

# REDUCING RISKS FOR NCDs AROUND THE WORLD

## AGE RANGE

10–13

## OVERVIEW

Students will learn about the impact of physical activity, nutritious food choices on overall health and reducing the risk of developing certain noncommunicable diseases (NCDs) before discovering the recommended amount of physical activity and food recommendations for their age, gender, etc. Students will then investigate how people in different countries stay healthy and active. What are the snack foods and main forms of physical activity in countries across the globe? Students will use this data to draw conclusions and describe patterns.



## TIMING

45–60 minutes

## OBJECTIVES

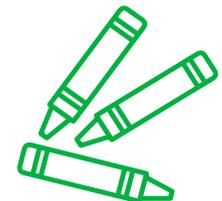
Students will

- Identify national recommendations for physical activity and nutrition
- Investigate common physical activity and snack foods in other countries
- Draw conclusions about physical activity, nutrition, and NCDs

## MATERIALS NEEDED

- Pencil, one per student
- **National Recommendations** student handout, one per student\*
- **Staying Healthy Across the Globe WebQuest** student handout, one per group\*

\*Note: There are facilitation options below if the students are in a virtual situation. Handouts can be provided electronically to be printed at home or as an editable Microsoft Word template to be submitted via email, learning management system, or as a live/shared document.



## EDUCATOR PREPARATION

- Before each session, make sure students have access to the required handouts. If students are learning virtually, they can print them out at home or utilise shared online documents. You can also make them available through your chosen virtual learning platform or learning management system.
- If an activity calls for working with a partner or group, students learning virtually can share their answers out loud or write their definitions down to reference later, add to a live/shared document, or comment in a chat box. Alternatively, you can prepare breakout rooms in your learning management system prior to your session.
  - Platforms like [Zoom](#) allow you to pre-assign participants to breakout rooms. [Google Meet](#) will randomly distribute participants.
- Prior to the session, assign each group a different country for the **Staying Healthy Across the Globe WebQuest**. Some suggestions include United States, Great Britain, Mexico, India, Columbia, Ireland, China, Japan, Russia, etc. (It is not recommended to include your own country, as students will already have investigated and discussed it during the Learn section.) Sample search engine terms have been provided. If you choose to provide students with specific websites they may use, prepare that list prior to the session.



## PROCEDURE

### Engage

1. For approximately **4–5 minutes**, engage students in the upcoming lesson by asking one or more discussion questions similar to those below.
  - What are some things we can do to stay healthy?
  - What is your favourite way to exercise?
  - Do you know how much exercise you are *supposed* to get?
  - What is your favourite snack?

### VIRTUAL FACILITATION OPTIONS

- If students are on video and/or able to use microphones, allow them to share their answers out loud.
- If students are not using video or microphones, encourage them to write their answers down to reference later or use the chat feature.

### Learn

2. Explain to students that a noncommunicable disease or NCD is any disease that is not contagious and cannot be spread to others, unlike the flu. Some examples of NCDs are type 2 diabetes and heart disease.
3. Clarify that an NCD is often the result of a lifestyle choice, such as lack of physical activity or not making the most nutritional food choices possible.
4. Instruct the students to investigate the **National Recommendations** handout.

5. Invite 3–4 volunteers to share their thoughts or immediate reactions. If students are reluctant to volunteer, ask how many students were already familiar with these recommendations. Ask for a raise of hands whether they think it is easy or difficult to maintain these recommendations in their daily life.
6. Explain that in the next challenge activity, students will be investigating “snack foods” in various countries. A snack food is a food that is highly available, eaten in large quantities, and ends up being a large portion of the standard diet for a person in that country. For example, in India, rice is a staple ingredient and can be found as part of almost every meal.

## VIRTUAL FACILITATION OPTIONS

- If students are in a virtual situation, consider using the poll feature.

## Challenge

7. Divide students into groups of 3–4. Distribute one **Staying Healthy Across the Globe WebQuest** handout to each group. Give students time to determine who will be the typist, the recorder, and the reporter.

