PILOT STUDY ON REDUCING NCD RISK FACTORS THROUGH ADOLESCENTS IN FCT, NIGERIA



TEACHERS' GUIDE ON GENDER-FRIENDLY HEALTHY LIFESTYLE EDUCATION PROGRAM FOR ADOLESCENTS

March 2025

JICA

Women Friendly Initiative

....empowering women; enriching families

Session 1:
What are NCDs?

Definition of Non-Communicable Diseases (NCDs)

Non-communicable diseases are diseases that cannot be transmitted from person to person, but are typically caused by unhealthy behaviours



https://byjus.com/biology/non-communicable-diseases/

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Explanation: Definition of Non-Communicable Diseases (NCDs)

- **Facilitator:** Ask students to attempt what the term ‘non-communicable diseases’ mean. Let them also give examples of NCDs
- Then proceed to explain and correct any wrong answer given using the slide

Why should we care?

- Understanding non-communicable diseases (NCDs) in adolescents is important because the lifestyle habits you developed now affect your future.

- NCD risk factors include poor diet, physical inactivity, tobacco use and alcohol consumption which some people make their routine habits during adolescence.

- Introducing healthy lifestyle at early age can reduce the risk of developing NCDs later in life, impacting your overall health and wellbeing throughout adulthood!

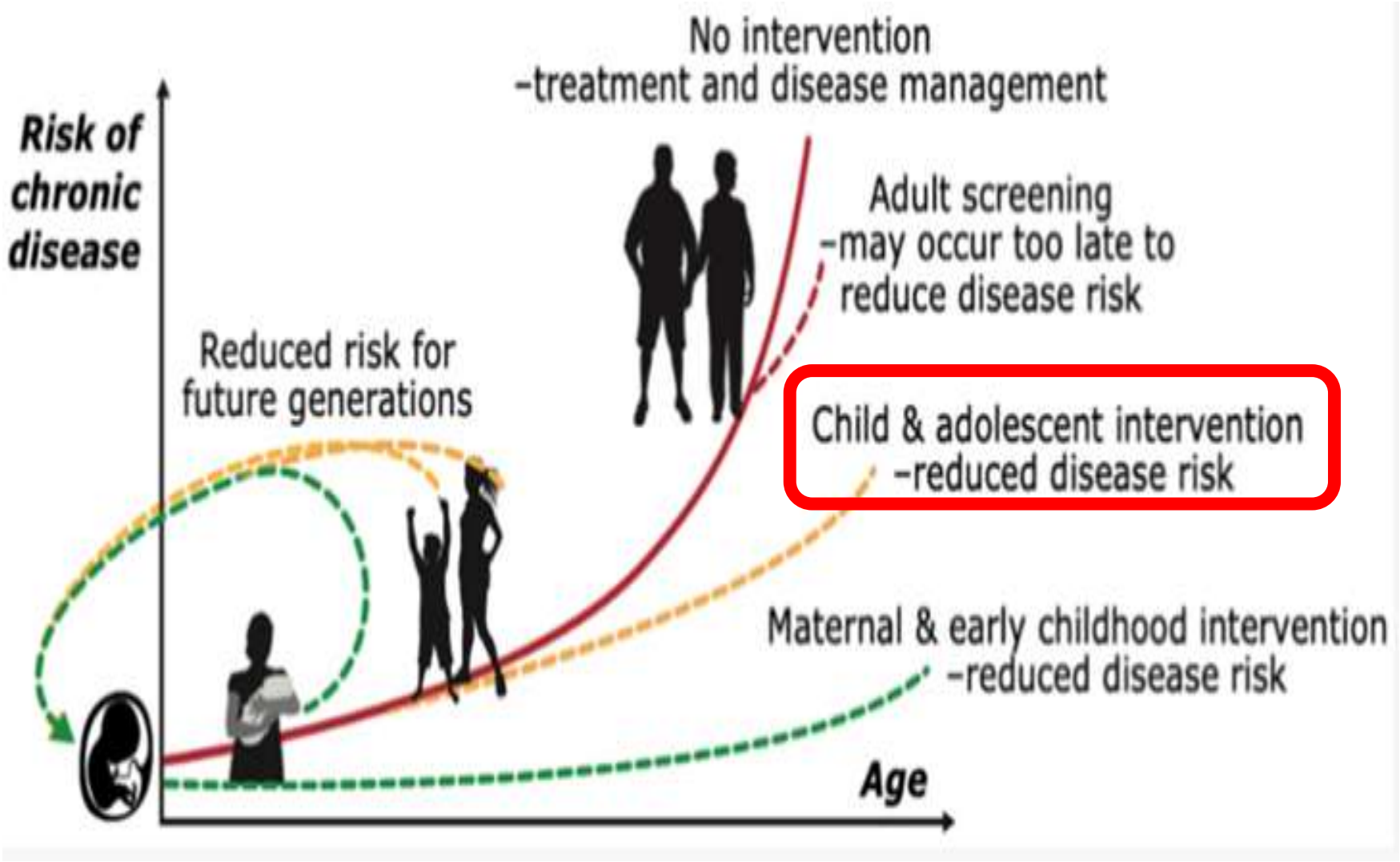
Explanation: Why should we care?



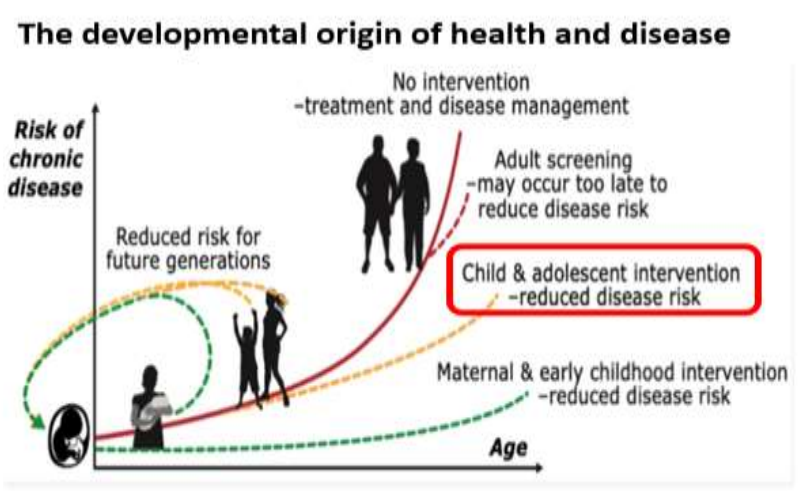
- **Facilitator:** Explain to students that the lifestyles they engage in as adolescents affect their health and well being in adulthood.

- Emphasis should be laid on the risk factors (inadequate dietary habits, physical inactivity, alcohol consumption, tobacco use

The developmental origin of health and disease



Reference: Tohi, M. et.al. The Developmental Origins of Health and Disease: Adolescence as a Critical Life course Period to Break the Transgenerational Cycle of NCDs. I International Journal of Environmental Research and Public Health. May 2022.



Explanation: The developmental origin of health and disease

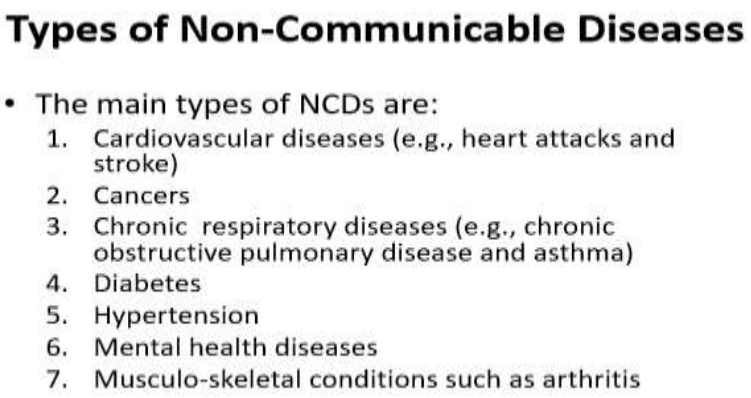
- **Facilitator:** Using the chart, explain to students the impact of health intervention at early stage of life in disease risk reduction

Session 2:
Types of Non-Communicable Diseases

Part A: Diabetes and Hypertension

Types of Non-Communicable Diseases

- The main types of NCDs are:
  1. Cardiovascular diseases (e.g., heart attacks and stroke)
  2. Cancers
  3. Chronic respiratory diseases (e.g., chronic obstructive pulmonary disease and asthma)
  4. Diabetes
  5. Hypertension
  6. Mental health diseases
  7. Musculo-skeletal conditions such as arthritis

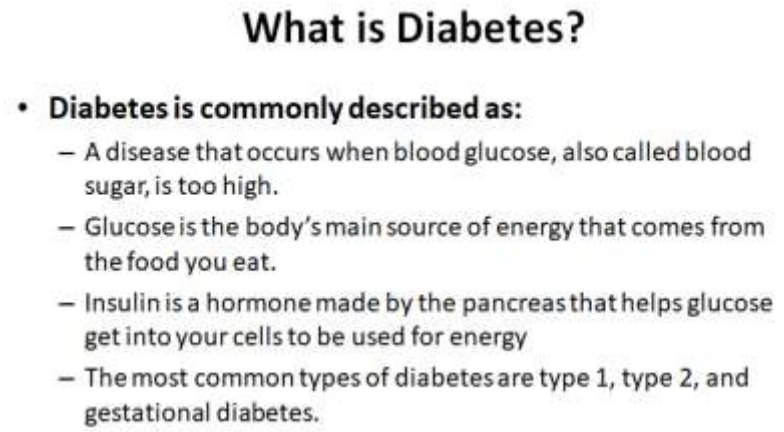


Explanation: Types of Non-Communicable Diseases

Facilitator: Re-emphasize that NCDs are diseases that cannot be transmitted from one person to another and then proceed to highlight the listed types

What is Diabetes?

- **Diabetes is commonly described as:**
  - A disease that occurs when blood glucose, also called blood sugar, is too high.
  - Glucose is the body's main source of energy that comes from the food you eat.
  - Insulin is a hormone made by the pancreas that helps glucose get into your cells to be used for energy
  - The most common types of diabetes are type 1, type 2, and gestational diabetes.



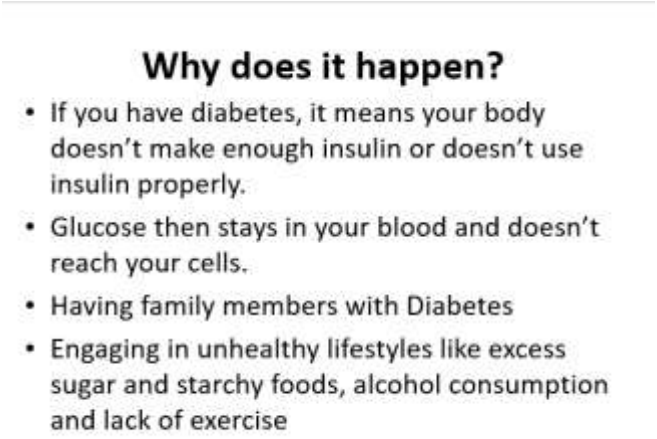
Explanation: What is Diabetes?

Facilitator: Ask the students what they understand about Diabetes

- High sugar level in the body
- Too much glucose (i.e. end product of carbohydrate) in the blood

Why does it happen?

- If you have diabetes, it means your body doesn’t make enough insulin or doesn’t use insulin properly.
- Glucose then stays in your blood and doesn’t reach your cells.
- Having family members with Diabetes
- Engaging in unhealthy lifestyles like excess sugar and starchy foods, alcohol consumption and lack of exercise

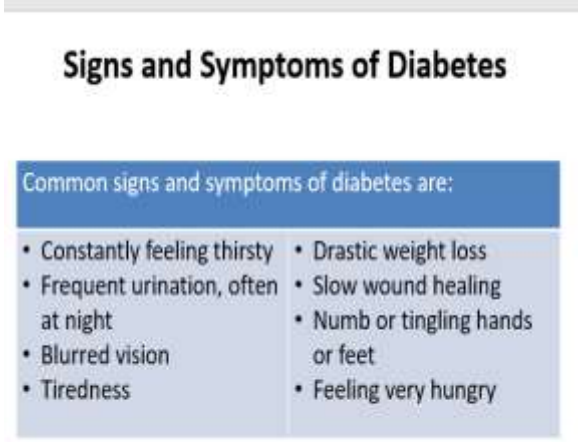


Explanation: Why does it happen?

- **Facilitator**: Using the slide, explain to the students why diabetes occur
- Lay emphasis on engaging in unhealthy lifestyles such as physical inactivity, excess sugary and starchy foods, alcohol consumption

Signs and Symptoms of Diabetes

Common signs and symptoms of diabetes are:	
• Constantly feeling thirsty • Frequent urination, often at night • Blurred vision • Tiredness	• Drastic weight loss • Slow wound healing • Numb or tingling hands or feet • Feeling very hungry



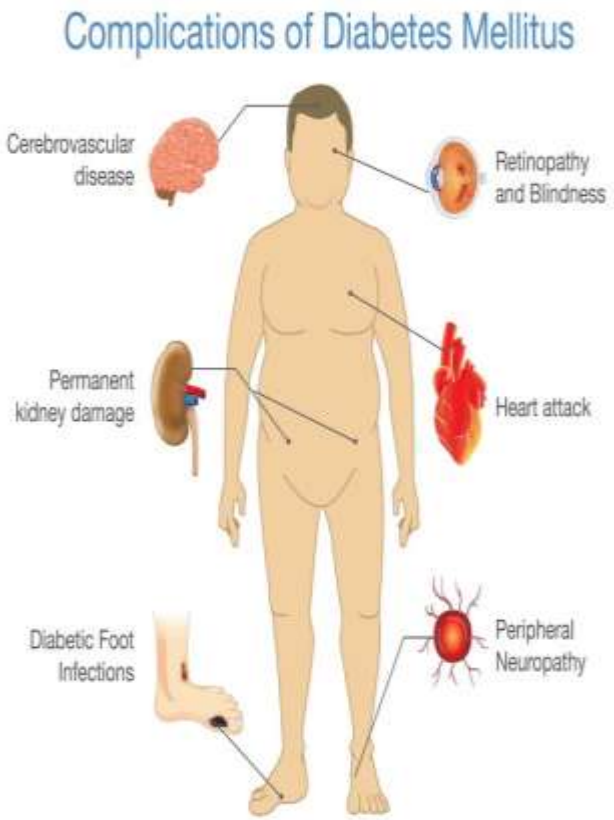
Explanation: Signs and Symptoms of Diabetes

- **Facilitator**: Ask the students to give examples of known signs and symptoms of diabetes

Complications of Diabetes

Too much sugar can damage the walls of tiny blood vessels in the heart, eyes, kidneys and nerves leading to:

- **Heart and blood vessel (cardiovascular) disease:** Diabetes majorly increases the risk of many heart problems such as heart attack and stroke.
- **Nerve damage**: This can cause tingling, numbness, burning or pain in feet and hands
- **Kidney damage**: This can result in kidney malfunction or failure
- **Eye damage**: Damage to the blood vessels of the eye can cause loss of vision
- **Foot damage.** Nerve damage in the feet or poor blood flow to the feet increases the risk of foot ulcer.
- **Skin and mouth conditions.** Diabetes may leave you more prone to skin problems, including bacterial and fungal infections.



https://www.myhealthexplained.com/diabetes-information/diabetes-articles/type-1-diabetes-complications

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Explanation: Complications of Diabetes

Facilitator: Explain to students the damages done to the body because of too much sugar in the blood

What is Hypertension?

- Hypertension (high blood pressure) is when the pressure in your blood vessels is too high (**140/90 mmHg or higher**) (WHO).

- Hypertension is a sign that the heart and the blood vessels are being overworked.

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- Hypertension is a sign that the heart and the blood vessels are being overworked.

Explanation: What is Hypertension?

Facilitator: Ask the students what they understand about hypertension

- High blood pressure
- Overworking the heart and the blood vessels

Why does it happen?

It can be caused by:

- eating too much salty or fatty food
- not exercising enough
- being overweight
- feeling stressed often
- having family members with the same condition.

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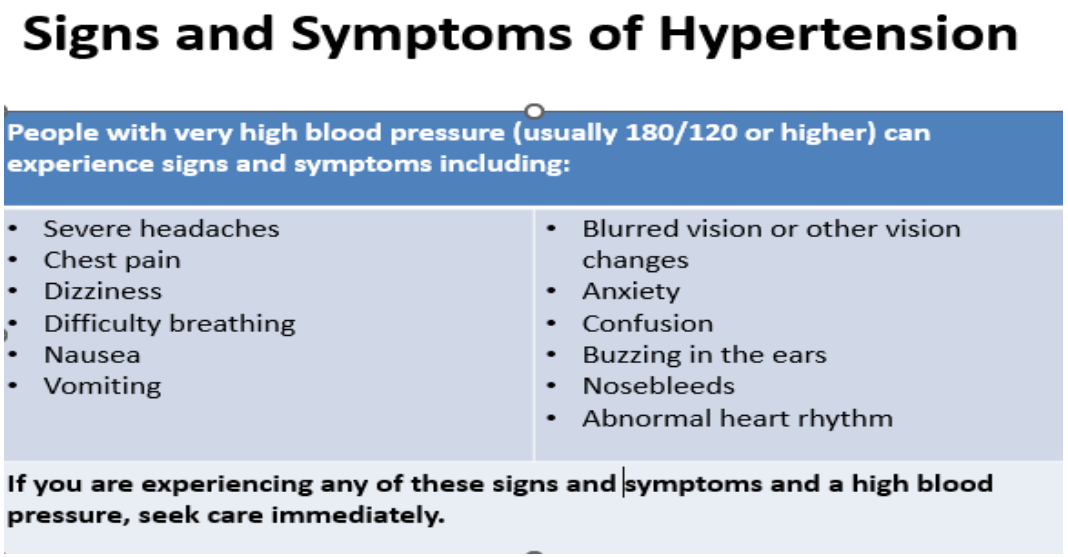
- **Facilitator**: Using the slide, explain to the students why hypertension occur
- Lay emphasis on engaging in unhealthy lifestyles such as eating too much salty and fatty foods, lack of exercise, overweight, stress and family history

Signs and Symptoms of Hypertension

People with very high blood pressure (usually 180/120 or higher) can experience signs and symptoms including:

- Severe headaches
- Chest pain
- Dizziness
- Difficulty breathing
- Nausea
- Vomiting
- Blurred vision or other vision changes
- Anxiety
- Confusion
- Buzzing in the ears
- Nosebleeds
- Abnormal heart rhythm

If you are experiencing any of these signs and symptoms and a high blood pressure, seek care immediately.

