

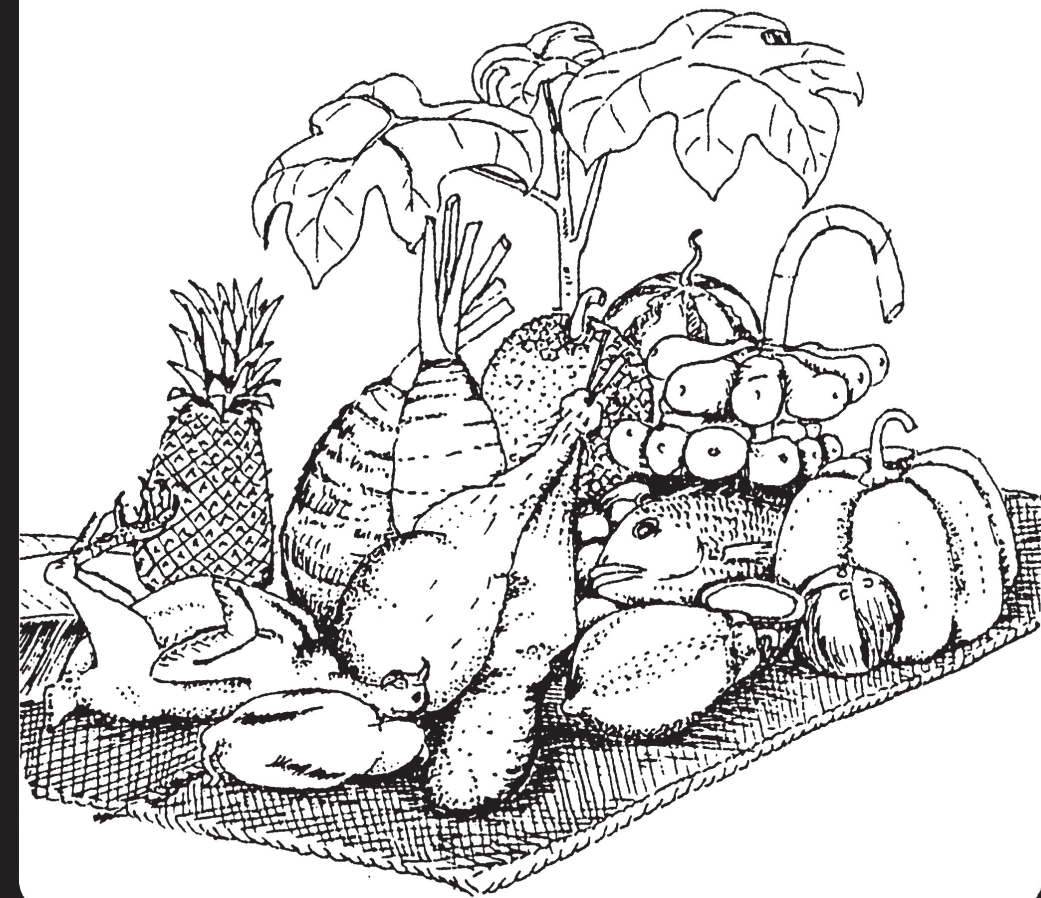
ENVIRONMENTAL STUDIES

NUTRITION

Teacher's Book

Year Three

FINDING OUT ABOUT OUR ISLAND FOOD



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

MEANING OF WORDS USED IN YEAR 3 LESSONS

Three food groups: This is a way of grouping our foods. The groups are based on what our foods do for our bodies. The three food groups are the health food group, the body building or growth food group, and the power or energy food group.

Health food group: The group of foods which help keep our bodies healthy and prevent us from getting sick, e.g. island cabbage, watercress, pawpaw, pumpkin, orange, mango, etc.

Body building or growth food group: The group of foods which help make our bodies grow, e.g. meat, fish, chicken, eggs, peanuts, etc.

Energy or power food group: The group of foods which help give our bodies power to work and play, e.g. yam, taro, kumala, breadfruit, etc.

Balanced meal: A meal which includes foods from each of the three food groups.

Snack: A small amount of food that we eat when we are hungry between our main meals.

Rubbish or "junk" food: Foods which do not help our bodies in any way. They cause holes in our teeth and do not help us stay healthy, e.g. lollies, Twists, chocolates, etc.

Good food: Local foods which have good things in them that keep our bodies healthy, e.g. ripe banana, pawpaw, peanuts, oranges, mangoes, etc.

Store foods: Foods which we can buy from the store. They usually come from other countries. Some examples of store foods are tinned meat, tinned fish, rice, flour and milk-powder.

Local foods: Foods which are grown in Vanuatu or which we can find in the bush, garden, river or sea. They are usually fresh and are good foods for us to eat.

Fresh foods: Foods which we collect from the bush, garden, sea or river. They are better for us than either non-fresh foods like tinned foods or dried foods from the store like rice and flour.

Fruits: Fresh foods which we can collect from the bush or garden such as oranges, pawpaw, mandarins, etc. We can eat them or make drinks from them. They make good snacks.

