

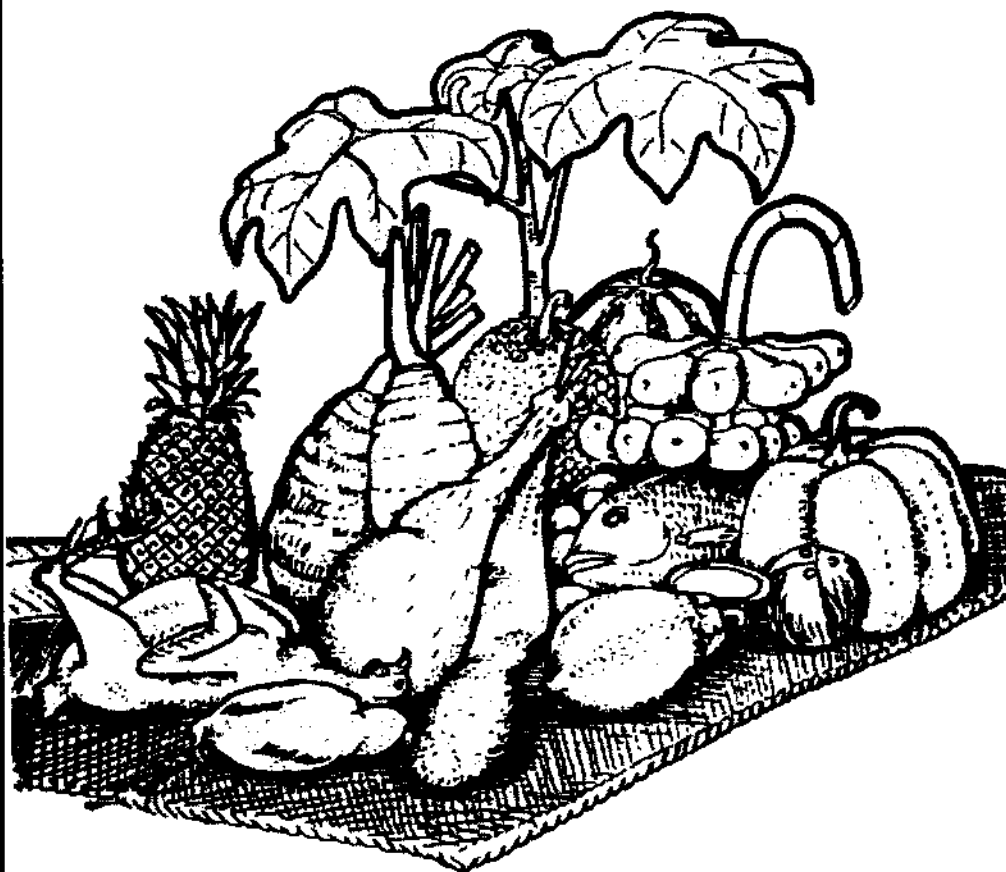
# **ENVIRONMENTAL STUDIES**

## **NUTRITION**

**Teacher's Book**

**Year Two**

### **FINDING OUT ABOUT OUR ISLAND FOOD**



**DEVELOPED JOINTLY BY:  
THE MINISTRY OF EDUCATION,  
HEALTH,  
AGRICULTURE  
AND UNICEF.**

**CURRICULUM DEVELOPMENT CENTRE OF VANUATU**

## ENVIRONMENTAL STUDIES

### GENERAL AIMS

To help each child to develop all his skills (physical, intellectual, emotional and social) so that, as an adult, he can:

- Participate in society
- Take part in the economy
- Take part in politics
- Communicate
- Adapt to differing or changing environments

These aims go beyond the school context and are the result of three types of general objectives:

1. Knowledge (knowledge-connected objectives)
2. Skills (methodological objectives)
3. Constructive behaviour (behavioural objectives)

- KNOWLEDGE + SKILLS + CONSTRUCTIVE BEHAVIOUR = GOOD DEVELOPMENT -  
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N.B. : Thanks to YAP and KOSRAE State departments of Education  
(Micronesia & Western Caroline Islands) whose books "Islands  
Health Series" were often used as reference.

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## WHY TEACH HEALTH, NUTRITION, AGRICULTURE IN PRIMARY SCHOOL PROGRAMMES.

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Health is a fundamental right of all people, and VANUATU is officially committed to the world wide goal of achieving Health of all by the year 2000, by participating in the policy of Primary Health Care (PHC).

The ambition of this policy is to request the participation of all the people of this country in the decisions and actions aimed to promote the health of everybody, every family, every community.

Children who are the citizens of tomorrow, must be educated to be responsible for their own health as well as the health of people who surround them.

School is the privileged place to achieve such education that much be carried out by teachers in cooperation with children's parents, with specialists from health and agriculture departments.

On the other hand, in Vanuatu, school child health is threaten by diseases that can be avoided with an effective education. These diseases are, by order of importance :

Scabies and other skin infections, malaria, respiratory infections, diarrhea associated with insufficient weight, eyes infections (conjunctivitis), ears infections (otitis).

This explains why, from now, Health and its two related subjects Nutrition and Agriculture, are taught in school curriculum.

The general objectives of this programme are :

- 1) To make children get into healthy practices.
- 2) To develop in children the desire to be in good health and to eat correctly, as to develop the respect of any kind of plant and animal life.
- 3) To develop a knowledge of the human being, an understanding of the different components leading to health and to sickness; to develop a knowledge of local food leading to good nutrition; to develop a knowledge of family gardening and breeding methods.
- 4) To develop in children skills and abilities to improve Health, Nutrition, Gardening, Breeding at family and community levels.

- WHAT IS NEEDED FOR A GOOD SCHOOL NUTRITION PROGRAMME. -

The Health, Nutrition and Agriculture curriculum is only one part of a complete school nutrition programme.

A good school nutrition programme also requires :

Services :

- 1) School health services which incorporate screening tests specifically for growth, development and dental health as part of the health service programme.

Environment :

- 2) Availability of water for drinking and washing and availability of toilets to facilitate basic hygiene.
- 3) Nutritionally balanced, hygienically prepared, well presented meals, sufficient for the needs of growing school children should be provided (if the school is one which supplies meals). Food in schools should be a practical example of what is taught in the class room.
- 4) Where meals are not provided, students should be encouraged to bring good food to school to eat.
- 5) Sales of "rubbish junk" food within the school ground should be prohibited.
- 6) School gardens should be established (within the constraints of the particular school environment) to support the concepts and practicalities (of supplying some food) of the nutrition curriculum.

Education :

- 7) Nutrition Education (formally)
- 8) Integration with other subjects.
- 9) Children's motivation to achieve and practice good nutrition.
- 10) In-service nutrition education of teachers.
- 11) Nutrition education of parents and community groups



- TEACHING NUTRITION IN YEAR 2 -  
IN THE ENVIRONMENTAL STUDIES CURRICULUM

Summary of the lessons

OUR FOODS  
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These lessons continue to develop the theme that Vanuatu has a large variety of different local food.

In Year 1, the children classifies food as coming from the ocean, the land and overseas. In Year 2, they learn to group food as being plant food, animal food, seafood, or other food. "Other food" are those which are processed and have been imported.

Children are introduced to the concept of "rubbish food", and explanations are given why these food can be detrimental to health.

Fresh food are encouraged in preference to processed food.

Custom stories are added to the lessons to allow students to learn through their own cultural inheritance.

NUTRITION  
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These lessons reinforce the concept of food being needed to prevent hunger and keep us healthy. This is further developed to introduce the concept of growth, and the relationship between food and growth. The children learn about eating a meal and preparing a traditional dish which contains a variety of fresh food. Fruits are important fresh food, and children learn that different fruits are available at different times of the year. So, the concept of seasonality is introduced. The children have already learned about notions of health and sickness and cleanliness associated with health. This point is re-emphasized with regard to keeping food clean : washing food, washing hands, and keeping flies away.

## CONTENTS OF THE LESSONS IN YEAR 2

### UNIT I

#### Plant food : garden, bush

1. Presentation
2. "The origin of the coconut" (custom story - North Efate)
3. Evaluation of what has been learned

### UNIT II

#### Animal food : Bush animals, raised animals

4. First table
5. Second table
6. Presentation of the illustrations
7. Differences between plants and animals
8. "Tari and his two pigs" (Custom story - Ambrym)

### UNIT III

#### Sea food

9. Presentation - Explanation
10. "The little blue fish" (Custom story - Western Samoa)
11. Evaluation of what has been learned.

### UNIT IV

#### Wild food

12. Presentation - Explanation
13. "How the flying fox got its wings" (Custom story - Malekula)
14. Evaluation of what has been learned.

### UNIT V

#### Various other food (store, "rubbish food")

15. Other foods

### UNIT VI

#### Custom stories about different food from VANUATU

16. "The turtle escape" (custom story from Maewo)
17. "The disappearing pumpkins" (custom story from Efate)
18. "The coconut crab" (custom story from Motalava)
19. "How Naruafiti brought cabbage, sugar cane and namambe to Aneityum" (custom story from Aneityum)
20. "The legend of yams" (custom story from Pentecost)

## UNIT VII

### Why do we need food

- 21. Paragraph 1
- 22. Paragraph 2
- 23. Paragraph 3

## UNIT VIII

### Children's growth

- 24. How to measure students

## UNIT IX

### Definition of a good meal

- 25. Definition of a good meal
- 26. The Samples of a good meal
- 27. The Illustrations of a good meal

## UNIT X

### Looking at a dish

- 28. Laplap : utensils
- 29. Laplap : ingredients
- 30. Laplap : recipe

## UNIT XI

- 31. Looking at the foods around the school
- 32. Revision of the previous lessons.

## UNIT XII

### Clean food

- 33. Washing hands
  - 34. Keeping the flies away
  - 35. Evaluation on hygiene
  - 36. Evaluation on meals.
-

: :  
: NUTRITION CLASS 2 :  
: :  
: :  
: :

WEEK	TRIMESTER	: 1 TRIMESTER	: 2 TRIMESTER	: 3 TRIMESTER
1	:	1	13	25
2	:	2	14	26
3	:	3	15	27
4	:	4	16	28
5	:	5	17	29
6	:	6	18	30
7	:	7	19	31
8	:	8	20	32
9	:	9	21	33
10	:	10	22	34
11	:	11	23	35
12	:	12	24	36



## OUR FOOD - CLASSIFICATION -

### Lesson 1. - Plant food : garden, bush

#### Objective of the lesson :

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To make children learn about the kinds of plant food that grow on our island.

#### Teacher's notes :

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In this activity, students will compete to see who can bring in the most examples of different kinds of plant food that grow in Vanuatu. These should be small samples of uncooked fresh food. Explain this activity to the students in advance, and tell them what day you would like them to bring the fresh food samples to school. Encourage them to bring many foods, and food that not every one may know about. These foods can be from family gardens, or they can be food that grow wild in the bush.

Students living in town, may have to bring fresh food found in the market or store.

#### Method :

- 
- 1) Explain the assignment to the students several days before it is to be done. Contact parents if necessary.
  - 2) On the day that food samples are to be brought to class, have two or three places in the classroom where students are to put the samples they have brought. One place is to be for food from the garden, and one place is to be for food from the bush.

In towns, it may be necessary to have another place for food bought from the market or store.

Do not have the students put their food in the places until they have been discussed by the class.

- 3) Ask each student to show the food samples he or she has brought and tell the class about them. Help each student to discuss whether the food comes from the garden, bush, market or store.

Ask the students whether the food comes from a tree, grows below the ground, or grows above the ground.

- 4) After all the food have been discussed, have students put them in the correct places : garden, bush, or market/store.
- 5) Ask the students if they can think of any other fresh plant food that can be found in their area of Vanuatu, that they did not bring.
- 6) Tell the custom story on page 11 to 33 on the origin of the coconut.

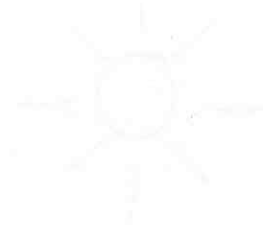
7) Praise students for finding so many foods. Give special praise to students who brought, the most food. Tell students that these foods are fresh and very good for our health.

Explain that sometimes we hear people say they get tired of eating local food because there are only a few kinds of food. the students have shown that there are many kinds of food growing on our island.

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:-----:  
: By eating fresh local food we can enjoy :  
: variety in our meals and be healthier too. :  
:-----:







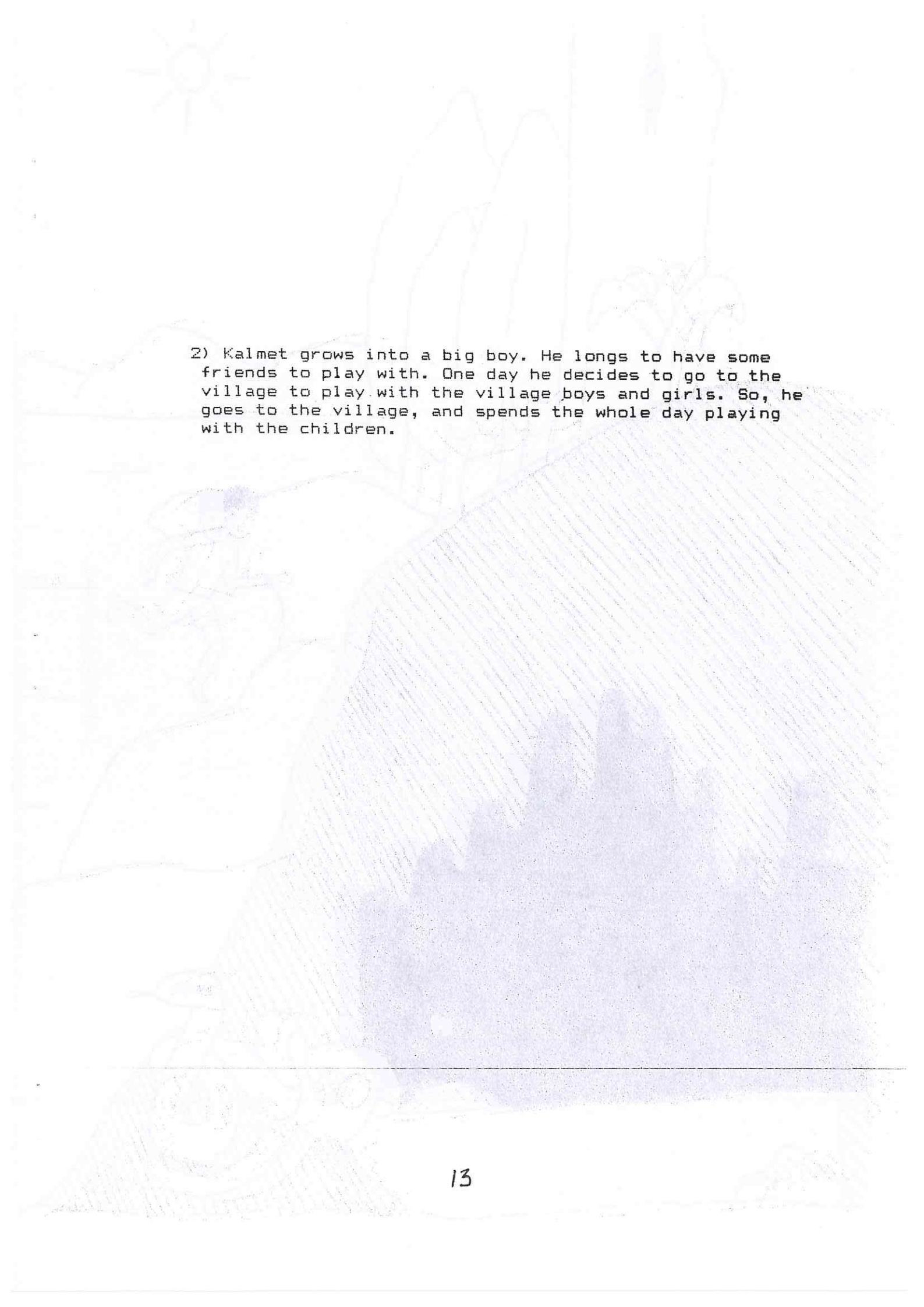
STORY THAT GOES WITH LESSON 1.-  
Custom story from North Efate.

- THE FIRST COCONUT TREE -

1) Kalmet is a little boy who lives in a cave with his mother. Kalmet's mother is a very large snake. They live not far from a village.








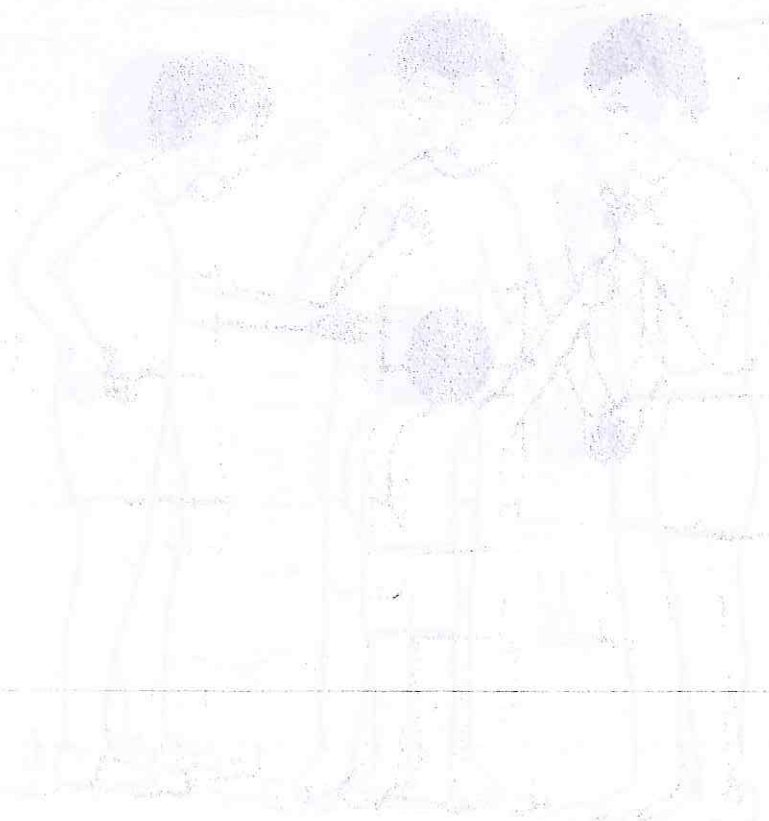
2) Kalmet grows into a big boy. He longs to have some friends to play with. One day he decides to go to the village to play with the village boys and girls. So, he goes to the village, and spends the whole day playing with the children.



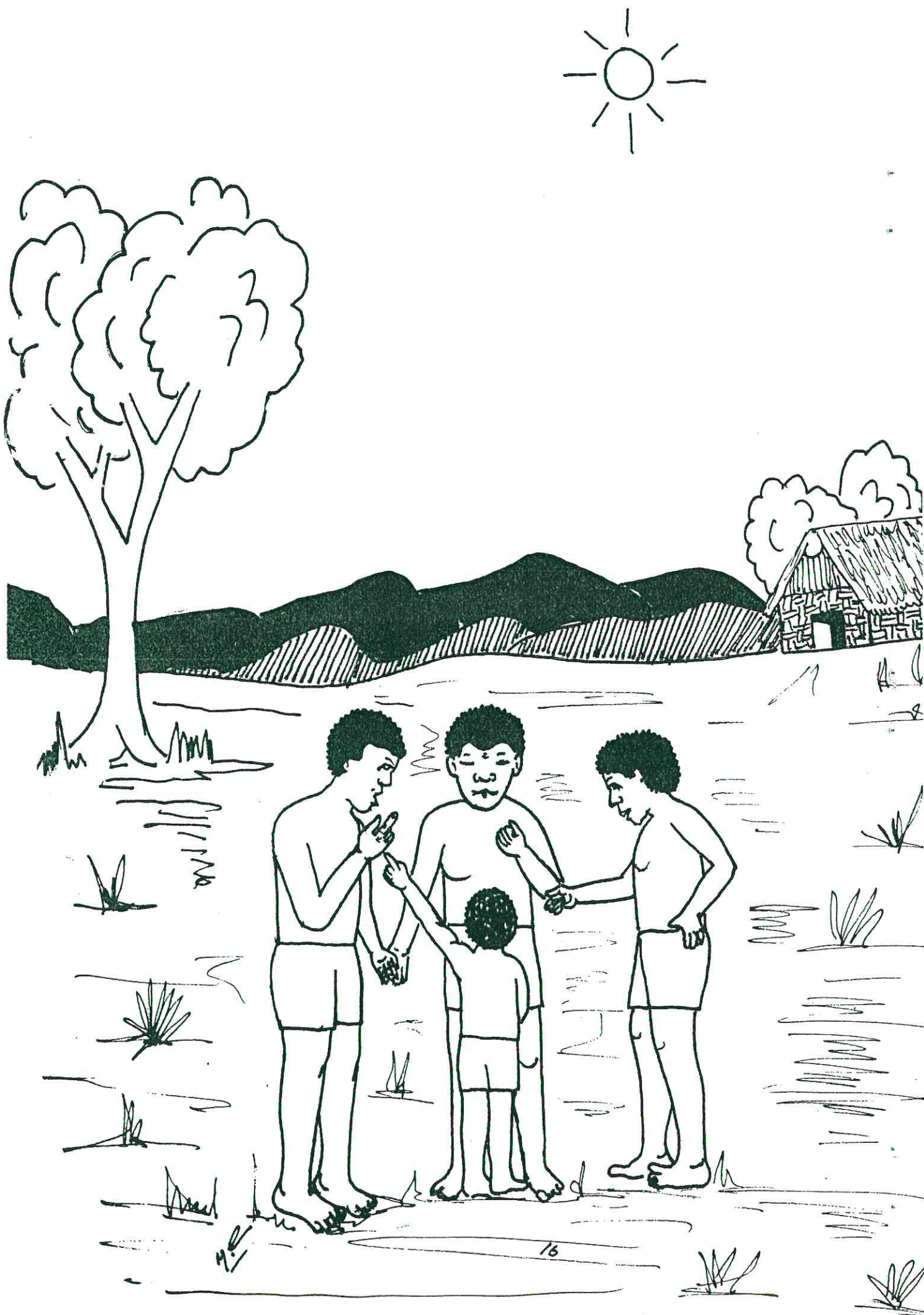




3) At the end of the day, Kalmet runs home to his mother.  
his mother is waiting for him at the entrance of the cave.







4) Another day, when Kalmet decides to go to play with the village children again, his mother says to him :

- "Do not tell the people in the village who I am and where we live. If they know they will come and kill me."

- "Yes mother" replies Kalmet. And off he goes to the village to play. While playing some of the villagers ask him :

- "Where do you come from and where is your house ?"

- "Overthere" replies Kalmet. He keeps on playing. When it grows dark, he runs home to his mother, without being seen by his friends.





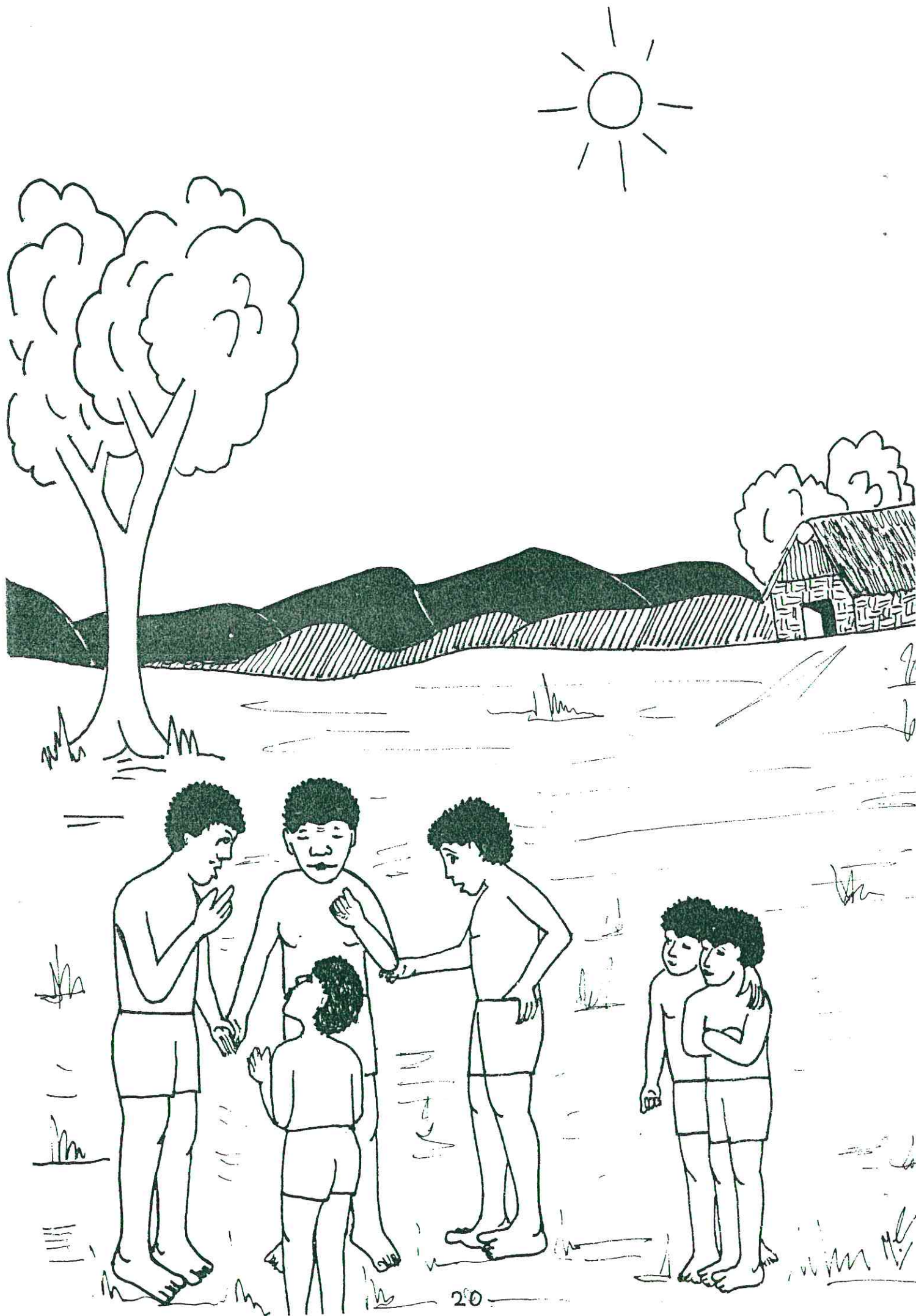
5) Kalmet goes to play in the village many times. The people in the village are curious. They want to know where exactly Kalmet is living. They also want to know who Kalmet's mother is.

- "We must follow Kalmet and see where his house is. He has never told us where he lives. We still do not know who his mother is".

- So one day, three village men hide themselves in the bush by the road that Kalmet follows to go home. They watch Kalmet ran to his mother.







6) "Hey Kalmet we know who your mother is and where you live", the three village men tell Kalmet when he next goes to play in the village.

The village people are afraid of Kalmet's mother because she is a large snake.

- "We must kill the snake" the village people decide.  
"She looks very dangerous. She may end up eating up all our children" they say.



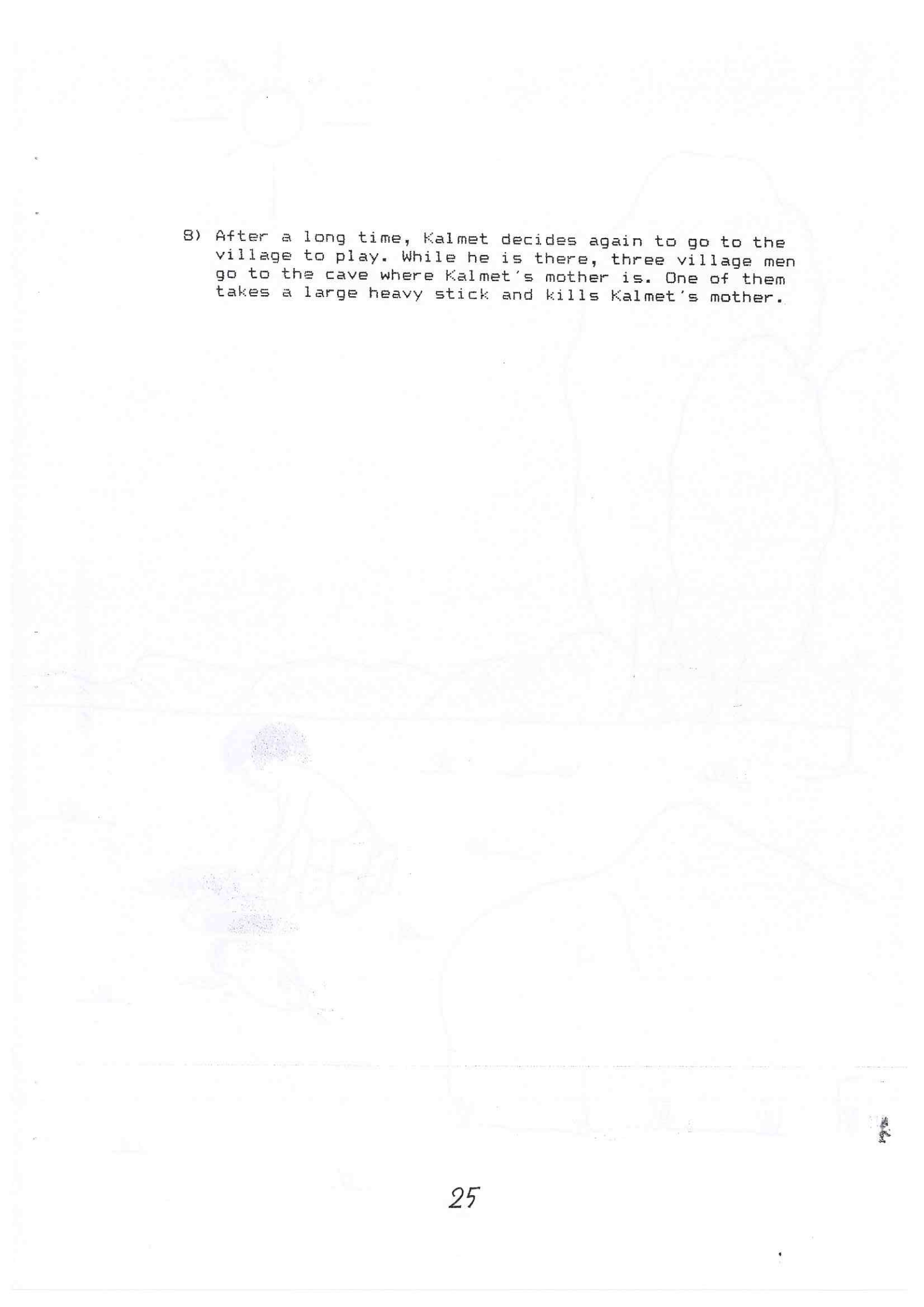


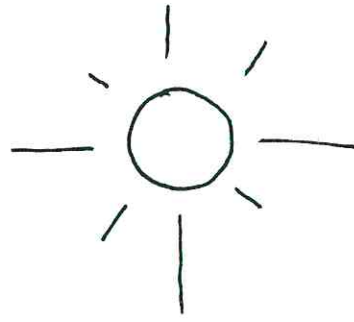
7) Kalmet tell his mother everything that happened during the day.

- "Well, my son, now that the village people know about me, they will kill me. But if they kill me, ask them to cut off my head and give it to you. And Kalmet, you must bury my head in the ground and keep watch over it. A plant will grow and you must continue to look after it. It will have fruits which will give you food". says his mother.



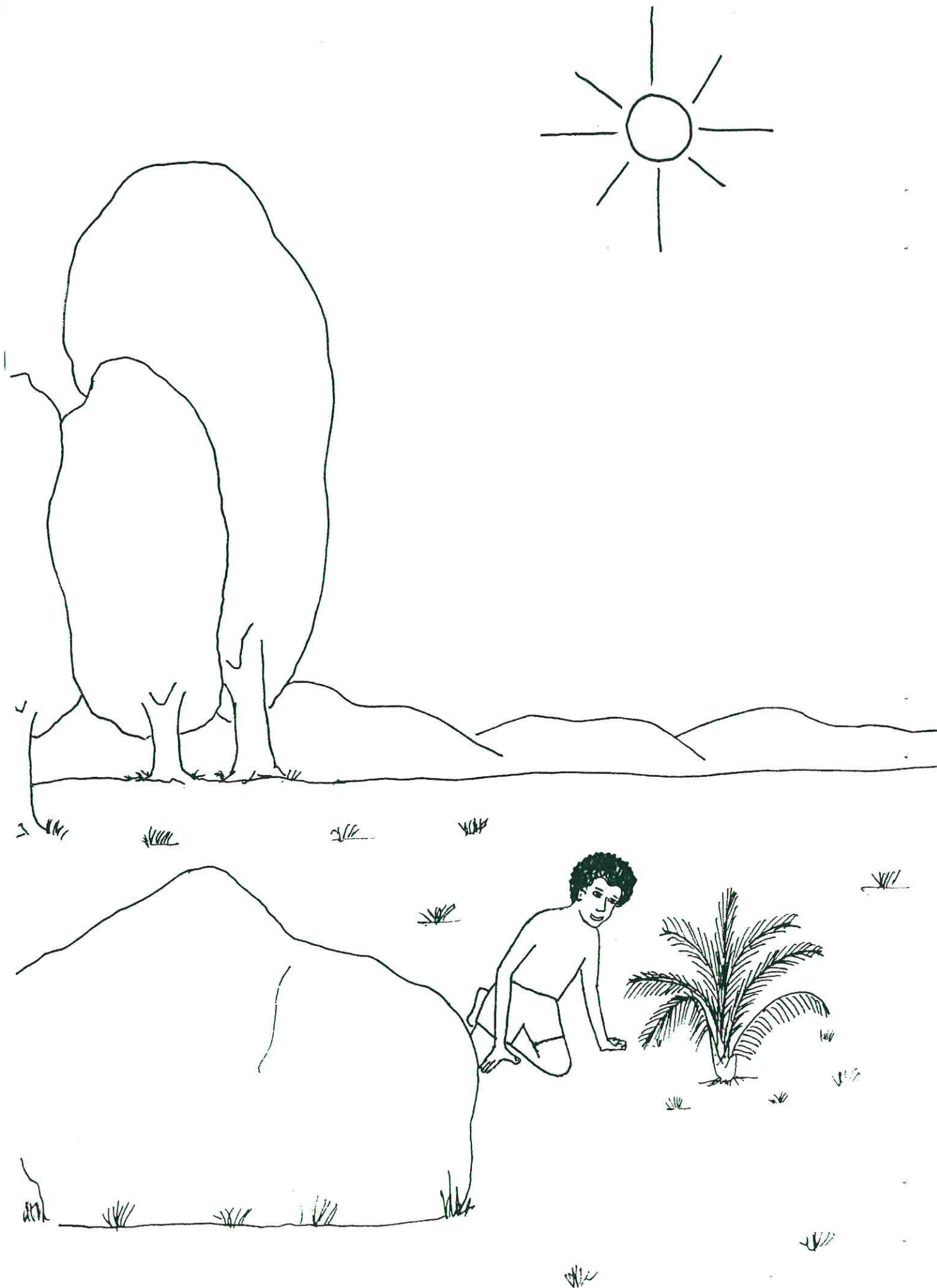


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- 8) After a long time, Kalmet decides again to go to the village to play. While he is there, three village men go to the cave where Kalmet's mother is. One of them takes a large heavy stick and kills Kalmet's mother.

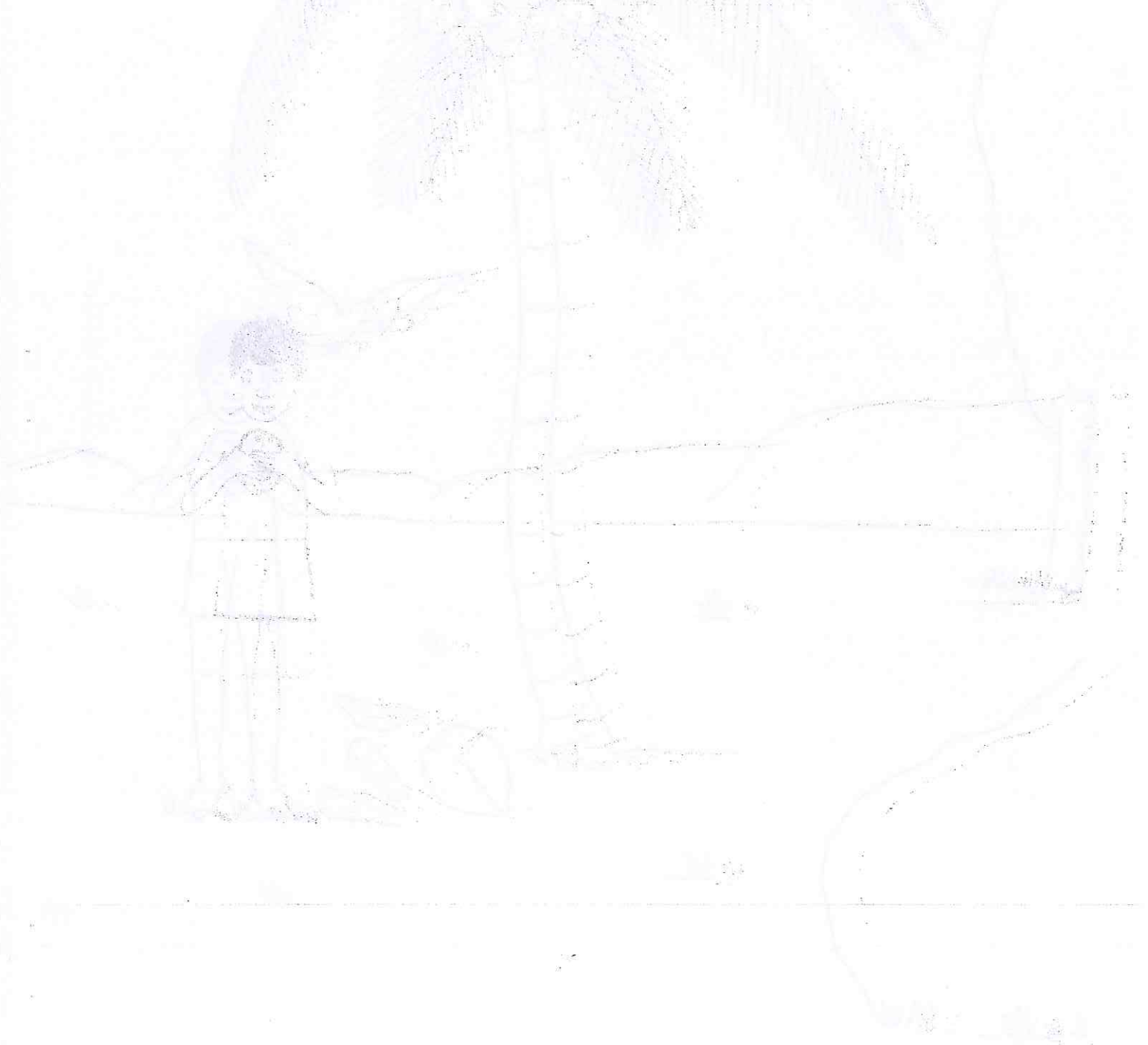


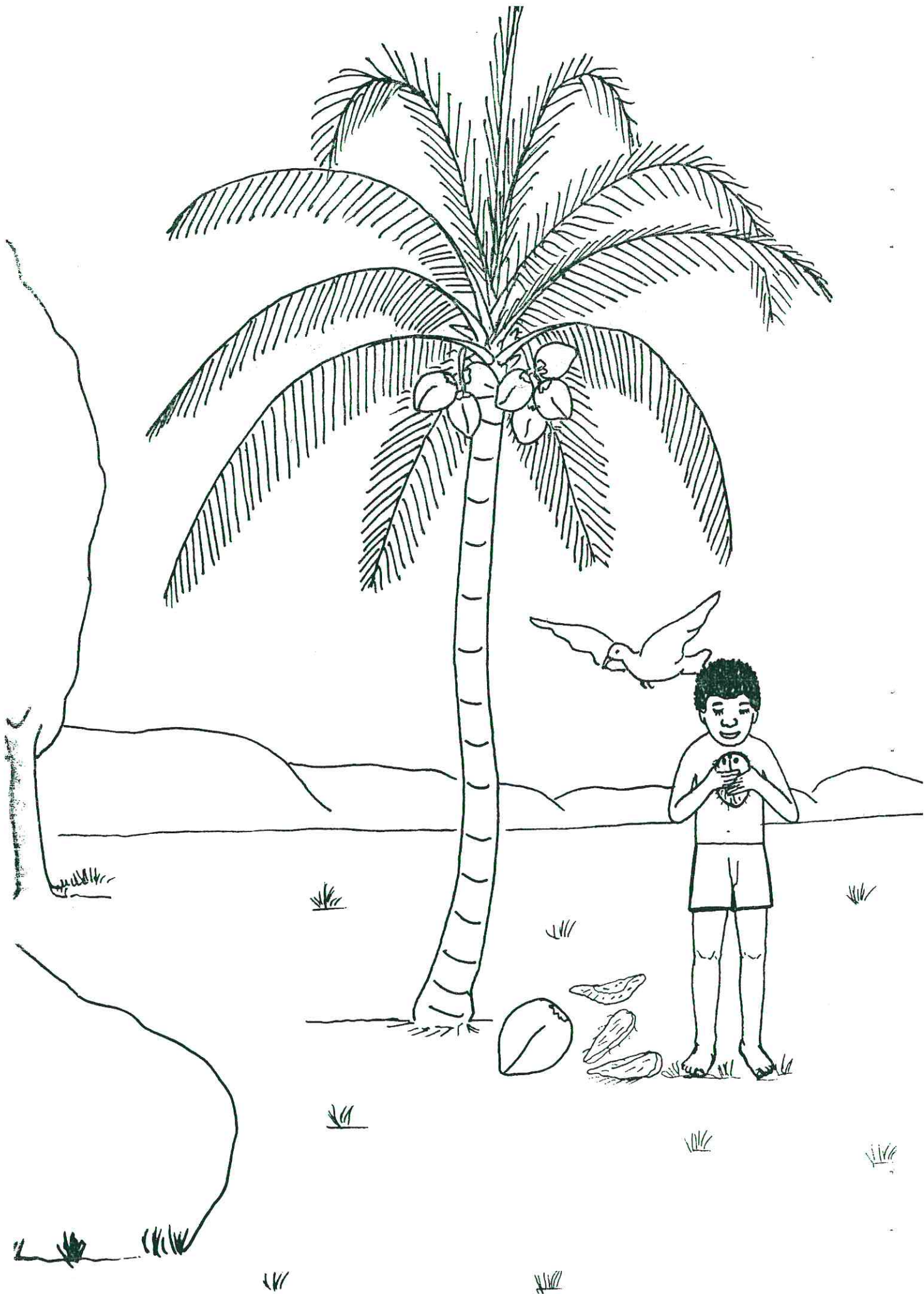
9) When Kalmet gets home, his mother is already dead. He is very sad indeed. He asks one of the men from the village to cut off his mother's head and give it to him. The man does as Kalmet wants. Kalmet takes the head, he digs a hole and buries the head.





10) Everyday, Kalmet keeps watch over the place where he buried his mother's head. He picks up rubbish, dead leaves and also pulls out all the weeds. He keeps the place clean and tidy. One day he sees a plant coming out of the ground where he had buried his mother's head. It is a coconut, the first coconut plant.





11) Kalmet continues to care for the plant until it becomes a big tree. It produces flowers, and fruits. And finally one fruit is matured, dried, and falls on the ground. Kalmet takes the fruit and a dove flies down and shows to remove its skin and to open the nut, to drink and eat it. Kalmet sees at the end of the husked nut, three spots that represent his mother's face. (her two eyes and her mouth)





12) Kalmet opens the nut. He drinks the water in the coconut and it tastes nice. He also eats some of the meat and it is good too. Kalmet is happy because his mother gave him something good : the first coconut tree.

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## YEAR 2

### OUR FOOD - CLASSIFICATION -

#### Lesson 2. - Animal food : Bush animals, raised animals.

##### Objective :

To make children discover as many fresh food which come from animals in Vanuatu, as possible.

##### Teacher's notes :

Animal food are those which come from the bush, sea or raised animals. Explain the difference between plants and animals. Both animals and plants grow and reproduce, but animals move around where plants do not.

- Ask the students to name food which they think come from animals.

- After the above discussion, show pictures of some animal food and see if the students can place the food with the right source. e.g. an egg comes from a chicken, and a chicken can be a raised animal or a wild animal which can be found in the bush.

Samples of animal food are presented in the table below : (see drawings on pages 37)

Name of animal food	Name of animal source	Where it can be found
Egg	chicken	Raised or bush animal
Chicken meat	chicken	Raised or bush animal
Quail meat	quail	bush (wild) animal
Flying fox	flying fox	bush (wild) animal
Pigeon meat	pigeon	bush
Pigeon egg	pigeon	bush
Beef meat	cow	raised or bush animal
Duck meat	duck	raised animal
Pork meat	pig	raised or bush animal
Milk	cow	raised animal
Goat meat	goat	raised or bush animal
Crab meat	crab	bush or sea animal
Lobster meat	lobster	sea animal



Name of animal food	Name of animal source	Where it can be found
Fish meat	fish	sea or river animal
Shell fish	shell	sea
Turtle meat	turtle	sea
Octopus meat	octopus	sea
Eel meat	eel	sea or river
Clams	shells	sea
Prawns/shrimps	prawn/shrimps	river

Above, are only some examples. If there are others which are consumed by people in your area, these can be included.

#### Preparation :

1) Select three areas of the classroom for the students to display their animal pictures and label each area. One area is to be for food from animals raised in the village; one area is for bush animals; one area is for animals from the sea. Some animals will belong to more than one area e.g. pigs and goats can be raised in the village or can be found in the bush. Let the children choose which category to place their picture in.

#### Method :

1) Discuss the difference between plants and animals. Tell the story of Tari and his two pigs page 64 to 71.

- Ask the students to tell you as many differences as they can think of. Here are some of these differences :
  - Animals can walk, swim, or fly.
  - Plants cannot walk, swim, or fly.
  - Many animals have voices
  - Plants do not have voice.
  - Animals jump or cry when they are hurt
  - Plants do not.

What other differences can you think of ?

2) Show the pictures of the animals in the book page 37. One by one and ask children :

- "What is the name of this animal ?"
- "What do we eat from this animal ?"  
(e.g. milk and meat from the cow)
- where does this animal live ? (the cow is raised in a village or might come from the bush)
- "How does this animal move ?"  
(e.g. the pig runs, the fish swims, the pigeon flies, the coconut crab climbs the coconut tree etc..)

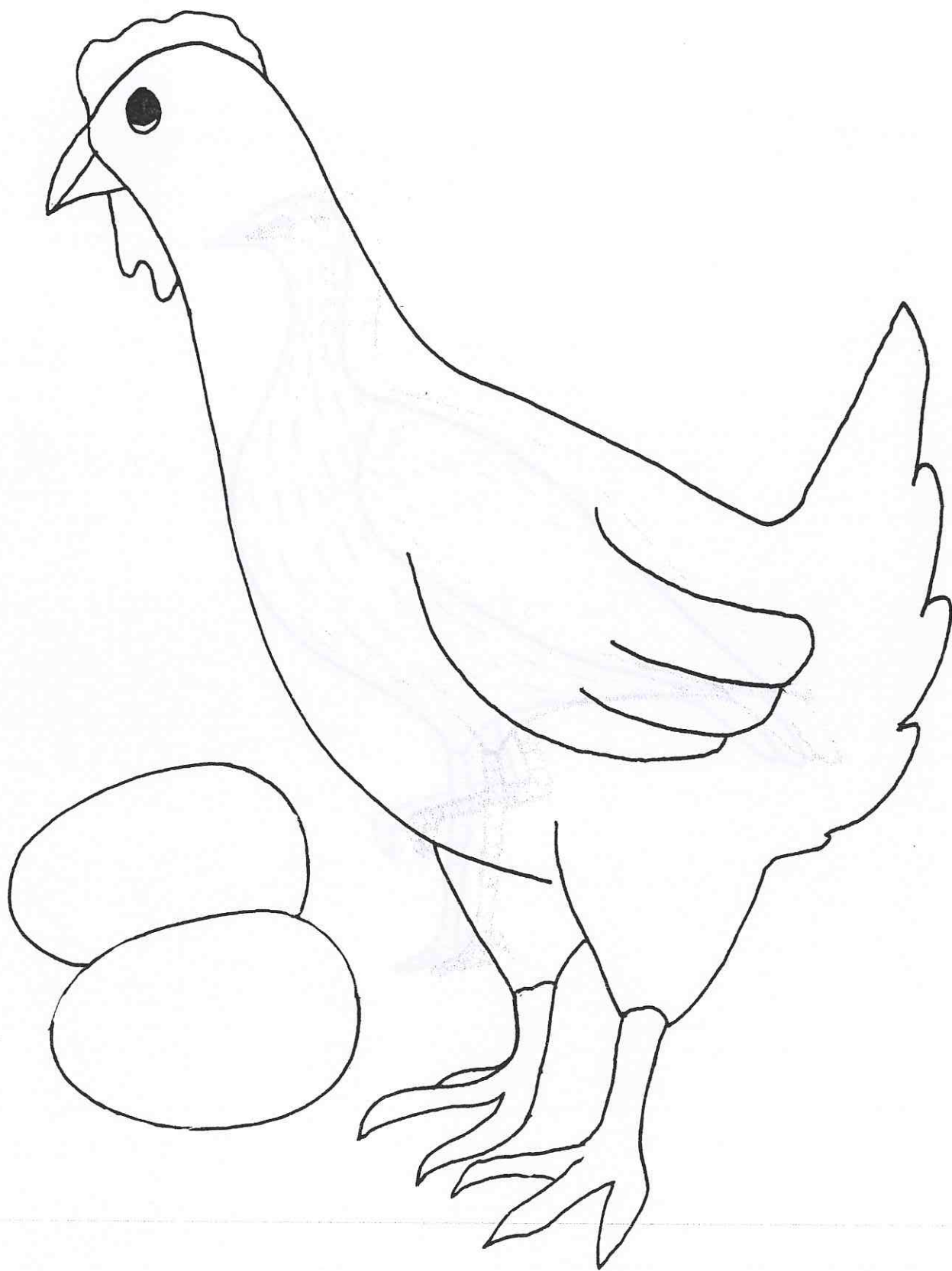
Discuss whether the animals come from the land, the sea, or whether they can fly.

3) You may encourage the children to pretend to be some of the animals.

