scope for further improvement

...../20

If your home team score is between 15 and 20 points

GREEN



Your family habits show that you are a healthy family and your family must continue to lead a healthy lifestyle



Step 3: All families have rules. Your family might already have some rules. Decide on at least six rules for your home to make it a healthier place where healthy lifestyle is of high importance. Once you have decided upon a set of rules, write them down in the space provided below, then have each of your team members sign their names, indicating that they will agree to follow these rules.

"Family Rules for a Healthy Home"



Signature(s):



A series of ten horizontal lines for signatures, each starting with a colored arrowhead pointing to the left. The colors of the arrows from top to bottom are: yellow, blue, green, orange, grey, pink, dark blue, teal, light blue, and yellow.





PARENTS' HANDOUT

Name of student:

Class/Section:

Name of Schos.:

HRIDAY (Health Related Information Dissemination Amongst Youth) in collaboration with Arogya World (US based non-profit organisation) is implementing a project on "Diabetes Awareness and Prevention Education" in your child's school. The goal of the project is to encourage the adoption of increased physical activity and healthy eating habits to prevent or delay diseases like diabetes, obesity, etc. As a family, you can play an important role towards healthy living (healthy eating and exercise) to prevent diseases like diabetes, obesity, etc.



Do you know?

Eating a healthy diet, increasing physical activity and avoiding tobacco use can prevent:

- 80% of premature heart disease, type 2 diabetes and stroke cases
- 40% of cancers (WHO, 2006)



- Eat a healthy diet and be physically active
- Eat your breakfast daily
- Include a variety of healthy and tasty foods like fresh and seasonal fruits and vegetables each day, whole-grain products or multi-grain products, such as whole wheat bread/multi-grain bread instead of white bread, brown rice instead of white rice or whole wheat pasta instead of refined pasta and husked pulses (with chilka)
- Limit foods and beverages with added sugar and salt, avoid fatty and fried foods, consume fresh foods and avoid junk/unhealthy foods
- Eat your meals together as a family



VARIETY
MODERATION
BALANCE



- Keep mealtime calm and friendly
- Avoid bringing junk/unhealthy foods, processed foods/packaged foods and aerated/carbonated drinks (e.g. cold drinks, soda, etc.) into the house
- Limit eating out as restaurant foods are usually high in fat, sugar and salt
- Avoid using junk/ unhealthy foods as a reward for child's good behaviour
- Give healthy rewards to your child that promote physical activity like sporting equipments such as football, basketball, skipping rope, rackets, bicycle, skates, frisbee, etc
- Drink atleast 8-10 glasses of water daily
- Add less salt while cooking food and reduce salt consumption by avoiding the use of table salt on the table
- Limit the use of packaged foods like papads, pickles, sauces, ketchup, chutneys, salted biscuits, chips, salted popcorn, namkeens, bakery items, etc. as they are all rich in salt
- Turn off the TV, video games, mobile phones and the computer while having meals with the family
- Limit the amount of time spent on watching TV, using the computer, playing video games or other electronic games to not more than 2 hours per day
- Walk to a market or to a food store nearby your house instead of going by bike, car, auto or any other vehicle
- Do physical activity with children during commercials, such as moving or stretching
- Enjoy life and manage stress. Find time to have some fun and relax as a family – go for a walk, listen to your favourite music, do yoga, meditation, slow breathing or exercise



ACTIVITY NO. 4

BE SMART, KNOW THE ART





Activity No. 4

Name of the Activity: Be Smart, Know the Art

Background Information

What is media?

In general, "media" refers to various means of communication that are intended to reach a large audience.

What are the different types of media?

- Broadcast media (also known as electronic media) comprise of television, radio, movies, CDs, DVDs, cameras or videogames, etc.
- Print media such as newspapers, magazines, brochures, books, leaflets, pamphlets, etc.
- Mobile phones, computers, and Internet are sometimes referred to as New-age Media.
- Outdoor media which comprises of hoardings/signboards (advertising boards), advertisements placed inside and outside of commercial buildings/objects like shops/buses, etc.
- Social media such as networking sites like Facebook, Twitter, Blogging, etc.

How does media influence children?

Children are spending a significant part of every day of their lives using media. They are uniquely susceptible to the messages they get through the various types of media and are specifically targeted by some advertisements as they are more vulnerable than adults to their influence.

