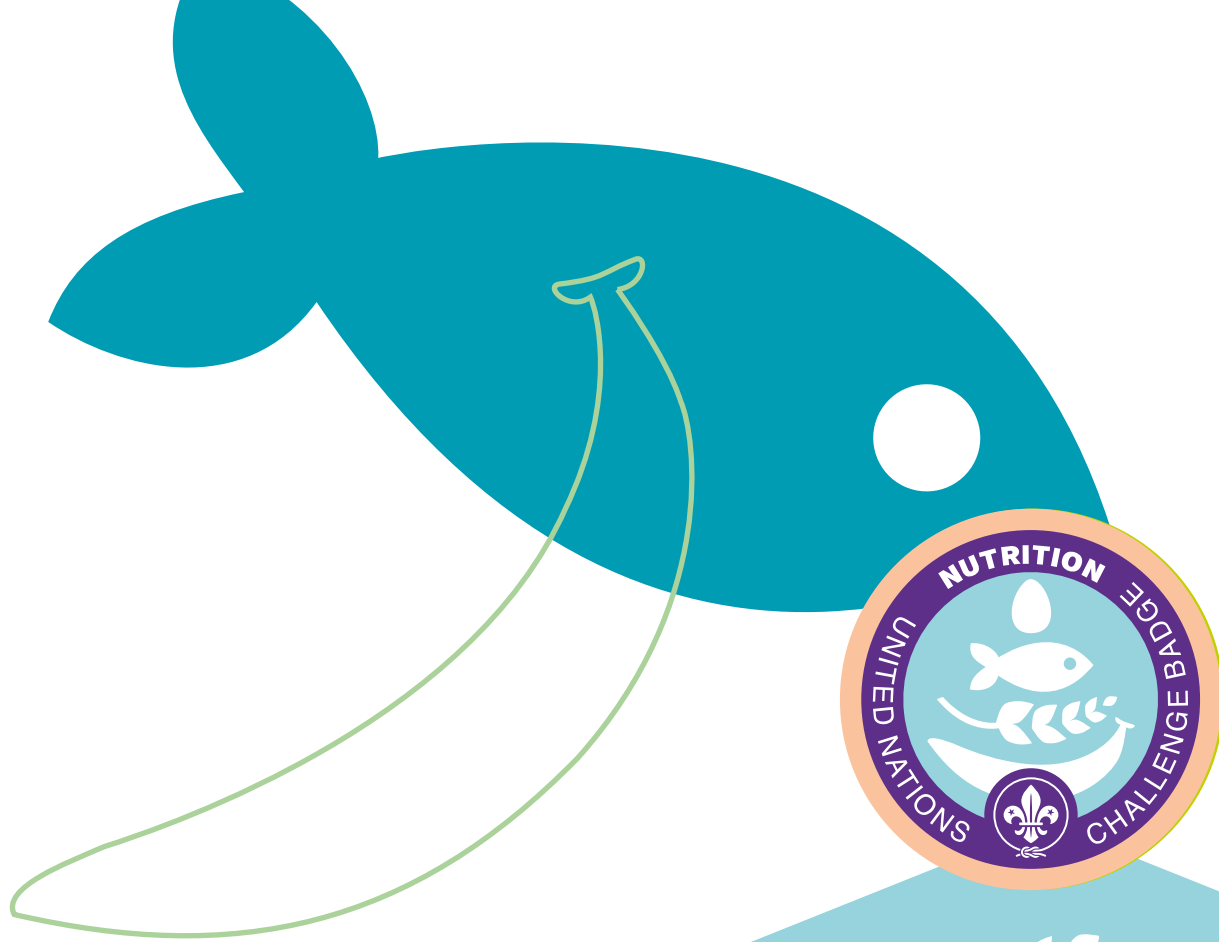




Nutrition challenge



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This document is intended for National Scout Organizations (NSOs), National Scout Associations (NSAs), and educational institutions.

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World Scouting together with its partners, advances the *HealthAllies* initiative to promote the physical, mental, emotional, and social wellbeing of young people worldwide.

FAO – YUNGA

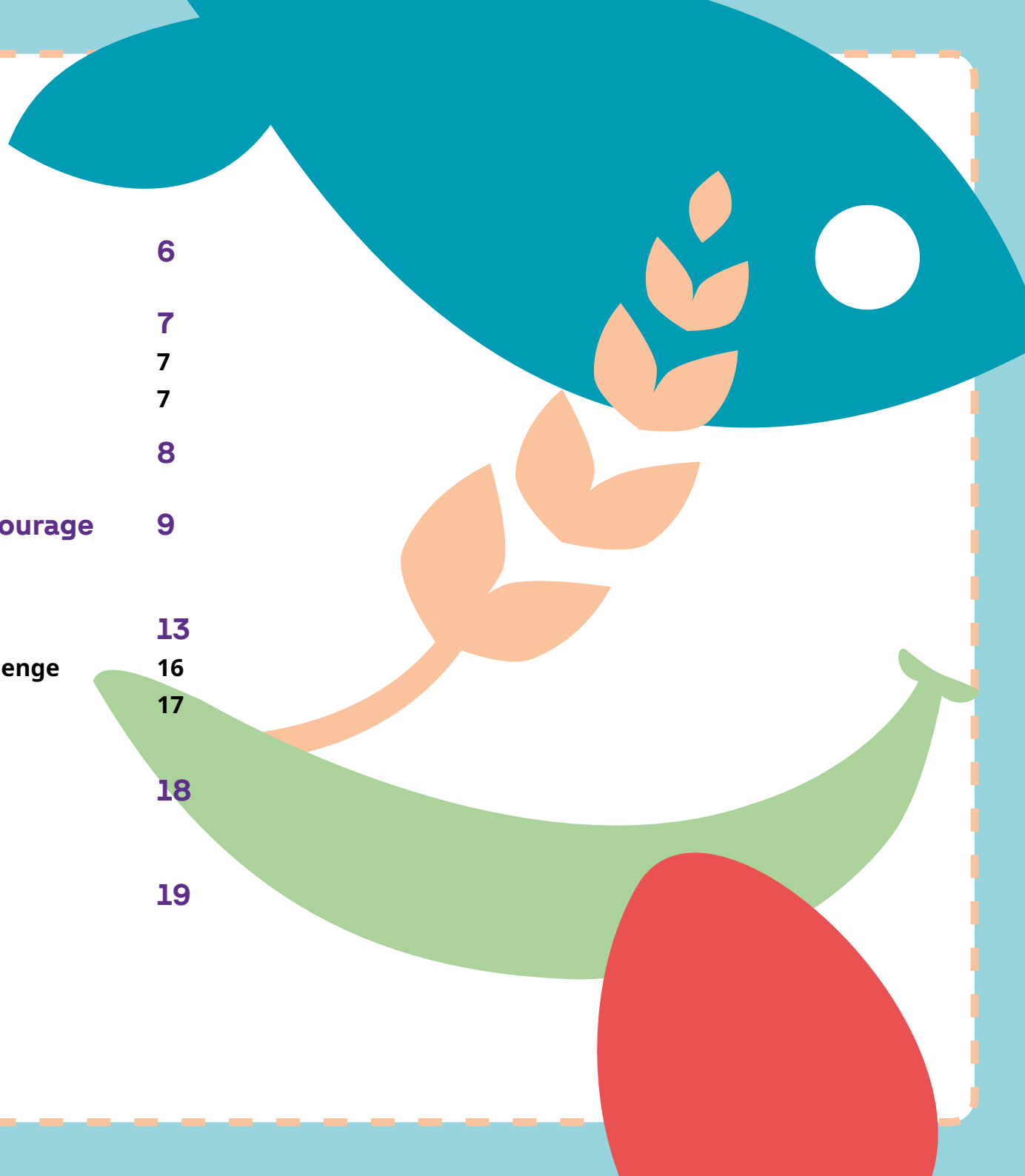
Engages young people in challenges linking wellbeing, nutrition, and sustainability, providing tools and resources that empower Scouts to take meaningful action for their health and communities.



Nutrition challenge

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What is the Nutrition Challenge?

The Nutrition Challenge is part of the *HealthAllies* initiative of the World Organization of the Scout Movement (WOSM). It was developed by a team of health professionals and youth programme experts committed to helping young people make informed decisions about their health and wellbeing.

This challenge is an adaptation of the Nutrition badge originally developed by the Youth and United Nations Global Alliance (YUNGA), led by the Food and Agriculture Organization of the United Nations (FAO) with support from the World Health Organization (WHO). In this version, designed specifically for Scouts, we focus on empowering young people to build a healthy lifestyle through knowledge, habits, and action, while aligning with the Sustainable Development Goals (SDGs) and Education for Sustainable Development (ESD) competencies.

The Nutrition Challenge focuses on three main areas: **Healthy lifestyles**, **Healthy eating choices**, and **Taking action**. We acknowledge the importance of food safety and sustainable diets and hope to develop dedicated challenges on those topics in the future.

The Nutrition Challenge invites young people to explore how their own habits — from food and hydration to sleep and movement — affect their bodies and minds. It then empowers them to take meaningful steps towards a healthier lifestyle and to become advocates for wellbeing in their communities.

Why the Nutrition Challenge matters

Nutrition, health, and healthier choices

Food is more than just fuel — it's culture, connection, identity, and care. Yet today, many people around the world still lack access to nutritious food, face rising rates of diet-related illnesses, or struggle with misinformation about healthy eating. At the same time, food systems are a major contributor to climate change, and young people are uniquely positioned to lead the shift towards healthier, more sustainable ways of eating.

Young people have the power to drive change. Across the globe, they are leading projects that promote better food choices, raise awareness about balanced diets, and support local solutions to improve access to nutritious meals. By promoting nutrition and wellbeing, we can create a healthier, more resilient world — for ourselves and for future generations.

The Nutrition Challenge helps young people explore the connections between food, health, and community. Through hands-on learning and community engagement, they gain the competencies and knowledge to develop community action projects focusing on nutrition. They start by exploring the many factors, personal choices, and practices that affect their health and wellbeing, but focus more on understanding how important it is to consume nourishing food that is right for their bodies.

A key component of this challenge is teaching young people that health is bio-individual, and that a healthy lifestyle looks different from one person to another. However, there are habits and practices we could all incorporate into our day-to-day lifestyle to feel our best and stay healthy.

The challenge focuses on educating, inspiring, and stimulating interest in young people to learn about different aspects of nutrition and encourages healthy eating habits. It also motivates individuals to change their behaviour and create projects that promote positive changes in their community.

Who is the challenge for?

The Nutrition Challenge is designed for young people aged seven and older, who want to learn about healthy lifestyles, how nutrition impacts their development, and how to impact their community with this knowledge.

Connection to the *HealthAllies* initiative

A global community to nourish our bodies and protect our future

The *HealthAllies* initiative is a global movement that empowers young people to take care of their physical, emotional, and social wellbeing and to support others in doing the same. Through challenges like the Nutrition Challenge, young people develop the awareness, skills, and habits needed to make informed food choices and advocate for access to safe, nutritious, and sustainable diets.

