



MAURITIUS
INSTITUTE OF
EDUCATION

HEALTHIER KIDS



Healthier Kids Programme

(MAURITIUS)

TEACHER'S GUIDE

Grades 2, 3, 4 & 5

School Nutrition Education Programme



**Healthier Kids
Programme**

(MAURITIUS)

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For more information on Healthier Kids Programme (Mauritius)

Visit us at: <http://mie.ac.mu/hkp>

Note to Teacher



Dear Teacher,

We are pleased to have you on board for the Healthier Kids Programme (Mauritius) (formerly known as Healthy Kids Programme). Besides nutrition education and physical activity, the scope of the programme has broadened to include elements of sustainability, more specifically solid waste management through the 'RE' component that includes Reduce, Reuse and Recycle. For the design of the activities for teachers and pupils, these 3 terms have been interpreted as follows:

Reduce

- *Involves choosing things with care OR using resources wisely OR using less than usual in order to cut back on the amount of waste we produce/generate*

Reuse

- *Involves using materials in their original form more than once for the same or for a different purpose so that we don't have to throw them out*

Recycle

- *Involves the transformation of used materials into new materials and items/products*
- *Includes composting*

As such, you will be required to implement a number of activities related to selected concepts addressed in Grades 2, 3, 4 & 5 of the Health and Physical Education (HPE) curriculum as well as the curriculum for The Arts and Values & Citizenship Education (VACE). This programme is in no way an 'add-on' to your work. In fact, it provides you with teaching and learning resources as well as guidelines to facilitate the teaching and consolidation of selected concepts/topics in HPE, The Arts and VACE Pupils' Books in an integrated and interdisciplinary manner.

Most of the activities also promote a play-based approach, involving the integration of selected Grades 2, 3, 4 & 5 Movement Education and Physical Education concepts and skills. The use of an integrated, interdisciplinary and play-based approach will make learning fun and meaningful for your pupils while simultaneously facilitating holistic education to foster habits to keep future generations and the planet healthy.

The activities are to be implemented over 50-minute lessons. Ideas to bring variations to the activities have been included, wherever applicable, to allow for some flexibility in the implementation as well as to adapt the activities according to the needs of your pupils and the facilities available at your school. Follow-up activities have also been included to make the link with the Pupil's Activity Books 'My Healthy Habits' for Grades 2, 3, 4 & 5 for consolidation and for engaging parents in the learning journey of their children. The details provided for each activity are not meant to be prescriptive.

The Healthier Kids Programme (Mauritius) Team wishes you a fruitful and enjoyable teaching journey while implementing the activities.

Dr (Mrs) Brinda Oogarah-Pratap
MIE Coordinator, Healthier Kids Programme

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Grade 2 Activities

Activity
2.1

Importance of Eating Food

Subject Area: Health and Physical Education

Aim:

To introduce and consolidate the teaching and learning of Grade 2 HPE concepts related to 'Importance of eating food'

Related Grade 2 Concepts/Topics:

- Importance of eating food
- Locomotion and strength (Jumps)

Venue: Classroom (Indoor) or Schoolyard (Outdoor)

Materials:

- Grade 2 HPE Pupil's Book

Procedures/Directions:

1. Ask pupils to stand at their desk.
2. Ask one pupil at a time to come in front of the class and state one food they ate earlier today.
3. After the pupil has stated one food, ask him/her to jump and land on both feet. Depending on space available, ask remaining pupils to:
 - Either stomp one foot (while remaining silent)
 - Or clap their hands
4. Get pupils seated and brainstorm pupils why they eat everyday.

Variations _____

- Can be carried out in the schoolyard with pupils standing up in a circle. Ask one pupil to move to the centre of the circle (one at a time) and state one food they ate earlier today. After the pupil has stated one food, ask him/her to jump and land on both feet. Ask remaining pupils to stomp one foot (while remaining silent).

Follow-up Activity _____

- Pupils are to complete Activity 'Why do I need to eat food?' in the Grade 2 'My Healthy Habits' Activity Book, with the help of parents.

Subject Area: Health and Physical Education

Aim:

To introduce and consolidate the teaching and learning of Grade 2 HPE concepts related to 'Sources of food'

Related Grade 2 Concepts/Topics:

- Sources of food - food from plants and animals
- Balance on parts of the body (arms)

Venue: Classroom (Indoor)

Materials:

- Magnetic Board and Magnetic Flash Cards
- Grade 2 HPE Pupil's Book

Procedures/Directions:

1. Use the magnetic board and the flash cards to introduce and explain the topic 'Sources of food'.
2. For the 'Guessing Game', proceed as follows:
 - a. Depending on the class size, organise pupils in pairs or groups of 3 to 4.
 - b. Each pair/group is provided with at least one flash card.
 - c. Pupils are given a few minutes to study the card(s) and identify whether it contains a food from a plant or an animal source.
 - d. Call one pupil from each group to come and place the card on the board under the correct heading.
 - e. Check with peers/group members if the classification is correct. Peers are to lift both arms if the classification is correct. If the classification is incorrect, peers are to lift only one arm.
 - f. Praise students for correct classification. In case of wrong classification, invite the same pupil or someone else from the group to make the correction.
 - g. Once the activity is completed, invite the whole class to lift both arms and applause in recognition of their effort.

Variations:

- Can be adapted using the concept of musical hat/box with flash cards inside the hat/box (require audio equipment/mobile audio facilities)
- Get additional pictures of foods from plant and animal sources by using cuttings from supermarket leaflets. The cuttings can be fixed on the board using Blu-tack.

Follow-up Activity

- Pupils are to complete Activity 'Where does my food come from?' in the Grade 2 'My Healthy Habits' Activity Book, with the help of parents.

Activity
2.3

I Choose to Eat Local Foods

Subject Area: Health and Physical Education

Aim:

To introduce and consolidate the teaching and learning of Grade 2 HPE concepts related to 'Sources of food' and 'Eat a variety of foods'

Related Grade 2 Concepts/Topics:

- Sources of food - food from plants and animals
- Balance on parts of the body (arms)

Venue: Classroom (Indoor)

Materials:

- Magnetic Board (Flash cards to show local food from both animal and plant sources as well as those coming from other countries)
- Grade 2 HPE Pupil's Book

NOTE

This is an extension activity to Grade 2 HKP activities 'Sources of Food - Guessing Game' with the integration of 'RE' concepts.

Teaching point:

When fruits and vegetables are shipped, flown, or trucked long distances, they must be picked before they are ripe so that they can survive the journey. As a result, these foods are often less nutritious and less tasty, uses more fuel, and causes more pollution than locally grown ones. There are many benefits to eating locally grown foods in season. Doing so supports the local economy, reduces the amount of pollution caused by transportation and storage, and provides fresher, tastier, and more nutrient-rich foods.

Procedures/Directions:

Guessing game

1. Use the magnetic board and the flash cards to revisit the topic 'Sources of food'. Place emphasis on local plant and animal food sources.
2. Divide the magnetic board into four columns- 'local plant foods', 'local animal foods', 'plant foods coming from other countries' and 'animal foods coming from other countries'.
3. For the 'Guessing Game', proceed as follows:
 - a. Depending on the class size, organise pupils in pairs or groups of 3-4.
 - b. Each pair/group is provided with at least one flash card.
 - c. Pupils are given a few minutes to study the card(s) and identify whether it contains a food from a plant or an animal source and whether it is a local food or an imported one.
 - d. Call one pupil from each group to come and place the card on the board under the correct heading
 - e. Check with peers/group members if the classification is correct. Peers are to lift both arms if the classification is correct. If the classification is incorrect, peers are to lift only one arm.
 - f. Praise students for correct classification. In case of wrong classification, invite the same pupil or someone else from the group to make the correction.
 - g. Once the activity is completed, invite the whole class to lift both arms and applause in recognition of their effort.

Variations:

- Can be adapted using the concept of musical hat /box with flashcards inside the hat/box- require audio/mobile audio facilities.
- Get additional pictures of foods from plant and animal sources by using cuttings from supermarket leaflets. The cuttings can be fixed on the board using Blu-tack.

Follow-up Activity

- Pupils are to complete Activities 'Yummy Local Fruits' and 'Buying Local Fruits and Vegetables' in the Grade 2 'My Healthy Habits' Activity Book, with the help of parents.

Subject Area: The Arts

Aims:

- To consolidate the teaching and learning of Grade 2 HPE concepts related to 'Sources of food' and to promote the consumption of local foods.
- To foster the creative use of scrap materials.

Related Techniques:

- Collage
- Assemblage

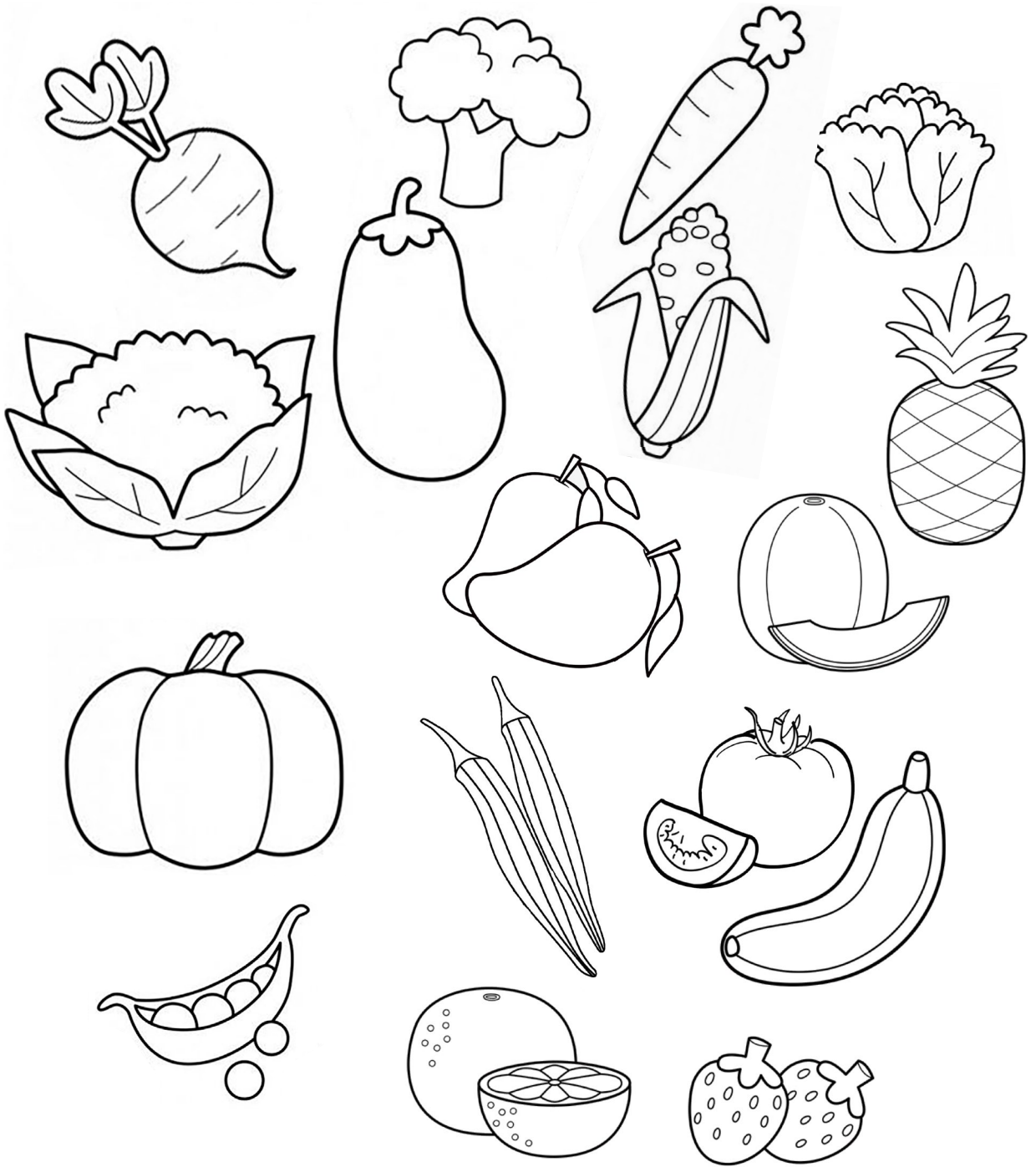
Venue: Classroom (Indoor)

Materials:

- Scrap papers
- Pieces of 'la ficelle' / wool
- Pieces of bamboo / wooden sticks
- Colouring pencils / wax crayons
- Pencils
- Small scissors with rounded ends

Procedures/Directions:

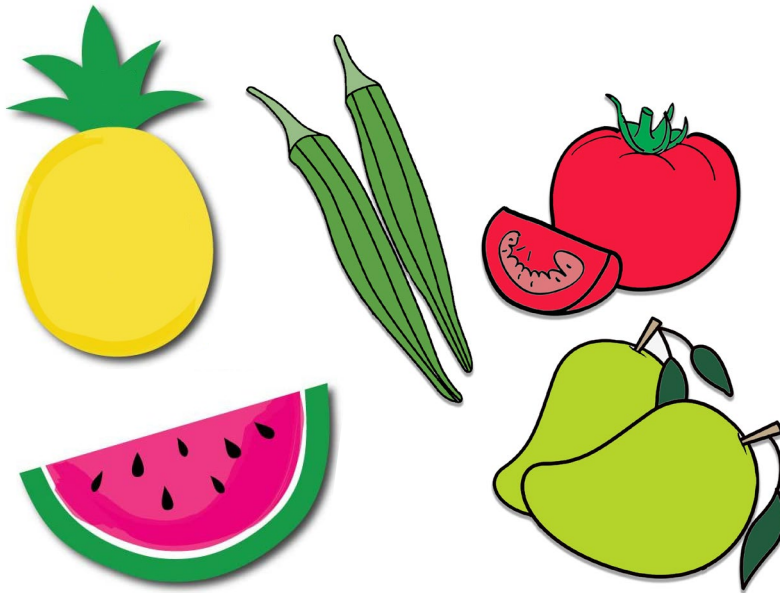
1. Start the lesson with a recapitulation of examples of foods from plants, with emphasis on fruits and vegetables.
 - a. Invite pupils to identify the fruits and vegetables that are grown locally.
2. Have a class discussion on the colour, shapes, and taste of different local fruits and vegetables.
3. Explain pupils what is a mobile and how they will be using scrap materials to make a 'Fruits and Vegetables' mobile.
4. Demonstrate pupils how to draw local vegetables and fruits in a stylised and simplified way.
 - a. Invite each pupil to draw one fruit or one vegetable on the scrap papers.



5. Demonstrate how to cut out the shapes of fruits and vegetables.



6. Ask pupils to colour the cut out fruit shapes.



7. Demonstrate how to mount the mobile using the individual coloured food cut outs.



Follow-up Activity

- Pupils are to complete Activity 'My Fruit Basket' in the Grade 2 'My Healthy Habits' Activity Book, with the help of parents.

Activity
2.5

Eat a Variety of Foods - Healthy Foods Game

Subject Area: Health and Physical Education

Aim:

To consolidate the teaching and learning of Grade 2 HPE concepts related to 'Eat a variety of foods'.

Related Grade 2 Concepts/Topics:

- Eat a variety of foods
- Healthy and unhealthy foods
- Throwing with accuracy
- Eye-hand co-ordination

Venue: Classroom (Indoor) or Schoolyard (Outdoor)

Materials (per set):

- Play Mat
- Mini-Hula Hoop Rings / Bean bags / Rag balls
- Grade 2 HPE Pupil's Book

Procedures/Directions:



This activity will need to be implemented over 2 lessons of 50 minutes each.

LESSON 1 – Class/Group Discussion

1. Have a class/group discussion on what pupils eat.
2. Note the pupils' responses on the board, highlighting that:
 - a. A wide variety of foods is available to eat.
 - b. Some foods are good for the health (healthy foods). They can be eaten everyday.
 - c. Some foods contain too much sugar, salt and oil/fats (unhealthy foods). They should be eaten occasionally and in moderation/small amounts.

LESSON 2 – Healthy Foods Game

1. Show pupils the play mat to be used for consolidation of the concepts of variety of foods, healthy and unhealthy foods.
2. Use the play mat for the 'Healthy Foods Game' as follows:
 - **Prior Preparation / Set Up:**
 - o Place mat on a flat floor / surface (indoor or outdoor)
 - o Mark a spot at a distance of 60 cm from the Mat
 - **Setting up of Teams:**
 - o Class is divided into groups / teams of 4-6 pupils.
 - **How to play:**
 - o Each pupil from a group/team stands on the marked spot.
 - o He / She throws the mini hula hoop ring / bean bag / rag ball from the marked spot, aiming at healthy foods on the mat.
 - Each pupil is allowed one throw.
 - The pupil should identify the food where the ring has landed and state (with the help of peers) if the food is healthy or not.
 - **Scoring:**
 - o If the ring lands on a healthy food, the team scores two stars.
 - If the ring lands on an unhealthy food or outside the mat, no star is recorded.
 - If part of the ring section lands on a healthy food, the team scores one star.
 - o The total number of stars for each team is worked out at the end of the game.
 - o Under the guidance of the class teacher, pupils can record the number of stars of another group / team (e.g., Group / Team A records the score of Group / Team B)
 - **Winner:**
 - o The team with the highest number of stars is the winner.

Variations:

- You can refer to the concept of 'sources of food' during the game.
- This game can be played indoor or outdoor with the following variations:
 - Increasing the number of throws per player/pupil
 - Back facing the mat
 - From a seated position
 - Greater distance from the mat

Follow-up Activity

- Pupils are to complete the relevant Activities in the Grade 2 'My Healthy Habits' Activity Book, with the help of parents.
- Teacher can make the link in the Activity 'Meals - I Like Eating... Game' on different food items that we can have for the three main meals and snacks.

Activity
2.6

Smart Reuse of Food Packages

Subject Area: Health and Physical Education

Aims:

- To introduce and consolidate the teaching and learning of Grade 2 HPE concepts related to 'Eat a variety of foods'
- To create awareness on different types of food packages and how these can be reused.

Related Grade 2 Concepts/Topics:

- Eat a variety of foods
- Balance on parts of the body

Venue: Classroom (Indoor)

Materials:

- Pictures of packaged foods from hypermarket flyers, newspapers, old magazines ('reusing' for educational purposes) such as breakfast cereals, biscuits, yoghurt, nuts, water, juice, cheese, matter, milk powder, eggs in carton rack, canned peas, pulses, rice, etc....

Procedures/Directions:

1. Start the lesson with a recapitulation on the fact that we eat a variety of foods. Highlight that many of these foods come in packages.
2. Have a class discussion on the different types of packages used for foods.
3. Divide the white board into 4 columns and write 'Food Package Tracker' at the top. An example is given below.

Food PackageTracker			
Plastic	Paper	Glass	Foil/Can

4. Depending on the class size, have pupils in pairs or groups of 3-4. Each pair / group is provided with at least one picture of a packaged food.
5. Pupils are given a few minutes to study the picture and identify the packaging material used.
6. Call one pupil from each group to come and place the picture on the board under the correct heading
7. Check with peers / group members if the classification is correct.
 - a. Peers are to clap TWICE if the classification is correct.
 - b. If the classification is incorrect, peers are to clap only ONCE.
 - c. Praise students for correct classification. In case of wrong classification, invite the same pupil or someone else from the group to make the correction.
8. After correct classification of each food item, allocate one food package to each group / pair and ask for way/s in which the food package can be reused.
(Give an example – Jam jars can be used as a pen-holder, serve drinks or make individual dessert pots)
9. Have a class presentation, inviting each group / pair to share their ideas about way/s in which the food package can be reused
10. Once the activity is completed, invite the whole class to stand up, lift both arms and clap TWICE in recognition of their effort.

Follow-up Activity _____

- Pupils are to complete Activity 'Reusing Empty Food Jars' in the Grade 2 'My Healthy Habits' Activity Book, with the help of parents.

Activity
2.7

Fun items with Tissue Paper Rolls

Subject Area: The Arts

Aims:

- To foster the creative use of scrap materials
- To promote the reuse of scrap materials

Related Grade 2 Concepts/Topics:

- Collage and Assemblage

Venue: Classroom (Indoor)

Materials:

- Tissue paper rolls
- Used card boards
- Used/old coloured papers
- Scrap papers
- Glue
- Rounded end scissors
- Markers, felt pens, etc...

Procedures/Directions:

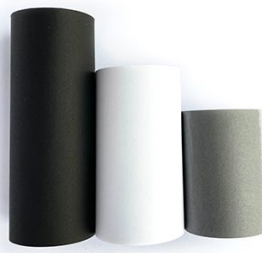
1. Start the lesson with a class/group discussion on functional items that could be made with tissue paper rolls (Use the visuals provided in the annex).
 - a. Talk about the animals, pets, characteristics, features.
2. Discuss the different scrap materials that can be used.
3. Discuss about the forms, shapes and colours.
4. Demonstrate on how to cut and assemble the tissue paper rolls to make a penholder.
5. Demonstrate the painting process and add the characteristic features.
6. Get pupils to display the finished product and praise them.

Item A

1



2



3



4



Item B

1



2



3



4



5



Item C



Item D



Follow-up Activity

- Pupils are to complete Activity 'Penholder from Tissue Paper Rolls' in the Grade 2 'My Healthy Habits' Activity Book, with the help of parents.

ANNEX



Activity
2.8

Meals - 'I like eating' Game

Subject Area: Health and Physical Education

Aim:

To consolidate the teaching and learning of Grade 2 HPE concepts related to 'Meals' and 'Snacks'

Related Grade 2 Concepts/Topics:

- Meals (breakfast, lunch, dinner)
- Snacks
- Sending and receiving

Venue: Classroom (Indoor) (Lessons 1 & 2) or Schoolyard (Outdoor – Lesson 2)

Materials:

- 4 Soft Balls (1 per group)
- Play Mat
- Magnetic Board and Magnetic Flash Cards
- Grade 2 HPE Pupil's Book

Procedures/Directions:

NOTE

This activity will need to be implemented over 2 lessons of 50 minutes each.

LESSON 1: Three main meals

1. Use the Grade 2 HPE Pupil's Book, magnetic flash cards, board and play mat to lead a discussion on food items that we can have for breakfast, lunch and dinner.
2. Highlight that:
 - a. A wide variety of foods is available to eat for breakfast, lunch and dinner.
 - b. Each meal is eaten at different times of the day.
 - c. Snacks are small portions of food eaten in between main meals.
 - d. Some snacks are good for the health (healthy snacks). They can be eaten everyday.

- e. Some snacks contain too much sugar, salt and oil/fats (unhealthy snacks). They should be eaten occasionally and in moderation/small amounts.

LESSON 2: 'I like eating ...' game

- **Prior Preparation/Set Up:**

- o Classroom game may be organized indoor if it is too sunny/rainy outdoor.
- o Clear all the materials from the tables.
- o Instructions to all children: Always keep your eyes on the soft ball and keep your hands free. Whenever the ball is thrown towards you, catch it with your hands.

- **Class Setting:**

- o Children are seated as usual in their normal class setting.

- **How to play?**

1. Divide the class into 4 groups (4-8 members per group, depending on class size).

Name each group as follows:

- Group 1 – Breakfast
- Group 2 – Lunch
- Group 3 – Dinner
- Group 4 – Snacks

2. Give a ball to one child in each group.
3. To start the game, the child (in each group) having the softball in his/her hands calls out: 'I like eating (any food that can be eaten for breakfast/lunch/dinner/snacks – as per allocated group name)'.
4. The child who has the ball then throws the ball in any direction to a friend in the same group. The one who catches the ball has to repeat what the previous friend has said and needs to add another food that can be eaten for breakfast/lunch/dinner/snacks – as per allocated group name.

- For better classroom management, you may wish to get one child at a time from each group to send and one child to receive/catch the ball.

5. This process continues till all the children in the group have been given the opportunity to send and receive the ball once and are able to memorise all the foods that have been identified by their group members previously.

Variations:

- The children can call out: **“My ship is loaded with (food name)”**, instead of **“I like eating(food name)”**.
- Using music and **passing** the ball instead of **throwing**. When Music stops, the child with the ball will have to call out: **“My ship is loaded with.....”** OR **“I like eating.....”**
- Outdoor if the weather is fine and there is sufficient space in the schoolyard.

Follow-up Activity

- Pupils are to complete the relevant Activities in the Grade 2 ‘My Healthy Habits’ Activity Book, with the help of parents.

Activity
2.9

Protecting our Natural Resources

Subject Area: Values and Citizenship Education (VACE)

Aims:

- To consolidate the teaching and learning of Grade 2 VACE concept 'our environment'
- To promote the understanding of the importance of protecting our local sources of food

Related Grade 2 Concepts/Topics:

- Sources of food
- Good citizenship behaviours
- Our environment

Venue: Classroom (Indoor)

Materials:

- Carton paper
- Coloured pencils
- Glue (to make the flash cards)

Teacher Prior Preparation :

Cut the pictures provided in the annex and prepare the flash cards.