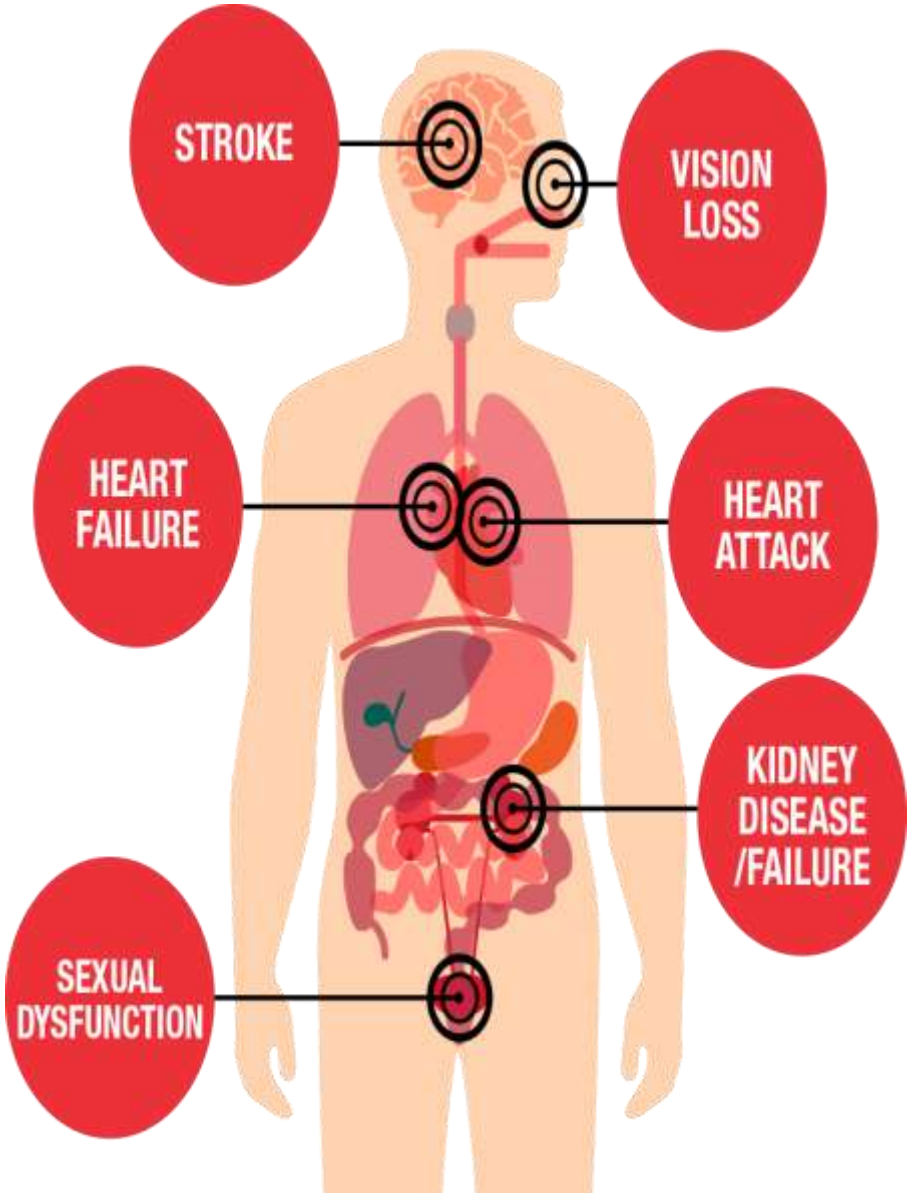


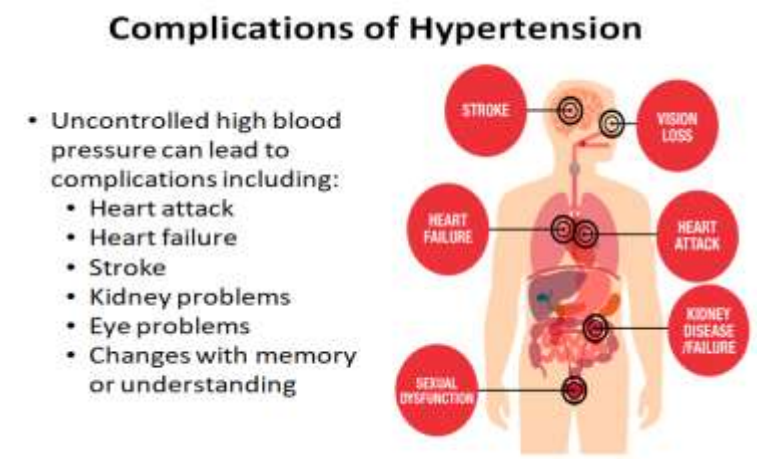
Explanation: Signs and Symptoms of Hypertension

- **Facilitator**: Ask the students to give examples of known signs and symptoms of hypertension

Complications of Hypertension

- Uncontrolled high blood pressure can lead to complications including:
  - Heart attack
  - Heart failure
  - Stroke
  - Kidney problems
  - Eye problems
  - Changes with memory or understanding





Explanation: Complications of Hypertension

Facilitator: Explain to students the damages done to the body due to high blood pressure

Session 2:
Types of Non-Communicable Disease

Part B: Mental Disorders

Let’s talk about Mental Health

- Mental health is “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”.
- It is how we think, feel, and act everyday.
- It helps you handle stress, make decision and enjoy life.





Explanation: Let's talk about Mental Health

Facilitator: Ask students about their understanding of mental health

Common signs something might be wrong

If you feel the following signs, you may be experiencing mental disorders……

- Worrying constantly
- Difficulty focusing/concentrating
- Continually unhappy (sad)
- Quick tempered (easy loss of temper)
- Trouble sleeping (insomnia)
- Extreme mood changes (fluctuations in mood)
- Withdrawal from friends and family
- Easily irritated
- Getting very angry quickly (angry outbursts)
- Feeling nervous or scared all the time (anxiety)
- Not trusting others easily (suspicion of people)
- Using drugs or alcohol to feel better
- Doing dangerous things on purpose (risk-taking behavior)
- Not enjoying things you used to like



Explanation: Common signs something might be wrong

Facilitator: Ask students to mention any sign of mental disorder they have seen before

Why does it happen?

Mental health problems can happen for many different reasons. Sometimes it's one thing, and sometimes it's a mix of things:

- Stress from school, family, or friends (e.g., too much pressure)
- Going through something sad or scary (e.g., losing someone you love, or experiencing bullying)
- Family history (e.g., if someone in your family has had mental health struggles, it might affect you too)
- Keeping feelings inside too long (e.g., not talking about your emotions can make them build up)
- Not getting enough sleep, exercise, or healthy food (your brain needs rest and energy)

It is always OK for you to ask for help! You're not alone.



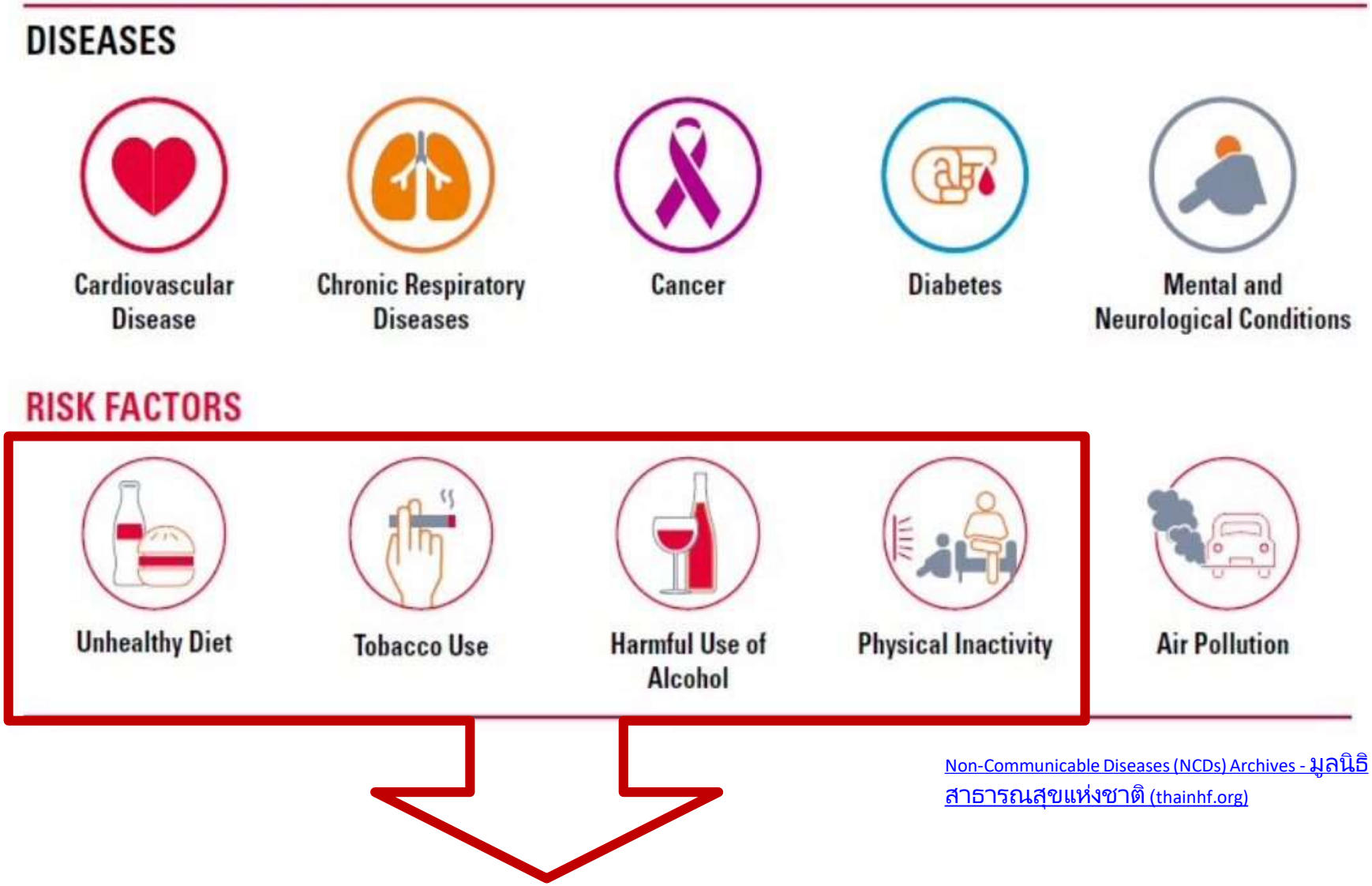
Explanation: Why does it happen?

- **Facilitator**: Using the slide, explain to the students why mental disorders occur
- Lay emphasis on the danger of engaging in unhealthy lifestyles such as substance use

- **Explain to students that 'It is always OK for you to ask for help! You're not alone'.**

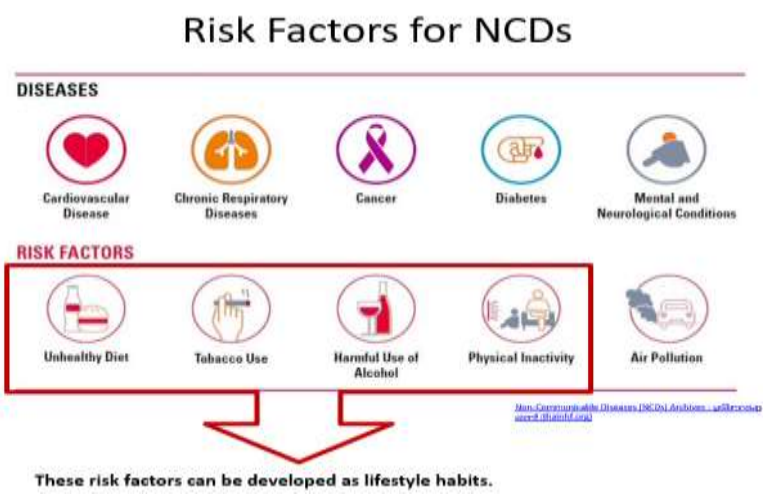
Session 3:
Why Lifestyle Habits Matter

Risk Factors for NCDs



Non-Communicable Diseases (NCDs) Archives - มูลนิธิสาธารณสุขแห่งชาติ (thainhf.org)

These risk factors can be developed as lifestyle habits.



Explanation: Risk Factors for NCDs

Facilitator: Ask students to mention the risk factors of NCDs

Emphasize on unhealthy diets, tobacco use, alcohol consumption and physical inactivity

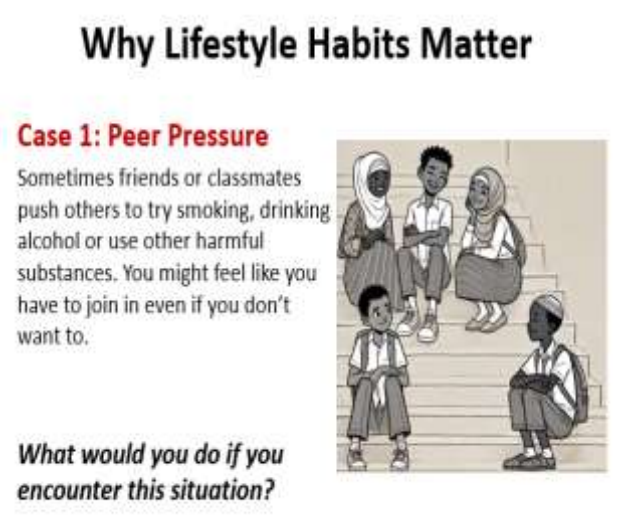
Why Lifestyle Habits Matter

Case 1: Peer Pressure

Sometimes friends or classmates push others to try smoking, drinking alcohol or use other harmful substances. You might feel like you have to join in even if you don't want to.



What would you do if you encounter this situation?



Explanation: Why lifestyle habits matter- Case 1

Facilitator: Ask students to share their experience on peer pressure and what happened afterwards

- Emphasize on the need to say NO to negative peer influence

Why Lifestyle Habits Matter

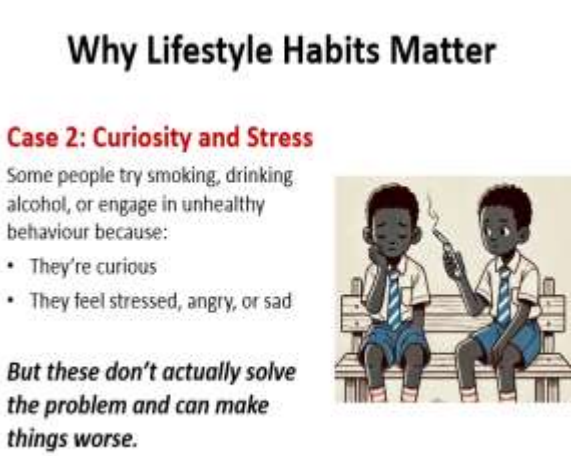
Case 2: Curiosity and Stress

Some people try smoking, drinking alcohol, or engage in unhealthy behaviour because:

- They’re curious
- They feel stressed, angry, or sad

But these don’t actually solve the problem and can make things worse.





Explanation: Why lifestyle habits matter – Case 2

Facilitator: Ask students to share their experience on something they have done out of curiosity and what happened afterwards

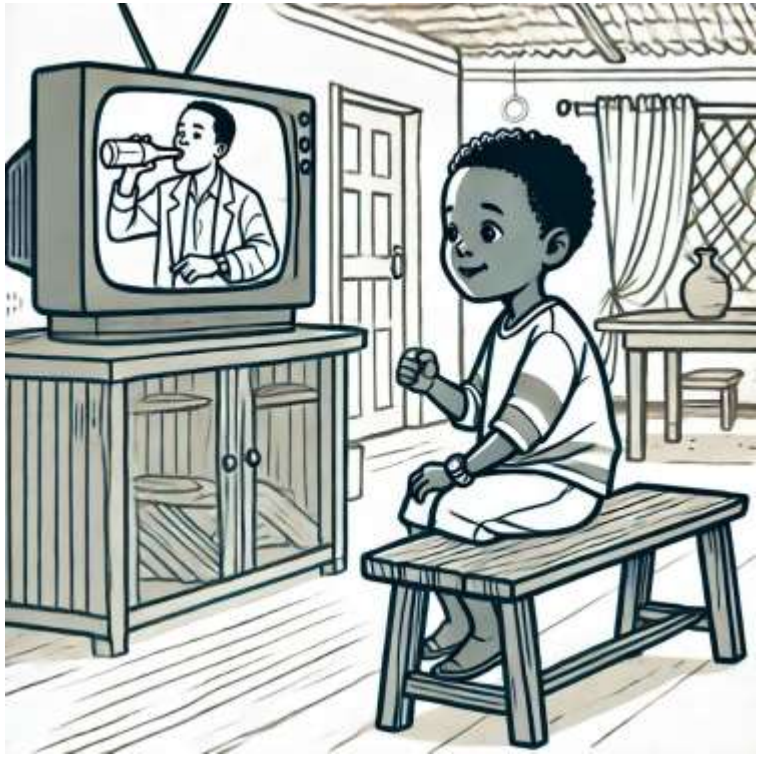
•Emphasize on the need to seek help when stressed

Why Lifestyle Habits Matter

Case 3: Family and Media Influence

If someone sees smoking or drinking alcohol a lot at home or in movies, it can seem normal. But not everything we see is healthy or true.