This challenge equips young people with practical knowledge about how food affects their health, their communities, and the planet. They learn to recognise the importance of balanced meals, respect cultural diversity in food traditions, reduce food waste, and build healthier habits, all while promoting food justice and equity in their local context.

More than a nutrition campaign, the *HealthAllies* initiative prepares young people to lead with purpose, take action for their wellbeing, and address global challenges like malnutrition and inequality. By learning, sharing, and taking action, they become advocates for a world where everyone has the right and the resources to eat well and live well.



Key symbols of the challenge

The **Nutrition Challenge** is represented by four meaningful symbols: an Egg, a Fish, Wheat, and Fruit, each reflecting the core elements of nourishment, growth, and wellness. Together, they guide young people through the essential steps of understanding balanced nutrition: recognising foundational nutrients, embracing healthful choices, sustaining energy, and promoting overall vitality. These symbols embody strength, sustainability, and natural wellness, inspiring young people to make informed decisions that fuel their bodies and empower healthy lifestyles.



Egg

Foundation and vitality

The egg represents the source of life, nourishment, and potential. Just as an egg contains everything needed to begin growth, it also symbolises the unit of a person and essential nutrients that build strong bodies and minds. The egg encourages young people to understand the importance of balanced nutrition as the foundation for energy, health, and development.

Fish

Health and vitality

The fish symbolises strength, vitality, and the benefits of wholesome, nutrient-rich food. It highlights the importance of healthy elements to cultivate your body, character, and overall wellbeing. It inspires young people to embrace diverse, nutritious choices that fuel their active lifestyles and long-term health.

Wheat

Sustenance and growth

Wheat represents nourishment, energy, and the steady fuel needed for daily life. Wheat symbolises the young person's primary energy sources — where they get energised from — supporting endurance and growth. It also signifies sustainability and the connection between agriculture, food security, and healthy communities.

Fruit

Vitality and wellness

Fruit embodies natural energy, vitamins, and antioxidants vital for protecting the body and promoting wellness. It symbolises freshness, diversity, and the power of nature's bounty to boost immunity and enhance overall health. It encourages young people to include vibrant, wholesome foods and experiences for a balanced life.

Theory of change: Explore, expand, encourage

The Nutrition Challenge, like all challenges in the *HealthAllies* initiative, follows a simple but powerful learning journey that reflects how young people grow in Scouting: by discovering, learning, and doing.

This journey is built on our **theory of change** — the idea that meaningful learning leads to personal growth, behaviour change, and community impact. The challenge is designed to guide young people through three interconnected stages:

Explore – My lifestyle

The journey begins with self-awareness. Participants take a self-assessment to reflect on their current lifestyle, including hydration, joyful movement, sleep habits, hygiene, and eating patterns. This helps them understand how their everyday choices affect their physical and mental wellbeing. It also introduces them to the concept of a healthy relationship with food and the basics of balanced nutrition.

Expand – What can I change?

Young people then engage in hands-on, age-appropriate learning activities focused on practical strategies to build healthier habits. They explore how small changes in their routine — from better hydration to smarter food choices — can help them feel stronger, more focused, and more energised. They also learn how to listen to their bodies and track the positive changes they experience.

Encourage – How can I help others?

Finally, participants are invited to turn their knowledge into action. Through community engagement projects, they become nutrition advocates — raising awareness, educating others, and inspiring positive habits in their families, schools, or Scout groups. Each young person becomes part of a movement that promotes healthier communities.

Throughout this journey, participants are encouraged to reflect on their personal needs and experiences, recognising that health is not one-size-fits-all. By the end of the challenge, they will have built a toolkit of knowledge, habits, and leadership skills to create a healthier lifestyle — and help others do the same.





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Our network of partners

World Scouting and its partners, including the United Nations Population Fund (UNFPA) and the Food and Agriculture Organization of the United Nations (FAO) through its Youth and United Nations Global Alliance (YUNGA), are working together to advance the *HealthAllies* initiative. Their support strengthens WOSM's efforts to promote physical, mental, emotional, and social wellbeing for young people around the world.

UNFPA brings critical expertise in youth health, rights, and wellbeing, providing technical guidance and global frameworks for promoting bodily autonomy, emotional resilience, and inclusive health education. Their collaboration ensures that the content of the *HealthAllies* initiative is grounded in international best practices and contributes to the global effort to achieve universal access to health and rights for all.

For the Nutrition Challenge, World Scouting worked closely with FAO to adapt its Nutrition Challenge developed under the Youth and United Nations Global Alliance (YUNGA). YUNGA engages young people in practical actions that connect healthy diets, sustainable food systems, and climate responsibility. By combining education with hands-on activities, this partnership empowers young people to make informed choices about nutrition, promote healthier lifestyles, and advocate for equality and food security in their communities. This educational resource was developed with the financial contribution and technical guidance of FAO and its YUNGA initiative.

These collaborations make the Nutrition Challenge a vital entry point for young people to link personal health with global challenges, encouraging them to lead positive change for both people and the planet.

Together, WOSM and its partners are equipping a generation of young people with the knowledge, empathy, and skills to thrive and lead. Through *HealthAllies*, Scouts become champions for wellbeing, creating a world where everyone can flourish — physically, mentally, and emotionally.



SDG and Education for Sustainable Development alignment

The suggested learning activities are aligned with the educational objectives for Mind Builders and the SDGs. They contribute to developing the eight key competencies for sustainable development.

These cross-cutting key competencies help in achieving all SDGs. They allow young people to engage constructively and responsibly with today's world. The competencies describe the specific attributes individuals need for action and self-organisation in various complex contexts and situations.

The SDG key competencies are the following:

- **Systems thinking competency:** the ability to recognise and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.
- **Anticipatory competency:** the ability to understand and evaluate multiple futures – possible, probable, and desirable; to create one's visions of the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.
- **Normative competency:** the ability to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge, and contradictions.
- **Strategic competency:** the ability to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
- **Collaboration competency:** the ability to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy); to understand, relate to, and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem-solving.
- **Critical thinking competency:** the ability to question norms, practices, and opinions; to reflect on one's values, perceptions, and actions; and to take a position in the sustainability discourse.
- **Self-awareness competency:** the ability to reflect on one's role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.
- **Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive, and equitable solution options that promote sustainable development, integrating all competencies.

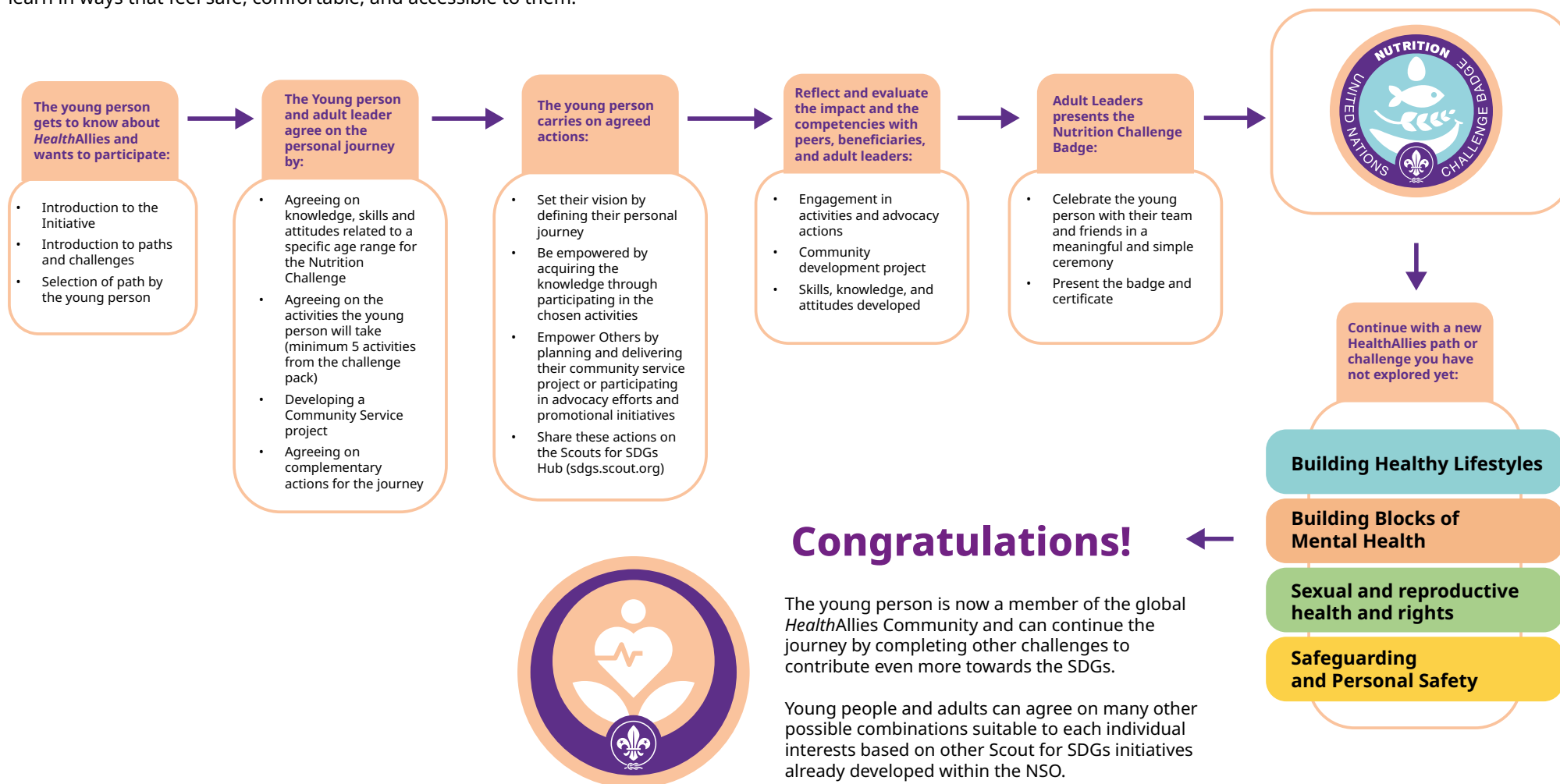
SCOUTS for SDGs

Get to know more about ESD and the sustainable development key competencies [here](#).

How to earn the Nutrition Challenge badge

To earn the Nutrition badge, young people must begin by completing the self-assessment activity and the food diary — these two things are designed to help them reflect on their current lifestyle and habits. After that, they complete at least five activities within the *Healthy Habits* area. Finally, they are required to design and carry out a community engagement project. Once the project is complete, participants revisit their food diary to reflect on their journey and progress.

While the activities are designed for group settings, they can also be completed individually or in pairs/trios. The goal is to provide young people with the flexibility to learn in ways that feel safe, comfortable, and accessible to them.

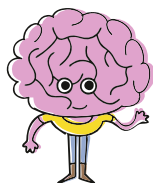


Nutrition Challenge competencies and learning objectives

The Nutrition Challenge is part of the *Healthy Lifestyles* learning path within the *HealthAllies* initiative. As such, the challenge draws on the learning objectives defined for this path as its core framework, focusing on the development of knowledge, attitudes, and practical skills that support wellbeing through healthy daily habits.