NOTE

This is an extension activity to the earlier activity 'I choose to eat local foods'. In this activity the focus is also on the VACE Concept 'Good citizenship behaviours : Protect our local environment'.

Procedures/Directions:

1. Start the lesson by explaining the importance of protecting our environment and natural resources.

Teaching point:

Our environment plays an important role in helping us to lead a healthy life and in protecting the lives of animals and plants. We depend on the environment for our water, air that we breathe, and food that we eat to keep us in good health. Protecting the environment also provides economic benefits by promoting the eco-tourism sector which is a major contributor to our economy. If we pollute our environment, we are endangering our own life, that of future generations as well as the life of animals and plants.

Therefore, we should keep our environment clean. Avoiding littering, consuming local foods, reducing, reusing and recycling wastes are some simple habits that we can adopt to protect the environment for our well-being and prosperity.

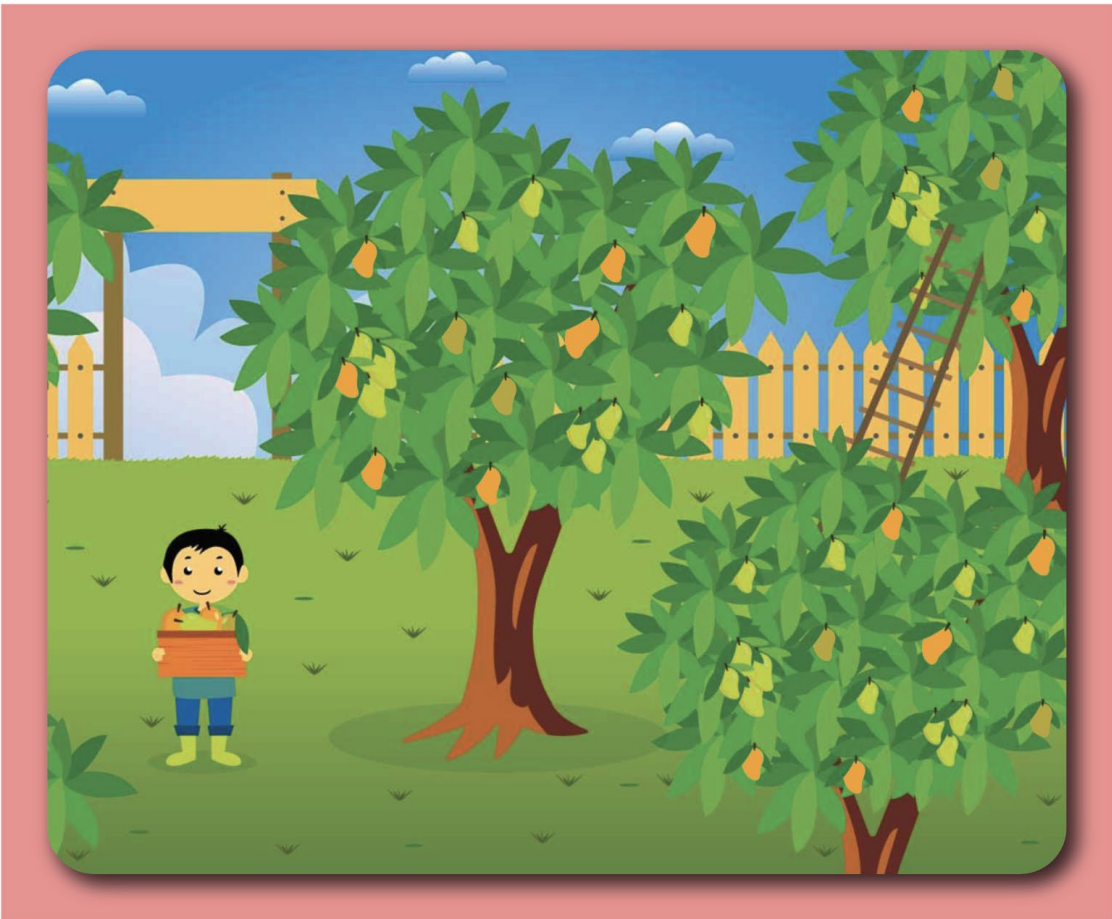
2. Assemble the flash cards to proceed with the activity.
3. Divide the class in groups of 3-4
 - a) Divide the white board in two and label: 'Good Practices' & 'Bad Practices'.
 - b) Each group is provided with two flash cards, one illustrating a good practice and another one a bad practice.
 - c) Pupils are given a few minutes to study the cards.
 - d) Ask each group to identify the differences between the two cards
 - e) One pupil from each group is to come and place the card on the board under the correct heading.
 - f) Check with group members if the classification is correct.
 - g) Praise students for correct classification. In case of wrong classification, invite the same pupil or someone else from the group to make the correction.
 - h) Once the activity is completed, invite the whole class to lift both arms and applause in recognition of their effort.

Follow up Activity

- Pupils are to complete Activity 'Growing Fruits and Vegetables at Home' in the Grade 2 'My Healthy Habits' Activity Book, with the help of parents.









Activity
2.10

Zero Waste: DIY Bookmark

Subject Area: Values and Citizenship Education (VACE)

Aims:

- To reinforce the need to reduce waste to keep the environment clean
- To promote the creative use of food packages

Related Grade 2 Concepts/Topics:

- Keeping the environment clean

Venue: Classroom (Indoor)

Materials:

- Empty carton boxes of food such as breakfast cereals, cheese, biscuits, tea bags (pupils can be asked to bring empty breakfast cereal boxes)
- Paper glue
- Rounded end scissors
- Markers, coloured pencils
- Pieces of ribbon/'la ficelle'/wool

Procedures/Directions:

1. Link the lesson to variety of foods eaten that are sold in carton boxes and the earlier HKP activity on 'Smart Reuse of Food Packages' through a brainstorming exercise.
 - a. Note pupils' responses.
 - b. Highlight on the 'waste' produced from the food packages/carton boxes and how these can be reused to reduce solid waste.
2. Have a display of the boxes and ask/ elicit pupils' responses on what can be done with the boxes.
3. Have a class discussion on pupils' responses. Praise good ideas.
4. Inform pupils that they will learn how to do something simple and useful which is a bookmark.
5. Guide pupils to cut a piece of carton strip of approximately 4 cm x 12 cm from the box.
6. Ask pupils to use the section of the box they find most appealing.

7. Pupils are to personalize the other side of the strip with coloured pencils and markers by:
 - a. Writing creatively the message 'Let's reduce waste'
 - b. Making dots, lines, shapes, etc... of different size and colour to decorate the bookmark.
8. Punch a hole on top of the bookmark.
9. Embellish the bookmark with ribbons or strings, into the hole at the top.



Follow-up Activity

- Pupils are to complete Activity 'Breakfast Cereal Box Puzzle' in the Grade 2 'My Healthy Habits' Activity Book, with the help of parents.

Subject Area: Health and Physical Education

Aim:

- To raise pupil's awareness on the use of different bins for different types of trash through a play-based approach involving targeting and balancing on one foot

Related Grade 2 Concepts/Topics:

- Throwing with accuracy

Venue: Classroom (Indoor) or Schoolyard (Outdoor)

Materials:

- 6 boxes (3 boxes for bin stations and 3 boxes next to cones),
- 6 rag balls, (made with newspaper)
- 3 cones
- 6 used plastic bottles (0.5L)
- 6 beverage cans (the cans should be clean before using and avoid using food cans which are rusted and badly dented)
- 3 printed A4 sheets Station Labels (see annex)

Prior Teacher Preparation

1. Make three stations.
 - a. Station 1 – Plastic bin station
 - b. Station 2 – Paper bin station
 - c. Station 3 – Metal bin station
2. Place one box at each station. Label each box using the labels in annex or making your own labels.
3. Place one cone 2 to 3 meters away from the box (bin).
4. Place a box by the side of each cone in which you will place the items for each station (rag balls, plastic bottles, beverage cans)

Procedures/Directions:

1. Conduct a brainstorming exercise with pupils about recycling and the use of different types of bins in and outside school.
2. Divide the class into 3 equal groups.
3. Each group stand by the side of a cone at their allocated Station facing the bins.
4. Each pupil takes turn to target the bin in front of him/her with the items in the box. While targeting the pupil should balance on one foot. The pupils keep taking turns to target at their station for three minutes.
5. The group changes station and does the same for three minutes.
6. Each group should get the chance to perform at each station.
7. The teacher asks pupils to keep count of the number of times they were successful at targeting.
8. The teacher gathers everybody around the stations and discuss the importance of using the correct bin for a specific trash.

Follow-up Activity

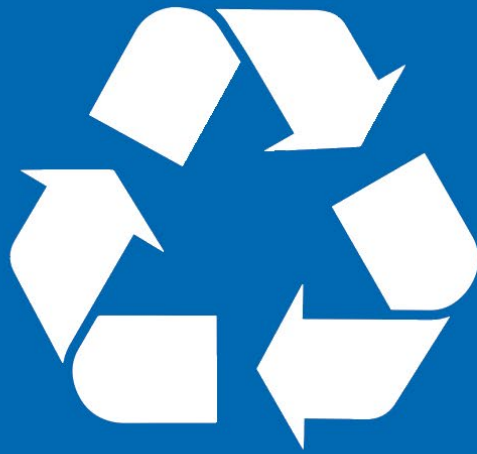
- Pupils are to complete Activity 'Recycling our Trash' in the Grade 2 'My Healthy Habits' Activity Book, with the help of parents.



Plastic Bin



Metal Bin



Paper Bin

Grade 3 Activities

Subject Area: Health and Physical Education

Aim:

To consolidate the teaching and learning of Grade 3 HPE concepts related to 'Three main meals and snacks'

Related Grade 3 Concepts/Topics:

- Three main meals and snacks
- Importance of breakfast, lunch, dinner and snacks
- Gross motor skills – walking

Link to Grade 2 Related Concepts:

- Importance of eating food
- Meals (breakfast, lunch, dinner)
- Snacks

Venue: Classroom (Indoor) or Schoolyard (Outdoor)

Materials:

- One Cone (if done outdoor)

Procedures/Directions:

1. Use prior knowledge on meals and snacks to:
 - a. Recall when pupils usually have the main meals and snacks.
 - b. List foods they like to have for breakfast, lunch, dinner and snacks.
 - c. Discuss the importance of the 3 main meals.
 - d. Explain how meals and snacks provide the body with energy, help the body to grow and stay in good health.
 - e. Help pupils make the difference between healthy and unhealthy snacks.
2. For the Relay game, proceed as follows:
 - **Prior Preparation/Set Up:**
 - o Write the following sentences/statements for a filling-in-the blank Activity on the board:
Fill in the blanks with the given words:
(snacks, foods, lunch, healthy, meal)

1. You should eat a variety of
2. Breakfast is the first of the day.
3. I bring packed at school.
4. Between meals, I eat
5. We should eat three meals to stay

- o Invite pupils to read each sentence/statement and then write sentences 1 to 5 in their copybook OR an A4 page. The blanks should not be filled as this will be done during the relay game described below.
- o Arrange the pupils (desk) into rows.

- **Setting up of Teams:**

- o Depending on the size of the class, make groups of 5 pupils.
- o Each team should consist of equal number of pupils.

- **How to play?**

1. Each pupil should have a pencil in their hand.
2. The first pupil in the row holds his/her copybook/page containing the sentences in his/her hand.
3. On teacher's command "START", he/she writes the answer in the blank space for statement (1).
4. He/she then passes the copybook/page over the head to the pupil behind. The pupil writes the answer for statement (2) in the book of the 1st pupil.
5. The passing and writing steps continue till the 5th pupil in the group writes the answer for the last statement.
6. When the 5th/last pupil in the row completes the activity, he/she walks fast towards the teacher to hand over the completed activity for correction.
7. Praise teams for the correct answers.

- **Scoring/Rules:**

- o One point for each correct answer.

- **Winner:**

- o The team with the highest score is the winner.
- o In case there is a tie, the team with the highest score completing the activity first is the winner.

Variations: _____

- Movements for step 6 ('How to play?') can vary as follows:
 - o jog
 - o jump
 - o hop

Follow-up Activity _____

- Pupils are to complete the relevant activities in the Grade 3 'My Healthy Habits' Activity Book, with the help of parents.

Subject Area: Health and Physical Education

Aim:

To develop in pupils sustainable habits that can be adopted for breakfast to promote the reduction of solid waste

Related Grade 3 Concepts/Topics:

- Importance of meals - Breakfast

Venue: Classroom (Indoor) or Schoolyard (Outdoor)

Materials:

- 3 empty carton boxes
- 3 labels to stick on carton boxes (provided in Activity Annex)
- Set of pictures (provided in Annex)
- Glue
- A music player OR a laptop OR a smartphone

Prior knowledge: Grades 1 and 2 Movement concepts

Prior Preparation /Set Up:

- Teacher needs to stick the labels (provided in the Annex) on the 3 carton boxes and cut out the provided set of pictures (see Annex).



- The cut-out pictures should be placed on a table and the labelled boxes should be placed in a row about 3-4 metres from the table.

Procedures/Directions:

1. Start the lesson with a recapitulation of the importance of having breakfast to remain in good health.
2. Introduce the focus of today's lesson and discuss why it is important that we also adopt habits during breakfast that can help to keep our environment clean/'healthy',
3. Have a class discussion and explanation on "go green after breakfast meal".
 - a. Explain to pupils that every day after having our breakfast, we leave trash behind, and this is not good for the environment. Some trash can be reduced, some can be reused, and some can be recycled (see Teaching Point below).

Teaching Point

Reduce

- Involves choosing things with care OR using resources wisely OR using less than usual in order to cut back on the amount of waste we produce/generate

Reuse

- Involves using materials in their original form more than once for the same or for a different purpose so that we don't have to throw them out

Recycle

- Involves the transformation of used materials into new materials and items/products
- Includes composting

- b. Provide examples, such as:
 - i. banana peels can be converted to compost or used to make fertilisers (to be addressed in a subsequent activity);
 - ii. glass jars can be reused;
 - iii. plastic water bottle can be recycled.
4. Tell pupils that they are going to play the game 'Going Green after Breakfast'. Brief the entire class on how the game will proceed (refer to the steps below).
5. Divide the class into 2 groups (Group A and Group B) with equal number of pupils in each group, as far as possible.
6. Show pupils the stack/pile of cut-out pictures on the table and the labelled boxes.
7. Conduct warm-up activity for 1-2 minutes.
8. Invite one pupil from Group A and one pupil from Group B to the table. Request each pupil to pick up one picture.
9. After the picture is picked up, each pupil lifts the picture to show it to their group members. Members from each group should identify the item illustrated in the picture.
10. Once each group has correctly identified the item, inform the two pupils with the picture that they will need to hop to move towards the labelled boxes and should continue hopping until the music stops.

11. Start playing the music and stop it once both pupils have reached the boxes.
12. When the music stops, ask group members in which box can the picture be placed to minimise solid waste.
 - a. Invite group members to provide a justification for their choice as in many cases there is no single correct classification. Many of the given items in the pictures can be reused as well as recycled.
13. Repeat Steps 8 to 12, inviting other pupils from each group to pick up the pictures, until all the pictures have been sorted in the boxes.
14. Conclude the activity by a class discussion on habits that the pupils and their family members can adopt for their breakfast to contribute towards the reduction of solid waste.

Variations:

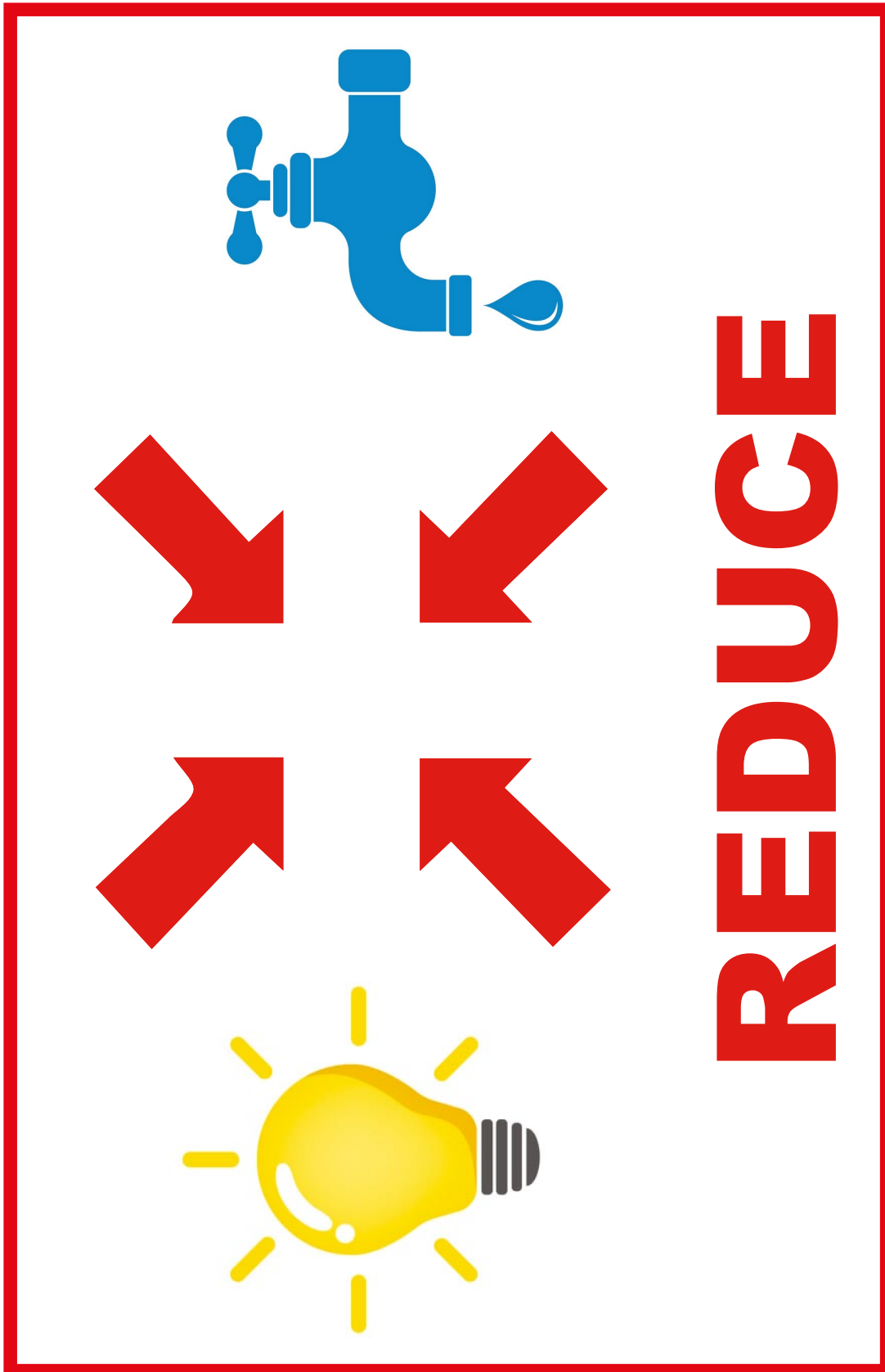
- The cut-out pictures can be mounted/pasted individually on used cardboard/carton from empty food packages (e.g., boxes of breakfast cereals, processed cheese, tea bags, etc...).
- Hopping movement can be replaced with other movements learnt in Grades 1 and 2, depending on the space available, e.g., leaping, walking fast, galloping, rabbit jump.
- Steps 5 onwards can be conducted outdoor or in a hall (if available).
- This activity can be adapted for lunch and dinner, in which case, additional pictures from flyers of supermarkets can be used.
- If you do not have audio facilities to play music, you can request the class to sing 'I go green after having my breakfast' to a tune of your choice or pupils' choice.

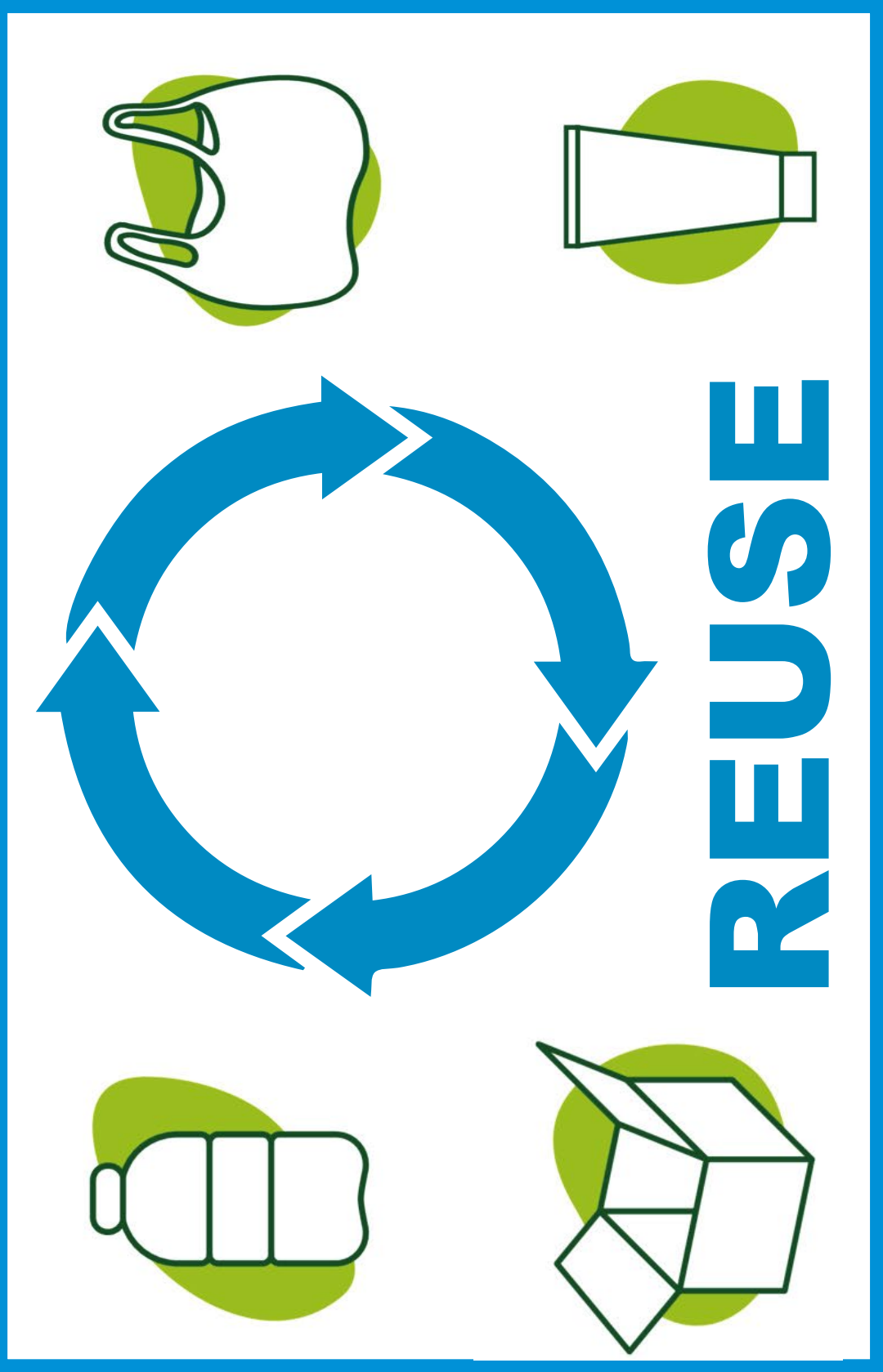
Follow-up Activity

- Pupils are to complete Activities 'Going Green for my Meals' and 'Green Habits' in the Grade 3 'My Healthy Habits' Activity Book, with the help of parents.

ANNEX: Going Green after Breakfast

The 3 labels for carton boxes







ANNEX: Going Green after Breakfast





ANNEX: Going Green after Breakfast

(Pictures to cut out)



ANNEX: Going Green after Breakfast



EGG SHELLS



CHEESE BOX



TISSUE PAPER ROLLS



ORANGE/MANDARIN PEELS

ANNEX: Going Green after Breakfast



PLASTIC WATER BOTTLE



YOGHURT CONTAINER



MILK CARTON



BREAKFAST CEREAL BOX

ANNEX: Going Green after Breakfast



CARTON EGG HOLDER



JAM JARS



PAWPAW PEELS



USED TEA BAGS

Subject Area: Health and Physical Education

Aim:

To explore the creative use of leftovers to minimise food wastage.