Vegetables: Fresh foods which we can collect from the bush or garden. They include island cabbage, watercress, pumpkin tops, carrots, etc. These are good foods to eat.

NUTRITION – FINDING OUT ABOUT OUR ISLAND FOOD

TEACHER'S BOOK YEAR 3

Developed jointly by the Ministries of Education, Health
and Agriculture, with the assistance of UNICEF

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ANSWERS TO TERM 3 NUTRITION TEST

Question 1

a) (i) Bread

(ii) Milk

(iii) Tinned fish (3 marks)

b) Money (2 marks)

Question 2

a) Yes

b) No

c) Yes

d) Yes

e) Yes (Total = 5 marks)

Question 3

i) Name: Pumpkin

Colour: Yellow (2 marks)

ii) Name: Island cabbage

Colour: Green (2 marks)

iii) Name: Carrot

Colour: Orange (2 marks)

Question 4

<i>Name of foods</i>	<i>Food group</i>
Fish	Body building or growth food group
Island cabbage	Health food group
Taro	Energy or power food group
Mango	Health food group (Total = 4 marks)

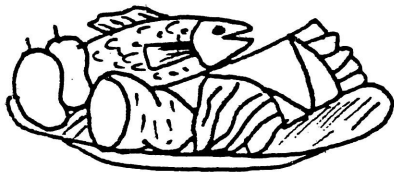
Question 3

Name three vegetables and write down the colour of each of them. (6 marks)

- a) Name: _____ Colour: _____
- b) Name: _____ Colour: _____
- c) Name: _____ Colour: _____

Question 4

This plate of food is a good meal. It has foods from the three food groups. Write the name of the foods and the food group of each. (4 marks)



Name of food	Food group
_____	_____
_____	_____
_____	_____
_____	_____

END OF TEST

GENERAL AIMS

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

- Participate in society
- Take part in the economy
- Take part in politics
- Communicate with others
- Adapt to different or changing living conditions.

These aims go beyond the school context and are the outcome of the following general objectives:

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

Knowledge + Skills + Constructive Behaviour = Good Development

ACKNOWLEDGEMENT

Thanks are due to the Yap and Kosrae State Departments of Education (Micronesia and Western Caroline Islands) whose books in the Islands Health series were often used for reference.

WHY TEACH HEALTH, NUTRITION AND AGRICULTURE IN PRIMARY SCHOOLS?

Health is a fundamental right of all people. Vanuatu is officially committed to the world-wide goal of achieving "Health for All" by the year 2000, through participation in the policy of Primary Health Care (PHC).

The objective of this policy is to enable all people in Vanuatu to be involved in decisions and actions which will improve the health of each individual, each family, and each community.

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

The best place to receive such education is at school. It must be carried out by teachers in co-operation with parents, together with specialists from the Departments of Health and Agriculture.

In Vanuatu, the health of school-age children is threatened by diseases that can be avoided with proper education. These diseases, in order of importance, are: scabies and other skin infections, malaria, respiratory infections, diarrhoea associated with insufficient weight, eye infections (conjunctivitis), and ear infections (otitis).

This explains why Health and the two related subjects of Nutrition and Agriculture are now taught as part of the school curriculum.

The general objectives of this course are:

- 1 To encourage children to adopt healthy practices.
- 2 To develop in children the desire to stay healthy and to eat the correct foods; to develop respect for all kinds of plant and animal life.
- 3 To develop a knowledge of the human being, and an understanding of the different factors that lead to health and sickness; to develop a knowledge of local foods that lead to good nutrition; and to develop a knowledge of traditional methods of gardening and animal-rearing.
- 4 To enable children to develop the necessary skills for improving health, nutrition, gardening and animal-rearing at home and village levels.

TERM 3 NUTRITION TEST

Time allowed: 1 hour

Name of pupil: _____

Mark: __/20

Question 1

Choose the correct word from the list below to fill in the blanks.

a) Name three store foods which are good choices:

- (i) _____
(ii) _____
(iii) _____ (3 marks)

b) We need _____ to get store foods. (2 marks)