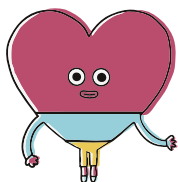
Every activity in the Nutrition Challenge is designed with clear learning goals. These goals help young people build not only knowledge of nutrition, but also the emotional awareness and behavioural skills needed to make informed choices and promote healthy living.

The challenge is built around three types of learning objectives that work together to support holistic development:



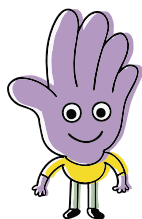
Cognitive – what we know

Participants explore key nutrition concepts such as balanced diets, essential nutrients, healthy habits, and the impact of food on physical and mental wellbeing. They learn to reflect on their own lifestyles and understand the science behind healthy eating.



Socio-emotional – how we feel and connect

These objectives focus on developing a healthy relationship with food, building confidence to make positive changes, and promoting empathy when supporting others on their health journey.

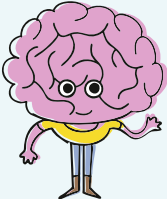
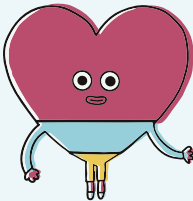


Behavioural – what we do

These are the practical skills and actions that bring learning to life — tracking habits, making healthier choices, leading by example, and implementing community engagement projects.

By combining these three areas, the challenge helps young people grow in knowledge, mindset, and action — equipping them to care for their own wellbeing and inspire positive change around them.



	Ages		
	7-10	11-14	15+
Cognitive 	I understand what health and wellbeing means and why it is important for me. I know basic hygiene concepts. I understand the healthy habits that can help me care for myself. I understand that healthy living look different for everyone.	I understand what health, wellbeing, and good hygiene are and why they are important. I am able to reflect on my own habits. I understand the factors that can affect health and can identify the ones affecting mine. I know how healthy habits can impact health and wellbeing and how to implement them in my routine. I understand that healthy living and habits look different for everyone, and how this may change their needs.	I know the concepts of health, wellbeing, and hygiene and can critically reflect on them. I also understand the importance of access to quality and affordable health care. I know healthy habits that can be implemented in my daily life to help me best take care of my health. I understand how they may vary from others. I can critically assess how the social and physical environment affects my health and other people's health. I understand that healthy living and habits look different for everyone, and the importance for a community to meet everyone's different needs.
Socio-emotional 	I am able to encourage my friends and family to learn about health and wellbeing and promote healthy habits. I am able to develop a personal commitment to take care of my health.	I am able to interact with people who have health needs different from mine and respect their situations and feelings. I am able to encourage my community to decide and act in favour of promoting health and wellbeing for all. I am able to continue to develop and adapt my personal commitment to take care of my health.	I am able to interact and empathise with people who have health needs different from mine and respect their situations and feelings. I am able to identify and communicate issues affecting the health of people in my community. I can identify needs that are not met in my community and empower others and myself to advocate for them.

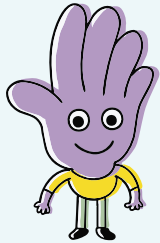
Ages

7-10

11-14

15+

Behavioural



I am able to develop my own healthy habits and include them in my routine.

I am able to recognise when I'm not feeling well and to ask for help.

I am able to include healthy habits in my routine and advocate for others to learn how to do the same.

I have the capacity to perceive when I or others are not feeling healthy and seek help.

I am able to identify the health needs of people in my community and develop an action plan to address them.

I am able to plan, implement, evaluate, and replicate community engagement projects that promote healthy lifestyles and habits in my community.

I am able to propose ways to address possible health and wellbeing conflicts in my community.

I am able to advocate for resources that support my community's wellbeing.



Supporting young people to complete the challenge

Your role as a youth leader

As a youth leader, you play a vital role in guiding young people through the Nutrition Challenge. This challenge isn't just about healthy eating — it's about building lifelong habits, making informed decisions, and inspiring others to do the same. You are there to support, inspire, and help participants understand how nutrition connects to their daily lives and broader community wellbeing.



Before facilitating this challenge, take time to:

- Understand the goals of the Nutrition Challenge and its connection to the *HealthAllies* initiative and the SDGs.
- Familiarise yourself with the learning journey: **Explore, Expand, Encourage.**
- Recognise that this challenge is adaptable — it should meet participants where they are and fit your local context.

Key principles for facilitating this challenge

Use the following principles to create a positive, empowering learning environment:

Engage with enthusiasm

Approach each session with energy and positivity. When participants see your excitement, they'll be more eager to learn.

Create a safe environment

Foster a space where participants feel comfortable sharing their thoughts, experiences, and challenges without fear of judgment.

Adapt and personalise

Remember that healthy lifestyles vary. Be inclusive of different needs, cultural backgrounds, and dietary preferences.

Use interactive methods

Choose hands-on, experiential activities to bring nutrition concepts to life.

Promote self-reflection

Encourage participants to reflect on their current habits and think critically about where they want to improve.

Encourage collaboration

Facilitate group discussions and projects where participants can learn from each other and feel part of a team.

Use real-life examples

Help participants connect concepts to their everyday lives with examples that are relatable and age appropriate.

Promote critical thinking

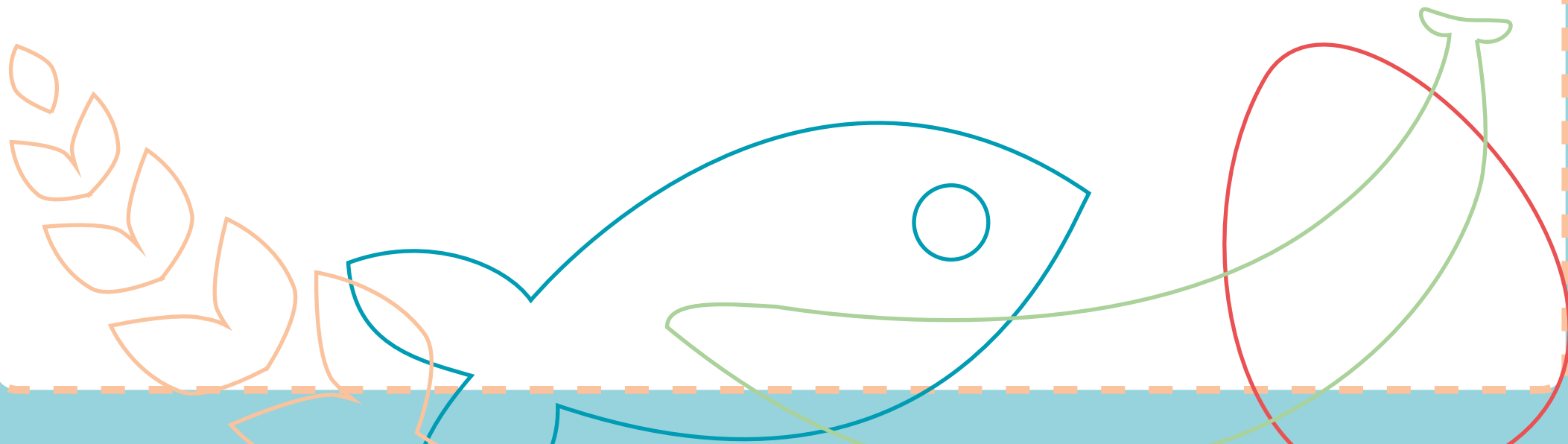
Guide the participants in questioning food choices, health trends, and the information they consume.

Celebrate progress

Acknowledge small steps. Recognising effort and growth boosts confidence and motivation.

Support their action projects

Mentor older participants in planning and implementing their community engagement project.



Practical strategies to support the journey

These additional strategies will help you guide participants effectively through the full challenge:

- **Plan and facilitate activities** – Use the *HealthAllies* learning paths to select activities that align with participants' age, interests, and needs.
- **Adapt activities** – Modify content based on your local context, available resources, and cultural relevance.
- **Mentor individual growth** – Support each participant's journey through Explore, Expand, and Encourage, helping them reflect and progress meaningfully.
- **Create a collaborative space** – Encourage participants to share ideas, ask questions, and learn from one another.
- **Engage the community** – Connect participants with local health professionals, community members, or partner organisations to broaden their perspectives.
- **Track and reflect** – Use the food diary and other tools to help participants evaluate their learning and growth.
- **Recognise achievements** – Use badges, certificates, or small ceremonies to acknowledge progress and completion.





Introduction to the activities and learning flow

The activities in this challenge are designed to help young people explore their habits, understand how food and health are connected, and take meaningful steps towards a healthier lifestyle. These activities are age appropriate and flexible, and can be done in groups, individually, or with families, depending on the participants' needs and context.

Each activity supports the learning objectives of the *Healthy Lifestyles* learning path in the *HealthAllies* initiative. They follow the same three-step learning journey as the rest of the initiative, **Explore**, **Expand**, and **Encourage**, starting with reflection, deepening knowledge through hands-on practice, and ending with real community action.

If you're looking for deeper information on nutritional concepts to support your facilitation (like food groups, nutrients, and healthy eating principles), we've included that in the **Annexe A: Nutrition concepts** at the end of this manual.



Healthy lifestyles activities

Identify, understand, and acquire competencies to respond to the needs of their community by developing new strategies to incorporate healthy habits into their day-to-day life.

	7-10	11-14	15+
Explore (Step 1: My lifestyle: Analysing healthy habits)	• Self-assessment • Food diary challenge	• Self-assessment • Food diary challenge	• Self-assessment • Food diary challenge
Expand (Step 2: What can I change: Adopting healthy habits)	• Healthy Habits Bingo • Plate craft • Nature walk adventure • DIY healthy snack workshop • Colourful food hunt • Joyful movement party • Nutrition trivia challenge	• Healthy habits bingo • Plate craft • Nature walk adventure • Mindful eating exercise • DIY healthy snack workshop • Grocery shopping challenge • Joyful movement party • Nutrition trivia challenge • Nutrient treasure hunt • My own garden	• Healthy habits bingo • Nature walk adventure • Mindful eating exercise • DIY healthy snack workshop • Grocery shopping challenge • Joyful movement party • Food and mood journaling • Nutrition trivia challenge • Nutrient treasure hunt • My own garden
Encourage (Step 3: How can I help others: Creating community engagement)	Community engagement projects	Community engagement projects	Community engagement projects
Evaluation (Step 4: How did I change? What did I learn?)	• Self-assessment • Food diary challenge	• Self -assessment • Food diary challenge	• Self-assessment • Food diary challenge