Related Grade 3 Concepts/Topics:

- Importance of snacks

Venue: Classroom (Indoor)

Materials:

- Whiteboard
- Markers – 3 colours
- 2 sets of pictures of labelled food/snacks (provided in Annex)
- One blank sheet of paper to write the names of foods

Prior Preparation/Set Up:

- Write a list of names of the leftover foods (see Annex) on a piece of paper.
- Cut out pictures in Annex.
 - You can mount/paste them on used cardboard or empty food carton boxes.
- Draw a straight line in the middle of the whiteboard and write the headings 'Team 1' and 'Team 2' in each column.

Procedures/Directions:

1. Brief pupils that food leftovers from meals can be used to prepare snacks and the importance of using leftovers to minimise food wastage. (The explanation is supported with relevant examples – refer to Annex for some examples).

Teaching Point

Leftovers are surplus foods remaining unconsumed, during preparation or at the end of a meal, which may be kept in containers with the intention of eating later.

Examples of leftover vegetables such as squash, carrots, green beans, onions, broccoli, cauliflower and red peppers can be frozen and turned into a pureed soup later.

Some sauteed vegetables, such as mushrooms, tomatoes, carrots, potatoes, and peppers, are tasty when added to omelettes and toppings for pizza or fillings for 'paté' or 'samoussas'.

- **Setting Up of Teams:**

- o Divide the class into 2 groups/teams and name them Team 1 and Team 2.
 - Pupils from each team can remain seated OR
 - Depending on class size, the pupils can stand up and members of each team are requested to line up on each side of the classroom.

- **How to play?**

1. Allocate each team one set of the picture cards of snacks.
2. Each team will have to nominate one pupil who will draw and will be the 'artist'. The selected pupil will come in front of the whiteboard. He/she will be the one to draw under the teacher's command.
3. On the teacher's command, show each pupil 'artist' the name of one leftover food written on a piece of paper (from the given list in the Annex, as indicated during 'Prior Preparation').
4. Both pupils are given 30 seconds to draw the food on their half of the whiteboard.
 - Rules:
 - o No letters or words should be written on the board by the pupils
 - o No buzzing
5. The rest of the team members will carefully observe the picture being drawn to guess the food name and will also consult the set of food pictures to find the matching snack.
6. Any team member who knows the answer should raise his/her hand.
The teacher then invites the pupil to state the name of the leftover food and shows the picture of any matching snack.
7. The first team that guesses correctly wins a point.
8. The process is repeated with different pupils from each team being assigned the role of the 'artist'.

9. To conclude the game, request:
 - a. Winning team members to raise their arms and clap their hands softly in the air five times and simultaneously say 'No food should be wasted'.
 - b. The other team to jump on the spot five times and simultaneously say 'No food should be wasted'

Variations:

- Teacher can come up with more examples of leftover foods.
- Teacher can consider variations in movements for concluding step.
- Hand clapping can be replaced with finger snapping.
- Teacher can identify more than one 'artist' in the group.

Follow-up Activity

- Pupils are to complete Activity 'Yummy Snacks from Left Overs' in the Grade 3 'My Healthy Habits' Activity Book, with the help of parents.

ANNEX: Pictionary Game - Yummy Snacks from Leftovers

Name of leftover food	Snacks prepared from leftovers
<i>Teacher will write the names of these foods on a piece of paper and will show the pupil 'artist' at the whiteboard for them to draw.</i>	<i>Team members will check the pictures of food that can be prepared from the drawn leftover food item and show to the class.</i>
Rice	Rice pudding
Bread	Grilled bread and cheese
Chicken	Chicken sandwich
Fish	Fish salad
Pieces of vegetables: Carrots, onion, tomatoes, mushroom, capsicum	Vegetable pizza
Potato	Potato and peas cutlet
Egg	Stuffed eggs
Mango	Fruit filled pancakes
Pineapple	Pineapple muffins

ANNEX: Pictionary Game - Yummy Snacks from Leftovers



Rice pudding



Rice pudding



Grilled bread and cheese



Grilled bread and cheese

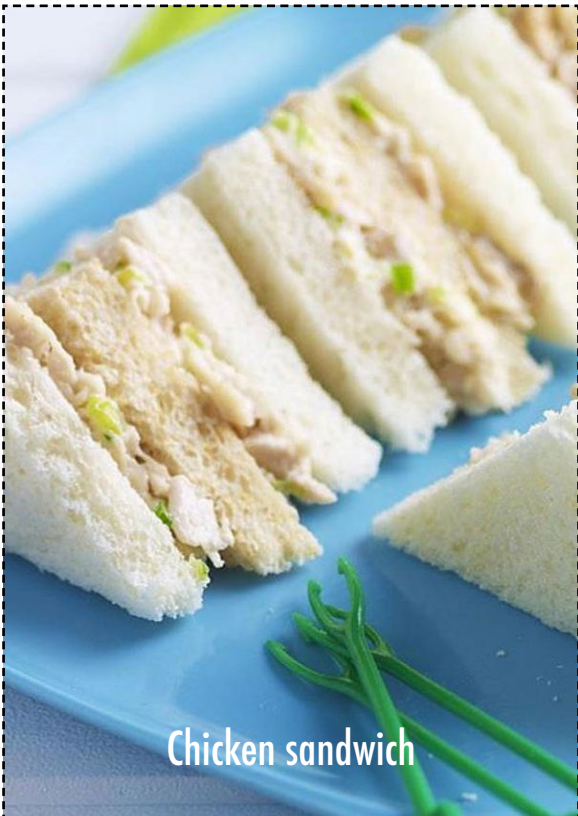




Mango filled pancakes



Mango filled pancakes

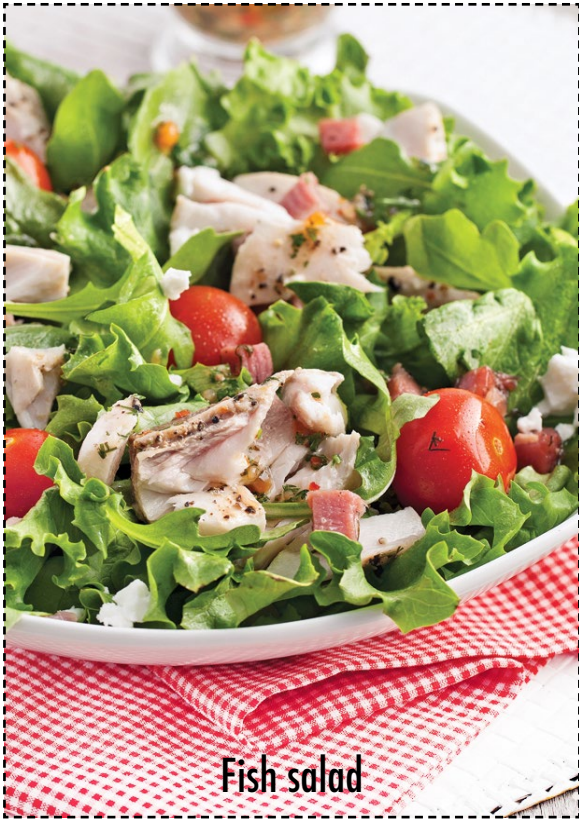


Chicken sandwich



Chicken sandwich

ANNEX: Pictionary Game - Yummy Snacks from Leftovers



Fish salad



Fish salad



Vegetable pizza



Vegetable pizza

ANNEX: Pictionary Game - Yummy Snacks from Leftovers



Potato and peas cutlet



Potato and peas cutlet



Stuffed eggs



Stuffed eggs

ANNEX: Pictionary Game - Yummy Snacks from Leftovers



Pineapple muffins



Pineapple muffins

Activity
3.4

Three Food Groups and Importance of Water

Subject Area: Health and Physical Education

Aim:

To introduce and consolidate the teaching and learning of Grade 3 HPE concepts related to 'Three food groups' and 'Importance of water'

Related Grade 3 Concepts/Topics:

- Three food groups
- Importance of water
- Gross motor skills – jumping, balance

Venue: Classroom (Indoor)

Materials:

- Magnetic Board & Magnetic Flash Cards
- Pictures of Foods from Hypermarket Flyers

Procedures/Directions:

NOTE

This activity will need to be implemented over 2 lessons of 50 minutes each.

LESSON 1- Three Food Groups and Importance of Water

Refer to topic/activity 'Three food groups' and 'Importance of water' in Grade 3 HPE Pupil's Book.

1. Using the magnetic board, draw the diagram representing the three food groups.
2. Have a class discussion on the 'Three food groups', using the magnetic flash cards to show examples of foods from each group.
3. Ask pupils to come and label the diagram using the magnetic 'food groups' labels.
4. Ask one pupil to draw one glass or the bottle of water next to food group diagram on the board.
5. Discuss with pupils the importance of drinking water everyday.
Encourage pupils to bring water to school everyday.

LESSON 2 – Food Groups on the Move Game

1. For the game, proceed as follows:-
 - a. Different movements are associated with each food group:
 - o Food For Energy – jump on the spot
 - o Food For Growth – balance on one foot with hands above the head (like a tree)
 - o Food for Health - fly like a bird on the spot
 - b. Ask pupils to stand by the side of their table/desk.
 - c. Teacher shows the magnetic flash cards to everybody while reading the name loudly. Show one card at a time.
 - d. Pupils perform the movement associated with the flash card shown without saying a word.
 - e. Pupils continue to perform the movement until the teacher has stuck the flash card on the magnetic board under the correct heading/food group label.
 - f. The activity is completed when all the flash cards have been shown to pupils and stuck on the magnetic board.
2. Praise pupils for the correct answers and effort.

Variation (Outdoor):

- Mark three corners of the schoolyard using three cones with the name of the three food groups. Call pupils by turn to collect one magnetic flash card and go to the respective food group corner that corresponds to the food on the card. When all cards have been collected, ask pupils from each food group corner/cone to move and arrange themselves in three parallel lines at least one metre from the magnetic board. Each group should have equal number of students. Check if each student has the correct card. On the teacher's signal the first pupil in each team will jog/run to stick the card on the magnetic board under the correct heading, then jog/run back, touch his/her next team member who jogs/runs to stick the card on the board. The team finishing first is the winner.



In case flash cards are not enough, teacher can ask pupils to bring pictures of different food groups from home.

Follow-up Activity

- Pupils are to complete Activity 'The Three Food Groups' and Activity 'Importance of Water' in 'My Healthy Habits' Activity Book.
- Teacher can refer to the concept of the 'Food for Energy' in subsequent lesson.

Activity 3.5 Food Groups Flash Cards

Subject Area: The Arts

Aims:

To promote the creative use of scrap materials and pupils' understanding of the importance of recycling and upcycling through the making of functional objects.

To consolidate the HPE topic/concept 'Three Food Groups' through an integrated approach.

Venue: Classroom (Indoor)

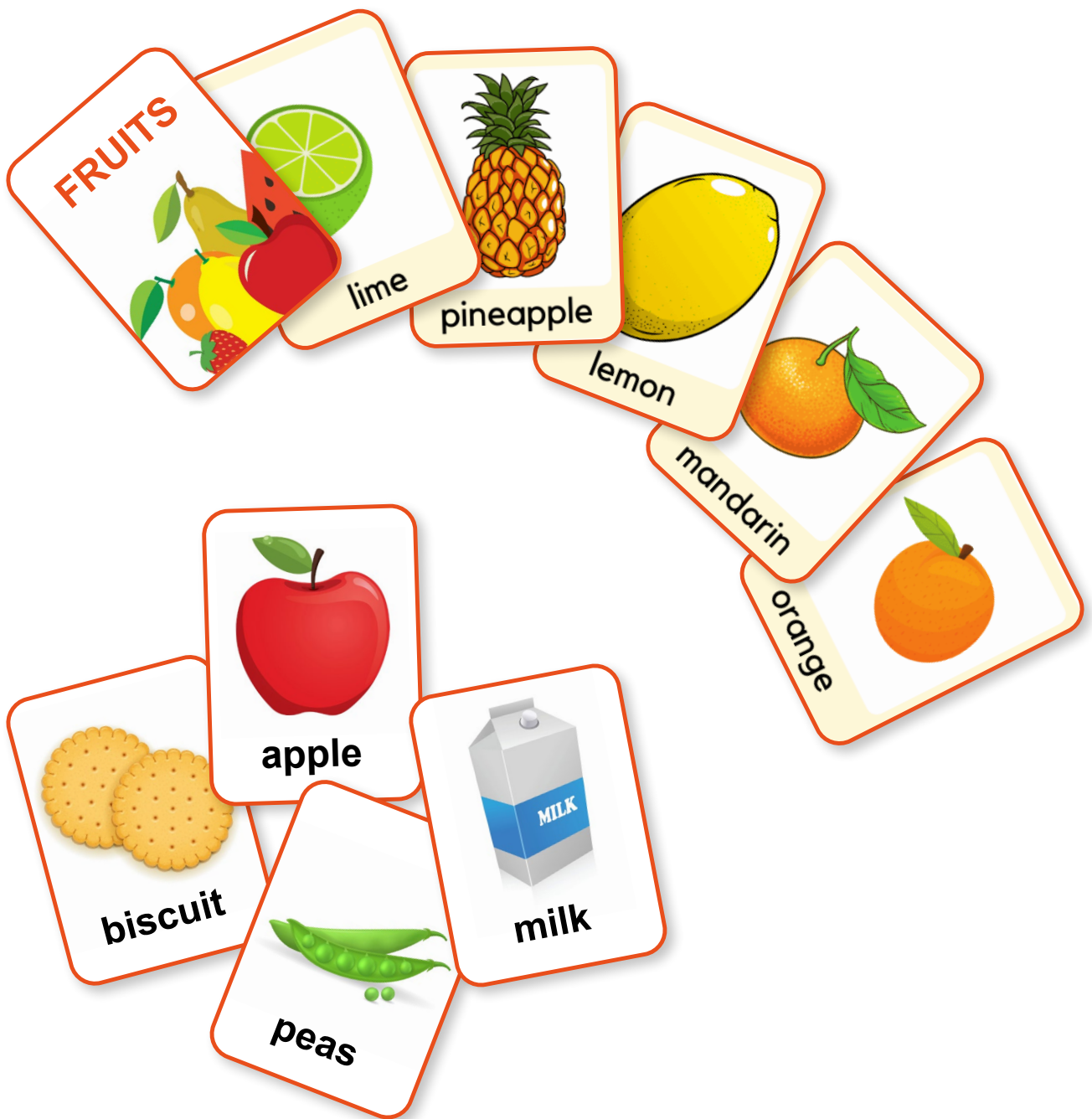
Related Technique:

- Collage

Materials:

- Card boards
- Old envelopes
- Scrap papers from packaging items, magazines, labels, tags
- Food pictures from supermarket leaflets/flyers, newspaper, old magazines, packaging items
- Threads (e.g., ribbons, yarn, string)
- Glue
- Rounded end scissors
- Markers, felt pens, coloured pencils





Prior Preparation /Set Up:

- To gather scrap materials and food pictures, requesting pupils to bring some from home

Procedures/Directions:

1. Start the lesson with an explanation and discussion on how flash cards can be prepared from scrap materials and the importance of reusing (recycling and upcycling) the scrap materials.
2. Explain the concepts of recycling and upcycling.

Teaching Point

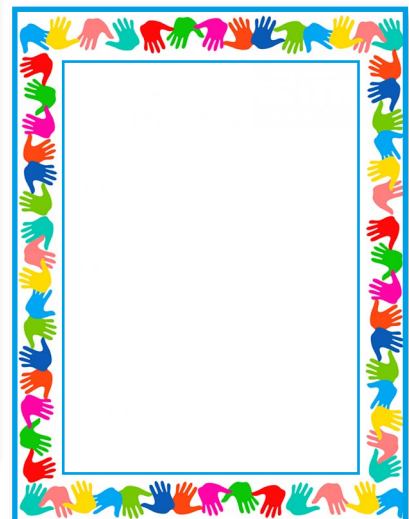
Recycling is the act of creatively using discarded materials, such as plastic, paper and any other scrap materials into something artistic and new. Eco-artists are, nowadays, transforming old, recycled and reused objects into amazing pieces of art.

Upcycling is the practice of reusing and recycling found objects to create new works of art. It involves reusing discarded objects for practical or aesthetic purposes, prolonging their usefulness by creating functional objects or artworks.

3. Inform pupils that they will be preparing flash cards of food items belonging to the 'Three Food Groups' they learnt about during their HPE lesson.
Do a quick recapitulation of food items from each of the three food groups.

Flash Cards Preparation

4. Show pupils how to select and cut words, images from magazines, packages, etc...
5. Demonstrate how to organise images and words in separate envelopes.
6. Demonstrate how to measure (12 cm long and 10 cm wide) and cut out the rectangular base support.
7. Show how to organise the images and words on the base support.
8. Allow pupils (in pairs or small groups) to experiment with a flashcard of one food item.
9. Demonstrate the collage process and provide individual attention.
10. Show how to decorate the flashcard with patterns and borders.



11. To conclude the activity:

- a. Invite pupils to display the prepared food flash cards.
- b. Classify each food according to the Three Food Groups.

Variations: _____

- The activity can be extended at home, under parental guidance.
- Labels can be added to each flash card.
- DIY laminate the flash cards for reuse
 - o Watch the YouTube video <https://www.youtube.com/watch?v=aJquSzqtTu0>

Subject Area: Health and Physical Education

Aim:

To raise pupils' awareness about ways to reuse water and minimise its wastage using a movement-based approach

Related Grade 3 Concepts/Topics

- Importance of Water

Materials:

- 6 buckets/large bowls/pails
- Water
- 3 Tablespoons of uncooked/raw rice
- 3 Tablespoons of uncooked/raw rice lentils
- 3 Used 0.5L plastic bottles with caps
- 3 Printed A4 sheets with the drawing of plants (see Annex)
- 3 Plastic pocket files
- Adhesive tape

Venue: Schoolyard (Outdoor)

NOTE

- **Avoid a slippery surface to conduct activity**
- **Seek permission from School Management prior to conducting activity.**

Prior Preparation:

1. Cut out the pictures in the Annex and place each one in a plastic pocket file.
2. Stick the 'plastified' pictures on three buckets.
3. Fill the three buckets/large bowls/pails with water.
4. Add mix of rice and lentils in each bucket to make the water look as if it has been used for washing the rice and lentils, and thus cannot be consumed,
5. Make three stations - Station 1, Station 2 and Station 3.
6. Keep about 60 cm distance between each Station.
7. Place one bucket filled with the used water (water from Step 3 above) at each Station.
8. Place one empty bucket 3 metres away and opposite the bucket filled with the used water.
9. Place one 0.5L plastic bottle (with the cap) by the side of each bucket filled with the used water.

Procedures/Directions:

1. Brainstorm with pupils about the importance of water, why we should not waste water and how we can reduce the wastage of water, including through the reuse of water used to wash rice, pulses, fruits and vegetables.
2. Divide the class into 3 equal groups.
3. Each group should have a plastic cup.
4. Each group should number each member starting from 'Number One' to the number of pupils in each group.
5. Pupil 'Number One' in each of the three groups fills his/her bottle and place back the cap before walking to the empty bucket.
He/she should take extra care to place back the bottle cap to avoid spilling over of the water.
6. Once each pupil reaches the bucket, the/she empties the plastic bottle in it.
Pupils should imagine as if they are watering the plant stuck on the empty bucket.
7. Each pupil runs/jumps while returning.
8. He/ She passes the bottle to pupil 'Number Two', who repeats steps 5 to 7.
9. Each group continues till everybody has had his/her turn.
10. The winner is the team whose empty bucket was filled with the highest volume of water and in the least time.
11. The teacher gathers all pupils around and discuss about ways to reduce the wastage of water.
12. With the help of the students, the teacher empties the bucket near a tree (in case there are trees in the school yard) or in potted plants.

Variations:

- The number of groups can be varied, depending on the number of pupils in the class. It is important that each group has an equal number of pupils. If the number of groups is increased, the number of 'Stations' should be increased accordingly.

Follow-up Activity

- Pupils are to complete Activity 'Save Water' in the Grade 3 'My Healthy Habits' Activity Book, with the help of parents.

ANNEX: Waste No Water



ANNEX: Waste No Water



ANNEX: Waste No Water



Subject Area: Health and Physical Education

Aim:

To consolidate the teaching and learning of Grade 3 HPE concepts related to 'Food for energy'

Related Grade 3 Concepts/Topics:

- Food Groups
- Food for Energy
- Gross Motor Skills – jumping, balance

Venue: Schoolyard (Outdoor)

Materials:

- Cones (1 cone per group of 4-5 pupils)
- Food pictures from different food groups (magnetic flash cards + additional pictures from supermarket/hypermarket flyers)
- Boxes (2 boxes per group of 4-5 pupils – one empty and one with food pictures/cards)

Procedures/Directions:

1. Start the lesson by asking pupils from where they get energy to perform their daily activities.
 - a. Brainstorm on foods that they eat to get energy.
 - b. State the importance of including 'Food for Energy' in the main meals.
2. For the Food Group Hustle game, proceed as follows:-
 - **Prior Preparation/Set Up:**
 - Get 2 boxes per group/team.
 - In one of the boxes for each team, place 5 food pictures/cards (food group box).
 - Ensure that there is equal number of pictures/cards from the food for energy group in all the food group boxes.
 - The second box for each team remains empty at the start of the game.
 - **Setting up of Teams:**
 - Depending on the size of the class, make groups of 4-5 pupils.
 - Each team should consist of equal number of pupils.
 - **How to play?**
 - a. Place boxes in 2 parallel lines, about 5 metres apart.

- i. Pupils are to line up next to empty box.
 - b. On the 'GO' signal, the first pupil from each team/group will run to pick one food from their food group box and will bring it back to the empty box next to their group.
 - c. When he/she returns with the food picture/card, he/she consults team members to decide if the food belongs to the 'Food for Energy' group.
 - i. If it is a food for energy, the pupil places it IN the empty box.
 - ii. If it is NOT a food for energy, the pupil places it UNDER the empty box.
 - d. The next team member, then, runs to collect another food from the food group box. Step (c) is repeated until all the pictures in the food group box have been collected.
3. Praise pupils for the correct answers and effort.
- **Scoring/Rules:**
 - o One point for each correctly identified food for energy.
 - **Winner:**
 - o The team with the highest score is the winner.
 - o In case there is a tie, the team with the highest score completing the game/ activity first is the winner.

Variation (Outdoor activity): _____

- Use all the magnetic food cards. Pupils are to perform one of the following movements (as indicated by teacher) when the teacher shows a food for energy card:
 - o Hop on the spot
 - o Jump 3 times
 - o Balance on one foot
 - o Jumping jack
 - o Half squat

If the card shown by the teacher is a food for health or a food for growth, pupils stay still (no movement). Teacher sticks the magnetic flash cards on the magnetic board under 'Food for energy' label, one at a time, while pupils are performing the movement.

Follow-up Activity _____

- Pupils are to complete Activity 'Food for Energy' in the Grade 3 'My Healthy Habits' Activity Book, with the help of parents.
- Teacher can refer to the concepts of the 'Food for Growth' in subsequent lesson.

Subject Area: Health and Physical Education

Aim:

To introduce and consolidate the teaching and learning of Grade 3 HPE concepts related to 'Food for growth'

Related Grade 3 Concepts/Topics:

- Food groups
- Why the body needs food for growth
- Balance on parts of the body (arms)

Venue: Classroom (Indoor)

Materials:

- Magnetic Board, Magnetic Flash Cards and Magnetic 'Food for growth' label
- Pictures of foods from Hypermarket Flyers

Procedures/Directions:

1. Introduce 'Why the body needs food for growth' by a class discussion.
2. Teacher then refers to the Grade 2 concepts of 'Food from animal and plant sources' to introduce 'Sources of food for growth'
3. Guessing Game: Use the magnetic board and the flash cards to get pupils to identify sources of food for growth.
4. For the 'Guessing Game', proceed as follows:
 - a. Stick the 'Food for growth' label on the magnetic board.
 - b. Divide the board into 2, labeling one column 'Food for growth from plant source' and the other column 'Food for growth from animal source'.
 - c. Depending on the class size, have pupils in pairs or groups of 3-4.
 - d. Each pair/group is provided with at least one flash card representing either a food for growth from animal source or from plant source.
 - e. Pupils are given a few minutes to study the card(s) and identify whether the food for growth on the given flash card is from a plant or an animal source.
 - f. Call one pupil from each group to come and place the card on the board under the correct heading.
 - g. Check with peers/group members if the classification is correct. Peers are to

lift both arms if the classification is correct. If the classification is incorrect, peers are to lift only one arm.

- h. Praise students for correct classification. In case of wrong classification, he/she invites the same pupil or someone else from the group to make the correction.
- i. Once the activity is completed, invite whole class to lift both arms and applause in recognition of their effort.