8. Instruct each group to use search engines and research different websites for their assigned countries. If students need assistance, provide them with suggestions for search engine terms. They should decide as a group which information they want to share, and the recorder should write it in the appropriate box(es) on their **WebQuest** handouts. Sample search terms might include:

- Nutritional recommendations in India.
- What is a snack food in India?
- Physical activity recommendations in India.
- What kind of exercise is popular in India?

9. After approximately **15 minutes**, instruct groups to begin comparing and contrasting their research with the information presented on the **National Recommendations** handout in the Venn Diagram on page 2 of their **WebQuest** handout. Students will be comparing their own country’s recommendations with those of the specific country that was assigned to them during the WebQuest.
10. Lastly, have groups look up how many people die annually from NCDs in their assigned country and record it on their handouts.

## VIRTUAL FACILITATION OPTIONS

- If students are in a virtual situation, consider using the breakout group feature, a shared/live document, or they can complete it individually.



## Apply

11. Review with students the basics of the national nutrition and physical activity requirements and how many people die each year from NCDs in their country. Give them **2–3 minutes** to discuss within their group their Venn Diagrams and how that information compares to their assigned country.
12. Facilitate them in drawing conclusions about how national recommendations relate to NCD deaths, what role snack foods and common physical activity play in the occurrence of NCDs, etc. Do they help people make nutritional food choices, or are contributing to unhealthier choices? Encourage them to think about the kinds of foods that are recommended to be healthy and if they are reflected in the country’s snack foods. What else do they think impacts which foods become “staple?” Do they think that the economics of a country has anything to do with their snack foods or the amount of NCDs? Instruct each group’s recorder write down his/her group’s thoughts on their handout.

## Discuss

13. Invite each group to share their research and conclusions with the class. After one group has shared, they can “popcorn” to another group to share their information. To “popcorn” means the student will call out the next group’s reporter so they can “pop” up and begin sharing. Continue this activity until all groups have shared their WebQuest information.



## Reflect

14. Take time to facilitate students’ reflections on their experiences during the session. Consider asking one or more discussion questions similar to those below:

- How much physical activity is it recommended you get every day?
- What role does food play in keeping us healthy?
- How does your country compare to other countries with regards to nutrition, exercise, and incidence of NCDs?
- Are there any patterns you notice between countries?

### VIRTUAL FACILITATION OPTIONS

- If students are in a virtual situation, consider using the chat feature or a shared/live document.

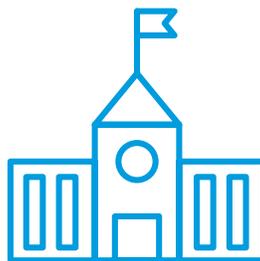
## EXTENSION IDEAS FOR EDUCATORS

- Provide students with the opportunity to design a week-long meal plan based on the nutritional recommendations and snack foods of their assigned country.
- Ask each group to create a 2–3-minute fitness routine based on the common forms of physical activity in its assigned country and lead the class in participating.

## NATIONAL CONTENT STANDARDS

### INDIA

- [English Language:](#)
  - Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.
  - Develop the ability to express one's thoughts orally and in writing in a meaningful way in the English language.
- [Operational Guidelines for School Health Programme](#)
  - Articulate their health and growing up concerns without inhibitions.
  - Be active participants in the learning process



## NATIONAL RECOMMENDATIONS

### Activity Recommendation—60 Minutes a Day

#### 1. Overview

The Fitness Program for children focuses on developing motor skills, knowledge of physical education and Sports Skills, which is implemented and evaluated in a progressive and developmentally appropriate manner.

Successful participation in specific physical activities requires the acquisition and mastery of appropriate fundamental and specialised skills (e.g. overhead strike with a racket, backhand throw with a disc, in-step kick with a ball, front-crawl, stroke with bat/racquet, a specific step with dance and music).