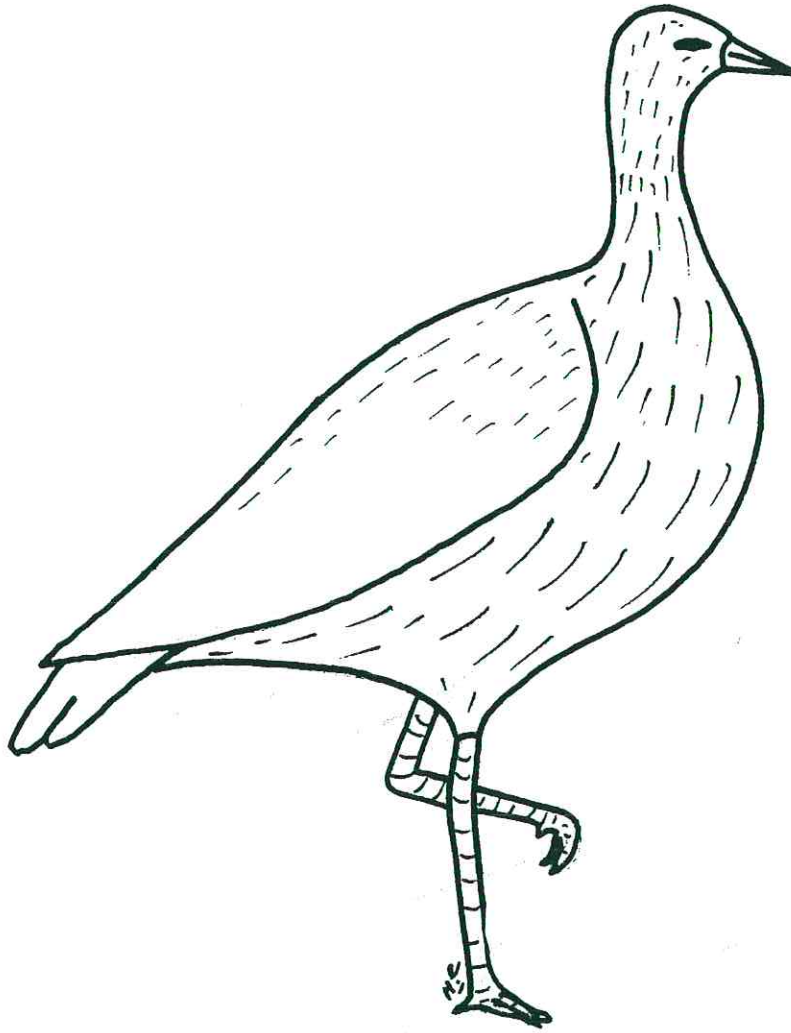
4) Tell the custom story on pages 63 to 71 of the two pigs, to round off the lesson.

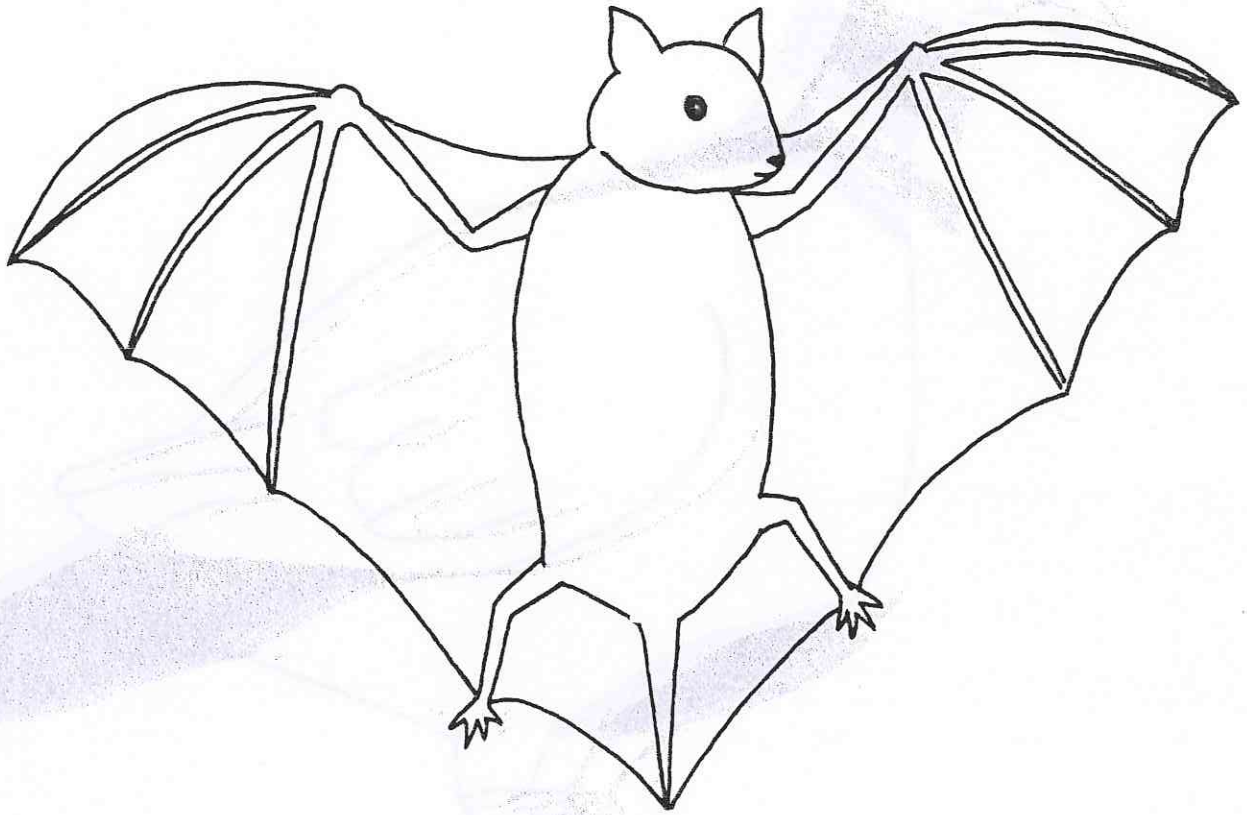
Ask the children :

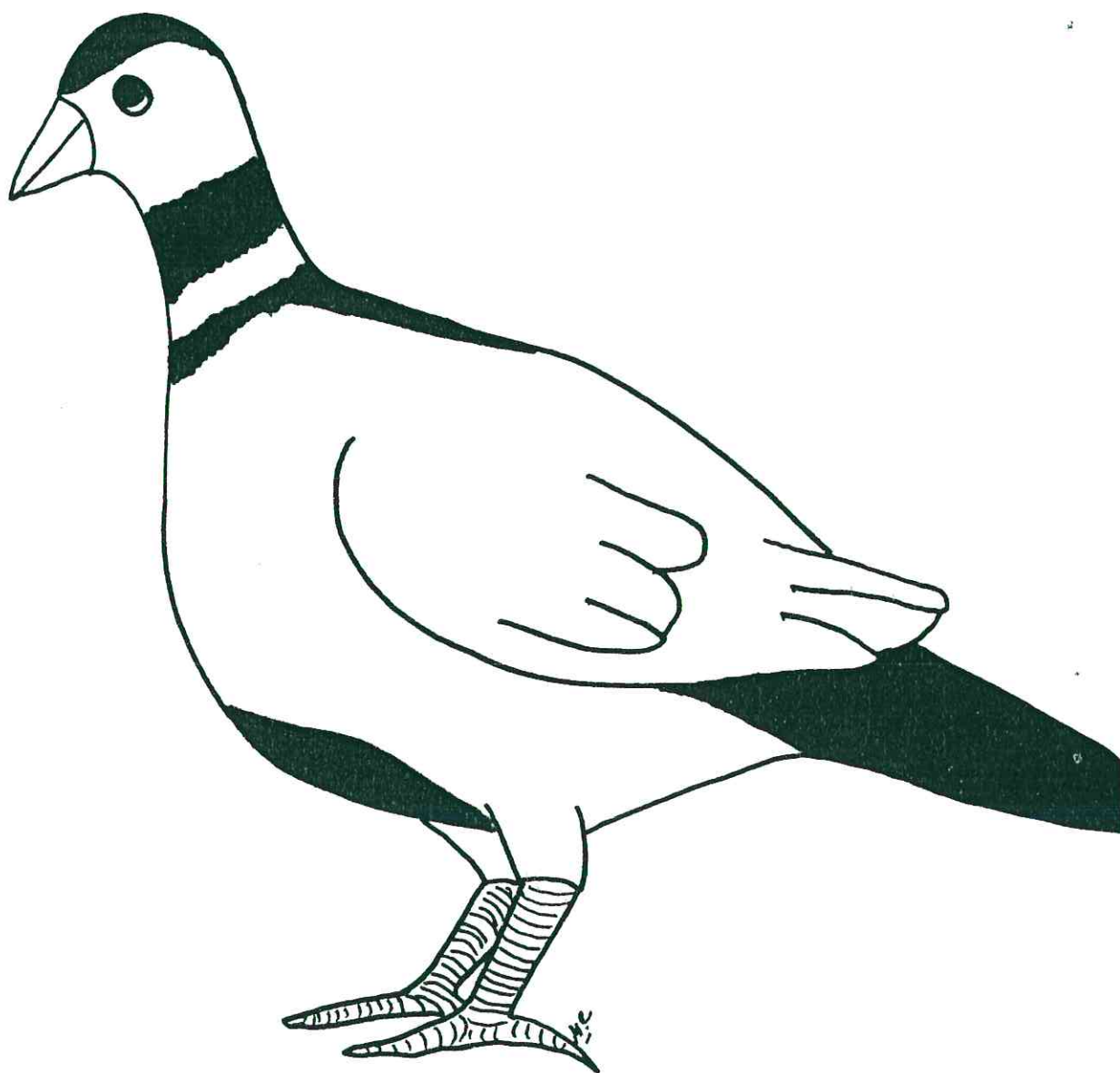
- What animal food do we get from a pig ?  
(pork meat)
- Where do we find pigs ?  
(bush, raised in the village).



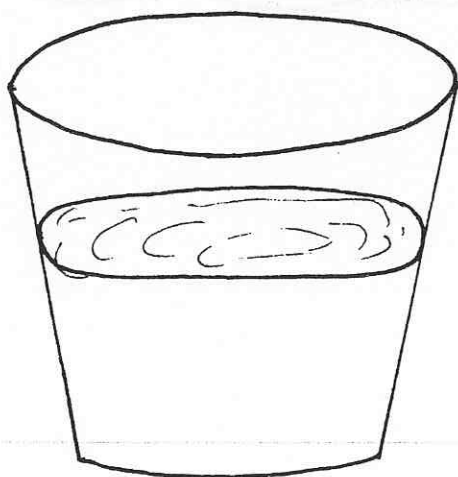
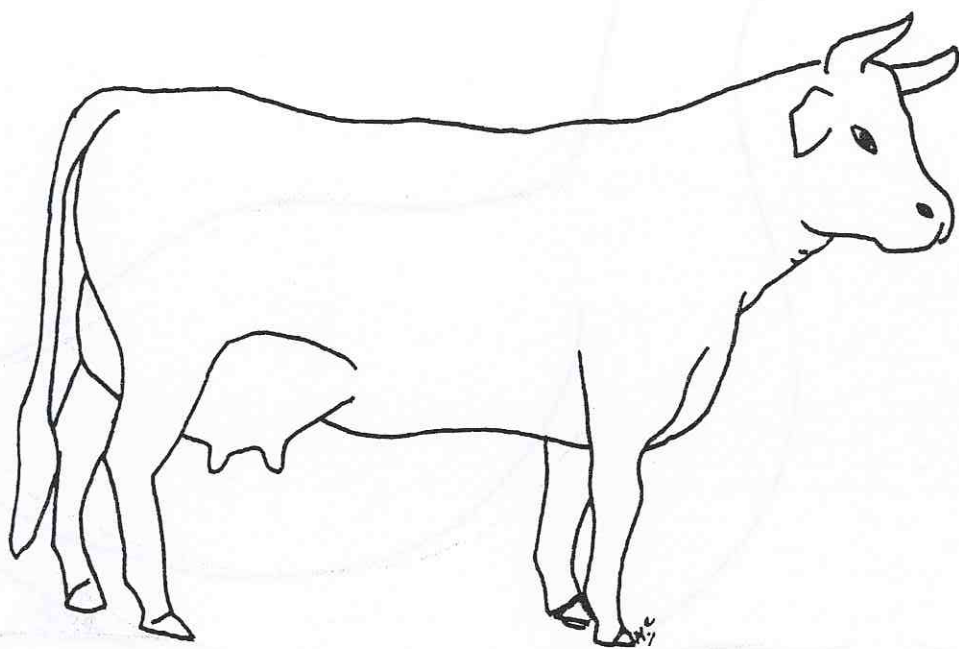


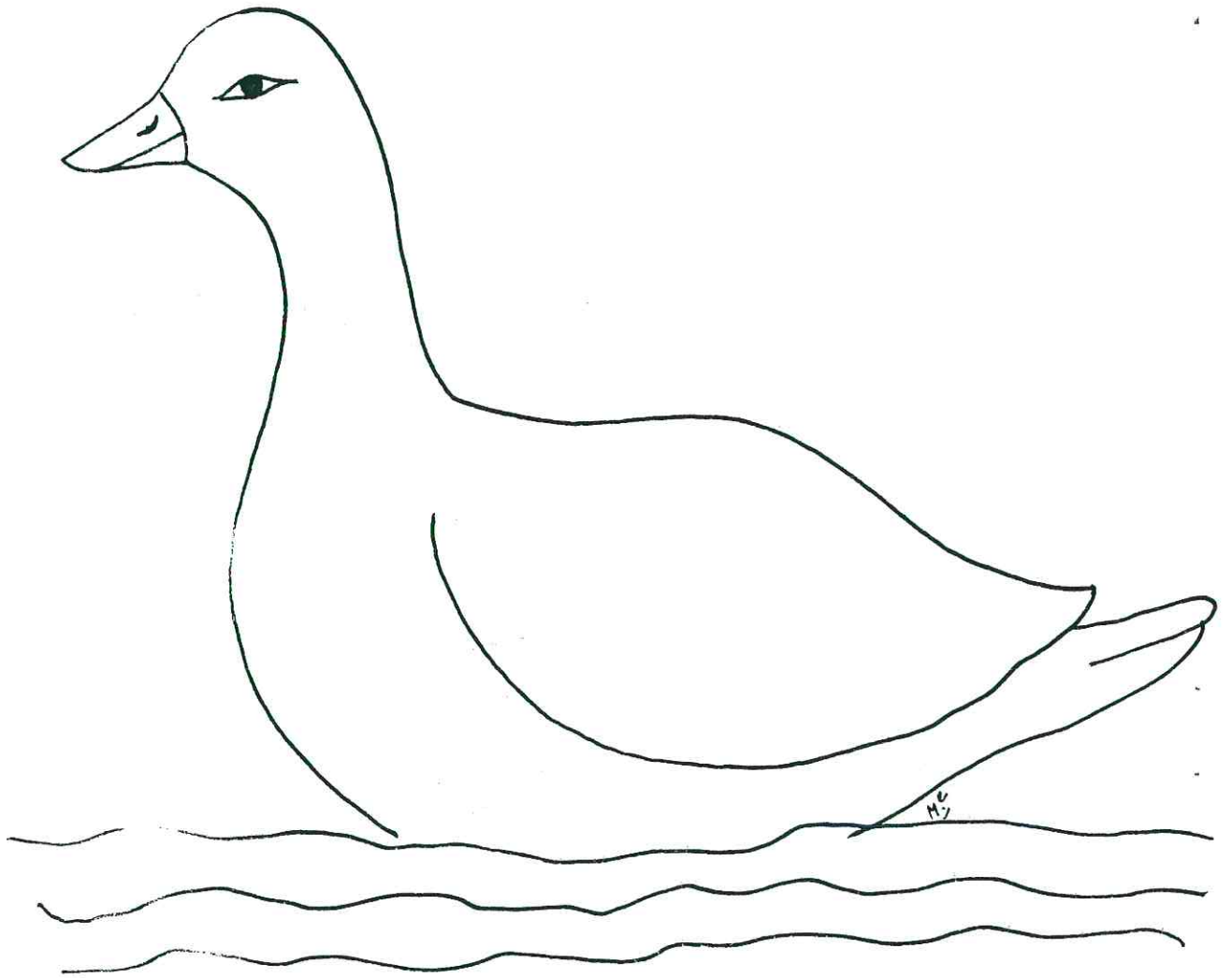


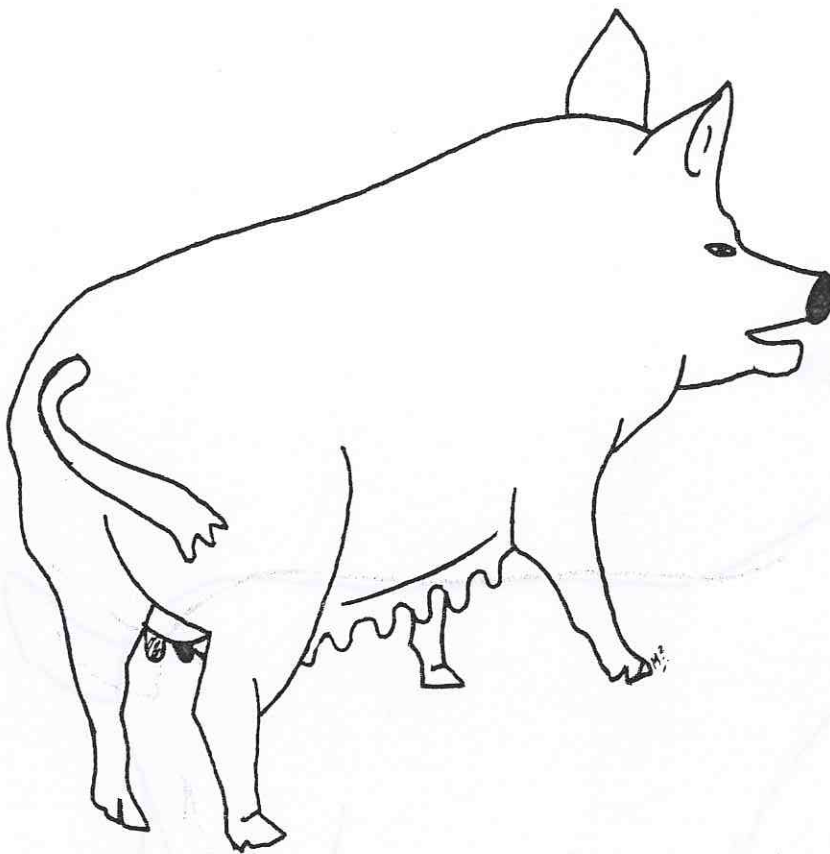




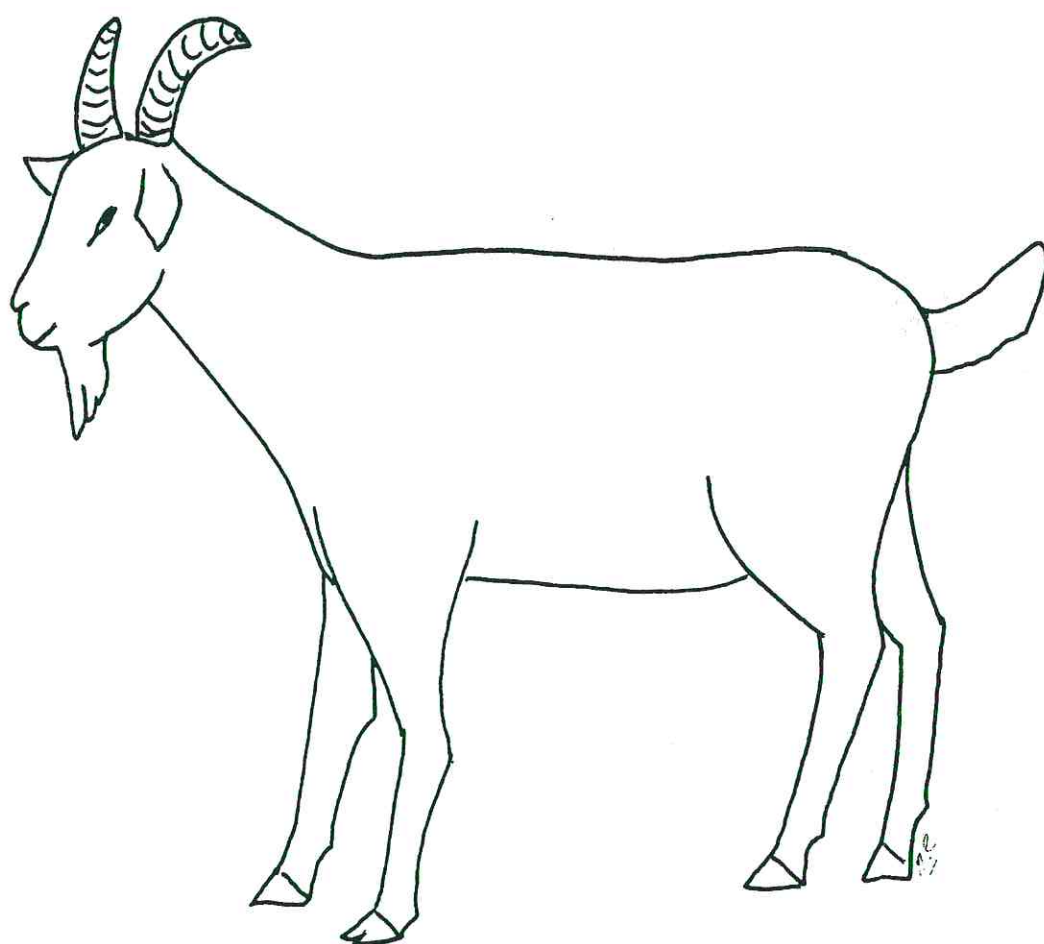


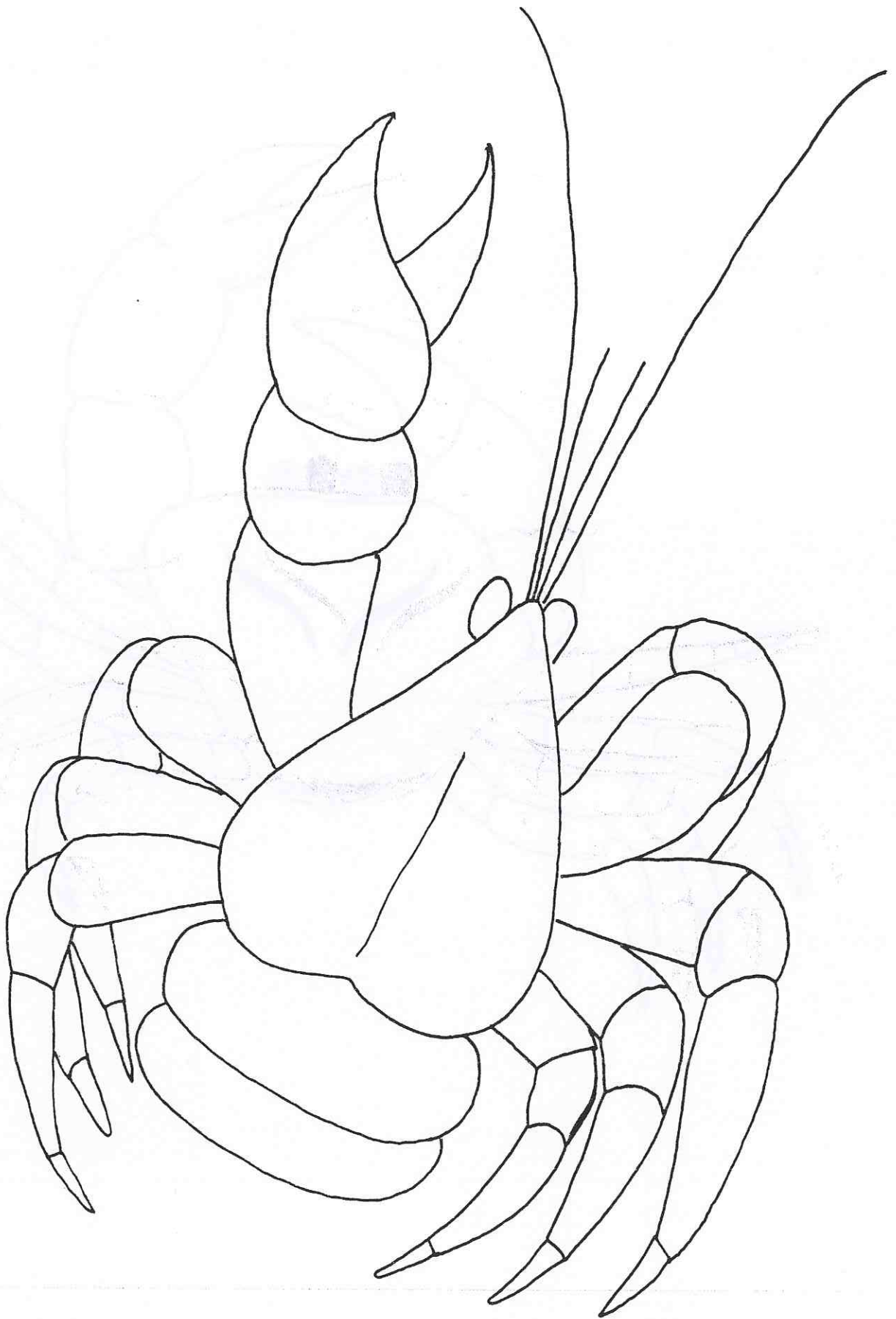


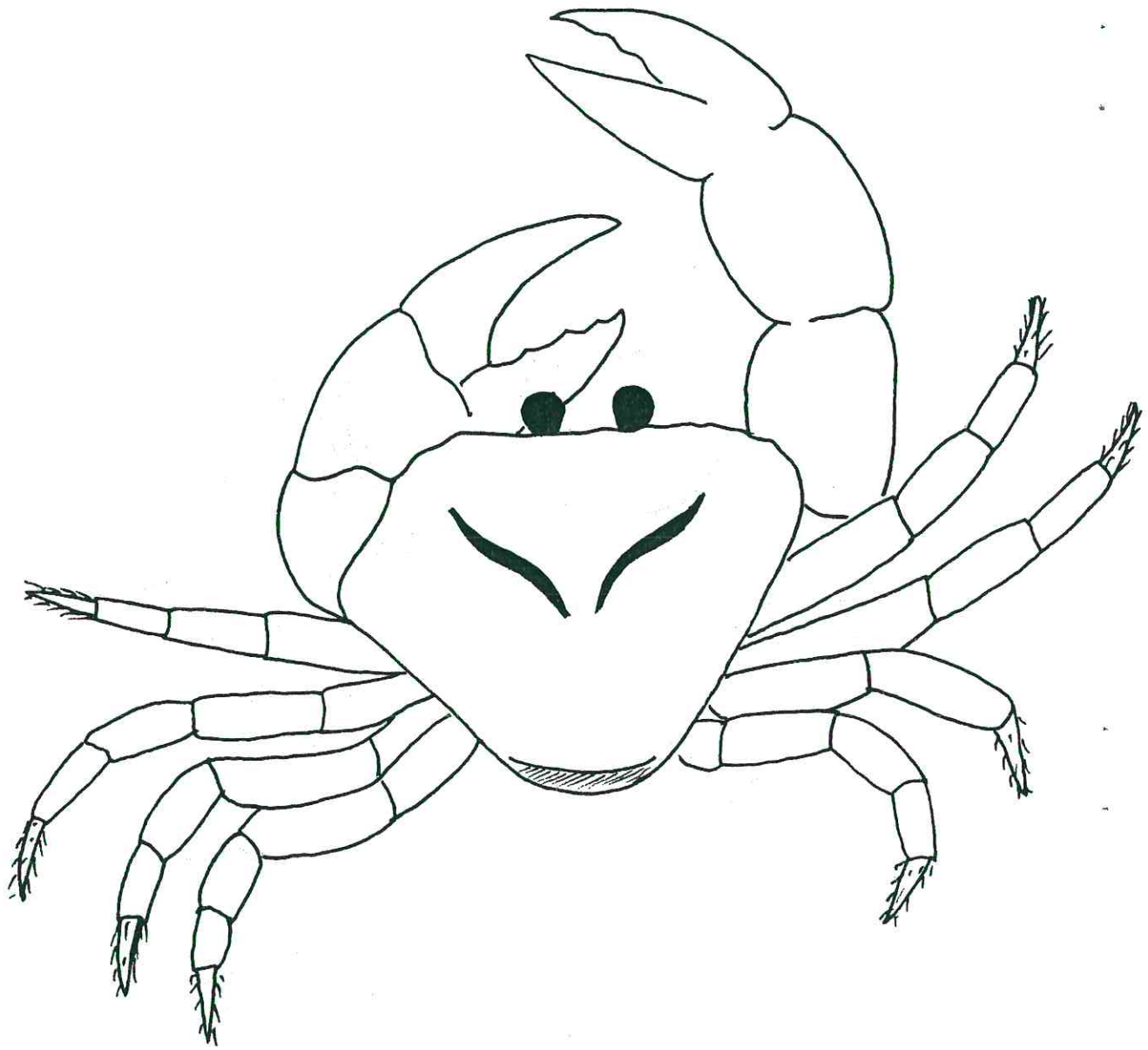




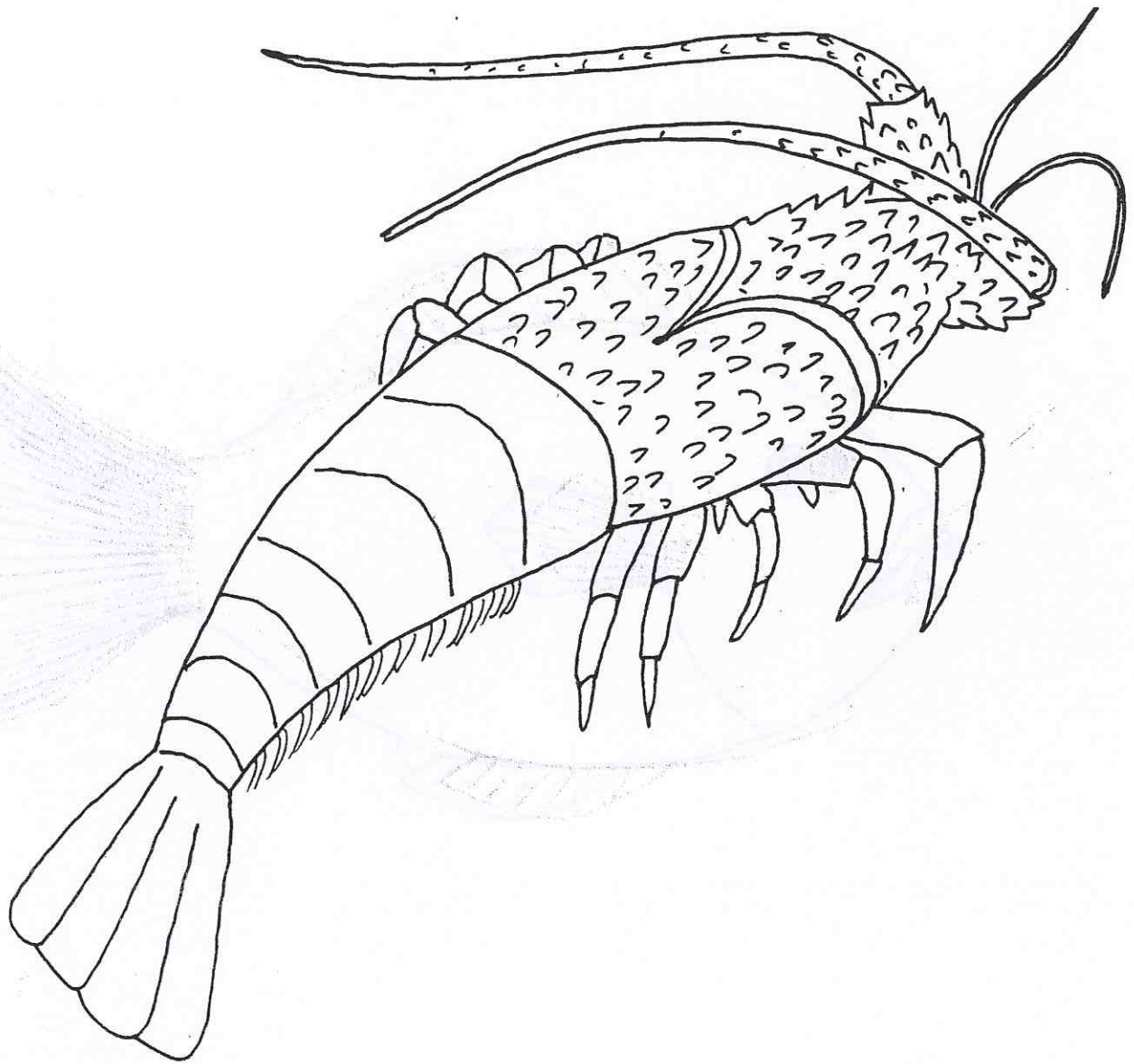


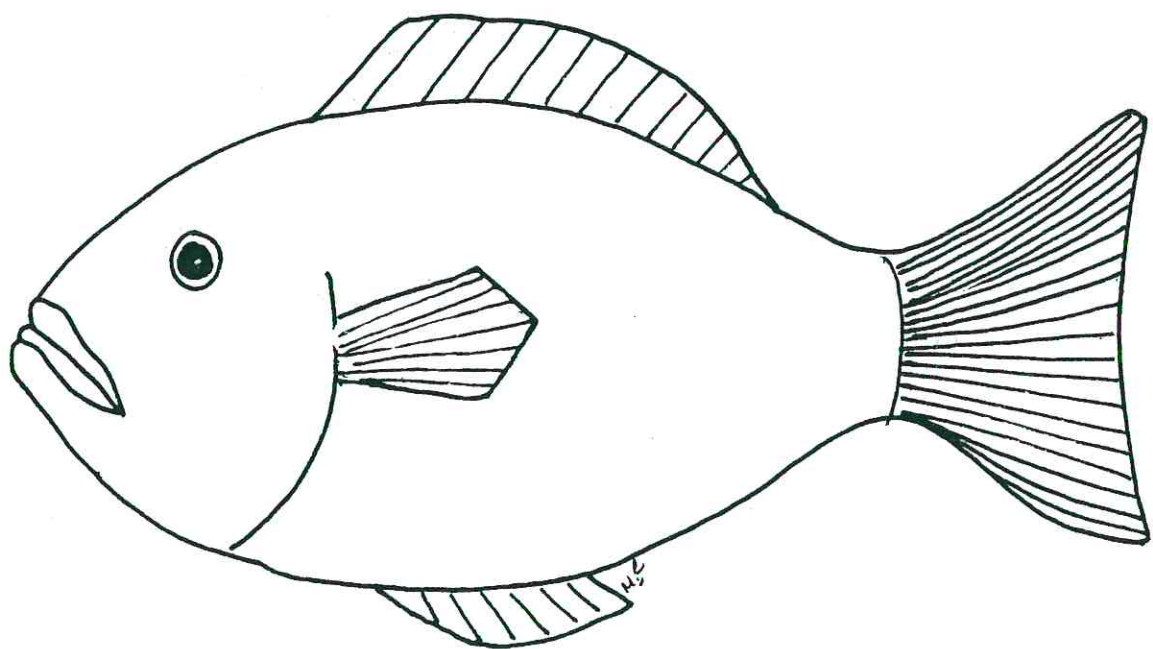


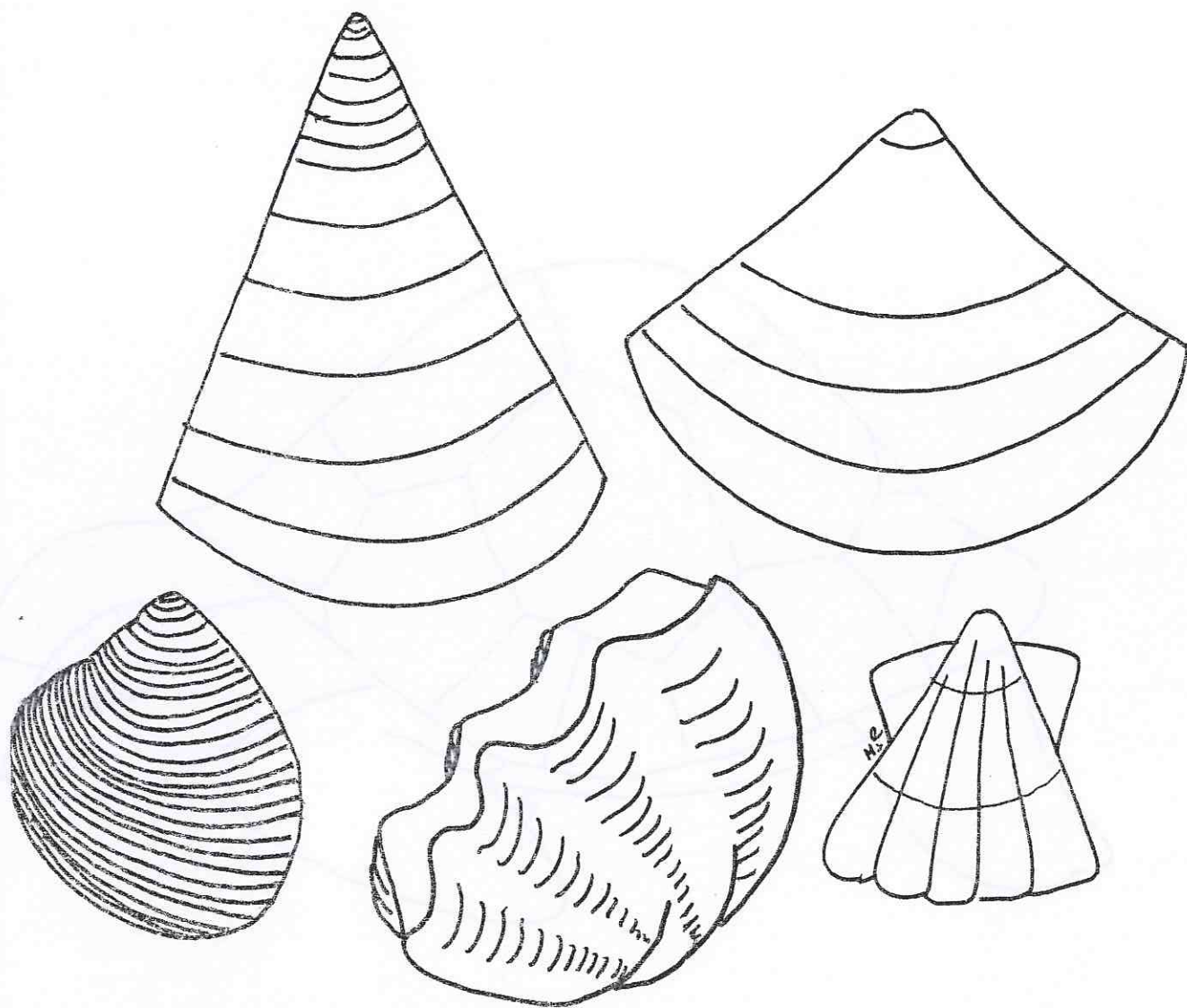




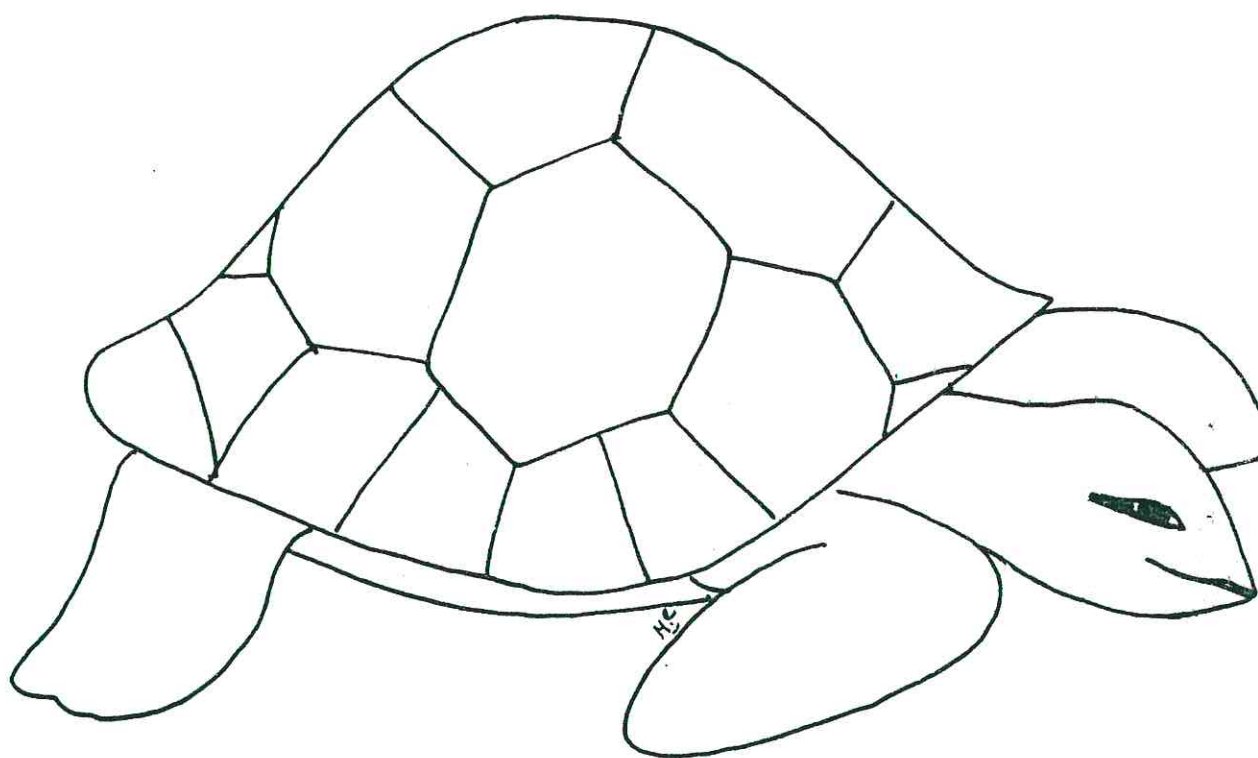


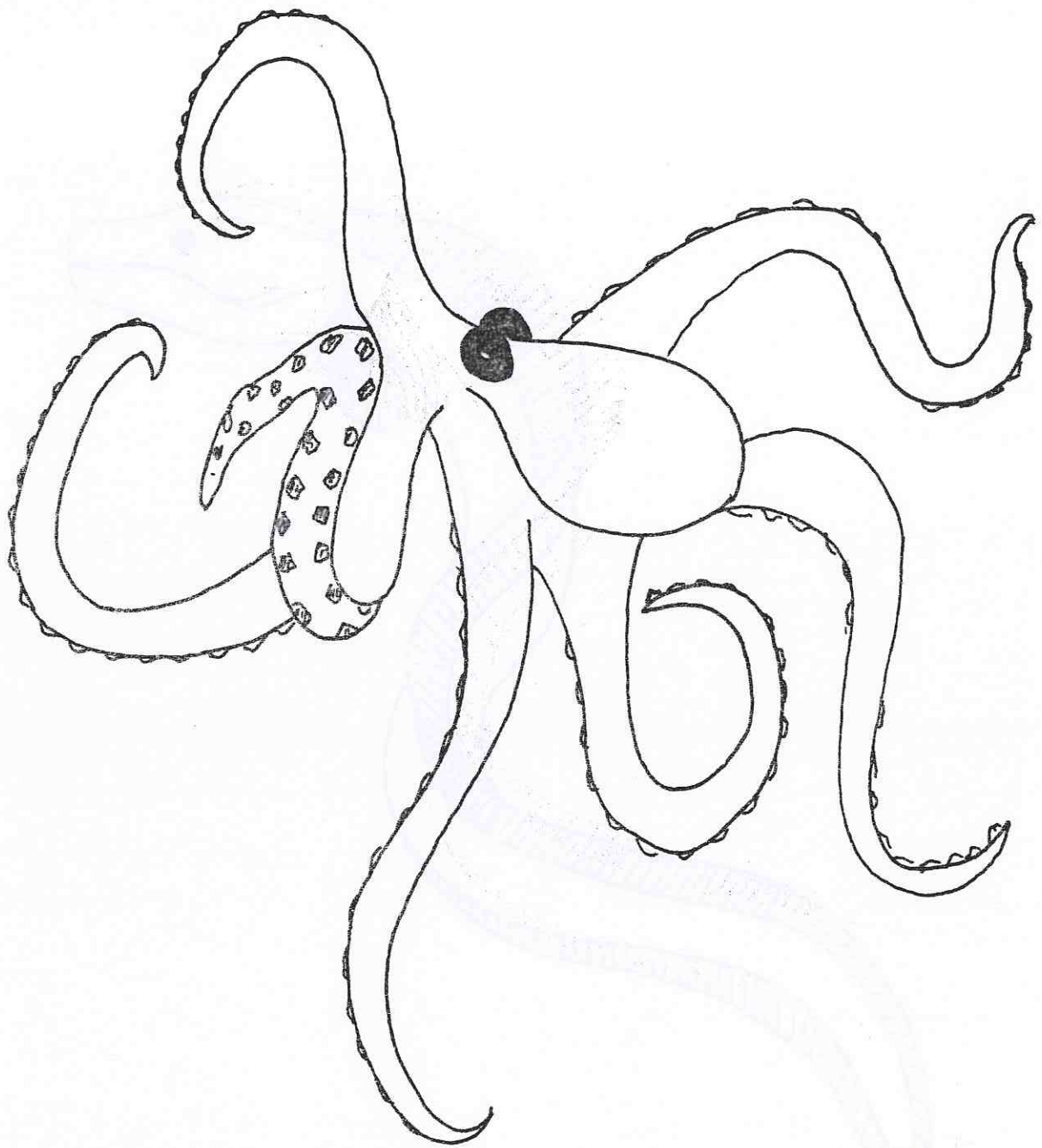


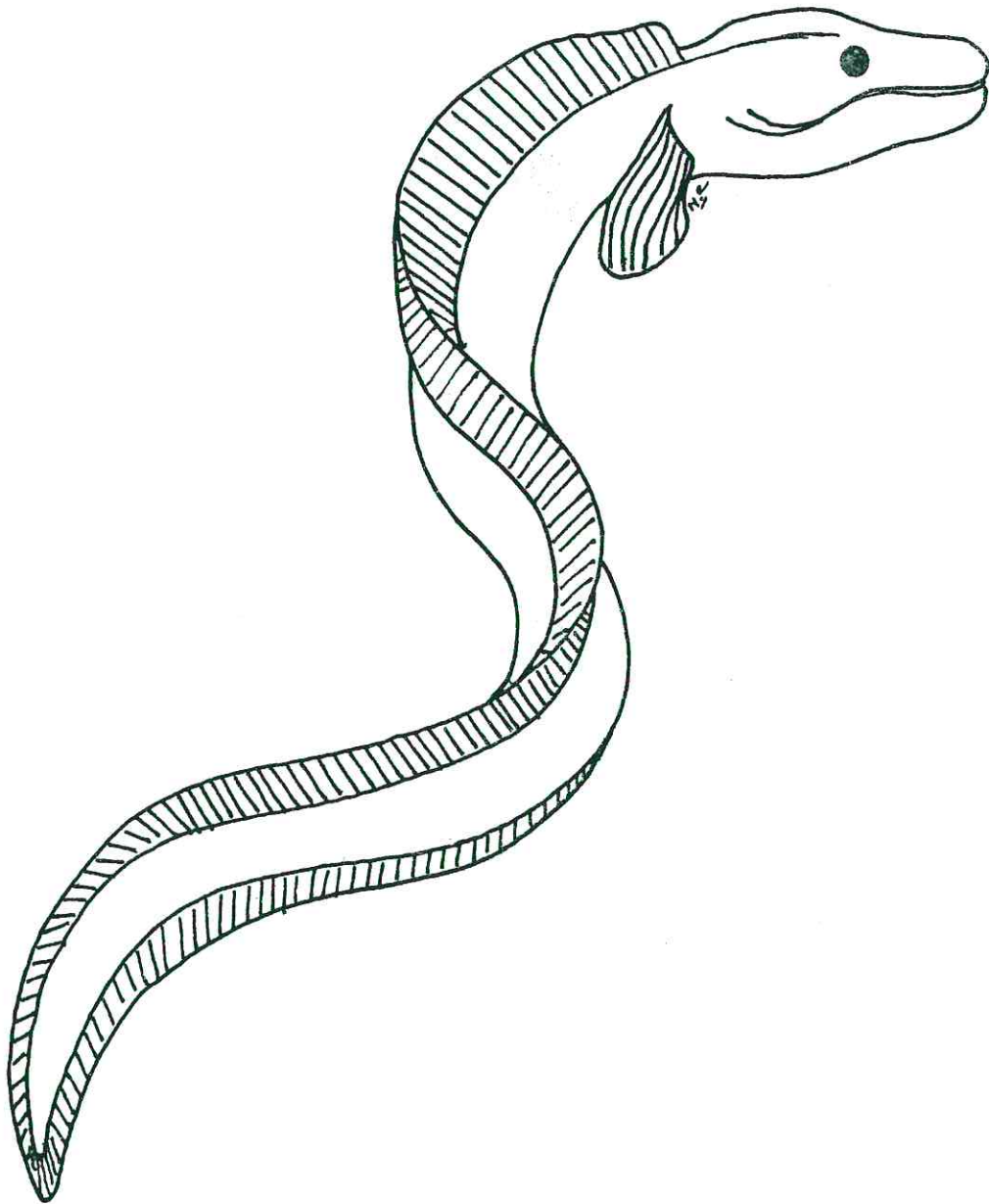




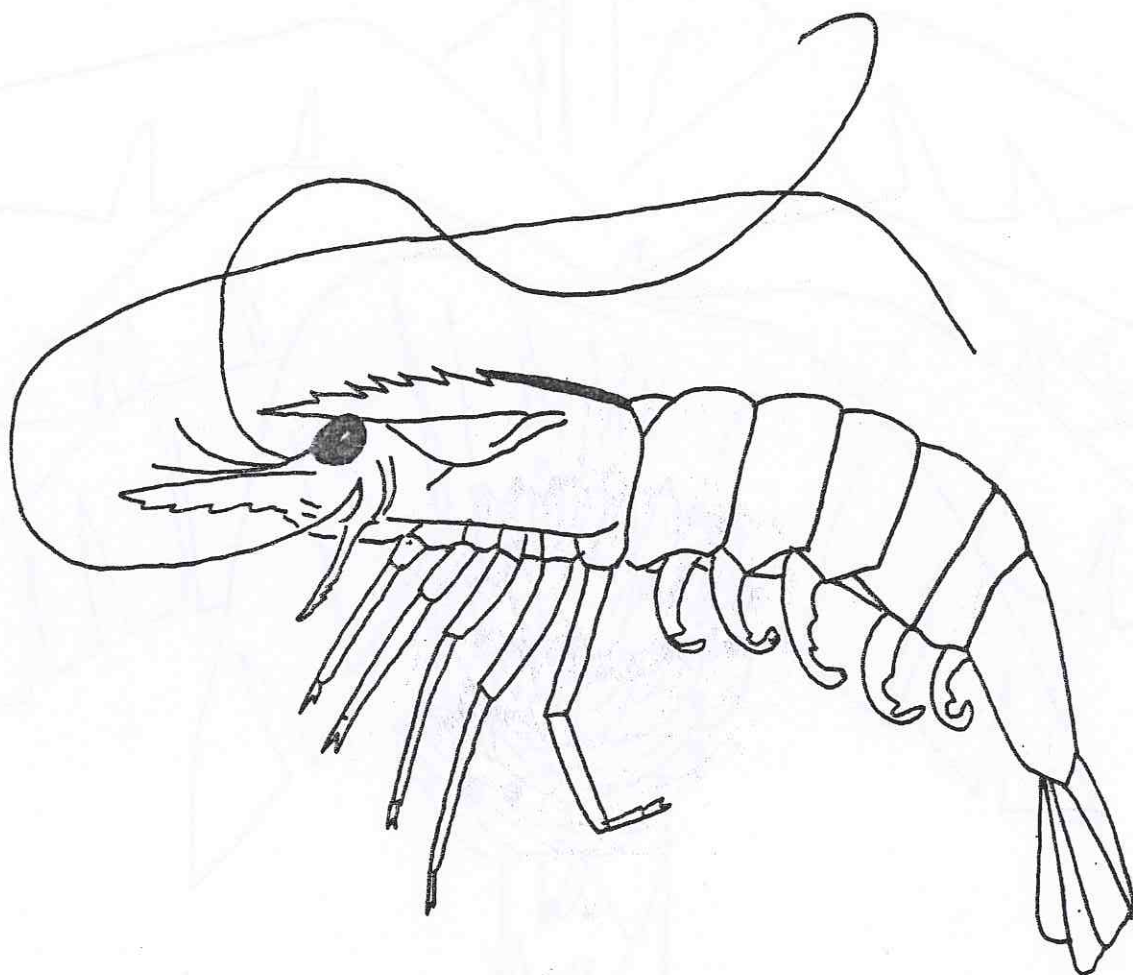












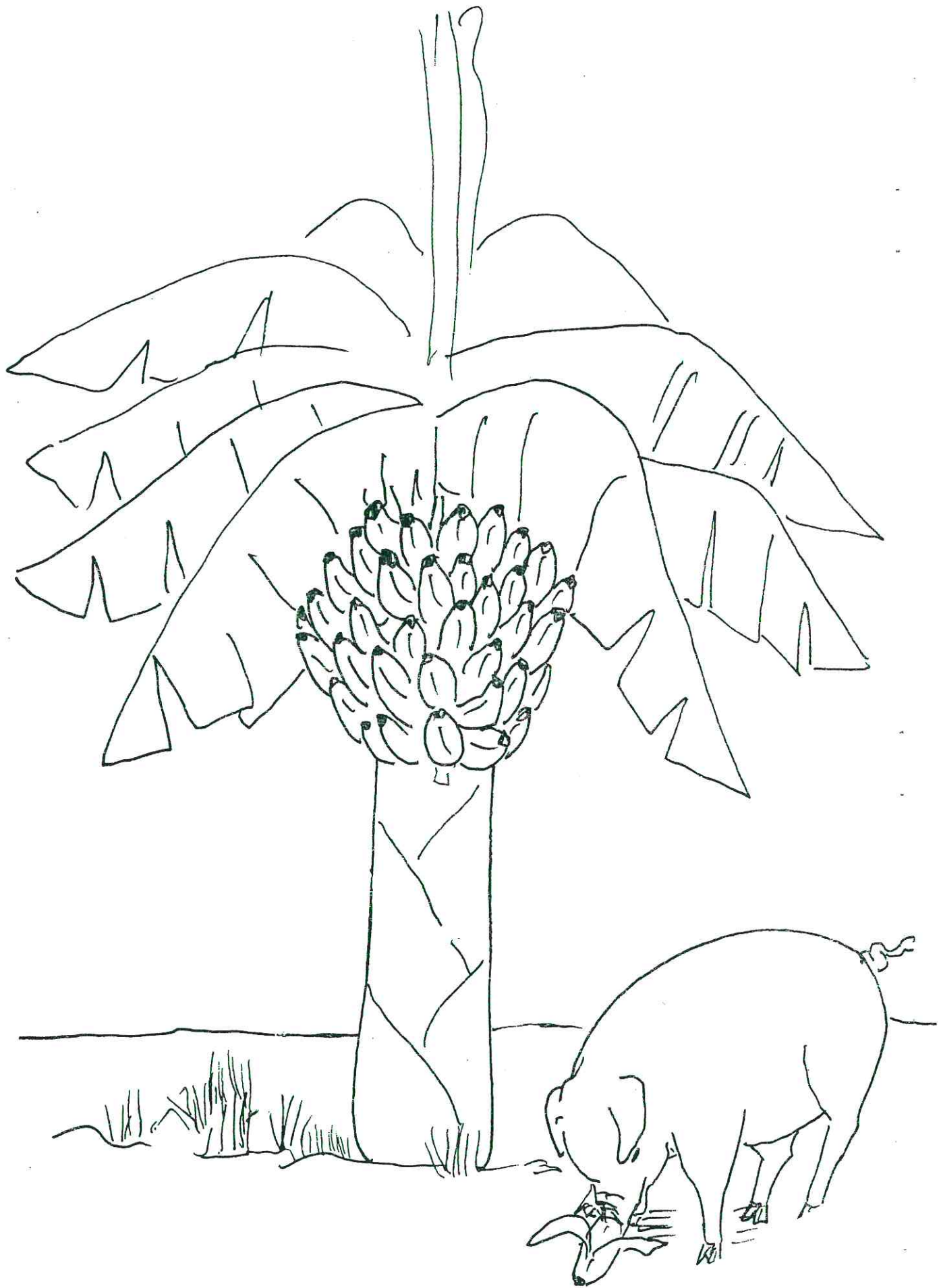


OUR FOOD - CLASSIFICATION -

Lesson 2. - Differences between plants and animals.