Variations:

- Can be adapted by asking pupils which 'food for growth' they had for breakfast and/or lunch. One by one ask student to come in front of the class and say aloud which food for growth he/she had for breakfast and/or for lunch.
- Additional pictures of food for growth from plant and animal sources can be used by using cuttings from supermarket leaflets. The cuttings can be fixed on the board using Blu-tack.

Follow-up Activity

- Pupils are to complete the relevant activities in the Grade 3 'My Healthy Habits' Activity Book, with the help of parents.

Subject Area: Health and Physical Education

Aim:

To consolidate the teaching and learning of Grade 3 HPE concepts related to 'Food for health'

Related Grade 3 Concepts/Topics:

- Food for health
- Sending and receiving

Venue: Classroom (Indoor) (Lessons 1 and 2) or Schoolyard (Outdoor – Lesson 2)

Materials:

- 2 Soft Balls (1 per group)

Procedures/Directions:

Proceed as follows for the game:

- **Prior Preparation/Set Up:**
 - o Classroom game may be organized indoor if it is too sunny/rainy outdoor.
 - o Clear all the materials from the tables.
 - o Instructions to all children: Always keep your eyes on the soft ball and keep your hands free. Whenever the ball is thrown towards you, catch it with your hands.
- **Class Setting:**
 - o Children are seated as usual in their normal class setting.
- **How to play?**
 1. Divide the class into 2 groups. Name one group 'Fruit' and the other group 'Vegetables'.
 2. Give a ball to one child in each group.
 3. To start the game, the child (in each group) having the softball in his/her hands calls out: 'My ship is loaded with (any fruit or vegetable, depending on group allocation)'.
 4. The child who has the ball then throws the ball in any direction to a friend in the same group. The one who catches the ball has to repeat what the previous friend has said and needs to add another fruit or vegetable – as per allocated group name.

- For better classroom management, you may wish to get one child at a time from each group to send and one child to receive/catch the ball.
5. This process continues till all the children in the group have been given the opportunity to send and receive the ball once and are able to memorise all the foods that have been identified by their group members previously.

Variations:

- The children can call out: **“I like eating (food name)”** instead of **“My ship is loaded with**”.
- Using music and **passing** the ball instead of **throwing**. When music stops, the child with the ball will have to call out: “My ship is loaded with
- Outdoor if the weather is fine and there is sufficient space in the schoolyard.
- Dividing class into more than 2 groups as per the colour of different fruits and vegetables, e.g, red fruits and vegetables group, green fruits and vegetables group, yellow fruits and vegetables group, orange fruits and vegetables group.

Follow-up Activity

- Pupils are to complete the relevant activities in the Grade 3 ‘My Healthy Habits’ Activity Book, with the help of parents.

Subject Area: Values and Citizenship Education (VACE)

Aim:

To empower students to reuse commonly used food items to make fertilisers

Related Grade 3 Concepts/Topics:

- My environment
- Good citizenship behaviours

Venue: Classroom (indoor) or Schoolyard (outdoor)

Materials:

- A glass jar with lid
- 3-4 banana peels
- Water
- DIY fertilizer guidelines (see Annex)

Procedures/Directions:

1. Have a class discussion on how certain organic wastes can be used as fertilizers and how they are used to make compost.
 - Give some examples (eggshell, banana and other fruit peels)
2. Inform pupils that in this lesson, banana peels will be used.
 - Recall that bananas are food for health. They contain substances that protect our body from diseases. These substances are equally good for potted plants.

Teaching Point

Banana peels have high nutritional content. They can be a cheap and effective way to boost your potting soil. They contain important minerals which will help your plants and flowers to grow healthy. Moreover, by using banana peels as fertilisers and not throwing them away, you are contributing in protecting our environment.

3. Demonstrate the process of transforming banana peels into a fertilizer (use guidelines in Annex).
 - Demonstrate how with a plastic bottle, banana peels and water, we can produce organic fertilisers.
4. Conclude the lesson by asking pupils to repeat the same at home.

ANNEX: DIY Liquid Fertilizer with Banana Peels



- Collect 3-4 banana peels.
- Put peels in the jar.
- Fill the jar with enough water so that the banana peels are fully covered.
- Close the jar and allow it to rest for a week in a dry and warm spot.
- Pour the liquid fertilizer in another container. Mix $\frac{1}{2}$ liquid fertilizer and tap water
- Water your plants.

Variations:

- If there are potted plants in the classroom or in the school compound, use the fertilizer.
- Can be carried out as a school project.

Follow-up Activity

- Pupils are to complete Activity 'Reusing Banana Peels' in the Grade 3 'My Healthy Habits' Activity Book, with the help of parents.

Subject Area: Health and Physical Education

Aim:

To practise locomotor skills and identify items that can be reduced, reused, or recycled for a healthier planet

Related Grade 3 Concepts/Topics:

- Locomotor skills – Hop, Jump, Run

Venue: Schoolyard (Outdoor)

Materials:

- Pictures of items that can be reduced, reused or recycled (see Annex), 3 boxes (as bin box), 2 small (picture box), 3 printed A4 paper (see Annex)

Prior Preparation/Set Up:

1. Place the 3 boxes in a horizontal straight line, 60 cm apart. Stick one label (see Annex) on each box.
2. Place 2 cones each 5 metres from the bin box.
3. Place a picture box by the side of each cone.
4. Put the same number of flashcards into each picture box. The flashcards should be labelled A at the back for group A, B for group B and so on (at least 2 items for each category (reduced, reused, recycled) – flashcards should be mixed and consider equal number of cards for each group.

Procedures/Directions:

1. Brainstorm with pupils about the items that can be reduced, reused, and recycled.
2. Divide the class into 2 equal groups.
3. Each group stands by the side of the cone, next to the picture box.
4. On the teacher's command, the first pupil picks up a flashcard from the box, runs/jumps/hops and place the flashcard inside the appropriate box. Then he/she runs back to the team, touch the second pupil in the row, who picks up a flash to place in one of the boxes.
5. The game continues, until all the flashcards are finished.
6. When the game is finished, the teacher calls all the pupils around each box to check if the items are sorted out correctly.
7. The pupils participate actively to sort out each item with the help of the teacher.
8. The teacher makes sure that all pupils have understood why a card was wrongly sorted and in which box it should go and why.
9. The team with the maximum items sorted out correctly is the winner.

Variations:

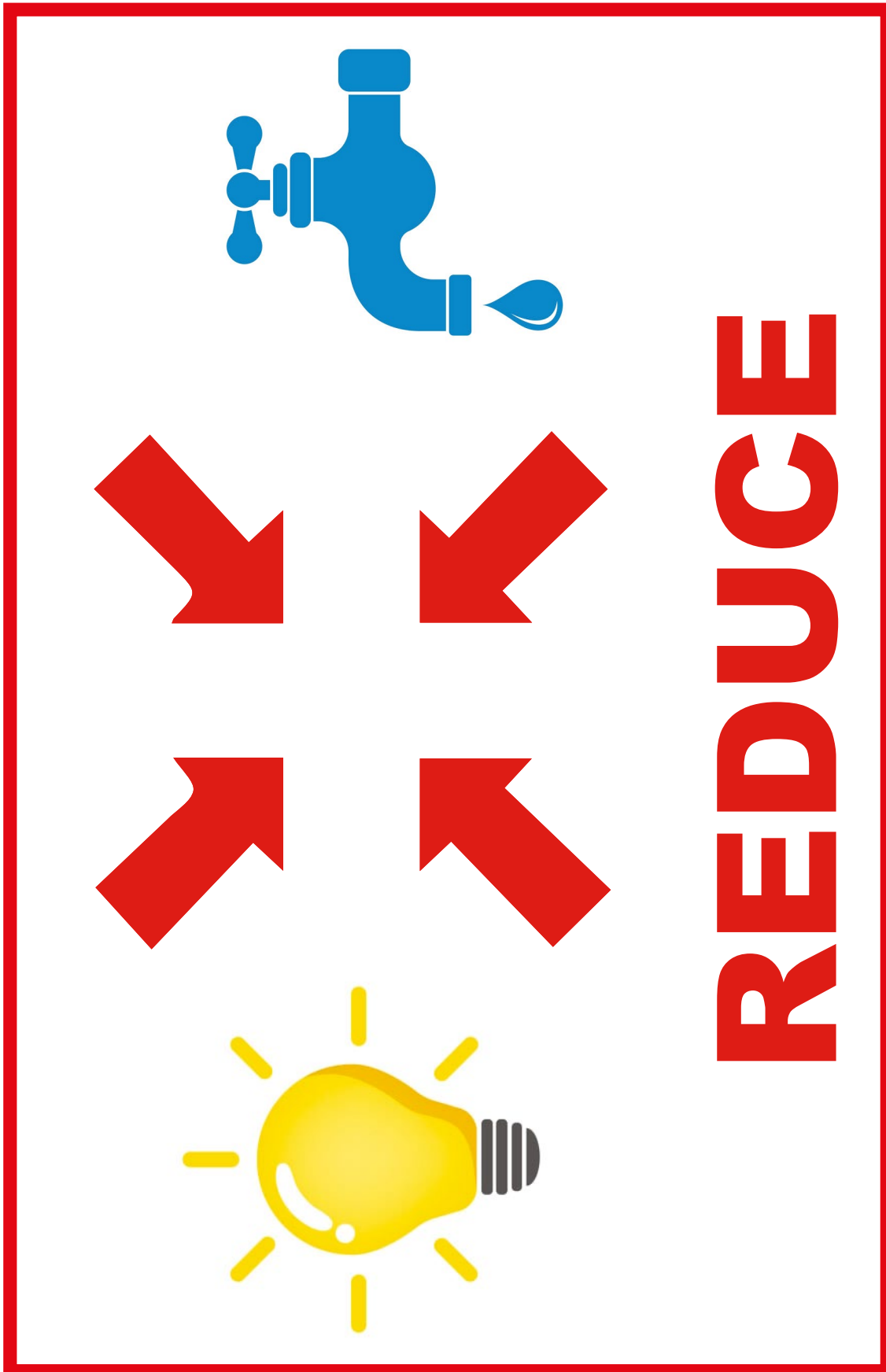
- You can have more than two groups in which case you will need to increase the number of picture boxes accordingly.
- If you have more than 20 pupils in class, the game can be repeated OR those not participating in the relay can help their peers by identifying the appropriate bin box in the sorting exercise at Step 4.

Follow-up Activity

- Pupils are to complete Activity 'Make the Right Choice' in the Grade 3 'My Healthy Habits' Activity Book, with the help of parents.

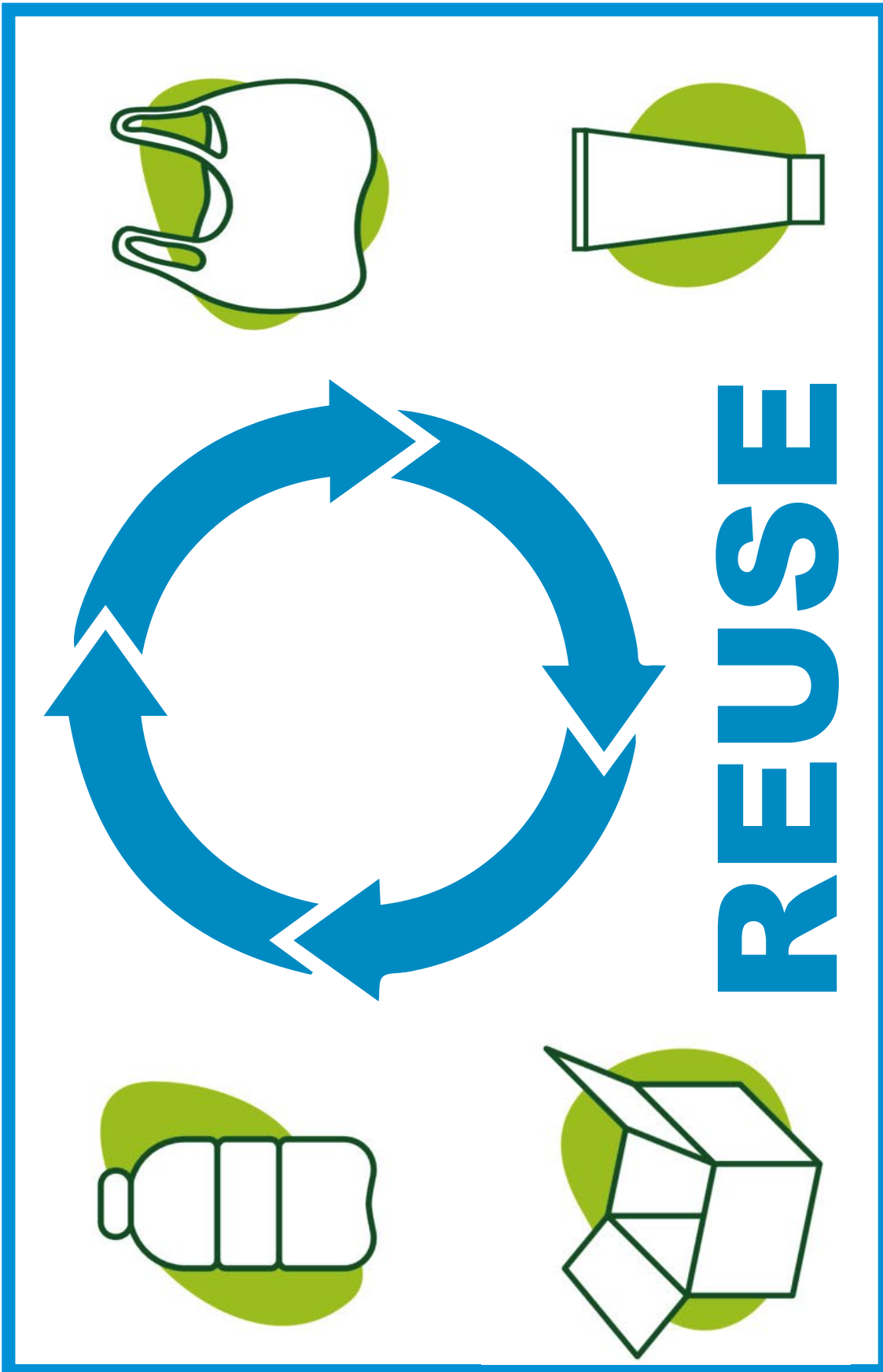
ANNEX: Reduce, Reuse & Recycle Relay

To stick on the box



ANNEX: Reduce, Reuse & Recycle Relay

To stick on the box



ANNEX: Reduce, Reuse & Recycle Relay

To stick on the box



ANNEX: Reduce, Reuse & Recycle Relay

Flashcards



Vegetable peels



Banana peels



Cans



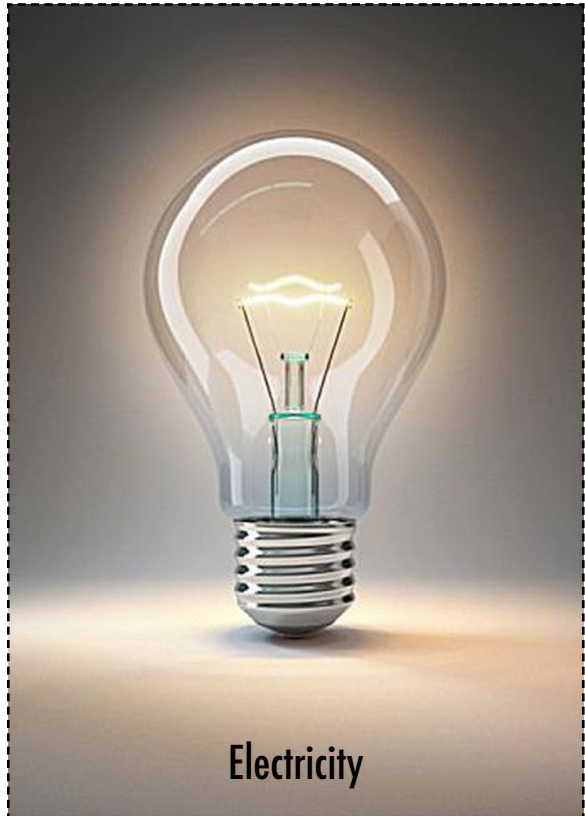
Plastic

ANNEX: Reduce, Reuse & Recycle Relay

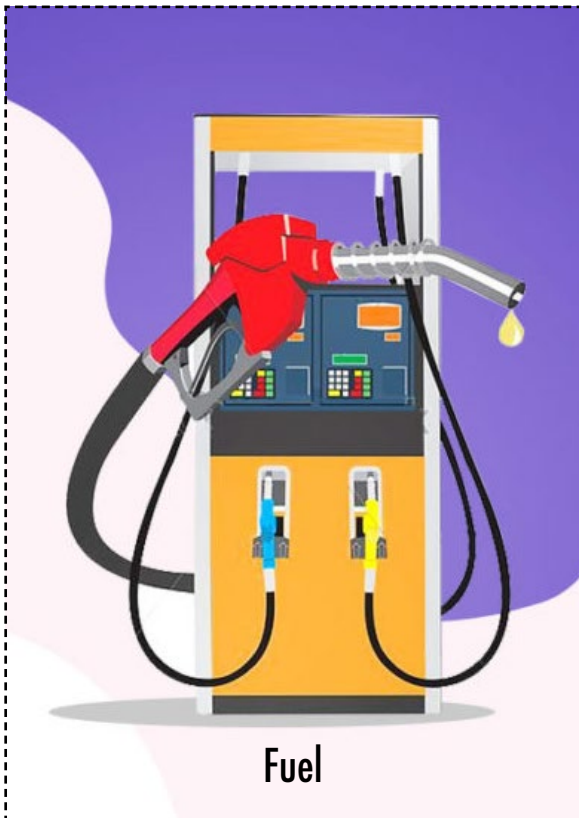
Flashcards



Pizza carton box



Electricity



Fuel



Toys

ANNEX: Reduce, Reuse & Recycle Relay

Flashcards



Batteries



Bags



Newspaper



Bottles

ANNEX: Reduce, Reuse & Recycle Relay

Flashcards



Paper



Plastic containers



Food boxes



Glass jars

ANNEX: Reduce, Reuse & Recycle Relay

Flashcards



Subject Area: The Arts

Aims:

- To use scrap materials to make a creative Mandala design
- To consolidate the importance of recycling and upcycling and use of scrap materials in making functional objects

Related Technique:

Assemblage and Installation

Venue: Classroom (Indoor)

Materials:

- Cardboard (30 x 30 cm)
- Scrap papers from packaging items
- Other appropriate scrap materials:
 - Eggshells
 - Seeds
 - Dry flower petals, leaves, barks, grass
 - Old newspaper cuttings (rolled into small pieces and painted)
- Expired solid food items (eg. pasta, pulses, rice)
- Adhesive glue

Prior Preparation/Set Up:

- To gather cardboard pieces and scrap materials. Pupils can be requested to bring some of the materials.



NOTE

This activity is to be implemented over 2 lessons.

Procedures/Directions:

Lesson I

1. Start the lesson by introducing Mandala – Origin, sources, uses in cultures, festivals, etc

Teaching Point

Mandala is geometric design. It is a radial pattern created on a base of a circle. Mandalas are believed to represent different aspects of the universe and are used as instruments of meditation and symbols of prayer in different cultures. Geometric designs can be found in flowers, tree rings, the sun, eyes, snowflakes, spider webs, sea shells, seeds, fruits, among others.

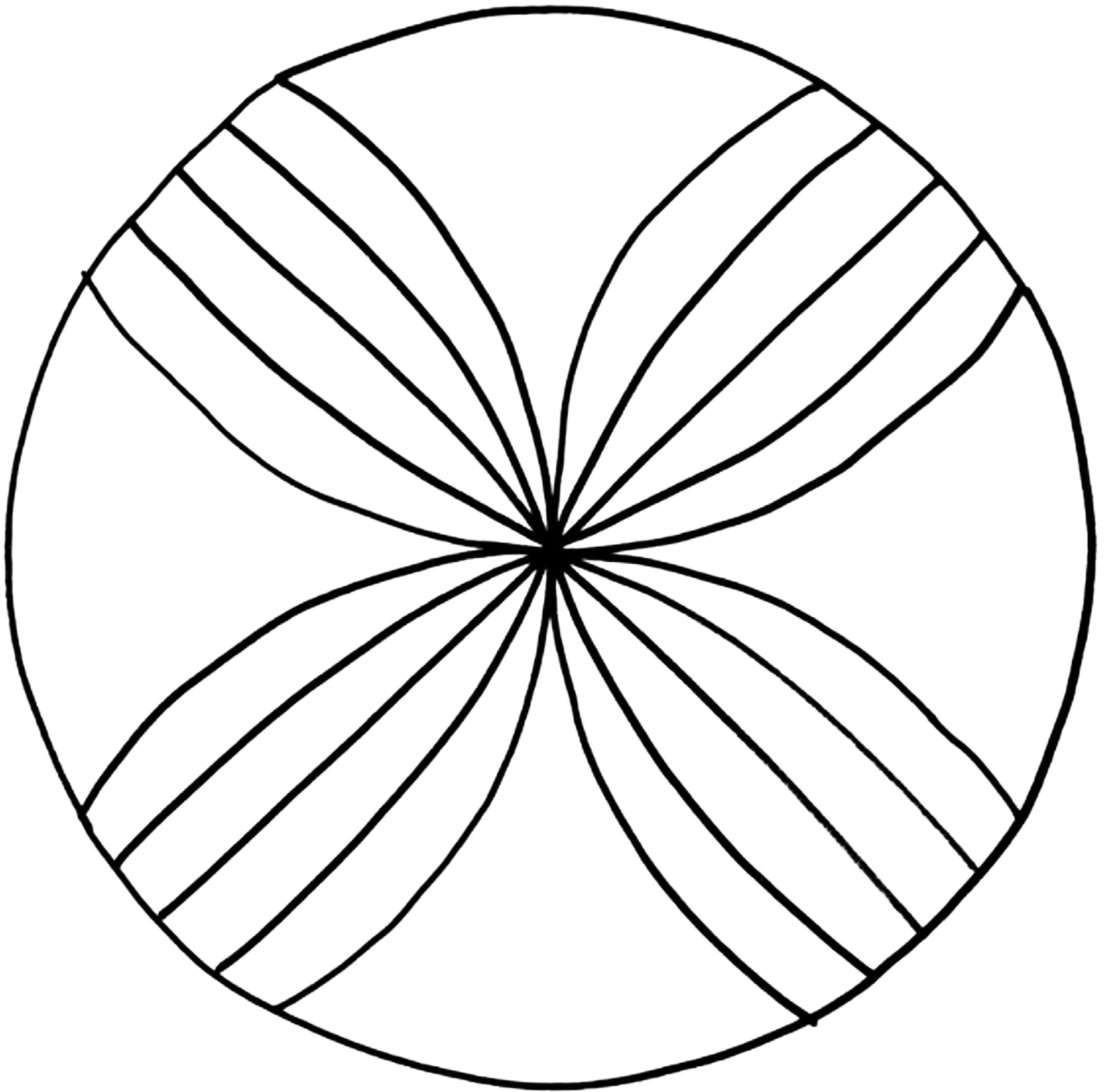
2. Explain geometrical design, motifs and patterns that can be found in nature.