Explore: Self-assessment

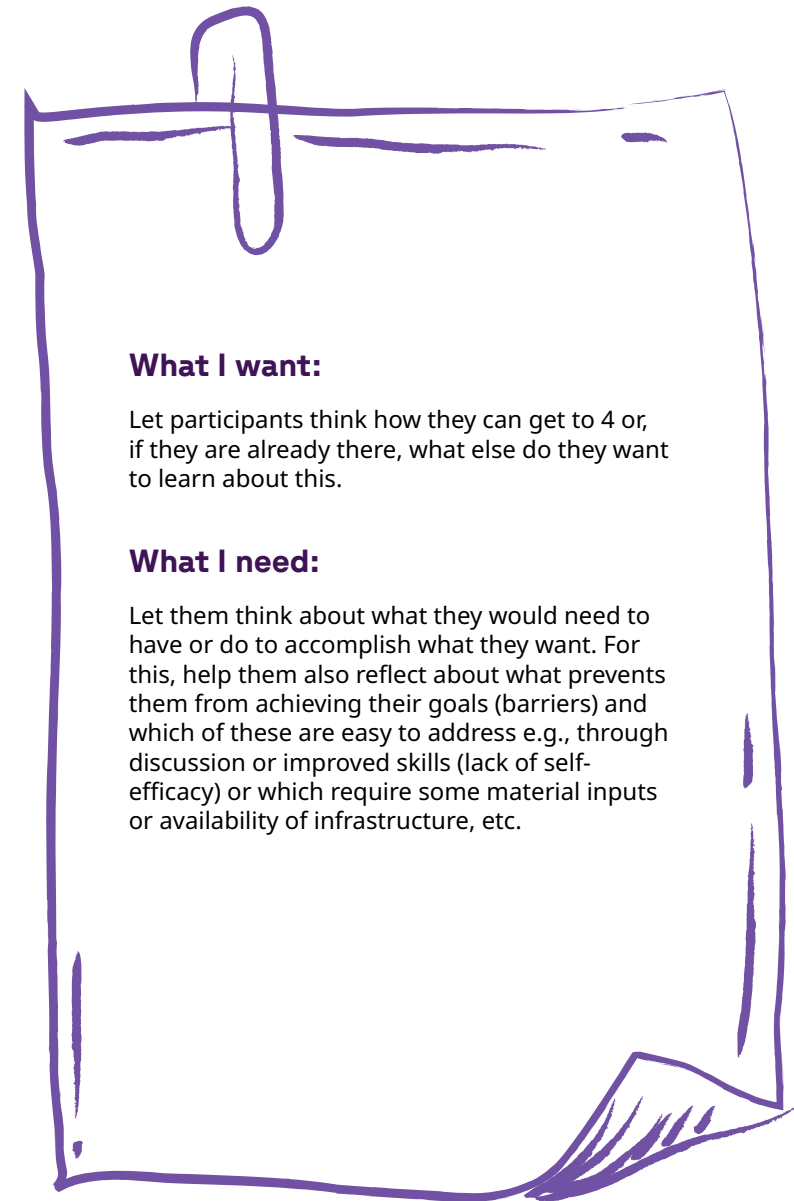
Self-assessment

Have participants choose the sheet of their age section

Get them to assess where they are on a scale of 1 to 4

1. Never	2. Sometimes	3. Often	4. Always
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Tell them to write down some notes in the sections “What I want” and “What I need to do it” to kickstart their challenge journey.



What I want:

Let participants think how they can get to 4 or, if they are already there, what else do they want to learn about this.

What I need:

Let them think about what they would need to have or do to accomplish what they want. For this, help them also reflect about what prevents them from achieving their goals (barriers) and which of these are easy to address e.g., through discussion or improved skills (lack of self-efficacy) or which require some material inputs or availability of infrastructure, etc.

Self-assessment

1. Never

2. Sometimes

3. Often

4. Always

Have participants choose the sheet of their age section

7–10 years old

Self-assessment statement	Where are you right now? (1–4)	What do you want to achieve?	What do you need to achieve it?
I pay attention to what I eat and drink every day.			
Writing down what I eat and drink could help me choose healthier foods.			
I can explain what healthy habits are.			
I practise at least one healthy habit every day.			
I enjoy trying new healthy habits.			
Eating healthy food helps me feel strong and well.			
I understand that different foods give me different nutrients.			

Self-assessment

1. Never

2. Sometimes

3. Often

4. Always

Have participants choose the sheet of their age section

11–14 years old

Self-assessment statement	Where are you right now? (1–4)	What do you want to achieve?	What do you need to achieve it?
I make food choices that help me feel energetic and healthy.			
I notice how what I eat affects my mood, energy, and concentration.			
I can plan at least one healthy meal or snack for myself.			
I balance my diet by including different food groups.			
I try to avoid habits that I know are not good for my health.			
I can explain why nutrition is important for growth and development.			
I sometimes influence what my family or friends eat by suggesting healthier options.			

Self-assessment

1. Never

2. Sometimes

3. Often

4. Always

Have participants choose the sheet of their age section

15+ years old

Self-assessment statement	Where are you right now? (1–4)	What do you want to achieve?	What do you need to achieve it?
I take responsibility for my own food choices and eating habits.			
I can explain how nutrition affects long-term health and wellbeing.			
I consider sustainability and fairness (e.g., local, seasonal, fair trade) when making food choices.			
I can plan and prepare balanced meals for myself and others.			
I understand the impact of food systems on climate and communities.			
I make conscious choices to limit foods that harm my health.			
I can advocate for healthier eating habits among my peers or community.			

Food diary challenge

Age: 7–10

Area: Cognitive

Learning objectives

- Understand the concept of a balanced diet and the importance it has on their health.
- Recognise different food groups and their role in providing energy, nutrients, vitamins, and more to their bodies.
- Develop awareness of personal eating habits by reflecting on what they ate during the week.

Materials

- Colourful food diary worksheet for each participant.
- Crayons or markers for drawing.
- Visual aids or props depicting examples of healthy foods.

Instructions

- Provide each participant with a colourful and engaging food diary worksheet.
- Explain to them that their task is to record everything they eat and drink each day for a week. Show them an example of one of your days.
- Encourage them to use simple language and drawings to describe their meals and snacks.
- Emphasise the importance of being honest and detailed in their entries; tell them that there is no right or wrong. It is just a game.
- Remind participants to ask for help from parents or guardians if needed to fill out their diaries accurately.
- Encourage them to ask their parents or guardians about different food groups and to learn new things every day.

Debrief

- One week later, gather participants to discuss their experiences with maintaining the food diary.
- Begin by asking each participant to share one thing they learned about their eating habits during the week.
- Discuss what they could do better in the following week, for example, “Next week I need to eat fewer sweets and drink more water”
- Guide the conversation towards the concept of a balanced diet by asking questions such as:
 - Can anyone name the different food groups we need to eat from every day?
 - Did you include foods from all the different food groups in your meals?
 - What are some examples of healthy snacks you enjoyed during the week?
- Use visual aids or props to illustrate examples of healthy foods from each food group.
- Wrap up the debrief by emphasising the importance of making healthy food choices to grow strong and stay healthy.
- Make sure everyone understands the concept that “Eating healthy is fun, it gives you energy” and “Everybody is different”.

Food diary challenge

Age: 11-14

Area: Cognitive

Learning objectives

- Understand the relationship between food, health, and wellbeing, including the importance of balanced nutrition.
- Analyse personal eating habits and identify areas for improvement through maintaining a food diary.
- Develop critical thinking skills by evaluating food choices and their nutritional value.

Materials

- Detailed food diary template or printable worksheet for each participant.
- Nutrition resources or references on healthy eating.
- Pens or pencils for writing.

Instructions

- Provide each participant with a food diary template or printable worksheet. You can create it together from scratch. Make sure to include: 3 meals and 2 snacks per day, water intake, and any other area you all decide you want to have (e.g., a specific area to record soda intake).
- Explain to them that they will be tracking their food and beverage intake for one week; give them an example of one of your days.
- Encourage them to include specific details such as portion sizes, meal times, and any snacks consumed between meals.
- Emphasise the importance of honest and accurate entries to gain a clear understanding of their eating habits.
- Provide resources or references on nutrition basics to support the participants in identifying healthy food choices (e.g., YUNGA Nutrition Challenge badge PDF, YouTube videos that you have previously seen).

Debrief

- Facilitate a group discussion to reflect on the experience of maintaining the food diary for the week.
- Ask the participants to share any insights or observations they gained from tracking their eating habits.
- Guide the conversation towards the concept of balanced nutrition by posing questions such as:
 - What did you notice about the variety of foods you consumed during the week?
 - Were there any patterns or trends in your eating habits that surprised you?
 - How do you think your food choices affect your energy levels and overall wellbeing?
- Encourage the participants to analyse their food diary entries and identify areas where they could make healthier choices.
- Discuss strategies for incorporating more nutrient-dense foods into their diet and making sustainable changes for better health.
- At the end, try to get everyone to make a public commitment in front of their peers so they can all help each other make sure they keep their promises.
- Make sure to bring props to help explain the concepts.

Food diary challenge

Age: 15+

Area: Cognitive

Learning objectives

- Understand the connection between diet, lifestyle, and overall health outcomes.
- Evaluate personal dietary patterns and identify opportunities for improvement through maintaining a food diary.
- Develop critical thinking and decision-making skills related to food choices and nutrition.

Materials

- Detailed food diary template or printable worksheet for each participant.
- Nutrition resources or references on healthy eating.
- Pens or pencils for writing.

Instructions

- Provide the participants with a comprehensive food diary template or digital tracking tool. You can create it together from scratch. Make sure to include: 3 meals and 2 snacks per day, water intake, and any other area you all decide you want to have (e.g., a specific area to record soda intake).
- Explain the purpose of the activity and emphasise the importance of accurate and detailed record-keeping.
- Encourage the participants to track not only what they eat and drink but also factors such as meal timing, portion sizes, and emotional or environmental influences on eating habits.
- Offer additional resources or readings on advanced nutrition concepts such as macronutrients, micronutrients, and dietary guidelines (e.g., YUNGA Nutrition Challenge badge PDF, YouTube videos that you have previously watched).

Debrief

- One week later, facilitate a guided discussion to review the participants' experiences with maintaining the food diary.
- Encourage the participants to share any insights or observations they gained from tracking their dietary intake.
- Guide the conversation towards a deeper understanding of balanced nutrition and its impact on overall health by asking questions such as:
 - How did maintaining the food diary for a week influence your awareness of your eating habits?
 - Were there any surprises or patterns you noticed in your dietary patterns?
 - How do you think your current dietary choices align with recommendations for a balanced diet?
- Prompt the participants to reflect on areas where they could make changes to improve their dietary habits and overall wellbeing.
- Discuss strategies for setting realistic goals and implementing sustainable dietary changes, considering individual preferences, lifestyle factors, and cultural influences.
- At the end, try to get everyone to make a public commitment in front of their peers so they can all help each other and make sure they keep their promises.



**Expand:
Learning Activities**

Healthy habits bingo

Age: 7–10, 11–14, 15+

Area: Behavioural

Learning objectives

- Identify and recognise different healthy habits.
- Encourage the participants to practise and adopt healthy behaviours.
- Promote engagement and motivation in maintaining healthy habits.

Materials

- Bingo cards with squares representing healthy habits.
- Markers or stickers for marking off completed squares.