You have a right to choose what's good for you.



Why Lifestyle Habits Matter

Case 3: Family and Media Influence

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You have a right to choose what's good for you.



Explanation: Why lifestyle habits matter- Case 3

Facilitator: Ask students to share their experience on some habits they have tried or are willing to try through their family or media influence

- Emphasize on the need to make right choices

Substances commonly abused by adolescents

- **Cigarettes**: The traditional and most common form of smoking among adolescents

- **Pain killers:** Example of painkillers include wrapped paracetamol in powdered form

- **Narcotic substances:** Many adolescents smoke marijuana (also known as weed or cannabis, igbo), which can also be mixed with tobacco. Other narcotics include cocaine, heroine, tramadol, codeine containing cough syrups.

- Others include loud, shisha, arizona, colos, dry gin, rosi etc.



Explanation: Substances commonly abused by adolescents

Facilitator: Ask students to mention the types of substances abused in the community or the ones they have abused before

Discussion

Why do you think some students start smoking or drinking alcohol, even if they know it's bad?

How can we advice them to keep healthy habits?

Session 4:
Risk factors for NCDs

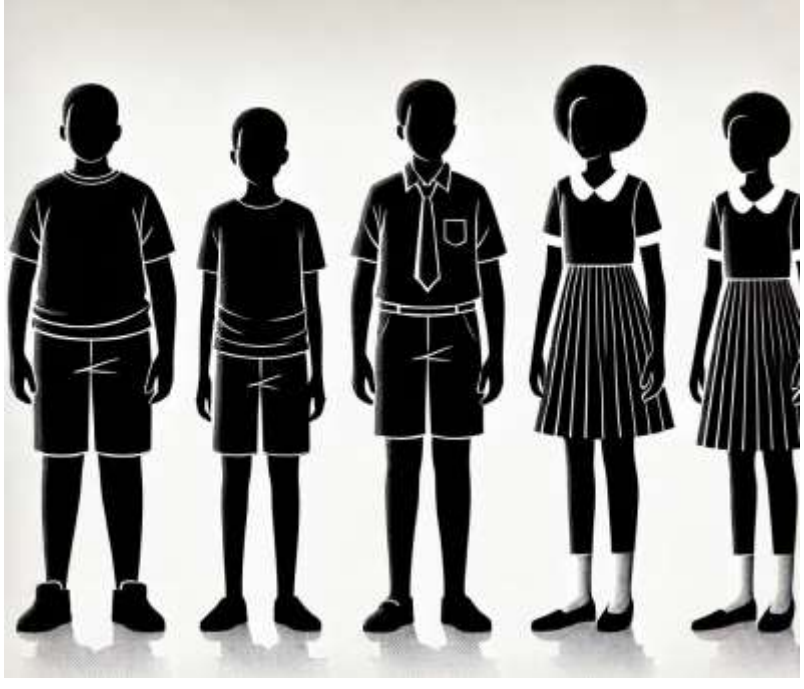
Malnutrition

What is “Malnutrition”?

Malnutrition means the body does not get the right amount of nutrients.

This includes:

- **Underweight** – not eating enough, lacking nutrients
- **Overweight/Obesity** – eating too much food which may have negative effects on body

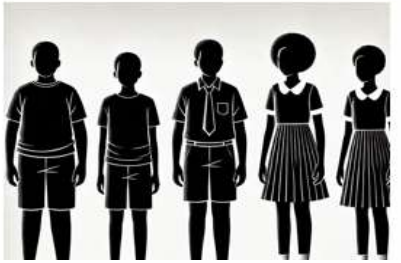


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Explanation: What is Malnutrition?

Facilitator: Ask students to share what the meaning of malnutrition is.

- Enlighten them that 'underweight' occur when the body does not get enough nutrients
- Overweight is the ingestion of too much food causing excessive fat deposit in the body

Importance of Nutrition

Nutritional status plays a critical role in maintaining a healthy lifestyle by supporting physiological and metabolic functions, which in turn modulate the risk of NCDs such as diabetes, cardiovascular diseases, and certain cancers.

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Explanation: Importance of Nutrition

Facilitator: Ask students to mention the importance of eating adequate diets

What causes malnutrition?

Underweight	Overweight/Obesity
Poor dietary habits or eating disorders	- Unhealthy dietary patterns
Medical conditions that affect appetite and nutrient needs	Sedentary lifestyle/Less physical activity
Excessive physical activity	Genetic factors
Stress, depression, which can lead to reduced food intake	Stress and eating disorders

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Explanation: What causes Malnutrition?

Facilitator: Ask students to mention the causes of underweight and overweight/obesity

Risk of Malnutrition

Underweight	Overweight/Obesity
Delayed puberty Increased risk of infections	Increased risk of chronic diseases (diabetes, hypertension, heart disease)
Impaired cognitive function	Sleep apnea, obesity related asthma
Weakened immune system	Social and emotional effects (low self-esteem)
Potential long-term health complications	Potential for obesity to persist into adulthood
	Mental disorder/illness
	Infertility

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	Infertility

Explanation: Risk of Malnutrition?

Facilitator: Ask students to mention the risks/health complications of underweight and overweight/obesity

How can we know our nutritional status?

- Underweight/obesity are usually determined by the measurement of the Body Mass Index (BMI)

- BMI = $\frac{\text{Weight in kilograms}}{\text{Height}^2 \text{ in meters}}$

How to calculate BMI

Steps:

1. **Measure your weight**: Use a weighing scale to measure your weight in kilograms (kg).
2. **Measure your height**: Use a measuring tape or stadiometer to determine your height in meters (m).
3. **Square your height**: Multiply your height by itself (e.g., if height = 1.70 m, then $1.70 \times 1.70 = 2.89$)
4. **Divide your weight by your squared height**: For example, if you weigh70 kg and are 1.70 m tall:

- $\text{BMI} = \frac{70}{2.89} = 24.22$

BMI (kg/m²)	Classification
<18.5	**Underweight**
18.5 – 24.9	Normal weight
25.0 – 29.9	Overweight
30.0 – 34.9	**Class I obesity**
35.0 – 39.9	**Class II obesity**
> 40.0	**Class III obesity**

BMI CHART TABLE

1	BMI Chart Table																										fppt.com
2	Created by FPPT.com																										
3	Weight	lbs	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220
4		kgs	45.4	47.6	49.9	52.2	54.4	56.7	59.0	61.2	63.5	65.8	68.0	70.3	72.6	74.8	77.1	79.4	81.6	83.9	86.2	88.5	90.7	93.0	95.3	97.5	99.8
5	Height	in/cmts		Underweight					Healthy					Overweight											Extremely Obese		
6	60	152.4	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	41	42
7	61	154.9	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	34	35	36	37	38	39	40	41
8	62	157.5	18	19	20	21	21	22	23	24	25	26	27	28	29	30	31	32	32	33	34	35	36	37	38	39	40
9	63	160.0	17	18	19	20	21	22	23	23	24	25	26	27	28	29	30	30	31	32	33	34	35	36	37	38	38
10	64	162.6	17	18	18	19	20	21	22	23	24	24	25	26	27	28	29	30	30	31	32	33	34	35	36	36	37
11	65	165.1	16	17	18	19	19	20	21	22	23	24	24	25	26	27	28	29	29	30	31	32	33	34	34	35	36
12	66	167.6	16	16	17	18	19	20	20	21	22	23	24	25	25	26	27	28	29	29	30	31	32	33	33	34	35
13	67	170.2	15	16	17	18	18	19	20	21	21	22	23	24	25	25	26	27	28	28	29	30	31	32	32	33	34
14	68	172.7	15	15	16	17	18	19	19	20	21	22	22	23	24	25	25	26	27	28	28	29	30	31	31	32	33
15	69	175.3	14	15	16	16	17	18	19	19	20	21	22	22	23	24	25	25	26	27	28	28	29	30	31	31	32
16	70	177.8	14	15	15	16	17	17	18	19	20	20	21	22	22	23	24	25	25	26	27	27	28	29	30	30	31
17	71	180.3	13	14	15	16	16	17	18	18	19	20	20	21	22	23	23	24	25	25	26	27	27	28	29	29	30
18	72	182.9	13	14	14	15	16	16	17	18	18	19	20	21	21	22	23	23	24	25	25	26	27	27	28	29	29
19	73	185.4	13	13	14	15	15	16	17	17	18	19	19	20	21	21	22	23	23	24	25	25	26	27	27	28	29
20	74	188.0	12	13	14	14	15	16	16	17	17	18	19	19	20	21	21	22	23	23	24	25	25	26	26	27	28
21	75	190.5	12	13	13	14	14	15	16	16	17	18	18	19	19	20	21	21	22	23	23	24	24	25	26	26	27
22	76	193.0	12	12	13	13	14	15	15	16	17	17	18	18	19	20	20	21	21	22	23	23	24	24	25	26	26

Session 5:
Prevention of NCDs through Healthy Eating



Adapted from JICA-CADNIP education materials for school

Healthy and Happy life



Do you like to live a healthy, comfortable and enjoyable life with your family?

If your answer is “YES”, then, it is very important to eat balanced meals everyday and ensure proper absorption and digestion without harming your stomach and intestines.

Today we will learn about healthy diets together!



Explanation:
Healthy and Happy life



Facilitator: Ask the audience "**Do you like to live a healthy, comfortable and enjoyable life with your family?"** Let the audience answer, and then, explain the below.

- It is very important to eat balanced meals everyday and ensure proper absorption and digestion without harming your stomach and intestines.

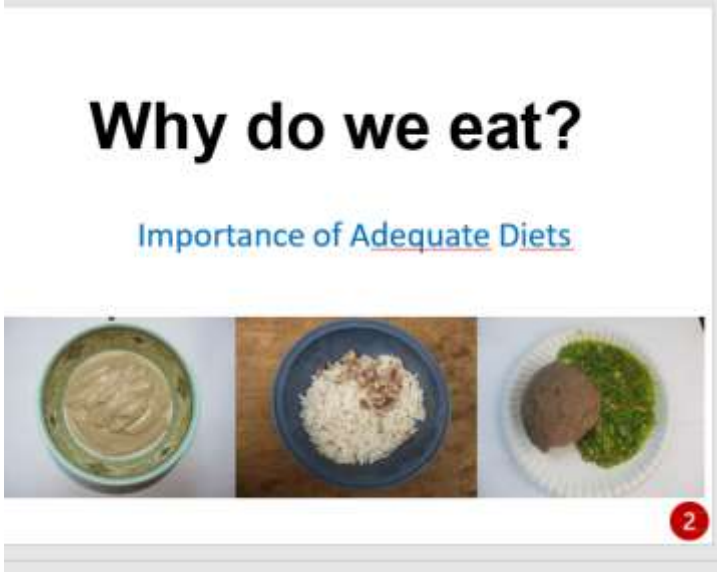
  Today we will learn about healthy diets together!

Why do we eat?

Importance of Adequate Diets



Explanation: **Why do we eat?**



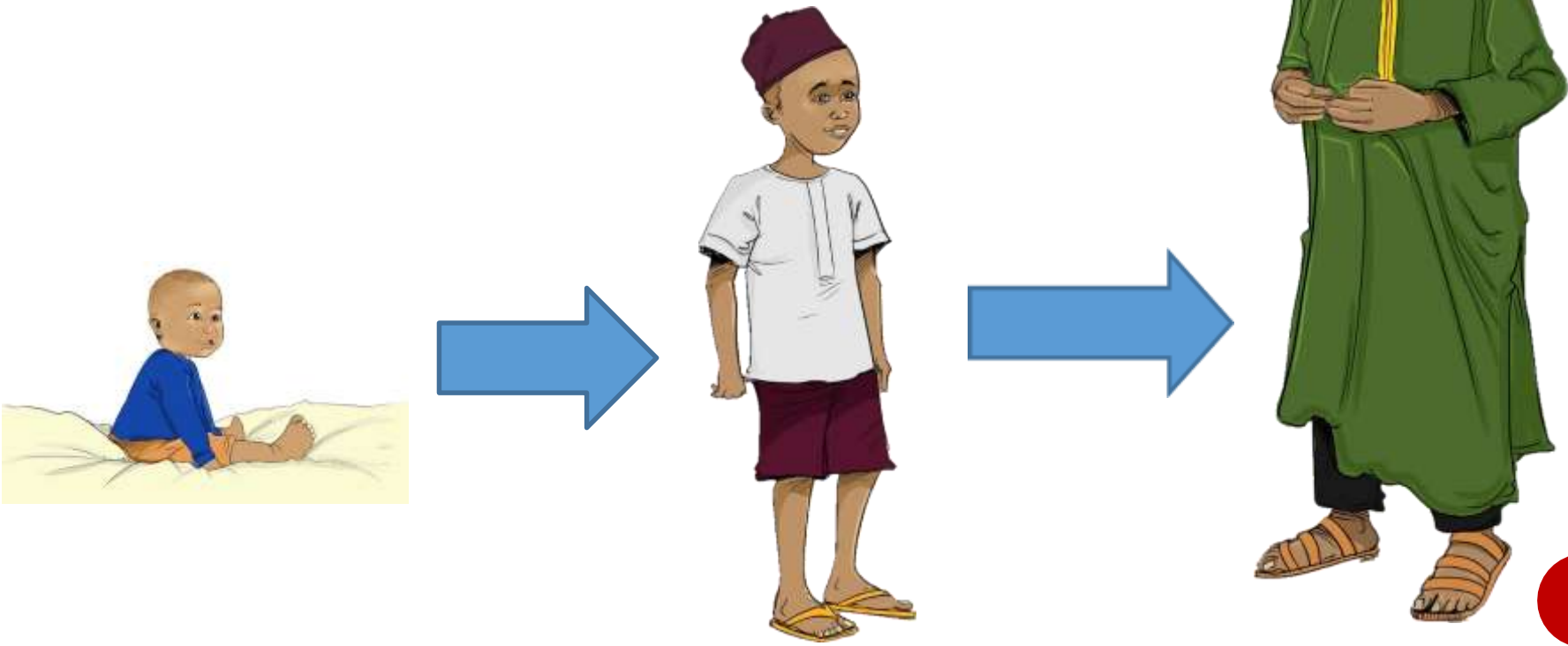
Facilitator: Ask the audience **"Why do we eat?"**
Collect many responses and move to the next slides for explanation.

(Facilitation Tips)

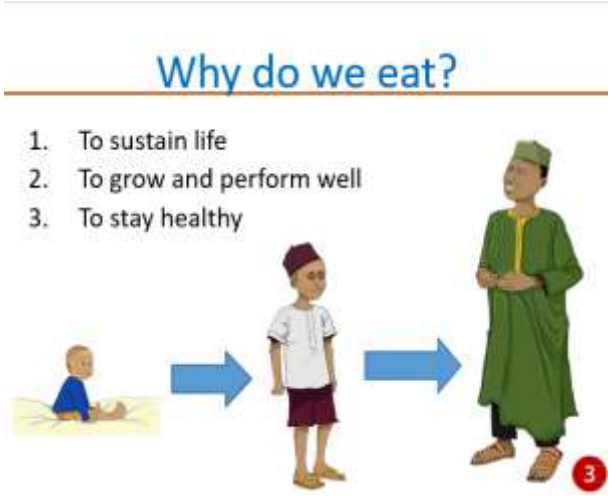
- ✓ Please wait for answers and ask their ideas as much as possible.
- ✓ Pick up their voice, repeat their answers, and confirm.
- ✓ After all ideas are out, summarize important points. Then, move to the next slide.

Why do we eat?

1. To sustain life
2. To grow and perform well
3. To stay healthy



Explanation:
Healthy and Happy life

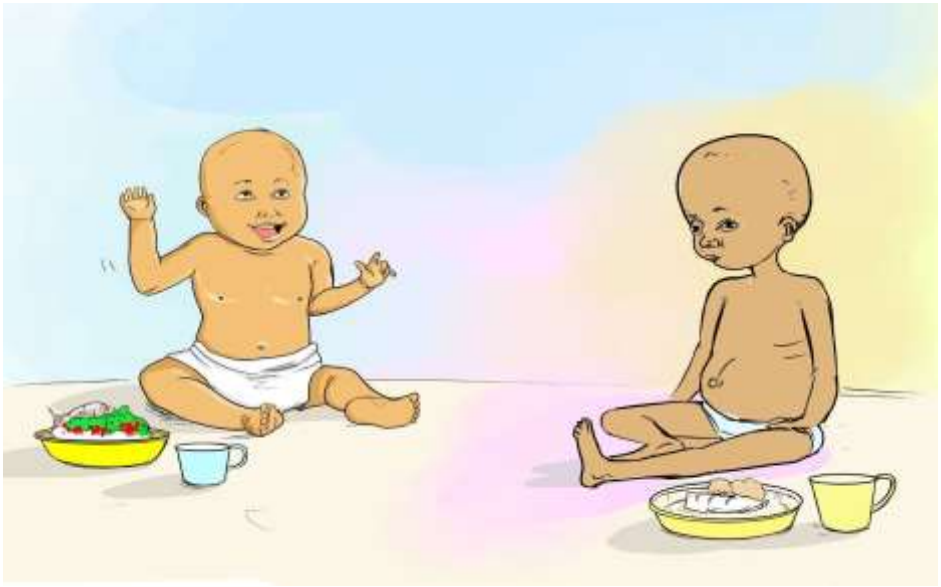


Facilitator: Ask the audience to look at the illustration and explain the following points. Please reflect some responses by the audience as you explain. Inform them that each detail will be discussed in the following slides.