The effects of advertising on children's health

The influence of media on children extends to health related issues. Various forms of media contribute to cognitive development and learning of children. While media has the power to educate on nutrition, exercise, and a wide variety of health related issues, it can also be a negative force through images and advertisements which influence children to make poor food choices or to overeat. TV is the most popular form of media among children and they spend a lot of time watching television and are influenced by the advertising they see. The effect of too much screen time (television, computer, video games, etc.) has been linked to:

- Irregular sleep
- Behavioural problems
- Impaired academic performance
- Less time for play
- Obesity





Be a wise consumer- Know the tricks of the advertising companies

Half of the advertisements shown in our surroundings are of food, especially targeted to children. Some of the following techniques used by companies to appeal to a child to promote a product are:

- **Celebrities:** Featuring known characters and celebrities like your favourite TV/film star/cricketer/model to sell products
- **Cartoon characters:** Featuring your favourite cartoon characters to sell products which has been shown to be particularly effective with children
- **Free games/toys:** Special offers like free games/toys in the food product packages or offered in combination with fast food meals like chips, burgers, etc
- **Emotions:** Companies often play on emotions to sell a product with commercials that try to convey excitement, or evoke sentimental feelings. Images of mothers/fathers carry a trust factor; after all, if they show that a mother/father uses the product, it must be good for you
- **Product packaging:** The product packaging has to look child-friendly with bright colours, and catchy name
- **Peer influence:** Your friends - your peers-are people of your age or close to you who have interests similar to yours. You and your friends influence each other's choices and behaviours to purchase food items from the market

The advertising environment targeting children continues to expose them to nutritionally poor food products, contributing to the current diabetes and childhood obesity epidemic. Therefore, there is a need to not only reduce the time children spend with media but also reduce their exposure to food advertising, to promote healthier lifestyle messages by promoting fitness through physical activity and nutrition.





Activity No.4

Name of the Activity: Be Smart, Know the Art

Material required

- Advertisements (in magazines, newspapers, pamphlets, brochures, leaflets, books, etc.)
- Scissors, glue or fevicol
- Chart Papers
- Pen/Sketch Pens/Markers

Class Time

60 minutes (Two days)

Objectives

- To help students identify and distinguish healthy foods from unhealthy foods shown in advertisements through usage of different types of media.
- Students will understand messages presented through advertising, becoming aware of how marketing companies sell especially food products through carefully selected words and images.
- To enable the students to help them become educated consumers in making healthy food choices for themselves and their families.

Steps to follow

Day 1 of the activity

1. Your teacher will explain the objectives of the activity and hold a discussion with the students on the following themes:
 - What is media and its types?
 - How does media influence children?
 - What are the effects of advertising on children's health?
 - What are different advertising ways used by the advertising companies to market their food products?
2. An interactive discussion with the students of your class about the various food advertisements they see in their surroundings (example in television, radio, movies, newspapers, magazines, brochures, books, leaflets, pamphlets, computers, hoardings/signboards (advertising boards), advertisements placed inside and outside of commercial buildings/ objects like shops/buses, etc) will be carried out by your teacher. Help the teacher to note down these advertisements on the blackboard. Your teacher will hold a discussion about which food advertisements the students remember the most by giving suitable reasons.





3. He/she will brief the students, that in the next week, the students of your class will have to "Create an Advertisement" on the following guidelines for broadcast (electronic) or print advertisement.

- They can be based on any of the following topics:

Healthy Eating : (Importance of having a balanced diet, importance of eating from any of the food groups, importance of eating breakfast, healthy school-tiffins, healthy meals, etc.), importance of physical activity or any health-related topic of their choice

- The students can however make and use attractive advertisement collages (sticking together the different articles of advertisements) on their choice of topic, from any source of media like magazines, newspapers, pamphlets, brochures, leaflets, books, etc. on chart papers while presenting their advertisement if they feel it will make their presentation lively, interesting and realistic. These collages can also be used if your group is making a print advertisement
- Advertisements should be targeted to children
- Each advertisement should be described in about 30 sec-1 minute and should be in the language easily understood by the class (Hindi/ English)
- Advertisements can be with or without a jingle (a short tune used in advertisements) or can develop a slogan or tagline (a catchy sentence)
- As you create these advertisements, try to involve as many students in your group as possible

4. The four groups will brainstorm together to create an advertisement and perform in front of the class.

5. A suitable period to present the advertisements can be decided by your teacher.

After a week

Day 2 of the activity

6. One of the peer leader from your class can come forward with their group members for the presentation of their advertisement.
7. The students of each group will dramatise the different advertisements on any of the topics that they have chosen and present one by one in front of the class.
8. Applaud all the group(s)! Your teacher will ask students to "vote" on their favourite advertisement. This can be done with quick hands up count.
9. Beginning with the winning advertisement, your teacher will ask the students the following questions:
 - Why did you like this advertisement?
 - What is the main message in this advertisement?
 - Is the message clear?
 - Was this advertisement directed to the target audience-the children?