Instructions

- Create bingo cards with squares representing various healthy habits such as drinking water, brushing teeth, eating fruit, or getting enough sleep. Create the cards together. Make it into a quick activity. Encourage them to ask their parents or guardians about their own healthy habits. (This activity can be used in every age, just make sure to adapt the healthy habits - the older they get, the more specific the habits need to be.)
- Distribute bingo cards to each participant and explain the rules of the game.
- Encourage the participants to complete a row or column on their bingo card by practising the healthy habits listed in the squares.
- Throughout the week, remind the participants to mark off the squares as they complete each healthy habit.
- At the end of the week, gather the participants together to discuss their experiences and accomplishments.

Debrief

- Start the debrief by asking the participants to share their favourite healthy habit they practised during the week.
- Guide the conversation towards the importance of each healthy habit and its impact on their overall well.
- Use open-ended questions to prompt reflection and critical thinking, such as:
 - Which healthy habit was the easiest for you to practise? Which one was the most challenging?
 - How did practising these healthy habits make you feel?
 - Did you notice any changes in your energy levels or mood throughout the week?
- Reinforce the idea that practising healthy habits is important for staying healthy and feeling good.
- Celebrate their achievements and encourage them to continue practising healthy behaviours.

Healthy plate craft

Age: 7–10, 11–14

Area: Behavioural and socio-emotional

Learning objectives

- Understand the concept of a balanced meal and its components.
- Learn to identify and categorise different food groups.
- Foster creativity and fine motor skills through art and craft activities.

Materials

- Paper plates.
- Craft materials such as coloured paper, markers, glue, and scissors.

Instructions

- Provide each participant with a paper plate and a variety of craft materials such as coloured paper, markers, glue, and scissors.
- Explain that they will be creating a collage of a balanced meal on their paper plate.
- Encourage the participants to use the craft materials to represent different food groups such as fruit, vegetables, grains, proteins, and dairy. As the participants work on their crafts, facilitate discussions about the importance of including a variety of foods in their meals and the benefits of a balanced diet.
- Once the collages are complete, display them for the group to admire and discuss.

Debrief

- Begin the debrief by asking each participant to describe their collage and the foods they included.
- Guide the conversation towards the concept of a balanced meal and the importance of including foods from each food group.
- Use open-ended questions to prompt reflection and critical thinking, such as:
 - What did you learn about healthy eating while creating your collage?
 - Can you identify which food groups are represented in your collage?
 - How can you use this knowledge to create balanced meals in your everyday life?
- Reinforce the idea that eating a variety of foods helps provide the body with the nutrients it needs to grow and stay healthy.
- Encourage the participants to share their collages with their families and discuss the importance of balanced nutrition at home.
- This activity is designed for more than one age group, so make sure that the explanation given to the participants corresponds to their age group. The older they are, the more specific the explanation (you can use the available information in the challenge document, YUNGA Nutrition Challenge badge or any reliable source of information you prefer).

Nature walk adventure

Age: 7–10, 11–14, 15+

Area: Cognitive and behavioural

Learning objectives

- Explore and appreciate nature.
- Understand the benefits of spending time outdoors and being physically active.
- Develop observational skills and curiosity about the environment.
- Understand the connection between physical activity and a balanced diet.

Materials

- Baskets or bags for collecting items.
- Magnifying glasses or binoculars for observing nature.
- Optional: Field guides or nature identification resources.

Instructions

- Organise a nature walk in a nearby park, nature reserve, or outdoor space.
- Provide the participants with baskets or bags (let's try zero waste!) to collect items such as leaves, flowers, rocks, and other interesting natural objects.
- Encourage them to explore their surroundings, observe plants and animals, and collect items of interest.
- Facilitate discussions about the benefits of spending time outdoors and being physically active, such as improving mood, reducing stress, and promoting physical health.

- Allow the participants to freely explore and interact with nature, asking questions and sharing observations along the way.

A twist for this activity for the older age groups, or if parents/guardians are involved in the activity:

- Make it a full-on connection with the environment; instead of collecting items they find in nature, encourage everyone to pick up garbage that's on the path.
- Make the same connection as written before but also add that helping the planet is a great way to move our body.

Debrief

- Gather the participants together after the nature walk to discuss their experiences and discoveries.
- Ask them to share one thing they observed or learned during the walk.
- Guide the conversation towards the benefits of spending time outdoors and being physically active, using open-ended questions such as:
 - How did you feel while exploring nature? Did you notice any changes in your mood or energy levels?
 - What was your favourite part of the nature walk? Why?
 - How can you incorporate more outdoor activities into your daily routine?

- Encourage them to reflect on the importance of connecting with nature and the environment.
- Discuss ways to continue exploring and appreciating nature, such as regular outdoor adventures or nature-themed activities.

Mindful eating exercise

Age: 11–14, 15+

Area: Cognitive and behavioural

Learning objectives

- Understand the concept of mindful eating and its benefits for overall health.
- Develop awareness of sensory experiences while eating, including taste, texture, and smell.
- Explore how mindful eating can promote healthier food choices and portion control.

Materials

- Snacks for each teen participant.
- Optional: Guided mindfulness script or audio recording.

Instructions

- Provide each participant with a small snack such as a piece of fruit, a granola bar, or a handful of nuts.
- Lead them through a guided mindfulness exercise, instructing them to focus on their snack and engage their senses.
- Encourage them to observe the appearance, texture, smell, and taste of their snack without judgment.
- Prompt them to take small, deliberate bites, paying attention to the sensations in their mouths and the flavours of the food.
- After the exercise, facilitate a discussion about the experience of mindful eating and its potential benefits for overall wellbeing.

Debrief

- Start the debrief by asking everyone to share their thoughts and observations from the mindful eating exercise.
- Guide the conversation towards the concept of mindful eating and its connection to healthier food choices and portion control.
- Use open-ended questions to prompt reflection and critical thinking, such as:
 - How did paying attention to your snack make you feel? Did you notice any differences in taste or satisfaction?
 - How do you think practising mindful eating could help you make healthier food choices in the future?
 - What are some strategies you can use to incorporate mindful eating into your daily routine?
- Reinforce the idea that being mindful while eating can help them develop a healthier relationship with food and make more conscious decisions about what and how much they eat.
- Encourage everyone to continue practising mindful eating and explore other mindfulness techniques for promoting wellbeing.

DIY healthy snack workshop

Age: 7–10, 11–14, 15+

Area: Behavioural

Learning objectives

- Learn to prepare simple and nutritious snacks using whole, unprocessed ingredients.
- Understand the importance of choosing snacks that provide energy and essential nutrients.
- Develop practical skills in food preparation and cooking.

Materials

- Ingredients and materials for preparing healthy snacks (e.g., fruit, vegetables, yoghurt, wholegrain wraps).
- Utensils and equipment for food preparation (e.g., knives, cutting boards, skewers); be mindful to use utensils according to each age group.
- Recipe cards or instructions for each snack option so they can take them home. For older groups, encourage them to invent their own ideas or find recipes before the activity.

Instructions

- Set up a workshop area with ingredients and materials for preparing healthy snacks such as fruit skewers, yoghurt parfaits, or veggie wraps. This activity is created for all age groups; make sure you adapt the snacks being prepared.
- Provide everyone with step-by-step instructions and demonstrations for assembling each snack.
- Encourage them to get creative and customise their snacks with their favourite ingredients, colours, and flavours.
- As everyone works on preparing their snacks, facilitate discussions about the nutritional benefits of each ingredient and the importance of choosing snacks that provide energy and nutrients.
- Allow them to enjoy their snacks together and share their creations with the group.
- For more fun, they can all make a small competition to win “Best snack” by voting.

Debrief

- Gather everyone together after the workshop to discuss their experience and share feedback.
- Ask them to reflect on the snacks they prepared and the ingredients they chose.
- Guide the conversation towards the importance of choosing healthy snacks that provide energy and essential nutrients.
- Use open-ended questions to prompt reflection and critical thinking, such as:
 - What did you enjoy most about preparing and eating the healthy snacks?
 - How do you think the snacks you prepared compare to less nutritious options in terms of taste and nutrition?
 - What are some other healthy snack ideas you could try incorporating into your diet?
- Reinforce the idea that preparing and enjoying nutritious snacks can be both delicious and fun and encourage teens to continue exploring healthy food choices.

Colourful food hunt

Age: 7-10

Area: Behavioural and socio-emotional

Learning objectives

- Recognise the importance of eating a variety of colourful fruit and vegetables for overall health.
- Develop awareness of different fruit and vegetables based on their colours.
- Foster excitement and curiosity about healthy food choices

Materials

- Lists and pictures of colourful fruit and vegetables for the scavenger hunt. Option: You can try to hide real food, which will make it more fun.
- Baskets or bags for collecting fruit and vegetables.
- Optional: Prizes or rewards (if it's real food, the reward can be that they get to enjoy it) for completing the scavenger hunt.

Instructions

- Prepare pictures of colourful fruit and vegetables for the scavenger hunt, ensuring a variety of options.
- Hide the fruit and vegetables around a designated area, making sure they are easily accessible and safe for the participants to find.
- Divide the participants into small groups and provide them with the scavenger hunt list.
- Instruct them to search for each fruit and vegetable on the list and collect them in a basket or bag as they find them.
- Once all the items have been found, gather the participants together to discuss the importance of eating a variety of colourful foods for good health.

Debrief

- Lead a discussion about the importance of eating fruit and vegetables of different colours.
- Encourage the participants to share what they learned during the scavenger hunt, which fruit and vegetables they found, and if they knew all the fruit and vegetables on the list.
- Use open-ended questions to guide the conversation towards the learning objectives, such as:
 - Why is it important to eat a variety of colourful fruits and vegetables?
 - Can you name some fruit and vegetables you found during the scavenger hunt and their colours?
 - How can you incorporate more colourful fruit and vegetables into your meals and snacks?
- Reinforce the idea that eating a rainbow of fruit and vegetables provides essential vitamins, minerals, and antioxidants for good health.
- Encourage the participants to continue exploring and trying new fruit and vegetables to expand their palate and nutrition intake.

Grocery shopping challenge

Age: 11–14, 15+

Area: Behavioural

Learning objectives

- Develop practical skills in budgeting and grocery shopping for nutritious foods.
- Learn to make informed decisions when selecting ingredients for a healthy meal.
- Understand the importance of comparing prices and staying within a budget while grocery shopping.

Materials

- Budget guidelines for each group.
- List of ingredients for a healthy meal.
- Notepads or smartphones for recording prices and calculations.

Instructions

- Divide the participants into small groups and provide each group with a budget and a list of ingredients for a healthy meal; make sure that they are all accompanied by a responsible adult.
- Instruct them to visit a grocery store or supermarket with their group and navigate the aisles to find the ingredients on their list.
- Encourage everyone to compare prices and choose the most cost-effective options while ensuring the ingredients meet the criteria for a healthy meal.
- Once they have completed their shopping, gather them together to review their purchases and discuss their decision-making process.
- For 15+, set a particular budget, within which they need to shop for all the ingredients for a healthy dinner (they need to choose a recipe, considering that it should contain all the nutrients needed and at the same time have affordable costs to stay within the set budget).