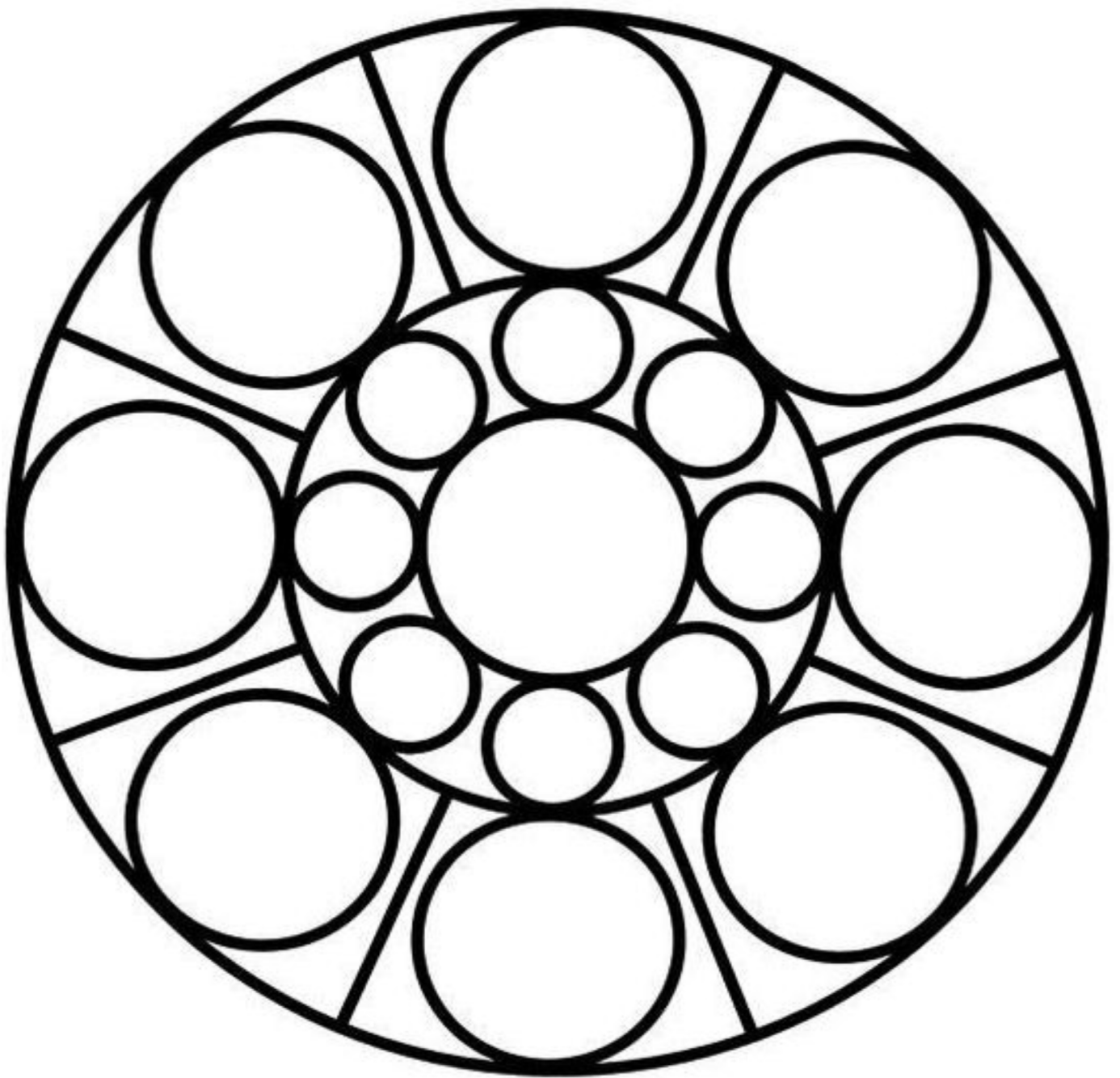


3. Show visuals and artefacts on Mandala Designs made with natural objects and materials.

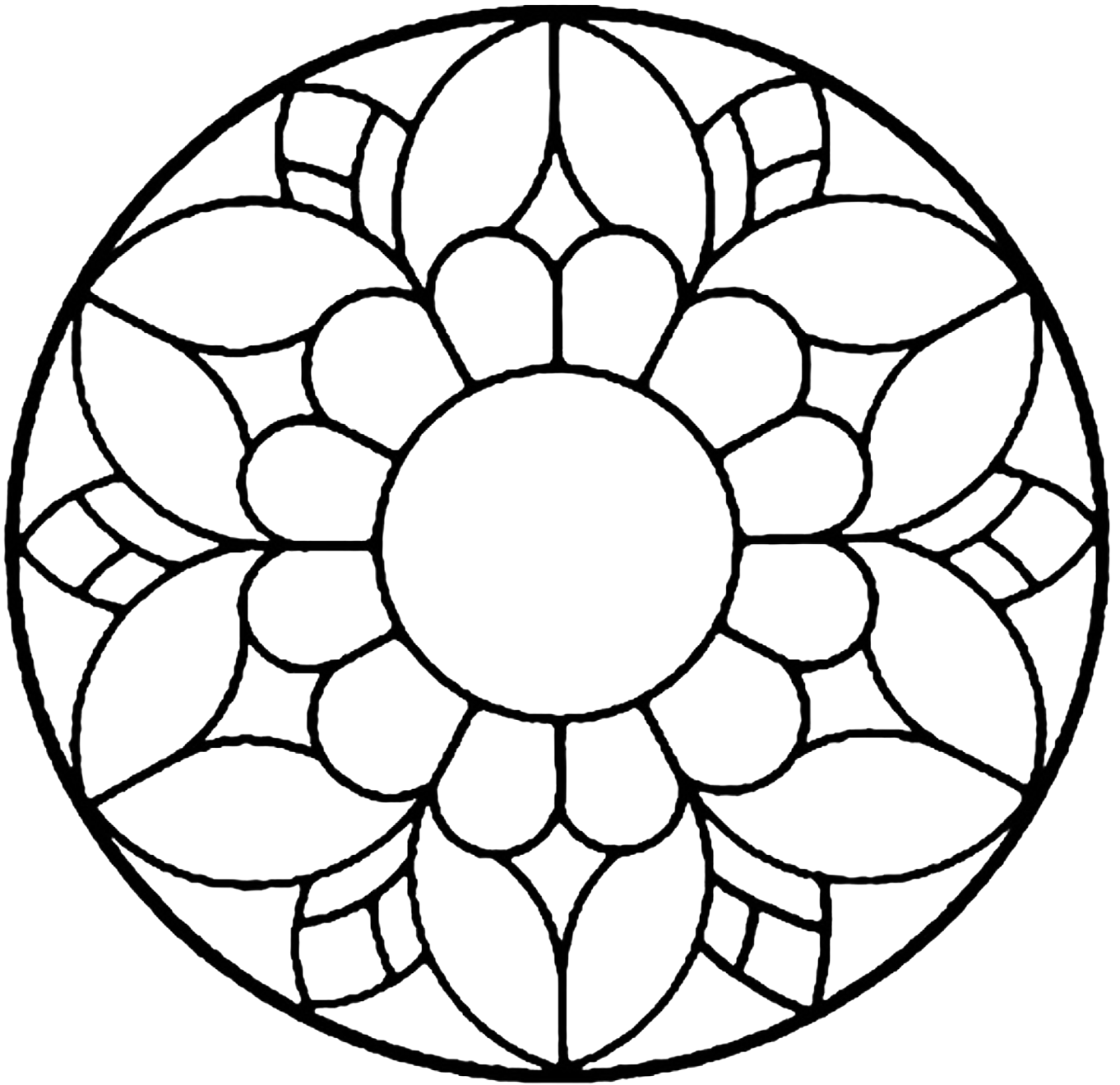


4. Invite pupils to choose their preferred Mandala design from the given templates. Pupils can trace out and colour any design from the given templates.



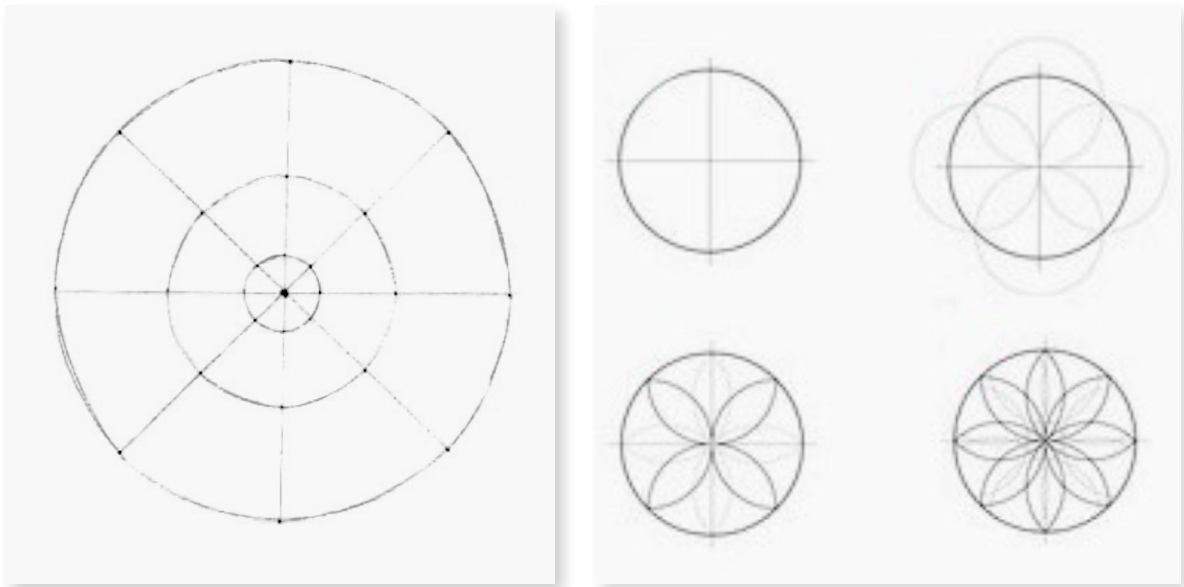






Lesson 2: Making a Mandala Collage

1. Divide the class into groups of 3 to 5 pupils, depending on the class size. Let pupils choose any one design from the provided templates (alternatively, pupils may develop their own design).
2. Invite pupils to reflect and discuss on how they will proceed on with their drawing and what materials they will be using in their Mandala.
3. Demonstrate and guide pupils how to draw a Mandala - drawing a circle and dividing it into 8 segments on the cardboard.



4. Get pupils to start arranging the scrap materials according to their shapes and colours in a playful manner.
5. Once they are ready then they can start pasting the items on the cardboard.
6. Once the Mandala design is completed, then display the mandalas and let pupils talk about their design and share their experiences.

Variations:

- The mandala design can also be made outdoors.
- The following could be experimented:
 - Coloured chalks may be used
 - Paints
 - Leaves and flowers
 - Natural pigments such as soil, sand, pebbles, shells, etc..
 - Any other appropriate scrap materials

Follow-up Activity

- Pupils are to complete Activities 'Mandala Design - Let's be Creative' in the Grade 3 'My Healthy Habits' Activity Book, with the help of parents.

Some templates and ideas



Some templates and ideas



Some templates and ideas



Subject Area: Values and Citizenship Education (VACE)

Aim:

To encourage pupils to limit food wastage at school for lunch and value the importance of reducing food wastage

Venue: Classroom (Indoor)

Related Grade 3 Concepts/Topics:

- Values - respect, empathy
- Being responsible at school

Materials:

- School Lunch Waste Tracker record sheet (see Annex)

Prior preparation:

- The collaboration/assistance of the class teacher is to be sought for the record keeping activity (see 'Procedures')
- The record sheet is to be enlarged or reproduced on an A3 or bigger size with pupils' names.
- Affix the record sheet on the classroom notice board or on the wall.

Procedures/Directions:

1. Start the lesson with a brainstorming activity on the importance of limiting food waste.
2. Build up on pupils' responses to highlight the importance of limiting food waste.
3. Explain the purpose of the School Lunch Waste Tracker record sheet and how it will be used everyday for one week/5 school days.
 - Depending on the class size, divide the class into groups 4-5 pupils, noting down the name of pupils in each group.
 - Every school day, after lunch time, seek the help of the class teacher to note down names of pupils who completed their lunch/did not waste food for school lunch.
 - Enter a tick (✓) on the record sheet next to the group in which all the pupils completed his/her lunch (no food wasted for lunch).
4. At the end of the week, invite each pupil to count the number of ticks recorded on the sheet for their respective group.
 - The group(s) with the highest number of ticks on the record sheet is/are the 'School Lunch Zero Waste Champions'.
5. After the completion of the activity, involve pupils in a recapitulation of the importance of limiting food waste.
6. Allocate a badge (see Annex) to pupils belonging to the group who won the 'Champions' title.

Variations:

- The record sheet can be kept for more than one week.
- Pupils can keep an individual record sheet which they will share with the you or the class teacher at the end of the day.

Annex: Record Sheet

Put a tick '✓' next to the name of each pupil who completed his/her lunch during school days.

	Day 1	Day 2	Day 3	Day 4	Day 5
GROUP					
A	✓				
B					
C					
D					

Winner/Champions of the Week

Group _____ consisting of: * _____

* to insert names of group members

Annex: School Lunch Waste Tracker Champions Badges



Grade 4 Activities

Subject Area: Health and Physical Education

Aim:

To introduce and/or consolidate the teaching and learning of Grade 4 HPE concepts related to 'Balanced Breakfast'

Related Grade 4 Concepts/Topics:

- Balanced Breakfast
- Locomotion and Balance

Venue: Schoolyard (Outdoor) or Classroom (Indoor)

Materials:

- Three Food Groups Magnetic Board
- Magnetic Food Flash Cards
- Magnetic Food Groups Labels

Procedures/Directions:

NOTE

This activity will need to be implemented over 2 lessons of 50 minutes.

LESSON 1 - Recapitulation of Three Food Groups

1. Using the Food Groups Magnetic Board, Cards and Labels:
 - a. Have a class discussion on the 'Three food groups'.
 - b. Get pupils involved in classification of different food items under the appropriate food group.

LESSON 2- Game: Balanced Breakfast

1. Line pupils up in the schoolyard OR inside the classroom (see instructions below under 'Variations').
2. Call out the name of a movement or balance at a time (e.g., hop, jump, 'reach the sky', airplane, gallop – see Pupil's Book Unit Balancing) and get pupils to perform the movement on the spot for 10 seconds.
3. Get pupils into pairs or groups of 3.
Allocate each pair/group one food group.

4. Give each pupil one magnetic food card for breakfast:
 - o Food for Energy - rice, bread, 'roti', honey, margarine
 - o Food for Health - apple, banana, pineapple, paw-paw
 - o Food for Growth - eggs, milk, yoghurt, cheese
5. The teacher calls "Balanced breakfast". The pupils get into groups of at least 3 members to represent food from each of the three food groups that can constitute a balanced breakfast.
6. Teacher checks if the grouping reflects a balanced breakfast.
7. Each group is allocated the name of a movement or balance.
8. Members of each group take turn to perform the balance or movement allocated to them. Once movements are completed, they come and stick the allocated food card on the board under the appropriate food group.

Variations:

- Can be carried out in the classroom with pupils standing by the side of their desk. Ask pupils to group themselves in free spaces (in front of the class) when you call 'Balanced breakfast'.
- In case you do not have sufficient food cards for all pupils, you can use additional food paper cuttings from magazines and supermarket leaflets. Pupils can stick the food paper cutting on the board using blu-tack.
- This activity can be adapted OR repeated for 'Balanced lunch' and 'Balanced dinner'.



In case there are not enough flash cards for the entire class, teacher can ask pupils to bring pictures of different foods from home.

Follow-up Activity

- Pupils are to complete Activity 'My Balanced Breakfast' in the Grade 4 'My Healthy Habits' Activity Book, with the help of parents.
- Pupils carry out Activity 'Time to Move: Let's Play the Balancing Game' at home.

Subject Area: Health and Physical Education

Aims:

- To consolidate the teaching and learning of the concept of 'Healthy Foods'
- To consolidate the pupils' ability to aim at a target
- To develop team spirit and collaborative skills
- To encourage pupils to re-use empty packaging materials and other items

Related Grade 4 Concepts/Topics:

- Healthy and Unhealthy Foods
- Manipulative Skills (Throwing with accuracy; Eye-hand coordination)

Venue: Classroom (Indoor) or Schoolyard (Outdoor)

Materials:

- Old newspapers/magazines (to make paper balls of tennis balls size)
- Pictures of healthy and unhealthy breakfast food items (from supermarket leaflets/ brochures)
- Rounded-blade scissors
- Paper glue
- Two shoe boxes per team (one to be used as 'baskets'* and one as 'bag of items')
- Elastic bands (optional)
- Stopwatch

**All shoe boxes to be used as baskets should be more or less of the same dimension*

Prior Preparation/Set Up:

Within a week prior to the activity:

- Demonstrate to pupils how to make paper balls (tennis ball size) with old newspapers or magazine papers.
- Cut out examples of healthy and unhealthy breakfast food items, one of each, from supermarket brochures/leaflets.
- Paste one picture on each of the 2 balls and leave to dry.
- Request each pupil to make two similar paper balls at home and bring to school for the Target Game lesson that would be conducted the following week.

- Encourage pupils to use different examples of healthy and unhealthy breakfast food items.

Procedures/Directions:

On the Activity Day:

1. Collect paper balls with illustrations of healthy and unhealthy breakfast food items from pupils.
2. Mark 2 lines 3 metres apart.
3. Depending on the class size, set up teams of 3 or 4 pupils.
4. Prepare 'bag of items' with empty shoe boxes and paper balls.
 - a. The number of 'bag of items' should be same as the number of teams.
 - b. Each 'bag of items' should contain a mix of equal number of healthy and unhealthy food items.
5. Every pupil in each team picks a healthy food item from the 'bag'. The team members are allowed to concert and agree on the items to choose. Pupils stand behind a line in a file in their respective team facing shoe boxes ('Baskets') placed 3 m away (See Figure 1). All 'baskets' (empty shoe boxes) should be of approximately the same size so that the game is fair to all teams.
6. On teacher's start signal, pupils from each team take turn to throw the healthy

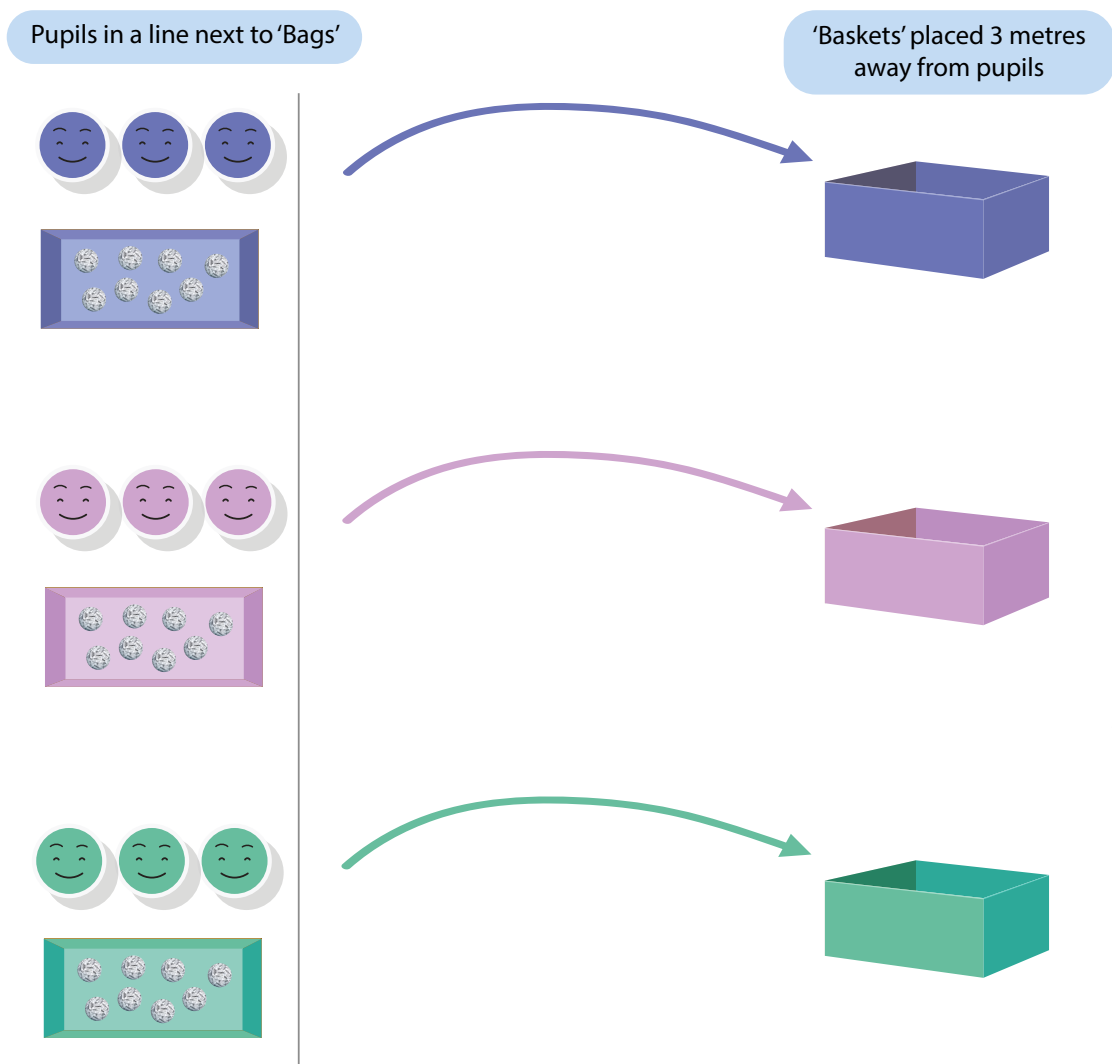


Figure 1: Lining Up of Pupils for Target Game

food paper ball in the 'basket'. The teacher has to keep track of time to stop the game once 3 minutes have lapsed.

a. If the first pupil's ball does not land in the 'basket', the pupil runs to collect the ball and joins the back of the line.

b. The next pupil in the line should then throw the ball.

c. The first pupil and subsequent ones who succeed in throwing the ball in the 'basket' move to the opposite side, that is, behind the 'basket' and facing their team. When the ball thrown by their subsequent teammate falls outside the 'basket', one teammate standing near the 'basket' picks it up and throws it back to their teammate(s) standing near the 'bag'.

7. After 3 minutes, stop the game and the team with the highest number of correct balls in their respective box is declared the winner. Correct paper balls are those that have a picture of a healthy food item.
8. If a team finishes before the 3 minutes signal, its time is noted.
9. Teams score 5 points for each ball with a healthy food picture. Each ball in the 'basket' with an unhealthy food picture scores 2 points.
10. The team with the highest point is declared winner. In case of a tie on the number of points, the finishing time of the teams will be used to break the tie. If it is still a tie, both (or more) teams will be declared joint winners.

Variations:

- Balls could be made with scraps of plain fabrics or old socks or bean bags could be used with the pictures of the healthy and unhealthy food items brought by pupils.
 - o Prior to the class, pupils are requested to bring unused pieces of cloth/fabrics/old socks and beans or rock sand to make the bean bags. The pictures are then glued on the bean bags.
- Paper balls and boxes could be decorated during an Arts lesson prior to this activity, e.g., painting with bright colours, wrapping with bright-coloured scrap fabrics or used gift wrapping paper.
- The game can be played in pairs. Each pair will be given a 'bag' containing a set of paper balls with healthy and unhealthy food items (4 of each). Each pupil takes turn aiming at the 'basket' (one ball at a time) with a healthy food item ball. If the ball does not go in the basket he/she runs to collect it and try again from the starting line. The pair having all 4 healthy food items in the basket first is the winner.
- The difficulty level can be adjusted, depending on pupils' ability, by varying the distance between the starting line and the boxes used as 'baskets'.
- The game can focus on healthy and unhealthy food items for either lunch or dinner or snacks.
- Different ways of throwing can be considered, e.g., throwing with one hand or two hands, overhead throwing.

Follow-up Activity

- Pupils are to complete Activity 'Healthy Foods Target Game' in the Grade 4 'My Healthy Habits' Activity Book, with the help of parents.

Activity
4.3

'Grab and go' Breakfast: Test your Reaction Time

Subject Area: Health and Physical Education

Aim:

To introduce and/or consolidate the teaching and learning of Grade 4 HPE concepts related to 'Grab and go Breakfast'

Related Grade 4 Concepts/Topics:

- 'Grab and go' Breakfast
- Balance and Locomotion

Venue: Classroom (indoor) or Schoolyard (outdoor)

Materials:

- Grade 4 HPE Pupil's Book

Procedures/Directions:

1. Have a class discussion on a 'grab and go' breakfast and a 'sit down' breakfast.
 - a. Highlight the importance of having a 'sit-down' breakfast most of the time, and occasions when a 'grab and go' breakfast may be appropriate.
 - b. Provide examples of food items that can be consumed for each type of breakfast. You may refer to the examples given in the Grade 4 HPE Pupil's Book.
2. Tell pupils that they are going to play the game 'Test your Reaction Time'.
3. Make a list of both types of breakfast.
4. Ask pupils to stand by the side of their desk.
5. When you call out the name of a 'grab and go' breakfast they should perform a movement (jumping on the spot/clapping/jogging on the spot)
6. When you call out the name of a 'sit down' breakfast they should all balance on one foot with both hands above their head OR sit down on their chair without moving.
7. Let the pupils do the movement or balance for 15 seconds, and then call out the name of another example of breakfast food.

Variation: _____

- Can be carried out in the schoolyard.

Follow-up Activity _____

- Pupils are to complete Activity 'Grab and go Breakfast' in the Grade 4 'My Healthy Habits' Activity Book.
- Pupils are to complete the poster-making Activity 'Making Time for Breakfast' in the Grade 4 'My Healthy Habits' Activity Book, with the help of parents.