1. Eating is important to sustain life.
2. Eating is important to grow and perform well.
3. Eating is important to stay healthy.

Why do we eat?

1. Sustaining our life













Explanation:

Why do we eat?

1. Sustaining our life



Facilitator: Ask the audience **"What can you see in the picture?"** then **explain the following points;**

1. Food is like fuel for our bodies. It gives us the energy we need to do things. Without food or water, we can only survive a few weeks.
2. Eating and digesting food properly is important for growing strong and healthy.
3. If people don't eat properly, they can get sick or hurt more easily and take a longer time to recover.
4. Mothers play a special role in helping babies grow. When a mother eats healthy food, she can make nutritious milk for her baby. That milk helps the baby grow strong and healthy.
5. Eating healthy food is important for everyone.

Why do we eat?:
2. Growing and Performing well

- **Studying and concentrate well**
- **Playing well**
- **Working well**









Explanation: **Why do we eat?: Growing and Performing well**



Facilitator: Explain to the audience another importance of eating, **"Growing and performing well" <u>with the examples</u> of the following points.**

1. Benefits in studying (E.g., improves concentration)
2. Physical performance (E.g., playing)
3. Work: Even your parents will have a difficulty at work if they do not eat well

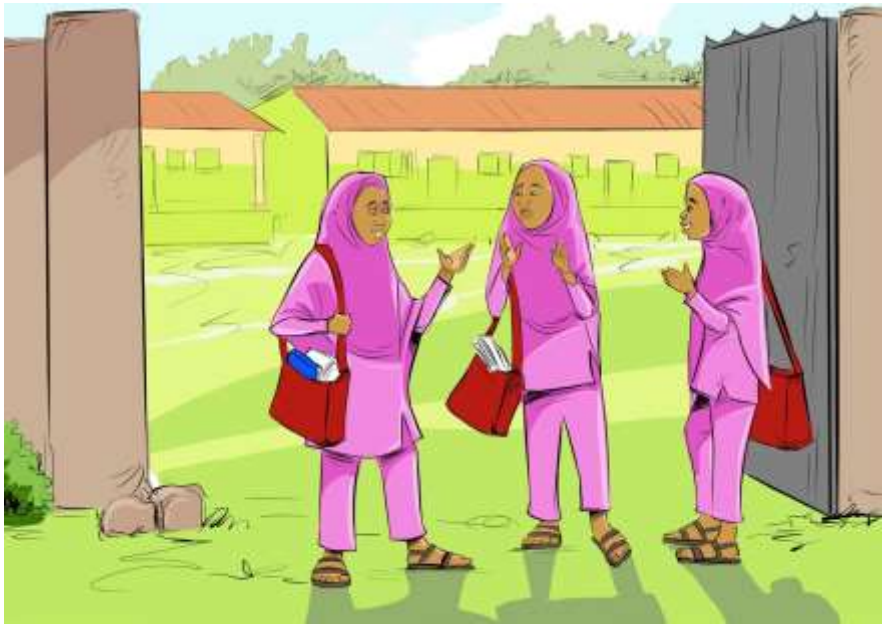
Eating breakfast is particularly important for staying focused during school.

Why do we eat?

3. Staying healthy







Well-balanced diet strengthen your immune system!



Explanation:

Why do we eat?: Staying Healthy



Facilitator: Ask the audience to look at the picture, and explain to the the audience another importance of eating, **"Staying Healthy." Please explain the followings with key message about "strong immune system"**

1. Healthy eating habits make people happy, friendly, and strong.
2. Sometimes, people, especially girls, feel dizzy (called "anaemia") because of lack of iron in their bodies. Iron is a nutrient found in foods like green leafy vegetables.
3. Having strong immune system helps you stay healthy: explain below

   Every human has a built-in defense system called the immune system, which acts like a bodyguard against diseases. This system fights off harmful germs that enter our bodies from the outside world. If our immune system is weak, it has a harder time battling these germs, making us more susceptible to severe infectious diseases. Therefore, maintaining a strong immune system is crucial for our health.
4. Eating nutritious foods and balanced diets make your **immune system strong.**

Importance of balanced diet

What do you and your family eat every day?









Explanation:
Types of food groups



Facilitator: Ask the audience **"What do you and your family eat every day**?", or **"what they ate yesterday?"** (refer to the sample questions below). Then, tell them, **"Eating different kinds of foods in a balanced way is beneficial for health."**

Sample questions:

What do you and your family eat every day?

Have you ever been conscious of it? /Are you eating a lot of rice and Tuwon dawa? /Do you and your family eat vegetables and animal source protein like fish or meat etc?/ Are you and your family eating something similar every meal?

Facilitator:
"Let's discuss what a well-balanced diet consists of! "
(Please move to next slides)

Types of food groups

Energy giving foods

Give you energy



Body building foods

Make your body grow

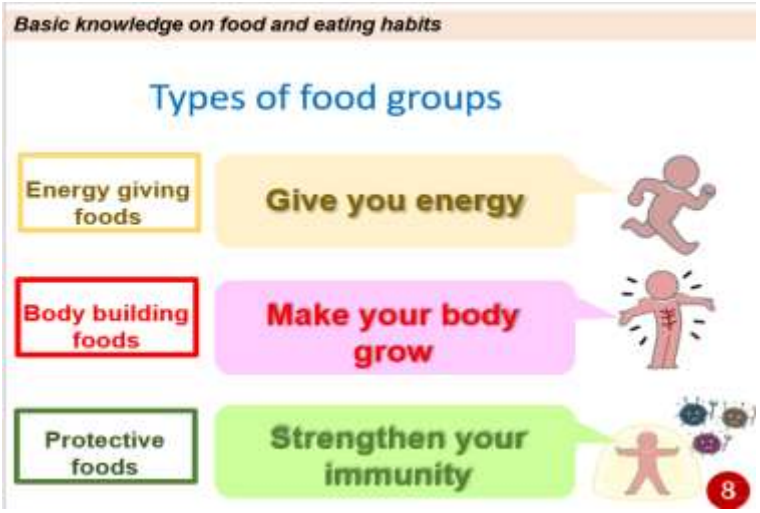


Protective foods

Strengthen your immunity



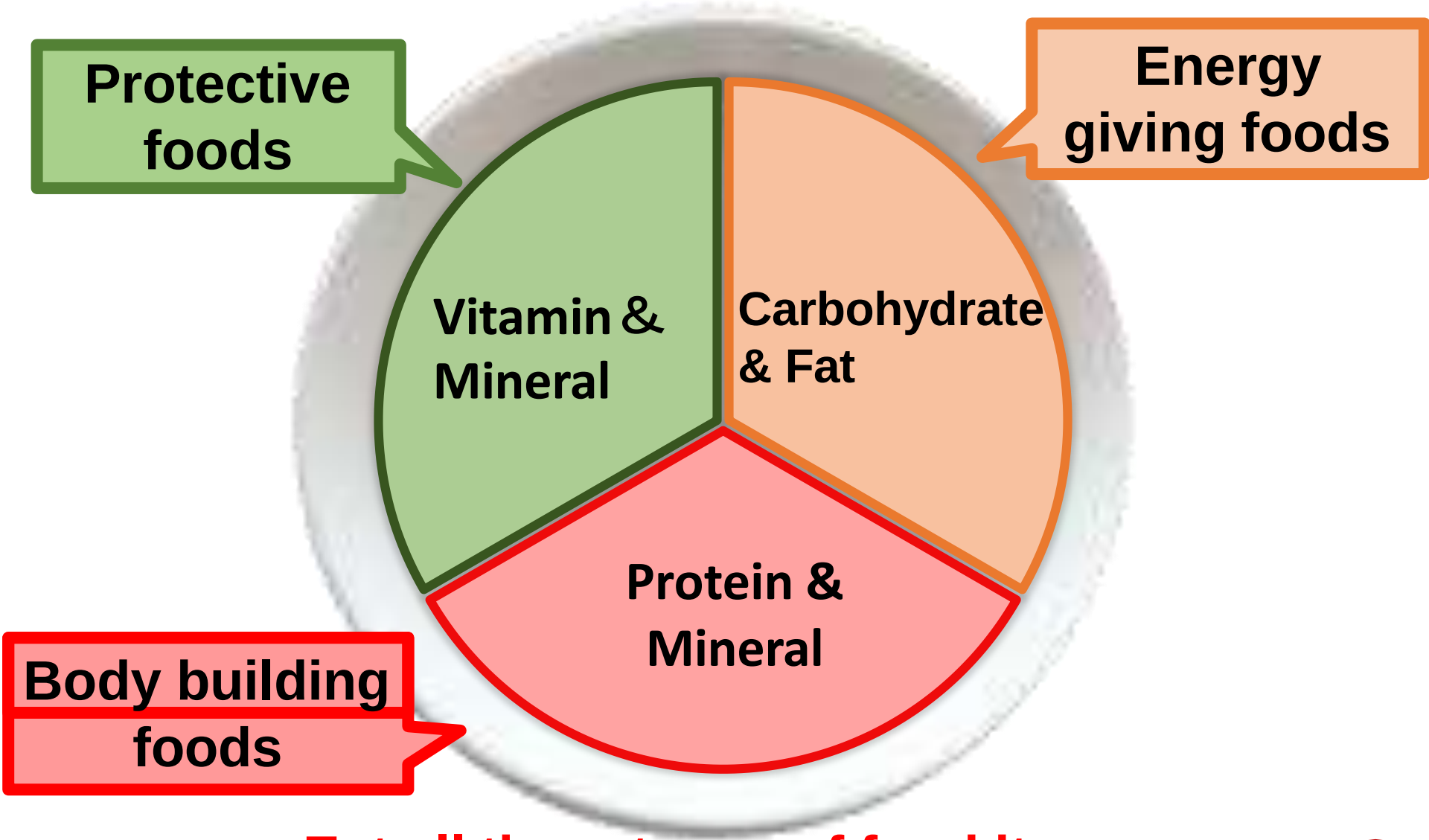
Explanation: Types of food groups



Facilitator: Ask the audience to look at the picture and **explain "three types of food groups" with the following key messages.**

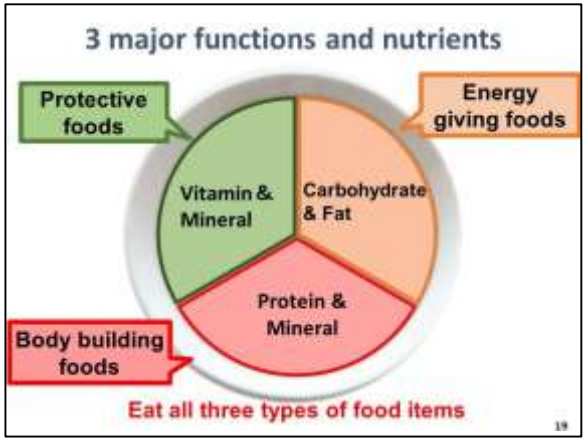
1. Foods can be divided into three categories based on their function: Energy-giving, Body-building, and Protective.
2. Energy-giving foods: These provide the energy you need to move, study, and play.
3. Body-building foods: These help your body grow and develop your bones, muscles, and blood.
4. Protective foods: These strengthen your immune system, which helps protect you from getting sick.

3 major functions and nutrients



Eat all three types of food items

Explanation:
3 major functions and nutrients



Facilitator: Ask the audience to look at the picture and tell them "imagine a plate which is divided into three parts by food group". **Explain that nutrients belong to each type of foods.** Please address the following points;

1. A "**nutrien**t" is like a tiny helper that the human body needs to grow, stay healthy, and work properly. It's found in our food and is very important for us, just like how a car needs fuel to run.
2. "**Energy-giving foods**" contain nutrients called "*carbohydrates*" and "*fats*."
3. "**Body-building foods**" contain nutrients usually referred to as "*proteins*" and "*minerals.*" These substances become part of our blood, muscles, and bones.
4. "**Protective foods**" contain nutrients called "*vitamins*" and "*minerals.*" These help condition our body and boost our immunity.
5. *Eating all three types of foods in balance* is important because of these different functions.

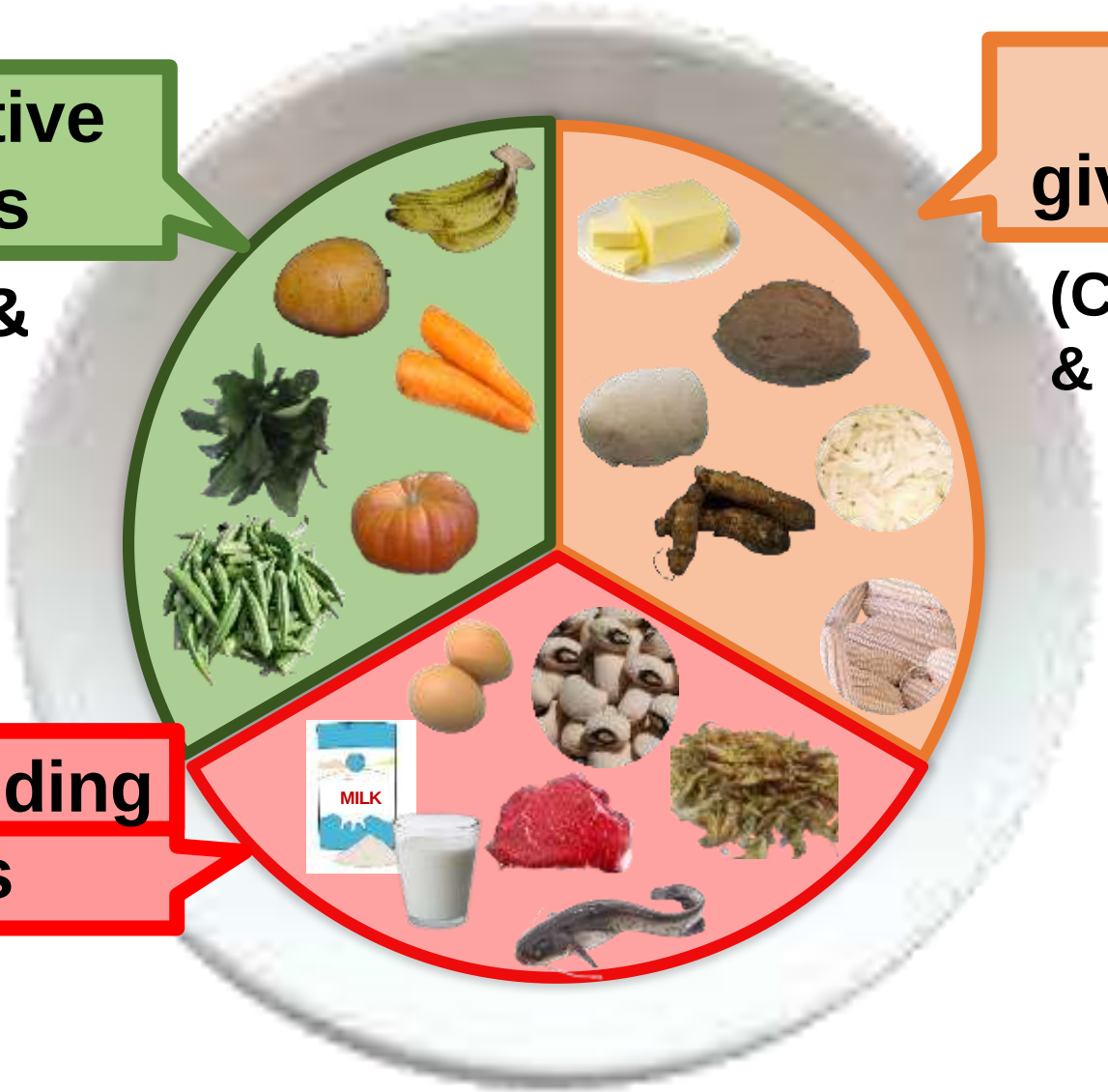
3 major food groups in your plate

Protective foods

(Vitamin & Mineral)

Energy giving foods

(Carbohydrate & Fat)



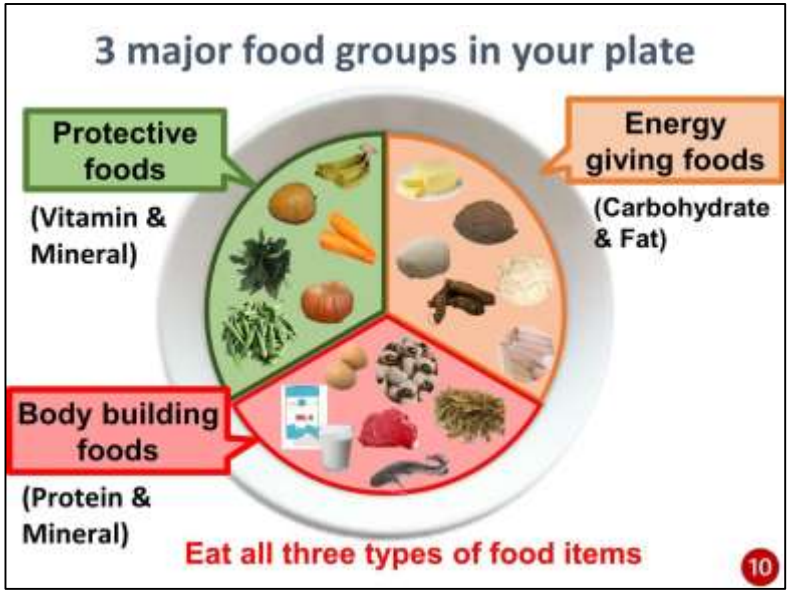
Body building foods

(Protein & Mineral)

Eat all three types of food items

Explanation:

3 major food groups in your plate



Facilitator: Ask the audience "**what they can see on the plates**" in the picture. Explain "**how our foods are categorized by the function.**" Ask, "**Do you eat more of one category of food every day?**"

Key message:

Eating all three types of foods in balance is important.