Debrief

- Lead a discussion about the grocery shopping challenge and their experiences.
- Encourage the participants to reflect on the decisions they made while shopping and how they stayed within their budget.
- Use open-ended questions to guide the conversation towards the learning objectives, such as:
 - What strategies did you use to compare prices and make informed decisions while grocery shopping?
 - Did you encounter any challenges while staying within your budget? How did you overcome them?
 - What did you learn about the cost of nutritious foods compared to less healthy options?
- Reinforce the importance of planning meals, comparing prices, and making smart choices to ensure a balanced and affordable diet.
- Encourage them to apply the skills they learned during the grocery shopping challenge to help in their homes.

My own garden

Age: 7–10, 11–14, 15+

Area: Cognitive and behavioural

Learning objectives

- Learn about sustainable gardening practices and the benefits of growing their own food.
- Develop teamwork through planning and planting their own garden.

Materials

- Seeds or seedlings of various vegetables or herbs.
- Gardening tools (small shovels, trowels).
- Soil.
- Watering cans or hoses.
- Markers or labels for identifying planted areas.

Instructions

- Gather all the participants in a garden or outdoor space.
- Explain the concept of sustainable gardening in simple terms, emphasising the benefits of growing their own food.
- Divide them into small groups or pairs.
- Provide each group with a designated area for planting, along with a selection of seeds or seedlings, gardening tools (like small shovels or trowels), and soil.
- Guide everyone in planning their garden layout, considering factors like sunlight, spacing, and watering needs.
- Help them plant their seeds or seedlings according to their plan, encouraging teamwork and cooperation.
- After planting, discuss the importance of caring for their garden, including watering, weeding, and watching for pests.
- Encourage the participants to take turns caring for the garden and observing its growth over time.
- If land isn't available, turn the activity into a workshop to create "home gardens", showing how some foods can easily be grown on window sills like this <https://www.youtube.com/watch?v=TnKe4dowdUk>



Debrief

- Gather the participants together to reflect on their gardening experience through the lens of health.
- **Ask questions 7-10-year-olds.**
 - How do you think growing your own food can help you stay healthy?
 - What are some of the nutritious foods you planted in your garden?
 - How does spending time outdoors and being active in the garden make you feel?
 - What did you learn about teamwork while planting your garden, and how does teamwork relate to staying healthy?
- **Questions for 11-14-year-olds:**
 - How does sustainable gardening contribute to a healthier lifestyle for individuals and communities?
 - What are some of the health benefits associated with growing your own food?
 - In what ways did teamwork play a role in planning and planting the garden, and how does collaboration contribute to overall wellbeing?
 - How can sustainable gardening practices promote environmental health and support human health at the same time?
- **Questions for 15+:**
 - How does sustainable gardening contribute to promoting physical health, mental wellbeing, and social connections?
 - What are some of the potential health benefits of consuming locally grown, organic produce?
 - How can involvement in community gardening projects foster a sense of belonging, purpose, and resilience?
 - In what ways does sustainable gardening intersect with broader public health and environmental sustainability goals?
 - Encourage everyone to make connections between gardening, healthy eating habits, physical activity, and teamwork.

Nutrition trivia challenge

Age: 7–10, 11–14, 15+

Area: Cognitive

Learning objectives

- Enhance knowledge about nutrition and healthy eating habits through this fun trivia game.
- Encourage critical thinking and problem-solving skills by answering questions related to food and nutrition.
- Foster teamwork and collaboration by working together to answer trivia questions.

Materials

- Trivia questions and answers.
- Scorekeeping sheets or a whiteboard.
- Pens or markers.
- Visual aids or props for illustrating concepts (optional).

Instructions

- Divide the participants into teams or individual players, depending on the group size and preference.
- Prepare a set of trivia questions covering various topics related to nutrition, healthy eating, food groups, and dietary guidelines. Create the questions based on the challenge document, the YUNGA Nutrition Challenge badge, or a reliable source of information. Make sure they are age appropriate.
- Present the trivia questions to the participants, allowing each team or player to take turns answering. Award points for correct answers and keep track of scores throughout the game. For this activity, you will need to have a prize (even symbolic) for the winner to boost motivation.
- Encourage the participants to discuss and collaborate on answers, promoting teamwork and problem-solving skills.
- Make the trivia challenge interactive and engaging by incorporating visuals, multimedia, or props to illustrate concepts and reinforce learning.

Debrief

- After completing the trivia challenge, hold a debrief session to discuss their experiences and what they learned.
- Reflect on the trivia questions and answers, highlighting key concepts and facts related to nutrition and healthy eating habits.
- Encourage the participants to share any new knowledge or insights gained from the trivia game.
- Discuss how the trivia challenge helped reinforce the importance of making informed food choices and adopting healthy eating habits.
- Emphasise the value of continuous learning and staying curious about nutrition and health-related topics.

Food and mood journaling

Age: 15+

Area: Cognitive and socio-emotional

Learning objectives

- Explore the connection between food choices and mood or emotional wellbeing.
- Develop self-awareness and mindfulness around eating habits and their impact on mental health.
- Learn strategies for making informed food choices to support mood regulation and overall emotional health.

Materials

- Journals or notebooks.
- Writing utensils.
- Resources on emotional eating and nutrition.

Instructions

- Provide the participants with journals or notebooks to use as food and mood journals.
- Encourage them to track their daily food intake and note any changes in mood, energy levels, or emotions throughout the day.
- Facilitate discussions or workshops on topics such as emotional eating, stress management, and the role of nutrition in mental health.
- Guide the participants in reflecting on their journal entries and identifying patterns or correlations between food choices and mood.

Debrief

- Start by asking the participants how they felt about tracking their food intake and mood in their journals. Encourage them to share any interesting observations they made.
- Discuss examples from the participants' journals where they noticed how certain foods affected their mood or energy levels. Explore how food choices can impact emotional wellbeing.
- Guide the participants in reflecting on their own eating habits and how they relate to their mental health. Discuss the concept of emotional eating and the importance of being mindful about food choices.
- Share simple strategies for making healthier food choices to support emotional health. Talk about the benefits of a balanced diet and staying hydrated.
- Encourage the participants to set small, achievable goals for improving their diet and mood. Help them brainstorm specific actions they can take to reach these goals.
- Remind the participants to continue using their food and mood journals as a tool for self-reflection. Encourage them to stay mindful of how their food choices affect their emotional wellbeing.

Nutrient treasure hunt

Age: 11–14, 15+

Area: Cognitive and physical

Learning objectives

- Increase knowledge of essential nutrients and their sources.
- Develop critical thinking and problem-solving skills through a treasure hunt activity.
- Promote physical activity and teamwork.

Materials

- Journals and a list of essential nutrients.
- Pictures or cards representing each nutrient.
- Treasure hunt area (indoor, outdoor, or virtual).

Instructions

- Create a list of essential nutrients such as vitamins, minerals, proteins, fibres, and healthy fats.
- Nutrients should be found in a set of foods/products brought into the room; the participants will need to leverage their knowledge of nutrient content in different foods, etc.
- Divide the participants into teams and provide each team with a list of the hidden nutrients.
- Instruct the teams to search for the hidden nutrient cards and collect pictures or cards of each one.
- Encourage the participants to collaborate, communicate, and problem-solve as they navigate the treasure hunt.
- Once all the teams have found the nutrient cards, gather them together to review and discuss the importance of each nutrient for health and wellbeing.

Debrief

- Lead a discussion about the treasure hunt experience and the nutrients collected.
- Prompt the participants to reflect on the role of each nutrient in supporting overall health and vitality.
- Discuss the importance of including a variety of nutrient-rich foods in the diet to meet nutritional needs.
- Encourage the participants to share their favourite foods or recipes that are good sources of the nutrients they found.
- Emphasise the connection between nutrition and physical health, energy levels, and wellbeing.
- Provide resources or recommendations for learning more about essential nutrients and healthy eating.

Encourage: Community engagement project

Once young people have completed the first two steps, it's time for them to integrate their new knowledge and skills into a community engagement project. These are examples of projects they can do. However, it is up to them and their community.

Community engagement project ideas for 7–10-year-olds:

1

Healthy snack workshop:

Organise a workshop where children can learn how to prepare simple, nutritious snacks. Provide hands-on activities where they can assemble fruit skewers, make yoghurt parfaits, or create veggie wraps. Encourage them to share these snack ideas with their families and friends, promoting healthy eating habits beyond the workshop.

2

Community garden planting:

Collaborate with a local community garden or start a small garden patch in a schoolyard or neighbourhood park. Children can participate in planting vegetables and herbs, learning about the importance of fresh produce and sustainable gardening practices. As the garden grows, they can take pride in caring for the plants and harvesting nutritious ingredients for their meals.

3

Nutrition education storytime:

Host a story time session focused on nutrition and healthy eating habits. Choose children's books that discuss the benefits of fruit, vegetables, and balanced meals in a fun and engaging way. After reading, facilitate a discussion about the story's themes and encourage children to share their own healthy eating experiences or preferences.

4

Healthy recipe sharing:

Invite children to create their own healthy recipes or modify existing ones to make them more nutritious. Encourage them to use ingredients from different food groups and emphasise the importance of balance and variety. Organise a recipe-sharing event where children can showcase their creations and exchange ideas with their peers.

5

Community health fair:

Partner with local health organisations and businesses to host a community health fair focused on children's nutrition and wellbeing. Set up interactive booths and activities where children can learn about healthy food choices, participate in cooking demonstrations, and engage in physical activities like yoga or dance. Provide educational resources and materials for families to take home and continue their journey towards healthier lifestyles. For this project, the participants will need support from their parents or leaders, but they should try to lead interactive booths, etc., inside the community fair.

Community engagement project ideas for 11–14-year-olds:

1

Nutrition awareness campaign:

Organise a nutrition awareness campaign targeting peers within the community. Develop informative posters, brochures, or social media content highlighting the importance of healthy eating habits and the benefits of a balanced diet. Host interactive workshops or presentations where participants can learn about reading food labels, meal planning, and making healthier food choices. For this project, we recommend the campaign to be as sustainable as possible. Try using recycled materials or doing it online.

2

Cooking classes for teens:

Offer cooking classes specifically designed for teenagers, focusing on practical skills and nutrition education. Invite local chefs or nutritionists to lead hands-on cooking sessions where teens can learn how to prepare healthy and delicious meals. Encourage them to explore diverse cuisines and experiment with new ingredients, fostering a lifelong appreciation for cooking and nutritious eating.

3

Farmers market field trip:

Organise a field trip to a local farmers market, giving teens the opportunity to learn about seasonal produce, sustainable farming practices, and the benefits of buying locally grown foods. Encourage them to interact with vendors, ask questions about their products, and sample fresh fruit and vegetables. Guide them on budgeting and meal planning based on farmers market finds, empowering teens to make informed food choices.

4

Nutrition education workshops in schools:

Partner with schools to deliver nutrition education workshops as part of the curriculum or extracurricular activities. Cover topics such as understanding food labels, debunking nutrition myths, and promoting mindful eating habits. Engage students in discussions, group activities, and cooking demonstrations to reinforce key concepts and encourage peer-to-peer learning.

5

Community cookbook project:

Collaborate with peers to create a community cookbook featuring healthy and culturally diverse recipes. Encourage teens to contribute their favourite dishes, sharing personal stories or family traditions associated with each recipe. Organise recipe testing sessions, photo shoots, and layout design workshops to bring the cookbook to life. Once completed, distribute copies of the cookbook to schools, libraries, and community centres, inspiring others to cook nutritious meals at home.