Activity
4.4

Going Green for 'Grab and Go' Breakfast

Subject Area: Health and Physical Education

Aims:

- To consolidate the teaching and learning of Grade 4 HPE concepts related to 'grab and go' breakfast
- To promote sustainable habits that pupils can adopt to reduce solid waste production when choosing 'grab and go' breakfast food items

Related Grade 4 Concepts/Topics:

- 'Grab and Go' Breakfast
- Balance and Locomotion

Venue: Classroom (Indoor)

Materials:

- Pictures of food packaging materials (provided in Activity Annex):
 - Cloth napkin
 - Cling film
 - Paper napkin
 - Glass container
 - Plastic container /box
 - Paper box
 - Paper food bag
 - Plastic cup
 - Metal bottle
 - Aluminum foil
 - Kitchen paper
- Blu Tack

NOTE

The following items should be classified as waste/garbage – paper box, paper food bag, paper napkin, plastic cup. For hygienic reasons, these items should NOT be reused to wrap or store food.

Prior Preparation/Set Up:

- Cut out pictures in Annex.
- You can mount them/paste them on used cardboard or empty food carton boxes.
- You can also paste them using Blu Tack on the magnetic food group flash cards provided to you for use with the HKP magnetic whiteboard.

Procedures/Directions:

1. Start the lesson with class recapitulation on a 'grab and go' breakfast.
 - a. Invite pupils to give examples of food items that can be consumed for 'grab and go' breakfast.
 - b. You may supplement pupils' examples with additional ones.
2. Have a class discussion on what wrapping materials are used for the 'grab and go' breakfast food items.

Teaching Point

As 'Grab and Go breakfast' is eaten on the go, i.e., while on the way to school, either walking or when in the car, school van or bus, it is important that the food eaten is properly packaged for ease of handling and for hygienic purposes. It is equally important to consider whether the food packaging materials can be reused or recycled. Food packaging materials that have a single use (that is need to be thrown as waste once used) can have a huge impact on the environment. We can all reduce the amount of waste by using materials that can be washed and reused.

3. Divide the white board into 2 columns. An example is given below.

Go Green for 'Grab and Go' Breakfast	
Garbage/Waste	No Waste/Washable and Reusable

4. Depending on the class size, have pupils in pairs or groups of 3 to 4.
5. Each pair/group is provided with at least one picture of the packaging materials in the Activity Annex.
6. Pupils are given a few minutes to study the picture and discuss whether the packaging material has a single use, that is needs to be thrown as waste once used or whether it can be washed and reused.

7. Call one pupil from each group to come and place the picture on the board under the correct heading.
8. Check with peers/group members if the classification is correct.
 - a. Peers are to raise their arms reaching for the sky and shake their fingers if the classification is correct.
 - b. If the classification is incorrect, peers are to balance on one foot.
 - c. Praise students for correct classification. In case of wrong classification, invite the same pupil or someone else from the group to make the correction.
9. Once the activity is completed, invite the whole class to lift both arms and applause in recognition of their effort.
10. Conclude the lesson by highlighting the environmental benefits of using food packaging materials that can be washed and reused.

Variations: _____

- Instead of flash cards, you can use realias.
 - a. One week before your lesson, invite pupils to bring clean samples of the packaging materials.
- Movements for Step 8 can be replaced with other 'Balance and Locomotion' movements learnt earlier.
- Songs/Music can be used during the activity.

Follow-up Activity _____

- Pupils are to complete the Activity 'Making a Napkin for my Packed Lunch' in the Grade 4 'My Healthy Habits' Activity Book.

ANNEX: Going Green for 'Grab and Go' Breakfast

Flashcards





Plastic container /box



Paper box



Paper food bags



Plastic cup



Metal bottle



Aluminium foil



Kitchen paper

Subject Area: The Arts (Visual Arts)

Aims:

- To consolidate paper folding, mosaic, printing, and assemblage techniques to make a mobile
- To use a range of scrap materials
- To consolidate the importance of reusing scrap materials in making decorative/functional objects

Related Techniques:

- Paper folding, mosaic, printing, and assemblage techniques
- Integration of HPE Concepts - Healthy Foods, Healthy Eating and Balanced Meals

Venue: Classroom (Indoor)

Materials:

- Scrap papers from packaging, magazines and any other appropriate materials
- Pencils, coloured pencils, wax crayons, felt pens, markers
- Pastels, water colours, brushes
- Adhesive glue
- Scissors
- Strings
- Cardboard, corrugated carton/bamboo sticks/thick wires/ cloth hanger (to be used as the support)
- Ruler

Prior Preparation/Set Up:

Pupils can be requested to gather scrap materials such as:

- Cardboard, corrugated carton and a range of appropriate scrap papers from packaging items/magazines, etc...
- Glitters and any other decorative items

Procedures/Directions:

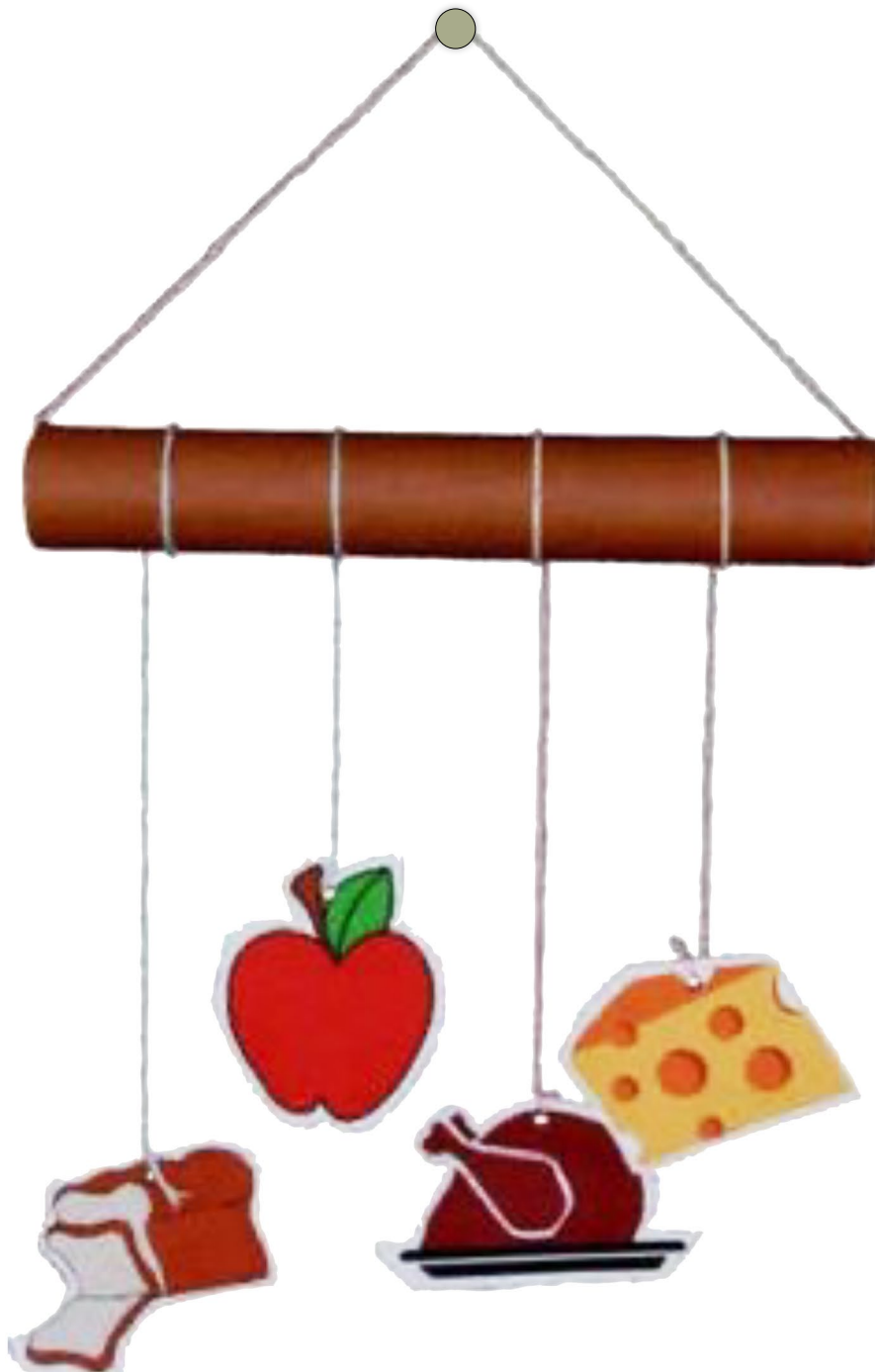
- I. Start the lesson by introducing mobile making – talk about the theme (healthy food items, balanced meals) and elements that could be included in the mobile.

Teaching Point

Mobile is an interesting visual method through which any theme can be taught. Engaging in the making of each individual element and assembling scrap materials to make a mobile provide learners with the opportunities to learn the concept of reusing.

2. Explain the different elements that could be included in a mobile, and talk about shapes, forms, size and balance.

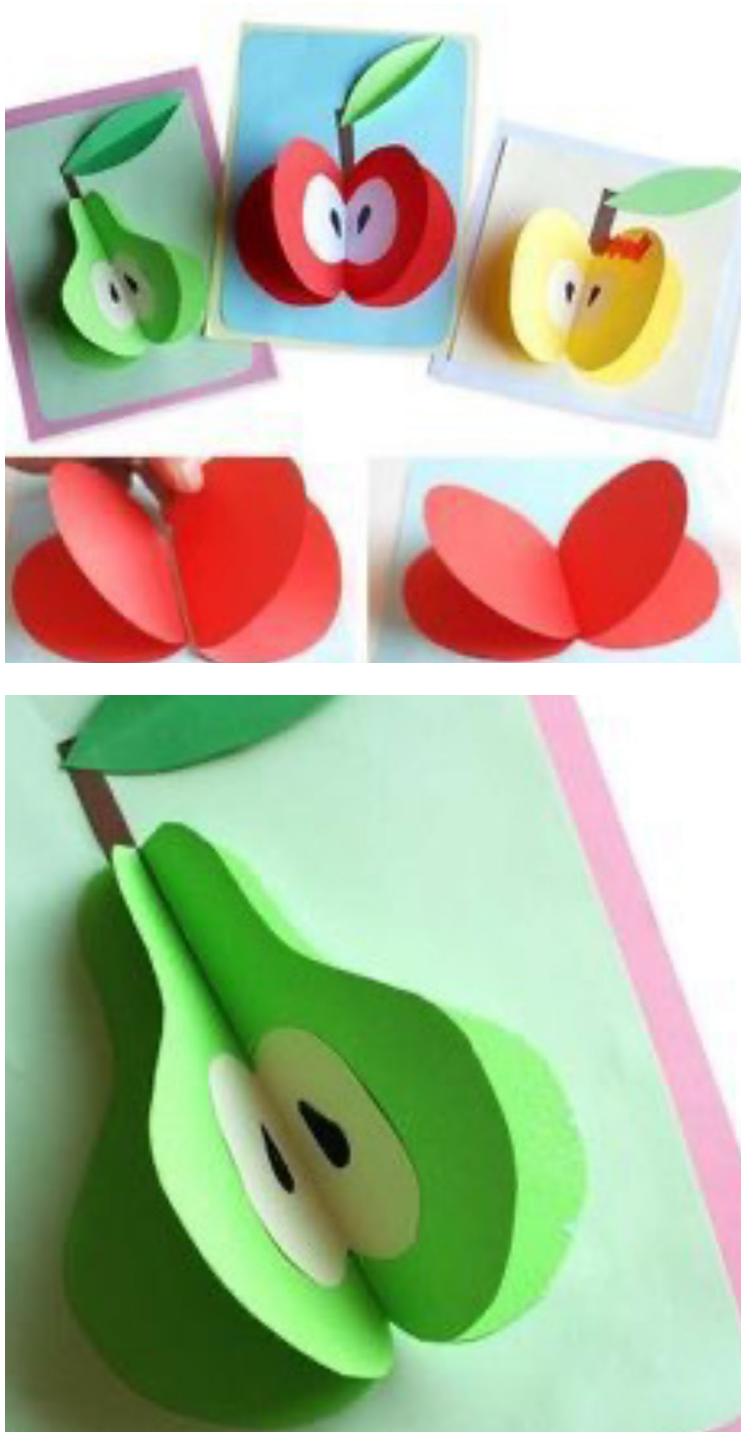
Composition sample



3. Show visuals of the different techniques.







4. Explain the different techniques and processes that could be used in making a good composition.
5. Organise pupils into groups of 3 to 4 pupils.
6. Let each group brainstorm and choose one of the following themes:
 - a. Balanced meal
 - b. Healthy foods
 - c. Fruits and/or vegetables
7. Pupils make some drawings - the illustrated samples can be used as a guide. Teacher assists them in making their individual items through the technique(s) they select.
8. Select appropriate support and assemble the elements in the mobile.
9. Let pupils talk about and express their creations.

Activity
4.6

'Action Time' with Balanced Meals

Subject Area: Health and Physical Education

Aim:

To introduce and/or consolidate the teaching and learning of Grade 4 HPE concepts related to 'Balanced Meals'

Related Grade 4 Concepts/Topics:

- Balanced Meals
- Balance and Locomotion

Venue: Classroom (indoor) or Schoolyard (outdoor)

Materials:

- Three Food Groups Magnetic Board
- Magnetic Food Flash Cards
- Magnetic Food Groups Labels

Procedures/Directions:



This activity will need to be implemented over 2 lessons of 50 minutes.

LESSON 1- Recapitulation of Balanced Meals

1. Using the Food Groups Magnetic Board, Cards and Labels:
 - a. Have a class discussion on 'Balanced Meals' and their importance.
 - b. Get pupils involved in classification of different food cards under the appropriate food groups to represent examples of a balanced breakfast, a balanced lunch and a balanced dinner.

LESSON 2- 'Action Time' with Balanced Meals

1. Ask pupils to make a circle around you (if outdoor) or stand by the side of the desk (if indoor). Make sure they have enough space to stretch their arms out without touching any one.
2. Ask pupils to recall what they usually eat and what they ate the day before.

3. Read out each statement below, starting with breakfast meal. Get pupils to perform the action/movement, e.g., 'reach up high in the sky', jump, etc...

Breakfast	Lunch	Dinner
Anyone who had fruit for breakfast, reach up high in the sky.	Anyone who ate fruit for lunch, reach up high in the sky.	Anyone who had fruit for dinner last night, reach up high in the sky.
Anyone who had milk for breakfast, do 5 star jump.	Anyone who had vegetables for lunch, do 5 star jump.	Anyone who had vegetables for dinner, do 5 star jump.
If you eat breakfast every morning, do 5 jumping jacks.	If you drank one and a half litre (6-8 glasses) of water every day, turn around five times.	If you had egg or fish or meat or chicken or pulses for dinner, do 5 jumping jacks.
If you had a balanced breakfast this morning, clap your hand five times.	If you have a balanced lunch every day, clap your hand five times.	If you have a balanced dinner every day, clap your hand five times.

Follow-up Activity

- With the help of their parents, pupils are to complete Activity 'My Balanced Lunch' in the Grade 4 'My Healthy Habits' Activity Book.
- Pupils are to complete Activity 'My Healthy Packed Lunch' in the Grade 4 'My Healthy Habits' Activity Book.
- Pupils are to complete Activity 'Crossword Puzzle: Importance of Dinner' in the Grade 4 'My Healthy Habits' Activity Book.
- Pupils are to complete Activity 'I am having a rainbow dinner' in the Grade 4 'My Healthy Habits' Activity Book, with the help of parents.

Subject Area: Health and Physical Education

Aims:

- To consolidate the concept of balanced meals
- To help pupils consolidate their locomotor skills (running and turning, changing directions)
- To consolidate the concept of waste reduction and re-use of materials

Related Grade 4 Concepts/Topics:

- Balanced meals
- Fast running (Kids Athletics)

Venue: Outdoor/Play area

Materials:

- Used shoe boxes (one per team)
- Used bicycle tyres or hoops (one per team)
- Cones or plastic bottles (one per team at starting line)
- Stopwatch
- Magnetic food flash cards

Procedures/Directions:

1. Start the lesson with a quick recapitulation of the components of a balanced meal.
2. Divide the class into teams of either 3 or 4 pupils.
3. A box for each team is placed at a distance of 10 m from the starting line. Each box contains 5 cards with at least one food item from each of the three food groups (see Figure 2).
4. Teams stand in a file behind the starting line. Each team has a 'plate' (one used bicycle tyre or hoop), which is placed behind the starting line near each team. Ask the team members to allocate one food group to each team member.
5. Invite pupils to jog on the spot as a warm up activity prior to starting the relay.

Starting Line

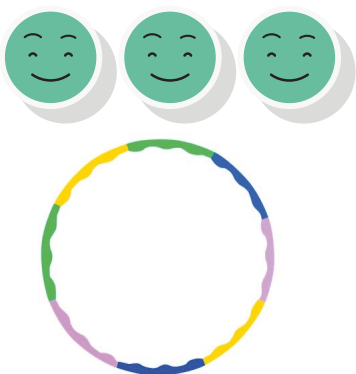
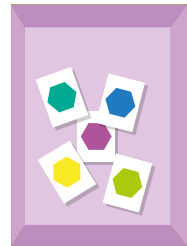
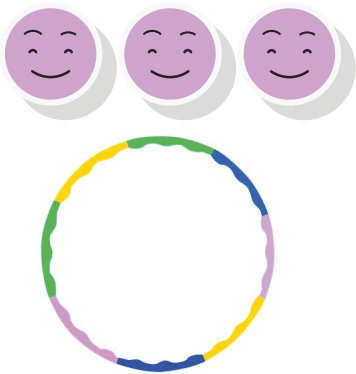
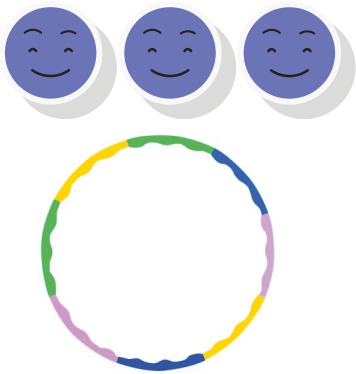


Figure 2: Set Up for Relay Game

6. Give the start signal and start the stopwatch.
7. On the start signal, the first pupil runs to collect one food item and runs back to place it in the team's plate. He/she then sits at the back of the line. Once he/she crosses the starting line, the next team mate checks the food item on the flash card and then runs to fetch another card from the box.
8. The relay continues until each team member has placed one item in the plate.
9. Once the plate is completed the team members come together in a circle, jump in the air with arms up and shout 'Our meal is balanced'.
10. Record the time taken by each team to complete the relay activity.
11. The team completing its plate first and having a balanced meal wins.
12. Conclude the activity by inviting pupils to reflect on what they noticed about the activity and the materials used. The pupils are explained that waste materials can be re-used for games and other decorative items.

Variations: _____

- To make the game more challenging, more than 5 food items can be jumbled in each box for pupils to choose from and the focus could be on a specific meal, e.g., breakfast, lunch or dinner.
- The flash cards can be supplemented with teacher-made flash cards using supermarket brochures and empty carton boxes.
- Emphasis could be placed on making flash cards of local foods which can be prepared at home with the help of parents.
- The flash cards prepared during the Grade 3 Arts Activity 'Food Groups Flash Cards' can be used for this activity instead of the magnetic food flash cards.
- Obstacles could be added in the relay race or a slalom (zig-zag) running relay could be carried out.

Follow-up Activity _____

- Pupils are to complete relevant activities in the Grade 4 'My Healthy Habits' Activity Book.

Healthy and Unhealthy Foods: 'Speed up or Freeze' Game

Subject Area: Health and Physical Education

Aim:

To introduce and/or consolidate the teaching and learning of Grade 4 HPE concepts related to 'Healthy and Unhealthy Eating'

Related Grade 4 Concepts/Topics:

- Healthy and Unhealthy Eating
- Balance and Locomotion

Venue: Classroom (indoor) or Schoolyard (outdoor)

Materials:

- Grade 4 HPE Pupil's Book

Procedures/Directions:

1. Have a brainstorming session of foods that are healthy and those that are unhealthy, and relate to the concept of 'Healthy and Unhealthy Eating' as explained in the Grade 4 HPE Pupil's Book.
2. Ask pupils to stand by the side of their desk if indoor.
3. Tell them that you are going to name some food. If a food is healthy, they should speed up (jog, jump, hop or skip) on the spot. If a food is unhealthy they should freeze the movement.
4. Demonstrate the movement then start the game. Have the children perform each action for 10 – 15 seconds.
5. When the game is over, have a debriefing session on why we should eat healthy foods.

Variations:

- Can be carried out in the schoolyard – pupils to make a circle around you.
- You can challenge the class further by keeping them on their toes or picking up on the pace as you switch between healthy and unhealthy foods.

Follow-up Activity

- Pupils are to complete Activity 'Guessing Game: Healthy and Unhealthy Foods' in the Grade 4 'My Healthy Habits' Activity Book, with the help of parents.

Activity
4.9

Fun and Creative Use of Scrap Materials

Subject Area: The Arts (Visual Arts)

Aims:

- To use Collage/Photo montage to make a thematic composition
- To use scrap materials and corrugated carton in picture making
- To consolidate the importance of reusing scrap materials in making decorative/functional objects

Related Techniques:

Collage/Photo montage and Assemblage

Venue: Classroom (Indoor)

Materials:

- Cardboard, corrugated carton, photos/images cut outs from magazines
- Scrap papers from packaging items
- Dry flower petals, leaves, barks, grass, etc...
- Any other appropriate scrap materials
- Pencils, coloured pencils, wax crayons, felt pens, markers
- Pastels, water colours, brushes
- Adhesive glue
- Scissors
- Ruler

Prior Preparation/Set Up:

Pupils can be requested to gather and sort out scrap materials such as:

- Cardboard, corrugated carton, photos/images cut outs from magazines
- Scrap papers from packaging items
- Dry flower petals, leaves, barks, grass, etc...
- Any other appropriate scrap materials

Procedures/Directions:

Teaching Point

The term composition means **putting together different parts or elements to form a whole**. It can be simply defined as the arrangement of visual elements according to the principles in art.

Reusing scrap material helps in reducing the amount **garbage which ends up in our landfills**. By reusing paper, glass, plastics, and other materials, we can save on the amount of waste production and thus reduce the negative impacts on the environment, namely pollution. Scrap materials can be successfully reused to make decorative and/or functional objects.

1. Start the lesson by introducing thematic composition – talk about elements in a composition, a theme (family, nature, flora and fauna, etc..) and layout.
2. Explain the different elements that could be included in a composition, the layout and the different principles of art. Focus on encouraging the use of scrap materials.
3. Show visuals of good and well-balanced compositions (see provided samples/examples).



4. Explain the different techniques and processes that could be used in making a good composition.

Samples









5. Let pupils choose some of the provided compositions or draw new ones.
6. Pupils can choose a theme and teacher assists them in making their compositions.
7. Select/choose appropriate images/papers/colours and start cutting/tearing and pasting them on the drawn spaces for each element.
8. Let pupils talk about and express their creations.

Activity
4.10

I Choose to Eat Healthy Local Foods

Subject Area: Health and Physical Education

Aims:

- To consolidate the teaching and learning of Grade 4 HPE concepts related to 'Healthy and Unhealthy Foods'
- To promote the consumption of healthy foods produced locally and sold with minimal packaging

Related Grade 4 Concepts/Topics:

- Healthy and Unhealthy Eating
- Balance on parts of the body (arms)

Venue: Classroom (Indoor)

Materials:

- Teacher made Flash cards (see 'Prior Preparation/Set Up) illustrating healthy and unhealthy foods (see list below for examples).

Examples:

- Local healthy foods - peanuts, yoghurt, maize pudding, cassava ('manioc') pudding, banana or any other local fruits, local vegetables, muffins, pancakes, corn on the cob.
- Imported unhealthy foods - packaged sweet and savoury biscuits, commercial savoury pastries and pies, chocolate, potato crisps, corn chips, canned fruits, commercial juice, marshmallows

Prior Preparation/Set Up:

- Get cuttings of given local healthy foods and unhealthy imported processed foods from supermarkets flyers and brochures
- Mount cuttings on used/old empty carton boxes.

Teaching Point

In Mauritius many processed foods are imported. A number of these processed imported foods are high in salt, sugar and oil/fat content and have more than one layer of packaging materials. Processing also involves high cost and pollution due to transportation and storage. Consumption of these highly processed foods are harmful to our health as well as the environment. They tend to come with more packaging materials, thus increasing solid waste production. Healthy local foods, on the other hand, are better for our health and the environment. They are less likely to contribute to solid waste pollution.