Carbohydrate & Fat

Energy giving foods(give you energy)

Cereals

Maize, Rice, Millet, Wheat, Sorghum



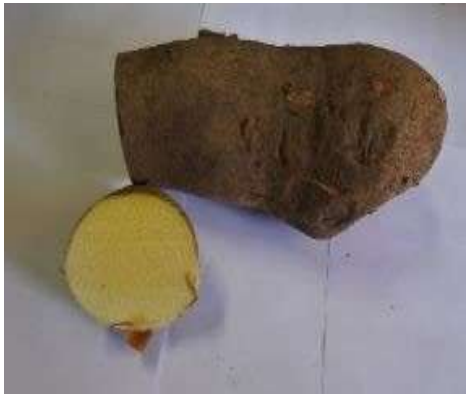






Roots and tuber

Yam, Cassava, Potatoes

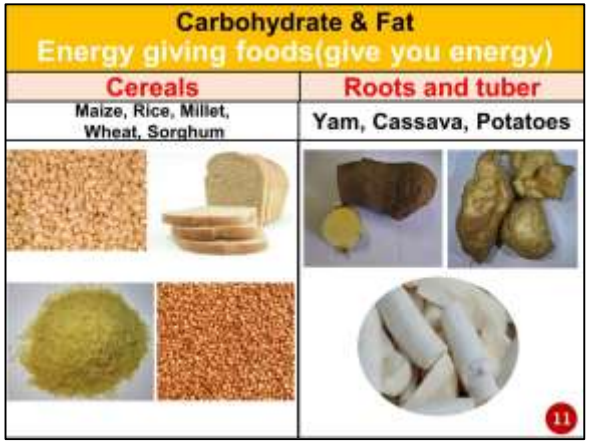






Explanation:

Carbohydrate & Fat- Energy giving foods (give you energy)



Facilitator: Inform the audience that "We will take a closer look at the foods in each food group.", then ask them "Which category do 'Carbohydrate' and 'Fat' belong to?". Give them the following hints;

- ✓Carbohydrates and Fat give you energy.
- ✓Staple foods are the main source of carbohydrate.

Facilitator: After gathering good number of responses from the audience, **provide them with examples of energy giving foods as below;**

Cereal such as corn or maize, rice, wheat, sorghum (guinea corn), and millet. Foods from the above include bread, noodles, spaghetti, macaroni, couscous, porridge, or other grain. White roots and tubers includes: white potatoes, white yam, white cassava or other foods made from roots and

Protein & Mineral

Body-building foods(help your body grow)

Plant Protein

Peas, Beans and Lentils	Sesame, Ground nuts, melon seeds





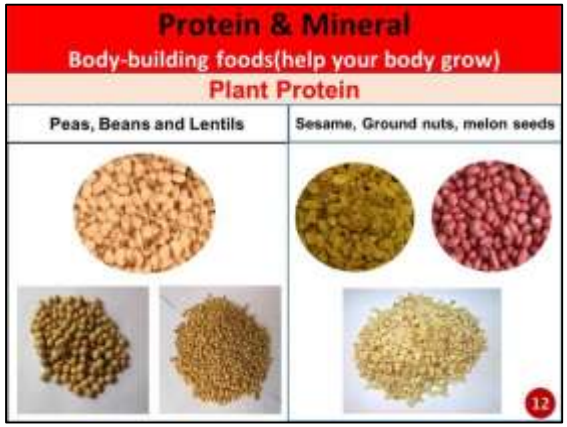








Explanation:
Protein & Mineral Body-building foods



Facilitator: Ask the audience **"Which foods around you belong to the 'Protein' and 'Mineral' categories?"** Ask their opinions, and then explain the following points;

1. "Proteins are categorized into two sources: plant-based and animal-based.
2. Plant-based proteins are further classified into two types: "Beans and Peas" and "Seeds and nuts".
3. Under the "Beans and Peas" category, we have cowpeas, soybeans, and groundnuts.
4. Soybeans are particularly rich in iron.

Facilitator, please pose a question to the the audience: "**What do you think might happen if a person has an iron deficiency?**"

(Answer: "Anemia"-dizziness, which is explained in slide 6.)

Key Message:

"Protein" and "Mineral" are body-building foods which help your body grow.

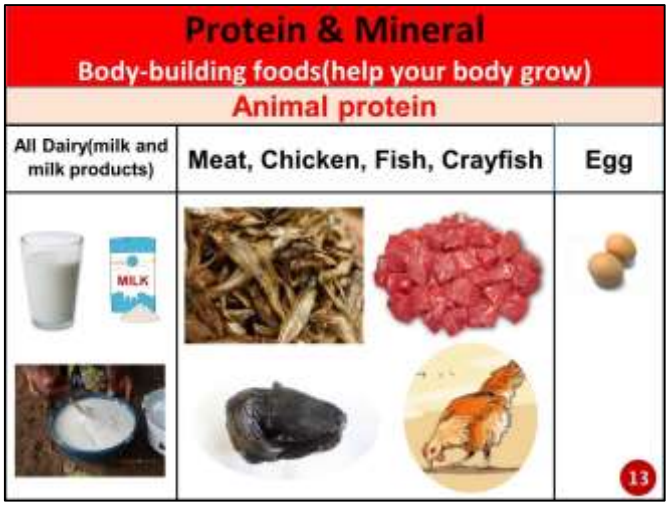
Protein & Mineral

Body-building foods(help your body grow)

Animal protein

All Dairy(milk and milk products)	Meat, Chicken, Fish, Crayfish	Egg
  	   	

Explanation:
Protein & Mineral Body-building foods



Facilitator: Ask the the audience, **"Which foods fall under the category of animal-source proteins?"** Gather their opinions, and then proceed to explain the following points;

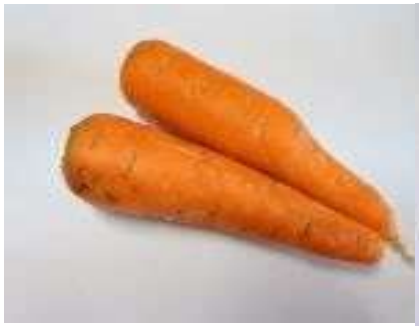
1. Animal proteins are found in "dairy foods" such as milk, and in "flesh foods" like fish, chicken, meat, and eggs.
2. These food items help your body grow, much like legumes and seeds, which are plants-based proteins.

Vitamin & Mineral

Protective foods (strengthen your immunity)

Vitamin A rich fruits and vegetables

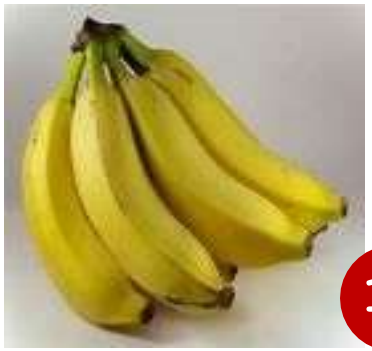




Other fruits and vegetables



Explanation:
Vitamin & Mineral Protective foods



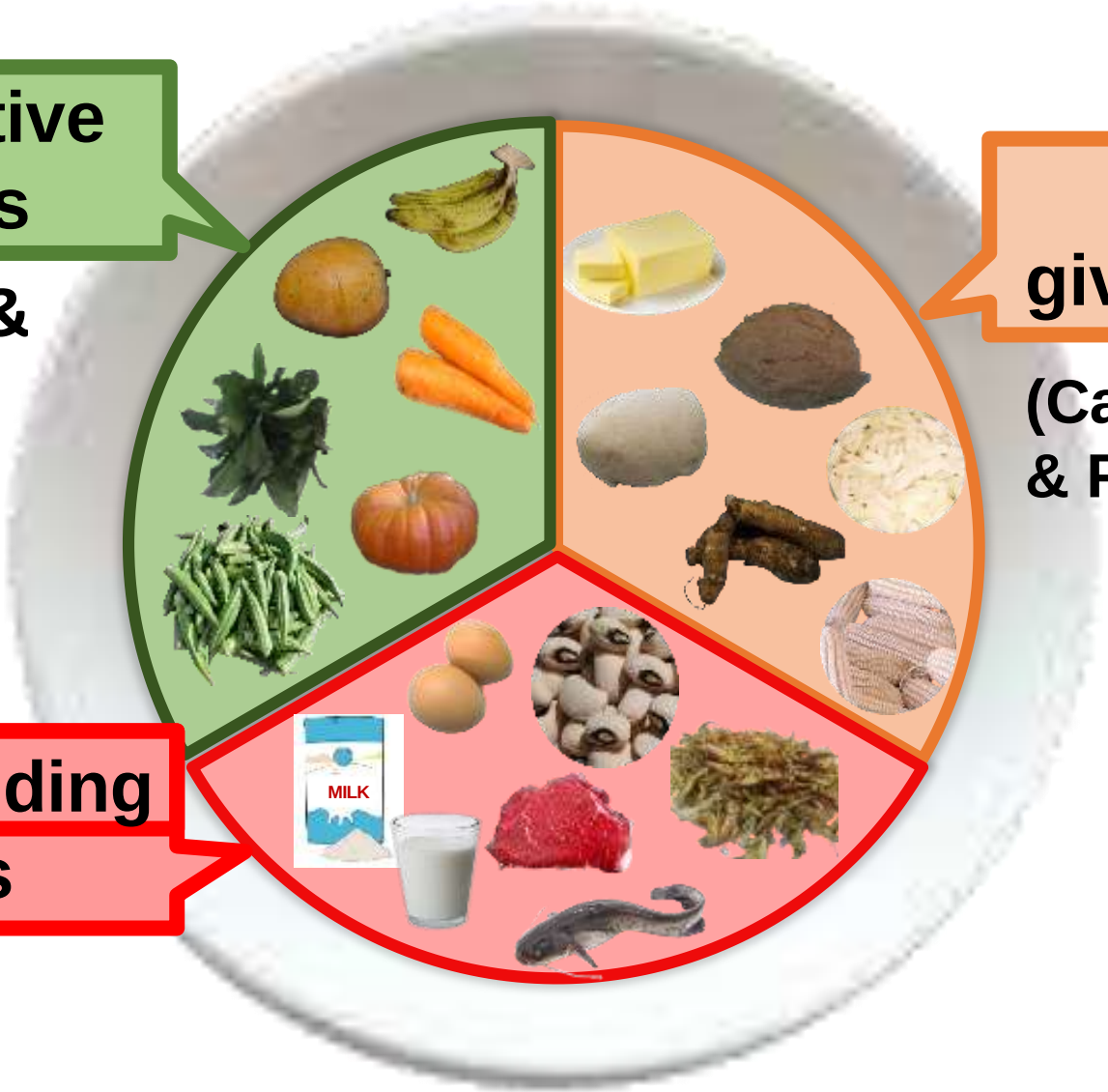
Facilitator: Ask the the audience, "**Which foods in the picture are you familiar with?**" Explain that these are sources of "vitamins" and "minerals". Ask them, "**What are the functions of vitamins and minerals?**" Then, please explain the following points:

1. Protective foods are rich in vitamins and minerals. These nutrients keep your body functioning properly and strengthen the immune system to fight against illnesses, including diarrhea and malaria.
2. Vitamin A is important because it supports growth, boosts the immune system, and keeps your vision and hair healthy.
3. Dark green leafy vegetables are rich in Vitamin A. Examples include amaranth, cassava leaves, kale, spinach, karkashi, yakuwa, kuka (baobab), waterleaf, and bitter leaf.
4. Vitamin A-rich vegetables include pumpkin, carrot, squash, or sweet potato that are orange inside. Other locally available vitamin A-rich vegetables (e.g., red sweet pepper) are also good sources. In particular, ripe mangoes, pawpaw, and passion fruits are vitamin A-rich.
5. Other vegetables like tomatoes and okra, and fruits like bananas and watermelons also provide good nutrients.

Let's review what we discussed!

Protective foods

(Vitamin & Mineral)



Energy giving foods

(Carbohydrate & Fat)

Body building foods

(Protein & Mineral)

Explanation:
3 major food groups in your plate



- **Facilitator:** Review with the audience on what was discussed. Please address the following important points in your explanation.

1. A balanced diet involves including a variety of food groups on your plate.
2. Each time you eat, ensure your meal is well-balanced with items from different food groups.
3. If your meal lacks one group, try to include that group in your next meal.
4. It's particularly important to consume more body-building and protective foods than energy-giving foods, especially in Nigeria, where many people tend to consume a lot of energy-giving foods.

Importance of balanced diet, hygiene, sleep and exercise for Healthy and Happy life









Explanation:

Importance of balanced diet, hygiene, sleep and exercise for Healthy and Happy life



Facilitator: Ask the the audience, "**How can we have a healthy life?**" Reflect on what was discussed. Then, **add** the following points which also contribute to our health and well-being.

1. Getting enough quality sleep and regular physical activity, like sports, are crucial for maintaining good health.
2. Personal hygiene and maintaining a clean environment can significantly reduce the risk of illness.
3. It's all about taking proactive steps to protect your health.

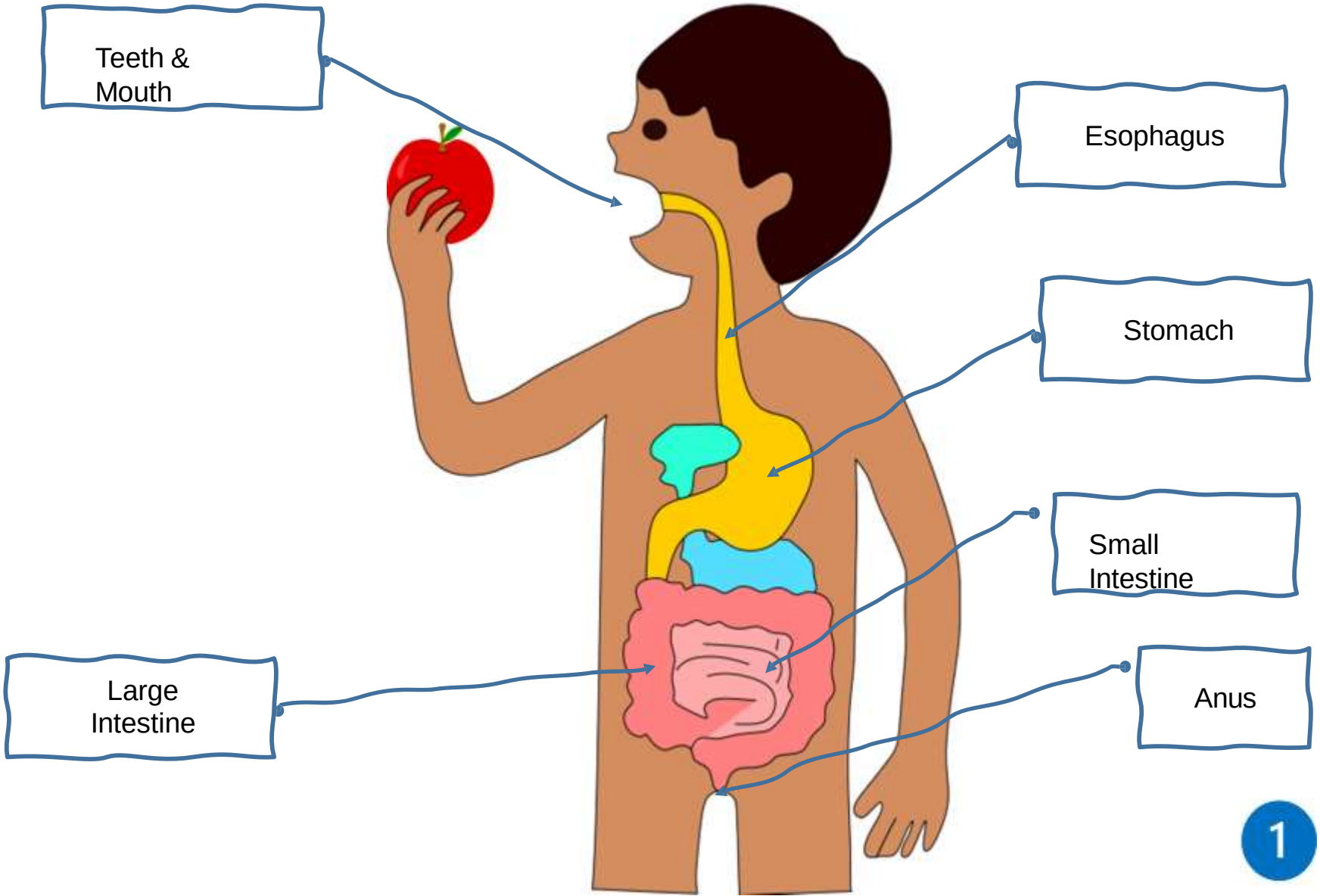
In next session, we will be discussing health and hygiene.

Session 6:
Prevention of NCDs through Health and Hygiene (WASH)

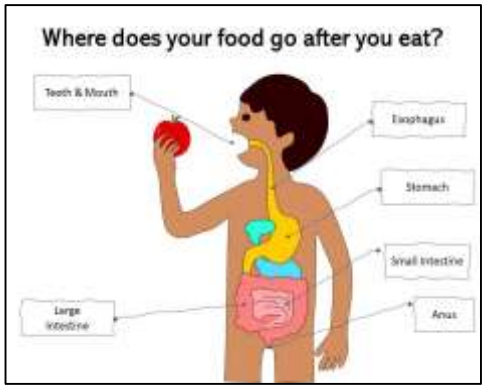


Adapted from JICA-CADNIP education materials for school

Where does your food go after you eat?