MONEY

GOOD

RUBBISH

BREAD

TINNED FISH

MILK POWDER

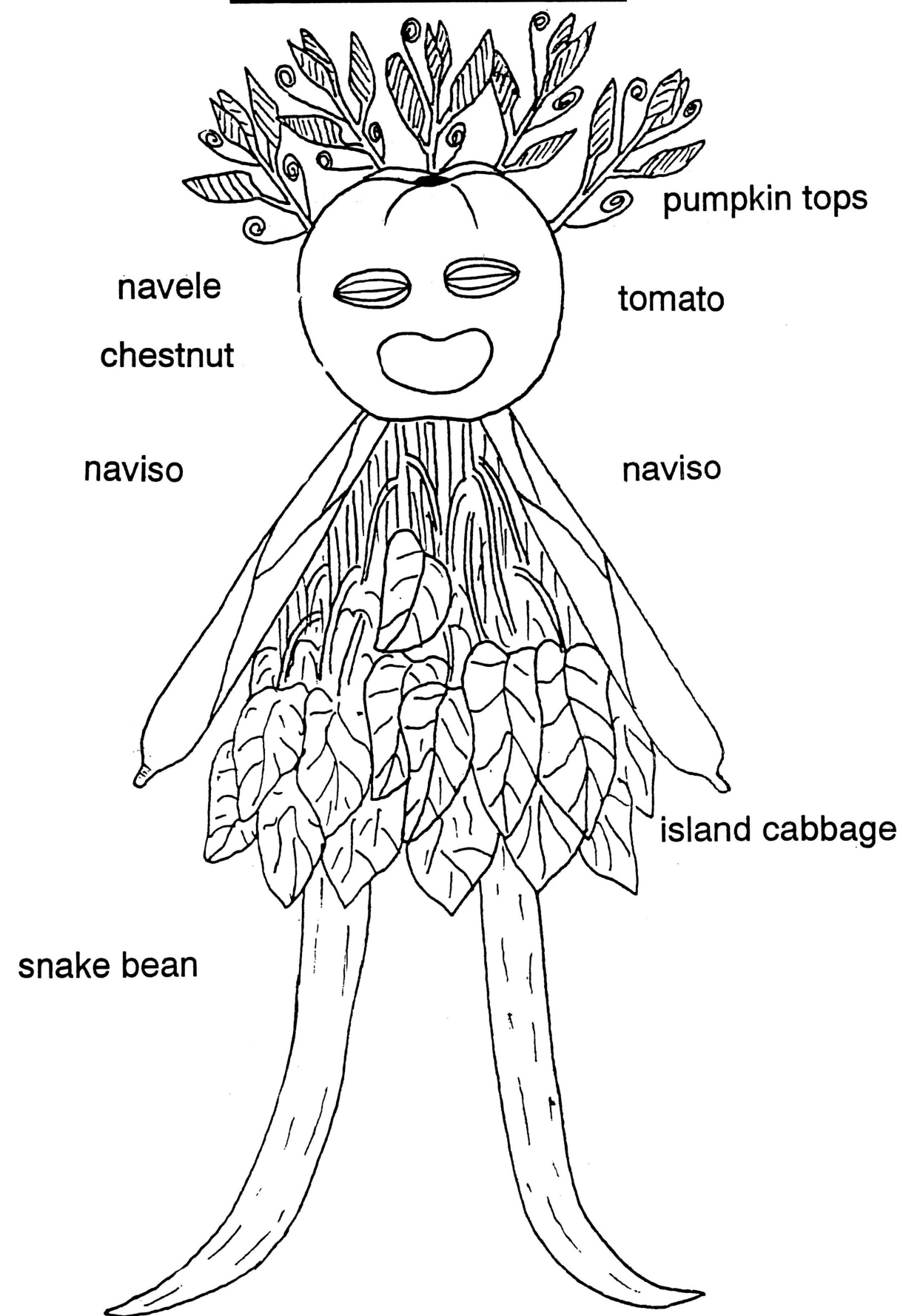
LOLLIES

Question 2

Write YES or NO in the boxes next to each sentence.

- a) Our local fresh foods are better for us than store foods. (1 mark) ☐
- b) If we eat Twisties, chocolates and lollies every day we will be healthy. (1 mark) ☐
- c) Buying store foods costs a lot of money. (1 mark) ☐
- d) A fruit a day keeps us healthy. (1 mark) ☐
- e) A banana is a good snack. (1 mark) ☐

MISS VEGETABLE



THE REQUIREMENTS FOR A SUCCESSFUL SCHOOL NUTRITION PROGRAMME

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

A good school nutrition programme also requires the following:

Services

- School health services which include screening tests to check on growth, development and dental health.

Environment

- The availability of water for drinking and washing and the availability of toilets to ensure basic hygiene.
- Nutritionally balanced, hygienically prepared, well presented meals, sufficient for the needs of growing school children (if the school supplies meals). Food in schools should be a practical example of what is taught in the classroom.
- Where meals are not provided by the school, children should be encouraged to bring healthy food to eat at school.
- The sale of "junk" food within the school grounds should be prohibited.
- School gardens should be established (within the constraints of the particular school environment) to support the concepts and practicalities (i.e. supplying food) of the nutrition curriculum.

Education

As far as education is concerned, the following are the main elements of a good nutrition programme:

- Formal nutrition education.
- Integration with other subjects.
- The motivation of children to achieve and practise good nutrition.
- In-service training in nutrition for teachers.
- The education of parents and community groups in the topic of nutrition.

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6. Ask the following questions:

a) Why are vegetables good for us?

(Answer: Vegetables are good for us because they keep us healthy and stop us from getting sick)

b) What are the three colours of vegetables that are good for us?