This is a pig sleeping and a banana tree. One banana falls to the ground.





Lesson 2. - Differences between plants and animals.

The pig comes to eat the banana. What does the pig do that the tree cannot do?

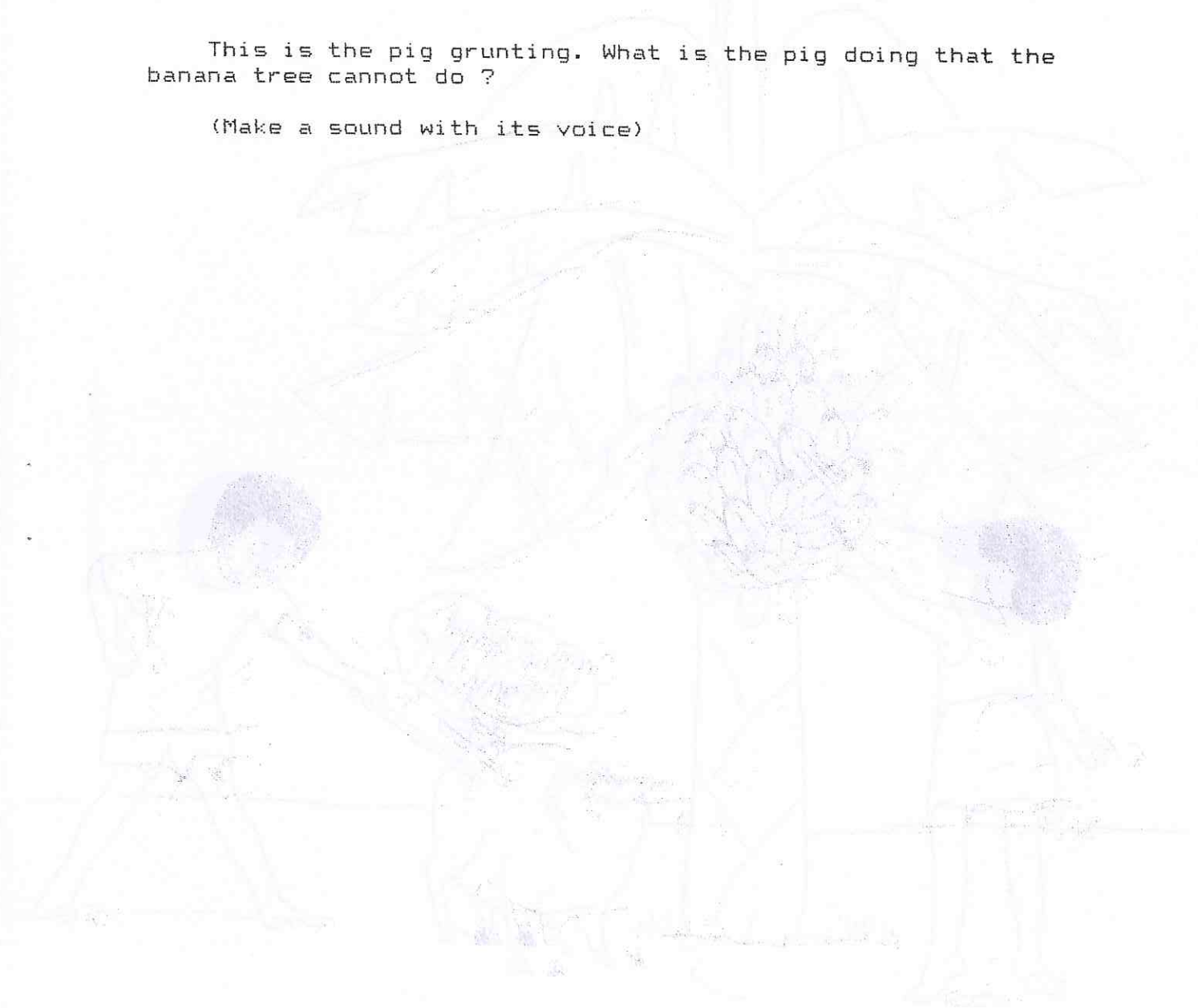
(Walk, pick up the banana, eat the banana)



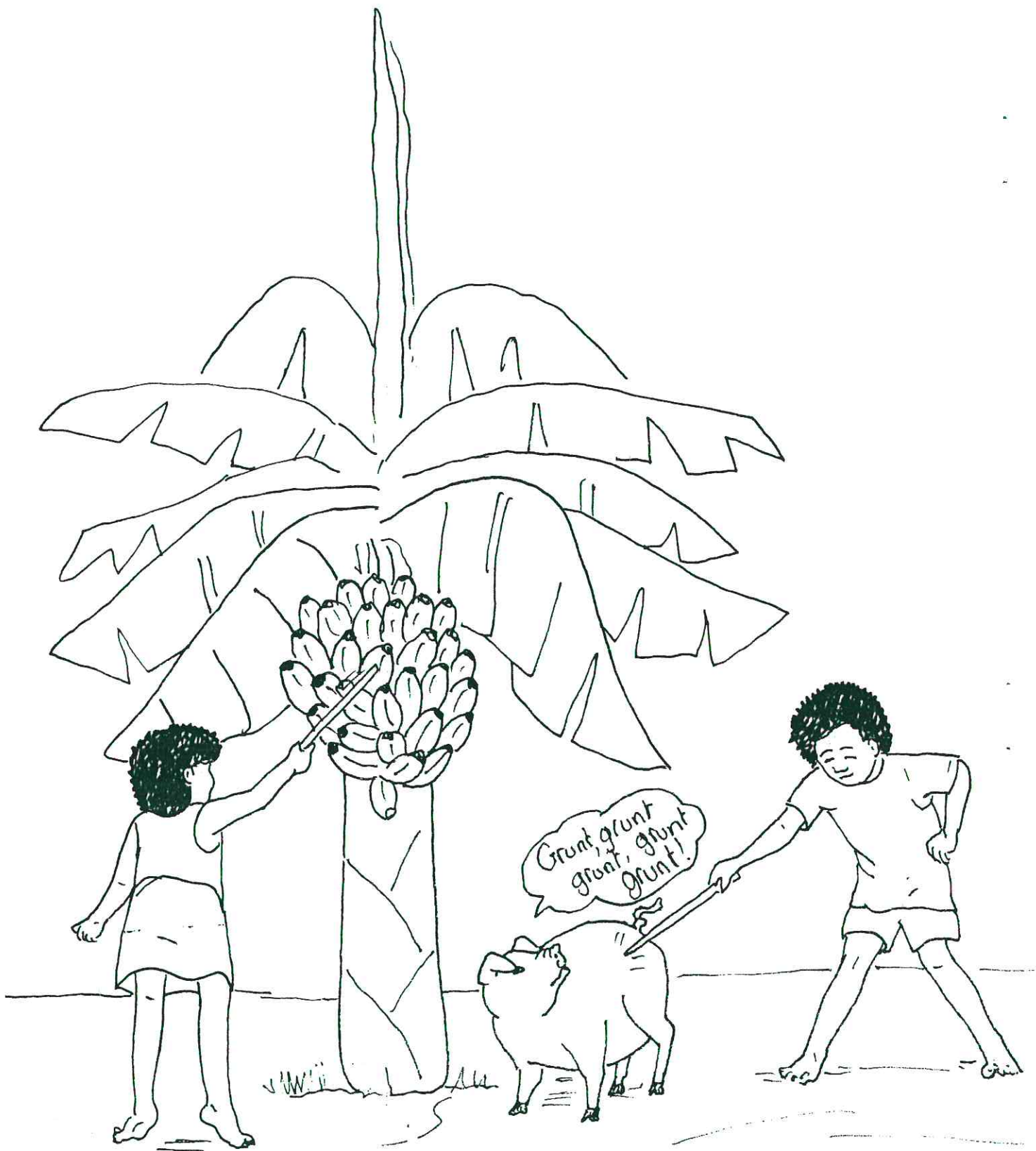
Lesson 2. - Differences between plants and animals.

This is the pig grunting. What is the pig doing that the banana tree cannot do ?

(Make a sound with its voice)







Lesson 2. - Differences between plants and animals.

This is a boy poking the pig with a stick. This is a girl  
poking the banana tree with a stick.

What can the pig do that the banana tree cannot do ?

(Jump, run away and grunt because it feels pain)







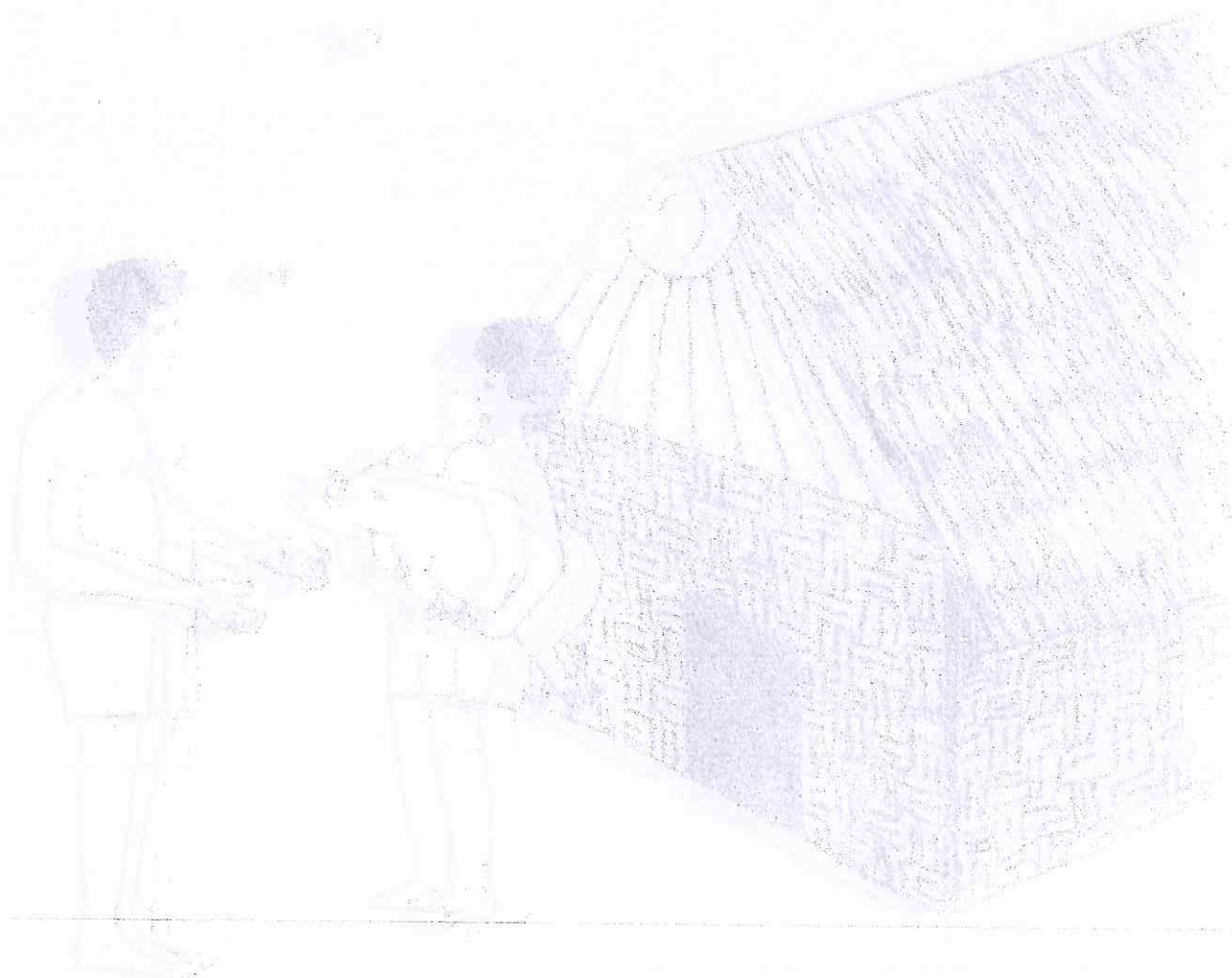
YEAR 2

OUR FOOD - CLASSIFICATION -

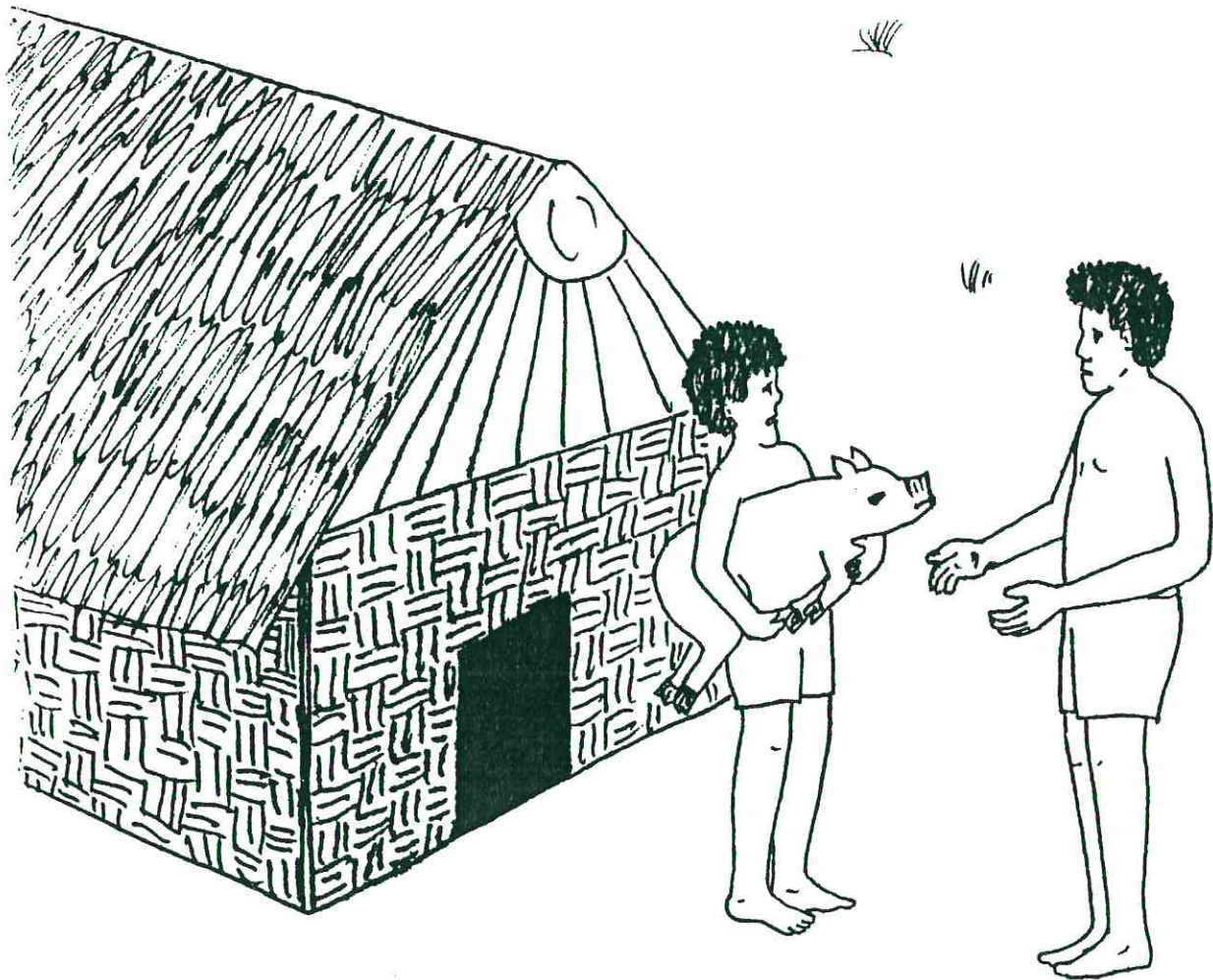
Story that goes with lesson 2.

- TARI AND HIS TWO PIGS -  
(custom story from AMBRYM)  
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- 1) Tari is a little boy whose parents are dead. Tari looks after two pigs for his family. He lives in a very large village with a lot of other people.







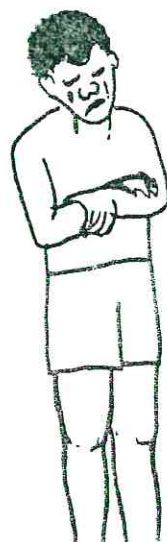
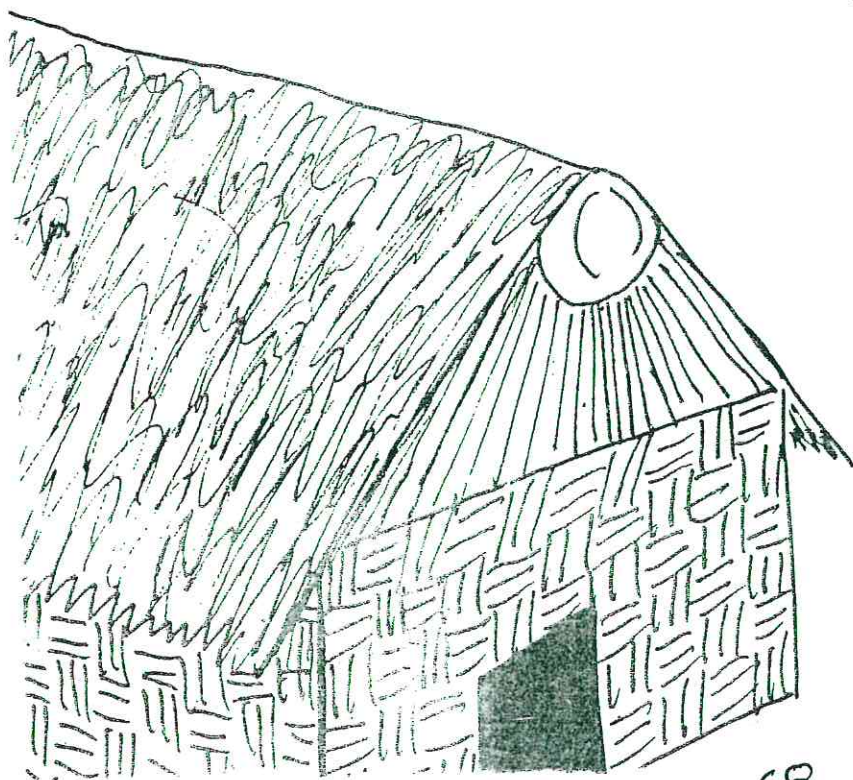
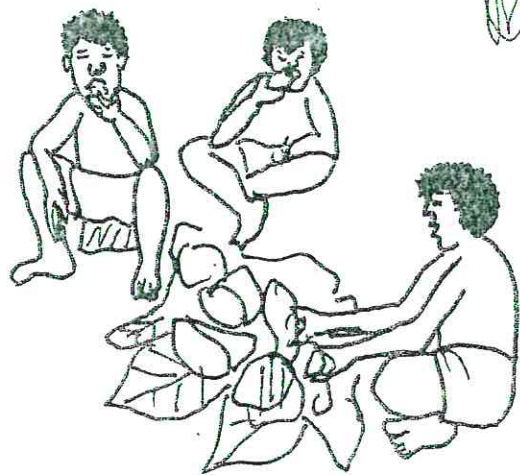
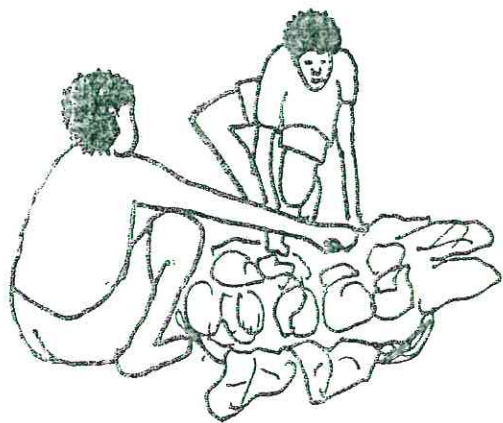
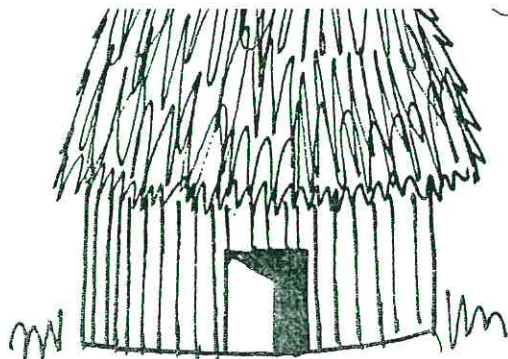
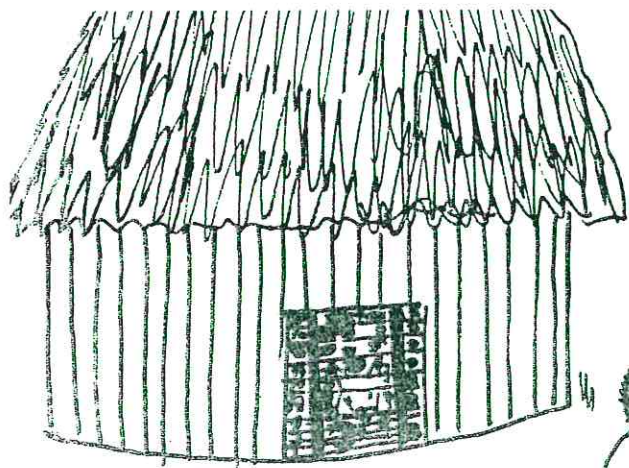
2) One day, the people are getting ready for a big feast. They want Tari's pigs. He gives them one which they took and killed. But they are greedy and want the second pig. Tari refuses to give it to them.





3) The village people still want the pig, so they trick Tari. They get him to carry some water for them. They give him a big bamboo to carry the water in. Tari does not know there is a hole in the bamboo. All morning he carries water at the spring, but it is never full. Then, a crab comes along and tells Tari what is happening.





4) Tari runs home but he is too late. His pig is gone. Tari  
cries and cries and he goes looking for his pig.





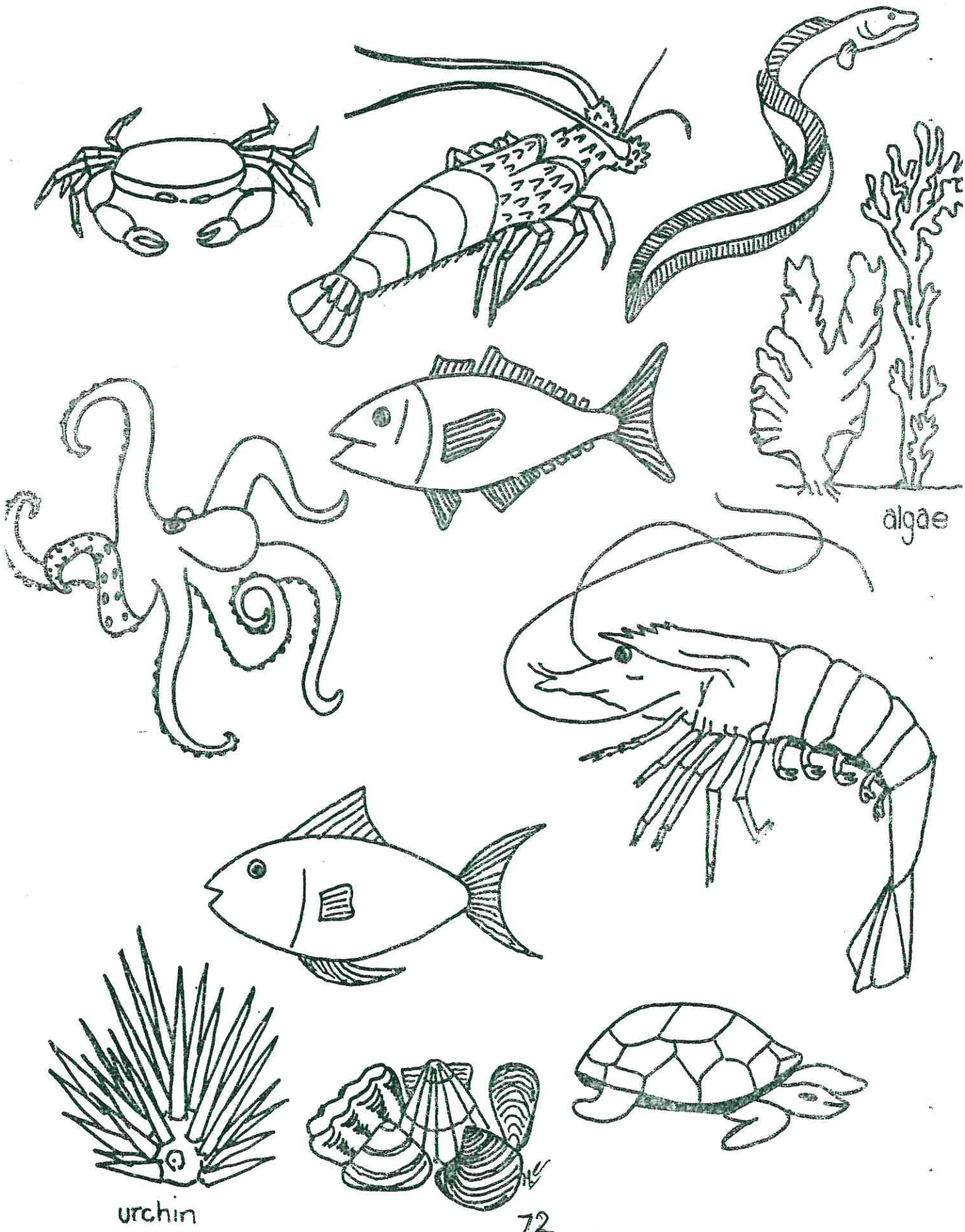


5) He climbs a cotton tree and calls "my pig, come back."  
Now the village people had hidden the pig in one of their  
houses. When the pig hears Tari's voice, it jumps and runs  
to the cotton tree. As it runs through the village, all the  
people who see it are turned to black stones. When it reaches  
the cotton tree, it turns into a stone. Tari too becomes a  
black stone, and you can see them all to this day.

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food from the sea



## YEAR 2 - OUR FOOD - CLASSIFICATION -

### Lesson 3. - Sea food

#### Objective :

To make children learn about different food from the sea, during a class expedition.

#### Teacher's notes :

If your school is a long way from the sea, it may not be possible to conduct this activity. You may like to visit a river instead. If not, discuss food from the sea in the classroom, using pictures.

#### Preparation :

Many older people in the community are experts on food that can be found in the ocean. Make arrangements for one or more persons who are known to be experts to guide students on a trip to the seashore or reef to look for food. Explain that children need to learn about the importance of the food available from the ocean around our islands. It is important that students learn how to identify and use these food. Tell the guide when you plan the trip and discuss where you will go. Make arrangements for transportation if needed. You may wish to invite some parents to go on the trip, to help look after the students.

#### Teacher's notes :

There are many important food that come from the sea. Many of these food are animal food and some are plant food. Examples of food to talk about and try to collect in this lesson are listed below. Some of the deep sea fish and animals will not be found during the trip to the seashore or reef, but can be discussed in the classroom. Use the pictures on pages 72 illustrate seafood not found on the fieldtrip.

Deep sea fish e.g. tuna, poulet	animal
Reef fish e.g. parrot fish	animal
Sea urchins	animal
Shellfish/clams	animal
Prawns/shrimps	animal
Lobster	animal
Sea crab	animal
Turtle	animal
Eels	animal
Seaweeds	plants



Method :  
-----

- 1) Explain the importance of the food we can gather from the ocean to students. These food are fresh foods. They are good to eat and keep us healthy.
  - 2) Tell the students that they are going on an expedition with one or more experts from the community to see how many foods can be found. They should have great respect for the older people in our community who are experts in this area. On the trip, they should be very well behaved to show how much they appreciate this knowledge.
  - 3) Explain the rules you wish the students to follow on the trip, and give any required notification to your school principal and parents of the students.
  - 4) Go on the trip, following the plans you have made. Have the the students taste some of the food on the trip, if they can be eaten raw. Be sure the students follow the instructions of the expert guide, so that they do not eat anything that might make them sick.  
Bring samples of some of the food back to class. Some of these food could be cooked for tasting.
  - 5) Ask the students to thank their guide(s) for teaching them how to find these good foods.
  - 6) Back in the classroom,  
Ask the students to look at the samples they have collected.  
Ask them to name other food from the sea that they did not find.  
Ask them whether the seafood they have collected or named are plants or animals.
  - 7) Tell the story of the fish to finish the lesson (p.77).
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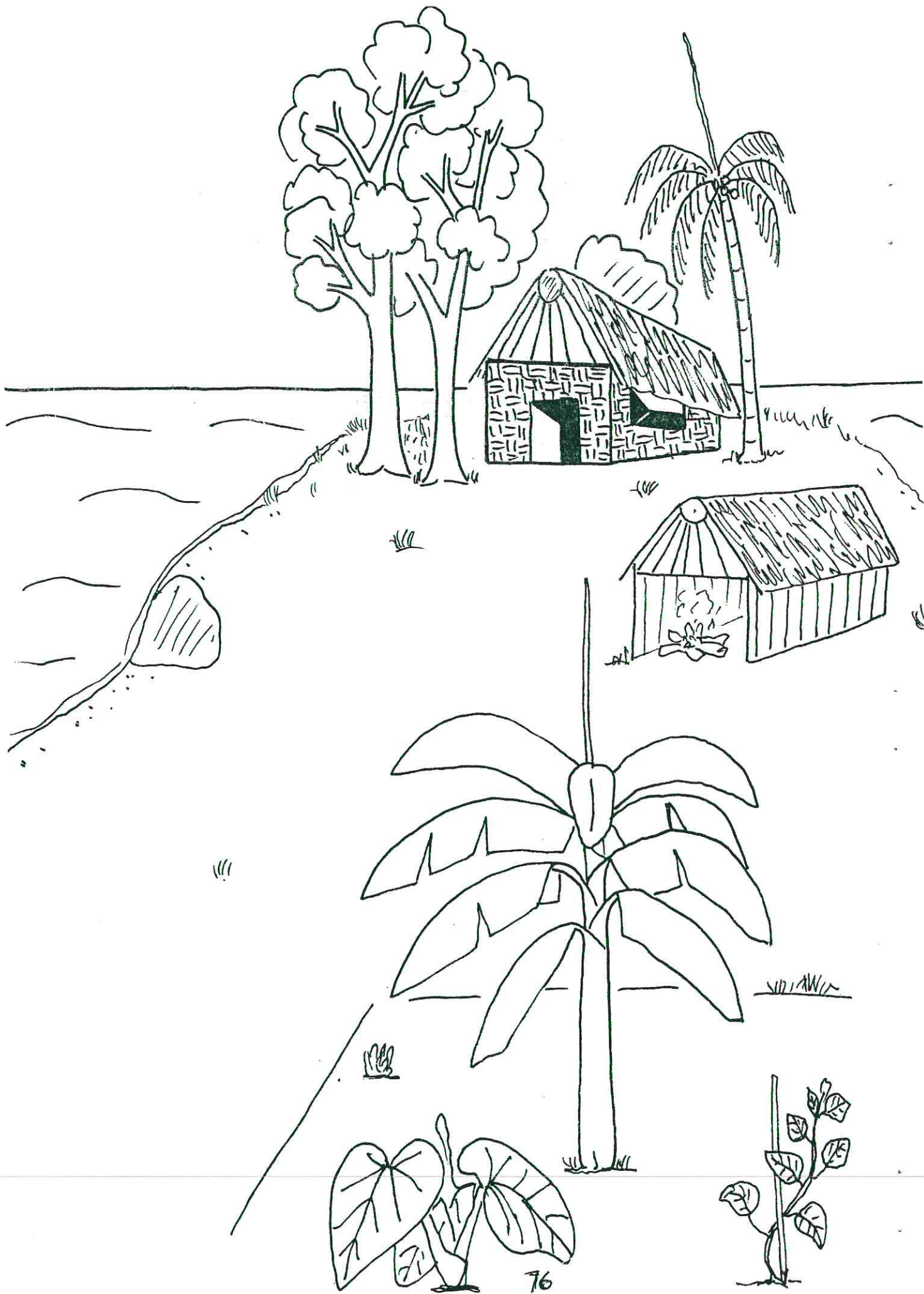
YEAR 2

OUR FOODS - CLASSIFICATION -

Story that goes with lesson 3.

- THE LITTLE FISH -  
(Custom story from Western Samoa)





YEAR 2

OUR FOODS - CLASSIFICATION -

Story that goes with lesson 3.

- THE LITTLE FISH -  
(Custom story from Western Samoa)

- 1) Natu and Mawi are two sisters. Their parents have died, and they live by themselves by the sea. They have their own garden and a house.

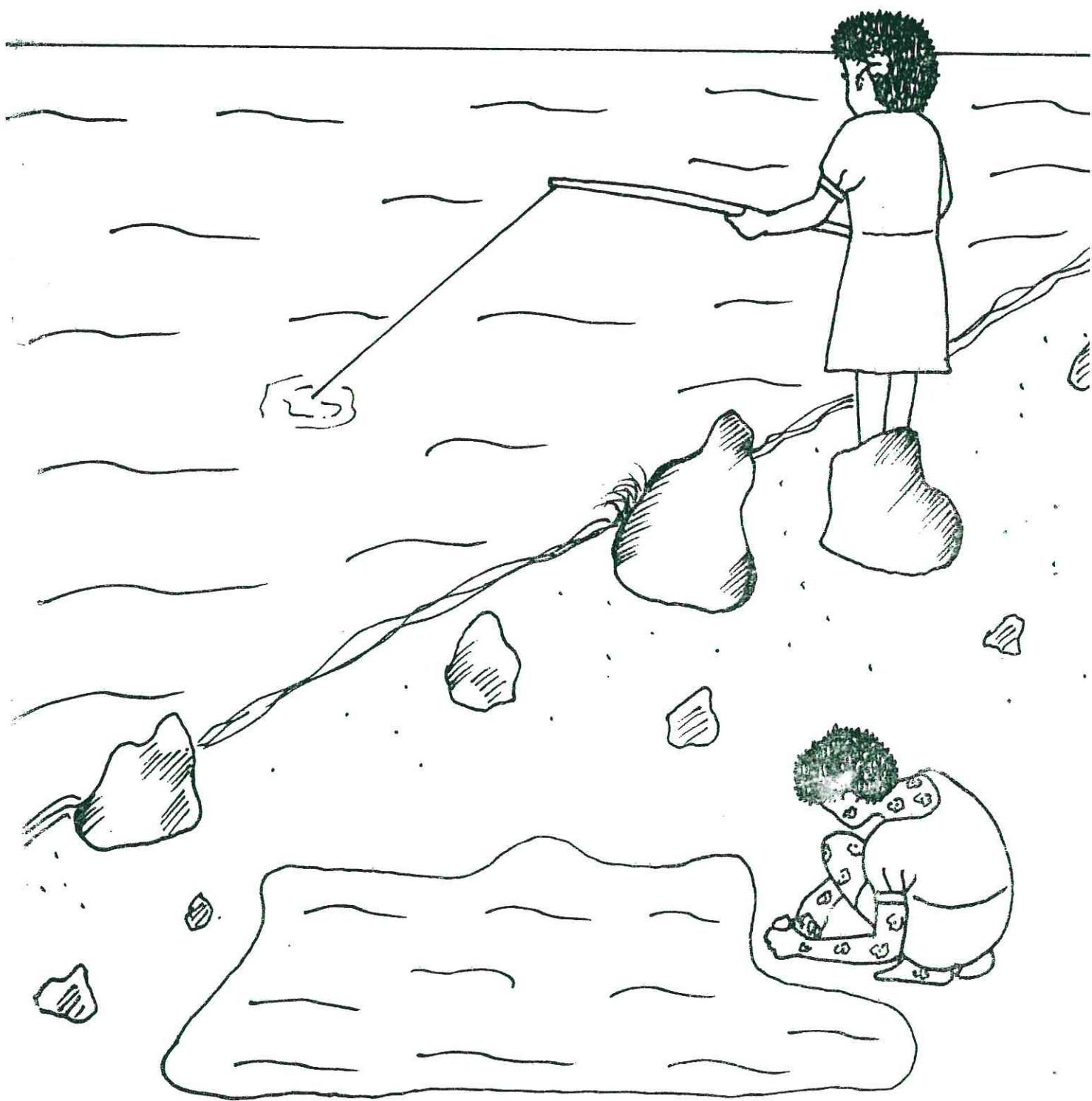






2) Natu is very pretty, but she is very proud.

- As for Mawi, she is covered with sores and does most of the work in the house and the garden. She always tries hard at everything she does.



3) One day, the two sisters decide to go fishing. They pack some laplap yam with island cabbage in a basket and took it with them. The tide is low and Natu goes fishing while Mawi sits by a pool, watching the fish. She is sad because she can't go out to catch fish like her sister Natu.



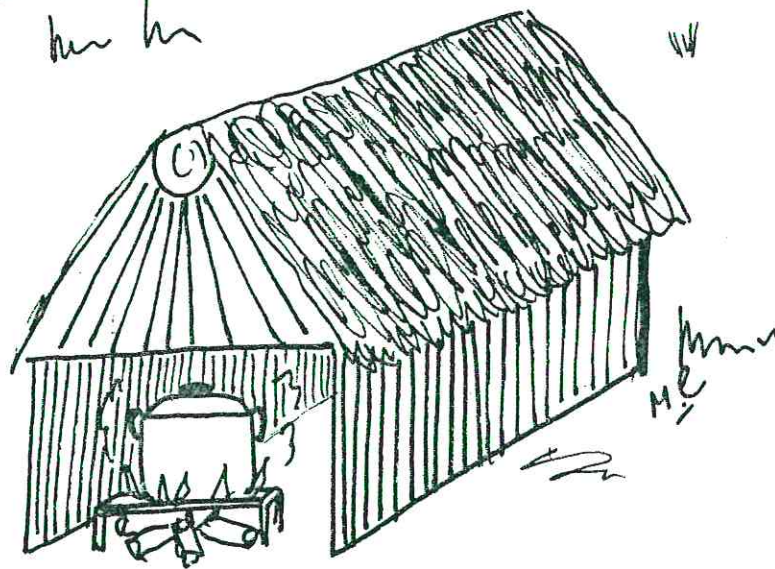




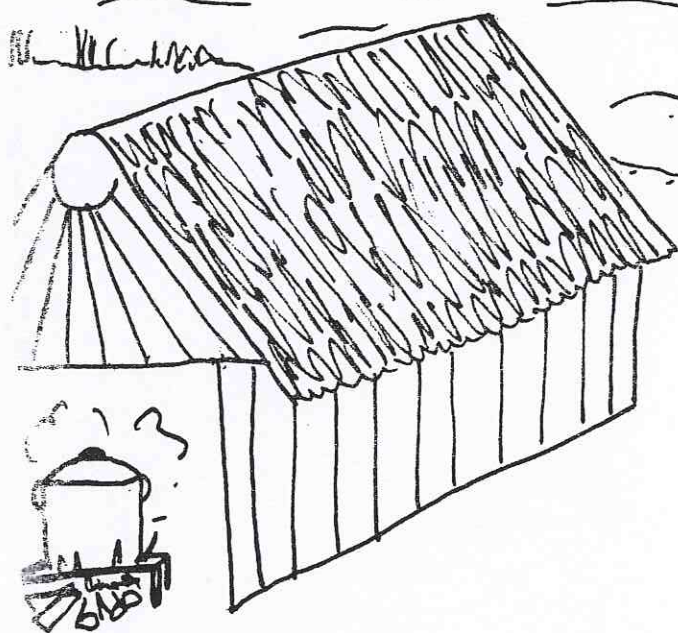
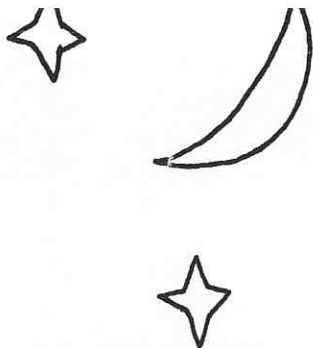
4) While Mawi sits looking at the pool, she sees a little blue fish and she starts to feed it. Every day she goes down at low tide and feed the little blue fish.



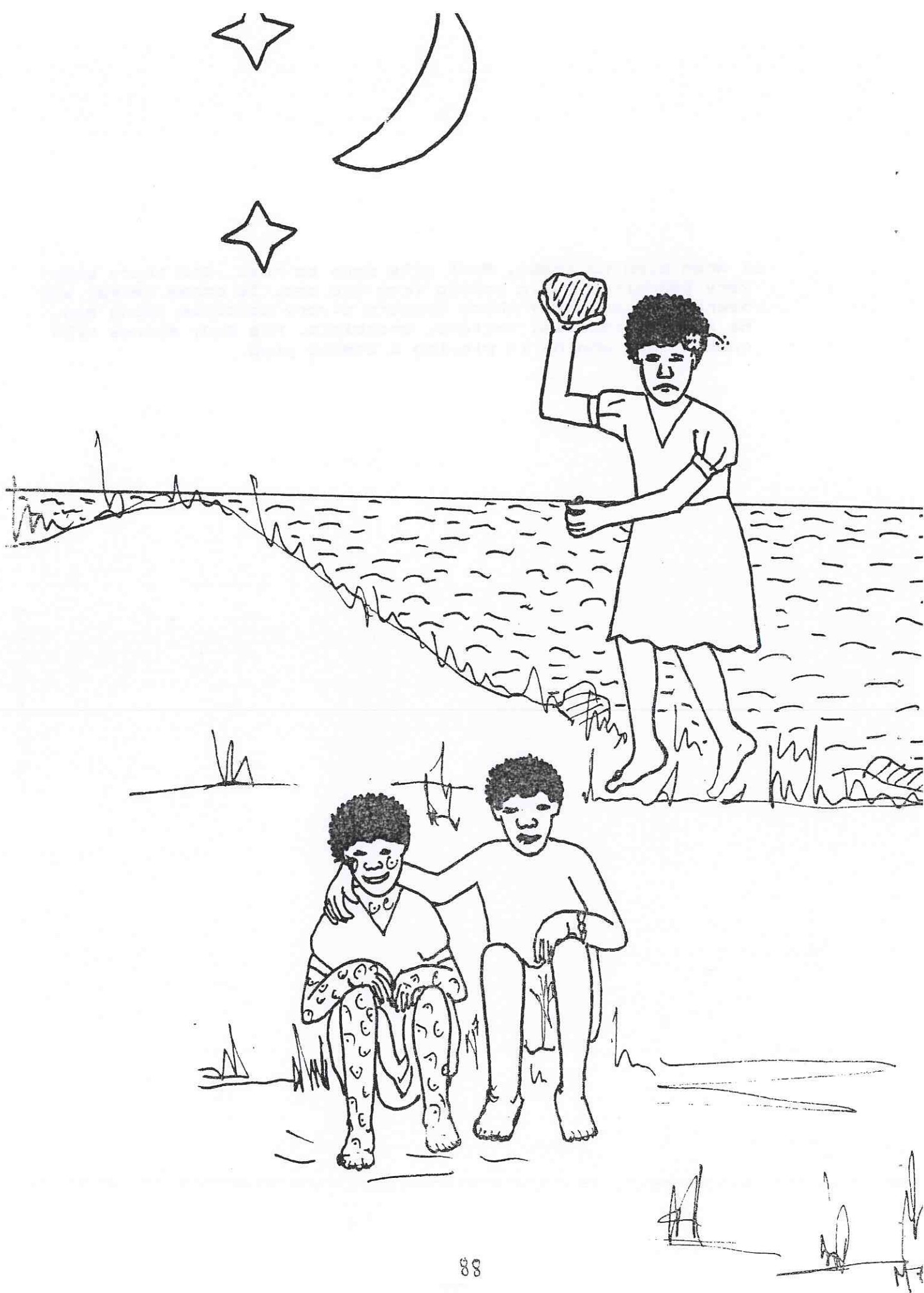
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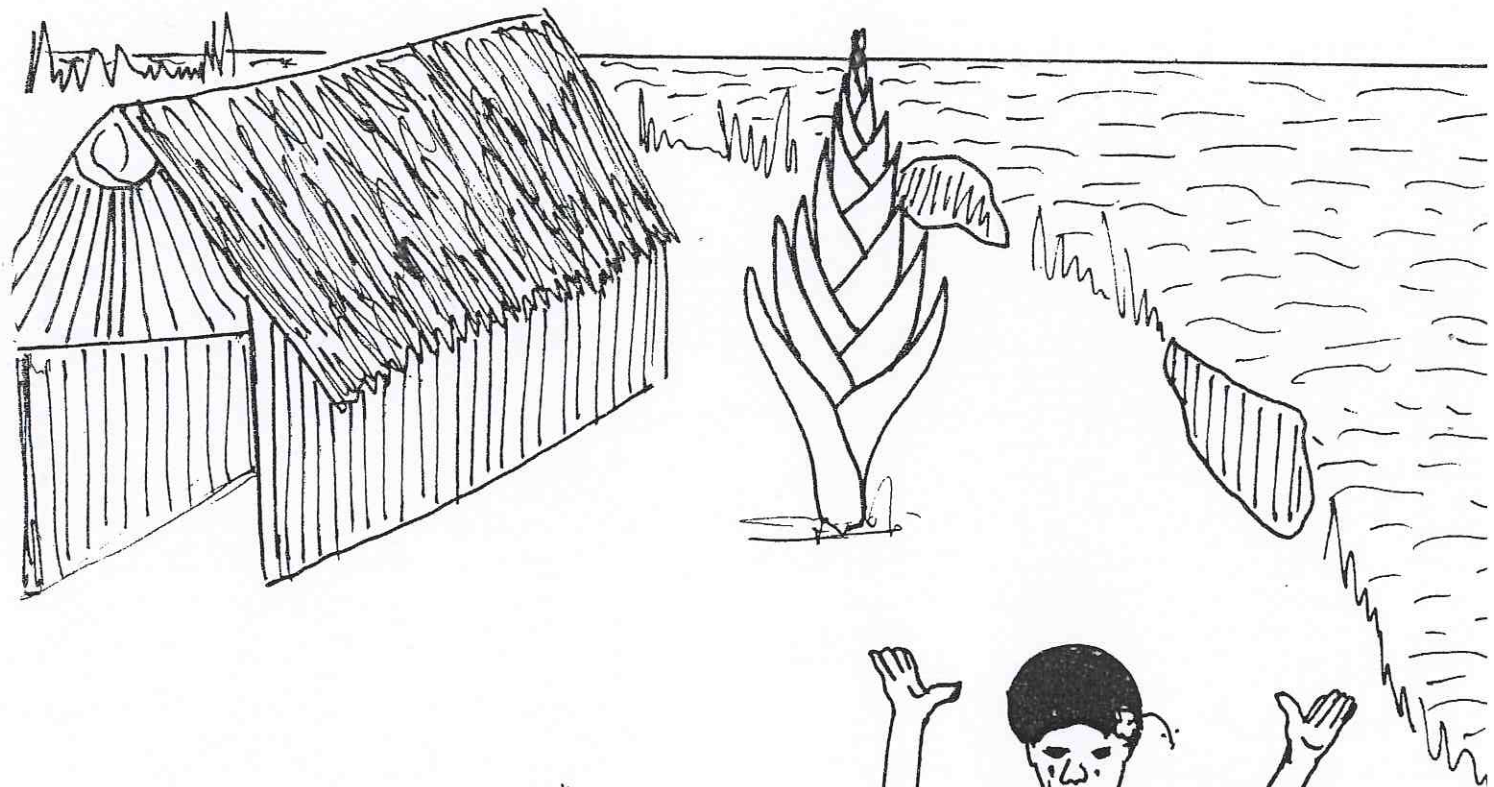
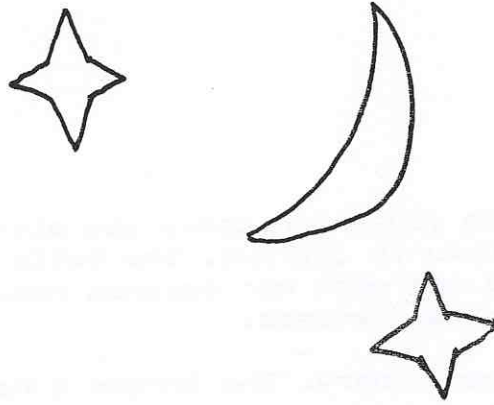


5) Mawi is feeling happier than before because of her new friend, the blue fish. One day, the blue fish tells Mawi that it is going to come and stay with her. Mawi says nothing to her proud sister Natu. She gets everything ready, she clears up around the house and cooks some delicious food.