Community engagement project ideas for 15+:

1

Urban garden initiative:

Launch an urban garden initiative to promote sustainable agriculture and community access to fresh produce. Identify vacant lots or unused spaces within the community to establish community gardens where participants can grow fruit, vegetables, and herbs. Organise workshops on organic gardening techniques, composting, and water conservation. Donate harvested produce to local food banks or host a farmers markets to make fresh, nutritious foods more accessible to residents.

2

Healthy cooking workshops for families:

Develop a series of healthy cooking workshops targeted at families in the community. Partner with local chefs, nutritionists, or culinary schools to facilitate hands-on cooking classes focused on affordable, nutritious meals. Teach participants how to plan balanced menus, prepare meals from scratch using seasonal ingredients, and adapt recipes to accommodate dietary restrictions. Encourage families to cook and eat together, fostering stronger bonds and healthier habits at home.

3

Food waste reduction campaign:

Launch a food waste reduction campaign to raise awareness about the environmental and social impacts of food waste. Organise educational workshops, film screenings, and panel discussions highlighting the importance of reducing food waste at the household, community, and global levels. Implement initiatives such as composting programmes, surplus food redistribution partnerships with local businesses, and community fridges or pantries to minimise food waste and address food insecurity.

4

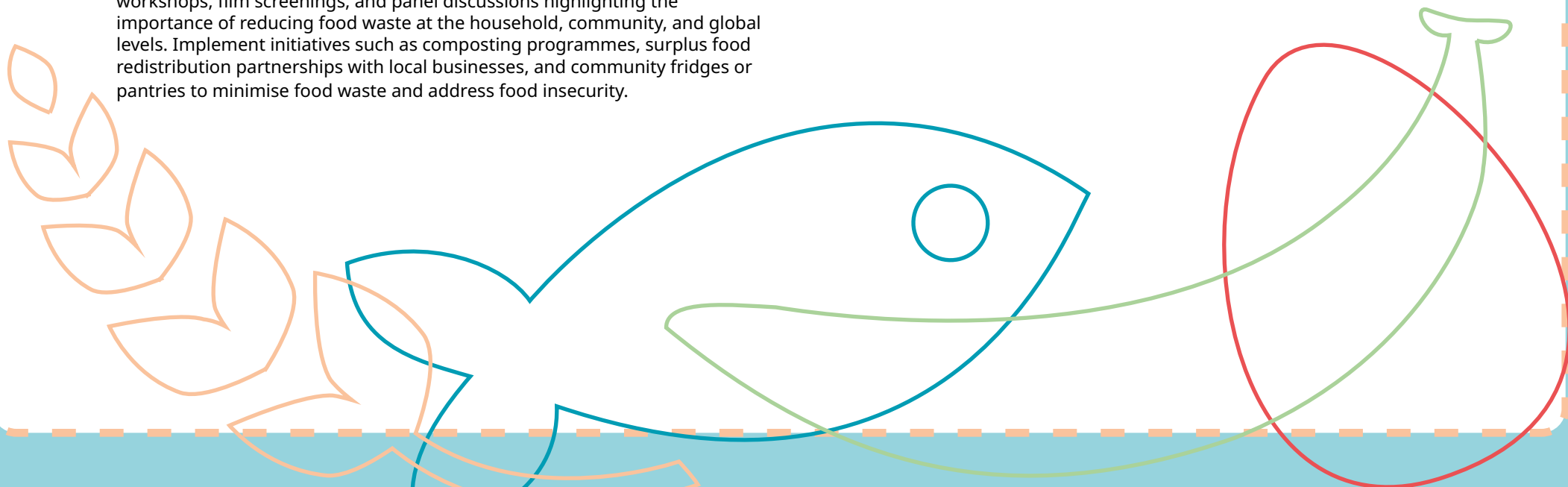
Nutrition education for vulnerable populations:

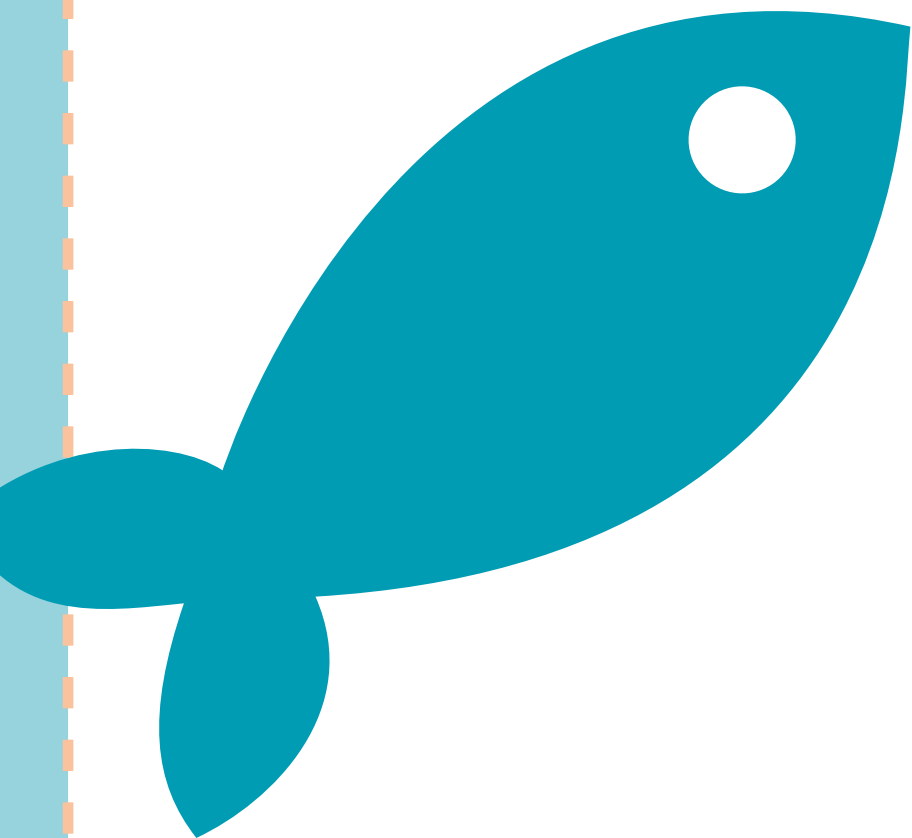
Develop and deliver nutrition education programmes tailored to the needs of vulnerable populations in the community, such as low-income families, seniors, or individuals experiencing homelessness. Collaborate with community organisations, shelters, or healthcare providers to offer workshops, cooking demonstrations, and one-on-one counselling sessions focused on budget-friendly meal planning, healthy eating on a limited budget, and accessing nutritious foods through food assistance programs.

5

Advocate for food justice and equity:

Engage in advocacy efforts to address systemic issues related to food justice and equity within the community. Research local food systems, policies, and access barriers affecting marginalised communities, and identify opportunities for advocacy and policy change. Mobilise community members to participate in advocacy campaigns, petition drives, and public forums to demand equitable access to healthy, culturally appropriate foods and support initiatives that promote food sovereignty, community self-reliance, and social justice.





Post-evaluation and reflection

Now, once everything is complete, it's time to check what they have learned and how they have adjusted their lifestyles. The next step is quite easy, since it repeats the same process as in Step 1.



Food diary challenge

Age: 7–10

Area: Cognitive

Learning objectives

- Understand the concept of a balanced diet and its importance it has on our health.
- Recognise different food groups and their role in providing energy to our bodies.
- Develop awareness of personal eating habits by reflecting on what they ate during the week.

Materials

- Colourful food diary worksheet for each participant.
- Crayons or markers for drawing.
- Visual aids or props depicting examples of healthy foods.

Instructions

- Provide each participant with a colourful and engaging food diary worksheet.
- Explain to them that their task is to record everything they eat and drink each day for a week. Show them an example of one of your days.
- Encourage them to use simple language and drawings to describe their meals and snacks.
- Emphasise the importance of being honest and detailed in their entries, tell them that there is no right or wrong. It is just a game.
- Remind the participants to ask for help from parents or guardians if needed to fill out their diaries accurately.
- Encourage them to ask their parents or guardians about different food groups and to learn new things every day.

Debrief

- A week later, gather them all together to discuss their experiences with maintaining the food diary.
- Begin by asking each participant to share one thing they learned about their eating habits during the week.
- Guide the conversation towards the concept of a balanced diet by asking questions such as:
 - Can anyone name the different food groups we need to eat from every day?
 - Did you include foods from all the different food groups in your meals?
 - What are some examples of healthy snacks you enjoyed during the week?
- Use visual aids or props to illustrate examples of healthy foods from each food group.
- Wrap up the debrief by emphasising the importance of making healthy food choices to grow strong and stay healthy.
- Make sure everyone understands the concept that “eating healthy is fun, it gives you energy” and “everybody is different”.

Food diary challenge

Age: 11–14

Area: Cognitive

Learning objectives

- Understand the relationship between food and health, including the importance of balanced nutrition.
- Analyse personal eating habits and identify areas for improvement through maintaining a food diary.
- Develop critical thinking skills by evaluating food choices and their nutritional value.

Materials

- Detailed food diary template or printable worksheet for each participant.
- Nutrition resources or references on healthy eating.
- Pens or pencils for writing.

Instructions

- Provide each participant with a food diary template or printable worksheet. You can create it together from scratch. Make sure to include: 3 meals and 2 snacks per day, water intake, and any other area you all decide you want to have (e.g., a specific area to record soda intake).
- Explain to them that they will be tracking their food and beverage intake for one week and give them an example of one of your days.
- Encourage them to include specific details such as portion sizes, meal times, and any snacks consumed between meals.
- Emphasise the importance of honest and accurate entries to gain a clear understanding of their eating habits.
- Provide resources or references on nutrition basics to support participants in identifying healthy food choices (e.g., YUNGA Nutrition Challenge badge PDF, YouTube videos that you have previously seen).

Debrief

- Facilitate a group discussion to reflect on the experience of maintaining the food diary for the week.
- Ask the participants to share any insights or observations they gained from tracking their eating habits.
- Guide the conversation towards the concept of balanced nutrition by posing questions such as:
 - What did you notice about the variety of foods you consumed during the week?
 - Were there any patterns or trends in your eating habits that surprised you?
 - How do you think your food choices affect your energy levels and overall wellbeing?
- Encourage the participants to analyse their food diary entries and identify areas where they could make healthier choices.
- Discuss strategies for incorporating more nutrient-dense foods into their diet and making sustainable changes for better health.
- Make sure to bring props to properly explain the concepts.

Food diary challenge

Age: 15+

Area: Cognitive

Learning objectives

- Explore the connection between diet, lifestyle, and overall health outcomes.
- Evaluate personal dietary patterns and identify opportunities for improvement through maintaining a food diary.
- Develop critical thinking and decision-making skills related to food choices and nutrition.

Materials

- Detailed food diary template or printable worksheet for each participant.
- Nutrition resources or references on healthy eating.
- Pens or pencils for writing.