(Answer: Green, yellow, orange)

c) Name a green vegetable (*island cabbage, watercress, etc.*), a yellow vegetable (*pumpkin, corn, etc.*) and an orange vegetable (*carrot, etc.*)

LESSONS 34, 35 AND 36: OUR ISLAND VEGETABLES

Objective

To help pupils discover our local fresh vegetables in Vanuatu and their food value.

Time allowed: 30 minutes x 3

Materials needed

- A picture of Miss Vegetable
- Colouring pencils (optional)

Teacher's note

We have looked at our local fresh fruits in previous lessons. In these lessons the children will learn about our local fresh vegetables and why they play an important part in our meals every day.

Method

1. Show the children the picture of Miss Vegetable and ask them to repeat the messages below.

Miss Vegetable says:

- Vegetables are good for you
- Eat a green vegetable like island cabbage each day
- Eat some yellow vegetables like pumpkin, too
- Eat some other vegetables, like beans, tomatoes, corn and pumpkin tops as often as you can
- Learn to like them because vegetables are good for you

2. Vegetables, like fruits, are very important in our meals because they keep us healthy and prevent us from getting sick.

3. Ask individual pupils: Did you eat any vegetables for your supper last night? What kind of vegetables did you eat? Pupils may or may not have had some vegetables for supper. Tell the children that it is good to try and have some vegetables in our meals every day, as Miss Vegetable says. Look again at the picture of Miss Vegetable.

4. Ask the children to draw their own picture of Miss Vegetable in their exercise books. Ask them to write next to the pictures what Miss Vegetable says about the importance of eating vegetables.

5. Ask the children to draw three vegetables they like to eat – one green (e.g. island cabbage), one orange (e.g. carrot), and one yellow (e.g. pumpkin). The students can colour their vegetables if they have colouring pencils or crayons, otherwise they can label each vegetable and say what colour it is. Under their drawings the students should write the following sentence:

"Our local fresh vegetables are good for us because they keep us healthy and prevent us from getting sick".

INTRODUCTION: SUMMARY OF THE YEAR 3 NUTRITION COURSE

These lessons continue to develop the concept that in Vanuatu we are very lucky to have a large variety of local foods.

However, the wise selection of foods for our meals is most important so that we can remain healthy at all times.

In Years 1 and 2, children were introduced to foods, their tastes, shapes, colours, where they come from and some custom stories about them.

In Year 3 this is developed further, with the children learning about why we eat food, why we need food, and the importance of balanced meals. The particular requirements of school children are discussed. Special lessons are given on fruits and vegetables, which are an essential part of good nutrition, but are sometimes left out of people's diet in Vanuatu.

Note on the layout of this book

You should note that in those lessons where there is a story (for example Lessons 18–20), the whole story is told first, and you are told which illustration the sentences refer to. The story is then repeated, with the relevant caption below each illustration.

Term 1

4. Banana milk drink

This makes enough for two people. Divide the children into groups of two.

You will need:

- 2 cups of milk
- 2 ripe bananas

What to do

1. Use fresh milk or prepare powdered milk using 1 cup of water to 4 tablespoons of milk.
2. Mash the bananas thoroughly.
3. Pour the mashed bananas into the milk and stir well.
4. Serve in glasses.

FRESH FRUIT JUICE RECIPES

1. Fresh pineapple juice

You will need some pineapples. 1 large pineapple will be enough for five pupils (pupils to be divided into groups, five children to each pineapple).

What to do

1. Peel and core the pineapples.
2. Grate or cut the pineapples into very small cubes.
3. Put the grated pineapple or cubes into a clean cloth and squeeze the juice into a clean container.
4. Serve the juice in glasses.

2. Pawpaw drink

This makes enough for four servings. Divide the students into groups of four.

You will need:

- 2 cups ripe pawpaw pulp
- 2 cups milk or thin coconut cream
- 4 teaspoons lemon or lime juice

What to do

1. To prepare pawpaw pulp, peel the pawpaw and remove the seeds. Chop into small pieces and mash it well with a fork. Then measure 2 cups.
2. Add the lemon juice and milk or thin coconut cream, and mix well.
3. Serve immediately; or if you have a fridge, chill for a short time before serving.

3. Citrus fruit drink

This makes enough for four servings. Divide the students into groups of four.

You will need:

- 2 tablespoons lemon juice
- 2 tablespoons lime juice
- 1/4 cup orange juice
- 4 cups of water
- a little sugar to taste if needed

What to do

1. Mix the juices with the water.
2. Add a little sugar to taste if needed.
3. Serve in glasses with slices of orange.

Note:

- A tablespoon is a big spoon.
- You can use any cup at all when measuring orange juice and water, as long as you use the same cup for both.

LESSONS 1 AND 2: WHY WE NEED FOOD

Objective

To help children understand why we need food.

Time needed: 30 minutes x 2

Materials needed

Pupils should use their own pens or pencils and exercise books.

Teacher's note

In these lessons the children will learn that we eat so that our bodies can grow, so that our bodies stay healthy and so that we can work and play. When we are hungry it is a signal from our bodies that we need food. We need food for our bodies to grow and to function properly.