- Why do you think this particular topic was chosen?
- Would you buy, use or support this product or idea? Or would you not?
- What factors would you take into account when you make a decision to purchase a product or idea?
- Do you think this is a healthy choice?

10. Help your teacher in holding an interactive discussion with the students of your class regarding the other three advertisements and summarise the importance of being wise consumers and to learn more about making healthy choices.

Learning Outcomes

- Students will be informed and trained to make right choices without getting trapped into deceptive marketing strategies since the market is flooded with large variety of food items.
- Students will develop an attitude about being selective about their food habits and also develop awareness about their right as a consumer in order to lead a healthy life.
- Students identify and illustrate messages to help them stay healthy and develop the skills they need to become informed consumers by learning to evaluate products and understand the motivation behind the commercial messages they continually see and hear.



ACTIVITY NO. 5

PERFORM A SKIT AND SHOW YOU ARE FIT





Activity No. 5

Name of the Activity: Perform A Skit and Show You Are Fit

Material Required

To make skits more fun to create and appealing to watch, students can use additional props such as posters or backgrounds.

Time of the skit

10-15 minutes/group

Objectives

- To sensitise students and learn the ways of diabetes prevention by practicing healthy lifestyle practices.
- Practice applying different kind of skills that students learn as part of the programme.
- Provide students with an opportunity to acquire more effective advocacy and leadership roles in the programme.

Steps to follow

Week 1

1. Help your teacher in combining the four small groups of your class to create two larger groups.
2. Your teacher will brief the students that each group will create their own skit which should dramatise that "**Healthy Lifestyle Is A Key To Prevent Diabetes**". This skit will be evaluated at an intra-school level competition.
3. The competition can be organised either during World Diabetes Day (November 14), Parents Teacher Meetings (PTMs), Annual Day or any other event to be organised by your school. The skit can be performed during an assembly where other students which are not part of this programme can also be sensitised about an issue. All the students, teachers and other staff should attend this competition.

Intra-school competition

1. About one week prior to when the skit competition is scheduled, your teacher will give the students an opportunity to rehearse their plays.
5. The teacher coordinators will guide the students in conducting this skit competition.
6. The venue in the school campus (e.g., hall, auditorium or assembly ground) will be decided by the school authorities to accommodate all the students of your school.
7. The students can however make and use other props they feel will make their skit lively, interesting and realistic.
8. Each skit should be about 10-15 minutes of length.





9. Your teacher will select two staff persons from your school (e.g., teacher coordinators and/or school administrators) who can serve on the panel of judges for this competition. The school can also invite some other expert. The judges should evaluate the skits on a scale of 100 marks according to the following evaluation criteria:

- Creativity or Innovation in the group/anything new learnt from the skit = 40 points
- Clarity of the message/clear explanation of the topic and the content (effectiveness in delivering the message) = 20 points
- Active participation from all members of the group = 10 points
- Acting skills of the participants = 20 points
- Assigned time limit = 10 points

**Total
(100
points)**

10. All the judges will score the skits individually and then the scores will be tallied and averaged when all the skits are complete. The judges will select the two best skits and the group with the higher final score wins.
11. All the students who participate in the skit competition will be awarded with a certificate. In addition, the group which comes first will be given an award, which will be provided by HRIDAY to the school.

Learning outcomes

- This activity will give the students a chance to practice what they learnt during the programme, and in doing so, should provide them with an opportunity to acquire more effective knowledge about diabetes prevention through healthy lifestyle practices.
- Activity will sensitise and mobilise the entire school community about diabetes prevention and education.
- This competition will bring urgent attention to raise awareness and prevention of diabetes in India to draw public attention to this very important cause.