6) When evening comes, Mawi sits down to rest. She hears some very beautiful music coming from the sea. It comes nearer and nearer and suddenly there appears a very handsome young man. He wears necklaces, anklets, bracelets. His body shines with coconut oil and he is playing a bamboo pipe.



7) The handsome young man comes and sits beside Mawi and immediately Natu is jealous. She tells the handsome young man to go and sit with her because Mawi has many sores, but the young man refuses.

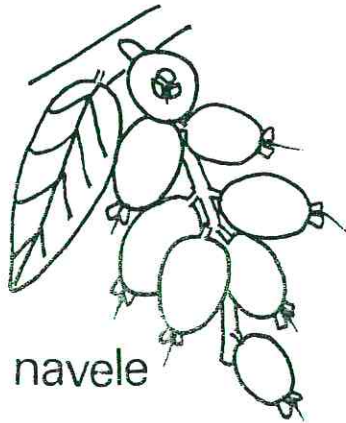
Natu gets very angry. She throws a heavy stone at Mawi and kills her.



8) When Natu takes another look at the young man, there is no sign of him. He has pulled a plant and disappeared underneath it. Natu is so sad that a few days later she dies of loneliness. The plant that the young man disappeared underneath is still there. A cutting from it will not grow anywhere else. The only place where it will thrive, is where the gentle Mawi once lived.

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# wild plant foods



navele

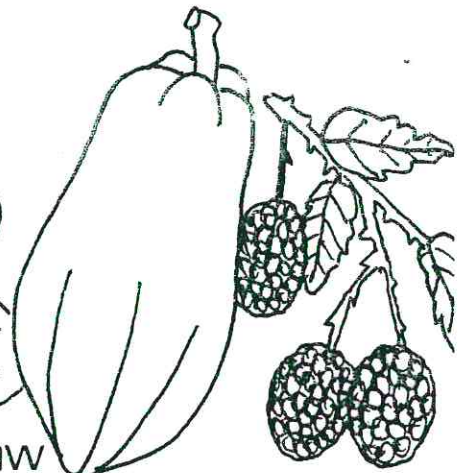


nangai

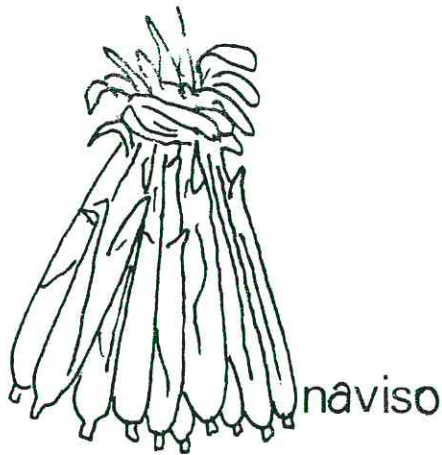


guava

pawpaw



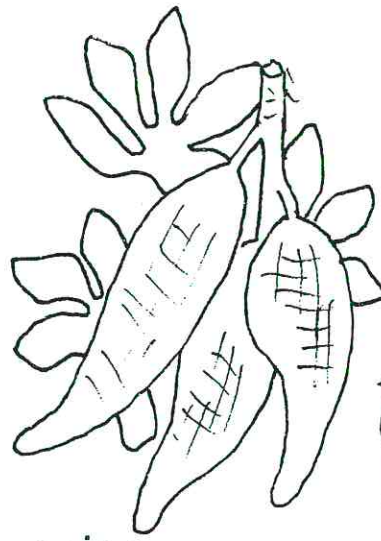
raspberry



naviso



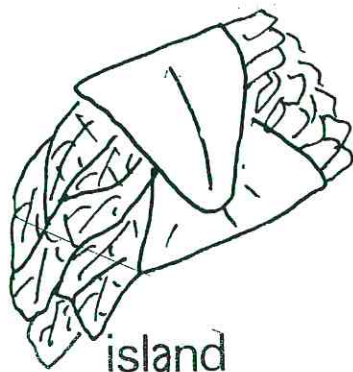
pumpkin



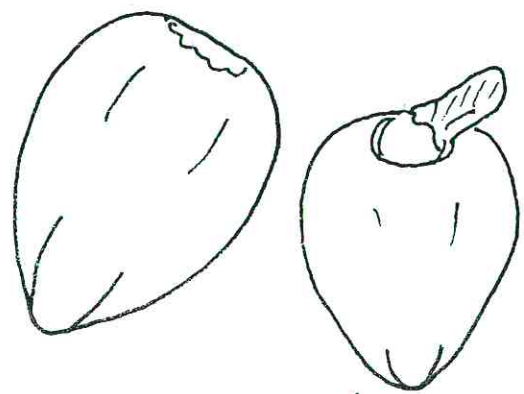
manioc



yam



island  
cabbages



green coconut

## OUR FOOD - CLASSIFICATION -

## Lesson 4. - Wild food.

## Objective :

-----  
To make children learn about more wild and bush food.

## Preparation :

-----  
Many older people in the community are experts on food that can be gathered from the land. Make arrangements for one or more people who are known to be experts to guide students on a trip to look for food. Explain that children need to learn about the importance of the wild bush food available in Vanuatu. Tell the guide when you plan the trip and discuss where to go. Make arrangements for transportation, if needed. You may wish to invite some parents to go on the trip to help look after the students. If you feel that it is not possible to organise a trip, substitute classroom activities on this topic.

## Teacher's notes :

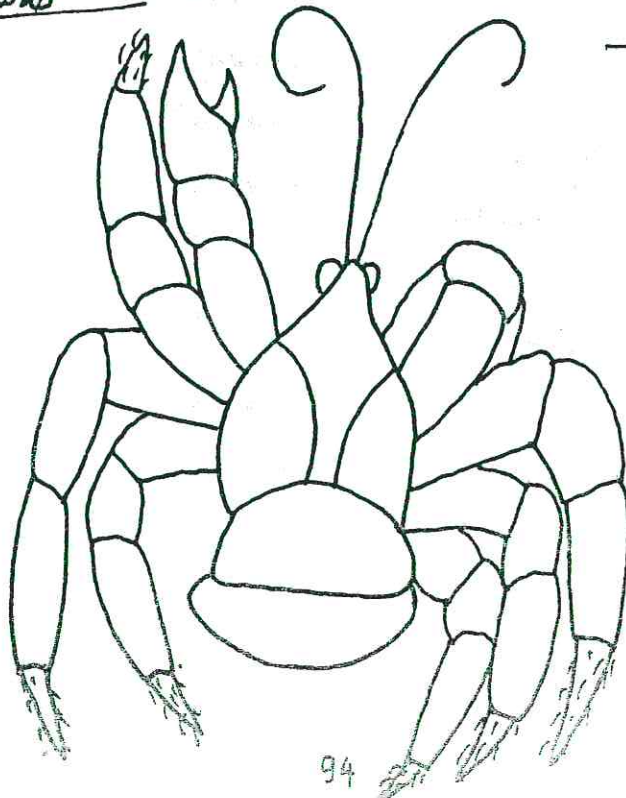
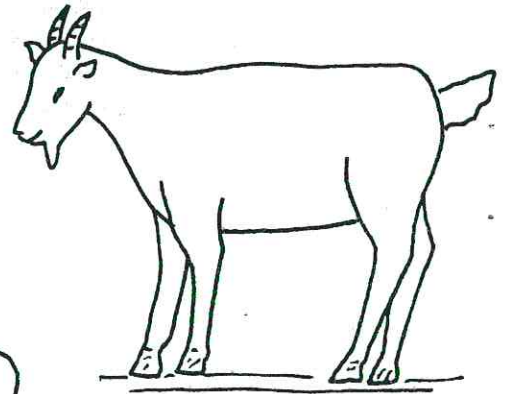
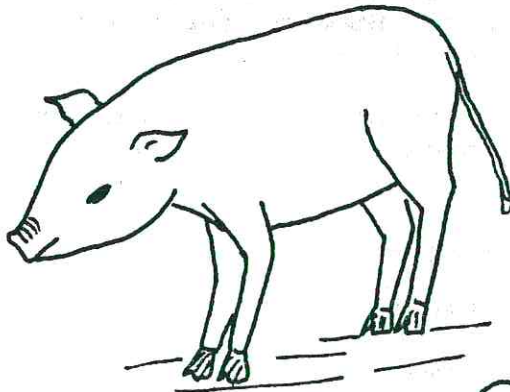
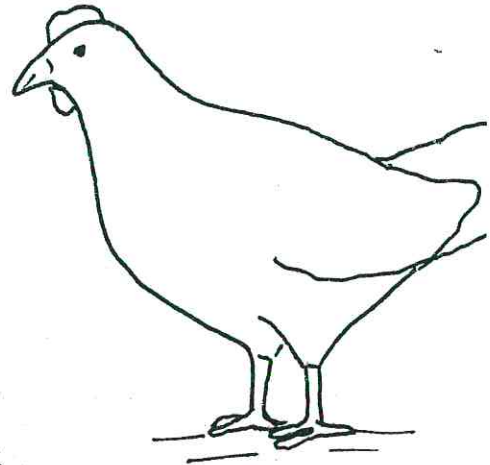
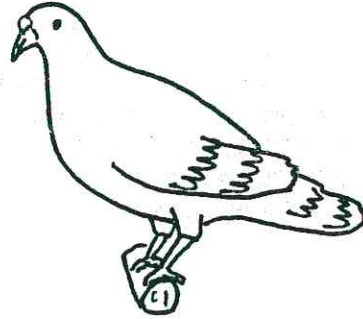
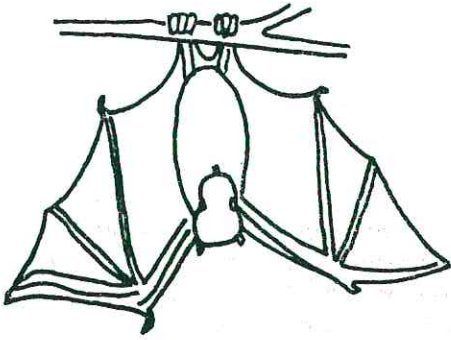
-----  
There are many important foods that grow wild and can be found in the bush. Some of these foods are animal food, and some are plant food. Some examples of food to talk about and to try to collect in this lesson are listed below. Some of the plants and animal may not be found during the trip to the bush, but can be discussed back in the classroom.

Use the pictures on pages 92, 94 of animal food from the bush and plant food from the bush to illustrate bush food not found in the field trip.

Flying fox	animal
Pig	animal
Pigeons/birds	animal
Grubs and insects	animal
Berries, wild fruits e.g. mulberry, raspberry, guava	plants
nakavika, mango, pawpaw, passionfruit, custard apple, banana	plants
Wild nuts e.g. nangae, navele, natavoa,	plants
Coconuts	plants
Wild ferns, edible leaves, cabbage,	plants



wild animal foods





Method :

---

- 1) Explain the importance of the food we can gather from the bush to the students. Good fruits and vegetables, animals, birds and insects can be found on our islands. These food are fresh food and help to keep us healthy.
  - 2) Tell the students that they are going on an expedition with one or more experts from the community to see how many foods can be found. They should have great respect for the older people in our community who are experts in this area. On the trip, they should be very well behaved, to show how much they appreciate this knowledge.
  - 3) Explain the rules you wish the students to follow on the trip, and give any required notification to your school principal and parents of the students.
  - 4) Go on the trip, following the plans you have made. Have the students taste some of the food on the trip, if they can be eaten raw. Be sure that the students follow the instructions of your expert guide, so that they do not eat anything that might make them sick. Bring samples of the food back to class. There may be some food especially animals and birds, that it is impossible to catch on this expedition. Tell the students to see if they can see them when they are in the bush.
  - 5) Ask the students to thank their guide(s) for teaching them how to find these good food.
  - 6) Back in the classroom,  
Ask the students to look at the samples they have collected.  
Ask them to name other food from the bush that they saw but did not catch.  
  
Ask them to name other edible plants and animals they might expect to find wild in the bush.  
  
Ask them whether the wild food they have collected or named are animals or plants.
  - 7) Tell the story of the flying fox to finish the lesson (p.96).
-



OUR FOOD - CLASSIFICATION -

Story that goes with lesson 4.-

- HOW THE FLYING FOX GOT ITS WINGS -  
(custom story from MALEKULA)

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1) Flying fox and rat used to be very good friends. They lived near a garden where a lot of different good food were grown.

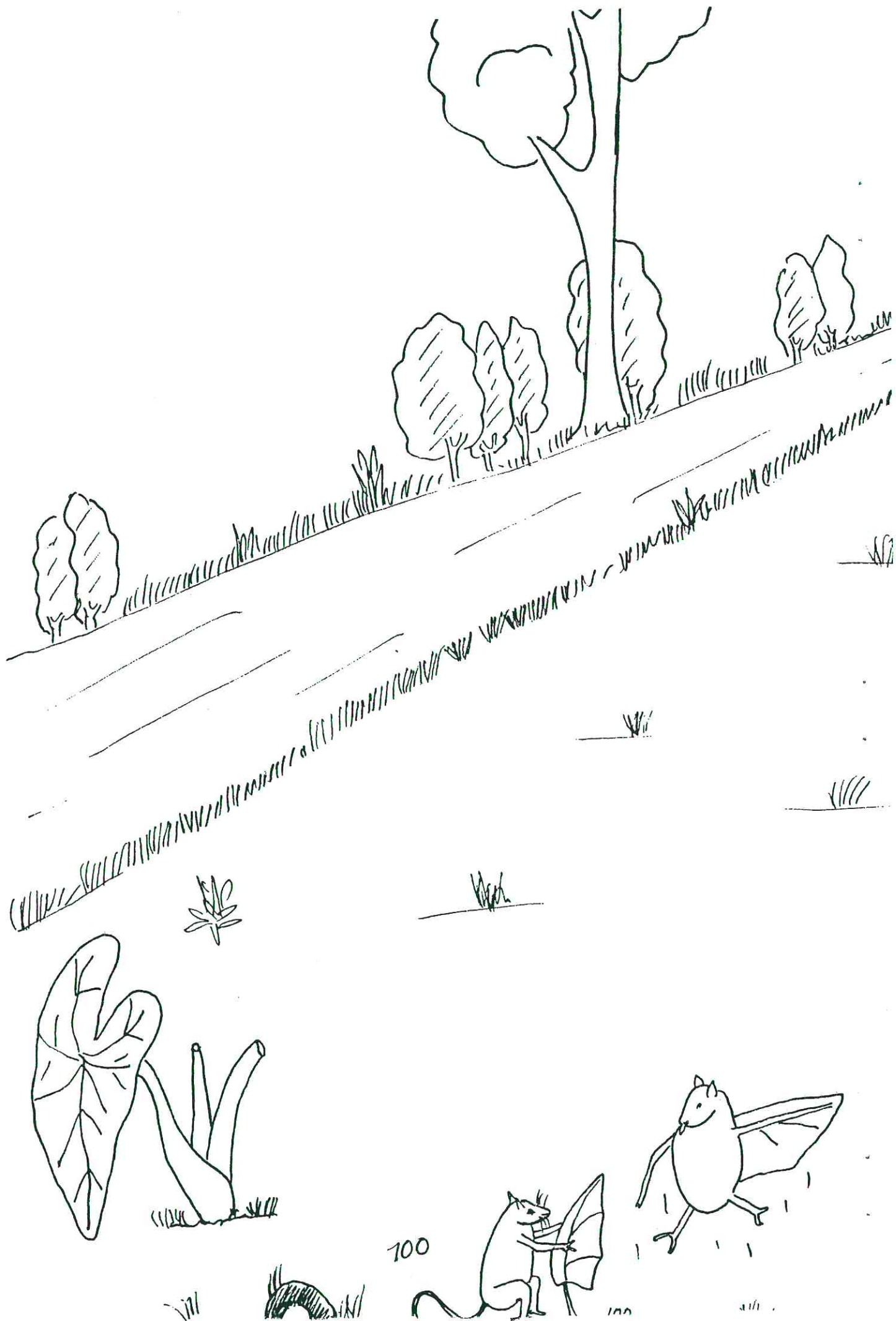
The gardener kept finding that someone was stealing from his garden.





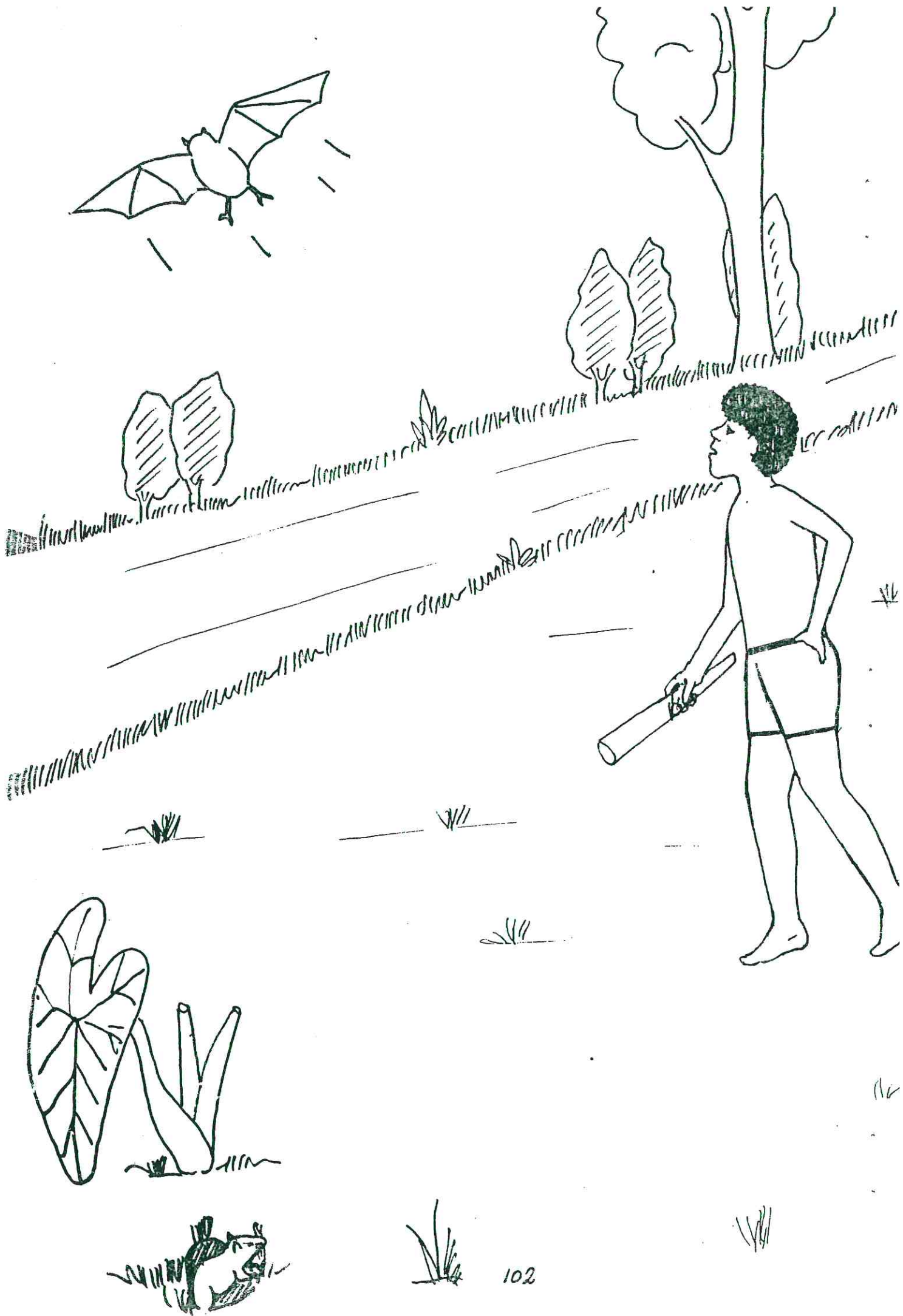


2) He made up his mind that he must catch the thief. He waited one day and along came the flying fox and his friend the rat. He got a stick and beat them up. The rat ran away and hid in his hole, but the flying fox had no where to go and so got all the beating.

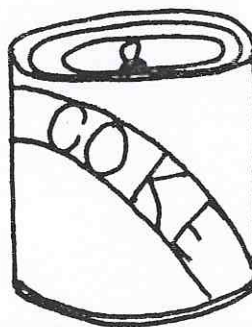
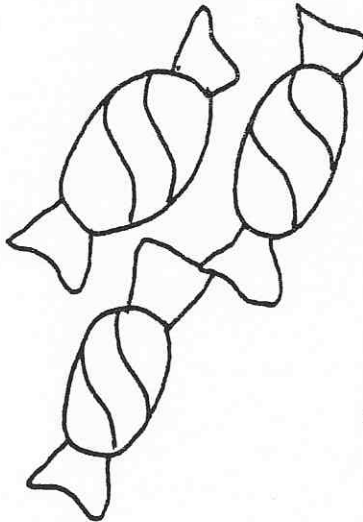
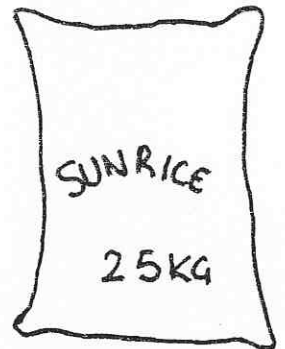
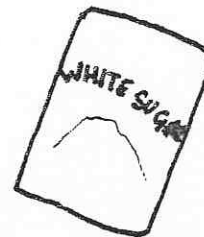
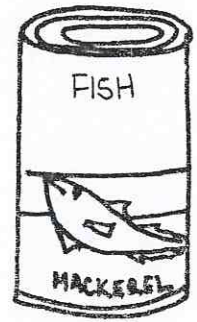
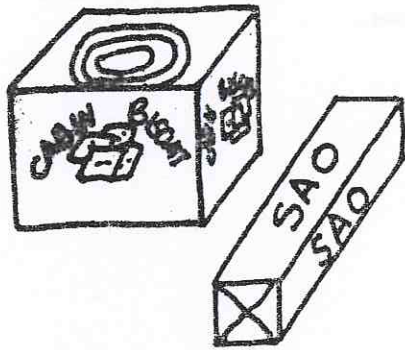


3) This happened several times, and the rat decided to help the flying fox. Rat took some taro leaves and made the wings for flying fox. Flying fox was glad for his first wings.





food from the store



4) One day, when the gardener came to beat them up, while they were stealing food, rat went down into his hole, and flying fox was able to fly away in time.

-----



3) Ask :

- "Which store food do you like best ?"

(when children mention lollies, biscuits etc..)

Tell them that although the food they mentioned taste nice, there are some things that are not so good about them, such as :

- . They are not fresh,
- . They are very expensive,
- . Sweet food cause tooth decay,
- . Food such as lollies, twisties etc... do not help to keep us healthy like local food do.

4) When the children ask about eating rice and tin fish, etc.. answer that eating them all the time everyday is not as good for their health as eating local fresh food everyday.

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OUR FOOD - CLASSIFICATION -

Lesson 5. - Various other food (store food and "rubbish food")

Objective :

To make children discover various other food which are bought in Vanuatu.

Teacher's notes :

In the previous lessons, students learned about plant food, animal food, seafood, and wild food.

In this lesson, pupils will learn about "other food". These "other food" will include food from the store or imported food (food which come from overseas) and also food which are classified nutritionally as "rubbish food".

1) Food which are classified as "rubbish food" are : lollies twisties, coke, cordials, chocolates, sweet cakes and biscuits, ice blocks etc.... These are called rubbish food because :

a) A lot of these foods have a lot of sugar in them, and these are foods which cause tooth decay.

b) They do not help to keep us healthy, like fresh food do.

2) Some other food which are available from the store include rice, tinned fish and tinned meat, fruits and tinned vegetables, flour, etc.... To buy these foods from the store is expensive especially when the garden, the sea and the bush can supply all of our fresh food. We should remember that our local fresh food are the best. We should try to eat these food more often and not food from the store all the time.

Method :

1) Organise a trip to visit the local store for the pupils. This is for the students to see what types of food are available at the local store.

Bring the students back to the classroom and ask them to call out the food that they saw in the store. Write the names of food on the blackboard.

2) If you are unable to visit a store, just use the picture. Show the students the picture of "various other food". Ask :  
- "Where can we get these foods ?" (from the store)  
Ask :  
- "Where do all these foods come from ?" (foreign countries)  
- "What other two places can we get our food ?" (from the land, and from the sea)

YEAR 2

OUR FOOD - CLASSIFICATION -

Lesson 6. - Custom stories about food.

Objective :

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To help children appreciate and value local food through a presentation of custom stories.

Teacher's notes :

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In previous lessons, stories from different sources were used to illustrate fresh food.

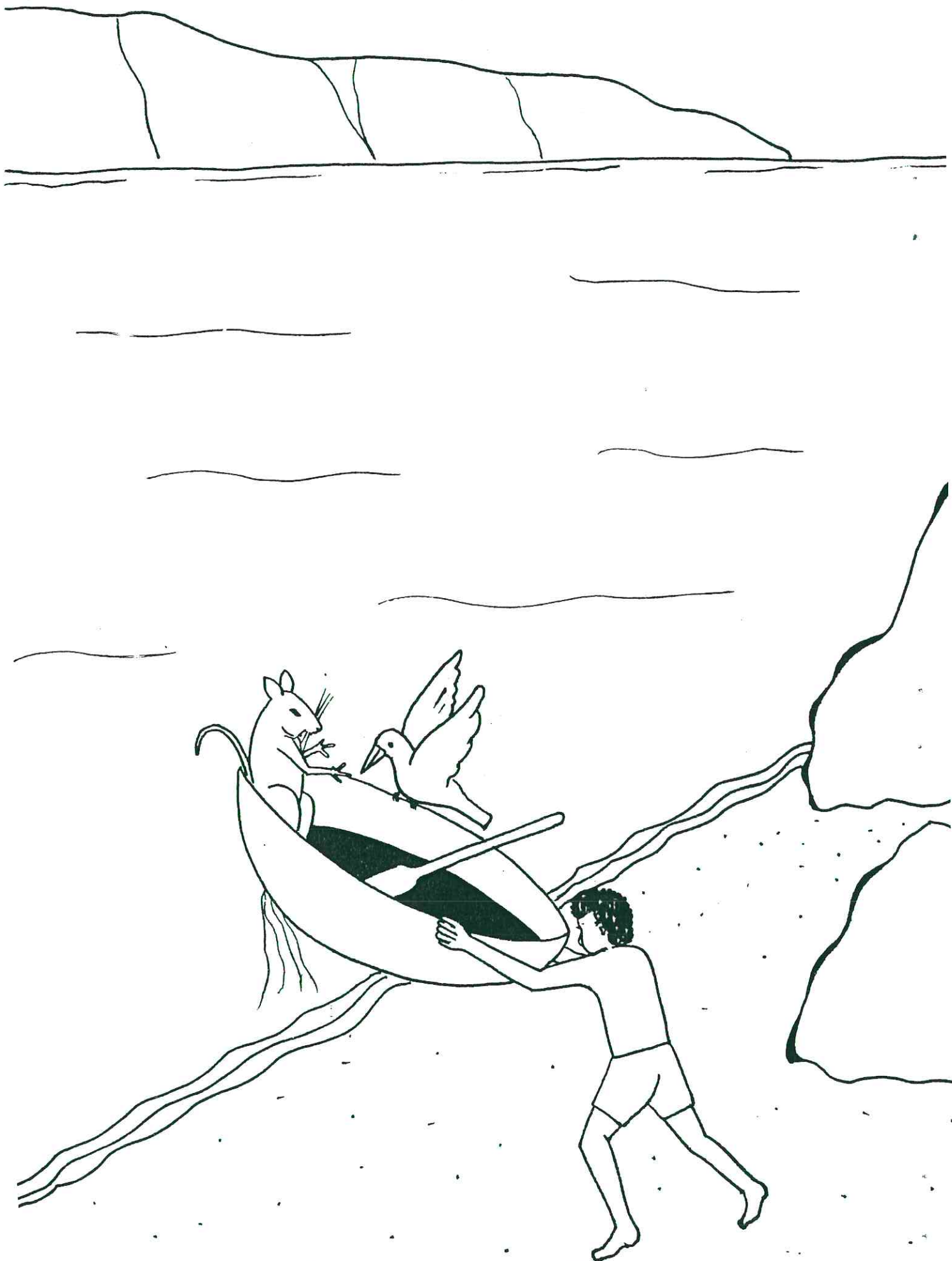
This lesson will be mainly on stories which can be used to further illustrate the origins of various food we have in Vanuatu. These stories can also be used to revise any lessons in year 1 or 2 any time the teacher chooses.

These stories can also be read out to the students for their enjoyment. These stories are well illustrated and appropriate pictures should be shown to the students when reading these stories.

Other suggested activities :

- 
- 1) Pupils could be asked to tell some stories to the class about food or ask pupils to make up their own stories about food and to present their work.
  - 2) The teacher can ask some one from the village to come and tell the class some custom stories relating to food.  
(This could be a part of the community involvement)

Lots of customs stories attached.

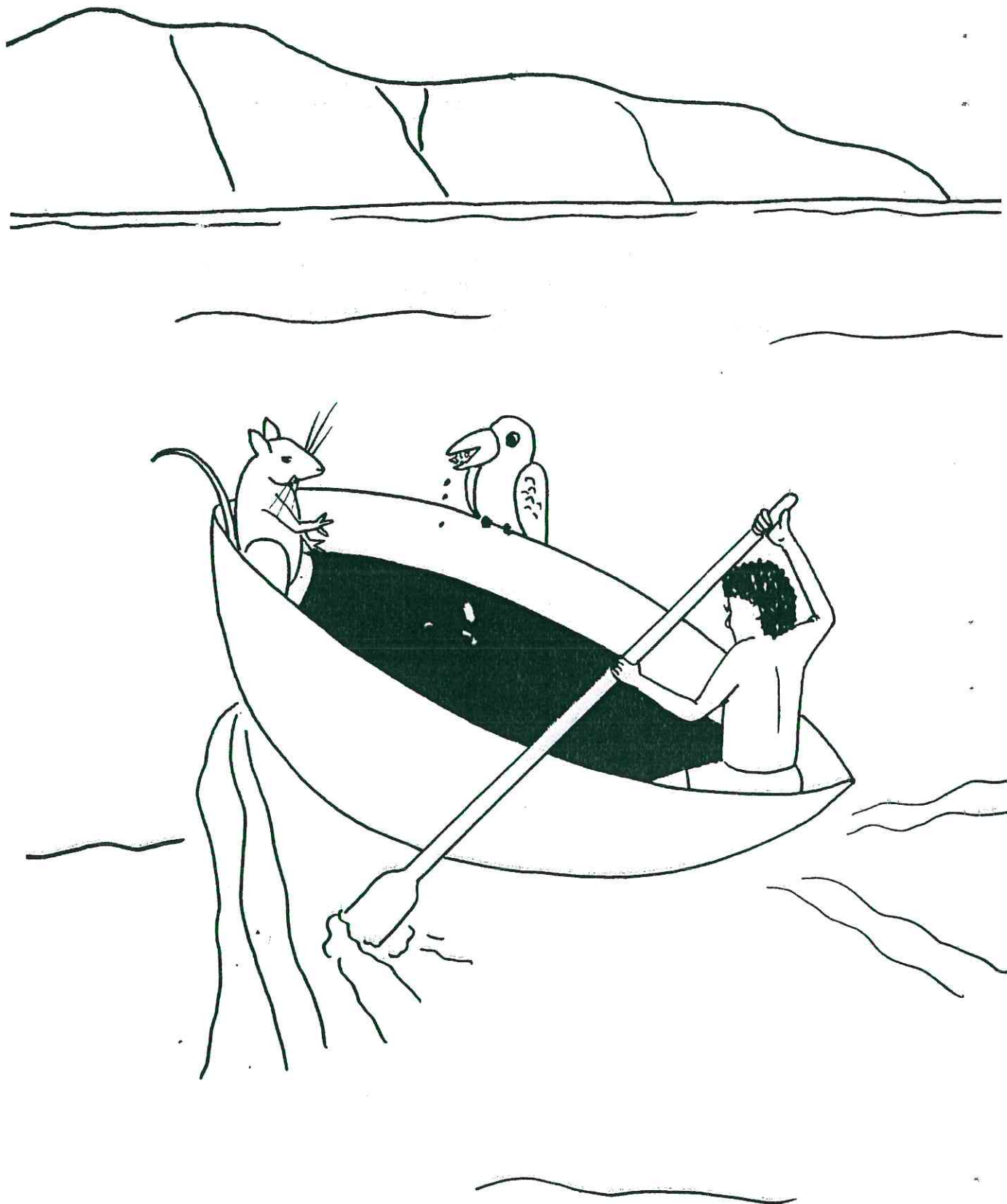




- THE TURTLE'S ESCAPE -  
(custom story from MAEWO)  
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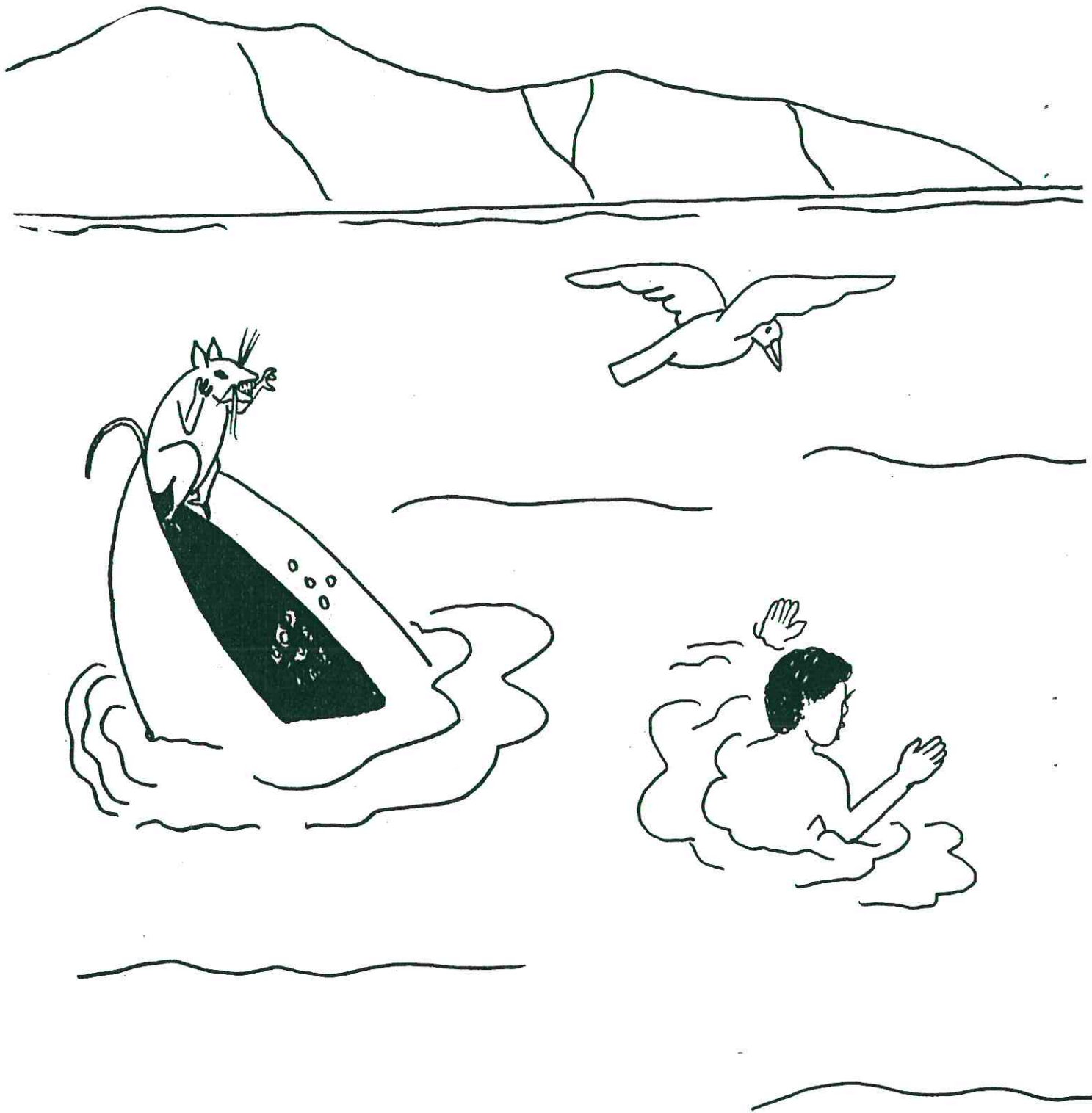
- 1) Once upon a time, a rat, a kingfisher and a man called Tagaro decided to go to Maewo in a canoe. They went to the seashore to get ready. They cut their canoe from only half a pawpaw fruit. When it was ready, they pulled it to the sea, climbed in and started paddling.





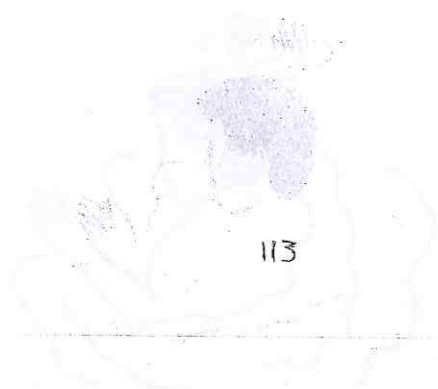
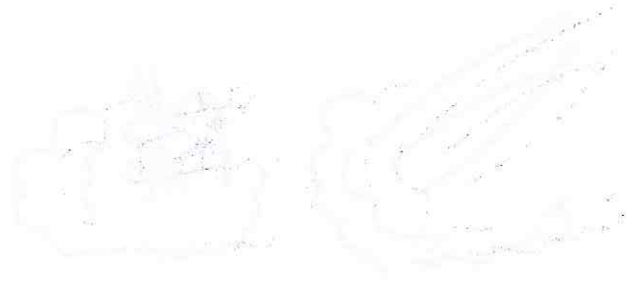
2) When they were in the middle of the sea between Ambae and Maewo, Tagaro told the rat and kingfisher that if they ate anything and the pieces fell into the canoe, they must not eat the pieces. Not long afterwards, the kingfisher was hungry so it ate some food and some pieces fell into the canoe.

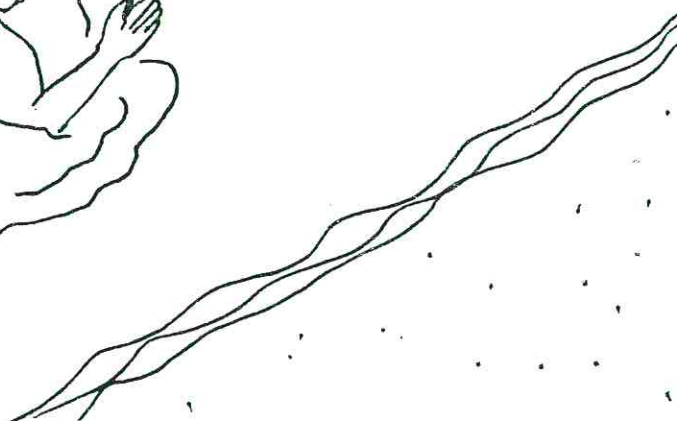
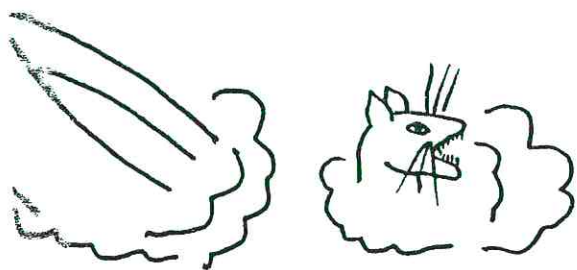
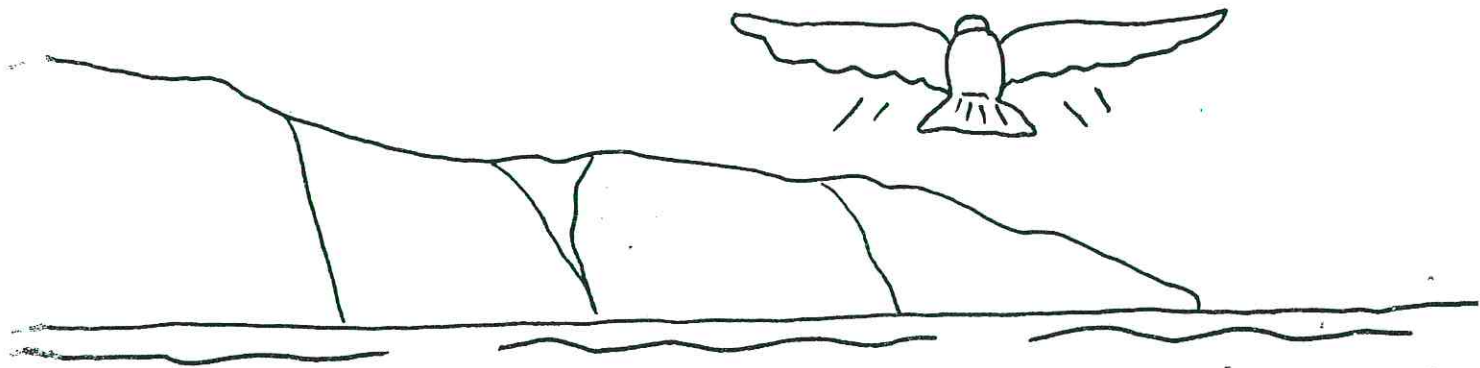




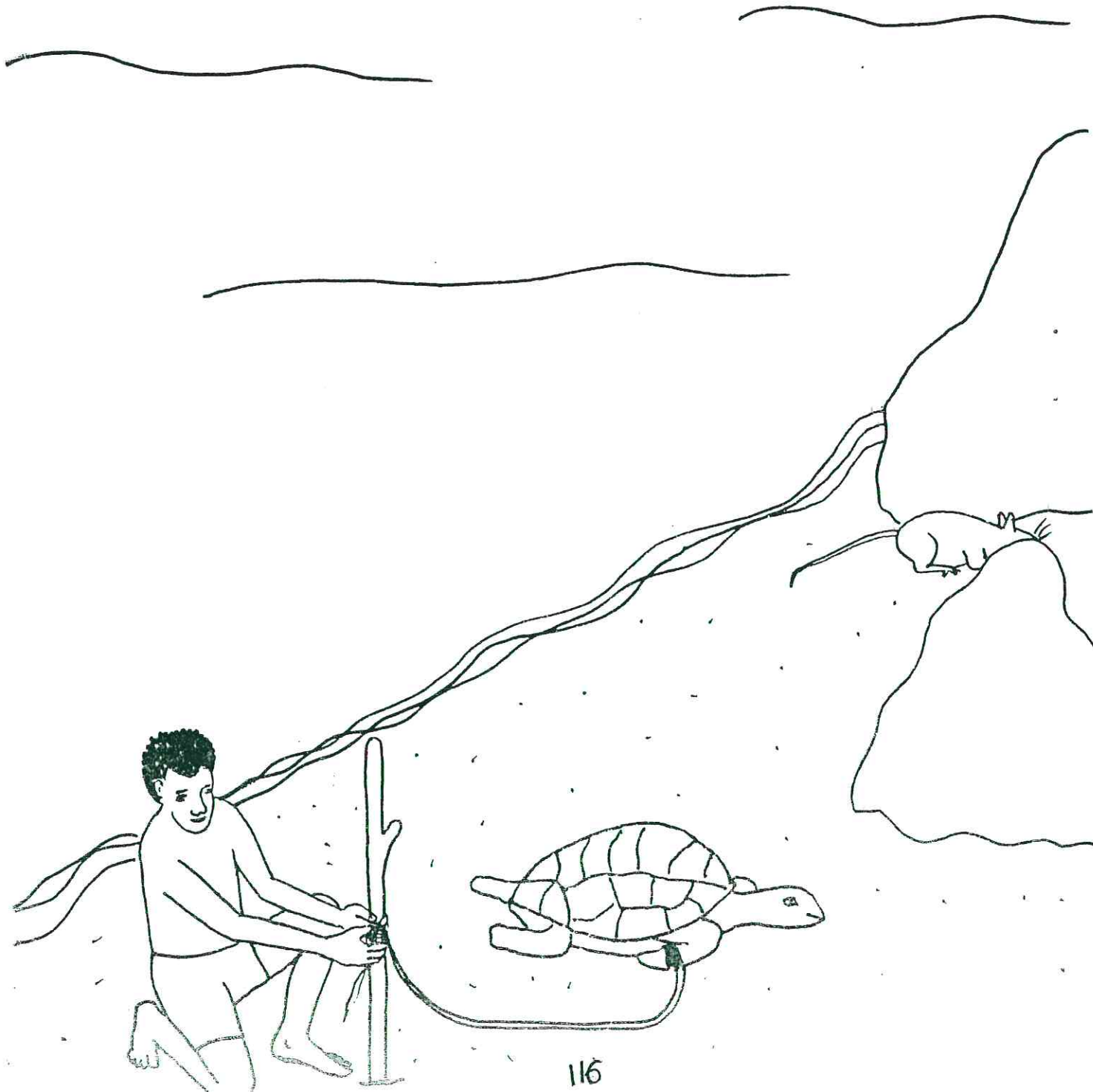
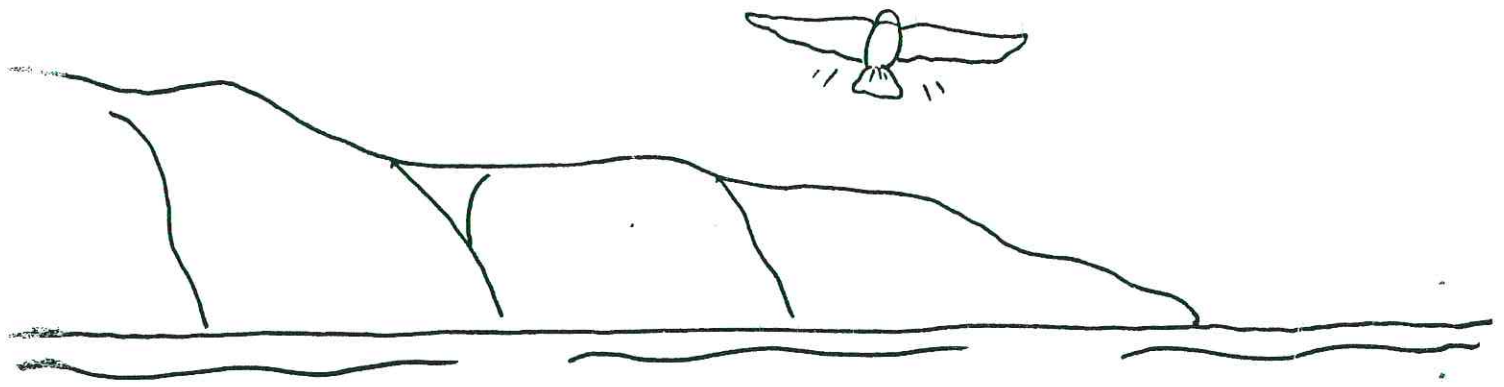


3) As the kingfisher bent down to pick up the fallen pieces of food with its long beak, the canoe split at the bottom.