Method

1. Ask the children the following questions:

– What will happen if we do not eat any food for a whole day?

(Answer: We will be very hungry)

– What will happen if we do not eat any food for a whole week?

(Answer: We will be very hungry and we will start to feel very sick and we will not be able to walk around or play)

2. Show the pictures on pages 4–9:

– Two cows eating grass

– Three children, one eating a piece of taro, one eating a slice of ripe pawpaw, one eating a fish

– A parrot eating a pawpaw on a pawpaw tree

– A bird with a grub

– A gecko with a fly

– A fish with a mosquito larva

Ask: What will happen to these animals and children if they do not eat for a whole day or for a whole week?

(Answer: They will be hungry and will start to get sick. We all need food to keep our bodies working properly)

3. Tell the children: In our nutrition course in Year 2 we learned that small animals grow into big animals and small babies grow into big boys and big girls. They all need food so that they can grow bigger. *(Show the pictures on pages 10–14 of animals and babies growing up, and discuss with the children)*

4. Tell the children: Even when we have grown big and will not grow any bigger, we will still need food so that we can move around, work and play.

5. Say: Look at me. If I eat more food, will I grow any bigger, will my arms and legs grow any longer, will I grow any taller?

(Answer: No. I am an adult, I have stopped growing)

Ask : Why do I need food, then?

(Answer: *If I do not eat I will feel tired, I will not have enough energy to come to work and to walk around the classroom and to teach*)

We have two reasons why we need food: we need food to grow from small babies to big boys and girls, and also to have enough energy to move about. There is another reason why we need food: if we do not eat any food we will get sick. This is because food makes sure that everything in our bodies is working properly.

6. Ask the children: Can you think of one time when you have been very hungry?

(Answers: *Just before a meal, when we have missed a meal and after playing a lot of games*)

Tell the children: We are lucky that our bodies give us little messages to remind us that we need to eat. They tell us we are hungry. Then we are able to eat so our bodies have food to help us grow, to let us move about, and to keep us from getting sick.

7. Ask the children to pretend they are hungry and draw pictures of their favourite foods.

8. Ask the children to answer the following questions:

- a) When do we feel hungry?
- b) Why do we feel hungry?
- c) Why is it important to eat food?

Answers:

- a) We feel hungry just before a meal, when we have missed a meal or after playing a lot of games.
- b) We feel hungry because our bodies are telling us that they need more food.
- c) It is important to eat food to make our bodies grow, to give us power to move about and play, and to prevent us from getting sick.

FRUIT SONGS

1. "I Had a Ripe Banana" (tune as for the Maori song "Nokakarekare Ana")

I had a ripe banana
And a juicy piece of pawpaw.
Now I am feeling mighty fine
My friends can have some fruits
as well.
They too will feel mighty fine
Like me.

2. "I Went to the Garden" (can be sung in rounds to the tune of "Twelve Days of Christmas")

I went to the garden
And what did I see ?
A big yellow pawpaw for me.

I went to the bush
And what did I see?
Some big yellow mangoes for me.