Explanation : Human Digestive System



Facilitator: Ask the audience to look at the picture and **ask "where their foods go after eating?"**. Then, explain the following points;

1. Each food contains different nutrients. The body breaks down the food into simpler substances that the body can use. This process is called "**digestion**."
2. The digestion starts from the mouth when a person bites and chews foods in the mouth till soft enough to swallow. Then the food goes down through the esophagus, "**food tunnel**." It is digested further in the stomach, and then nutrients are absorbed in the small and large intestines.
3. The dry and hard food that cannot be used or digested by your body becomes waste. These go out through your anus as a "**Poop**" or "**faeces**."

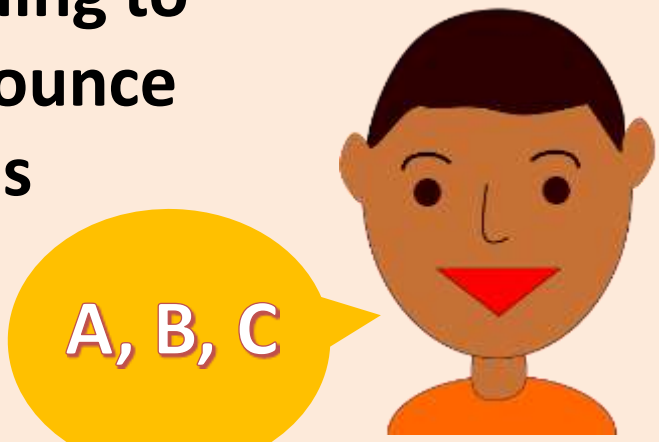
What is the role of the teeth?



Breaking down foods

To make it easy for the body to digest and absorb nutrients in the body

Enabling to pronounce words



CLEAN & HEALTHY TEETH



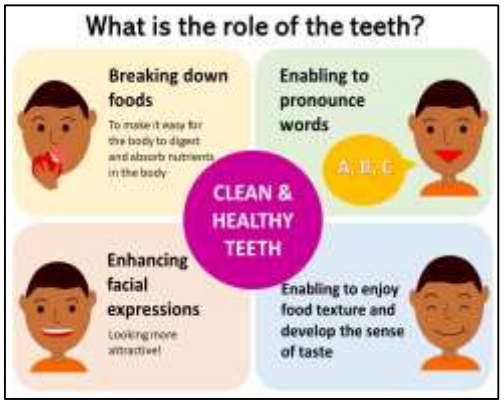
Enhancing facial expressions

Looking more attractive!

Enabling to enjoy food texture and develop the sense of taste



Explanation: Importance of Oral Care



Facilitator:
Ask the audience "**what are the roles of the teeth?".** Let the audience understand the importance of the teeth. Based on student's response, confirm the following;

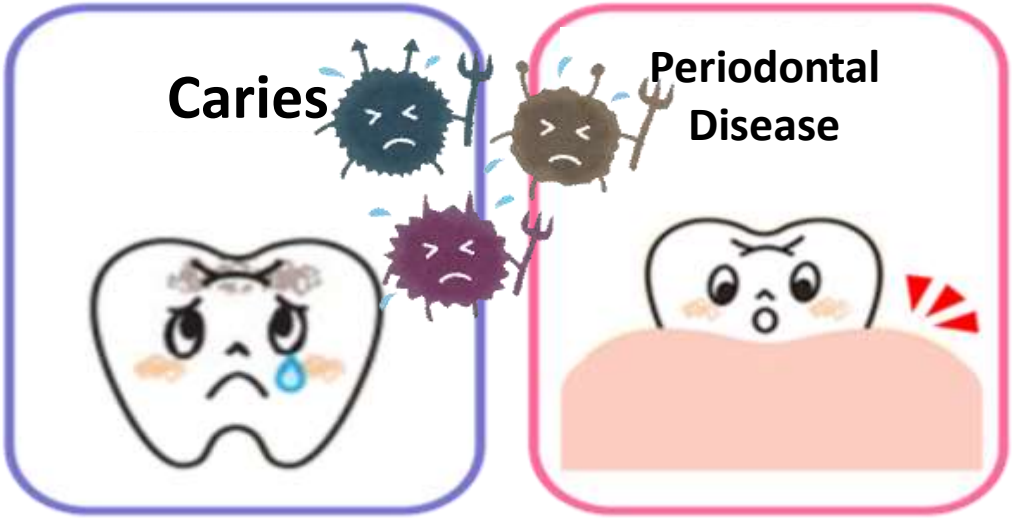
1. "Mouth" is the entry point of the food in our body.
2. The mouth and teeth have essential functions, such as eating, breathing, speaking, and expressing emotions.
3. Oral health is more than just having healthy teeth.
4. If you don't have a healthy mouth and teeth, you will have problems eating and enjoying your meals. This affects your body and your mind negatively.

How do we keep our teeth healthy?

The dirt on the tooth, "**dental plaque**", contains bacteria.

It constantly forms between teeth as you eat or drink and causes oral health problems.

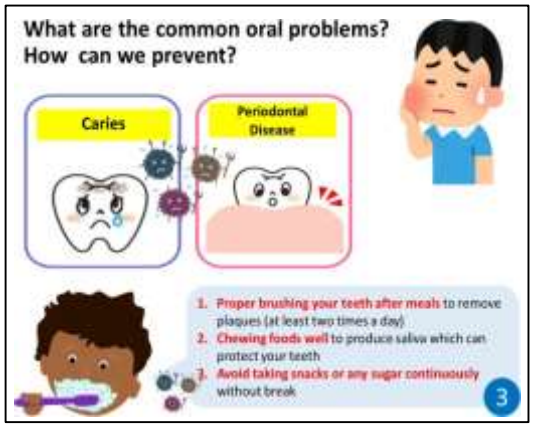
Most common causes of oral problems





1. **Proper brushing your teeth after meals** to remove plaques (at least two times a day)
2. **Chewing foods well** to produce saliva which can protect your teeth
3. **Avoid taking snacks or any sugar continuously** without break

Explanation:



Facilitator:
Ask the audience "**what are the common oral problems?"** Then, explain the following points;

1. Tooth decay and Periodontal disease are the two biggest problems to dental health in Nigeria.
2. "Dental plaque" forms between teeth when you eat or drink. It contains bacteria that eat your foods and make acid. The acid can hurt the hard outer part of the teeth, called enamel, and cause tooth decay.
3. "Periodontal disease" is when your gums and the bones that hold your teeth get sick. At first, your gums might get red, puffy, and bleed a little. If it gets worse, your teeth might get loose or even fall out.

Facilitator: Ask the audience "**How can we keep our teeth and mouth healthy?"** Then, explain the following points while confirming their answers.

1. **Properly brushing your teeth after meals** to remove plaques (at least two times a day)
2. **Chewing foods well** to produce saliva that can protect your teeth
3. **Avoid taking snacks or any sugary food continuously** without a break

3



Do you defecate everyday?

NO

YES













Explanation:

Facilitator: Ask the audience to look at the picture and ask "**Do you defecate every day?"** Then explain the importance.



"Defecating" is as important as eating. If you do not defecate, your stomach will be filled with food wastes. You are likely to have a stomach ache and lose your appetite and energy.

Facilitator: Explain to the audience about "**how we can have a healthy bowel"** below**;**

1. Eat balanced meals (three food groups, especially vegetables!)
2. Chew well when eating
3. Drink clean water
4. Do exercise or play during the daytime
5. Sleep early and be ready for defecate in the morning
6. Do not hold when you feel like defecating

Which faeces is the best?



Healthy Faeces

Normal



Hard Lumps

Severe constipation



Lumpy & Sausage like

Mild constipation



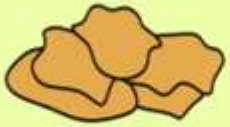
A sausage shape with cracks in the surface

Normal



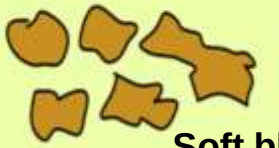
Liquid consistency with no solid pieces

Severe Diarrhea



Mushy consistency with ragged edges

Mild Diarrhea



Soft blobs with clear-cut edges

Lacking fiber

Explanation:

Facilitator: Ask the audience to look at the picture and explain below. **Our focus is to let the audience know "diarrhea" and "danger sign" of their body.**



Did you know your faeces is sending you a message about your health condition?

1. Human faeces are classified into seven (7) categories, according to the Bristol stool scale. We can tell your health condition based on these.
2. Healthy faeces is yellowish-brown in color and is like a smooth, soft sausage or snake.
3. When your faeces are dark brown in color and lumpy, it means your body lacks water. Soft blobs indicate a lack of dietary fiber in your body, while mushy and liquid faeces are considered as "diarrhea." "Diarrhea" is caused by different reasons, but the common causes are infection by viruses, bacteria, or parasites. It could be caused by eating foods that upset your digestive system.
4. Any faeces with different colors like black or red also mean that your body is sending a warning sign of your health condition.
5. Please pay attention to your faeces, and if you observe any changes in your faeces, always inform your parents.

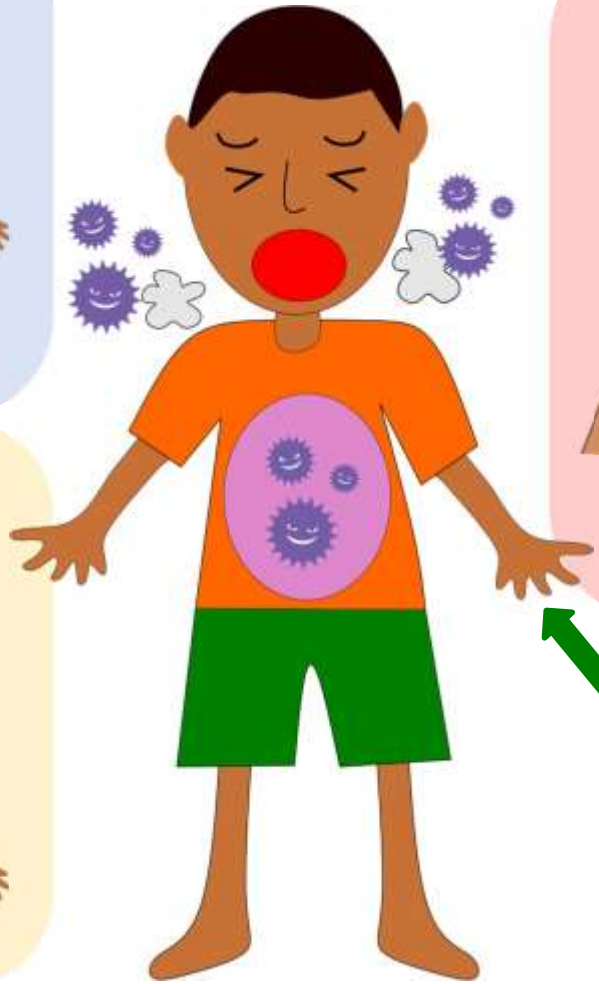
How do we become sick?

Droplet Infection



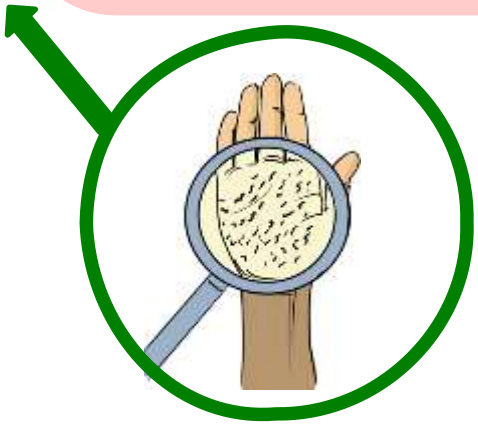
Contact Infection





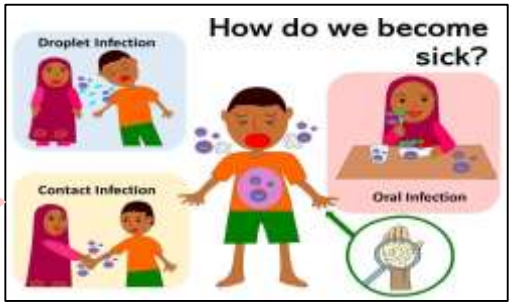


Oral Infection



Explanation

Facilitator: Ask the audience to look at picture and ask them “How do we become sick?”. Then, **explain “THREE” Routes of infection** with the following points



How do we become sick?

People become sick when strange micro-organisms such as viruses, bacteria,
and parasites invade and multiply in the body. This is called “Infection.”
Many organisms live in our bodies, and most are harmless or even helpful. But, under certain conditions, some cause sickness in our bodies.

Infection happens when micro-organisms go inside the human body. Do you know how they can get inside our bodies?

There are different infection routes.

1. First, the sneezes and coughs of an infected person scatter droplets containing the virus. They can travel 1-2 meters away, and people in this range inhale the virus into the body through the mouth or nose and get infected. We call this “Droplet Infection,” and such an example includes “Covid-19” or “Flu.”
2. Another mode of transmission is “Contact Infection.” The virus gets into the body through mucus membranes when people unconsciously bring their hands with the virus into contact with their eyes, nose, or mouth. The virus can survive for a long time in a dry environment. It can get onto things such as doorknobs, notebooks, pens, tables, chairs, and bags, and causing infections when other people touch these viruses and pass them through their hands.
3. Third, “Oral Infection” happens by consuming contaminated water or foods with micro-organisms such as bacteria and parasites. You need to wash vegetables and fruits properly before you eat. At the same time, ensure the water you use for washing kitchen tools such as utensils should be clean and free from contamination.

- Signs and symptoms of sickness depend on the organism causing the infection. But, it also depends on your immune system, which is the power of “body’s defense against infection”. Do you remember how you can get strong immune system? Nevertheless, common symptoms include fever and fatigue.
- Mild infections may respond to rest and home remedies, while some life-threatening infections may require hospitalization.

How do we become sick?: Worm Infestation



What will happen if I have worms in my body?



Anemia/ weak and feeling tired

Weight Loss

Impaired mental and physical development



Pinworm



Hookworm



Roundworm



Tapeworm

Worms survive in your body by stealing your nutrients!

Explanation:

Facilitator: Let the audience look at the picture **and ask, "Have you heard about intestinal worms?"**. Then, explain the following.



1. Intestinal worms are parasites that live inside the human intestines. There are many kinds of parasites in different sizes that cause sickness in our body.

2. The common intestinal worms include pinworms, roundworms, hookworms and tapeworms. They can increase in number (for example, pinworms) or grow quite big (e.g., roundworms) in your body. These worms enter human body through your mouth (by dirty hands, water or foods) or the skin when walking barefoot on contaminated soil.

3. **What will happen if we get infected with parasites?**

- Worm survive by stealing energy from human body. People with worms experience weight loss and malnutrition, anemia such as feeling weak or tired easily. Worm infection even impairs mental and physical development, which affect your performance in school.

- Worms travel inside the body. As they move, they may cause damage to organs such as the lungs and intestines. Symptoms of this damage can include persistent coughing, itching around the anus, or the presence of blood in stools.

How can we prevent infection?

1 **CUT OFF the ROUTE**



2 **CONTROL the SOURCE**

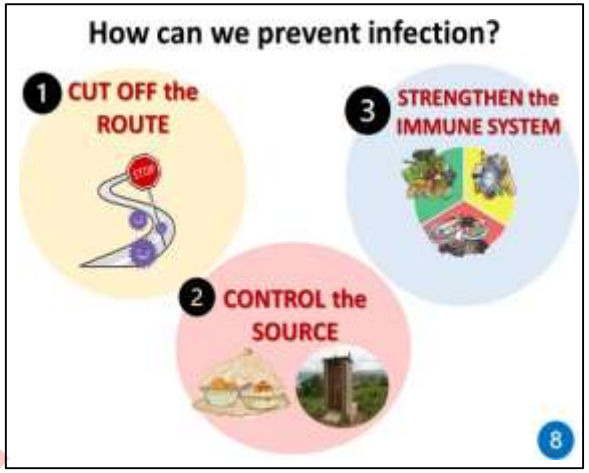




3 **STRENGTHEN the IMMUNE SYSTEM**



Explanation:



Facilitator: Ask the audience, **"What are some ways we can prevent infections?"** Encourage them to think about the information discussed earlier. Afterward, **<u>mention</u> the following three important ways to prevent infections**

1. Cutting off the transmission route
2. Controlling the source of infected micro-organisms
3. Strengthening your immune system through healthy diets.

Facilitator: Please inform the audience the following;
"We have already discussed the importance of "immune system" and "healthy diet" in the previous session, we will only explain how to "**cut off the transmission route"** and "**control the source"** in this session."

Washing hands protects against infection!

Do you know how to wash your hands properly?

Cut off the route for infection!



Palms



Backs of hands



Between fingers



Thumbs



Tips of fingers



Wrists

Sing
2 times

Happy birthday to you...♪



Explanation:



Facilitator: tell the audience "Hand-washing is the best way" to **"CUT OFF THE ROUTE OF INFECTION" as mentioned in the previous slide.** Ask the audience the following and explain the reasons.

When do you need to wash your hands?