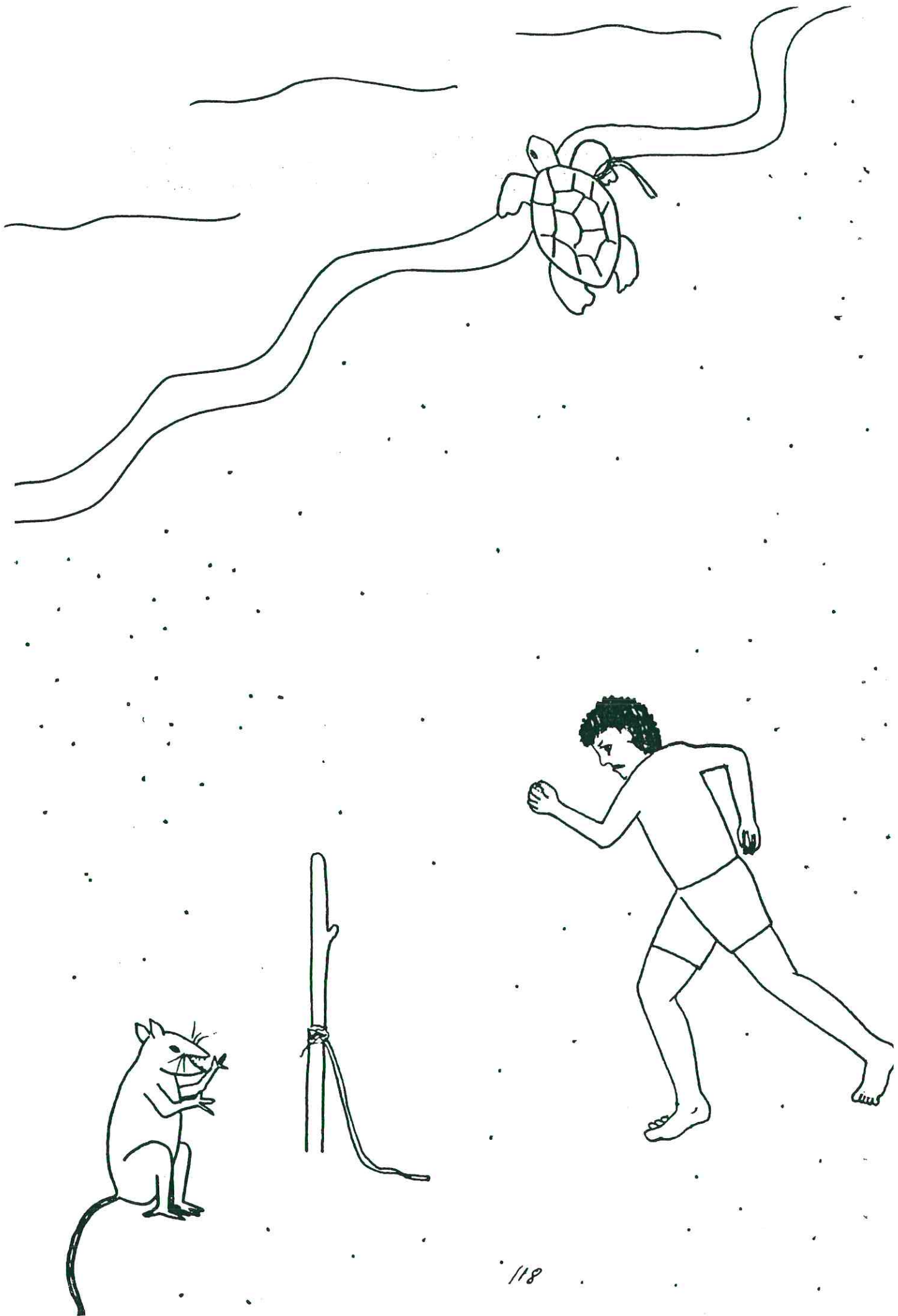


4) Tagarc swam ashore, the kingfisher flew, but the rat started to drown. He asked all the sea creatures to take him, but they refused.





5) Finally, came across a turtle who willingly took him ashore. When they reached land, Tagaro tied the turtle up. He told the people to dance because they would have a feast later.



6) While they were busy dancing, the rat went quietly to the turtle and bit through the rope that tied up the turtle. The turtle escaped and went back to the sea.

Later, the people realised that the turtle had gone and Tagaro killed one of the pigs instead, for the feast.

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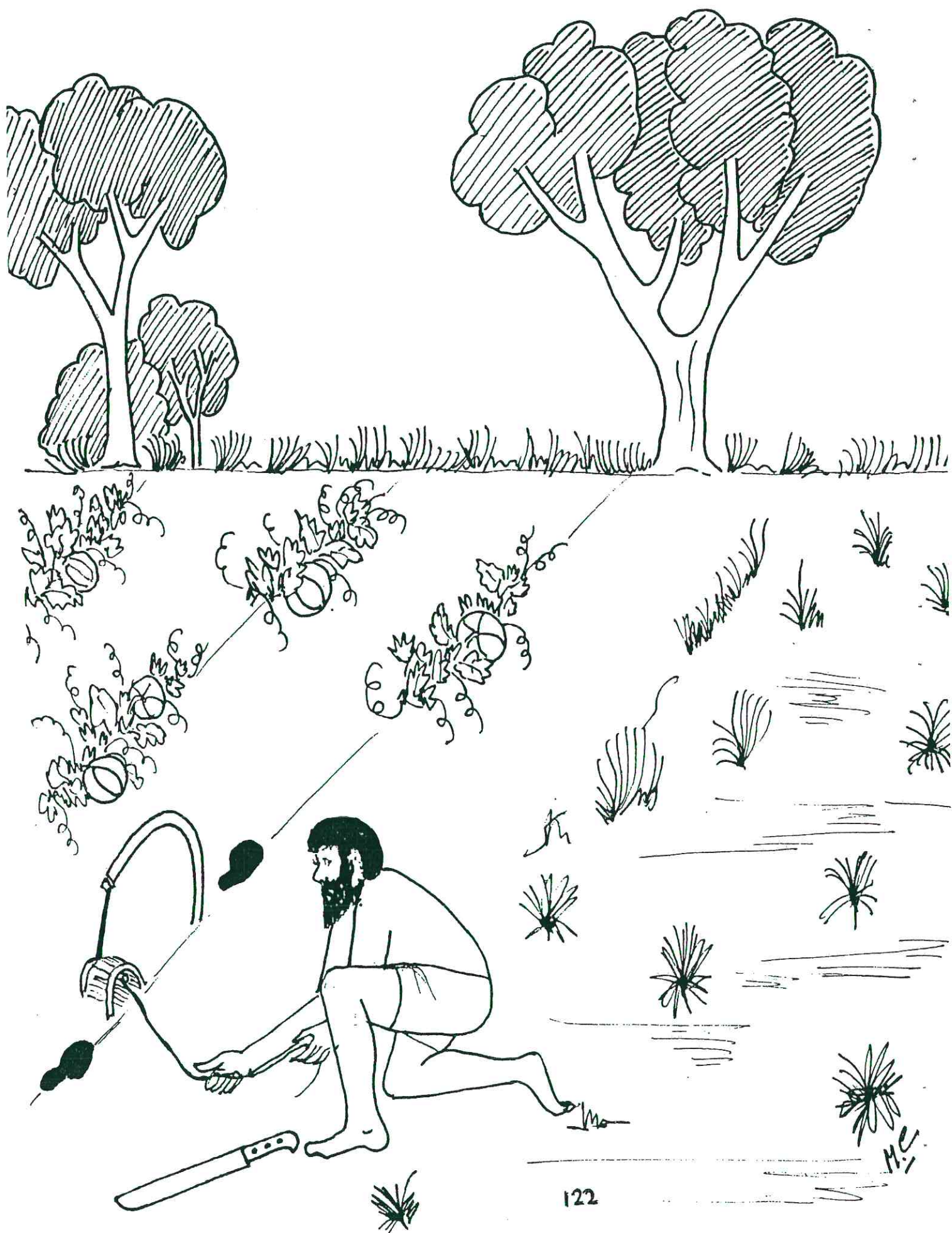


YEAR 2

Lesson 6. -

- THE DISAPPEARING PUMPKINS -  
(custom story from EFATE)  
-----

- 1) One morning, Tari, an old man, goes to his garden and notices that one of his best pumpkins has disappeared. He does not worry about it because he has a lot in his garden. He does not worry until ten pumpkins has disappeared, one every night.



2) He sets traps and snares to catch the thief but it is no good. The thief may come in and out without showing any sign that he has been there. The old man never finds out who is stealing his pumpkins. Pumpkins are his main food and he knows he will die if all his pumpkins are stolen.



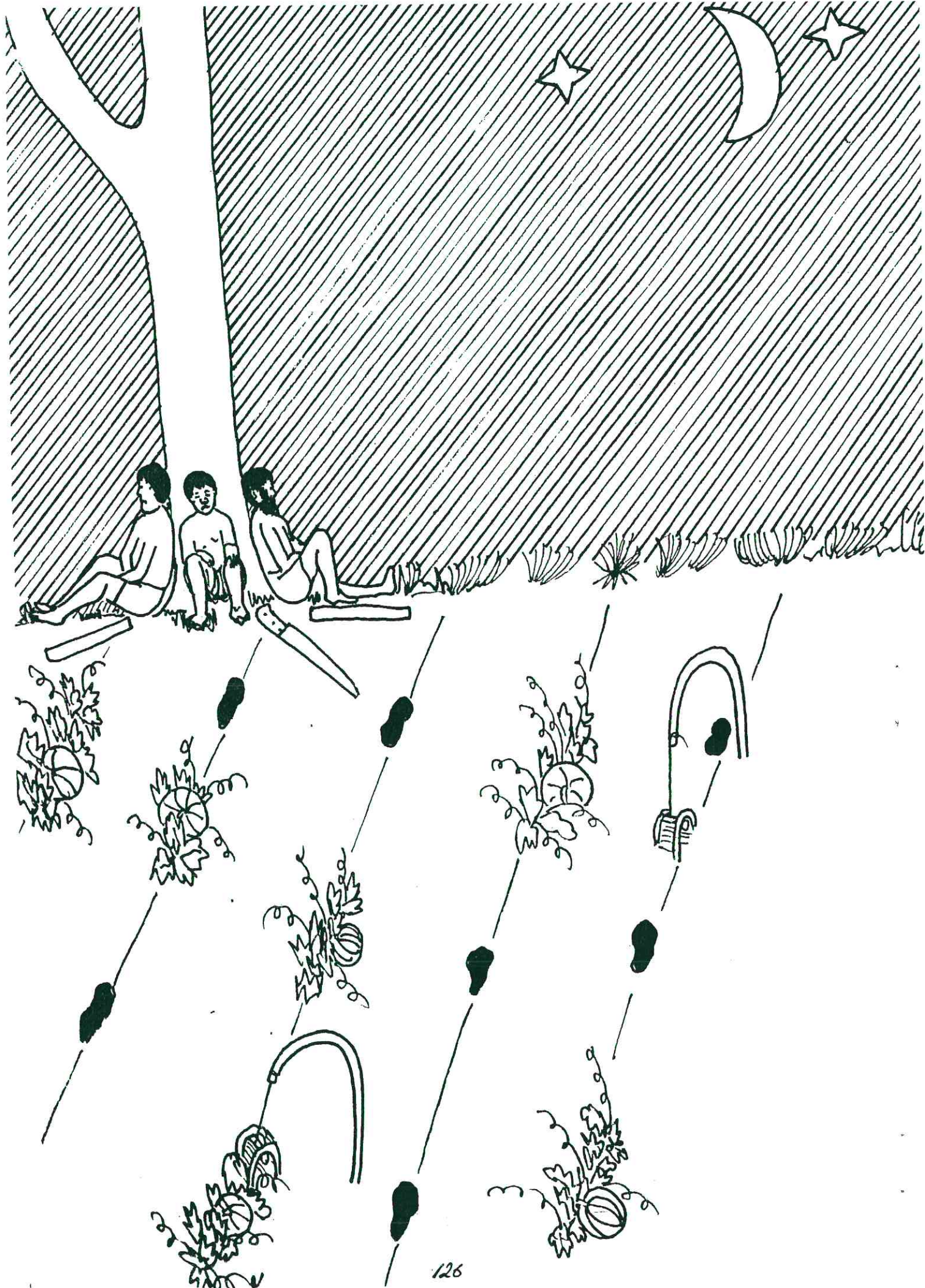




3) He does not want to die, so, to save his life, he decides to spend nights in his garden, to watch his pumpkins.

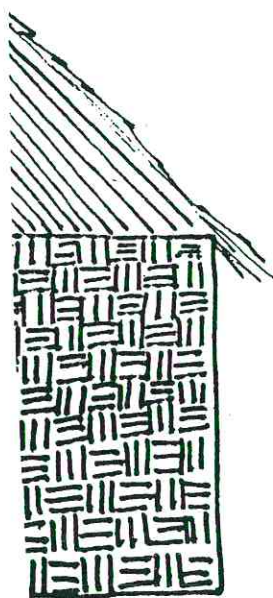
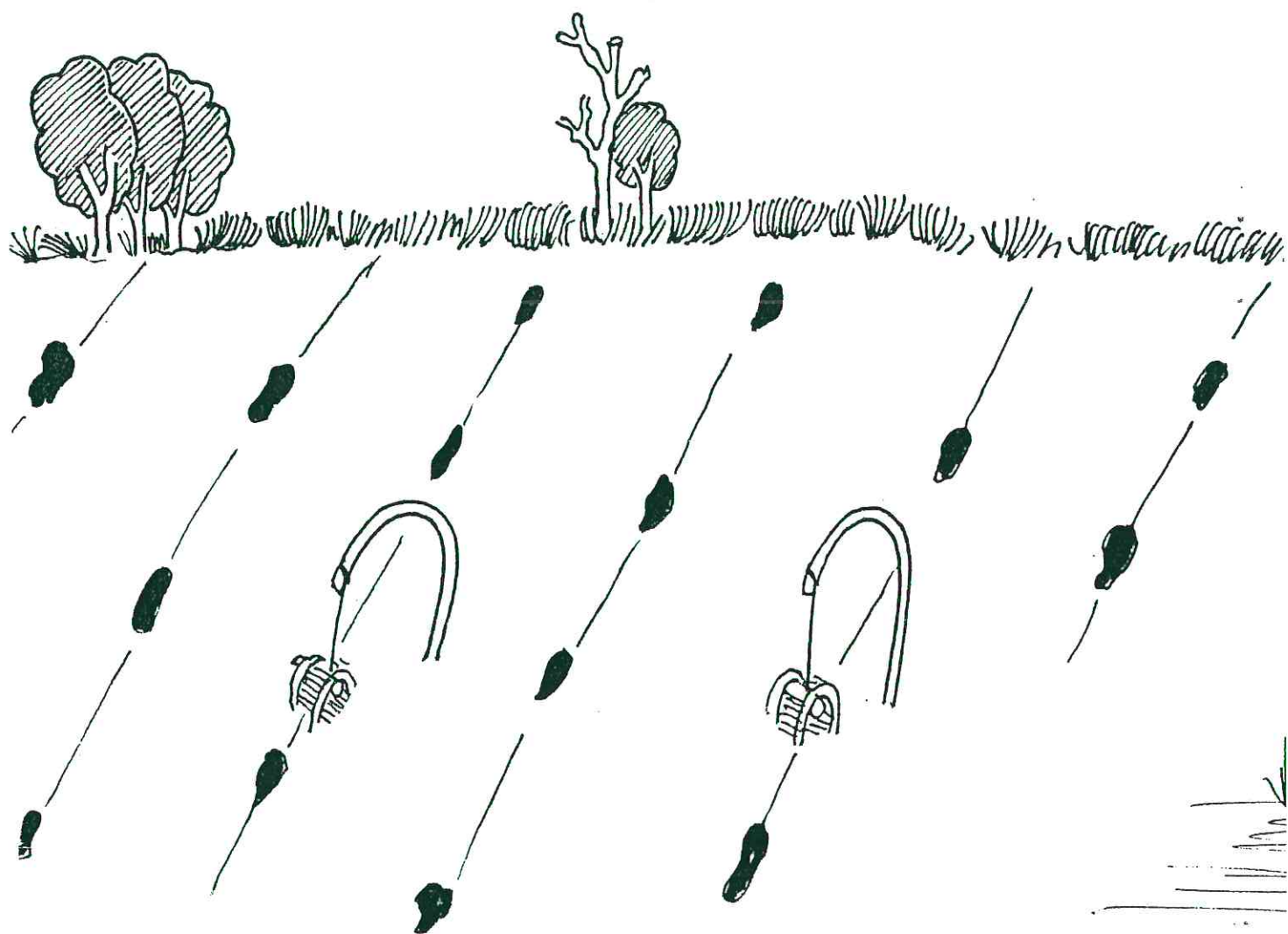
Every evening, he goes home and cooks his meal, eats it, and then goes back to guard his pumpkins. But it is no good. His pumpkins keep disappearing right under his nose.





4) He is determined to catch the thief. He hires neighbours to keep watch at night, but they too do not find the thief. They tell Tari that it is no use because they cannot find the thief.

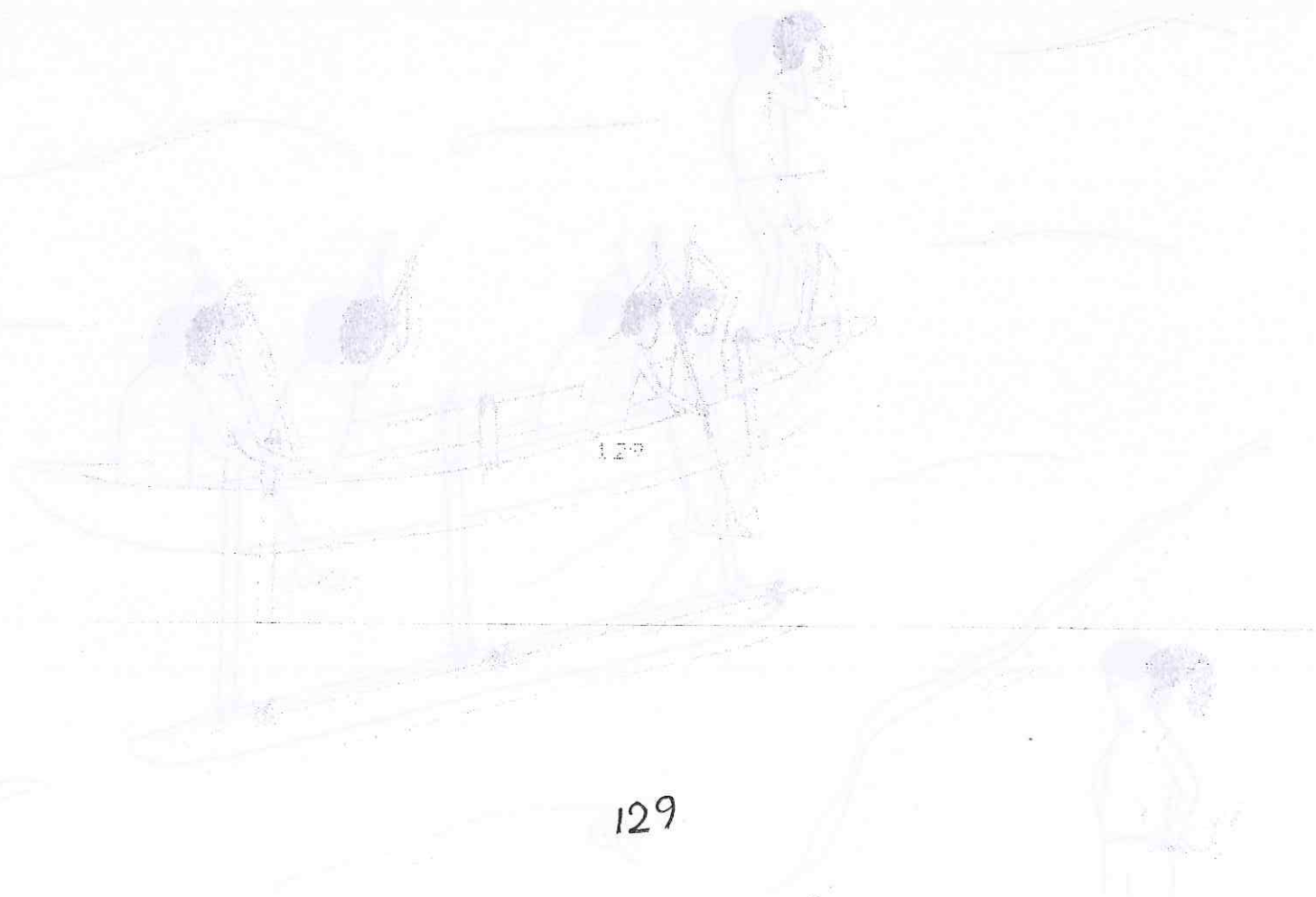
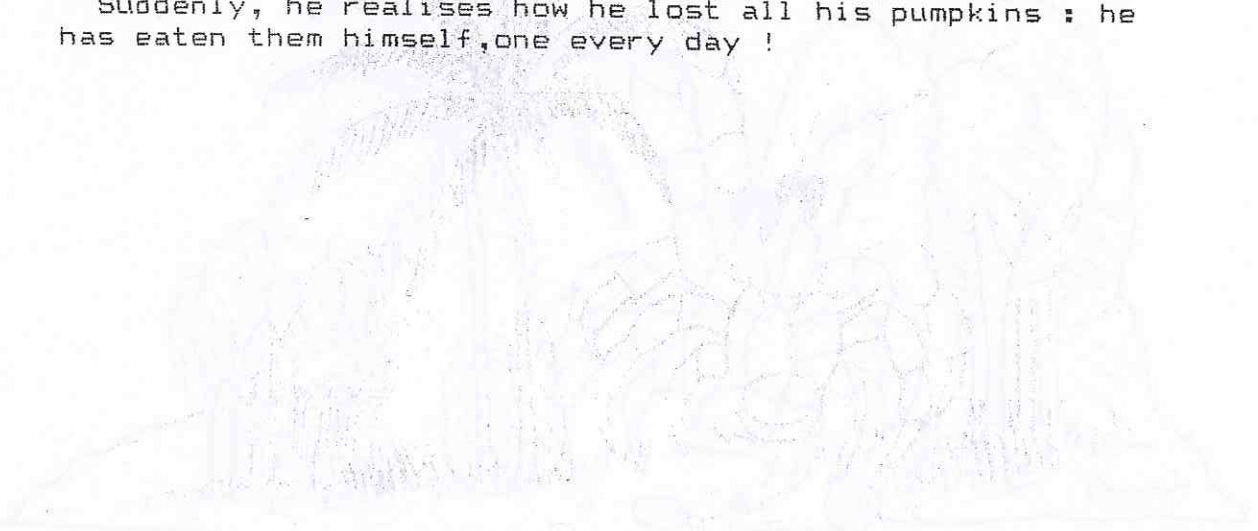


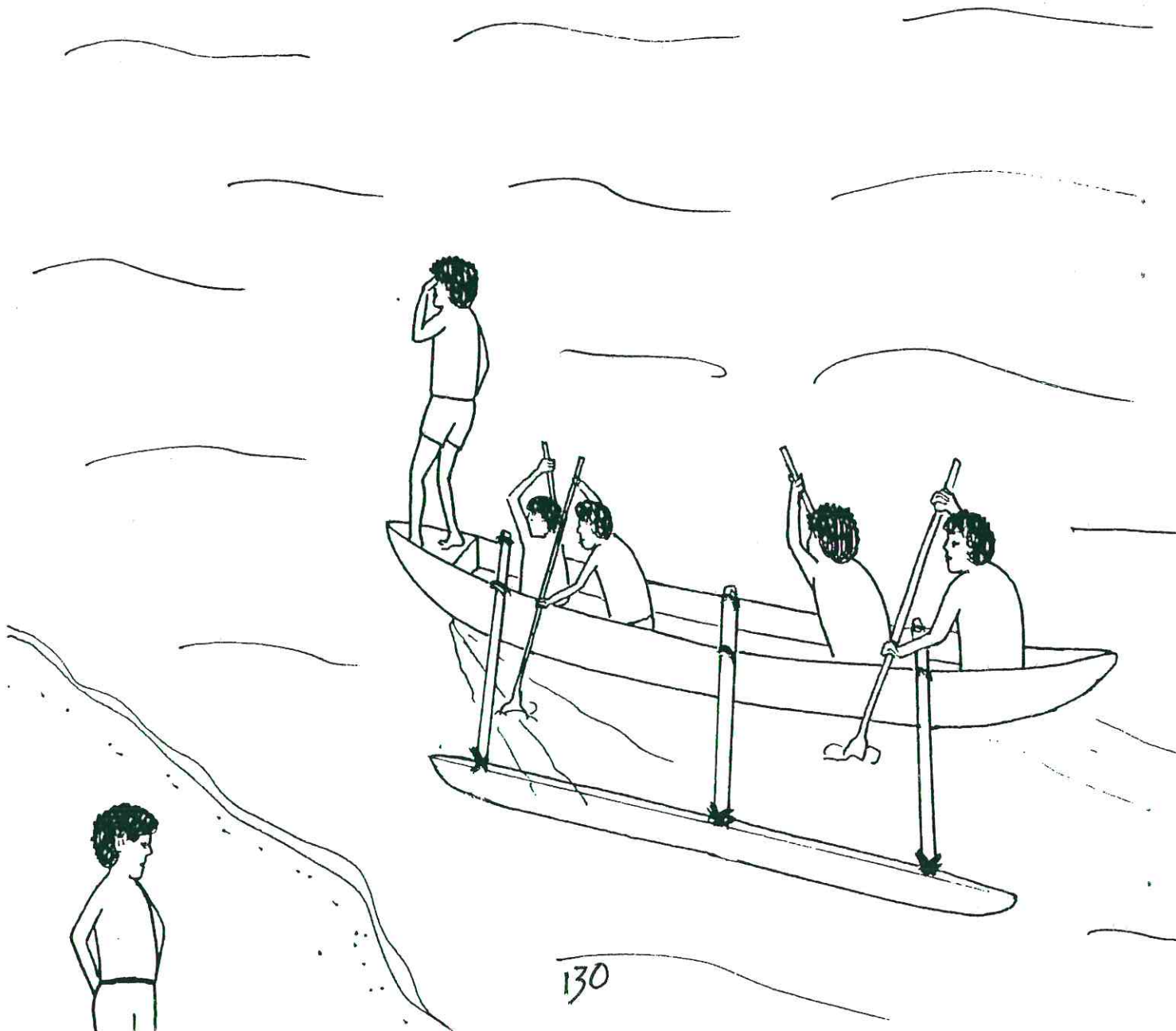
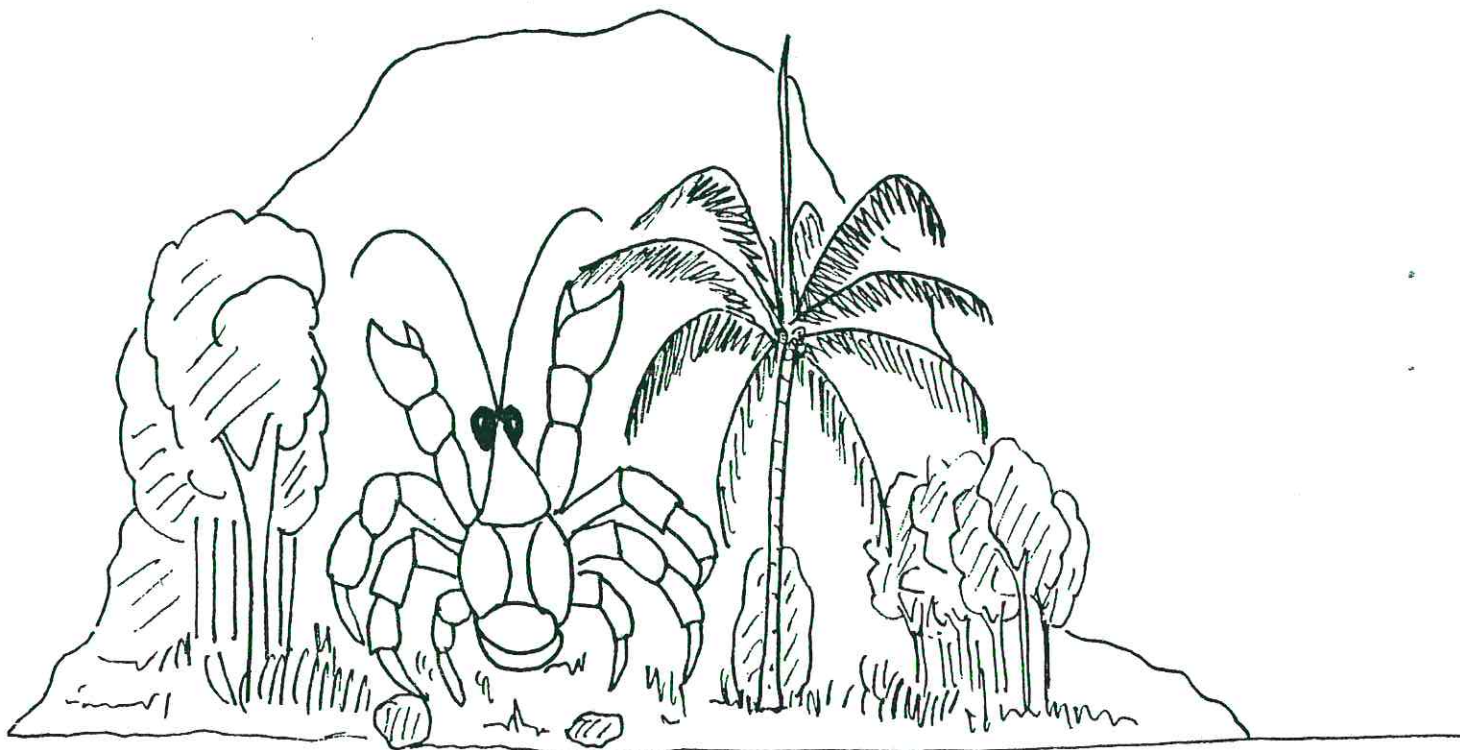




5) At last Tari's last pumpkin disappears. Tari has nothing more to eat. He goes home and sits down and thinks.

Suddenly, he realises how he lost all his pumpkins : he has eaten them himself, one every day !





YEAR 2

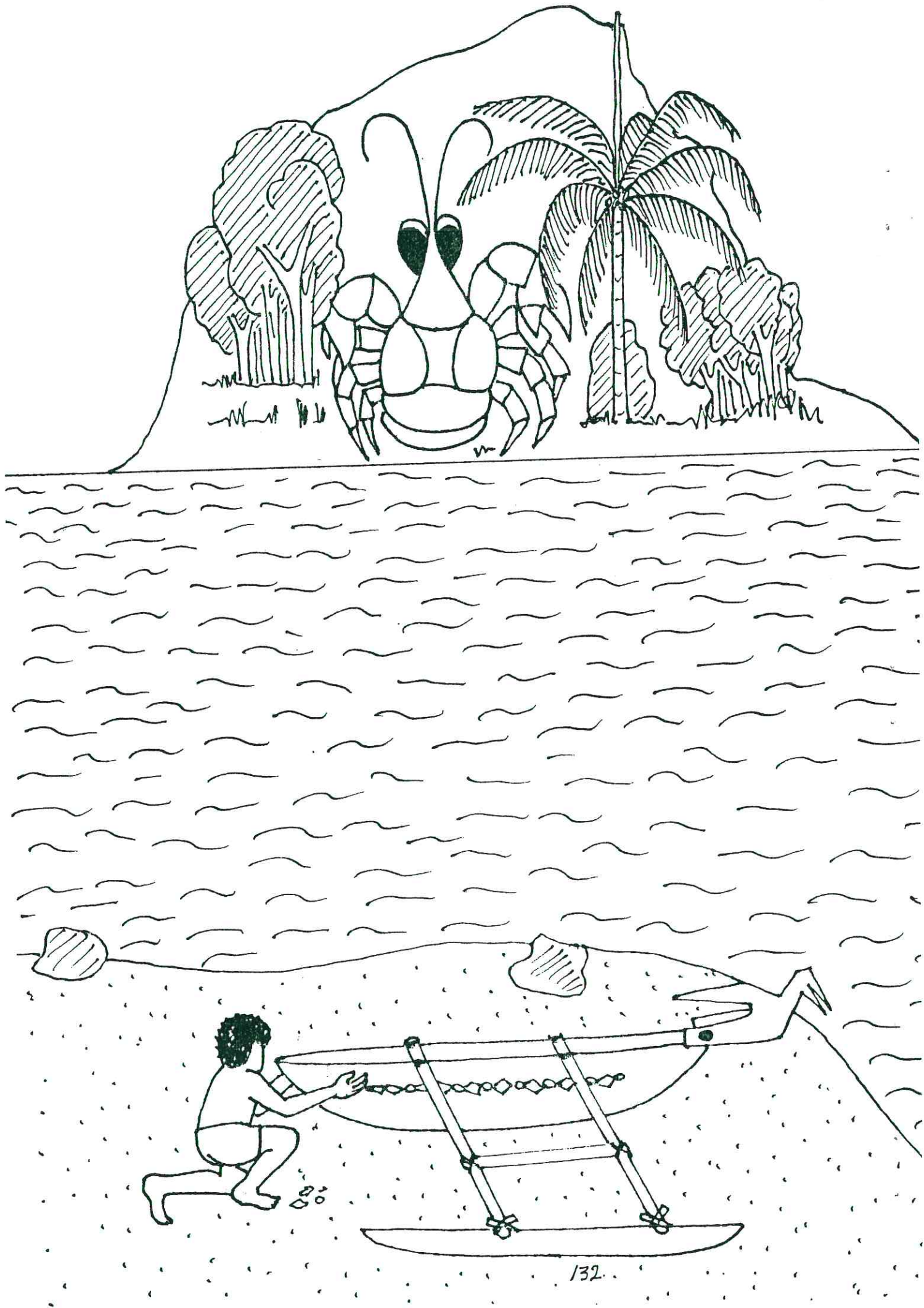
Lesson 6.-

- THE COCONUT CRAB -  
(Custom story from MOTA LAVA)

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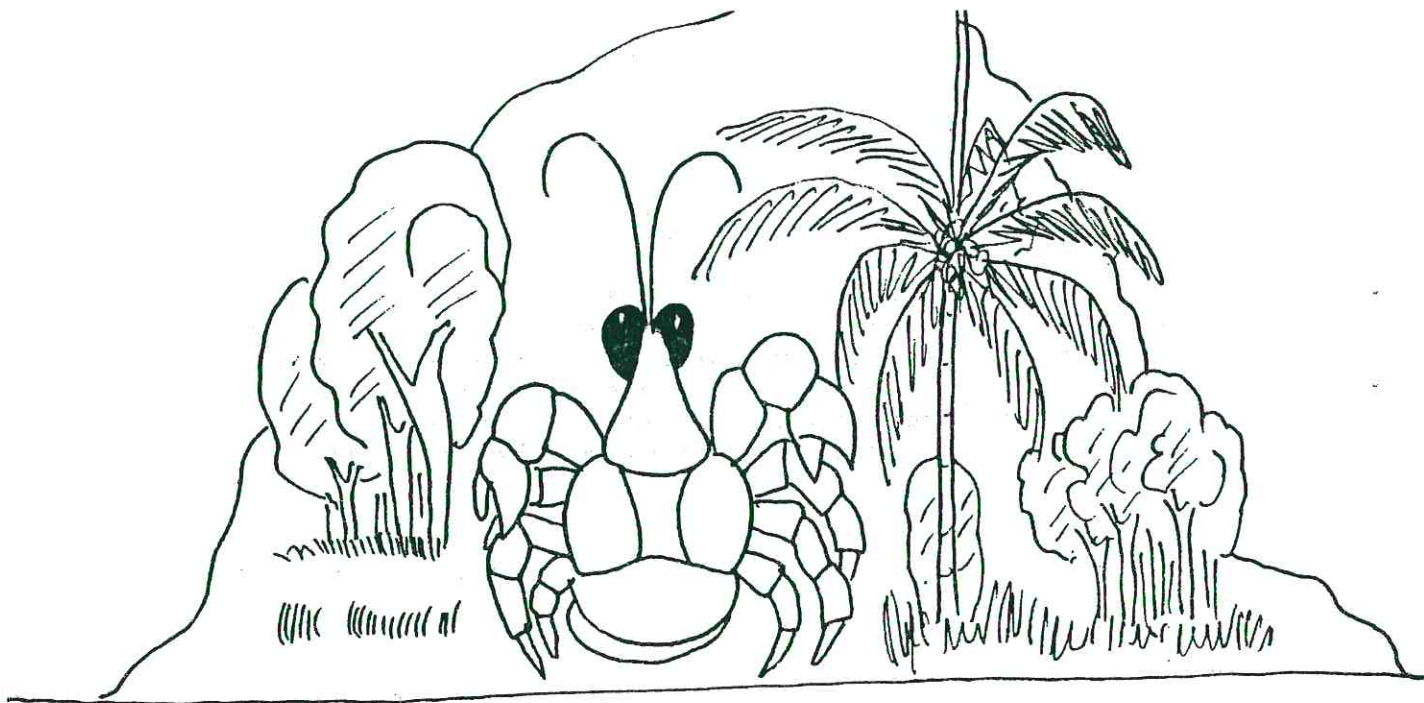
1) Kalinoe is a little boy who lives in a big village not far away from the sea. One day, five men from Kalinoe's village decide to go fishing on a small island. A big coconut crab lives on the small island. Kalinoe watches the men as they paddle to the island.







2) When the five men arrive on the small island, the coconut crab kills them all, and no one returns to the village. The same thing happens to the next lot of people. Kalinoe decides to go to the island himself. He makes himself a small custom canoe and decorates it with shells. Next, he asks the village people to carry his canoe to the sea.



3) - "Where do you want to go ?" ask the people.

Kalinoe says : "I want to go to the small island where coconut crab lives". The people tell Kalinoe not to go because too many people had been killed by the coconut crab.

- "I am not afraid of the coconut crab", Kalinoe says.

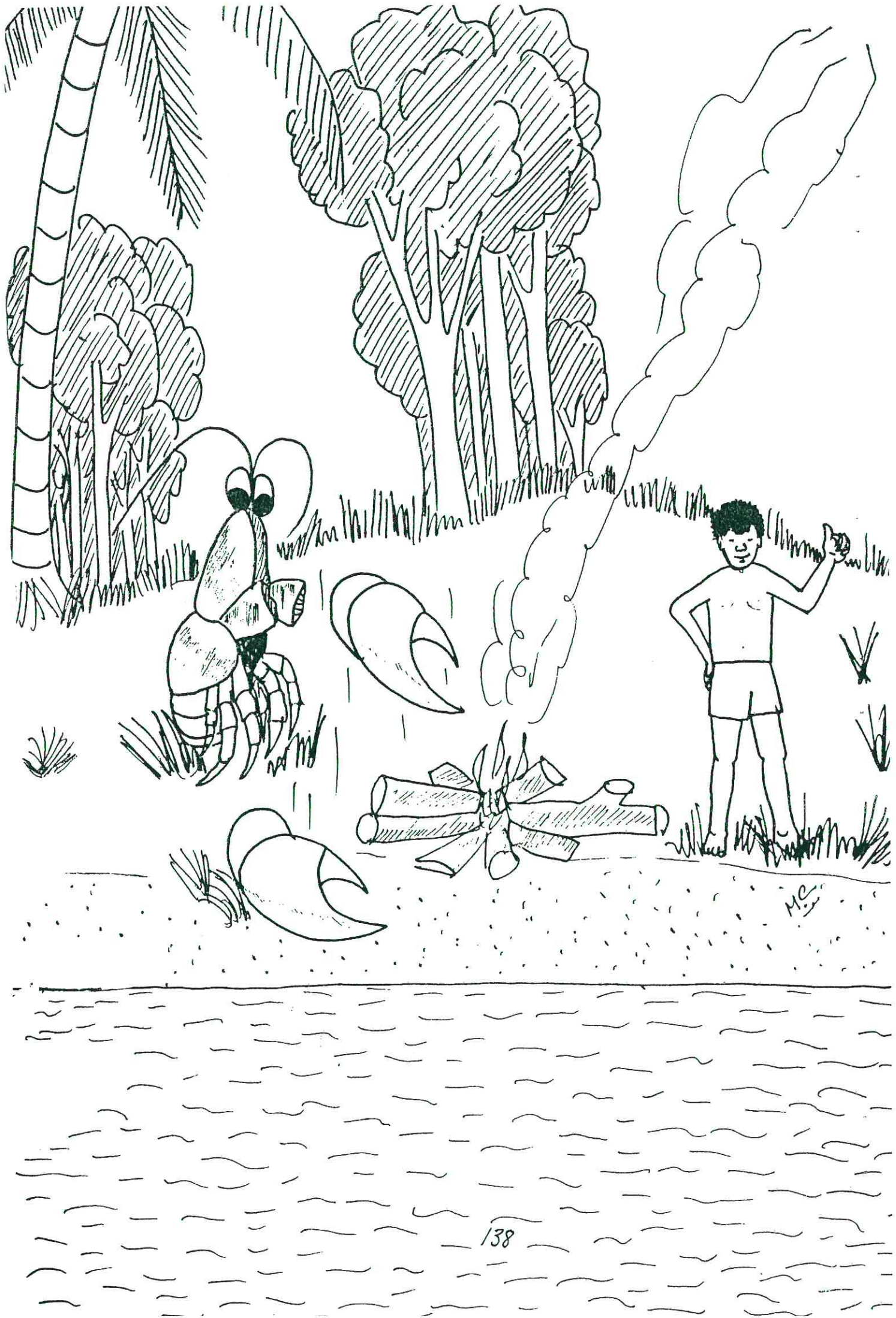






4) - "So if you want to go, you can go." The village people tell Kalinoe.

When Kalinoe comes close to the island, the crab waits on the beach. The crab calls to Kalinoe and says : "I want to be like you."



5) Kalinoe says : "All right, but first you must bring me some firewood."

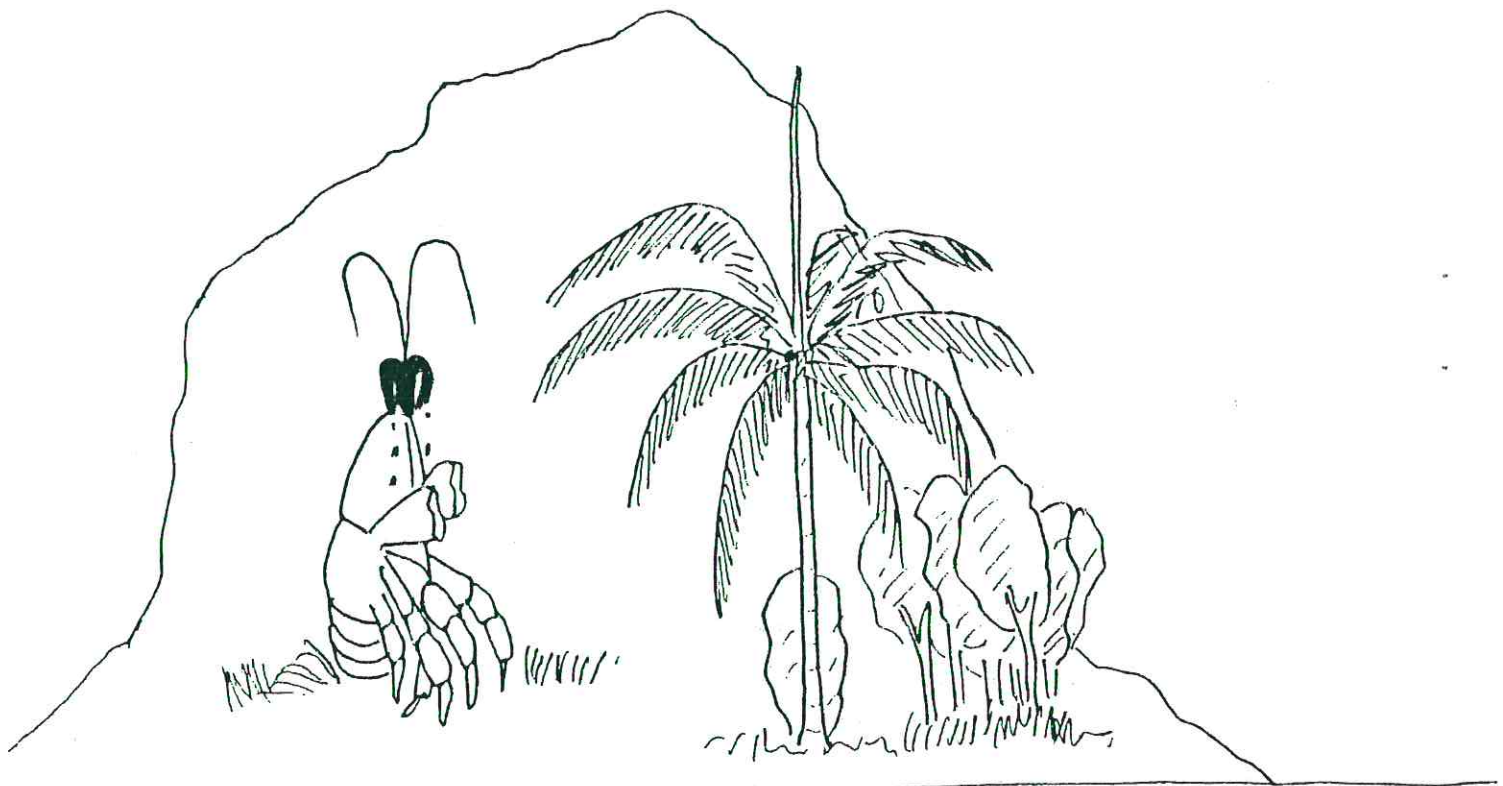
The coconut crab collects the firewood and both of them lit the fire. Then Kalinoe says : "You must put your two claws in the fire and shake them."

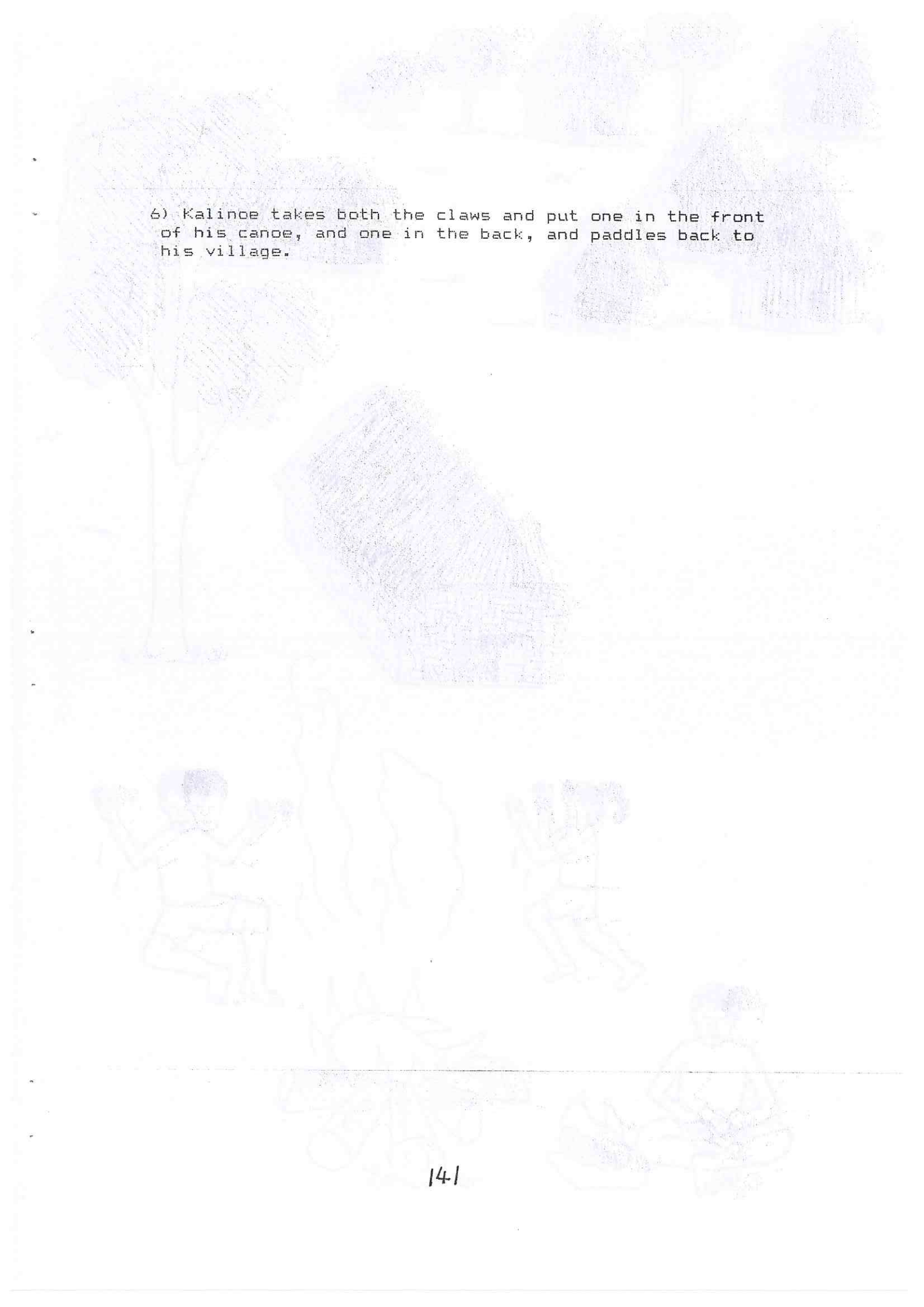
- "All right" says the coconut crab, and he does so.

When the coconut crab put his claws in the fire and shakes them, both of his claws fall off.

- "There now, that will teach you to kill the people from my village" says Kalinoe.







6) Kalinoe takes both the claws and put one in the front of his canoe, and one in the back, and paddles back to his village.





7) When Kalinoe gets to his village, the people carry the claws and cook them, for Kalinoe to eat and they have a big feast.