Evaluation Sheet

Intra-school Skit Competition

Theme: "Healthy Lifestyle Is A Key To Prevent Diabetes"

Name of the School: _____

Name of the Judge(s): _____

Date: _____

Evaluate each of the groups for the criteria below

| S.No. | Class & Section | Creativity or innovation in the group (40) | Clarity of message (20) | Active participation from all members of the group (10) | Acting skills (20) | Assigned time limit (10) | Total (100) |
|---------|-----------------|--|-------------------------|---|--------------------|--------------------------|-------------|
| Group 1 | | | | | | | |
| Group 2 | | | | | | | |
| Group 3 | | | | | | | |
| Group 4 | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Signature of the Judge(s): _____



Avoid junk food

Exercise regularly

Do not skip breakfast

Be Active

Exercise and Healthy Eating can keep Diabetes Away



FEEDBACK FORM



Activity No. 1: Healthy Living Crossword

School Details:

Name of the School: _____

Address of the school: _____

Phone: _____ Email: _____

Class & Section: _____ Total number of students participated in the activity: _____

1. Was the activity helpful to the students? Yes No

2. If yes, how (please tick on the choices given below)

- Helped the students to gain knowledge
- Helped them in altering their behaviour

3. Did the students participate in the activity enthusiastically? Yes No

4. Was the background information provided in the manual for this activity useful? Yes No

5. Things you liked about the activity

6. Things you disliked about the activity

7. Please rate this activity:
Excellent Good Average Poor

Name and signature of the Peer Leader





FEEDBACK FORM



Activity No. 2: Make Your School Healthy

School Details:

Name of the School: _____

Address of the school: _____

Phone: _____ Email: _____

Class & Section: _____ Total number of students participated in the activity: _____

1. Was the activity helpful to the students? Yes No

2. If yes, how (please tick on the choices given below)

- Helped the students to gain knowledge
- Helped them in altering their behaviour

3. Did the students participate in the activity enthusiastically? Yes No

4. Was the background information provided in the manual for this activity useful? Yes No

5. Things you liked about the activity

6. Things you disliked about the activity

7. Please rate this activity:

Excellent Good Average Poor

Name and signature of the Peer Leader





FEEDBACK FORM



Activity No. 3: My Healthy Home

School Details:

Name of the School: _____

Address of the school: _____

Phone: _____ Email: _____

Class & Section: _____ Total number of students participated in the activity: _____

1. Was the activity helpful to the students? Yes No

2. If yes, how (please tick on the choices given below)

- Helped the students to gain knowledge
- Helped them in altering their behaviour

3. Did the students participate in the activity enthusiastically? Yes No

4. Was the background information provided in the manual for this activity useful? Yes No

5. Things you liked about the activity

6. Things you disliked about the activity

7. Please rate this activity:

Excellent Good Average Poor

Name and signature of the Peer Leader





FEEDBACK FORM



Activity No. 4: Be Smart, Know the Art

School Details:

Name of the School: _____

Address of the school: _____

Phone: _____ Email: _____

Class & Section: _____ Total number of students participated in the activity: _____

1. Was the activity helpful to the students? Yes No

2. If yes, how (please tick on the choices given below)

- Helped the students to gain knowledge
- Helped them in altering their behaviour

3. Did the students participate in the activity enthusiastically? Yes No

4. Was the background information provided in the manual for this activity useful? Yes No

5. Things you liked about the activity

6. Things you disliked about the activity

7. Please rate this activity:

Excellent Good Average Poor

Name and signature of the Peer Leader



Avoid junk food

Exercise regularly

Do not skip breakfast

Be Active

Exercise and Healthy Eating can keep Diabetes Away



FEEDBACK FORM



Activity No. 5: Perform A Skit and Show You Are Fit

School Details:

Name of the School: _____

Address of the school _____

Phone: _____ Email: _____

Class & Section: _____ Total number of students participated in the activity: _____

1. Was the activity helpful to the students? Yes No
2. If yes, how (please tick on the choices given below)
 - Helped the students to gain knowledge
 - Helped them in altering their behaviour
3. Did the students participate in the activity enthusiastically? Yes No
4. Was the background information provided in the manual for this activity useful? Yes No
5. Things you liked about the activity

6. Things you disliked about the activity

7. Please rate this activity:
 Excellent Good Average Poor

Name and signature of the Peer Leader





eat healthily and be active

AROGYA
WORLD