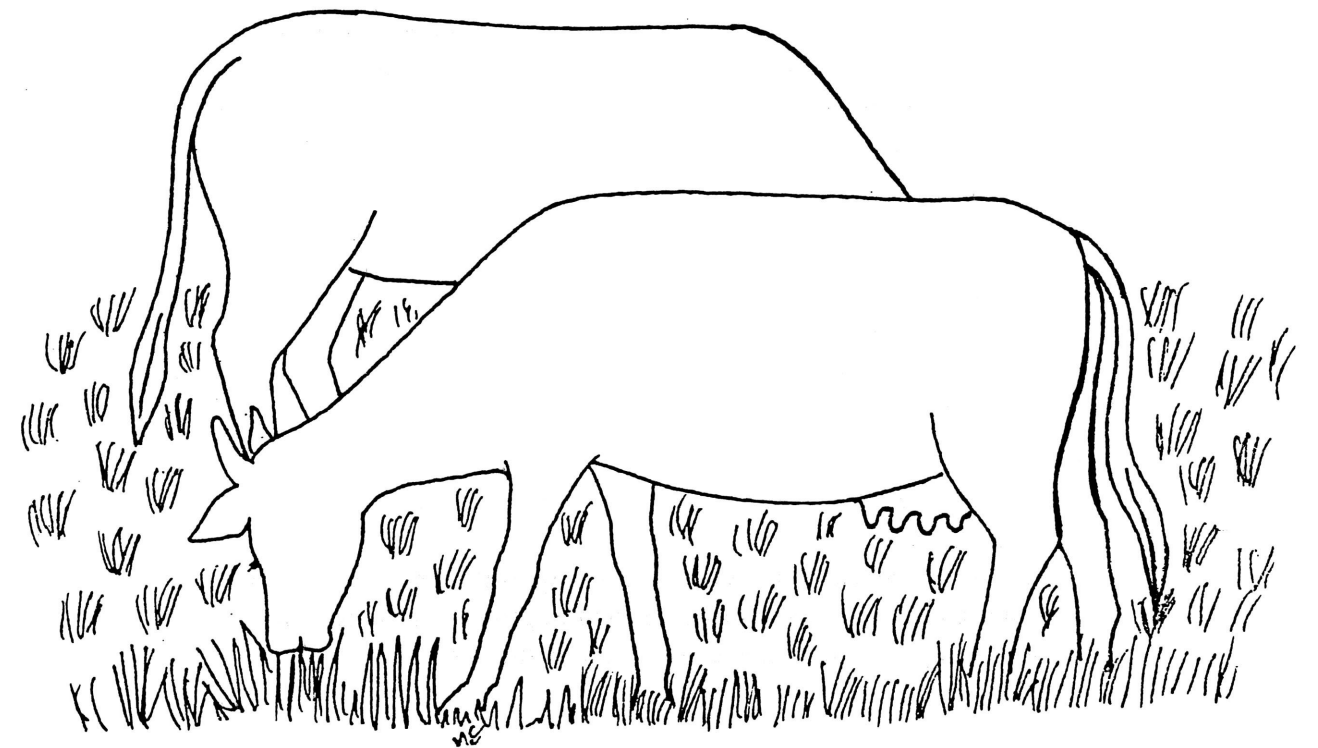
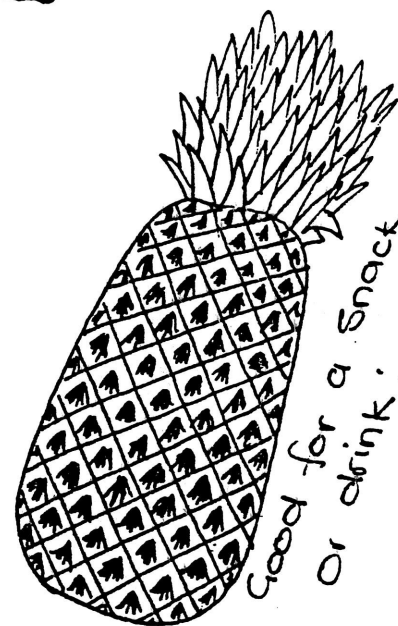
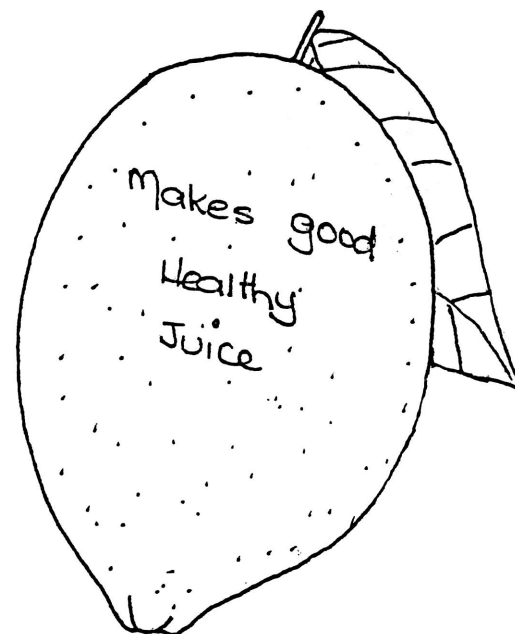
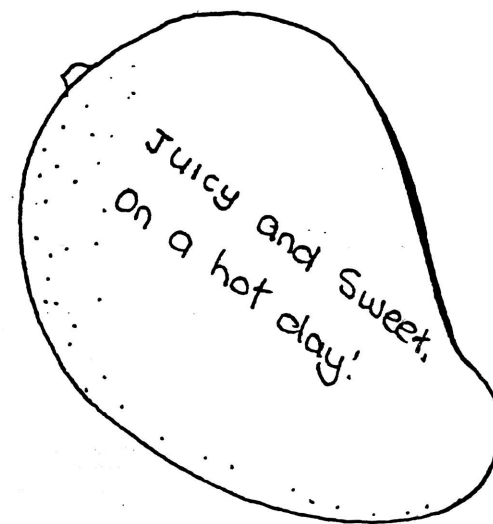
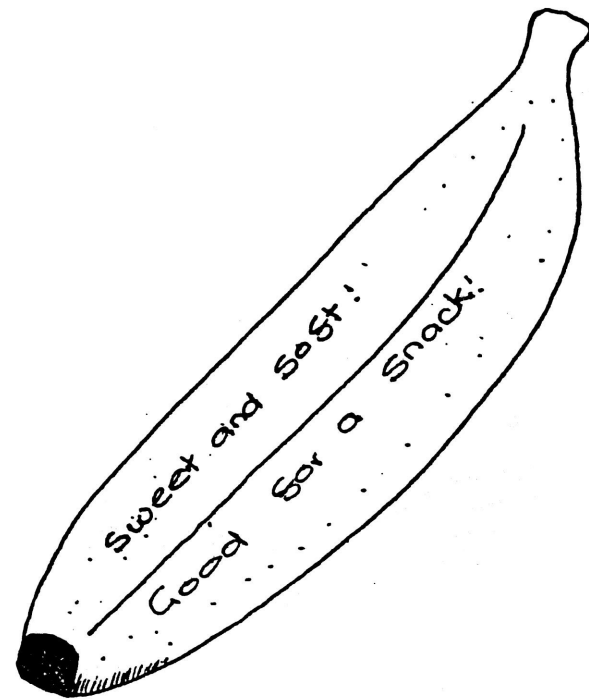
I went to the plantation,
And what did I see?
Some oranges and guavas for me.