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- HOW NARUAFITI BROUGHT ISLAND CABBAGE, SUGAR CANE,  
AND NAMAMBE TO ANEITYUM -

(custom story from Aneityum)

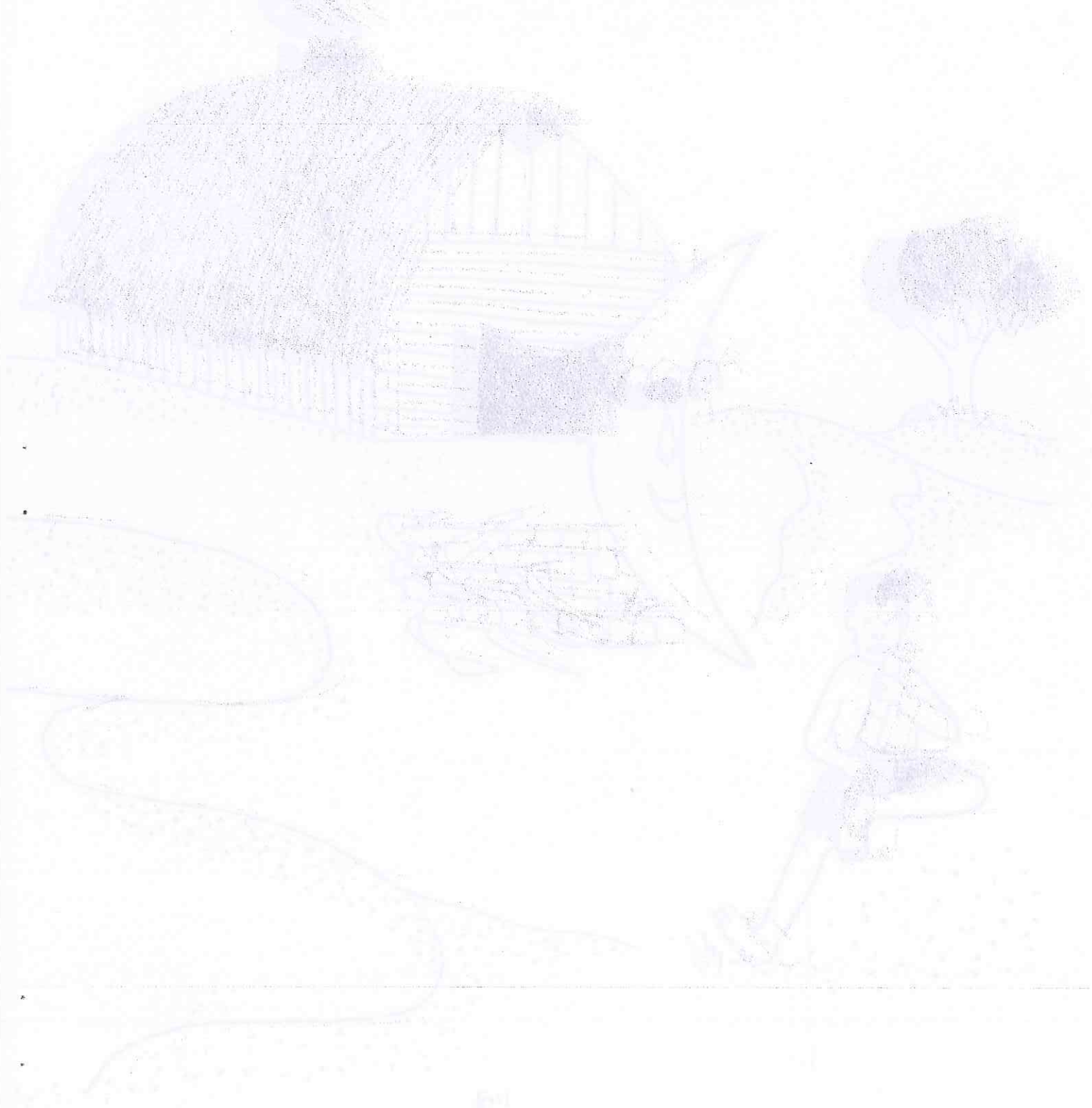
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1) Once upon a time on Aneityun, lived a man called Naruafiti, at Idec on the eastern part of the island. Beyond Idec is a large cave on the coast. The sea flows into this cave and is always rough. It is not safe to cross past this cave to the other side. The sea also seems to flow only in one direction, inwards. This made the people wonder if there ever was an end to the cave.





2) One day, Naruafiti went to this cave and he jumped into the sea. He wanted to see if there was an end to the cave. He swam into the dark cave and eventually came ashore on a beach of a new world. He saw that the colour of the sand was red, he picked up some and walked on. He followed a stream from a swamp, and saw some sugar cane; he got some of that with island cabbage and namambe (wild chestnut).









3) He tried to swim out of the cave again, but he could not. The sand was also being washed away. While he was trying to swim away, a man saw him and took him to his home. This man was the moon. He gave Naruafiti nothing to eat but sugar cane to chew.





4) After some days Naruafiti asked the moon : "When you went to earth, what did you see people doing ?"

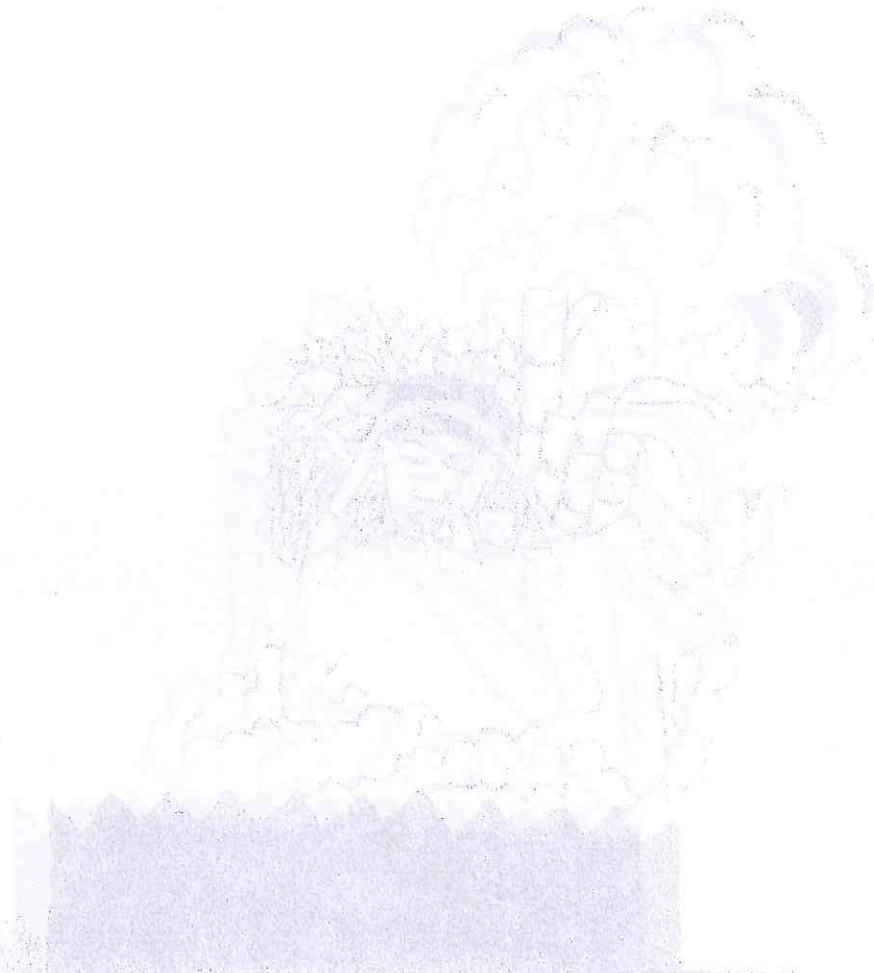
The moon replied : "Oh, they are looking for Naruafiti."

This happened a few times. The next time Naruafiti asked the moon the same question ; the moon's reply was that the people on earth were wearing black and mourning because they believed that Naruafiti was already dead. The next time moon returned from earth, he said the people on the earth had removed their black clothes and their mourning period was over. They were going to forget about Naruafiti.

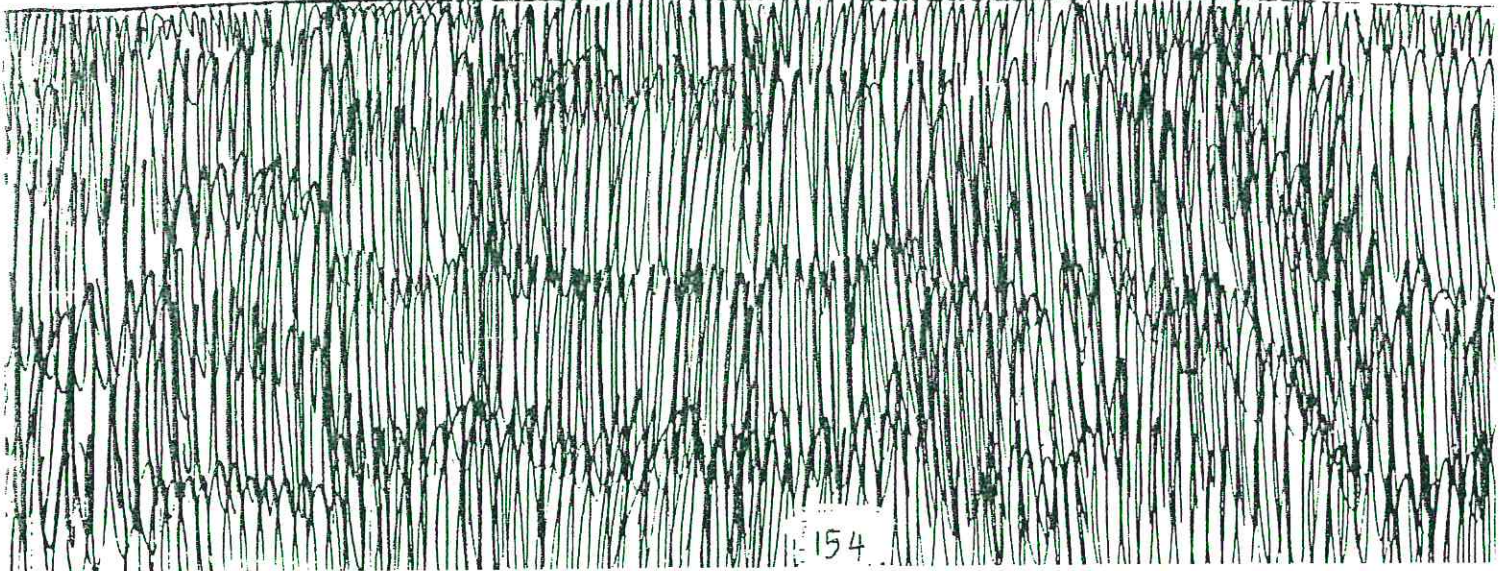




5) After some time, Naruafiti decided to try again to return to earth. Sugar cane, island cabbage and namambe were packed and fastened to his back and Naruafiti was told to climb on the top of the house to the hole where all the smoke used to escape.



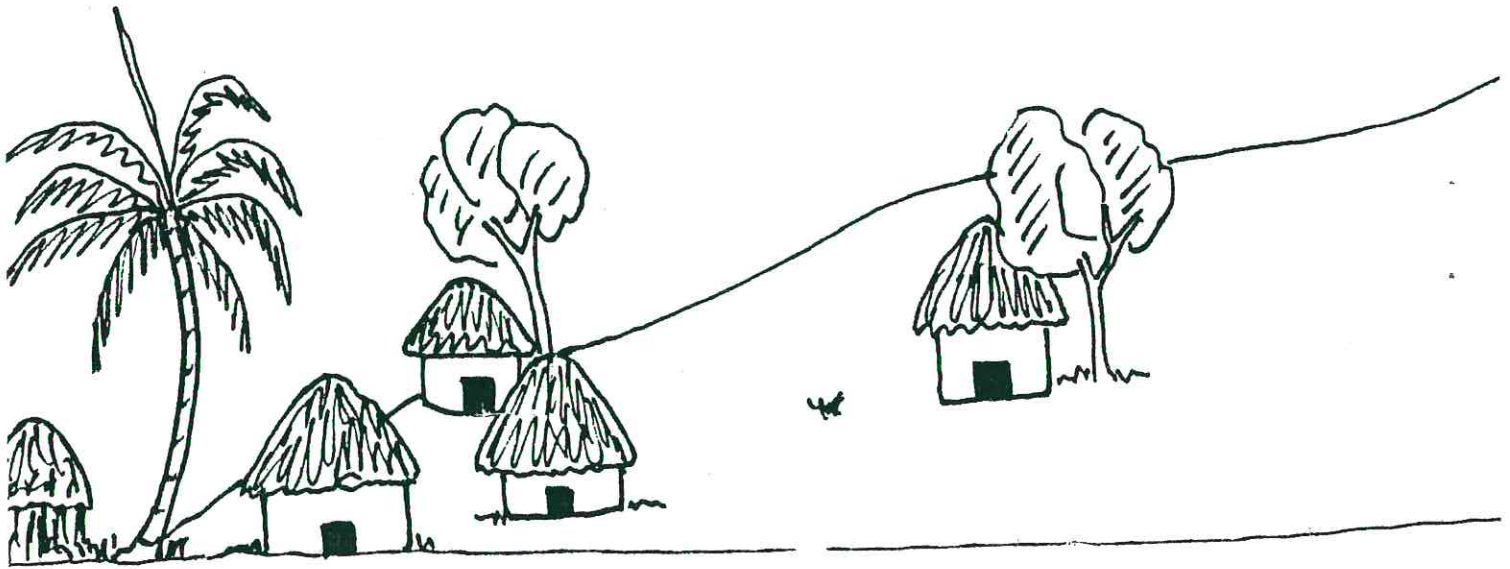




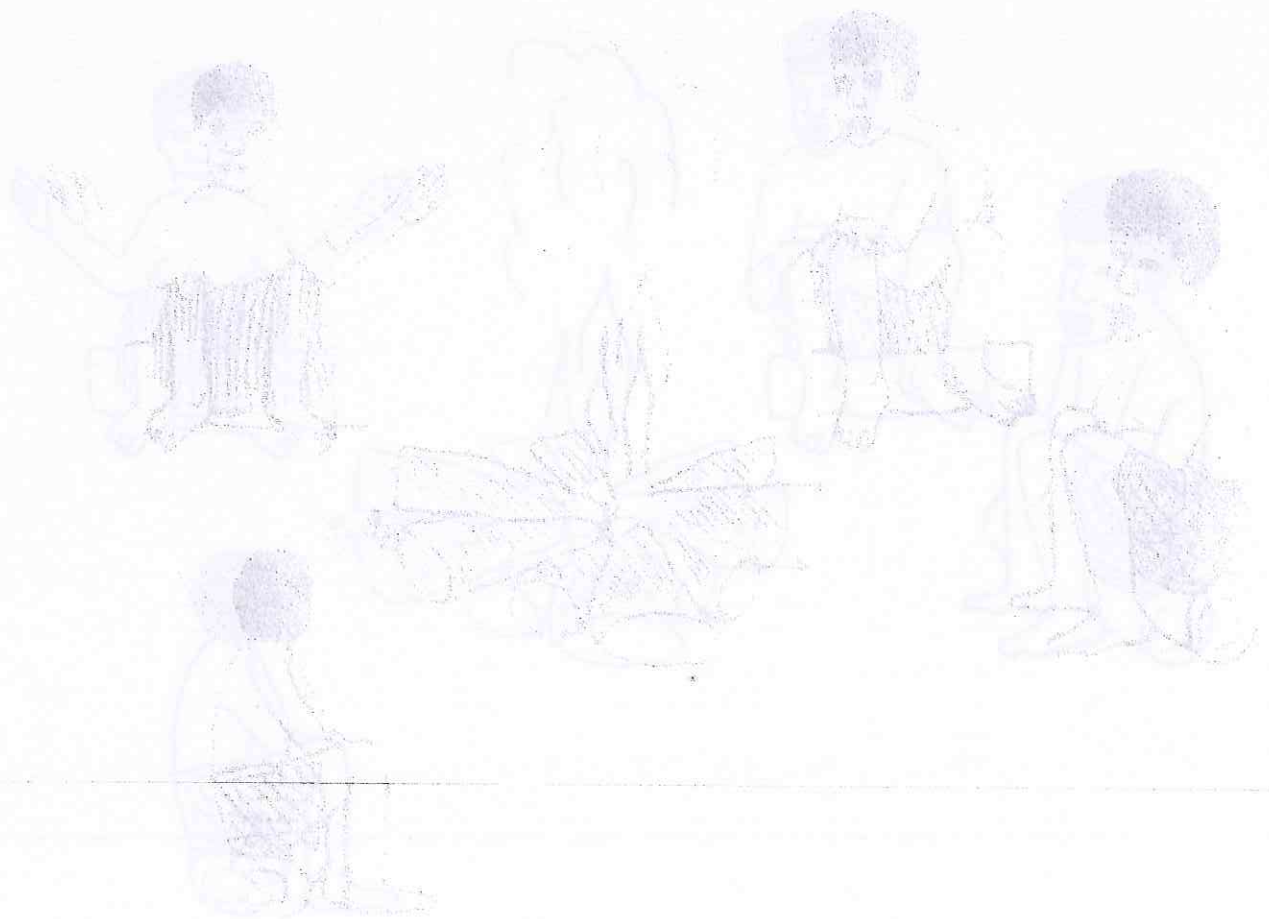


6) He was also told not to tell anyone on earth that he had been on the moon; he might be killed. While waiting up at the hole, he was told to close his eyes until all the smoked cleared. His sugar cane was burned a little on the outside while Naruafiti closed his eyes and waited.

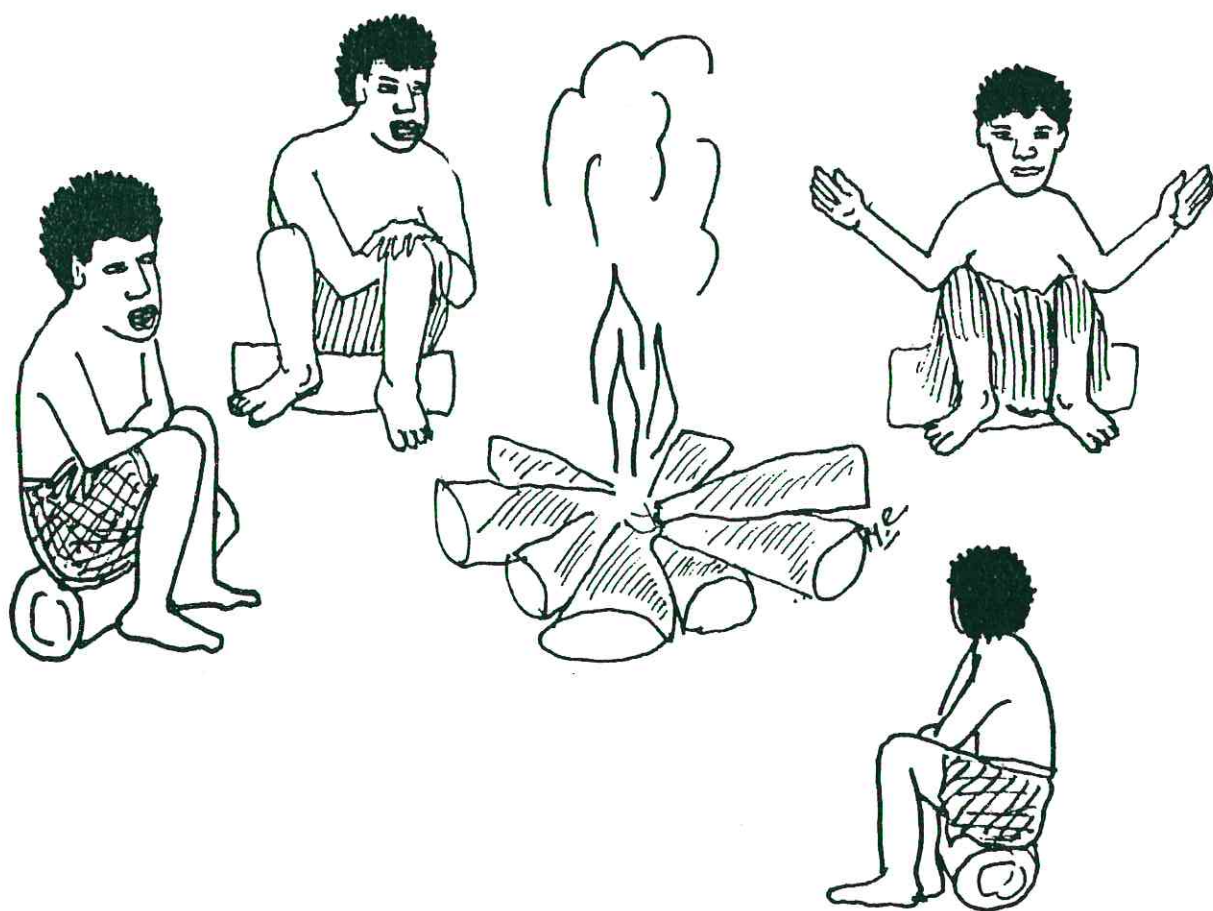
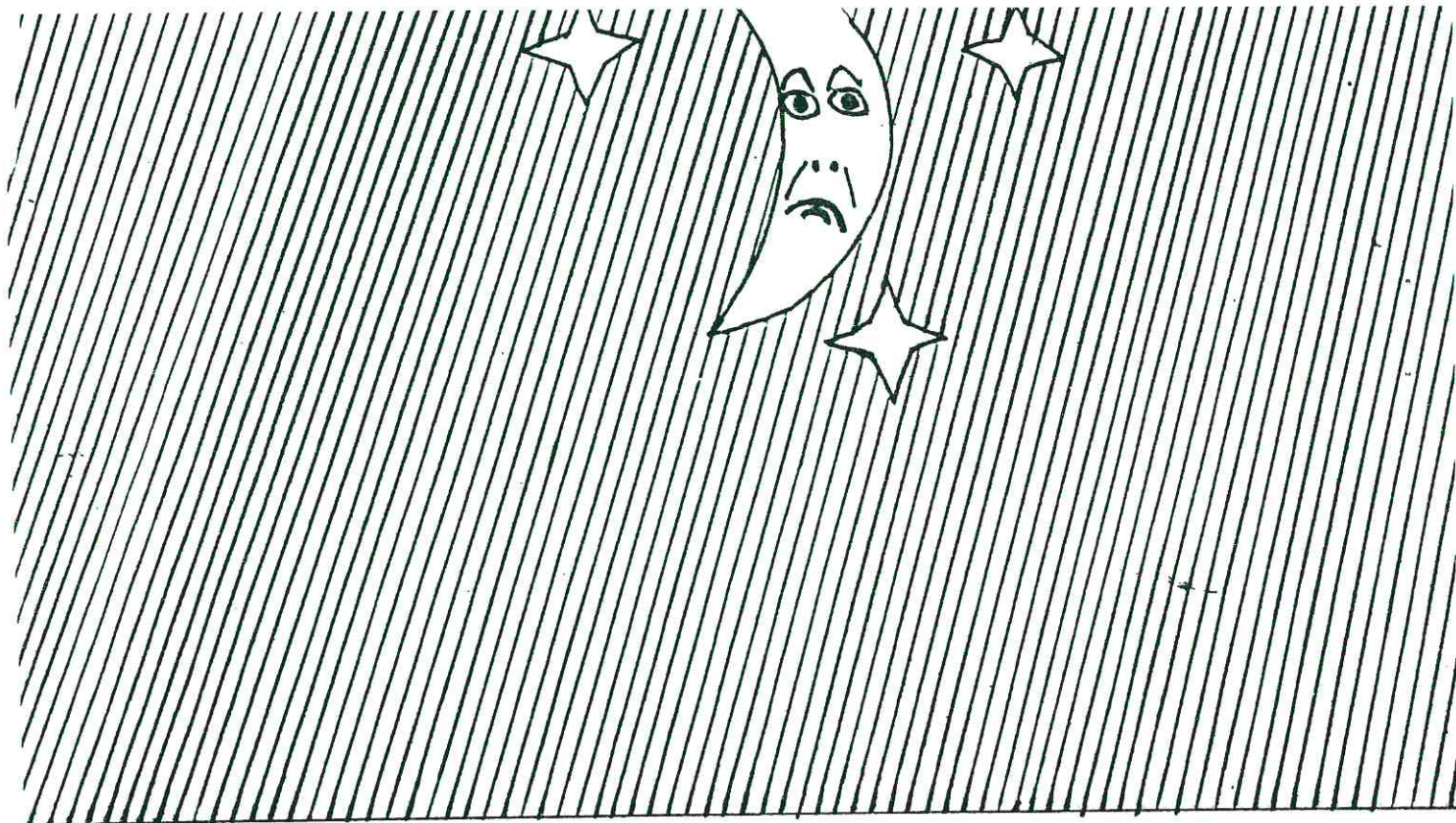
When all was clear he opened his eyes, he was washed ashore at Idec again.



7) Naruafiti went and sat on a rock untill someone came out and saw him. This person thought it was Naruafiti's spirit, but Naruafiti was real. They went home and Naruafiti shared the food he had brought with him. The sugar cane was the brown striped type with the inside a little brown as well, the island cabbage was the long reddish leaf type and the namambe a large fruit variety.





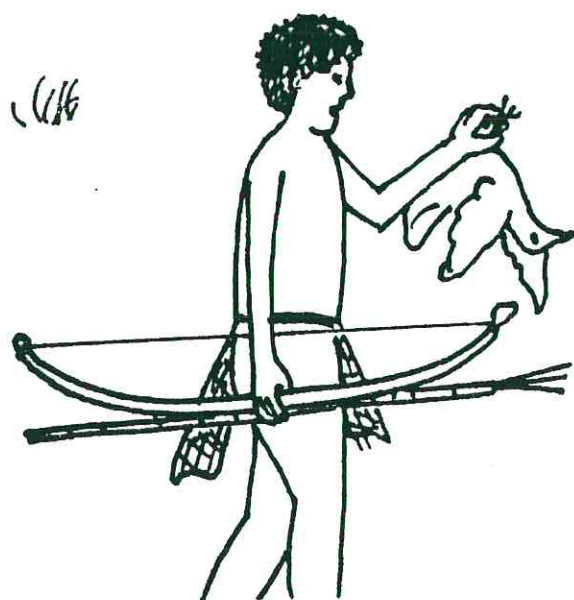
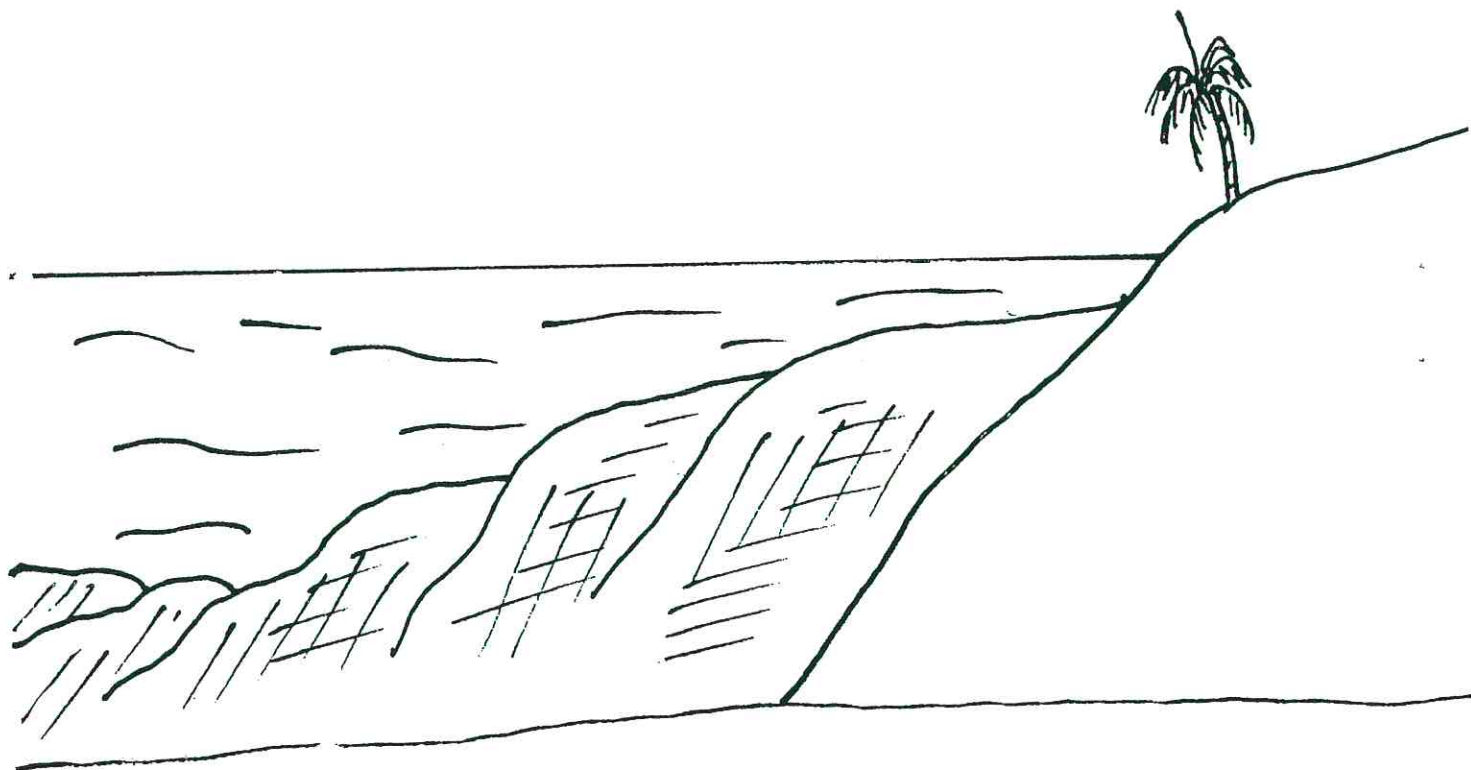


8) Anyway, Naruafiti was not too happy because the people kept asking him where he had been. One day, he told them everything.

Then while they went on a fishing trip, Naruafiti was attacked by a big fish and he died.







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160



- THE LEGEND OF YAMS -  
(custom story from PENTECOST)

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1) Long time ago, at Linobil, lived an old man called Saldam. He had ten grandchildren. Linobil was on the sea coast near Namaram Bay (Central Pentecost). At that time there was no food and no yam. The people were hunting and picking wild fruits and raw roots in the bush.



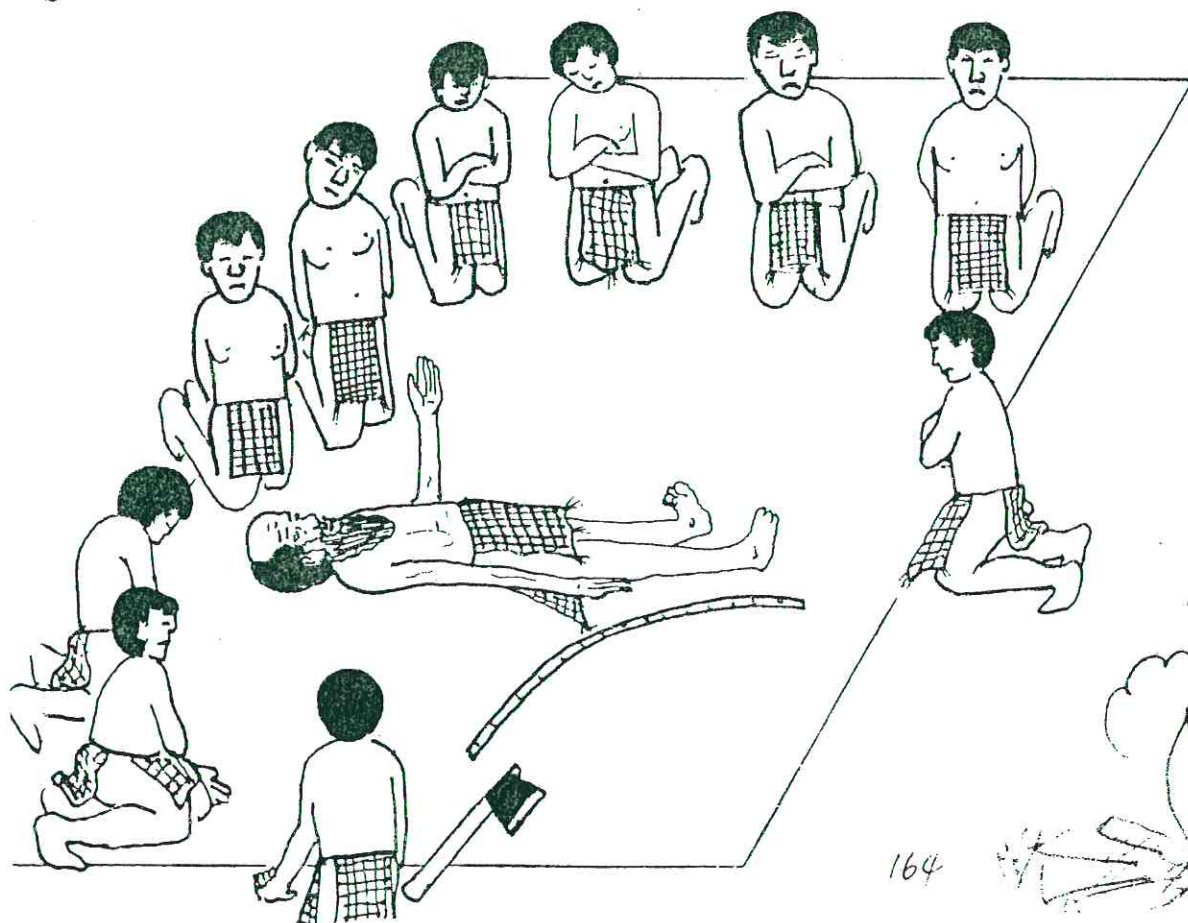
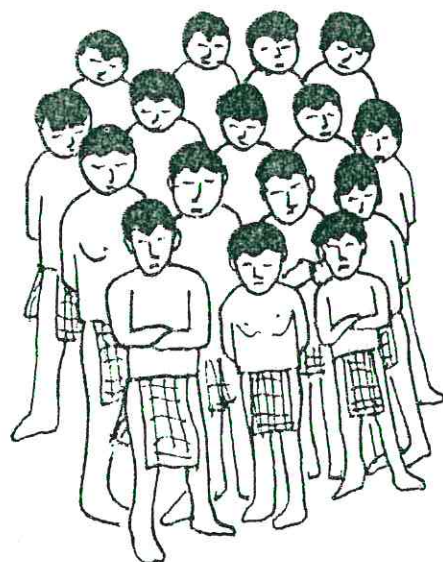
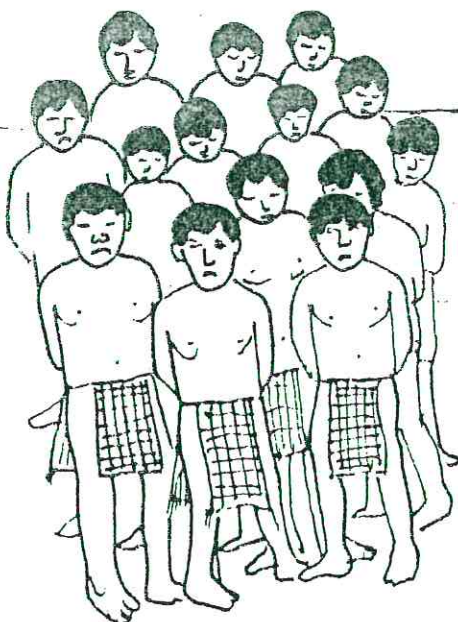
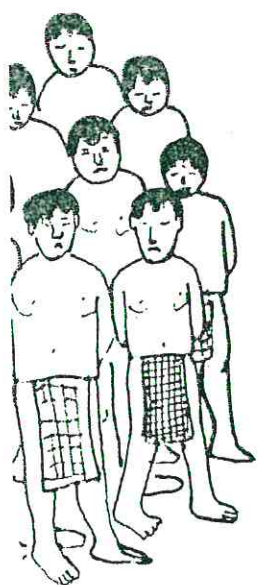


2) One day, Saldam ordered his grandchildren to cut down some big trees with the "tamioc" and to burn the trunks and the branches. Then, he asked them to completely clean the bush in this spot, and to remove all vegetation so that the ground would appear very neat.

- "We clear the bush, but what for ? because we have nothing to plant" said the ten brothers.

- "I will tell you later" replied Saldam.

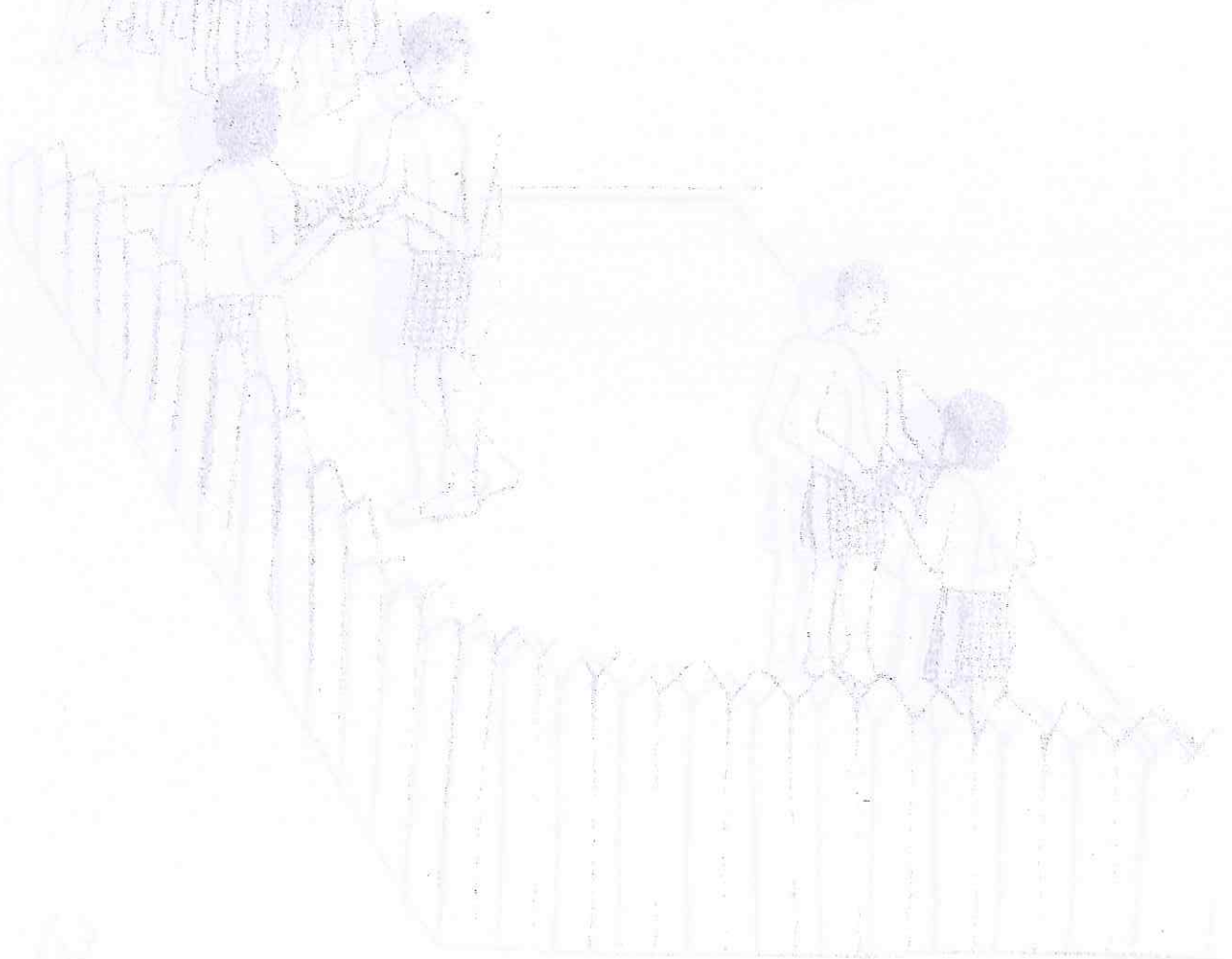




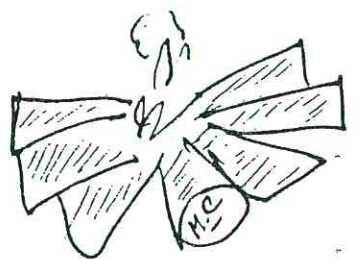
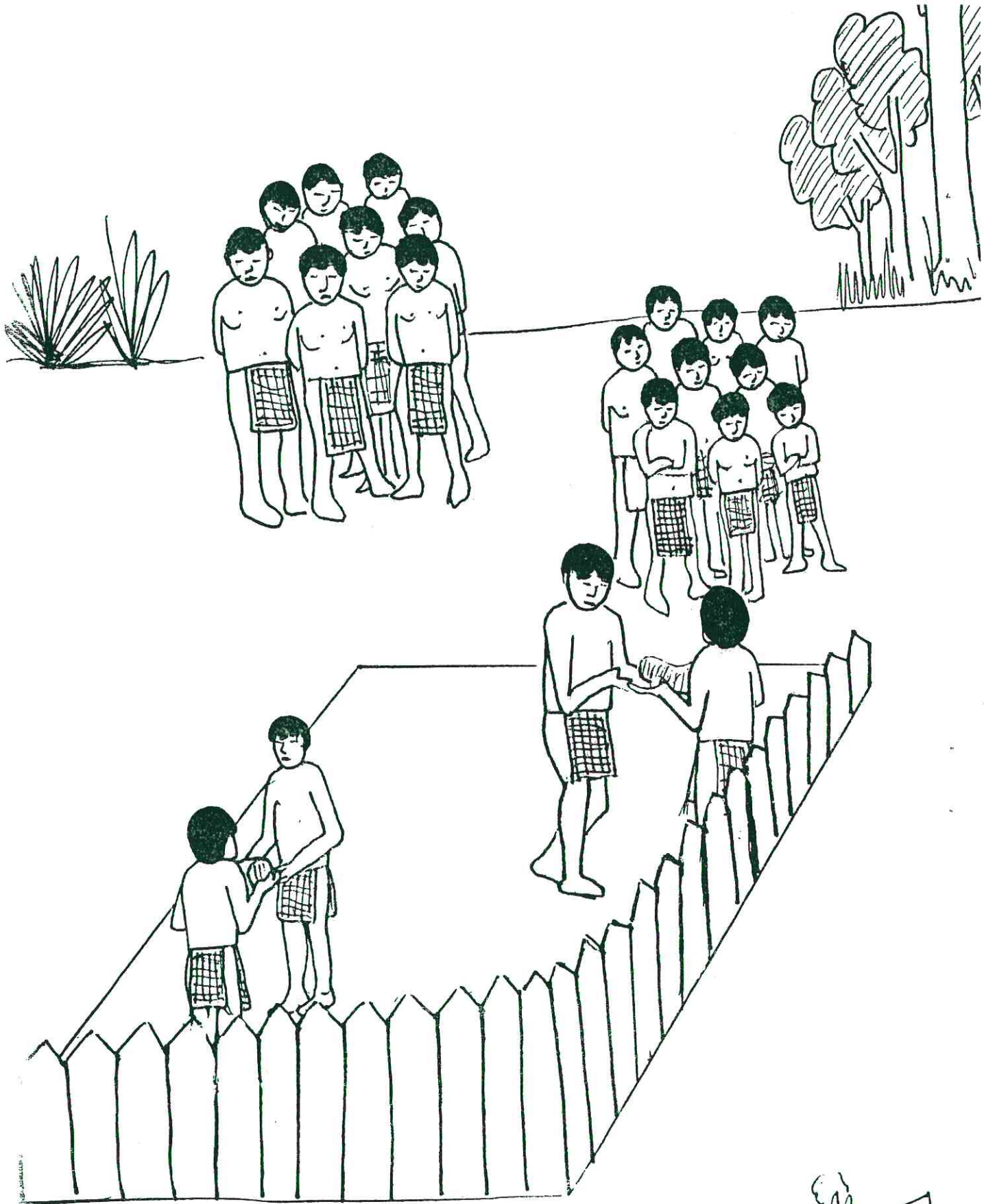
3) He was so old that he was unable to walk. He used to lie down in the "nakamal".

He asked somebody to cut a walking stick. First of all a "burao" stick was given to him, but when the old man tried to walk, the stick broke. The same thing happened again and again with all the different woods that were found on the island : Saldam got up, and the stick broke.

At the end, wild cane was chosen. When Saldam got up, the wild cane bent, but it did not break. The Saldam walked to the field that had been cleared by his grandchildren. He went to the middle of it, lay down and told his boys :









4) - "Kill me and cut me up. You will give the different parts of my body to the people who are here with me today. (a big crowd indeed had followed the old man to see what would happen)

- "Everyone who will receive a piece of my dead body, will bury it in a field as clean as this one. He will keep the ground free of any weeds, and he will put stakes of wild cane into the ground, all around the hole in which my dead body will be. Then, you will build up, all around the field, a barrier made of wood; you will close its entry. All the men and the women who will sleep near it will not be allowed to get in.

5) The boys killed Saldam and cut his body into pieces which were distributed to the people standing there.  
- They gave one thigh and leg to the people from Sgnal (Nokonwanet).

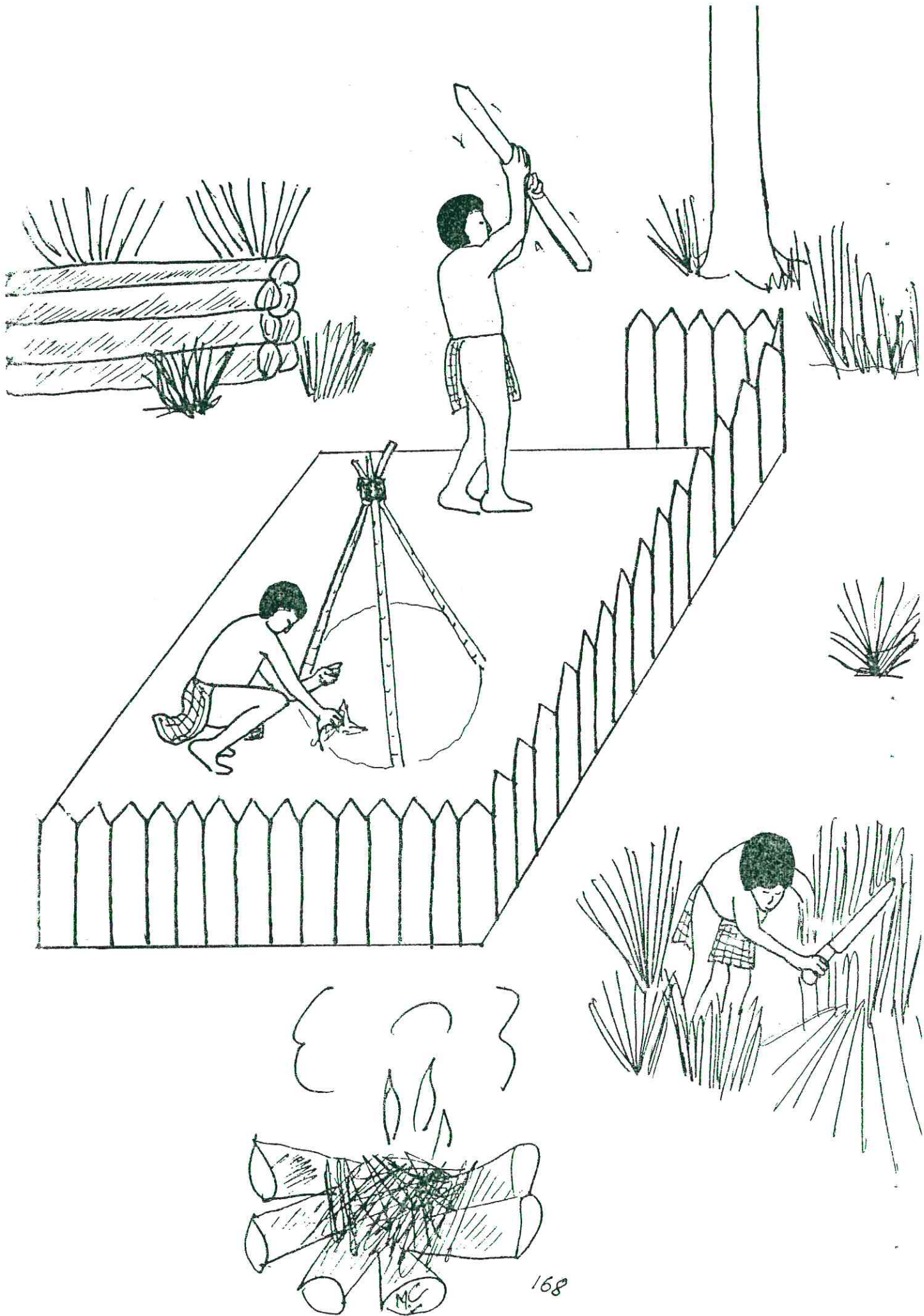
- They gave the other thigh and leg to those from Lesiube. The two places are near the sea, but they belong already to the "middle" country.

6) Saldam's head and fingers were given to the people living in the South, by the sea side, more precisely after Melsisi river, at Alihak.

7) The intestines were given to some people called "Kut" or "Mambus". They were coming from Lemalda located in the mountains.

- Saldam's blood was given to the people living in the South of the island (the country of the "Sa" language).

- Many other groups of people came again, and Saldam's grandchildren gave to them the wastes that nobody wanted.

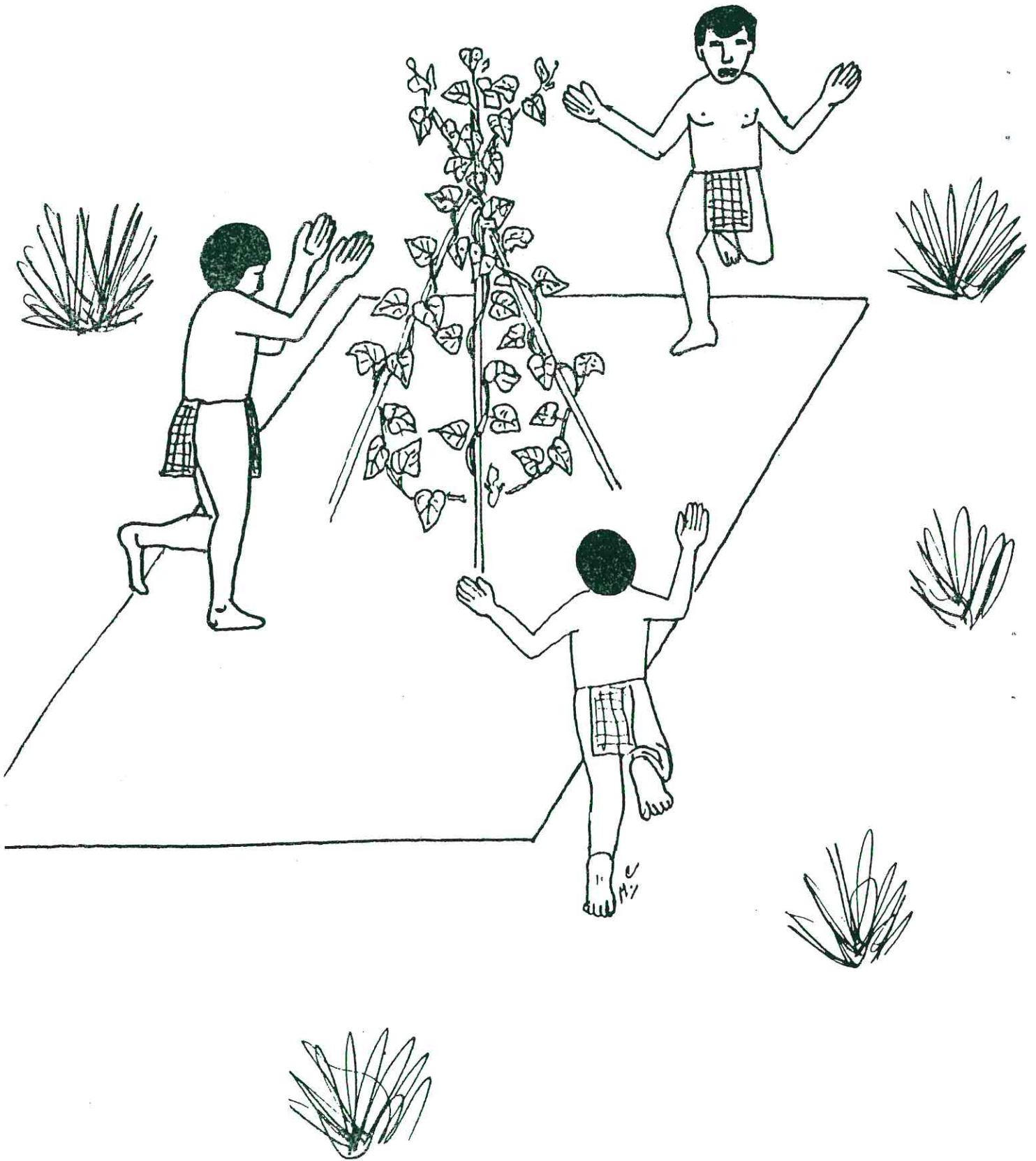


8) Once the sharing ended, everybody went back home.