##### 1.1 Purpose of the Program

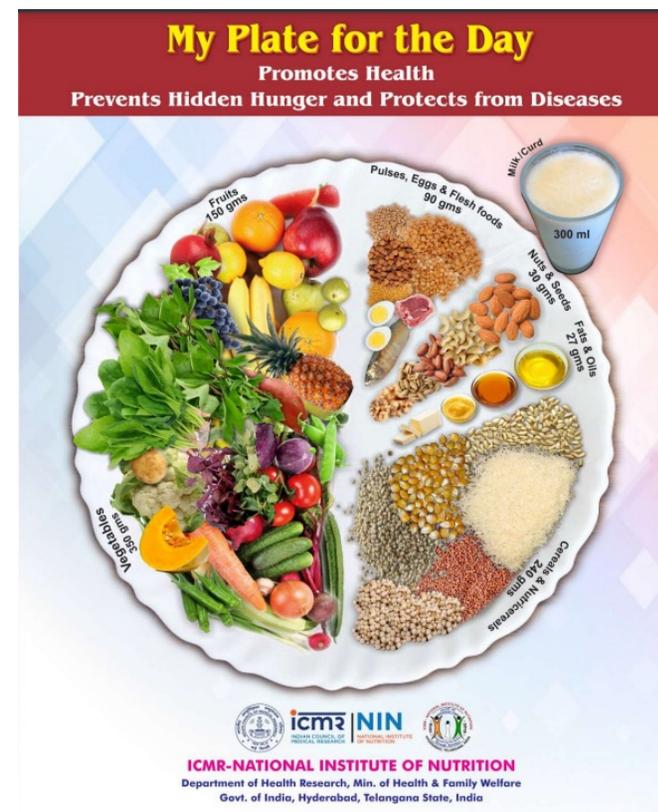
The purpose is to enable the children to demonstrate individually and in groups (with others), the physical skills, practices and values to enjoy an active healthy lifespan.

##### 1.2 Key Objectives

1. Ensure 60 Minutes of Moderate-to-vigorous Physical Activity (MVPA) Per Day
2. Promote Fitness for All
3. Institution of Age-appropriate, Progressive Curriculum:
  - a. Children of Class Nursery to III to perform variety of fundamental movement skills
  - b. All Children from Class VI onwards to get intervention aimed at improving their fitness levels, competency in sports skills and techniques of children
  - c. Age-appropriate Physical Activities and Exercises to include flavours of
    - i. Recreational Games
    - ii. Modern Sports and Traditional Games
    - iii. Dance
    - iv. Yoga
    - v. Free-hand exercises
4. Fitness Assessment Report Card for every Child (Class 1-12):
  - a. Physical Fitness Assessments will be conducted by School for each Student by trained staff to Track the fitness level and health indicator of each child as per the **Khelo India battery of tests for Class 1-3 (5-8 years) and Class 4-12 (9 to 18+ years)**
  - b. Assessment of children by their parents
5. Create a System for Monitoring: Tracking the overall improvements of the school as well as each class and children. Re-evaluate Intervention Strategy
6. Develop system for regular feedback and program re-evaluation strategy

Fitness Protocols and Guidelines for Age 5-18 Years | Fit India Mission | Page 14 of 58

### Nutritional Recommendation—My Plate



NCDs cause nearly 58 lakh deaths in India every year<sup>1</sup>

<sup>1</sup> WHO, <https://www.nhp.gov.in/healthyliving/ncd2019>

## STAYING HEALTHY ACROSS THE GLOBE WEBQUEST, PAGE 1 OF 2

**COUNTRY:** \_\_\_\_\_

Can you find the country's recommendations on daily nutrition? If so, log the website here and try to summarise below:

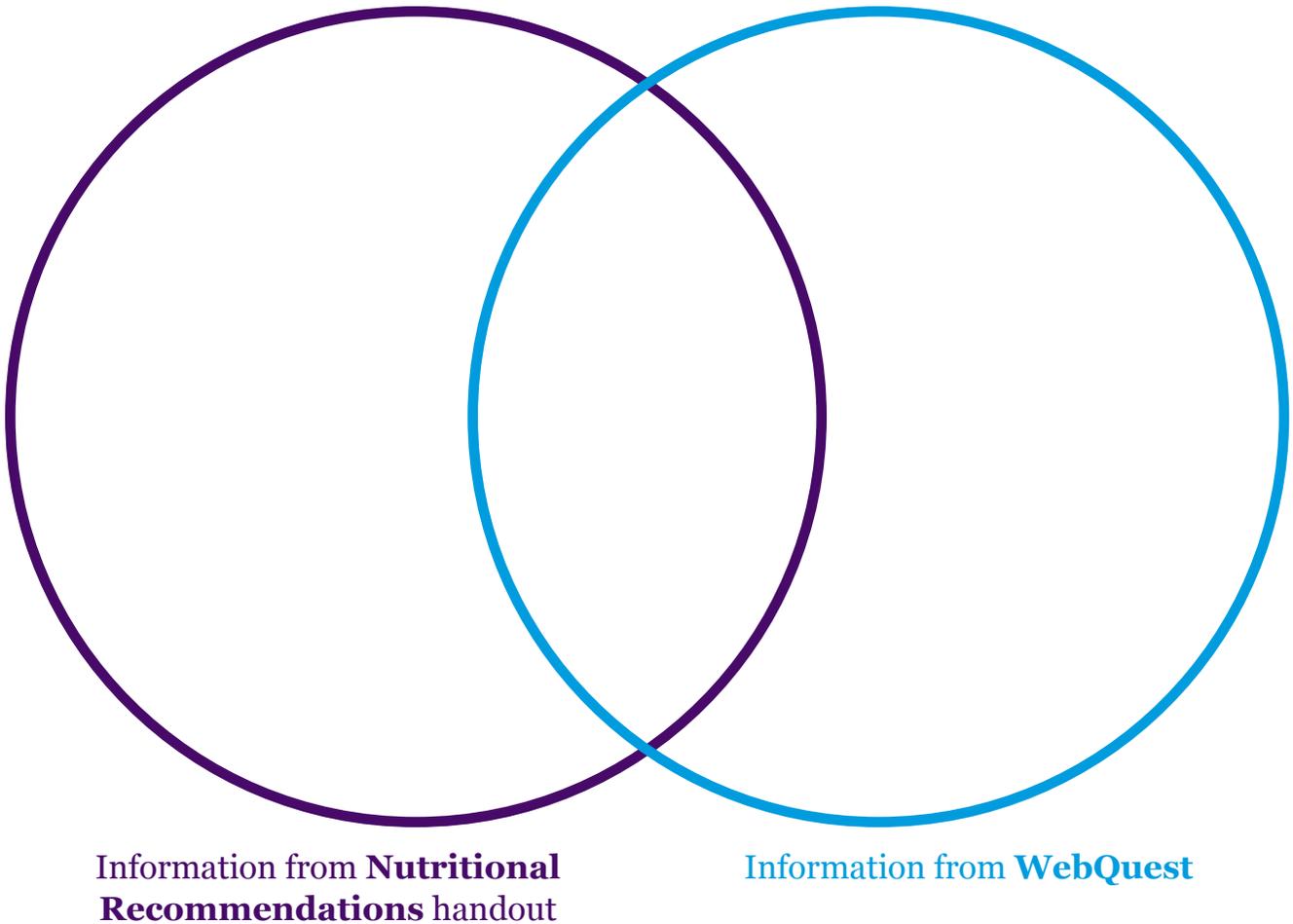
List at least five snack foods from this country:

Can you find the country's recommendations on daily physical activity? If so, log the website here and try to summarise below:

List the main forms of physical activity in this country:

## STAYING HEALTHY ACROSS THE GLOBE WEBQUEST, PAGE 2 OF 2

Review your **National Recommendations** handout. Compare and contrast the information you just researched with your own country. Label one side of the diagram with your own country and the other side of the diagram with the country you were assigned to research.



How many people die of NCDs in this country each year?

Based on your research and what you have learnt about your own country and what conclusions can you draw?