I went to the garden
And what did I see?
Some yellow ripe bananas for me.

I went to the bush
And what did I see?
Some big yellow lemons for me.

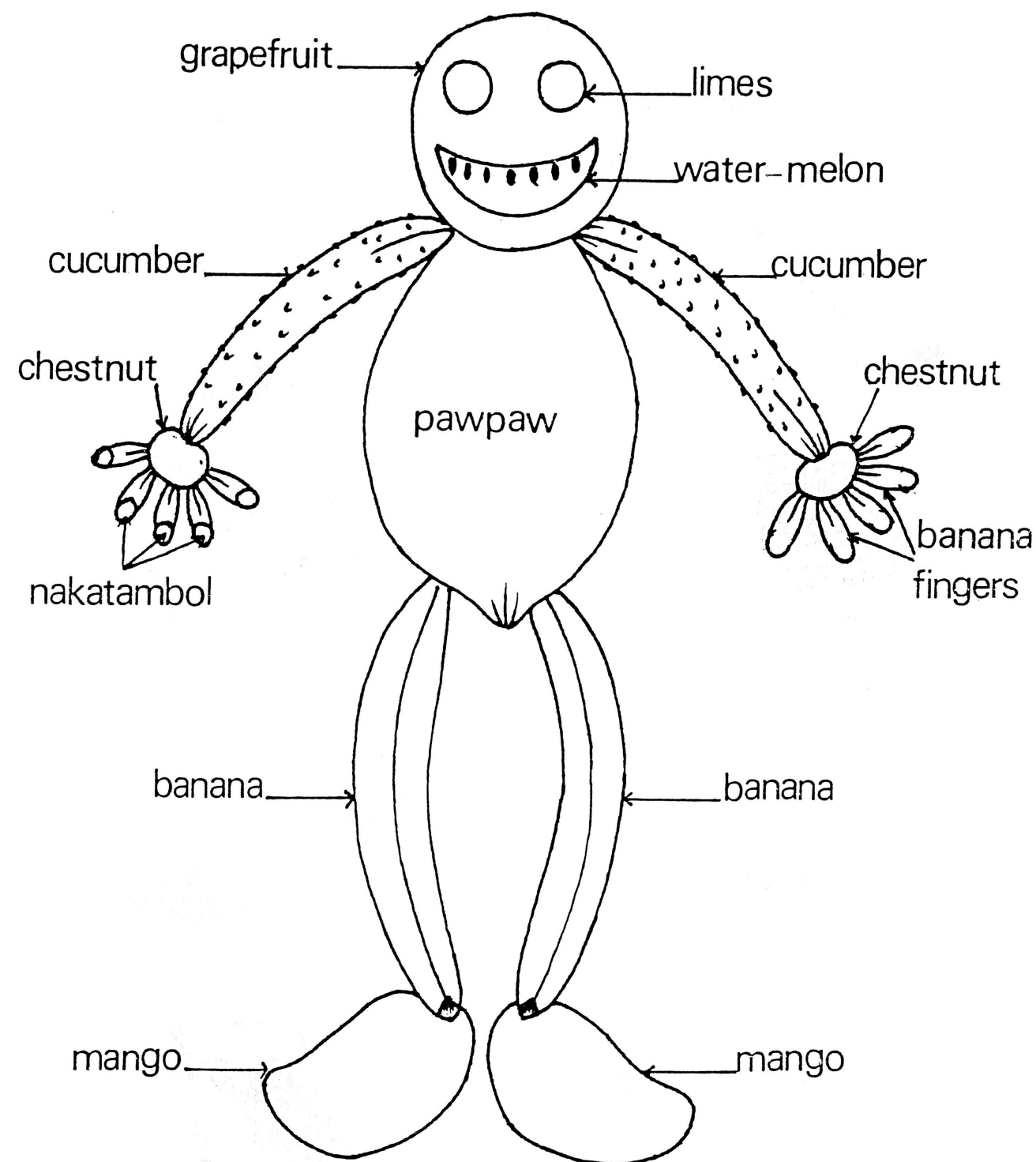
I went to the plantation,
And what did I see?
Some ripe soursops for me.

I went to the garden
And what did I see?
Some ripe pineapples and melons for me.





MR FRUIT



Fruits keep us healthy
 Fruits stop us getting sick
 Fruits are good to eat when we are hungry
 Fruit juices make good drinks

11. If you have time, ask the children to bring some fruits such as oranges, lemons or grapefruits etc., and help them to make some fruit drinks. Some delicious fruit drink recipes are given on pages 142 and 143.