Procedures/Directions:

1. Start the lesson with a class discussion on examples of:
 - a. Local healthy foods which have minimal packaging and lower transport cost
 - b. Unhealthy foods which are imported and sold in packages

2. Proceed with the Guessing Game as follows:

Guessing game:

3. Depending on the class size, have pupils in pairs or groups of 3-4.
4. Each pair/group is provided with at least one flash card.
 - a. Pupils are given a few minutes to study the card(s) and identify whether it is a local healthy food or a processed /imported unhealthy food.
5. Call one pupil from each group to come and place the card on the board under the correct heading

Local healthy foods	Imported unhealthy foods

6. Check with peers/group members if the classification is correct.
 - a. Peers are to lift both arms if the classification is correct.
 - b. If the classification is incorrect, peers are to lift only one arm.
7. Praise students for correct classification. In case of wrong classification, invite the same pupil or someone else from the group to make the correction.
8. Once the activity is completed, invite the whole class to lift both arms and applause in recognition of their effort.
 - Conclude the lesson by inviting pupils to summarise the health and environmental benefits of eating local healthy foods.

Variation: _____

- Can be adapted using the concept of musical hat /box with flashcards inside the hat/box- requires audio/mobile audio facilities.

Follow-up Activity _____

- Pupils are to complete Activities 'Foods for a Healthier Body and Planet' and 'I Choose to Eat Healthy and Yummy Local Snacks' in the Grade 4 'My Healthy Habits' Activity Book.

Subject Area: Values and Citizenship Education (VACE)

Aim:

- To reuse scrap materials to prepare a fun and educational object

Related Grade 4 Concept/Topic:

- How to go eco-friendly?

Venue: Classroom (Indoor)

Materials (Per Kaleidoscope):

- Used corrugated cardboard
- Black Bristol paper
- Transparent plastic
- Used gift wrapping papers /decorative papers
- Utility knife
- Steel rule
- Pointy object (big nail, screw driver)
- Hammer
- Scissors
- Adhesive tape
- Used (and cleaned) cylindrical boxes/packages from snacks/biscuits

Procedures/Directions:

Teaching Point

A kaleidoscope is an optical device which creates colorful, beautiful patterns due to multiple reflections in plane mirrors.



Creating a mirror with cards

Step 1:

Cut 3 strips to size (19cm by 5.5cm) of corrugated cardboard



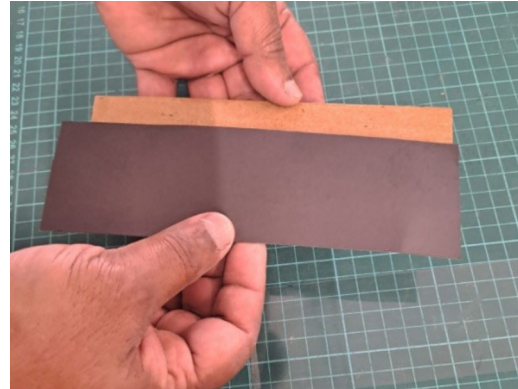
Step 2:

Cut 3 strips (19cm by 5.5cm) from transparent plastic



Step 3:

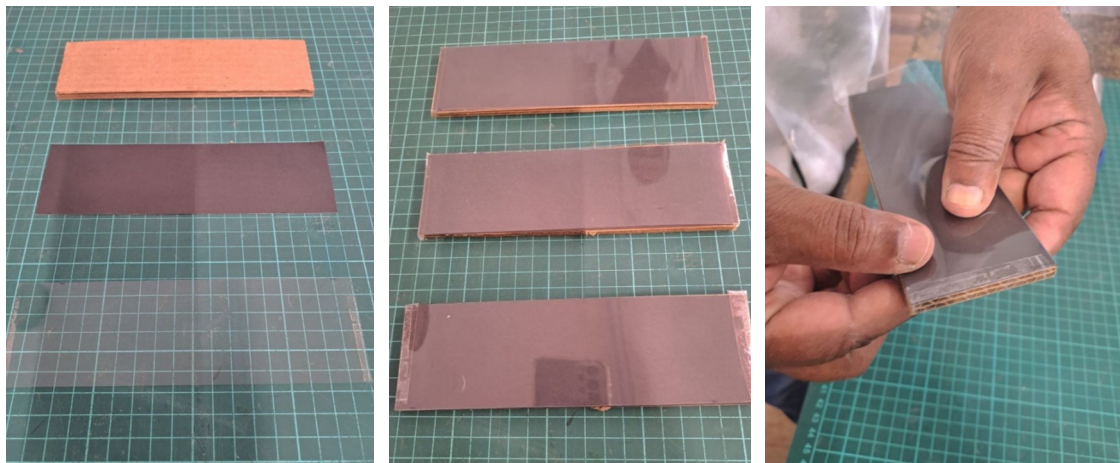
Cut 3 strips (19cm by 5.5cm) from black Bristol paper



Step 4:

The three reflectors are done by assembling the black Bristol paper on top of the corrugated carton the transparent plastic sheet and stick together with the adhesive tape.

Use adhesive tape to fix the cardboard, Bristol paper and transparent plastics strips together (this will create a mirror).



Making two circular discs

Step 5:

Cut two transparent plastic sheets to make two circles (diameters 7 cm) of the cylindrical box.



Making supports for the mirrors

Step 6:

Cut 3 strips of corrugated cardboard to size 21cm by 2.5cm, 19cm by 2.5 and 12cm by 2.5cm.



Step 7:

Make a hole in the centre of the container base using the nail and the hammer.



Enhancing the kaleidoscope with used gift papers

Step 8:

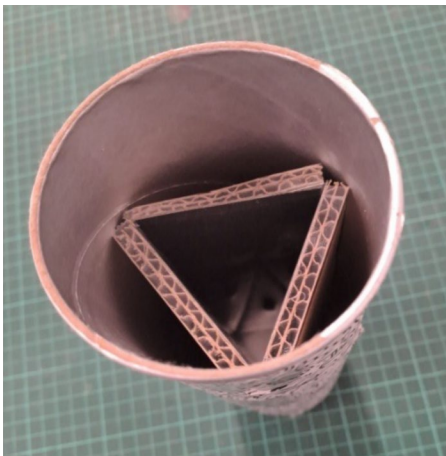
Cut a sheet of used gift paper to size 22.5cm by 21.5cm to enhance the outside of the kaleidoscope.



Assembly of the kaleidoscope

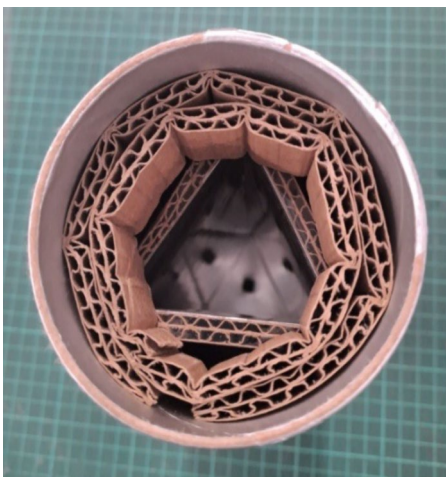
Step 9:

The reflector is then put inside the container to form a triangular shape



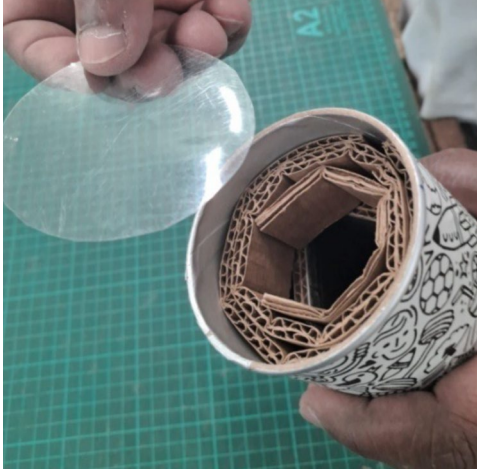
Step 10:

The three strips of corrugated cardboard 21cm by 2.5cm, 19cm by 2.5cm and 12cm by 2.5cm are bent to fit in and hold the reflector.



Step 11:

Put the circular transparent sheet to hold the carton.

**Step 12:**

Small reflective pebbles are then put inside the container and covered with the plastic cover.



The teacher demonstrates how to use the kaleidoscope

The pupils can enjoy the views of the different patterns produced by the kaleidoscope.

Follow-up Activity

- Pupils are to complete Activity 'Ring Toss' in the Grade 4 'My Healthy Habits' Activity Book, with the help of parents.

Grade 5 Activities

Activity
5.1

Easy-Peasy Box folder

Subject Area: The Arts

Aims:

- To reuse empty cereal boxes and other scrap materials to make a Box Folder
- To consolidate the importance of reusing scrap materials in the making of decorative and functional objects

Related Techniques:

- Collage
- Assemblage

Venue: Classroom (Indoor)

Materials:

- Empty breakfast cereal boxes
- Used gift wrapping paper, coloured paper, calendar pages
- Scissors
- Adhesive tape OR Paper glue
- 30cm long ruler
- Marker

Prior Preparation:







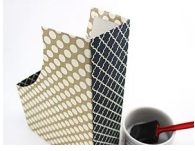
- Sample(s) of box folder as realia

Procedures/Directions:

- I. Start by consolidation of the concept 'Reusing' and highlighting its importance.

Teaching point:

Reusing involves using materials in their original form more than once for the same or for a different purpose so that we don't have to throw them out, e.g., use of scrap materials such as paper, packaging materials and old magazines. Reusing scrap materials help in lessening the amount of garbage which ends up in our landfills. By reusing paper, glass, plastics and other materials, we can save on the amount of waste production and thus reduce the negative impacts on the environment, namely pollution. Scraps can be successfully reused for different purposes.

<p>Step 1</p>	<p>Show sample(s) of Box Folder(s) worked from empty cereal boxes.</p>	
<p>Step 2</p>	<p>Teacher demonstrates step by step making of the box folder and pupils work individually.</p>	
<p>Step 4</p>	<p>Teacher to supervise each step:</p> <ol style="list-style-type: none"> First measure and mark 10 cm on one side of the box and repeat on the other side measuring and marking at 30 cm (this is a rough measurement depending on the size of your cereal box). Join the 10 cm and 30 cm marks on each side with a diagonal line. Then cut around the edges and across in a straight diagonal or curved line. Use the box surfaces as template and cut wrapping paper or any paper from old magazines and calendars. Starting on one end, tape/glue the paper and cover the whole box and seal. Pupils can personalise their box folders by adding their names and other decorations (see Variations). 	    
<p>Step 5</p>	<p>Have a class exhibit to showcase the box folders.</p>	

Variations

- Cover the box with scrap white paper and ask pupils to paint or decorate them.
- Pupils may use ribbons, buttons or any other scrap materials to decorate the box folder
- Pupils may also do block printing.
- The cut-out shape and decoration of the box folder can be varied as shown below.



Follow-Up Activity

- Pupils can complete the Activity 'Making My Gift Bag' from Breakfast Cereal Boxes in their Grade 5 'My Healthy Habits' Activity Book, with the help of their parents.

Activity
5.2

Food Poisoning and Food Contamination

Subject Area: Health and Physical Education

Aim:

To consolidate the teaching and learning of Grade 5 HPE concepts related to food poisoning and food contamination

Related Grade 5 Concepts/Topics:

- Symptoms of food poisoning
- Causes and prevention of food contamination
- Hopping
- 'Walk like a giant'
- Dribbling

Materials:

Lesson 1:

- Grade 5 HPE Pupil's Book

Lesson 2:

- 1 basketball/softball for each team
- Cones
- Cardboard (recycled) or Bristol paper and markers to prepare 12 flash cards of size 8 cm x 15 cm (see below 'Teacher Prior Preparation' for flash card statements)
- *Optional:* Transparent masking tape OR Adhesive book cover (for laminating flash cards)

Venue: **Lesson 1** - Classroom (Indoor)

Lesson 2 - Outdoor

Procedures/Directions:

NOTE

This activity will need to be implemented over 2 lessons of 50 minutes each.

LESSON 1: 'Symptoms of Food Poisoning' Mime Game

1. Introduce the lesson by a brainstorming session on how we can have food poisoning and what are the symptoms of food poisoning.
 - a. You may use the HPE Grade 5 Pupils' textbook.
 2. Note pupils' responses on the board (fever, belly ache, head ache, vomiting, diarrhoea, weakness)
 3. Encourage pupils to share experiences they have had or heard of about food poisoning.
 4. Proceed with the mime game on the symptoms of food poisoning as follows:
 - a. Divide the class into 2 to 4 teams/groups (depending on the class size).
 - b. Choose one pupil from each team to come to the front of the class and whisper softly to the selected pupils **ONE symptom to mime from the following - head ache, belly ache, weakness, vomiting.**
 - i. Pupils can be requested to use the movement 'walk like a giant' or 'hop' to come to the front of the class.
 - ii. ALL selected pupils from each team will mime the same symptom.
 - c. The selected pupils then mime the assigned symptom to the class without speaking.
 - d. If a member of the any of the teams feels that s/he has got the correct answer, s/he raises her/his hands. Invite the pupil to share her/his answer to the class. If the answer is correct the team scores a 'star'.
 - e. The winning team can score an additional star by choosing a team member to go to the board and write down the symptom. If the pupil does it correctly/successfully, the team scores the extra/additional 'star'. If not, another team can score the extra 'star' by correcting the mistake.
 - f. After the first round, another group of pupils is selected from each team to mime a second symptom and steps 4b to 4e are repeated until all symptoms have been mimed and correctly written on the board.
- **Scoring/Rules: (see steps 4d and 4e)**
 - o 1 'star' for each correct mime guessing
 - o 1 additional 'star' for writing the symptom correctly on the board OR correction of mistake.
 - **Winner:**
 - o The team with the highest number of stars is the winner.

Variations:

- Lesson 1 Mime Game can be played outdoor
- If you are dealing with classes of more than 25 pupils, divide the class into at least 4 groups such that all pupils can be given the opportunity to mime at least one symptom.
- Upon completion of the miming of all the symptoms and completing the scoring to designate the winning team, the teacher can select pupils who were the best 'mime performers'.
 - o The selected pupils can be called to come to the front of the class and perform the mime of each of the symptoms once more as a recapitulation to the lesson.
- To increase the level of challenge of the activity, the teacher can mention only 3 symptoms to be mimed as per steps 4b and 4c. Each team is then invited to think of one additional symptom of food poisoning. Thereafter, the entire team is requested to mime the identified symptom to the rest of the class.

LESSON 2: 'Eat safe food' Relay Game

Teacher Prior Preparation and Setting Up Teams:

- Prepare flashcards with safe / unsafe practices that can prevent / lead to food contamination and food poisoning. One statement is to be written on each card.
 - 1) Cooking food in a dirty kitchen
 - 2) Leaving food uncovered
 - 3) Using same knife to cut raw and cooked food
 - 4) Using food coming from bulged cans
 - 5) Using foods that have been refrozen (after thawing/defrosting)
 - 6) Eating food that has been exposed to dust, sun and flies.
 - 7) Buying foods from clean shops
 - 8) Washing hands before eating
 - 9) Keeping foods covered
 - 10) Cooking foods in clean kitchen
 - 11) Washing all fruits and vegetables before eating
 - 12) Separate cooked and raw foods
- Flash cards can be laminated with transparent masking tape or adhesive book cover to be reused in the future.
- Depending on the size of the class, divide the class into groups of either 3, 4 or 5 pupils.
 - > Each team should consist of equal number of pupils.
- For each group of pupils, use 1 ball, 2 boxes, 1 cone and 4 flash cards.
 - > The total number of flash cards should be equal to the total number of pupils.
 - > You can repeat the statements above on the flash cards.
- Arrange cones in a straight horizontal line, about 1 metre away.
- Place one box next to each cone and another box 3 or 4 metres away from the cone.
- Place equal number of flash cards in each box next to the cones.

How to play?

1. Arrange each group/team in a single line formation behind a cone.
2. Give each group/team a ball.
3. On teacher's command "START" the first pupil in each group picks one flashcard from the box placed by the side of the cone.

4. Each pupil who has picked up one flashcard reads the statement aloud with the help of other group members.
 - > A collective decision is then taken if the statement is about a 'safe' OR an 'unsafe' practice.
5. S/he then dribbles with the hand (bouncing the ball) to the box in front and put the flashcard:
 - > **In the box** - if the statement is about a 'safe' practice;
 - > **By the side of the box** - if the statement is about an 'unsafe food handling practice'.
6. S/he dribbles back and gives the ball to the second pupil of her/his group, who picks another flashcard, reads it aloud to the group and dribbles to place it in its correct place.
7. Steps and 4 to 6 are repeated until all flash cards have been picked up.
 - > **To ensure that pupils have clearly understood the instructions, prior to starting the game, conduct a pre-run/simulation exercise of steps 2 to 6.**
8. With the help of pupils, the teacher counts the correct answers for each team.
9. Praise teams for the correct answers.

- **Scoring/Rules:**

- o 1 mark for each correct answer.

- **Winner:**

- o The team with the highest score is the winner.
- o In case there is a tie, the team with the highest score and having completed the Relay first is the winner.

Variations:

- Instead of dribbling with the hands, the ball can be dribbled with the feet.
- If pupils encounter difficulties to read the statements on the flash cards, teacher can help out.

Follow-up Activity

- Pupils are to complete the relevant activities in their Grade 5 'My Healthy Habits' Activity Book, with the help of their parents.

Activity
5.3

String Telephone

Subject Area: Values and Citizenship Education (VACE)

Aims:

- To use scrap materials to make a string telephone
- To communicate effectively with a friend through the string telephone
- To consolidate the teaching and learning of Grade 5 HPE concepts related to safe and unsafe food handling practices

Related Grade 5 Concepts/Topics:

- Communicating with others
- Integration of HPE concepts – Safe and unsafe food handling practices

Venue: Classroom (Indoor) or Schoolyard (outdoor)


Materials:



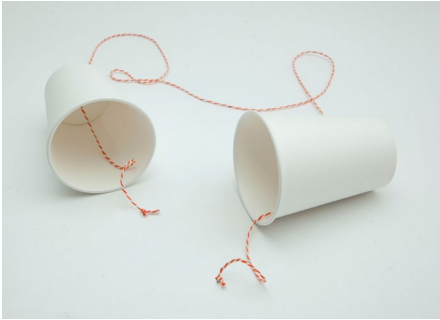

For each string phone*:

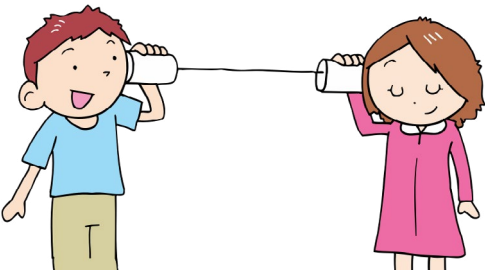

- Two used paper cups or small paper/cardboard/plastic cylindrical containers (rinsed and cleaned)
- 10 to 15 metres long string (kite string, 'la ficelle', OR fishing line thread)

**Number of materials needed will depend on the number of pairs constituted*

Procedures/Directions:

<p>Step 1</p>	<p>Get pupils in pairs. Give each pair a set of the required materials. Guide them to proceed as per steps described next.</p>	
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<p>Step 2</p>	<p>Under your guidance, get each pair to poke a small hole in the bottom of the 2 cups/containers with a pen/pencil.</p>	
<p>Step 3</p>	<p>Pupils are to thread the string (10 to 15 metres long) through the hole in the first cup/container.</p>	
<p>Step 4</p>	<p>Then, get pupils to tie a knot at the end of the string, on the inside of the cup/container to stop it pulling through the cup/container (alternatively a paper clip or similar small object can be used to hold the string in place).</p>	
<p>Step 5</p>	<p>The previous step is repeated with the other end of the string.</p>	

<p>Step 6</p>	<p>Each pupil (in a pair) walks apart until the string becomes tight. Pupil A talks into the cup while Pupil B puts the cup to their ear and listens.</p> <p>To consolidate the HPE concepts safe and unsafe food handling practices, Pupil A asks the question below and Pupil B listens and then replies through the string telephone.</p> <p>Question 1 – <i>Can you give me one example of a safe food handling practice?</i></p> <p><i>Pupils in the pair can then swap roles, with Pupil B asking the question below and pupil A listening before replying through the string telephone.</i></p> <p>Question 2 – <i>Can you give me one example of an unsafe food handling practice?</i></p> <p>The answers provided by each pair is shared with the class teacher at the end of the lesson.</p>	 
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Variations:

- Other questions can be provided to pupils related to the topic of 'Food Contamination'.
- Pupils' creativity can be promoted by requesting them to decorate the cups/containers used for the string telephone.

Follow-Up Activity:

- Pupils can complete the Activity 'Chatter Box' in their Grade 5 'My Healthy Habits' Activity Book, with the help of their parents.

Activity
5.4

Prevention of Food Contamination

Subject Area: Health and Physical Education

Aim:

To consolidate the teaching and learning of Grade 5 HPE concepts related to unsafe foods and the prevention of food contamination

Related Grade 5 Concepts/Topics:

- Eat safe food
- Prevention of food contamination.

Venue:

Lesson 1 - Classroom (Indoor)

Lesson 2 - At home and classroom (indoor)

Materials:

Lesson 1:

Grade 5 HPE Pupil's Book

Lesson 2:

- Cardboard Paper- used packaging of food, boxes and old calendars
- Used gift wrapping papers
- Old birthday cards, wedding cards
- Pictures from hypermarkets flyers
- One A3 size white sheet of paper (loose sheet OR from pupil's drawing book)
- Markers/Wax crayons (different colours) for each group
- Glue sticks or tape
- Optional: stickers, family photos, glitter, doily, adhesive book cover (50 x 30 cm)

Procedures/Directions:



NOTE

This activity will need to be implemented over 2 lessons of 50 minutes each.

LESSON 1: Prevention of Food Contamination

1. Use the HPE Grade 5 Pupils' textbook to discuss on safety measures to prevent food contamination.
2. Note pupils' responses on the board. Expand on their responses.
 - > Some expected answers are given below:
 - Keep all utensils clean
 - Always wash hands before eating food
 - Always wash hands before preparing food
 - Cover wounds and cuts properly
 - Always wash all fruits and vegetables with cold water before eating
 - Buy foods from clean place
 - Always keep the kitchen clean
 - Keep all left-over foods in the refrigerator
 - Keep all foods covered
 - Separate cooked and raw foods
3. Conclude the discussion by highlighting the safe food handling practices to prevent food contamination.

Lead for next lesson:

- Inform pupils that they are going to create a personalized placemat which will have a food safety message.
 - For this, they will need to select one message
 - Ensure that different messages are selected by pupils (Refer to responses noted on the board during Lesson 1)
- Ask pupils to bring the following for the next lesson:
 - Cardboard Paper (A3 size)- used packaging of food, boxes and old calendars,
 - Used gift wrapping paper
 - Old birthday card, wedding cards, pictures from hypermarkets flyers
 - One white A3 sheet of paper (loose sheet OR from pupil's drawing book)

NOTE TO TEACHER:

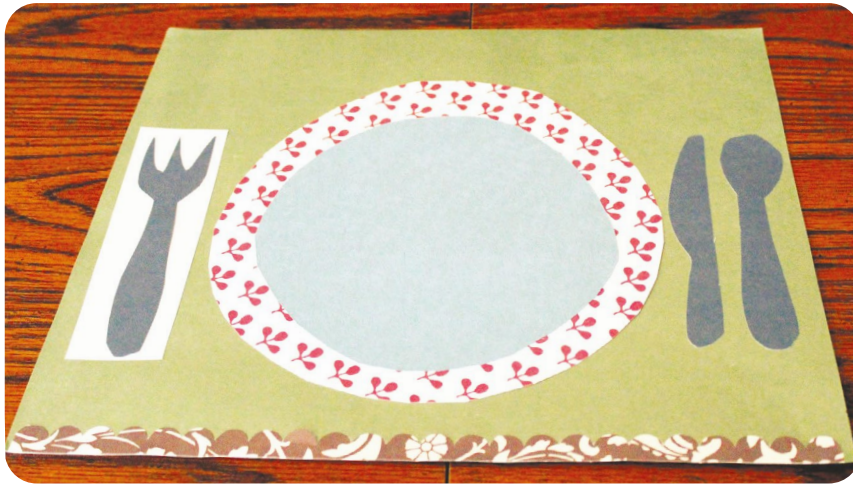
- Prepare a sample of the placemat to be shown to pupils
- All cutting activities (at home and at school) should be completed under adult's supervision

LESSON 2: 'My Safe Food' Placemat

Prior Pupil's Preparation

- Look for relevant materials mentioned during Lesson 1 to bring for the lesson.
- **NOTE:** ALL cutting activities are to be completed at home under adult's supervision.