- Wash your hands after touching things that may be contaminated (e.g., soil, animal) and also before cooking, eating, and feeding

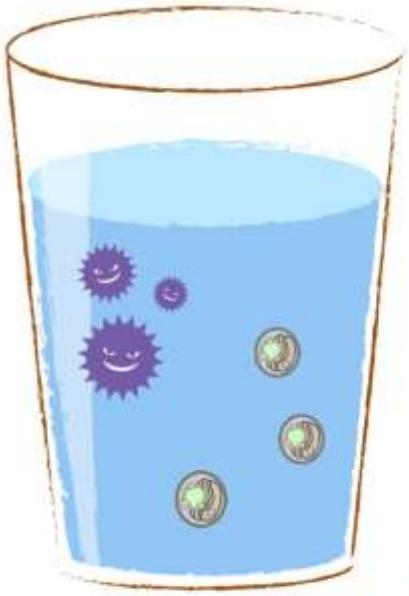
Do you know how to wash your hands properly?

- If you do not wash your hands properly, micro-organisms causing sickness remain in your hands. Wash your hands for 20-30 seconds. You can sing a "happy birthday" song **twice** to time your hand-washing.

- You can use alcohol to clean your hands, but please note that alcohol is not effective for all micro-organisms. Hand-washing should be the first step to protect yourself from sickness.

Safe Drinking Water

CUT OFF the Route for Infection!



Is your drinking-water safe? Where do you collect your drinking-water?



Explanation:

Facilitator: Please tell the audience "**Another way of cutting of the route of infection is "Safe Drinking Water**".
Ask them "**Do you think your drinking water is clean? Where do you get your drinking water?"**
Then, explain the following points.



- **Just because water looks clean doesn't mean it is. Do you know where your drinking water comes from?**

If you drink water that's not clean, you could swallow tiny germs or bugs called parasites. To ensure your safety, avoid drinking water from rivers, ponds and tanks, and wells that are damaged and contaminated. Always try to use water from reliable sources.

- **Getting safe drinking water:**

Whenever possible, collect your drinking water from safe water pumps or water stations (e.g., bottled or sachet water). Your collected water should be kept in clean containers with a cover to prevent contamination, especially by animals. Please make sure that your drinking cups or glasses are also clean.

- Treat your water by disinfection and filtration. **Boiling water until water has bubbles, or for 20 minutes** to disinfect water. You can disinfect water with chemicals (chlorine).

Safe Excreta Disposal





CONTROL the Source of Infection!

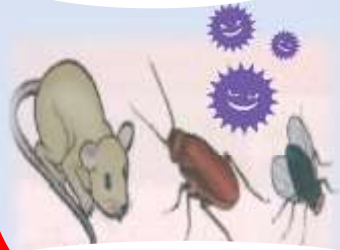




Hands



Water



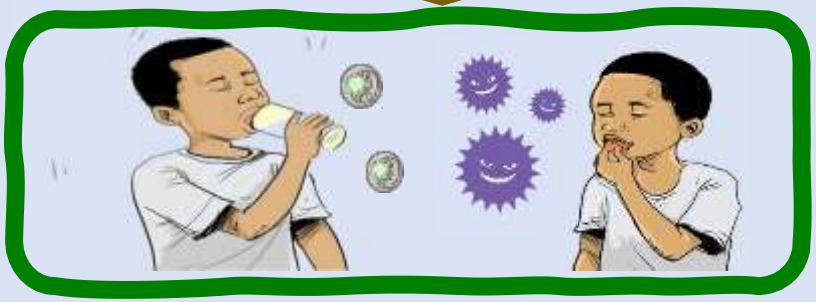
Fly & Animals

Field









Explanation: Safe Excreta Disposal



Facilitator: Please **ask the audience "where they defecate?"** and explain how open defecation can cause spread of sickness in community.

Please include the following points;

- Human and animal faeces can have tiny germs that can make people sick. These germs can spread to people from dirty hands, water, flies, and through surface or plants like vegetables.
- Flies and animals like a rodent can carry these germs from faeces to the foods we eat.
- Faeces can also get into rivers and soil, making the water, vegetables or fruits there dirty. If we eat or drink these, we can get sick. Defecating outside without a toilet or any control measure can make it easy for these germs to spread and increase risk of people getting sick.
- Toilet is the best way to control the source of infection. It help keep the germs in faeces from spreading. Plus, they secure your privacy.
- If you have a toilet, maintaining the cleanliness is also important to prevent it from becoming another source of infection.



Deworming

Deworming Tablets can get rid of worms in your body. It will stop the parasite from moving and will lead to its death.

Deworming medicines are **safe to take for all children older than 1 year old** even with no worms in the body.

Re-infection can happen; therefore, **deworming is needed every six months**. School and community deworming is important to get rid of all the worms in the environment.





Explanation: Deworming

Facilitator: Please **ask the audience "How can we get rid of worms in the body?"** Please explain the following points;



- If you are infected with parasites**, the only way to get rid of those parasites is to take a deworming tablet**. The medicine kills parasites in the body.
- Deworming medicines are highly effective and safe. It is safe for children to take even if they don't have any parasites in their bodies.
- People may be asymptomatic at the early stage of infection; therefore, it is recommended that all school-age children and adults at high risk be dewormed periodically.
- Adverse effects of the medicine are rare and minor such as discomfort, headache, and nausea which last only for a few hours.
- Children will get re-infected easily if proper hygiene is not practiced, such as safe water, safe excreta disposal, and hand washing. That's why periodic deworming is needed.
- Contact your health center for free deworming medicines.

Session 7:
Promotion of Physical Exercise

Benefits of Physical Activity

- Promotes health and fitness
- Builds healthy bones and muscles
- Reduces the risk of developing NCDs e.g obesity, diabetes, heart disease
- Reduces symptoms of anxiety and depression
- Positively affects concentration, memory and classroom behaviour

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Explanation: Benefits of Physical Activity

Facilitator: Ask students to mention the known benefits of engaging in physical exercise

Types of Physical Activity

- Aerobic Activities
- Muscle-strengthening Activities
- Bone-strengthening Activities

Explanation : Type of Physical Activity

Types of Physical Activity

- Aerobic Activities
- Muscle-strengthening Activities
- Bone-strengthening Activities

Facilitator: Explain to students the 3 types of Physical Activity as it relates to the heart, muscle and bones

What are Aerobic Activities?

- Activities that keep the body moving enough to increase the heart rate and breathe harder

- Two types
  - moderate-intensity
  - vigorous-intensity



Explanation: What are Aerobic Activities?

What are Aerobic Activities?

- Activities that keep the body moving enough to increase the heart rate and breathe harder
- Two types
  - moderate-intensity
  - vigorous-intensity



Facilitator: Explain physical activity as it relates to increase in heart beats and breathing harder than normal

Types of Moderate and Vigorous Intensity Aerobic Activities

- Bicycle riding
- Skateboarding
- Running
- Jumping rope
- Football
- Vigorous dancing
- Swimming





Explanation: Types of Moderate and Vigorous Aerobic Activities

Types of Moderate and Vigorous Intensity Aerobic Activities

- Bicycle riding
- Skateboarding
- Running
- Jumping rope
- Football
- Vigorous dancing
- Swimming



Facilitator: Ask students to mention types of aerobic activities that increase in heart beats and breathing harder than normal

What are Muscle-Strengthening Activities?

- Activities that make muscles do more work than usual activities of daily life
- Activities that can be part of unstructured play
  - Climbing trees
  - Playing tug-of-war
- Activities that can be structured
  - Push ups, pull ups
  - Working with resistance bands
  - Lifting weights



Explanation: What are Muscle-Strengthening Activities?

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  - Lifting weights



Facilitator: Explain physical activity as it relates to muscle strengthening

Ask students to mention the types of such activities

What are Bone-Strengthening Activities?

- Activities that produce a force on the bones that promotes bone growth and strength such as jumping

- These activities are especially important for young people because the greatest gain in bone mass occur during the years just before and during puberty

Explanation: What are Bone-Strengthening Activities?



Facilitator: Explain physical activity as it relates to the promotion of bone growth and strength

Types of Bone-Strengthening Activities

- Hopping, skipping
- Jumping
- Jumping rope
- Running
- Sports such as gymnastics, basketball, volleyball, tennis



Explanation: Types of Bone-Strengthening Activities

Types of Bone-Strengthening Activities

- Hopping, skipping
- Jumping
- Jumping rope
- Running
- Sports such as gymnastics, basketball, volleyball, tennis



Facilitator: Ask students to mention physical activities that promote bone growth and strength

Addressing Misconceptions about Physical Activities

- **How much Physical Activity do we need?**
- Children and adolescents should do 60 minutes (1 hour) or more of physical activities daily
- **Is farming enough exercise?**
- Farming is a form of manual labour and **NOT** a physical activity
- **Is the exercise engaged in at school not enough for adolescents?**
- It may be depending on the type and duration of exercise



Explanation: Addressing Misconceptions about Physical Activity

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- **Is the exercise engaged in at school not enough for adolescents?**
- It may be, depending on the type and duration of the exercise



Facilitator: Explain to students that at least 1 hour of physical exercise is needed per day by an adolescent.

Also address the misconceptions in the slide and clarify any other misconception they might have

Session 8:
Gender and NCDs

Part A: Understanding Gender and Equality

Adapted from JICA gender training materials

What is “Gender”?

Sex = Are you born male or female? (your body)

Gender = What society expects boys and girls to do? (Your role)

Example:

Sex: A girl has female organs



Gender: People say “girls should cook” or “boys shouldn’t cry”

Sex and gender are terms that are often used interchangeably but they are in fact two different concepts, even though for many people their sex and gender are the same.

Explanation: What is Gender?



Facilitator: Ask students to identify the characteristics that distinguish them as either male of female

Also, ask them to mention their roles as being boy or girl in the household and community

Explain to them the following using the slides:

- Sex - biological traits and body characteristics that differentiate male and female
- Gender – societal roles assigned to male and female

Gender Stereotype Game (True or False)

Instructions: Voting with your feet

Read each statement. Is it fair? True or false?

1. Boys eat more sugary foods than girls
2. Girls eat more variety of foods than boys
3. Only boys should play football
4. A girl should stay home to help in household chores
5. Alcohol consumption and smoking is for men alone
6. Girls should skip meals to maintain their body shape
7. Girls are better cooks than boys.
8. A woman's place is in the kitchen
9. Health education should only be given to girls or women
10. Going for health check-up is a girlish behaviour





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8. A woman's place is in the kitchen
9. Health education should only be given to girls or women
10. Going for health check-up is a girlish behaviour

Explanation: Gender Stereotype Game

Facilitator: Ask students to vote with their feet by moving from the 2 ends of the classroom marked 'True or False'. Read out the statements and after they have moved, ask students why the choice was made

Role-Play Activity

"Let me try"

- Pair up and act out the following scene:

A girl wants to join a football team, but her brother says it's "for boys"
A boy wants to join a cooking club, but his classmate laughs at him.

Why is this happening?

Was it fair?



Explanation: Role-Play Activity

Facilitator: Ask students to pair up and act out the following scenes

1. A girl wants to join a football team, but her brother says it's "for boys"
2. A boy wants to join a cooking club, but his classmate laughs at him

Ask to reflect on the play and discuss the fairness of the situations

Gender or Sex Issue?



Explanation: Gender or Sex Issue?



Facilitator: Ask students to state whether the picture depict sex or gender issue

Explain that the sex issue is the ability of the woman to carry pregnancy

Gender or Sex Issue?



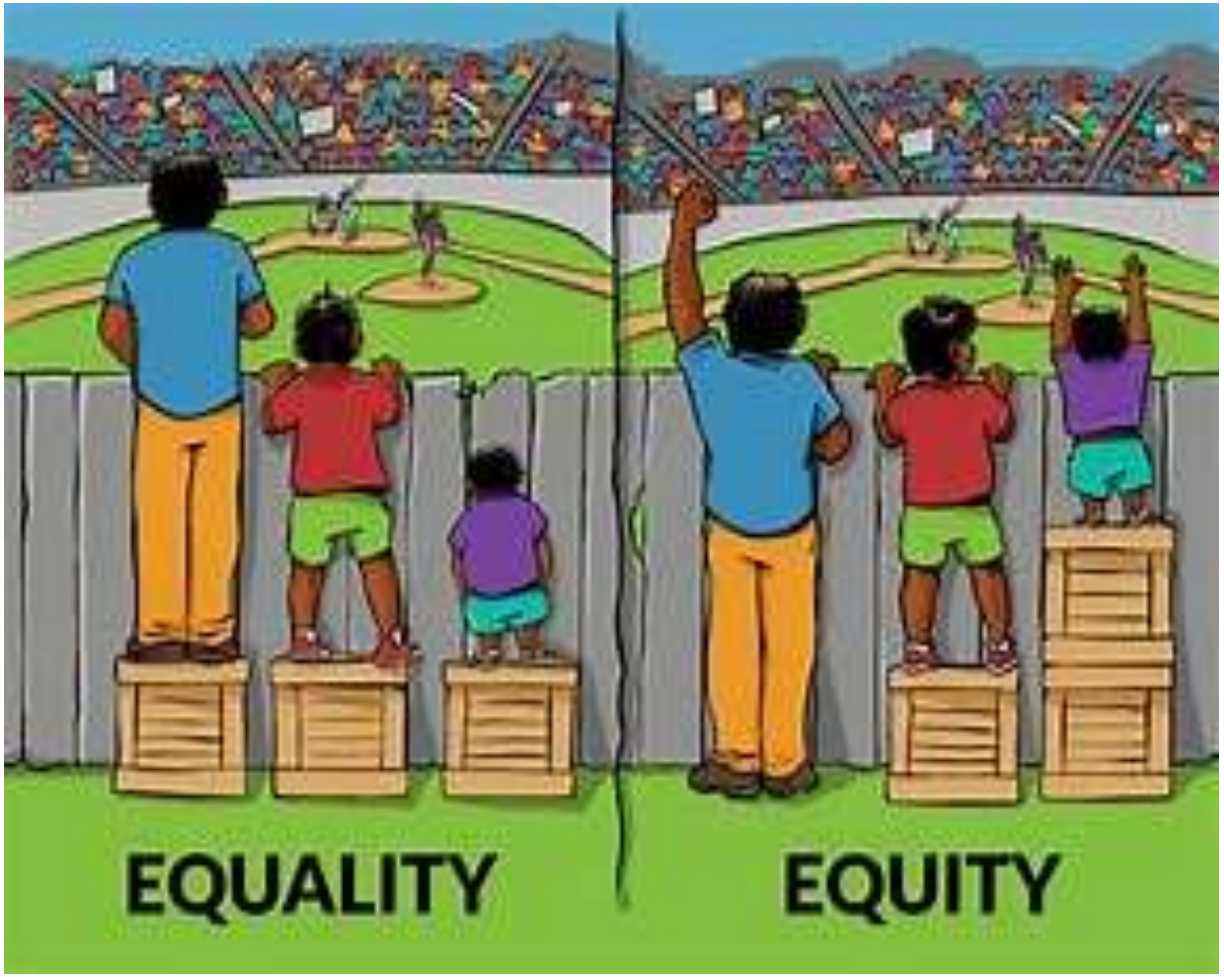
Explanation: Gender or Sex Issue?



Facilitator: Ask students to state whether the picture depict sex or gender issue

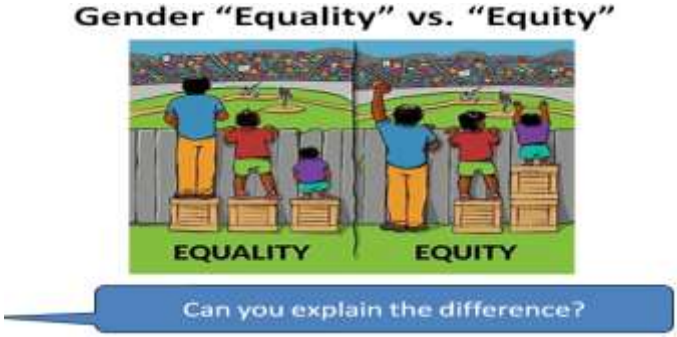
Explain that the gender issue is that the society expects that a man should not carry baby on his back

Gender “Equality” vs. “Equity”



Can you explain the difference?

Explanation: Gender 'Equality' vs 'Equity'



Facilitator: Ask students to explain the difference in equality and equity as seen in the picture.

Then explain to the following:

Equality = everyone gets the same thing (e.g., same box to get on)
Equity = everyone gets what they need (e.g. all of them can watch the game)

Being given the same opportunity is not sufficient to bring about "equity" as women and men have different needs, interests and priorities.