Instructions

- Provide the participants with a comprehensive food diary template or digital tracking tool. You can create it together from scratch. Make sure to include: 3 meals and 2 snacks per day, water intake, and any other area you all decide you want to have (e.g., a specific area to record soda intake).
- Explain the purpose of the activity and emphasise the importance of accurate and detailed record-keeping.
- Encourage participants to track not only what they eat and drink but also factors such as meal timing, portion sizes, and emotional or environmental influences on eating habits.
- Offer additional resources or readings on advanced nutrition concepts such as macronutrients, micronutrients, and dietary guidelines (e.g., YUNGA Nutrition Challenge badge PDF, YouTube videos that you have previously seen).

Debrief

- One week later, facilitate a guided discussion to review the participants' experiences with maintaining the food diary.
- Encourage the participants to share any insights or observations they gained from tracking their dietary intake.
- Guide the conversation towards a deeper understanding of balanced nutrition and its impact on overall health by asking questions such as:
 - How did maintaining the food diary for a week influence your awareness of your eating habits?
 - Were there any surprises or patterns you noticed in your dietary patterns?
 - How do you think your current dietary choices align with recommendations for a balanced diet?
- Prompt the participants to reflect on areas where they could make changes to improve their dietary habits and overall wellbeing.
- Discuss strategies for setting realistic goals and implementing sustainable dietary changes, considering individual preferences, lifestyle factors, and cultural influences.



Annexes

Annexe 1: Nutrition concepts

This annexe provides essential background information to support adult leaders in delivering the Nutrition Challenge. While the activities are written in youth-friendly language, this section helps facilitators deepen their understanding of the key concepts so they can lead with confidence, answer questions, and guide reflection.

This content is not intended to be memorised or presented as a lecture; it's here as a practical reference to help adult leaders feel prepared and informed.

Why nutrition matters

Food is essential not just for survival, but for thriving. It fuels our growth, development, and day-to-day functioning. Beyond nourishment, food is culture, celebration, community, and identity. Everyone has a right to safe, nutritious, and sufficient food; it's recognised as a basic human right.

Throughout this challenge, young people learn that what we eat impacts not just physical health, but also mental, emotional, and social wellbeing.

Healthy lifestyles: The bigger picture

According to the World Health Organization (WHO), health is “a state of complete physical, mental and social wellbeing — not merely the absence of disease.” While this challenge focuses on nutrition, it acknowledges that health is multidimensional.

The Nutrition Challenge touches on multiple aspects of a healthy lifestyle — particularly diet, hydration, physical activity, and hygiene — helping young people understand that good nutrition doesn't happen in isolation.



The basics of good nutrition

Understanding these basics will help you support conversations during the challenge:



Nutrients

Nutrients are the essential substances our bodies need to grow, repair, and function. Key nutrient types include:

- **Carbohydrates** – Our main energy source.
- **Proteins** – Help build and repair tissues.
- **Fats** – Support brain health and nutrient absorption.
- **Vitamins** – Support body functions (e.g., A for vision, C for immunity).
- **Minerals** – Build strong bones and carry oxygen (e.g., calcium, iron).
- **Water** – Keeps every system in the body functioning properly.



Balanced diet

A balanced diet includes a variety of foods in the right proportions. Each food group plays a specific role:

- **Fruit and vegetables** – Provide fibre, vitamins, and antioxidants.
- **Whole grains and tubers** – Offer sustained energy and fibre.
- **Proteins (meat, fish, legumes, nuts)** – Essential for growth and cell repair.
- **Dairy and alternatives** – Important for calcium and bone health.
- **Healthy fats** – Support hormone regulation and brain function.
- **Water** – Supports hydration, digestion, and nutrient transport.



Cultural and practical realities

Food choices are shaped by accessibility, affordability, tradition, and personal values. This challenge helps young people reflect on their current habits and explore small, realistic improvements based on their context.



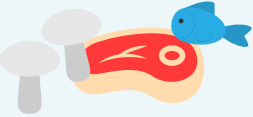
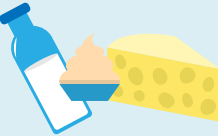
Healthy eating in practice: Key messages to emphasise

- **All food groups matter** – Nutrition is about variety, not restriction.
- **Colour matters** – The more colourful the plate, the more diverse the nutrients.
- **Whole > ultra-processed** – Encourage simple, fresh, or local options when possible.
- **Hydration counts** – Water is essential and should be prioritised daily.
- **Mindful eating** – Help young people slow down and enjoy their food.
- **Everyone is different** – What works for one person may not work for another.

Tips for explaining nutrition to young people

- Use simple analogies (e.g., food = fuel; vitamins = superheroes).
- Turn meals into learning moments (e.g., “What’s on this plate?”).
- Use visual aids like food pyramids or colourful plates.
- Emphasise balance and exploration, not perfection.
- Keep it interactive — through games, drawing, cooking, or stories.
- Promote body respect and avoid shame-based language.

Quick reference: Food groups and their benefits

Food group	Examples	Benefits
 Fruit and vegetables	Apples, spinach, carrots, bananas, tomatoes	High in fibre, vitamins, and antioxidants. Support immunity and digestion.
 Whole grains and tubers	Brown rice, oats, whole wheat, potatoes, yams	Provide energy, fibre, and essential nutrients.
 Proteins (animal & plant)	Eggs, chicken, fish, beans, lentils, tofu	Help build and repair tissues. Crucial for growth.
 Dairy and alternatives	Milk, yoghurt, cheese, fortified plant-based options	Provide calcium, protein, and support bone health.
 Healthy fats	Avocados, nuts, seeds, olive oil	Support brain development and help absorb fat-soluble vitamins.
 Water	Clean drinking water	Maintains hydration, temperature regulation, and nutrient transport.

Learn more: Trusted resources

If you want to explore additional information or offer reliable references to participants, these are trusted sources:

- **YUNGA Nutrition Challenge badge (FAO)**
<https://www.fao.org/yunga/challenge-badges/nutrition/en/>
- **WHO: Nutrition**
<https://www.who.int/health-topics/nutrition>
- **FAO: Nutrition**
<https://www.fao.org/nutrition>
- **FAO: Nutrition education materials**
<https://www.fao.org/nutrition/education>
- **WHO: Healthy diet fact sheet**
<https://www.who.int/news-room/fact-sheets/detail/healthy-diet>



Annex 2 : Recommendations for working with children and young people

At the World Organization of the Scout Movement (WOSM), we recognise that adult leaders are **not health professionals or nutritionists**, and we do not expect them to be. That is why the *HealthAllies* challenges — including the Nutrition Challenge — are designed to foster learning in a supportive, age-appropriate, and inclusive environment.

We also understand that **talking about nutrition can surface important but complex realities**, including **diverse cultural practices, socioeconomic disparities**, and **potentially concerning eating behaviours**. For example, while supporting young people during activities like the food diary, adult leaders might observe food-related habits that appear worrying or indicative of distress. Additionally, discussions about healthy food choices may reveal challenges such as **limited access to nutritious food** due to inequality or poverty.

In these cases, **adult leaders should never attempt to diagnose or address such issues on their own**. Instead, they should remain observant and supportive, and when necessary, refer young people to a **trusted health professional or appropriate support system**. Sensitivity, confidentiality, and care are essential when handling these situations.

This annexe provides practical recommendations to help adult leaders create a **safe, respectful, and inclusive space** for all participants to engage meaningfully with the topic of nutrition and develop healthy habits. Always keeping in mind the diversity of realities that young people bring with them.



1

Use age-appropriate language:

Explain nutrition and wellbeing concepts in simple, relatable terms. Avoid technical or medical jargon.

2

Make it fun and interactive:

Use storytelling, games, role-play, and hands-on activities to help young people connect with the material.

3

Normalise emotions and food diversity:

Encourage open conversations about how food makes us feel and recognise that eating habits vary across cultures and communities.

4

Promote empathy and inclusion:

Foster kindness and understanding among participants. Be mindful that food is linked to personal, cultural, and financial realities.

5

Use visual aids and real-life examples:

Leverage visuals, food charts, or everyday comparisons to make learning more accessible and engaging.

6

Storytelling:

Share stories or books that highlight healthy habits and food experiences from around the world.

7

Encourage questions:

Create a safe environment where young people feel comfortable asking about food, health, and wellbeing.

8

Role-model healthy habits:

Practise balanced, respectful food behaviours yourself, and demonstrate how to make thoughtful and informed choices.

9

Teach simple, practical strategies:

Introduce easy tips like drinking more water, trying new fruits, or eating slowly and mindfully.

10

Involve families and communities:

Share tools and ideas with parents or caregivers to reinforce learning and promote healthy eating at home.

11

Respect privacy:

Avoid pressuring young people to disclose personal details about their eating habits or home life.

12

Celebrate individuality and body diversity:

Emphasise that there is no “one-size-fits-all” when it comes to nutrition. Support body positivity and self-acceptance.

13

Refer to trusted health professionals when needed:

If you observe worrying eating patterns or emotional distress related to food or body image, do not attempt to intervene directly. Instead, seek guidance from a qualified health professional or follow your local safeguarding procedures.

14

Create a safe and non-judgmental environment:

Ensure that every young person feels valued, heard, and supported — regardless of their background or challenges.

Annexe 3: Challenge visual identity

Young people can participate in the Nutrition Challenge to explore how food affects their wellbeing and the health of their communities. The challenge promotes informed choices, sustainable habits, and respectful relationships with food. Its symbols encourage young people to learn how nutrition supports their physical, mental, and emotional development while also helping them respect cultural food practices and promote healthier communities.

Choosing the right colour

When using our colours, it is important to use the correct reference for the intended purpose and always refer to the colour specifications.

- **PANTONE®** references should be used when printing documents using spot colours.
- **CMYK** references should be used when printing documents using the four-colour process.
- **RGB** references should be used for all digital and screen applications.
- **HEX** references should be used for web applications.
- **Textiles** references should be used for all fabric specifications..

Close attention should be paid at the time of printing to ensure the best reproduction of the colours on all paper types and other substrates, e.g., textiles and foils.

Color Values - Nutrition



Cyan / Aqua

#00B0E0
0, 234, 224
100, 0, 4, 8



Ember Orange

#FFA87D
255, 171, 125
0, 33, 51, 0



Scouting Pur...

#622599
98, 37, 153
79, 94, 0, 0
Violet U



Canvas White

#FFFFFF
255, 255, 255
0, 0, 0, 0
11-4002 TSX

Choosing the right colour

When using our colours, it is important to use the correct reference for the intended purpose and always refer to the colour specifications.

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HEX References should be used for web applications.

Textiles References should be used for all fabric specifications..

Close attention should be paid at the time of printing to ensure the best reproduction of the colours on all paper types and other substrates, e.g. textiles and foils.

Application

The diameter of the badge should not be smaller than 5cm. It may only be this small if the method of reproduction provides good resolution.

The aim is to make sure that the size and method of reproduction allow for a reasonable quality image of the World Scout Emblem.

Badge application

The Nutrition Challenge Badge may only be used on its own in textile embroidered form on badges.





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