Proceed with the making of the placemat (integration of the Arts)



Sample Placemat

Sample:

1. Pupils are asked to glue the card board to the A3 paper.
2. Ask each pupils to write their name and the selected food safety message on the placemat.
3. Using the scrap materials brought, under your supervision, pupils may cut out pattern of their choice.
 - a. For borders, pupils may use coloured paper, do mosaic, creative patterns or use glitter.
 - b. Encourage pupils to be creative.
4. Note this activity can be completed at home where parents can be involved.

Follow-Up Activity:

- Pupils can complete the Activity 'Preventing Food Contamination through Hand Washing' in their Grade 5 'My Healthy Habits' Activity Book, with the help of their parents.

Subject Area: The Arts

Aims:

- To reuse empty Carton box /Cardboard and other scrap materials.
- To consolidate the importance of reusing scrap materials in making decorative/functional objects.

Related Techniques:

- Collage
- Assemblage

Venue: Classroom (Indoor)

Materials:

- Empty Carton boxes/Cardboard: Round /Square Paper Template– cut in cardboard or carton Plastic cups/bottle/mugs to trace round shape
- Scrap pieces of fabrics
- Scrap pieces of ribbon of cord
- Scissors
- Pencil
- Glue

Prior Preparation:


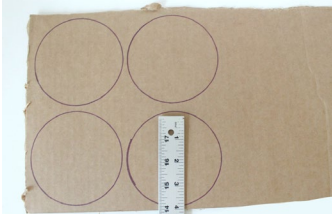




- Sample of a coaster as realia

Procedures/Directions:

1. Start by consolidation of the concept Reusing and highlighting its importance.

Teaching point:

Reusing involves using materials in their original form more than once for the same or for a different purpose so that we don't have to throw them out, e.g., use of scrap materials such as paper, packaging materials and old magazines. Reusing scrap materials help in lessening the amount garbage which ends up in our landfills. By reusing paper, glass, plastics, and other materials, we can save on the amount of waste production and thus reduce the negative impacts on the environment, namely pollution. Scraps can be successfully reused for different purposes.

<p>Step 1</p>	<p>Show sample/s of coasters worked from empty boxes and scrap fabrics.</p>	
<p>Step 2</p>	<p>Round Shape - Use the base of a cup /mug to draw the round shape on the Carton boxes/ Cardboard</p>	
<p>Step 3</p>	<p>Cut the template.</p>	
<p>Step 4</p>	<p>Place the template over the piece of fabric.</p>	
<p>Step 5</p>	<p>Trace all around with an allowance of 1 cm on the fabric piece for folding. Cut out the shape just traced.</p>	
<p>Step 6</p>	<p>Glue the fabric on the carton.</p>	
<p>Step 7</p>	<p>Have a class display of pupils' fabric coasters.</p>	

Variations

- **Different ways of folding the fabric** – Square Coasters -Ask students to draw a 11 by 11 cm square on the carton /cardboard.

Activity
5.6A

Safe Food Spin-the-Wheel Game

Subject Area: Health and Physical Education

Aim:

To improve and consolidate the learning of Grade 5 HPE concepts related to safe and unsafe food handling practices

Related Grade 5 Concepts/Topics:

- Safe and unsafe food handling practices

Venue: Classroom (Indoor)

Materials:

- Sankore Interactive White Board OR LCD projector and Screen
- Laptop or PC with a DVD ROM
- Spin-the-Wheel DVD/Power Point Slides

Procedures/Directions:

Teacher Prior Preparation and Setting Up Teams:

- For this activity teacher needs to use 'Sankore' interactive whiteboard OR a laptop and projector to use the Spin – the –Wheel DVD/Power Point slides.
- Teacher needs to open PowerPoint to run the content of the DVD as a slideshow.

NOTE

Placing the cursor on the word 'SPIN' and clicking will start and stop spinning the wheel.

Table 1. Statements on the Wheel

Safe Practices	Unsafe Practices
<ol style="list-style-type: none">1. Covering food to protect food from dust, flies and insects2. Always wash whole fruits before eating3. Food vendors wearing gloves and caps4. Food wrapped in clean plain paper	<ol style="list-style-type: none">1. Food prepared in a dirty kitchen2. Food sold near dumping places3. Smoking and selling food4. Food wrapped in newspaper

How to play?

1. Start the lesson with a recapitulation of safe and unsafe food handling practices addressed in Unit 1 of Grade 5 HPE Pupil's Book.
2. Divide the class into 2 teams (Team A and Team B).
 - > You may divide the class into more teams, depending on the class size.
3. Call one pupil from Team A to come to the front of the class to spin the wheel.
 - > The cursor has to be placed on the word 'Spin' and clicked once to start the spinning of the wheel.
4. The pupil stops spinning after 'skipping on the spot' 3 times on both feet.
 - > The cursor has to be placed on the word 'Spin' and clicked once to stop the spinning of the wheel.
5. All pupils (Team A and Team B) read aloud the selected food handling statement.
 - > Each statement is hyperlinked to another slide with a picture to illustrate the statement.
 - > If pupils have reading difficulties, you can request the pupil in front of the class to click on the statement to view the relevant illustration. Then, invite another pupil from the team to describe what s/he sees in the illustration.
6. The pupil in front of the class then has to state whether the statement is 'Safe' or 'Unsafe'.
 - > **Other members from the pupil's team will confirm if the answer is correct or not.**
 - > If the answer is correct and:
 - i. If it is a 'safe' statement, all pupils in class raise both arms and give a clap, while remaining seated.
 - ii. If it is an 'unsafe' statement, all pupils in class stand up, nod their head to the right and to the left 2 times and then sit down again.
 - > If the answer is incorrect, other members of the team have to explain why it is incorrect and then:
 - i. If it is a 'safe' statement, all pupils in class raise both arms and give a clap, while remaining seated.
 - ii. If it is an 'unsafe' statement, all pupils in class stand up, nod their head to the right and to the left 2 times and then sit down again.
7. Thank the pupil who has spinned the wheel and call upon another pupil from Team B.
8. Repeat steps 3 to 7 until all/most of the statements have been selected.
 - > **If the previous pupil had clicked on the hyperlinked statement to view the illustration, make sure you click on the picture/ illustration to go back to the 'Spin-the-Wheel' slide.**

- > **After each spin, make sure the statement has not been selected by a previous pupil. As such, after spinning, if the selected statement is a ‘repeat’, the pupil should spin again until a ‘new’ statement is selected.**
9. For each correct answer or correct explanation from team members, the team scores 1 mark.

- **Scoring/Rules:**

- o 1 mark for each correct answer or correct explanation from team members (for incorrect answer).

- **Winner:**

- o The team with the highest score is the winner.

Variations: _____

- If pupils have problems to read and understand the statements in English, teacher and peers can provide support.
- After all the statements on the wheel have been selected and classified, pupils from each team can be requested to share at least two additional safe and unsafe food handling practices.
 - > Pupils may refer to what they have learnt in the Grade 5 HPE Unit 1, Lesson 3 ‘Safe and Unsafe Food Handling Practices’.
- If ICT facilities are not available, you can play the ‘Safe Food Dice Game’ (see instructions for Activity 5.3B).

Follow-up Activity _____

- Pupils can complete the Activity ‘Safe and Unsafe Food Handling Habits Poster’ in their Grade 5 ‘My Healthy Habits’ Activity Book, with the help of their parents.

Subject Area: Health and Physical Education

Aim:

To improve and consolidate the learning of Grade 5 HPE concepts related to safe and unsafe food handling practices.

Related Grade 5 Concepts/Topics:

- Safe and unsafe food handling practices
- Throwing
- Jumping
- Side bend

Venue: Outdoor

Materials:

- Teacher-made dice (cubes)
 - i. 1 big cube (50 cm x 50 cm) – colour coded with statements
 - ii. 1 small cube (15 cm x 15 cm) – colour coded without statements

Procedures/Directions:

Teacher Prior Preparation and Setting Up Teams:

- For this activity teacher needs to make his/her own cubes.
- To make the cube, view the clip from the link below.
<https://www.youtube.com/watch?v=ic36zjb9T8I>
- Choose light colour Bristol paper to stick on the dice.
 - > Use the same two colours on each side to write the statements.
- Write the statements on the big cube (50 cm x 50 cm).
- Write 2 statements on each side of the cube (colour coded), as shown in Diagram (a).
 - > You will be able to write 12 statements on the big cube (2 statements on each side).
 - > Choose any 12 statements from Table 2.
- Make another cube (15 cm x 15 cm), as shown in diagram (b).

Do not write any statement on it. It should be colour coded. Use the same two colours you used for the big cube. (1 colour per side)



Diagram (a)

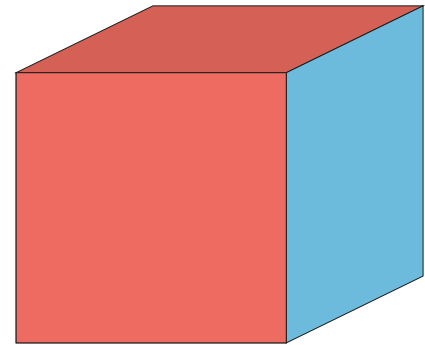


Diagram (b)

Table 2. Statements on the (50 cm x 50 cm) cube

Safe Practices	Unsafe Practices
1. Leftover food discarded safely	1. Food prepared in a dirty kitchen
2. Covering food to protect food from dust, flies and insects	2. Food sold near dumping places
3. Always wash whole fruits before eating	3. Smoking and selling food
4. Using clean covered utensils to keep food	4. Food vendor wearing dirty aprons
5. Vendor NOT handling money when serving food	5. Eating fruits that have been damaged
6. Food vendor wearing gloves and caps	6. Keeping lunch bags exposed to sunlight
7. Cash box kept separately from food items	7. Using foods which have passed expiry dates
8. Food wrapped in clean plain paper	8. Food wrapped in newspaper
9. Discarding food having passed expiry dates	9. Using dirty utensils for cooking
	10. Eating unwashed fruits
	11. Using same spoon to serve different dishes

How to play?

1. Start the lesson with a recapitulation of safe and unsafe food handling practices addressed in Unit 1 of Grade 5 HPE Pupil's Book.
2. Divide the class into 2 teams (Team A & Team B).
3. Call two pupils from Team A to come in front and throw the cubes (dice).
 - > Ask the pupil holding the big die to throw it first, then the pupil holding the small dice to throw his/her dice on the ground.
4. They read aloud the statement (on the big die) corresponding to the colour on the small die.
5. The two pupils in front of the class then has to state whether the statement is 'Safe' or 'Unsafe'.
 - a. **Other members from the pupil's team will confirm if the answer is correct or not.**
 - b. If the answer is correct and:
 - i. If it is a 'safe' statement, all pupils in class stand up, jump on the spot 3 times and then sit down.
 - ii. If it is an 'unsafe' statement, all pupils in class stand up, bend sideways to the right and to the left 3 times and then sit down.
 - c. If the answer is incorrect, members of the Team A have to explain why it is incorrect and then:
 - i. If it is a 'safe' statement, all pupils in class stand up, jump on the spot 3 times and then sit down.
 - ii. If it is an 'unsafe' statement, all pupils in class stand up, bend sideways to the right and to the left 3 times and then sit down.
6. Thank the pupils who have thrown the dice and call upon another two pupils from Team B.
7. Repeat steps 3 to 6 (alternating the team members B to A and vice versa) until all/most of the statements have been read.
 - a. **After throwing the big dice, if the selected statement is a 'repeat', the pupil should throw the big dice again until a 'new' statement is selected.**
8. For each correct answer or correct explanation from team members, the team scores 1 mark.
 - **Scoring/Rules:**
 - o 1 mark for each correct answer or correct explanation from team members (for incorrect answer).
 - **Winner:**
 - o The team with the highest score is the winner.

Variations: _____

- If pupils have problems to read and understand the statements in English, teacher and peers can provide support.

Follow-up Activity _____

- With the help of parents, each pupil notes down at least **TWO** safe food handling practices used at home. These practices can be shared thereafter in class.

Activity
5.7

No Competition Relay

Subject Area: Health and Physical Education

Aim:

To perform movement and identify items that can be reduced, reused, or recycled

Related Grade 5 Concepts/Topics:

- Locomotion and Manipulative

Venue: Outdoor

Materials:

- Used Items*:
 - o Plastic - bottles, capsule, bags, snacks packages
 - o Metal - cans
 - o Paper - newspaper, bag, tissue paper
- 3 boxes (as bin)
- 3 printed A4 paper with 3 Rs Labels - Reduce, Reuse, Recycle
(see Annex for Grade 3 Activity 'Going Green after Breakfast')

* Note: - The number of items should be equal to the number of students participating in the game, e.g., if you have 21 students, then there should be 21 items placed in a random way 7-8 meters away in a horizontal straight line.

Prior Preparation:

1. Attach the 3 Rs labels (Reduce, Reuse, Recycle) to each box.
2. Draw a horizontal straight line about 6 metres long.
3. Place the 3 boxes along the straight line 1.5 metres apart.
4. Draw a vertical straight line (perpendicular to the horizontal line) about 5 metres long.
5. Place the used items in a random way 7 to 8 meters away from the vertical .

Procedures/Directions:

1. Start the lesson with a brainstorming on the concepts of 'Reduce', 'Reuse' and 'Recycle', and supported with relevant examples.
2. Involve pupils in a demonstration of the following movements - hopping, jumping jacks, squats.

3. Divide the class into three groups.
4. Invite pupils from each group to line up along the vertical line – each group to line up about 1 metre apart along the vertical line.
5. The teacher explains the game, informing how to proceed and the movements tagged to plastic, metal and paper trash.
 - a. Plastic - perform 15 hops on the spot
 - b. Metal - perform 15 jumping jacks on the spot
 - c. Paper - perform 10 squats
 - d. A board may be used to display the action movement tagged to each type of trash.
6. Before starting the game, the students are given a trial to ensure that they have understood the game.
7. On the teacher's command, the first pupil runs and picks up one used item lying on the floor. He/She identifies whether it's a plastic, metal, or paper-based item and performs the associated movements.
8. He/she, then, runs to put the item in the appropriate box and runs back to his/her group where he/she touches the second pupil in the row who repeats the same actions as the first pupil.
9. The game ends after everybody has got a chance to pick up an item and to perform the associated movement.
10. When the game ends, the teacher calls all the pupils around each box to check if the items are sorted out correctly and invite pupils to explain the reasoning behind their sorting.
11. Each pupil participates actively by giving the relevant reasons for his/her sorting choice.
 - a. The teacher invites peers in case of wrong sorting or wrong justifications.
 - b. It is important to seek the justifications from pupils as some items can both be reduced or recycled, e.g. a plastic water bottle.

Variations: _____

- The number of jumping jacks or squats can be reduced if you are dealing with a large number of pupils.
- Pupils can bring some of the trash items from home, especially for classes with more than 30 pupils.

Follow-Up Activity: _____

- Pupils can complete the Activity 'Waste Sorting Maze' in their Grade 5 'My Healthy Habits' Activity Book, with the help of their parents.

Activity
5.8

Food Label Target Game

Subject Area: Health and Physical Education

Aim:

To consolidate the teaching and learning of Grade V HPE concepts related to 'Reading Food label'

Related Grade 5 Concepts/Topics:

- Reading food label
- Throwing with accuracy

Venue: School yard (Outdoor)

Materials:

- Empty cans/bottles/boxes with labels
 - o Pupils may be asked to bring empty plastic bottles, boxes with the labels from home (one day before the class)

NOTE

Packages should NOT be flat or too small. Suitable items are milk/juice cartons, water bottles, breakfast cereal/pasta/biscuit boxes

- o Make provision for 3 packages per group
- Grade 5 HPE Pupil's Book, Unit 1, Lesson 4 'Reading food label' Activity 3 Table
- Cones (one per group)
- Hula Hoops (one per group)
- Paper rag ball OR Bean bag OR Soft ball (one per group)

Procedures/Directions:

Teacher Prior Preparation and Setting Up Teams:

- Depending on the size of the class, divide the class into groups of either 6 or 8 pupils.
 - > Each team should consist of equal number of pupils.
- For each group of pupils, you will need one cone, three food packages and one hula hoop.
 - > The total number of packages should be equal for each group.

- Arrange cones in a straight horizontal line, about 1 metre away.
- Place one hula hoop 2 metres away from the cone.
- Place equal number of food packages in each of the hula hoops.

How to play?

1. Use the HPE Grade 5 Pupil's Book to do a recapitulation on how to read food labels.
2. Ask the pupils from each team to stand behind the cone in a straight line.
3. Each group should be given one paper rag ball/bean bag, one pen and a copy of the Activity 3 Table on page 17 (Grade 5 HPE Pupil's Book).
4. On teacher's command, the first pupil of each group tries to target one of the food packages placed randomly in front of them by throwing the given bean bag/rag ball.
5. If he/she succeeds in hitting the package with the rag ball/bean bag, he/she runs to pick up the food package and bring it to his/her team.
6. The team members read the information on the label of the selected package to fill in the first column in the Table.
 - > For better classroom and time management, allocate specific responsibilities to pairs/small groups of pupils within each team:
 - i. Pair/Group 1 - To enter details for brand name + Name of product
 - ii. Pair/Group 2 - To enter details for country of origin + Weight
 - iii. Pair/Group 3 - To enter details for expiry date and first three ingredients on the list
7. Once the team members has filled in the first column, another pupil in the team tries to target another object.
 - > If a pupil is not successful in hitting a food package, he/she runs to pick up the bean bag/ rag ball and gives the bean bag/rag ball to the next person in his/her team to repeat steps 5 and 6.
8. The game continues till the team completes the columns 1 to 3 in the Table.
 - > The last two columns are to be filled at home with the help of parents (see details under 'Follow-Up Activity').
9. The teacher checks each team's sheet.
 - > Praise teams for the correct answers and allocate 1 mark for each correct answer.

- **Scoring/Rules:**

Maximum of 6 marks per food package to be allocated as follows

- 1 mark for correct brand name
- 1 mark for correct name of product
- 1 mark for correct country of origin
- 1 mark for correct weight
- 1 mark for correct expiry date
- 1 mark for correct listing of first three ingredients on the list

If using 3 food packages, the maximum overall score would be 18.

- **Winner:**

- The team with the highest score is the winner.
- In case there is a tie, the team with the highest score and having completed the task first is the winner.

Variations:

- Consider drawing circles on the ground (using chalk) to place food packages within instead of using hula hoops.
- Instead of using A4 copies of the Activity 3 Table from the Grade 5 HPE Pupil's Book Unit 1 (p. 17), you can use a larger version of the table on a Bristol sheet or on the HKP Magnetic Board (plain side).

Follow-up Activity

- With the help of parents:
 - > Each pupil selects two packages of healthy foods at home.
 - > Fill in the last two columns of the Activity 3 table with the relevant food label information.
- Praise pupils for completion of the above follow-up activity.
- Pupils are to complete the Activity 'Let us Make our own Food Labels' in their Grade 5 'My Healthy Habits' Activity Book, with the help of their parents.

Subject Area: Health and Physical Education

Aims:

- To identify and interpret information on food packages that can contribute to promoting their wiser disposal
- To create a Disposal Labels Bulletin Board from some scrap materials

Related Grade 5 Concepts/Topics:

- Reading Food Labels

Venue: Classroom (indoor)

Materials:

- Used carton (one A3 size per board)
- A4 size light-coloured Bristol paper (two different colours per board)/Used office file covers (plain inner side)
- Glue
- Blu Tack
- Scissors
- Ruler
- Highlighter or marker
- Food packages (paper, carton, plastic)







Prior Preparation:

At least one week prior to the activity:

- Request each pupil to bring from home 2 to 3 used food packages (paper, carton, plastic) and collect them prior to the start of the lesson.
- Select the food packages that contain 'Disposal Labels/Symbols – see Teaching Point for more details about the symbols.
- Look for used A3 size carton and A4 size Bristol paper of different colours for making of the board.

Teaching point

Different disposal labels/symbols can be found on food packages as illustrated in the table.

<p>The Green Dot</p> 	<p>This symbol informs you that the producer of the packaging has paid a fee to fund the recycling of that packaging.</p>
<p>Tidyman</p> 	<p>This symbol indicates 'No litter'.</p>
<p>TRIMAN LOGO</p> 	<p>This symbol informs consumer that the package requires sorting for recycling purpose.</p>
<p>Plastic resin code</p> <p>PET I</p>  <p>PETE</p>	<p>PET/PETE I is mostly used to make single-use bottles. It can be recycled.</p>
<p>Recyclable bottle</p> 	<p>This symbol means that the bottle is recyclable.</p>
<p>Universal recycling symbol</p> 	<p>This symbol means that the packaging material is recyclable</p>

Procedures/Directions:

1. Start the lesson with a recapitulation or brainstorming of the different information that one can find on a food package.
2. Inform pupils that nowadays many food packages also contain information about how to wisely dispose of the package. The information is commonly displayed as a 'Disposal Label' or 'Disposal Symbol' – see examples in 'Teaching Point'.
3. Show pupils examples of the different symbols and provide a brief explanation.
4. Inform pupils that they will learn more about these labels/symbols in today's lesson by creating a 'Food Packages Disposal Label Bulletin Board'.
5. Depending on the class size, get pupils in groups of 6 to 8.
6. Give each group an equal number of food packages and other relevant materials (glue, scissor, markers, highlighters, used carton and Bristol paper).
7. Ask pupils to:
 - a. Look for the disposal symbols/labels found on the food packages.
 - b. Cut the disposal symbol/label on each food package.
 - c. Measure and cut one rectangle (25cm x 20cm) from one of the light-coloured Bristol paper and write the title header 'Food Packages Disposal Label Bulletin Board'.
 - d. Glue the header on the A3 size carton paper.
 - e. Arrange the disposal labels/symbols on the carton paper and glue them.
8. Get two pupils from each group to prepare tags from another colour of Bristol paper and write the information on the tag. An example has been provided – see Figure 1.
9. Encourage pupils to be creative in the making of the Bulletin Board.
10. Once finished, pupils can display their bulletin boards in class.

Variations:

- The Bulletin Board can also be displayed on the School Notice Board.
- Depending on time available and if the cut-out disposal labels appear to be too small, pupils can be requested to draw an enlarged version that can be glued on the board, next to the cut out labels.

Follow-Up Activity:

- Pupils can complete the 'Food Packages Disposal Labels' Matching Activity in their Grade 5 'My Healthy Habits' Activity Book, with the help of their parents.

Subject Area: Health and Physical Education

Aim:

- To improve fitness while performing a fun activity that is also beneficial to the environment.

Related Grade 5 Concepts/Topics:

- Jogging

Venue: Outdoor

Materials:

- Trash items*
 - o Plastic bottles, bags and wrappers
 - o Paper cartons, bags
 - o Soda cans
- Gloves
- 3 small recyclable plastic bags (for trash collection)

**Note: Ensure that trash items are safe to be picked up. Pupils can be requested to bring 1 or 2 'clean' trash items.*

Prior Preparation:

1. Prior to the class, the teacher places some waste materials in different corners of the school yard/selected area of the school yard after informing the school Headmaster.
2. Choose an area which is free of safety hazards.

Procedures/Directions

1. Brainstorm with pupils about the importance of collecting and sorting trash.
2. Explain the class about plogging activity (the act of picking up trash while jogging or brisk walking).
3. Divide the class into 3 groups (Plastic, Paper and Metal groups)
4. Give each group a small recyclable plastic bag.
5. Give each student a pair of gloves.

6. Each group should collect only the allocated trash type (plastic, paper, metal) into the bag. For example, the Plastic group should only pick up the plastic trash.
7. SAFETY: - Before proceeding outside the class for plogging, the teacher explains to the students how to bend while picking up trash. The teacher demonstrates the bending action, that is, bending from the knees, not hips.
8. Take the class outside for plogging in the school yard.
9. The pupils should be accompanied throughout the school yard.
10. The teacher allows the pupils to collect the trash under his/her supervision.
11. After the plogging activity, the teacher gathers all pupils under the shade of a tree or any other shady spot, where he/she along with the pupils, discuss about the different types of trash that has been collected.
12. The teacher actively engages the pupils in the discussion about the health and environmental benefits of the plogging activity and how the activity can be carried out with family members in the neighbourhood or public places such as beaches, nature trails, etc....

Variations: _____

- A leader could be identified for each group.
- The selected area for the plogging activity could be delimited with cones.
- The plogging activity can be conducted during school-based extra-curricular activities such as outdoor educational trips and Sports Day.
- If a large area is being used, create different tracks/trails (delimited with cones) and each group would collect metal cans, paper and plastic items along the assigned track. Each group can be provided with 3 plastic bags, one for metal cans, one for plastic trash and one for paper trash.

Follow-Up Activity: _____

- Pupils can complete the Activity 'Family Fun Time with Plogging' in their Grade 5 'My Healthy Habits' Activity Book, with the help of their parents.

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