Gender “Equality” and “Equity”

Story of the Dog and the Crane

Equal treatment does not mean the same treatment





Explanation: Gender 'Equality' vs 'Equity' – Story of the dog and crane

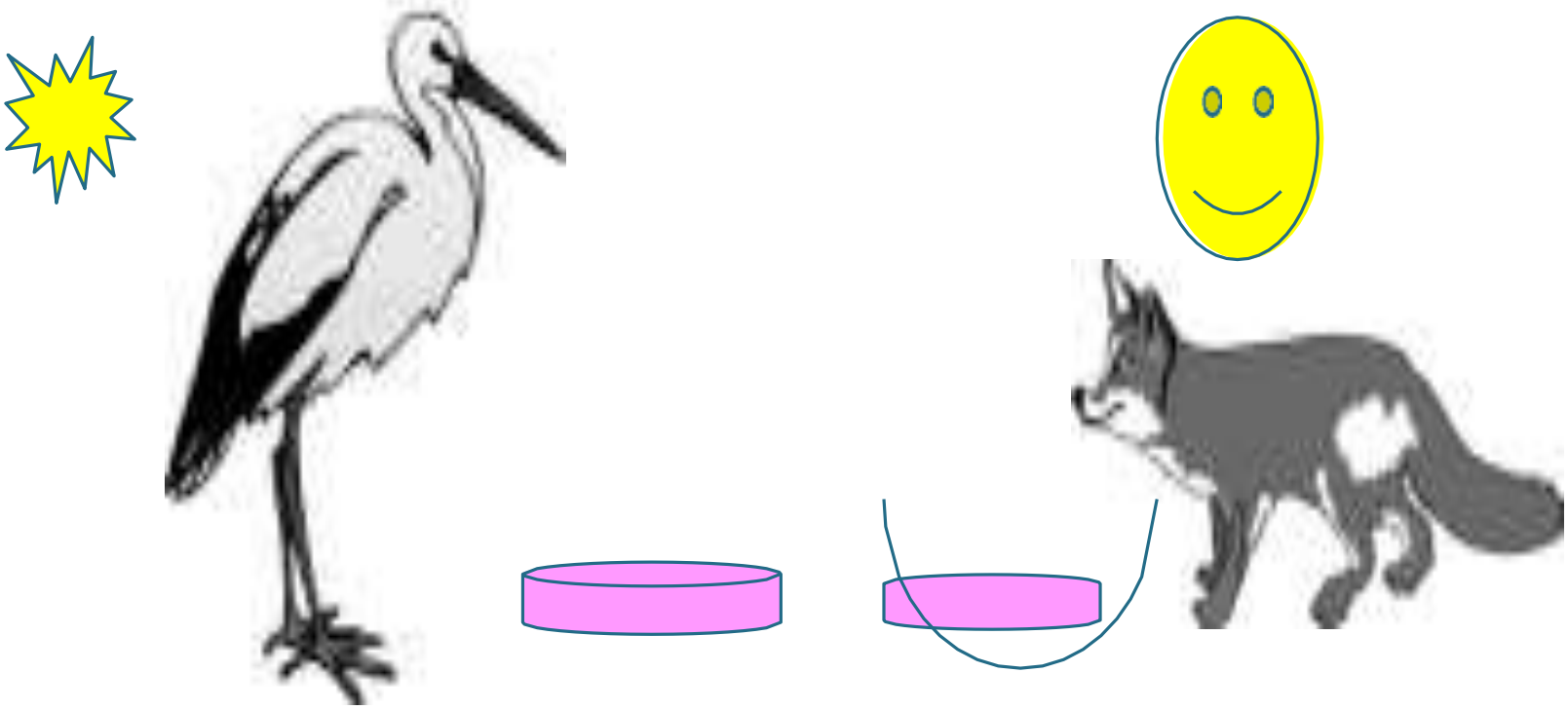


Facilitator: Tell the students you will like to share the story of the dog and the crane to explain gender equality and equity

Ask them to describe the 2 animals' features

Difference between Gender “Equality” and “Equity”

The dog invited the Crane to dinner. He served the food on a large flat dish. The Crane with her long, narrow beak could not eat.



Explanation: Differences between Gender ‘Equality’ vs ‘Equity’

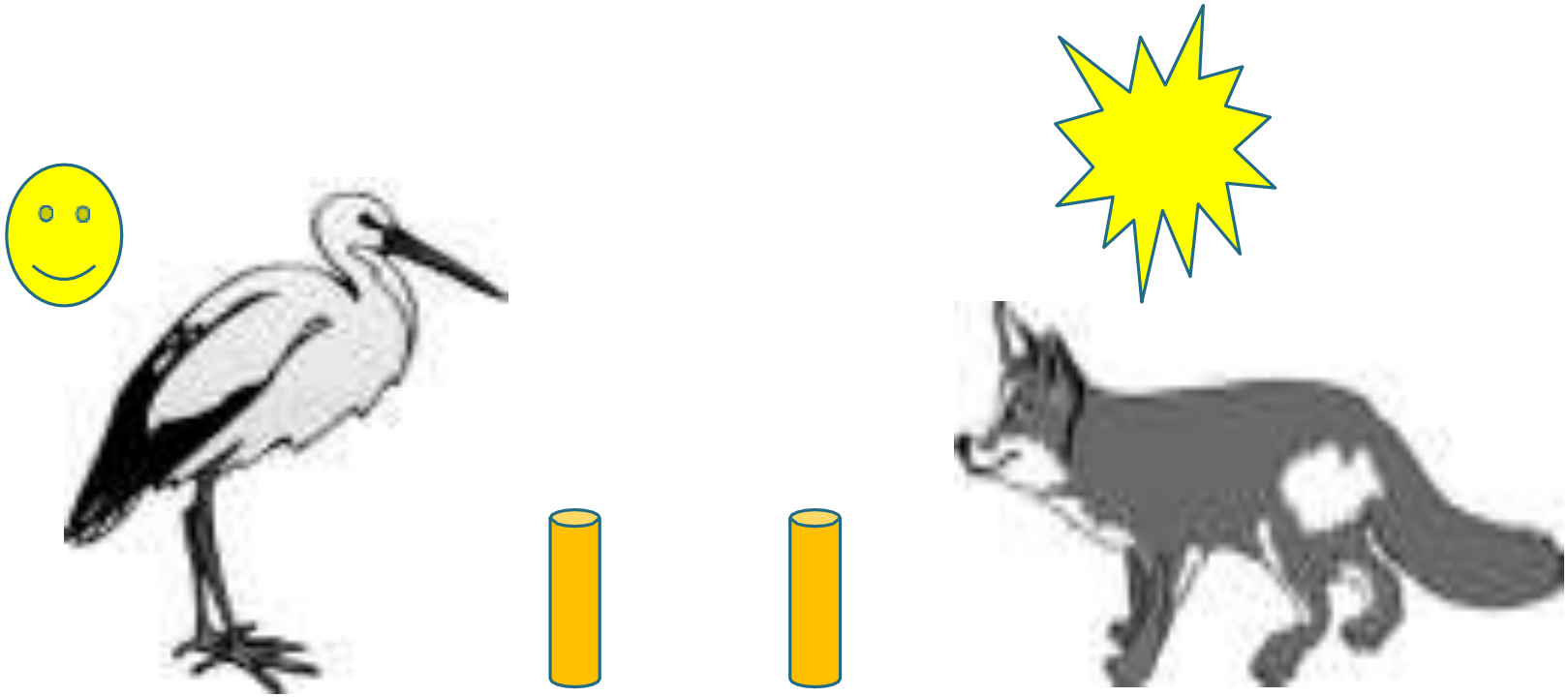


Facilitator: Share the story as displayed in the slide

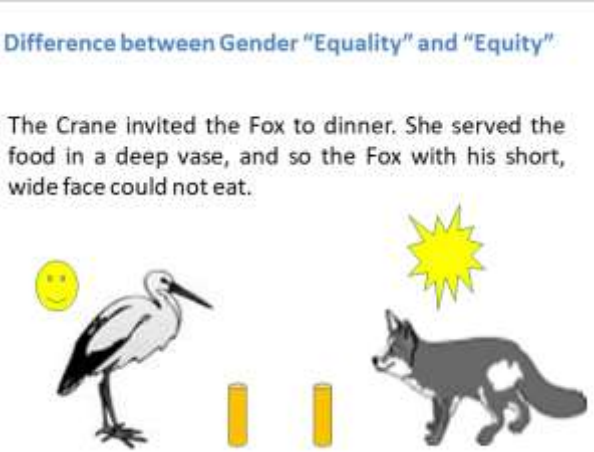
Explain that the dinner opportunity could not be used by the crane because its features does not permit it

Difference between Gender “Equality” and “Equity”

The Crane invited the dog to dinner. She served the food in a deep vase, and so the dog with his short, wide face could not eat.



Explanation: Differences between Gender ‘Equality’ vs ‘Equity’

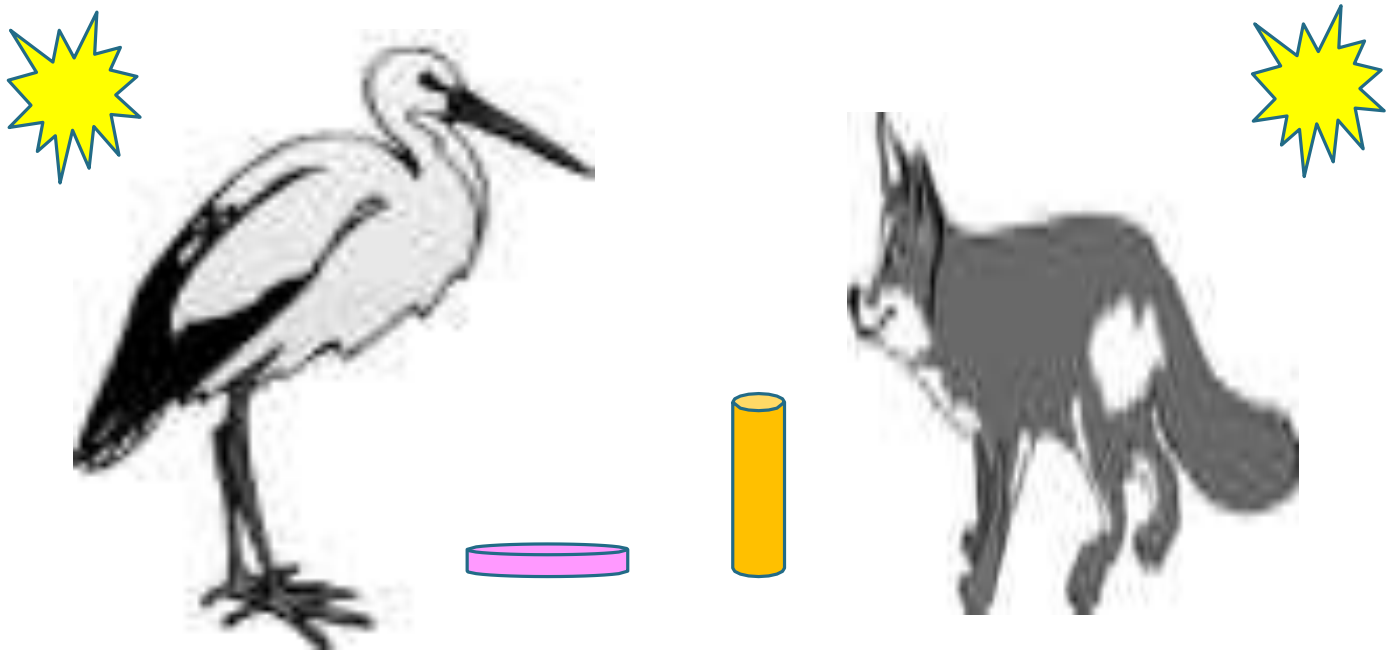


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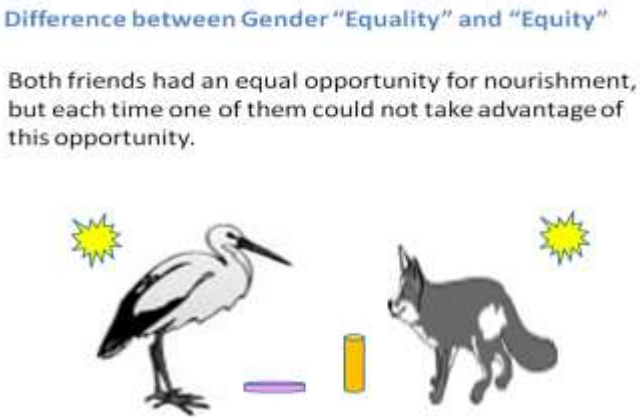
Explain that the dinner opportunity could not be used by the dog because its features does not permit it

Difference between Gender “Equality” and “Equity”

Both friends had an equal opportunity for nourishment, but each time one of them could not take advantage of this opportunity.



Explanation: Differences between Gender ‘Equality’ vs ‘Equity’

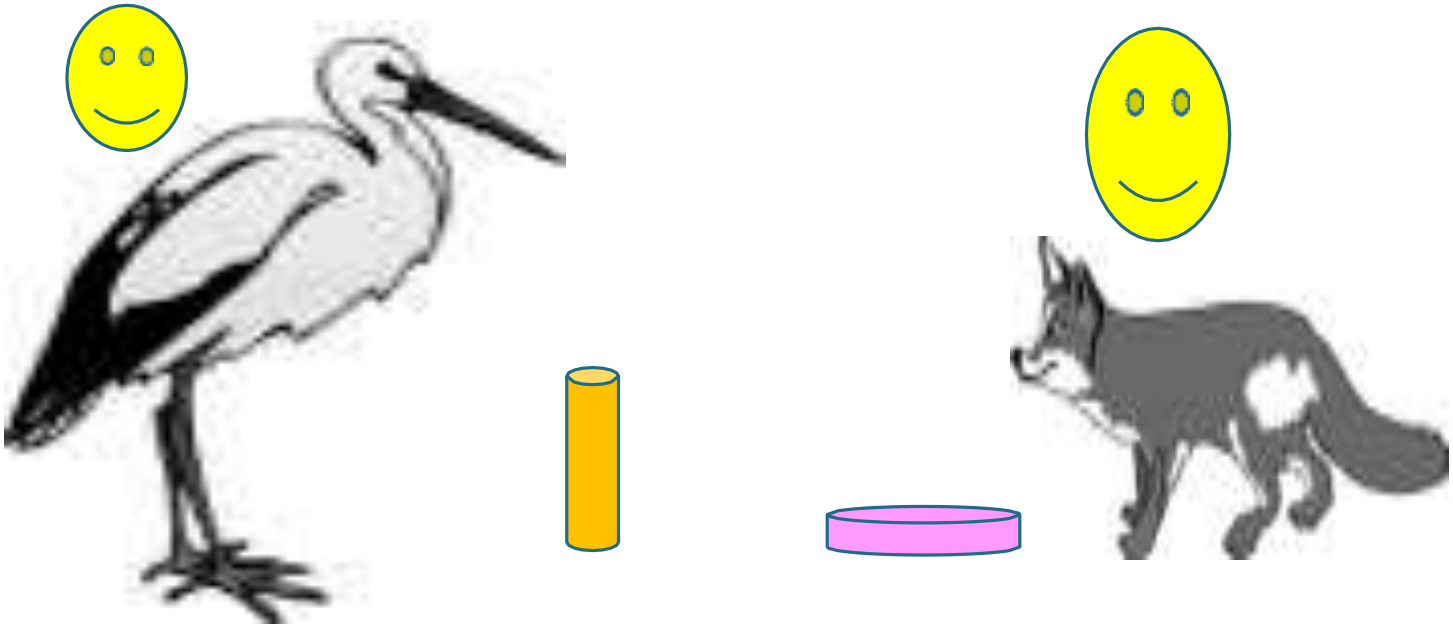


Facilitator: Explain the reason why both animals could not use the dinner opportunity given with the following

Both friends had an **equal opportunity** for nourishment, but each time one of them could not take advantage of this opportunity because the opportunity did not fit their features

Difference between Gender “Equality” and “Equity”

In every situation, we need to find out what is stopping some people from having the same chance as others — and then make changes that help everyone succeed.



Explanation: Differences between Gender ‘Equality’ vs ‘Equity’



Facilitator: Explain the slide with the following

Importance of identifying individual needs and making provisions and opportunity that will meet the identified needs is what equity represents

What is gender mainstreaming?

• Gender mainstreaming is a globally accepted **strategy for promoting gender equality.**

• **Gender Mainstreaming** means integrating a gender equality perspective at all stages and levels of policies, programmes, and projects.

• Involves the process of identifying and **integrating the needs and interests of women and men into all activities** - policy development, research, advocacy, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects.



Explanation: What is Gender Mainstreaming



Facilitator: Explain the slide with the following

A process of identifying and integrating the needs and interests of women and men into all activities

Session 8:
Gender and NCDs

Part B: Gender and Healthy Life (NCD Prevention)

Adapted from JICA gender training materials

How gender affects our health habits?

Girls	Boys
They might skip meals to look thin	Might not join health talk to show they're "tough"
Sometimes not allowed to play outside	Might be pushed to take risky behaviours
Priority is to take care of household chores	Not show emotion to look strong
Not eat certain vegetables because of myths	Engage more in physical activity and outdoor games

Any other opinions?

Explanation: How gender affect our health habits

How gender affects our health habits?

Girls	Boys
They might skip meals to look thin	Might not join health talk to show they're "tough"
Sometimes not allowed to play outside	Might push to take risky behaviours
Priority is to take care of household chores	Not show emotion to look strong
Not eat certain vegetables because of myths	Engage more in physical activity and outdoor games

Any other opinions?

Facilitator: Ask the students to state some things they are not allowed to do because of their sex or things expected of them as a result of their sex that affect their health in terms of physical activity, nutrition and lifestyle

Read the identified habits on the slide and ask if they can relate

Let’s have healthy lifestyle together

Let’s come up with a fun mixed activity to promote healthy lifestyle:

- Stretching & Jumping
- Simple dance or fitness game
- Mixed team ball game
- Cooking demonstration

- Both boys and girls participate equally

Explanation: Let's have healthy lifestyle together



Facilitator: Ask the students to come up with some fun and healthy activity.

You can suggest any of the following and make both boys and girls participate equally

Stretching & Jumping
Simple dance or fitness game
Mixed team ball game
Cooking demonstration

What can we do to promote healthy lifestyle for both boys and girls?

- Speak up when someone says “girls can’t…” or “boys should…”
- Let’s share chores, sports and rest time fairly
- Both boys and girls need time to be active, relax, and even talk about their respective needs

Explanation: What can we do to promote healthy lifestyle for both boys and girls



Facilitator: Ask the students to come up with practical ways of promoting healthy lifestyles.

Then proceed to guide on the way to be assertive in addition to their suggestions:

- Speak up when someone says "girls can't…" or "boys should…"
- Share chores, sports and rest time fairly
- Both boys and girls need time to be active, relax and even talk about their respective needs

Reflection

Write on the school board/notebook about:

“One thing I can do to help boys and girls stay healthy <u>together</u>” is …….