Everybody did as Saldam said :

- After the site had been selected, the ground was totally cleared : every tree stump was burned and all vegetation removed. In the middle of the field, a hole was dug, and the piece of Saldam's dead body was buried in it. Stakes of wild cane surrounded the hole, and a barrier closed the field.





9) A few months later a shoot came out of the ground, it rested on the wild cane, and when the yam leaves begun to sprout, they twisted around the stakes : in the ground, the first yams of Pentecost started to grow.

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Teacher's notes :

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This custom story explains the origin of yams, out of a man's body, and details the geographical distribution of its varieties. Yams are differentiated by the different parts of the body from which they originated. This myth belongs to the people living on the west coast of Pentecost.

- There are the "ila" who were given yams called "kokon"; their shapes and sizes recall Saldam's thighs and legs.
- There are the "ilasemu" or people from the middle bush, who were given yams called "taribul" or "damrap"; their shape is still long, but less voluminous and recalls Saldam's arms.
- There are also the "kut" who live in the mountains. They were given yams called "bat male haga" which are twisted and small, with red veins inside; they recall Saldam's intestines.
- As to the people from the South part of the island, those who were the last ones to arrive for Saldam's body distribution, they were given yams called "lisemal"; they are small and red, they taste good; they recall Saldam's blood.

There are also yams called "vosran" with shape recalling Saldam's hand, and the ones called "dahul", as round as the the moon which recall Saldam's head.

YEAR 2

OUR FOOD - NUTRITION -

Lesson 7. - Why do we need food ?

Objective :

-----  
To make children discover some of the reasons why we need food.

Teacher's notes :

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The students need to learn that we eat not only to stop us feeling hungry, but in order to grow and to stay healthy. If babies eat plenty of food, they will grow into adults. A very good optional activity to go with this lesson is to grow a small animal such as a baby chick in the classroom for a few weeks. The students can help to feed and care for the animal and make drawings of it as it grows. This help students to understand how important food is to a growing animal.

Method :

- 
- 1) Ask the students what do they do when they are hungry (they eat food).  
Can they think of other reason to why we need to eat ?  
(to stay healthy)
  - 2) Talk to the students about the things animals need to grow. Show the students the pictures of the animals pages 174 to 178 as you talk.  
Discuss the questions on the back of the pictures as you show them.  
Discuss how a young child grows.
  - 3) Show the pictures of the growing child on page 180 to 188 as you talk.  
Discuss the questions on the back of the pictures as you show them.
  - 4) Ask again what are the reasons why we eat :
    - because we are hungry
    - to stay healthy
    - to grow
-

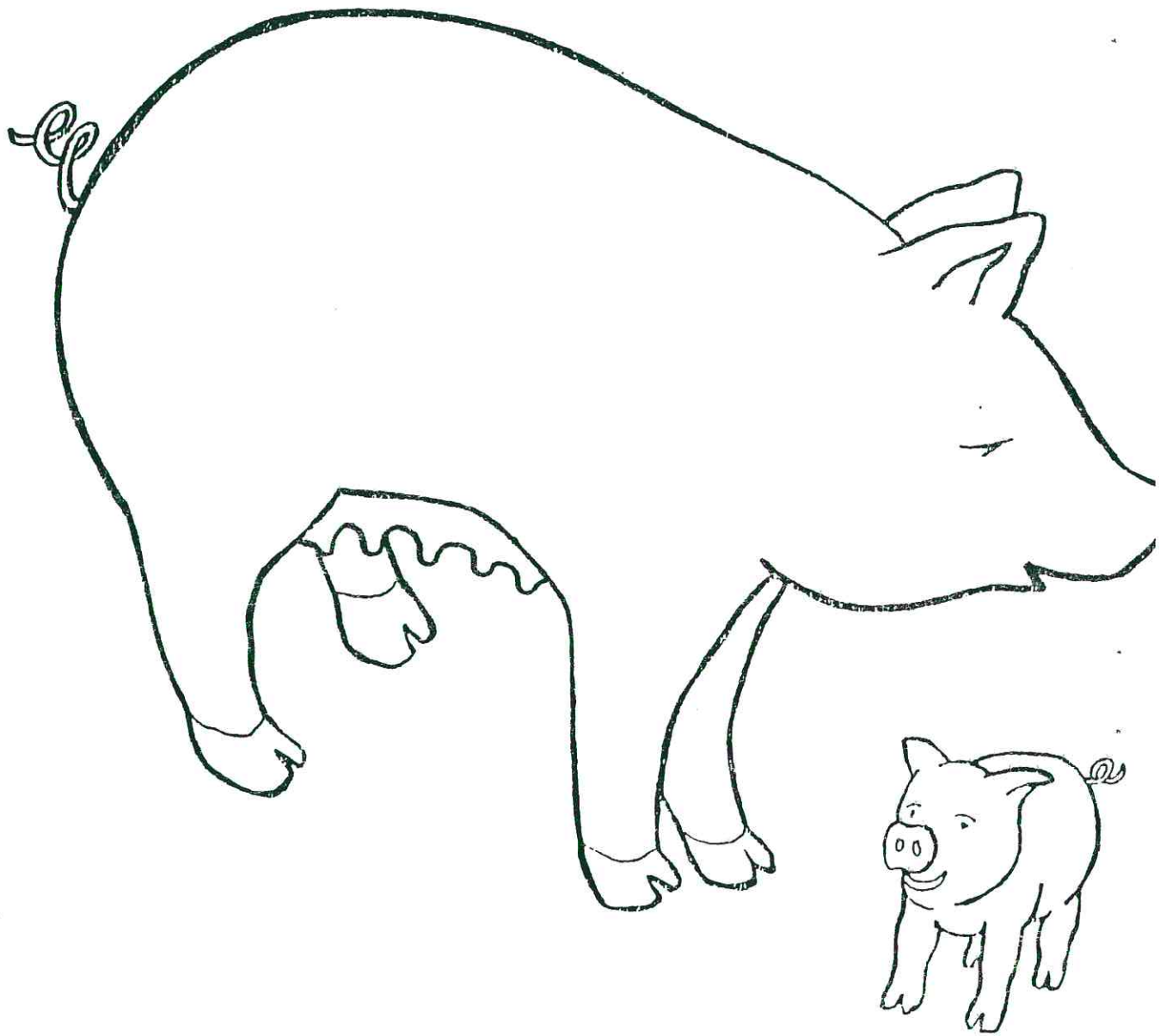


YEAR 2

OUR FOOD - NUTRITION -

Lesson 7. - Paragraph 2





YEAR 2

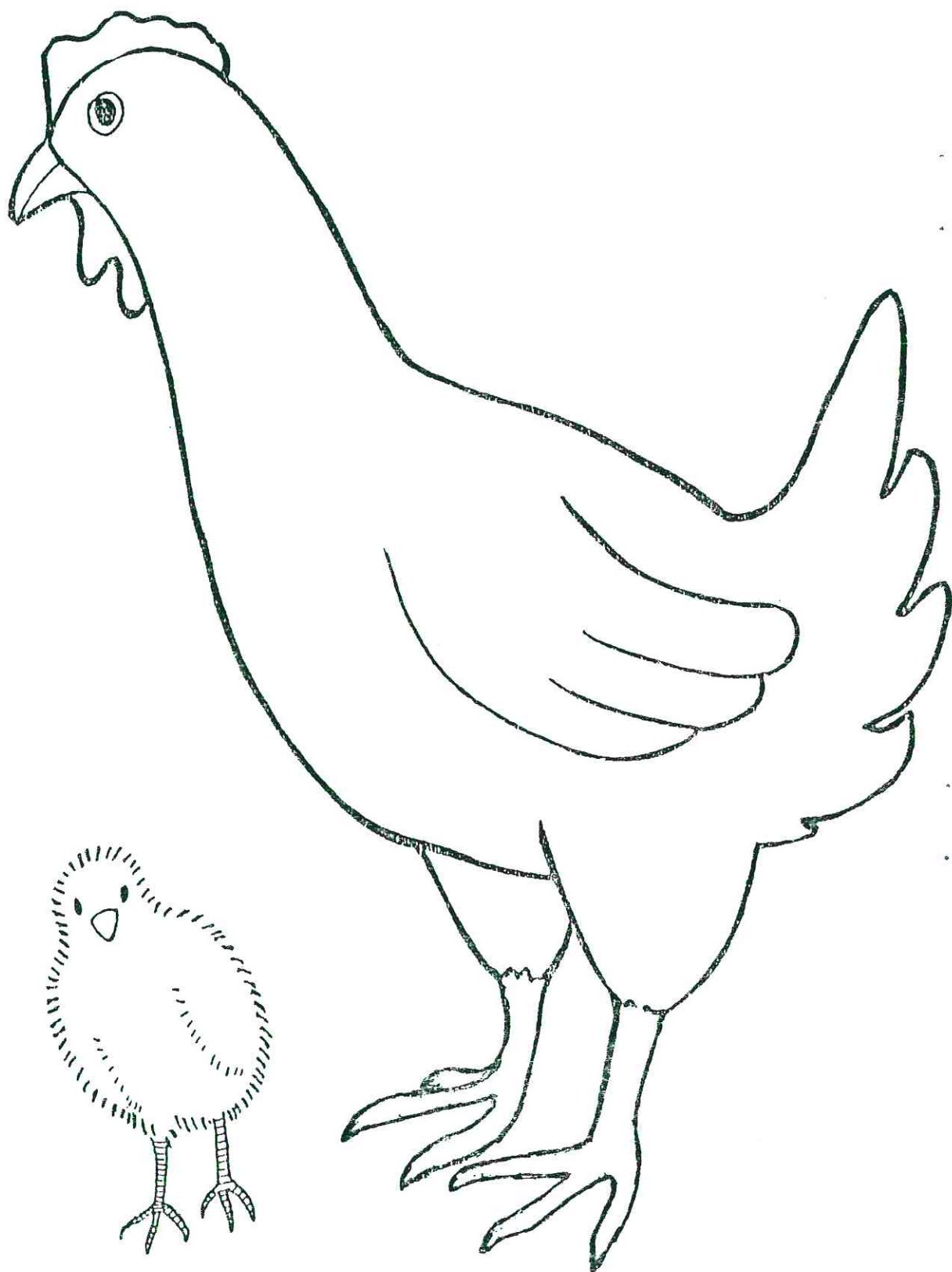
OUR FOOD - NUTRITION -

Lesson 7. - Paragraph 2

Tell the students that this is a picture of a baby pig and an adult pig. Ask :

"What does the baby pig need so that it can grow to be an adult pig ?" (food)

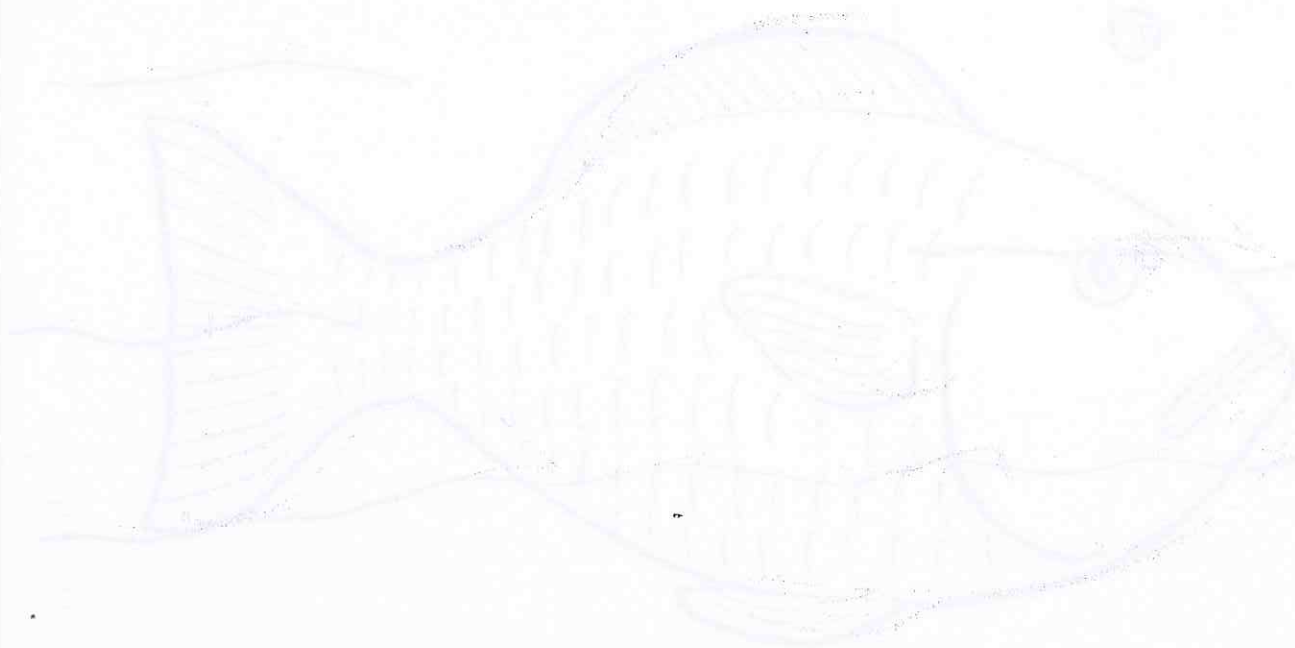


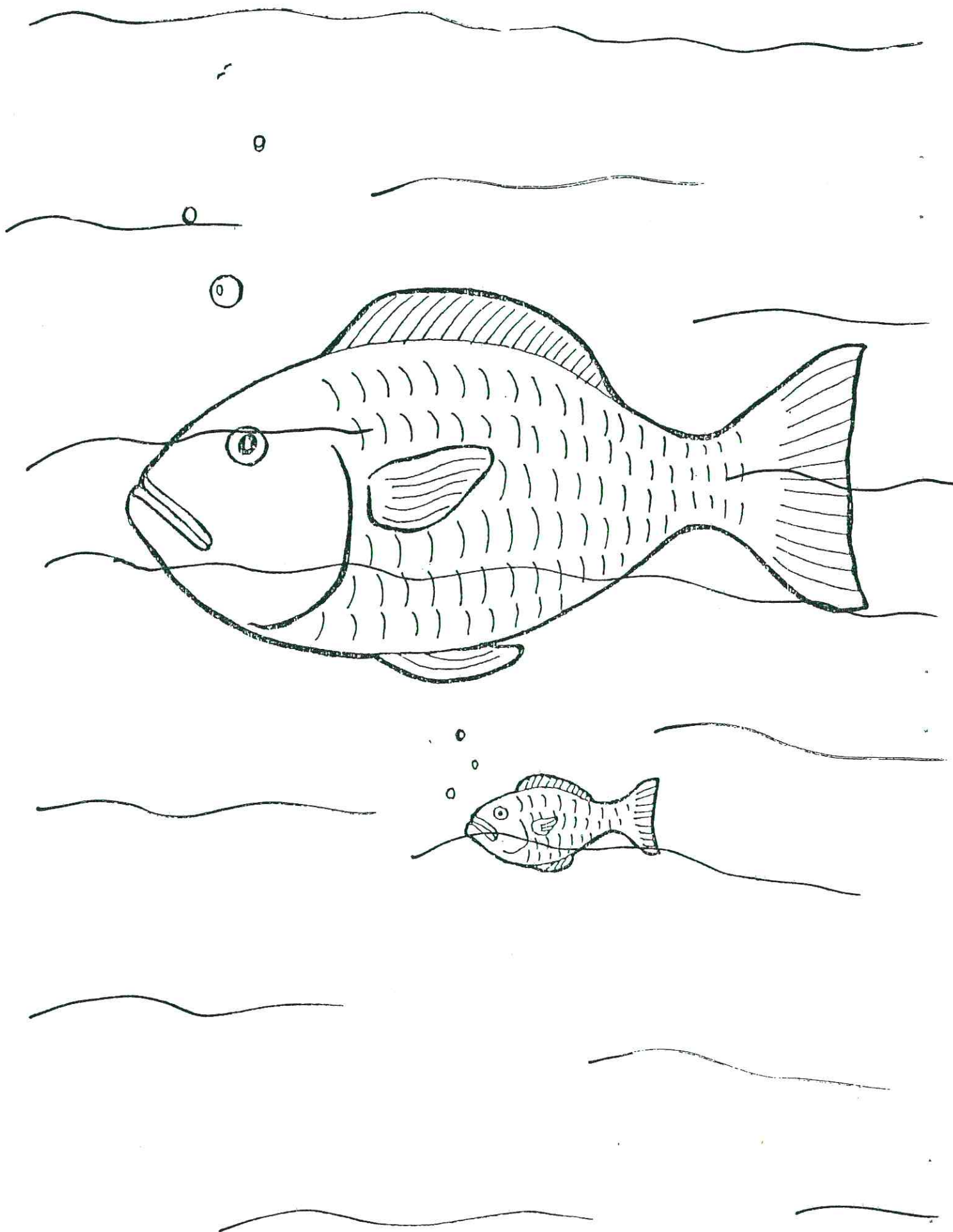


Lesson 7. - Paragraph 2

Tell the students that it is a picture of a baby chicken and an adult chicken. Ask :

"What does the baby chicken need so that it can grow to be an adult chicken ?" (food)



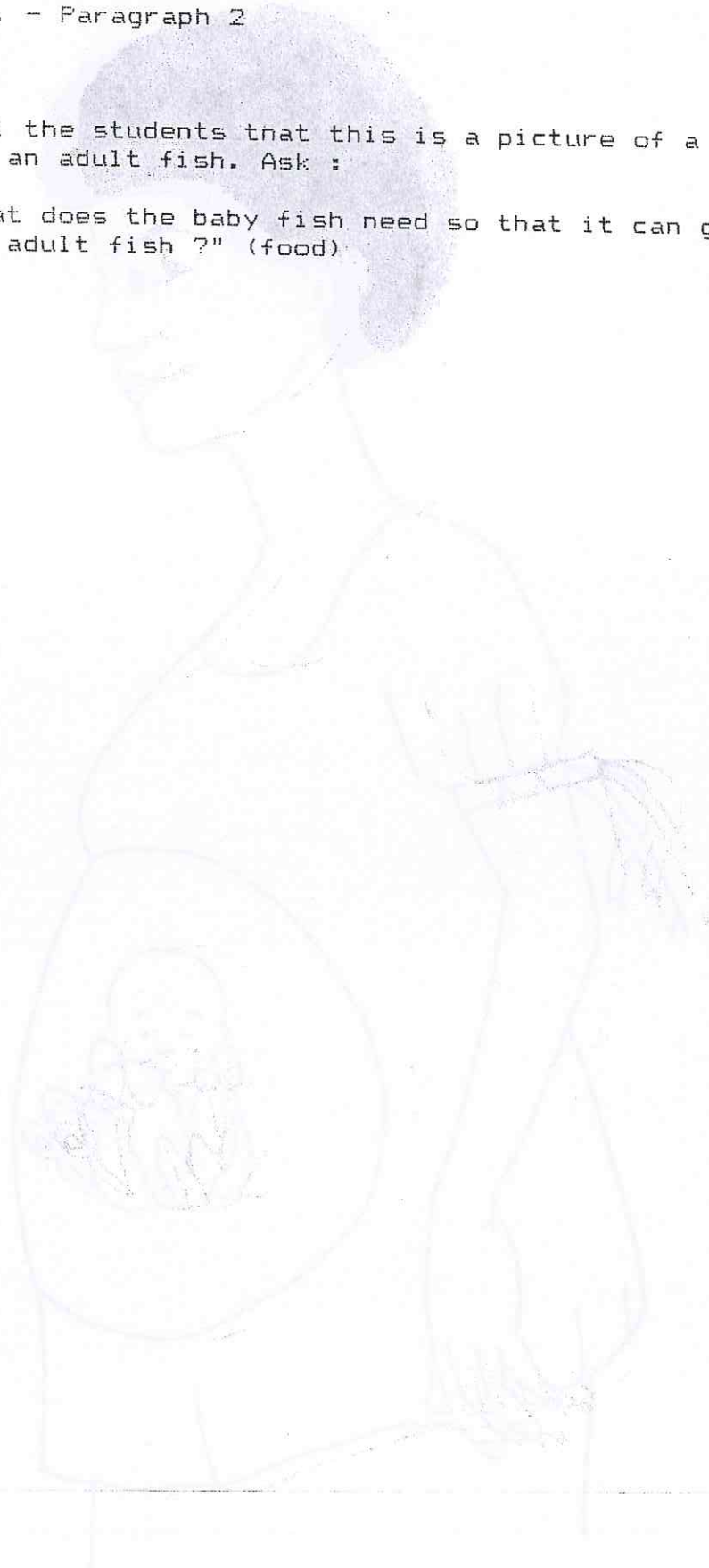




Lesson 7. - Paragraph 2

Tell the students that this is a picture of a baby fish and an adult fish. Ask :

"What does the baby fish need so that it can grow to be an adult fish ?" (food)





Lesson 7. - Paragraph 3

Tell the students that this is a picture of a baby that is growing inside its mother. Soon it will be born. Tell the students that even when a baby is growing inside its mother, it needs food. The mother eats food and the things in the food that the baby needs to grow goes to the baby.

Teacher's notes :

This "rope" (umbilical cord) is like a road which passes the food from the mother to the baby. When the baby is born, the rope is cut off and what we have left is the navel.





Lesson 7. - Paragraph 3

Tell the students that this is a picture of the mother and the baby after the baby is born. Ask :

"What does the baby need so that he can grow ?"  
(food)

"What is the baby's food ?" (Mother's milk)





Lesson 7. - Paragraph 3

Tell the students that this is a picture of the baby when he is older. Ask :

"What does the baby need so that he can grow ?"  
(food)

"How does the baby get his food ?"  
(the mother feeds him)





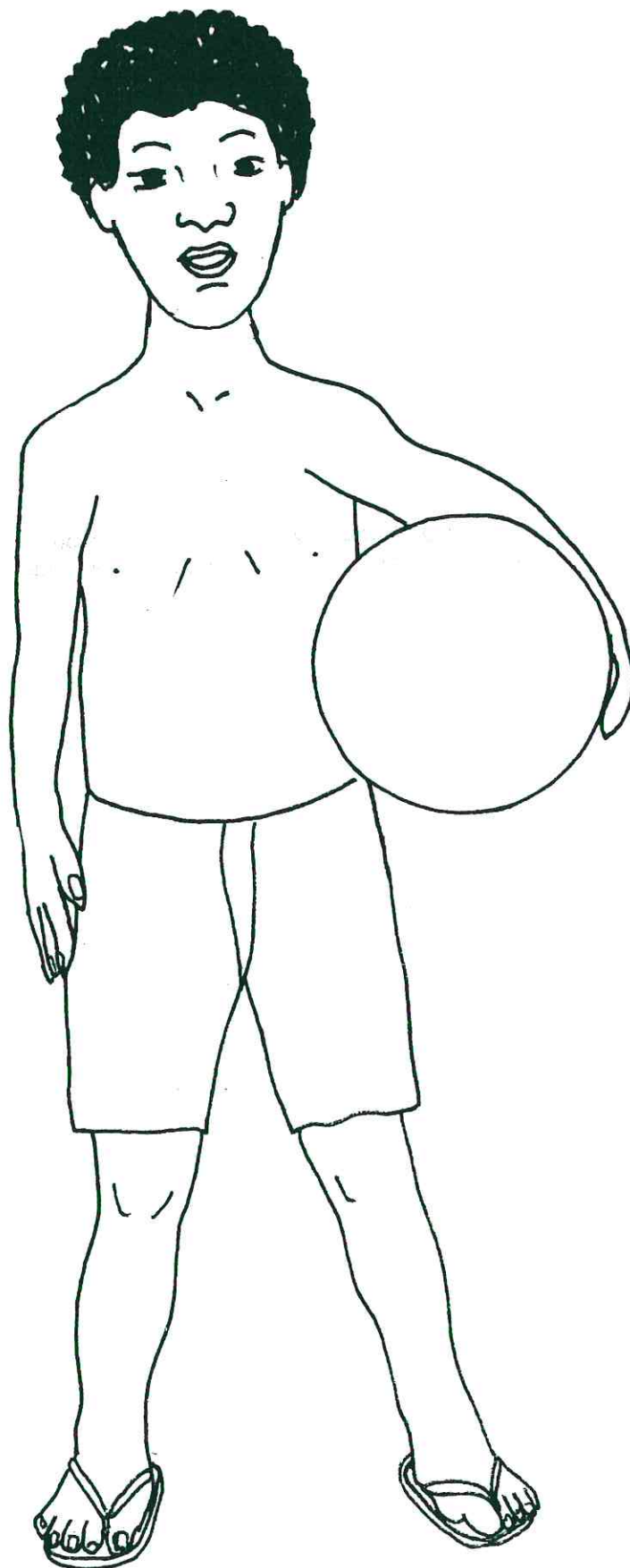
Lesson 7. - Paragraph 3

Tell the students that the baby is one year old now.  
Ask :

"What does the baby need so that he can grow ?"  
(food)

"How does the baby get his food how ?"  
(the mother gives him food. He feeds himself).





Lesson 7. - Paragraph 3

Tell the students that the baby has grown up. He is now ready to start school. Ask :

"What does the boy need so that he can grow ?"  
(food)

"How does the boy get his food ?"  
(discuss all the ways he gets food, such as

- from his family and friends,
- gathering food such as fruit,
- catching food such as land crabs, and
- other sources students may think of.

YEAR 2

OUR FOOD - NUTRITION -

### Lesson 8.- Children's growth

Objective :

-----  
To keep a record of how children grow

Teacher's notes :

-----  
This activity will give each child a personal record of his growth as he learns how important good nutrition is to his growth. Try and carry out this activity near the beginning of the school year so that the students can be measured at least three or four times in the year, and notice how much they have grown. (this can be coordinated with growth recording from the first health lesson).

Materials needed :

-----  
- Growth chart (can be traced from pieces on page 191 to 196 then put together and coloured).

Method :

- 
- 1) Ask the children to think about how people grow. First we are babies, then we grow bigger, we learn to walk, and talk. We keep growing while we are going through school.
  - 2) Tell the students they are going to keep a record of how they grow during the school year. Show them the growth chart and explain how it is used.
  - 3) Put the growth chart on the wall in a permanent place where it can be kept for the rest of the school year. Have the students line up and mark the height and name of each student on the chart, with a coloured pencil e.g. red.
  - 4) Repeat this every two months for the rest of the school year. Each time the students are measured, use a different coloured crayon so that they can see the marks getting higher. Talk with the children about how they are growing. Help them to understand that we grow better if we eat healthy food, especially fresh food.



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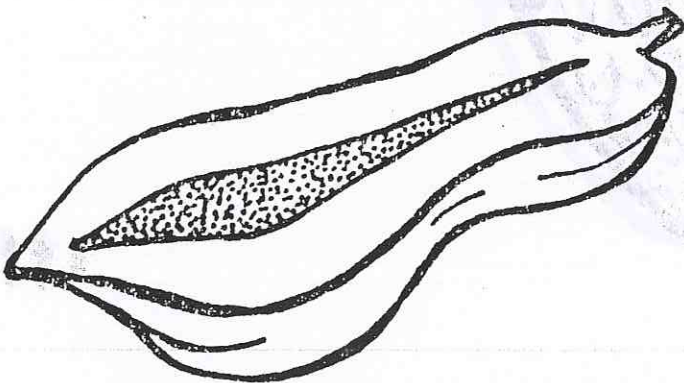
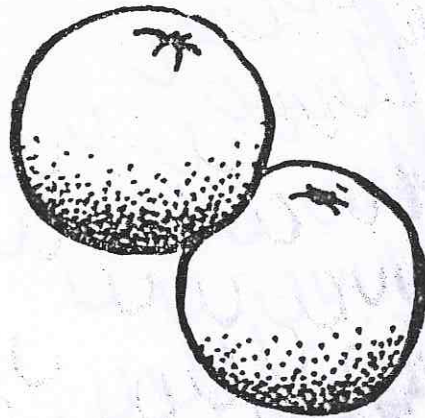
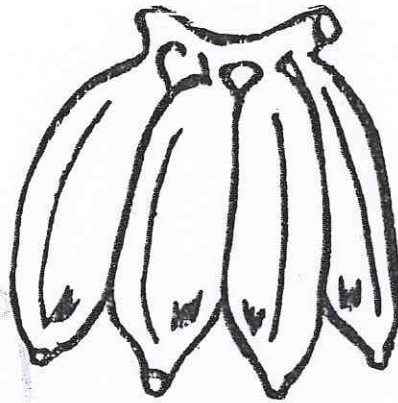
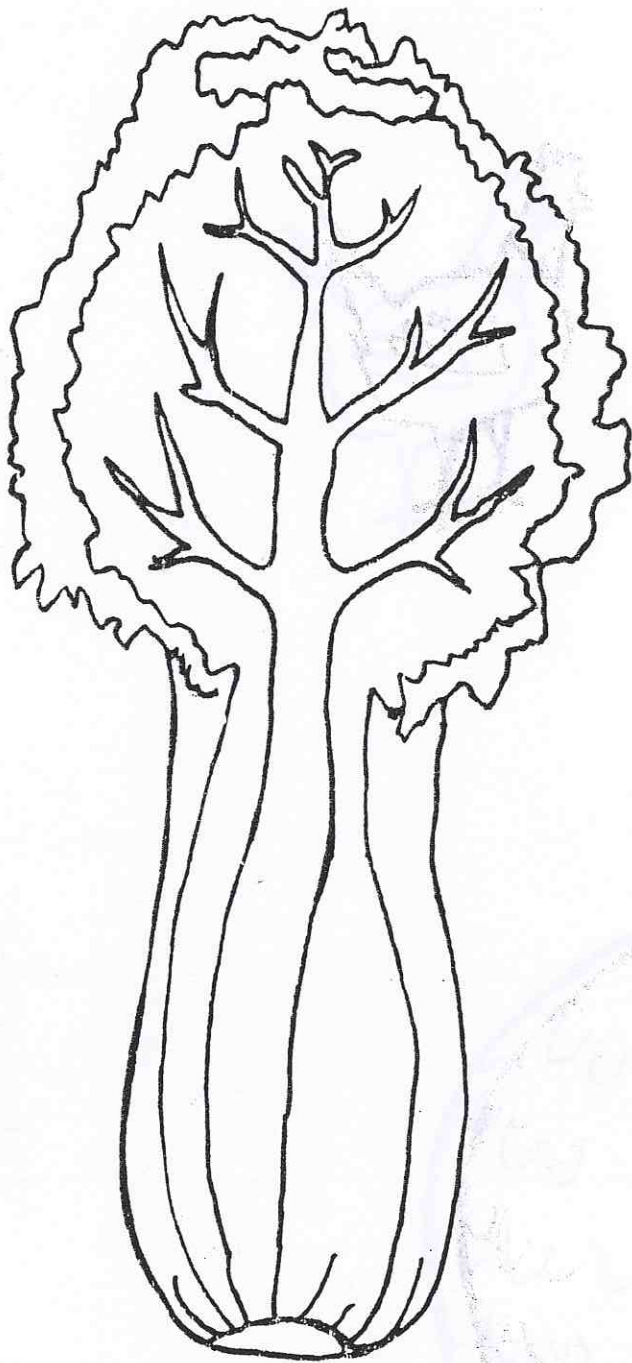
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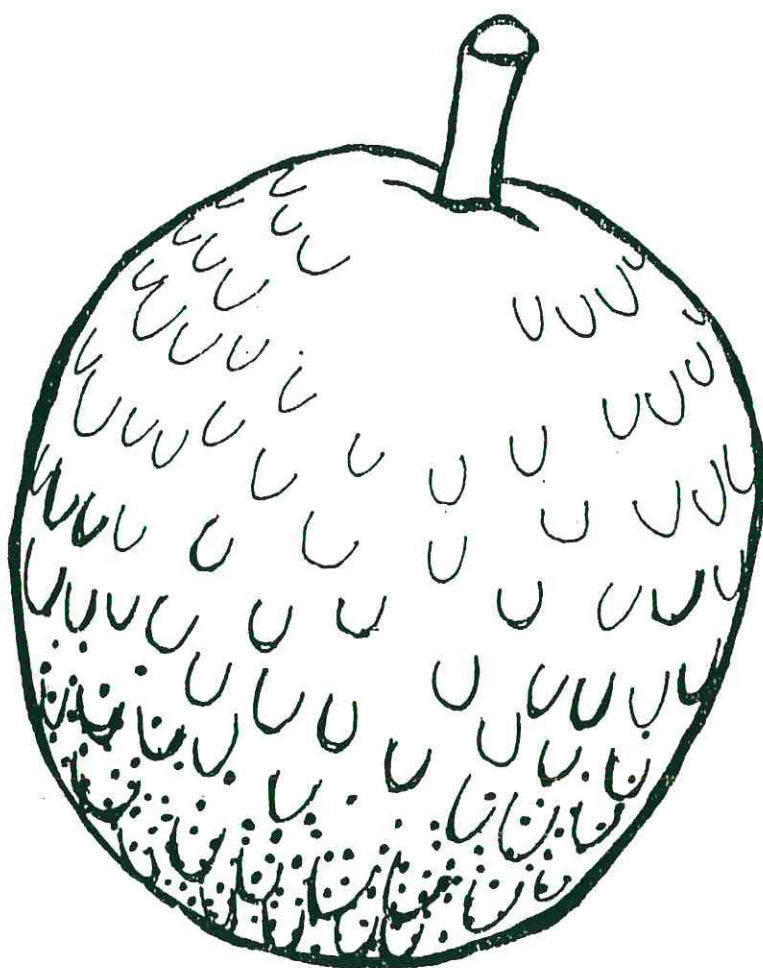
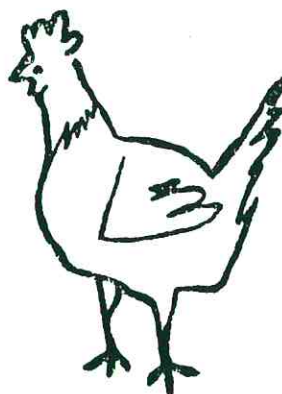
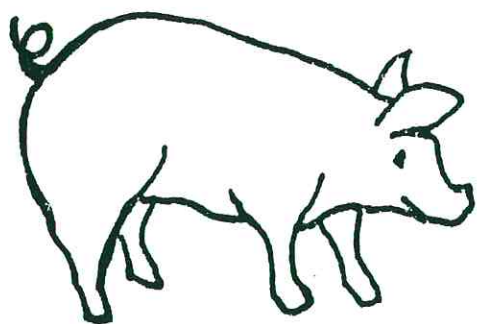
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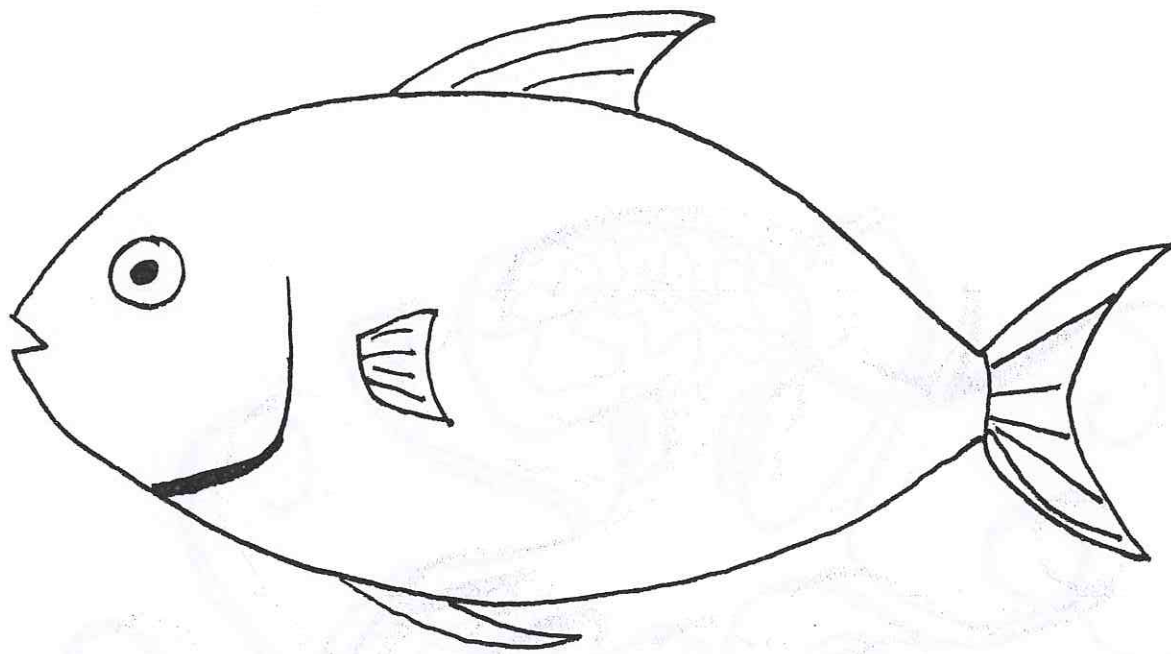
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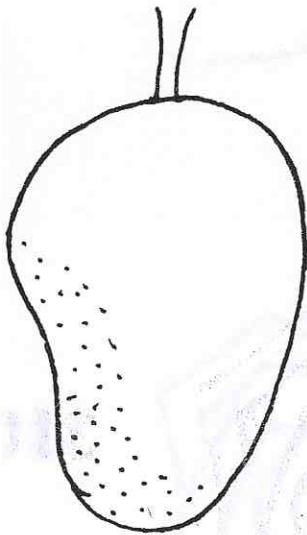
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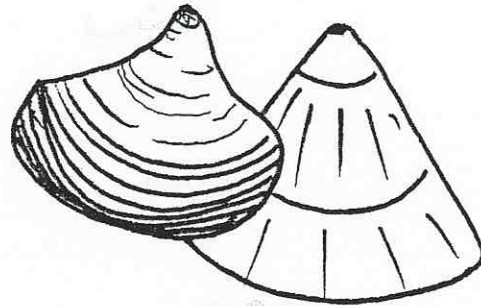
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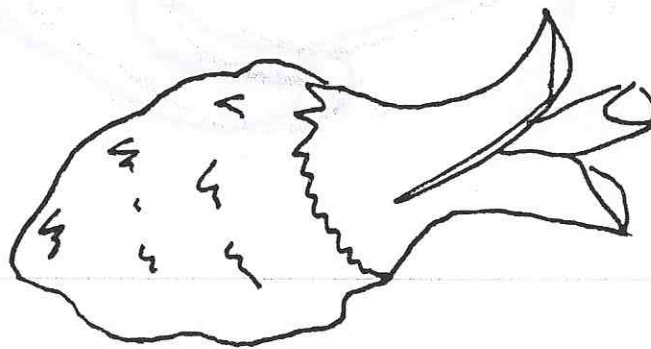


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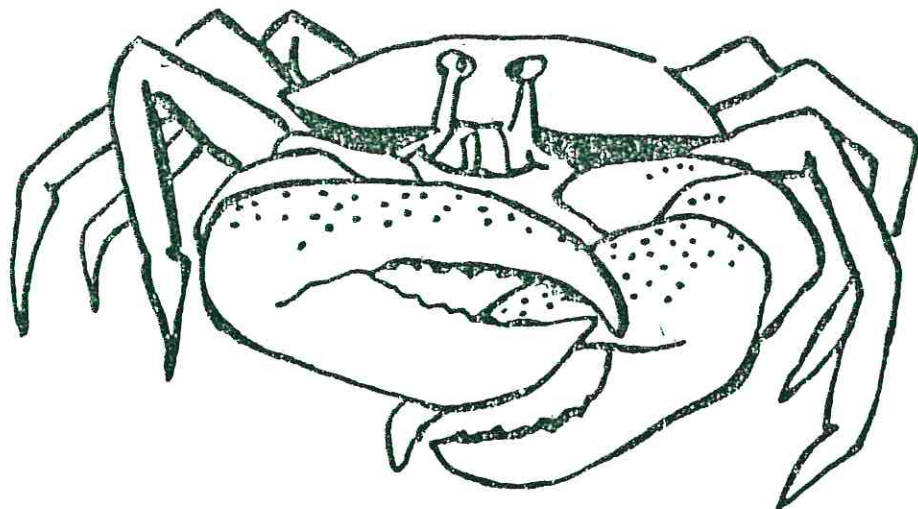
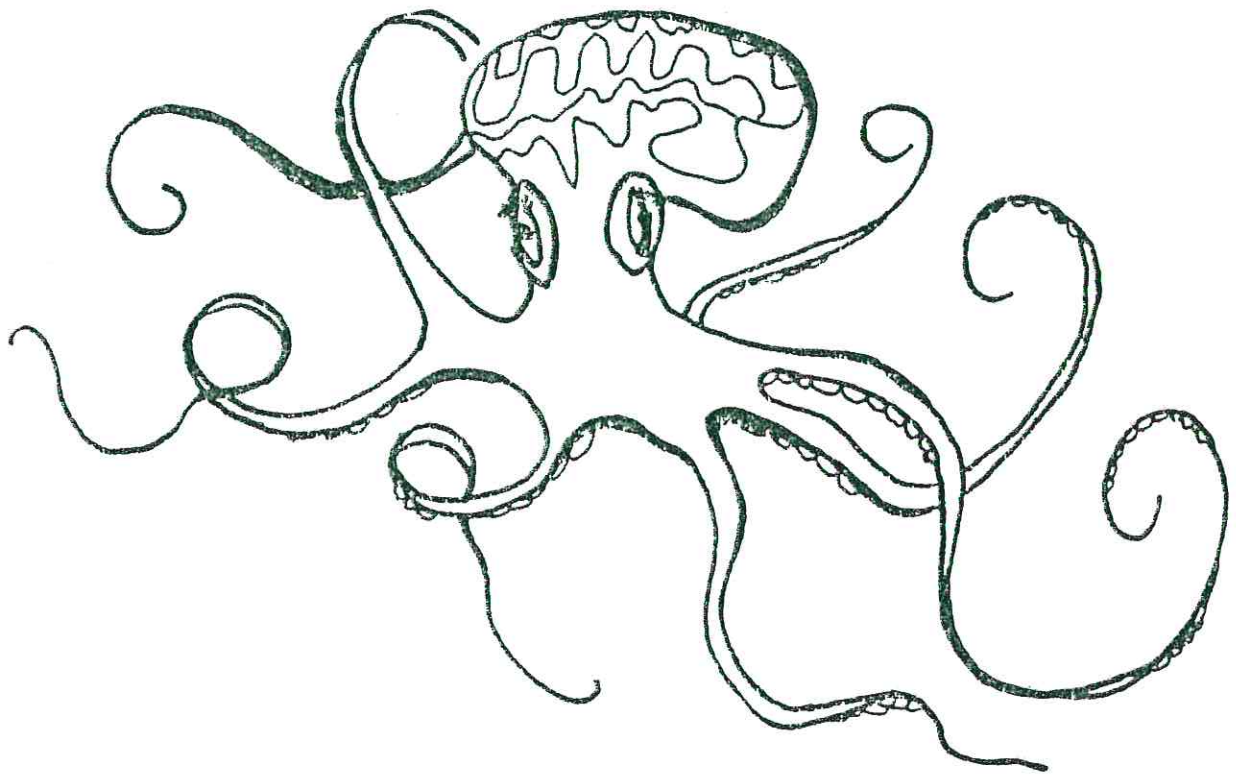
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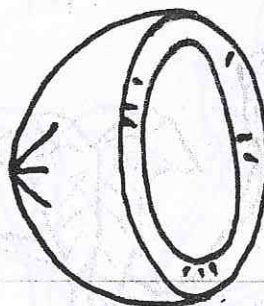
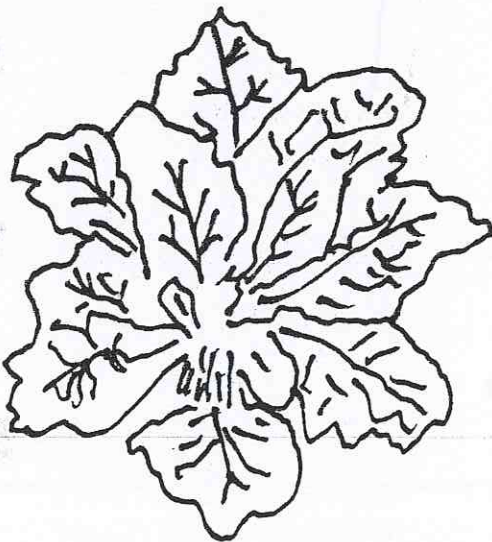
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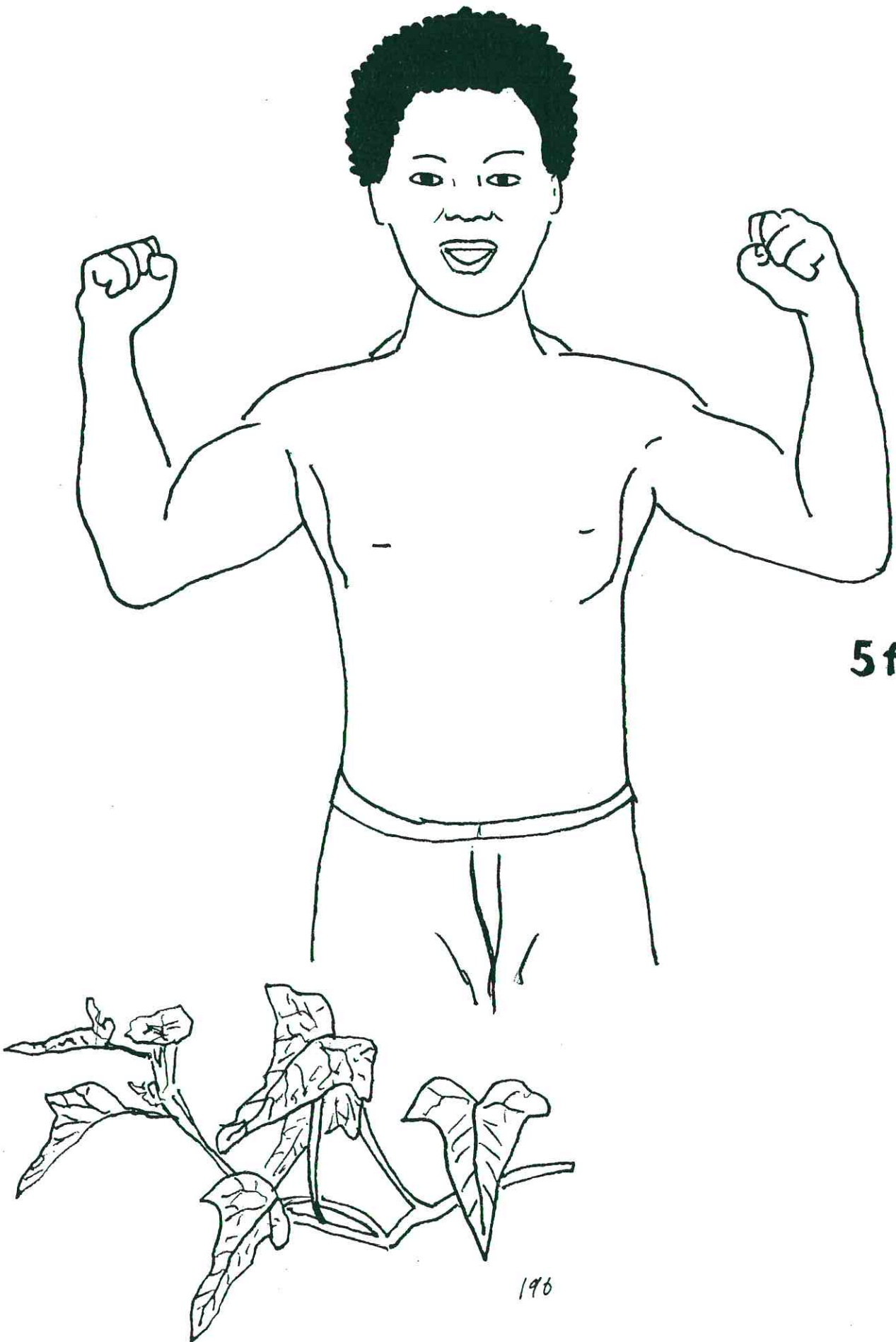
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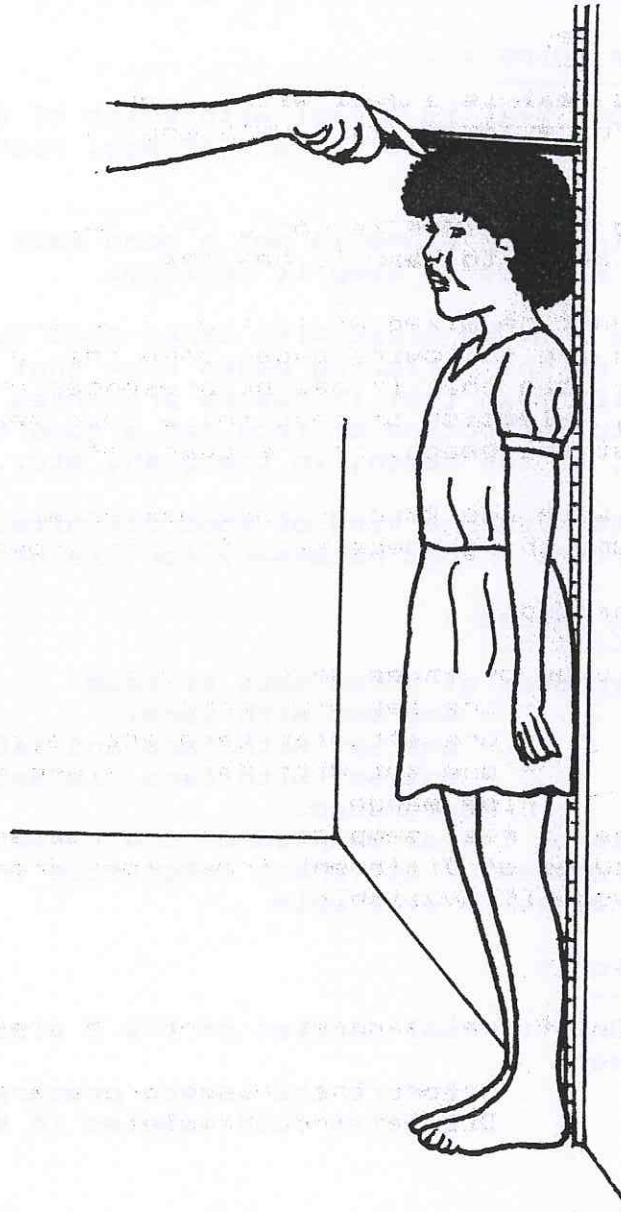
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YEAR 2

OUR FOOD - NUTRITION -

Lesson 9. - Definition of a good meal

Objectivee :  
-----

To make children discover that a mixture of food in a meal is better than just having one kind of food.

Teacher's notes :  
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A good meal is a meal with a lot of different food mixed together. For example, taro with egg, with island cabbage, and mango.

Eating taro alone is not a good meal because it does not meet the body's needs to keep it healthy.

Taro must be mixed with other food to make it a good meal. Pictures on the following pages show that a good meal does not necessarily mean that it has be presented on a plate in the home. In Vanuatu, selection of food for a good meal can be carried out anywhere, at the beach, in the bush, etc.....

Meals with one kind of food definitely don't give the child the important things necessary for his growth and his health.

Materials needed :  
-----

- Pictures of three sets of food
  - one set with taro,
  - one set with taro and island cabbage,
  - one set with taro, island cabbage, egg, and a ripe mango.

Optional : real samples of the three sets of food.

- Pictures of different fresh food from Vanuatu.
- Crayons if available

Preparation :  
-----

- (Only if real samples of the 3 plates of food are to be used)
  - . Before the lesson prepare the foods,
  - . Display food samples in front of the class.

Method :  
-----

If real food samples are used, carry out the following activities 1 and 2 :

- 1) Discuss food display with the class.  
(One plate shows an example of a lot of different food in a meal, it is an example of a good meal. The other two examples show that not enough different food are mixed, and these are not good meals).

2) Select three students (volunteers) to taste each plate of food and tell the class which of the plates tastes best.

Ask :

"Why does this taste better ?" (this is because it has a lot of different kinds of food mixed together).

"Why do the other two plates not taste as nice as the plate with a lot of different kinds of food mixed together ?" (this is because not enough different food are mixed together).

Or, if using just pictures of food, carry out the following activities:

1) Show to the class the pictures of the three plates of food.

Discuss the content of the three plates :

- . one plate of taro
- . one plate of taro and island cabbage,
- . one plate of taro, island cabbage, egg, and a ripe mango.

2) Ask :

"Which of these plates of food would you like to eat ?"

"Why ?"

- Activities 3 and 4 are to be carried out after doing either the first or the second option.

3) Show and discuss the pictures of food which we have in Vanuatu.

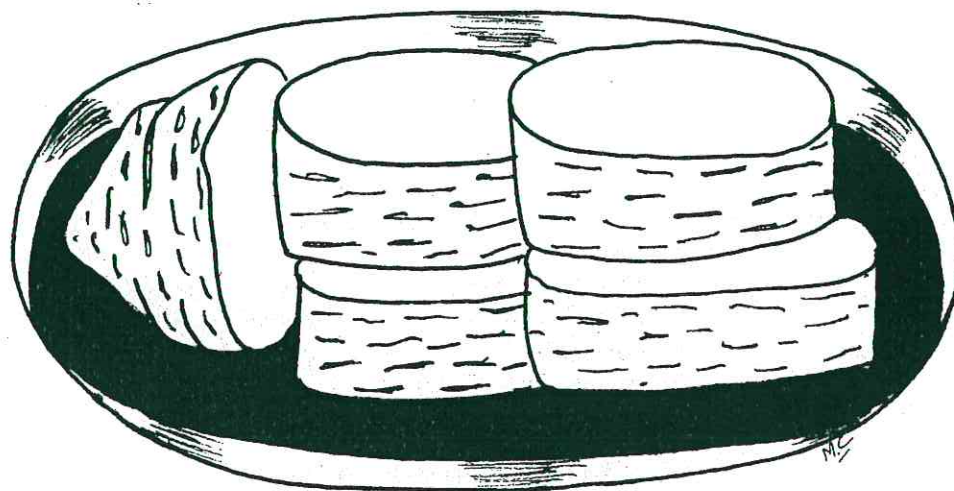
Ask :

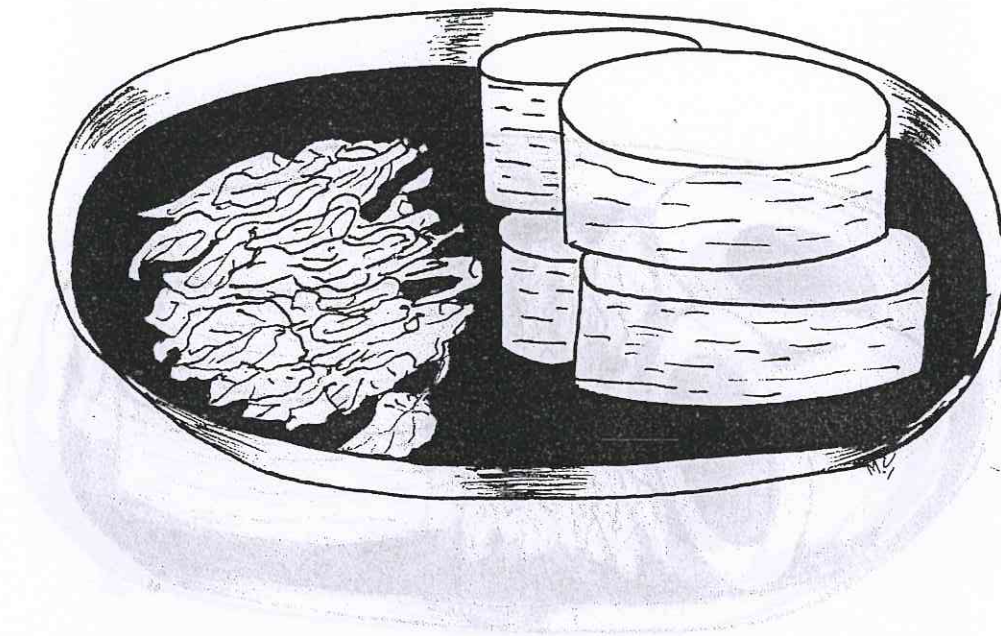
"Where can we get or find these food ?" (sea, garden, bush)

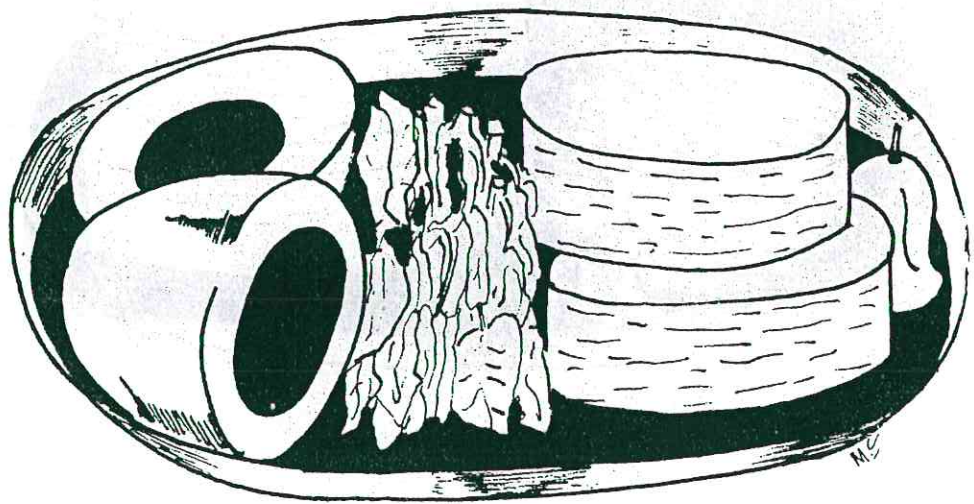
Remind the children that we can use these food to make a good meal.

4) Distribute the pictures for each student to colour, or copy, or trace.











OUR FOOD - CLASSIFICATION -

Lesson 10. - Looking at a dish

Objective :

To make children discover how a good meal can be prepared in one dish e.g. laplap.

Teacher's notes :

- Laplap is a Vanuatu traditional dish. Some laplap dishes are very nutritious especially when there is a mixture of different food put together in the dish such as yam, island cabbage, pumpkin and pork or chicken.

In this lesson the students will learn about laplap making, especially the type of ingredients used, how a laplap dish is prepared and the selection of food which make the dish a good meal. Laplap in Vanuatu varies from area to area especially in regard to preparation and selection of ingredients used in the dish.

A demonstration of how laplap is prepared and getting the students to help make the laplap dish, is a way to teach this lesson. A simple laplap dish recipe is attached to help the teacher to carry out this practical demonstration with the pupils. It is also an idea to have the community involved in this lesson. This can be done by inviting some mothers to the school that day and each mother is given a task to carry out. The teacher can then explain to the students the different tasks, which need to be carried out in laplap making. It is important that the students observe all activities from preparing the laplap to eating the laplap.

Materials needed :

- See recipe for a simple laplap, for ingredients and utensils needed for the preparation, and practical demonstration.
- Bush kitchen with a laplap oven and utensils needed for laplap making.
- Pictures of how laplap is made.
- crayons if available.

Preparation needed :

- Select a bush kitchen near the school to use for the practical demonstration, if the teacher does not have a suitable kitchen.
- Collect ingredients and utensils needed.
- Select mothers for the laplap making demonstration (optional)

Method :

-----  
Tell children this :

1) "We are going to learn now a good meal can be prepared in one dish. In the previous lesson we learned that a mixture of food in one meal is better than just having one kind of food."

2) "The dish we will be studying is called laplap. Who had laplap last night ? (hands up)".

Ask each student to tell the class what type of laplap they had last night.

Ask :

"What did you have in your laplap ? island cabbage ? coconut cream ? fish ? etc..."

3) "A laplap dish can be made into a good meal if a lot of different food are put together. For example, laplap yam, island cabbage, coconut cream, and fish."

4) "Now we are going to see how a laplap dish is prepared and see the different food used to make this laplap a good dish."

5) Take the students to the bush kitchen and show them the ingredients and utensils needed to make the laplap. Explain the use of each utensils.

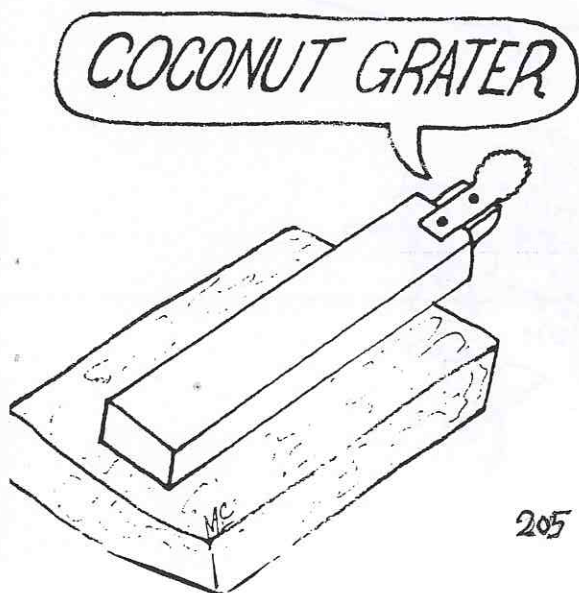
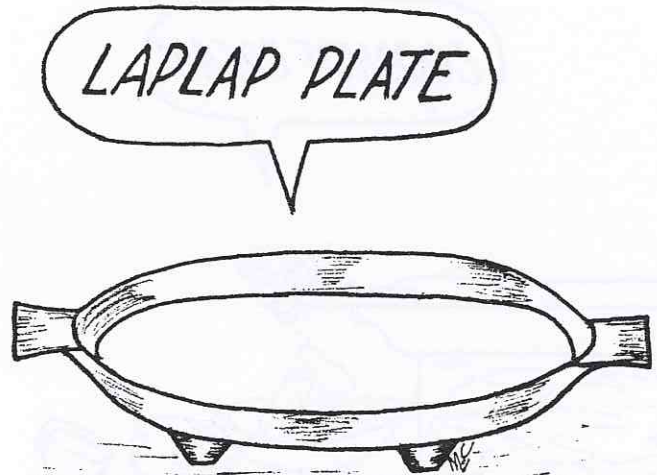
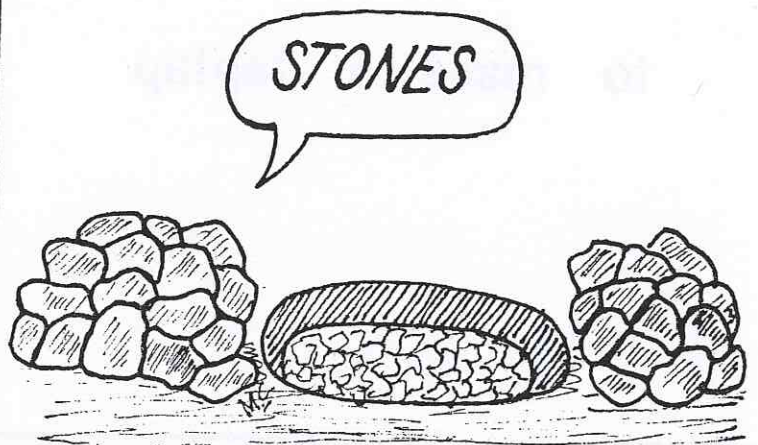
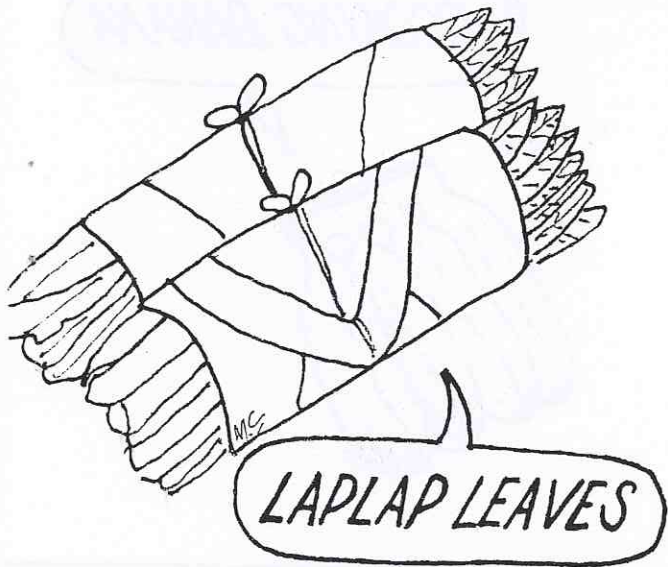
6) If the mothers are invited to make laplap, take the students to each mother and discuss what they are doing. Make sure the methods for making laplap in the simple laplap recipe is followed. Tell the students that they will taste the laplap after it has been cooked.

7) Show pictures of utensils, ingredients, and how laplap is made, to the students.

8) Ask the students to describe laplap making in their own way.



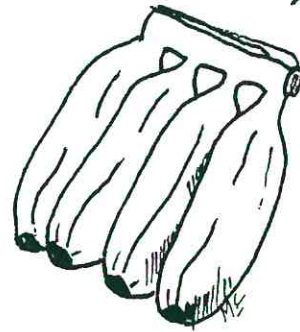
ustensils needed to make a lap lap



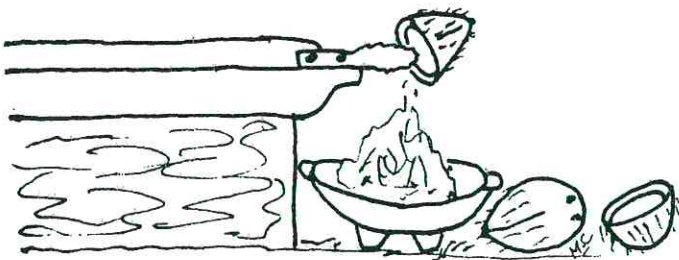


foods we can use  
to make a laplap

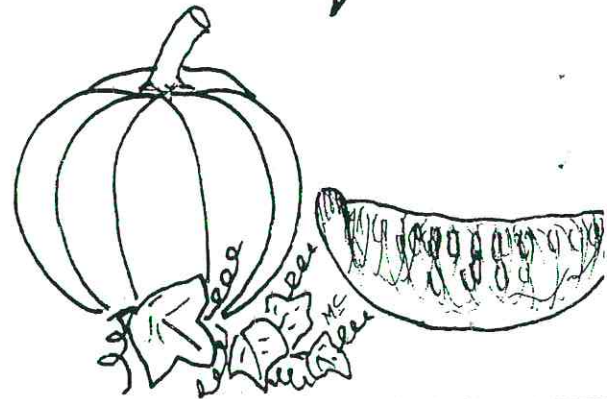
COOKING BANANA



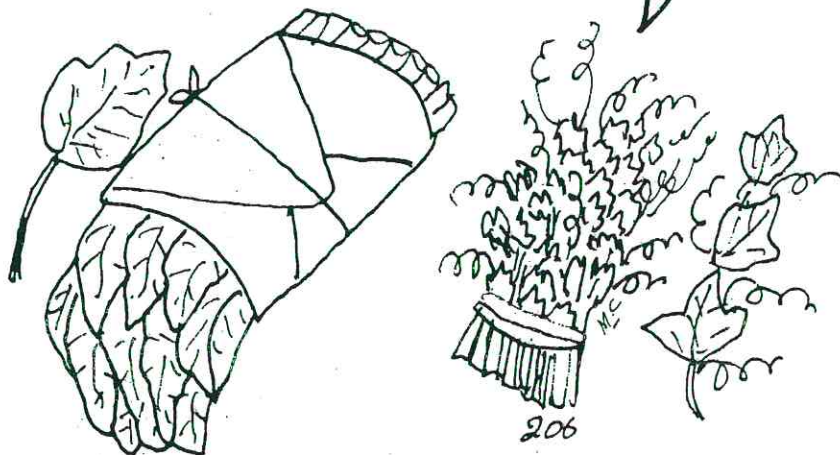
COCONUT CREAM



PUMPKIN

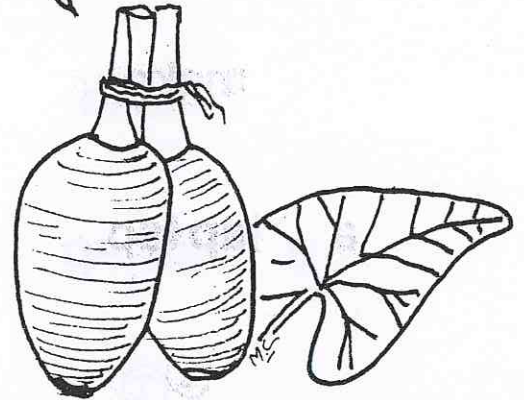


GREEN VEGETABLES

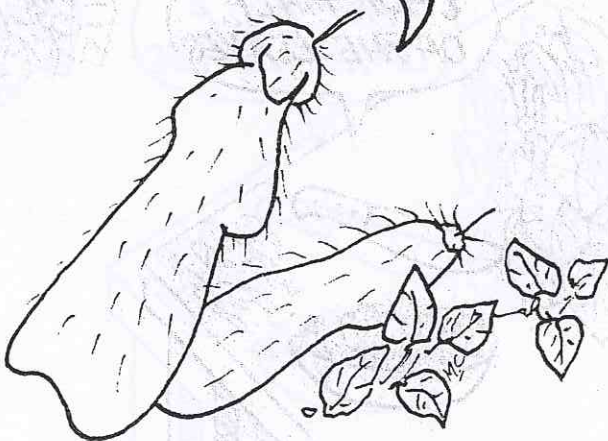


foods we can use  
to make a laplap.

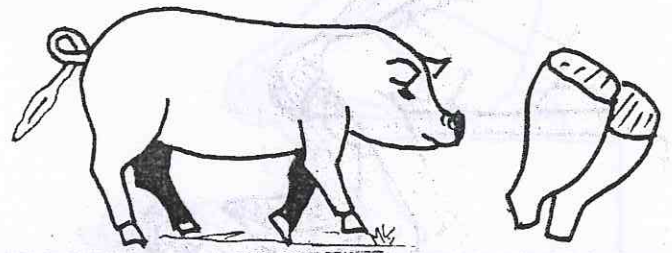
TARO



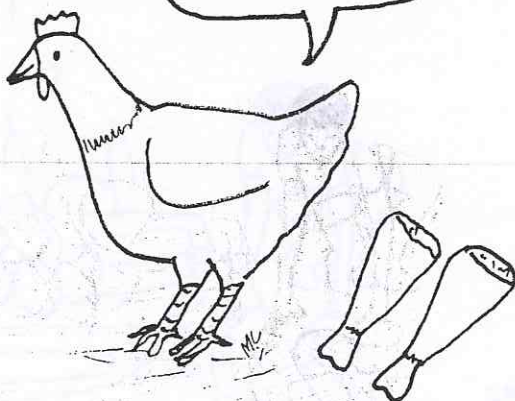
YAM



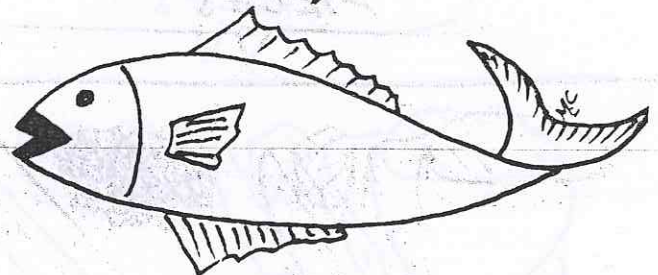
PORK



CHICKEN



FISH





how do we

make

a lap lap

①

PEEL YAM



WASH IT



GRATE IT



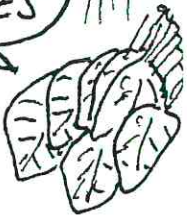
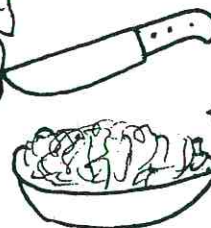
GRATE THE COCONUTS



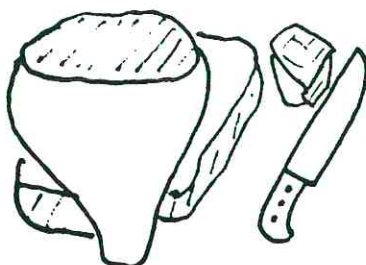
WASH ISLAND CABBAGE LEAVES



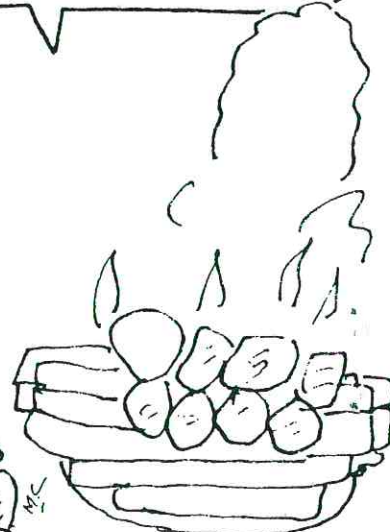
CHOP HALF OF THE LEAVES



CHOP MEAT OR CHICKEN INTO PIECES



MAKE A FIRE  
PLACE STONES ON IT





how do we

make

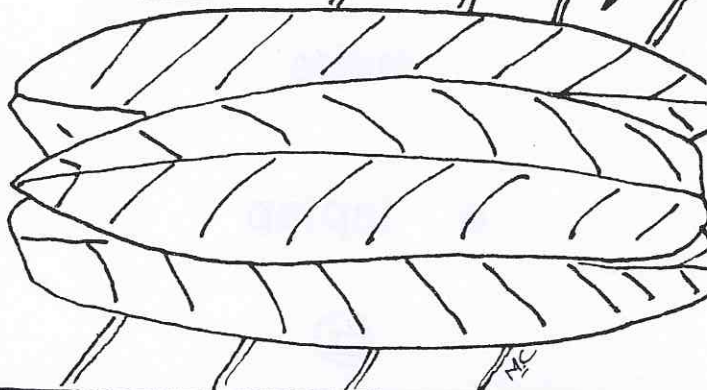
a laplap

II

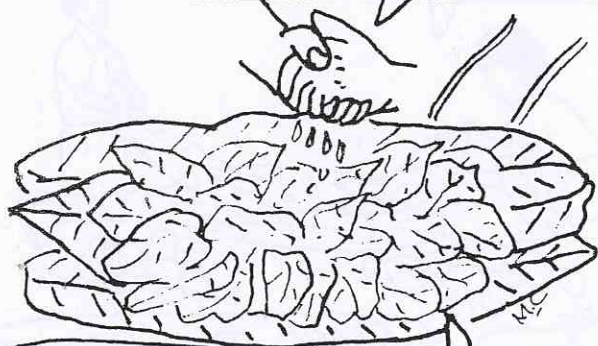
MAKE A LAPLAP  
PARCEL

ROPES

LAPLAP LEAVES



SQUEEZE A BIT  
OF COCONUT CREAM



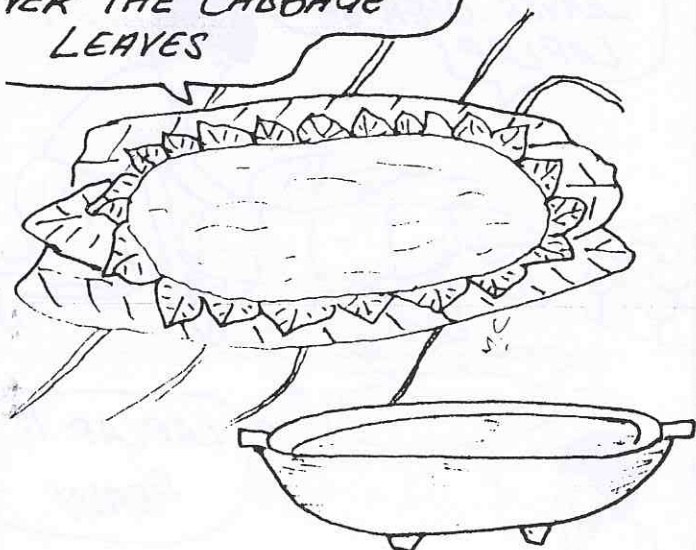
SPREAD UNCUT  
CABBAGE LEAVES

SQUEEZE SOME  
COCONUT MILK INTO THE  
GRATED YAM.

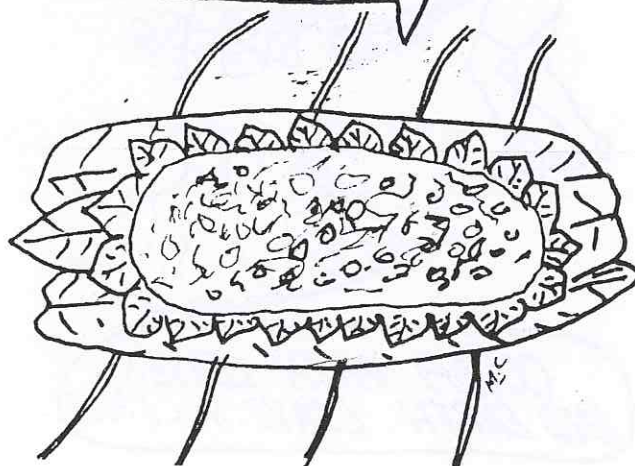


MIX THOROUGHLY

POUR THIS MIXTURE  
OVER THE CABBAGE  
LEAVES



ADD PIECES OF  
MEAT AND CABBAGES





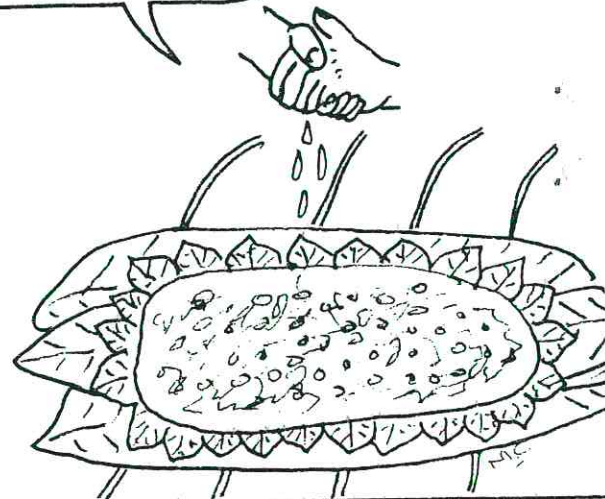
how do we

make

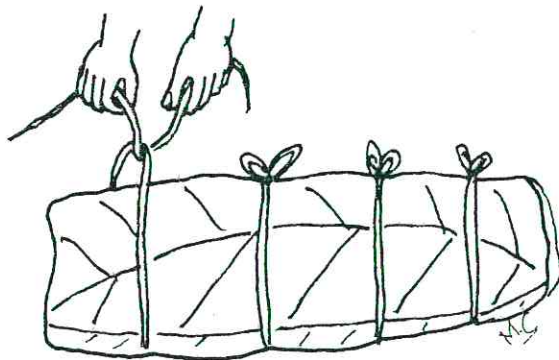
a laplap



SQUEEZE THE REST  
OF THE COCONUT CREAM  
ALL OVER THE LAPLAP



COVER UP AND  
FASTEN NEATLY



REMOVE HOT STONES  
PUT SOME LEAVES  
OVER HOLE



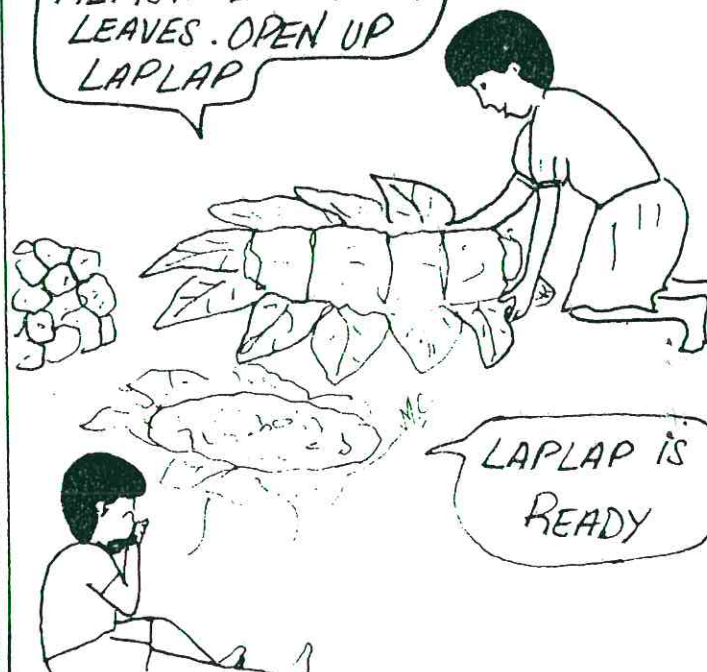
PLACE THE PARCELS  
OF LAPLAP ON THE  
LEAVES

PLACE HOT STONES  
ALL OVER PARCELS



COVER WITH LEAVES  
AND EARTH. LEAVE 1H - 1 1/2 H

REMOVE EARTH AND  
LEAVES. OPEN UP  
LAPLAP



LAPLAP IS  
READY

- RECIPE OF A SIMPLE NUTRITIOUS LAPLAP (5-8 serves)

Ingredients :

- 6 - 8 laplap leaves
- 3 - 4 dry coconuts
- 1/2 kg fresh meat, or fish or some shellfish, crab, chicken, or nangai, or navele, or natavoa.
- 4 - 6 kgs of yam, or banana or taro.
- 1 bundle island cabbage or pumpkin or any dark green leaves or tomatoes.
- Some ropes for fastening up the laplap.

How to make it :

- 1) Peel, wash and grate yam into a dish.
- 2) Grate coconuts into another dish and put aside.
- 3) Wash and cut up half the island cabbage
- 4) Cut up meat or fish into pieces and put aside.
- 5) Make a fire in the laplap hole, place stones on to heat up.
- 6) Wilt the laplap leaves over the fire. Lay out ropes, laplap leaves over the ropes to make a parcel of any shape.
- 7) Squeeze a bit of coconut milk into the leaves and spread evenly with your hand or leaf or spoon. Spread uncut cabbage leaves on the laplap leaves.
- 8) Squeeze some coconut milk into the grated yam or banana and mix thoroughly.
- 9) Pour over the cabbage leaves and spread evenly.
- 10) Add meat evenly to the laplap, followed by cut up cabbage or tomatoes.
- 11) Squeeze the rest of the coconut milk all over the laplap. Cover up and fasten neatly.
- 12) Remove stones that you have heated up and any unburned wood. Put some leaves over hole if fire is too hot. Place your parcel on the leaves.
- 13) Place hot stones all over the parcel. Cover with more leaves and eventually with old sacks. Place something heavy over the sacks, or if no sacks available, cover with earth. Leave to cook 1h to 1h1/2.
- 14) Remove earth or sacks, stones and open up laplap.
- 15) Cut laplap into pieces and eat.



YEAR 2

OUR FOOD - NUTRITION -

Lesson 11. - (week 31) - Looking at the foods around the school.

Objective :

-----  
To make children discover that there is a variety of food around them in many different places.

Teacher's notes :

-----  
In this lesson, the children will have a chance to search around their school for the different kinds of food which are available. They should be reminded of the lesson No.9 where they learnt that a good meal is a meal with a lot of different foods mixed together. They should also be reminded about what they learnt in the beginning of the year with classification of foods - Plants foods, Animal foods, Sea foods, Wild foods, Store foods etc.. This lesson will be spent outside of the classroom, and so students should be told in advance of the lesson that they will be conducting a food search.

Students should be encouraged to search for as many different kinds of foods as possible. For those who live in a village, a walk through the bush to the garden will allow the students to find many different kinds of food. For those whose school is near the sea, a walk down to the sea, on to the reef for example, will allow the students to find many different kinds of foods. For those whose school is in a town, there may only be some fruit trees nearby, and the students can walk to visit a nearby store or market. It is not necessary for the students to walk a very long way for this expedition, but just close to the school is enough.

Materials needed :

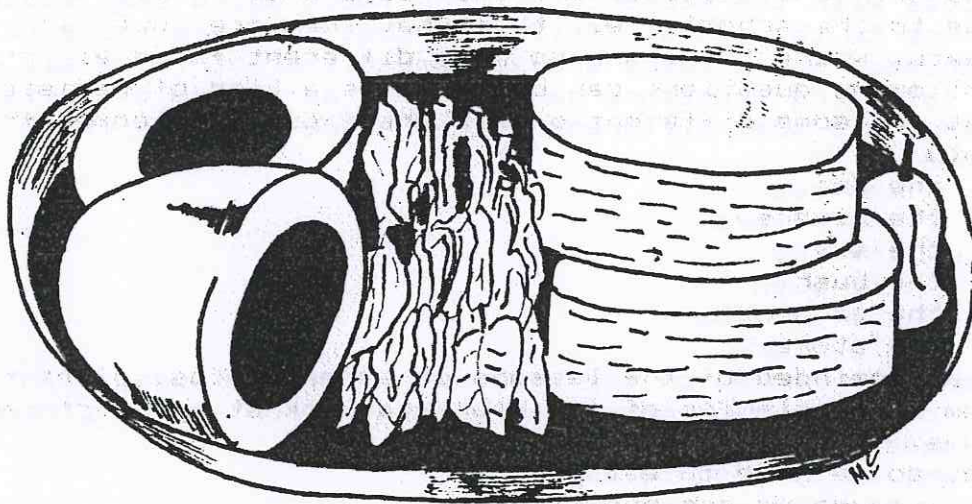
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- Students' own paper and pencils.

Preparation needed :

-----  
Organize the food search expedition :  
Select the places to visit, inform the headmaster and the parents.  
If necessary, obtain the authorization from the land and garden owners.

Method :

- 
1. Explain the activity to the students several days before it is to be done.
  2. On the day of the lesson, tell the students that they will be going to look at many different kinds of foods close to the school.
  3. Explain the rules you wish the students to follow on the trip.
  4. The students will not be collecting all different kinds of foods to bring back to the classroom, but they will just be looking at these foods and then talking about them in the classroom.



5. Ask the students to think about all the different kinds of foods and different places where they might find them - in the gardens, in the bush, in the sea, in the river, in the sky, in the store, and so on. Ask the students to find as many different kinds of food as possible. For example, they may see a goat by the side of the road, they may see a crab by the sea, they may see some yams growing, or they may see mangoes in a tree. They will not collect the foods, but just remember the names of the foods. Remind the students that a good meal is a meal with a lot of different foods mixed together - so it is good if they can find a lot of different foods.

6. Go on the trip, and help the students find as many different kinds of food as possible.

. Back in the classroom, ask the students to say the names of all the different foods which they saw on their search. The teacher will write the names of these foods on the board.

7. Ask the students to draw a picture of the food which they like the most, one of all the foods that they found today.

8. Discuss with the students all the foods which they found in the area close to the school. Tell them that they are lucky in a country like Vanuatu, where there are so many different foods all around us.

9. The following questions can be asked as a kind of revision :

"What are some different places where our food comes from in Vanuatu ?"

the sea  
the rivers  
the sky  
the bush  
the gardens  
the store

They can be reminded of the lessons on animal foods, plant foods, etc.. from the beginning of the year and look at the pictures of those foods.

"Why do we need to eat food ?"

because we are hungry  
to stay healthy  
to grow

"Is it good to eat just one kind of food in every meal, every day ?"

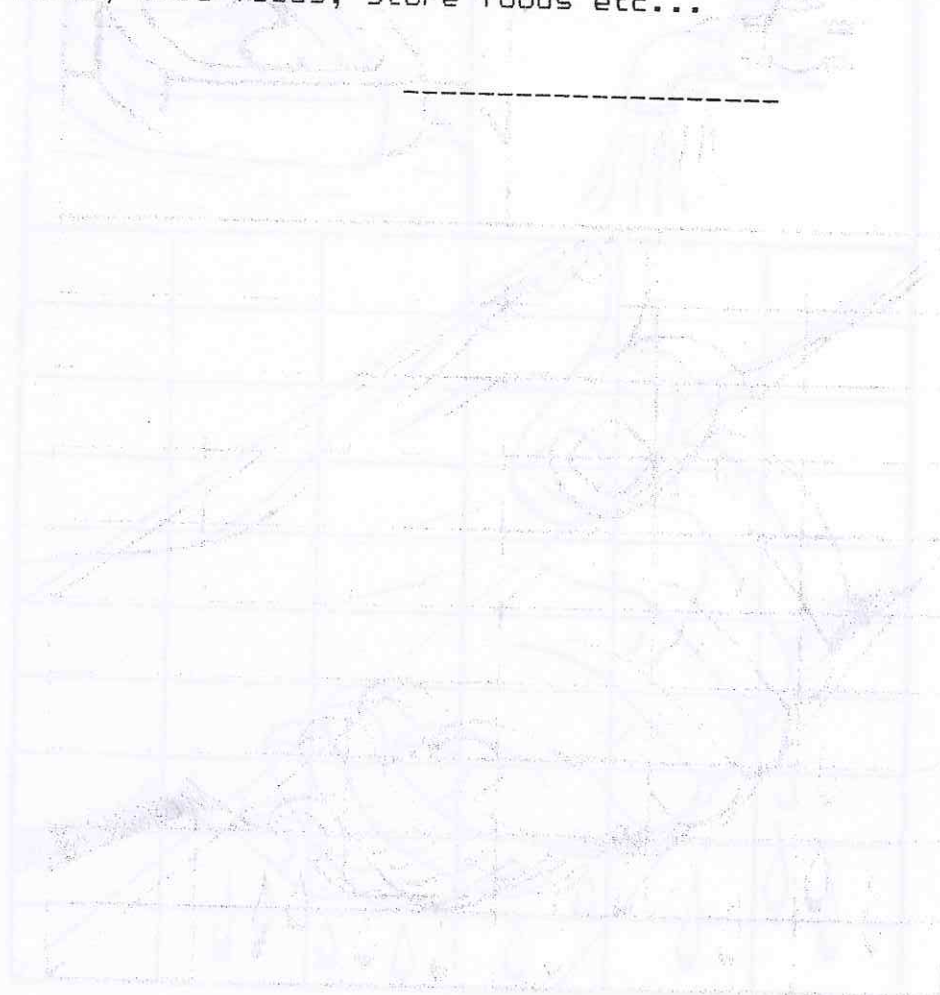
- No - because :

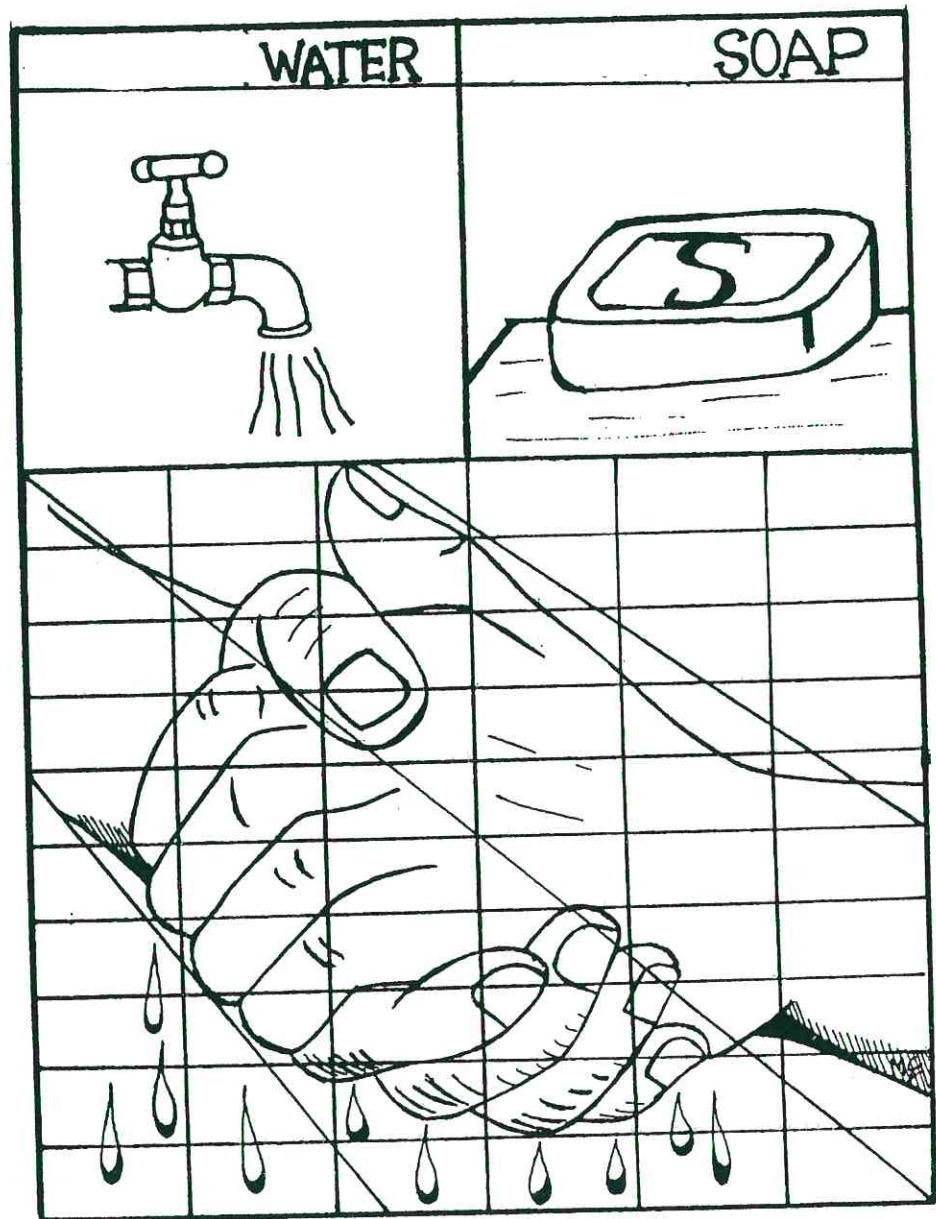
:-----:  
: A GOOD MEAL IS A MEAL WITH A LOT OF DIFFERENT FOODS MIXED TOGETHER :  
:-----:



Lesson 11. - (week 32) - Revision -

A chance to discuss the previous lesson, point 9 in particular, and to think about the other lessons of year 2 - e.g. definition of a good meal, and also plant foods, animal foods, sea foods, wild foods, store foods etc...





« wash your hands before you touch or  
eat food \* »

OUR FOOD - NUTRITION -

Lesson 12. - Clean food : washing hands.

Objective of the lesson :

To make the children understand why we must wash hands before touching food. To get the children washing their hands with soap and water before they touch or they eat food.

Teacher's notes :

Sometimes schools do not have running water, or soap. If this is so in your school, perhaps you could approach some responsible members of the school council, or the community : the local government council, or the health workers in your area, to try to solve these problems. May be you could organise a small fund raising activity to raise money to buy soap.

The success of this lesson depends on you, making sure that the children practise this hand washing activity everyday. Of course, if children return home for lunch, you will not be able to supervise them.

Method :

- 1) Ask the children :
  - "Why do we need food every day ?"  
(answer : food help us to grow big and strong, and stay healthy. Food stops us from getting hungry and it tastes nice).
  - "How does food get into our bodies ?"  
(answer : we put food into our mouth. After we have chewed it, it goes down into our body)
  - "How do we get sick ?"  
(answer : sickness germs, which are very small, get into our bodies)
  - "What is an easy way for sickness germs to get into our body ?"  
(answer : through our mouth, like food)
  - "Where do we find sickness germs ?"  
(answer : on things that are not clean)
  - "Can germs get onto our food and into our drinks ?"  
(answer : yes)
  - "How can we stop germs from getting on our food ?"  
(answer : by keeping our food clean)



2) Tell the children :

- "Sickness germs can get into our body if our food is not clean !"
- "If our hands have sickness germs on them, and then we touch our food, these germs move onto our food. If we then eat this food, we can get sick."
- "To keep our food clean, we must wash our food and wash our hands before we touch food."
- "When we wash our hands with soap and water, it kills all the sickness germs."

3) Activity :

#### "HAND WASHING POSTER"

- a) Write on a large piece of paper or cardboard :  
"Wash your hands before you touch or eat food"
- b) Draw on this poster a picture of hands being washed with soap and water.
- c) Ask the children to colour the poster.
- d) Display the poster, where all the children can see it.
- e) Every day have the children repeat the words of this poster before they leave the classroom to go to have their lunch.
- f) Supervise the children washing their hands before they eat lunch, every day.

OUR FOOD - NUTRITION -

- Clean food : Keeping the flies

Objective of the lesson :

To make children understand that flies carry sickness germs and must be kept away from food.

Teacher's notes :

This lesson contains one activity that might be called "Pretending to be flies". It would be best to do this activity outside of the classroom, as it is quite messy. You will need mats or cardboard or large pieces of paper to represent different food. The cardboard or large pieces of paper could be cut in the shapes of different food, e.g. pawpaw, orange, fish, taro, etc... As children get mud on their feet and the mats (or cardboards or papers), you will need to clean up after the activity.

Materials needed :

3 mats (or 3 large pieces of cardboard or paper)  
scissors.  
water  
dirt

Preparation needed :

If using large pieces of cardboard or paper, these must be cut into the shapes of different food.

Method :

- 1) Review the beginning of lesson 12 which discussed how sickness germs can enter our bodies on food which is not clean.
- 2) Explain to the children that flies can walk everywhere. Flies are like people and have feet. If they walk on something dirty, their feet become dirty. So their feet can get covered with dirt and sickness germs. If flies walk on our food, the dirt and sickness germs on their feet get onto our food. This food becomes unclean and could make us sick when we eat it.
- 3) Activity :  
-----  
"Pretending to be flies"  
-----
  - a) Explain to the children that during this activity they are to pretend that they are flies.
  - b) Arrange the 3 mats and explain that these represent 3 different foods.

- c) Encourage the children to run (and pretend to fly) from one mat to another. This is to show the children that flies can move easily from one food to another.
- d) Make a puddle by mixing some water and dirt. Place one mat near the puddle. Ask the children to take off their shoes. Ask one child to stand in the puddle to make his feet dirty. Then, have him walk across the mat. His footprint will be clearly seen on the mat.
- e) Explain that this child is just like a fly; a fly can stand in something dirty and then fly to a piece of food. It walks over the food and leaves its dirty foot prints on the food. This food is then not clean and if it is eaten, can make people sick.
- f) Remind the children that flies are much smaller than people and therefore, their feet are also much smaller. This means their footprints are also very small. They are so small that we cannot see them on our food. But they are still there.
- g) Now, ask all children to stand one by one in the puddle, and then have them, one by one, walk over the closest mat. The mat will become very dirty. Then, encourage them to walk over the other mats too.
- h) Explain that food is the same as the mat. When a lot of flies walk on food, it becomes much more dirty, than if one fly walks on it.
- i) Explain that to keep our food clean, we must not allow flies to walk on it. Ask the children to suggest ways to do this. Possible suggestions may be :
- . covering food with leaves,
  - . clean pieces of material or plates,
  - or special food covers and trying to keep flies out of the houses by keeping it clean.



YEAR 2

OUR FOOD - NUTRITION -

UNIT 12.

Lessons No. 35 & 36 - Evaluation/Revision of the programme year 2

Objectives of the lessons :

To evaluate pupils' knowledge attainments, to do some revision on cleanliness, hygiene and good meals.

Teachers' note :

During these two lessons, the students are to do some evaluation and some revision on cleanliness, hygiene, and good meals which they have already done in class.

The students, at this stage, should know :

- a) What foods are classified as "rubbish foods" and why these foods are detrimental to their health.
  - b) Fresh foods are better than processed foods and why.
  - c) We need food not only to fill our stomach when we are hungry, but also to help us grow.
  - d) Fresh fruits are important in our diets and why.
  - e) Foods should be cleaned at all times, by washing foods before preparing to eat, and also washing hands, and keeping flies away.
  - f) What do we mean by "a good meal" e.g. "laplap".
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