12. Ask the following questions:

a) Why is fruit very good for us?

(Answer: It keeps us healthy)

b) What will happen if you do not eat any fruit?

(Answer: If we do not eat fruits, we will not be healthy and it will be easier for us to get sick)

FRESH FRUIT CALENDAR IN VANUATU

Note: this is a very broad guideline only. Seasons vary from the North to the South of Vanuatu.

All year: coconut, banana and pawpaw

January: mango, pineapple, banana, lime, water melon, pawpaw, avocado

February: avocado, lime, banana, pawpaw

March: avocado, lime, pawpaw, banana

April: lime, pawpaw, banana

May: custard apple, soursop, mandarin, lime, orange, banana, pawpaw

June: lime, grapefruit, soursop, mandarin, banana, nakatambol, orange, pawpaw, guava

July: lime, grapefruit, mandarin, pawpaw, nakatambol, orange, guava, banana

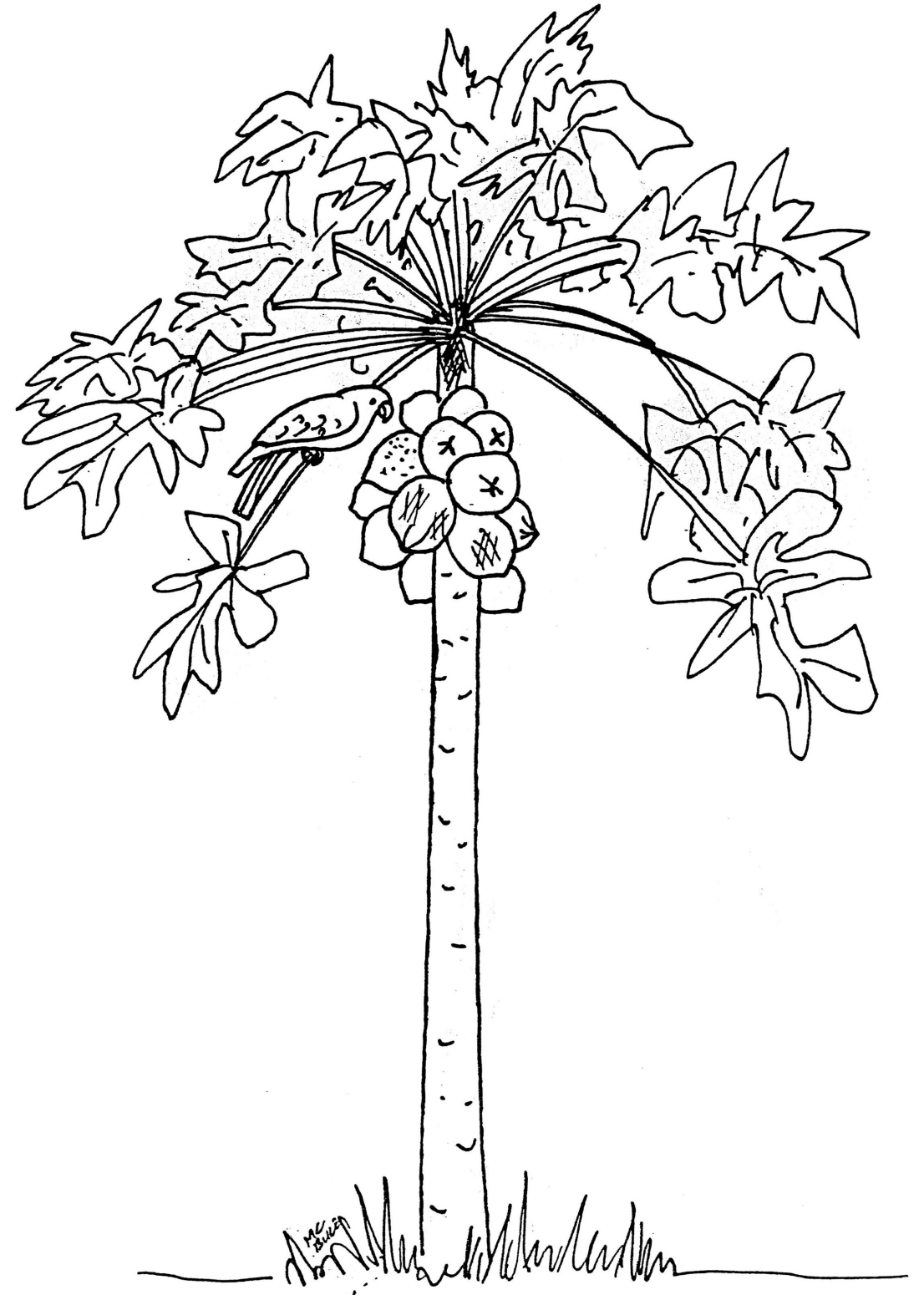
August: lime, grapefruit, mandarin, pawpaw, orange, banana, guava

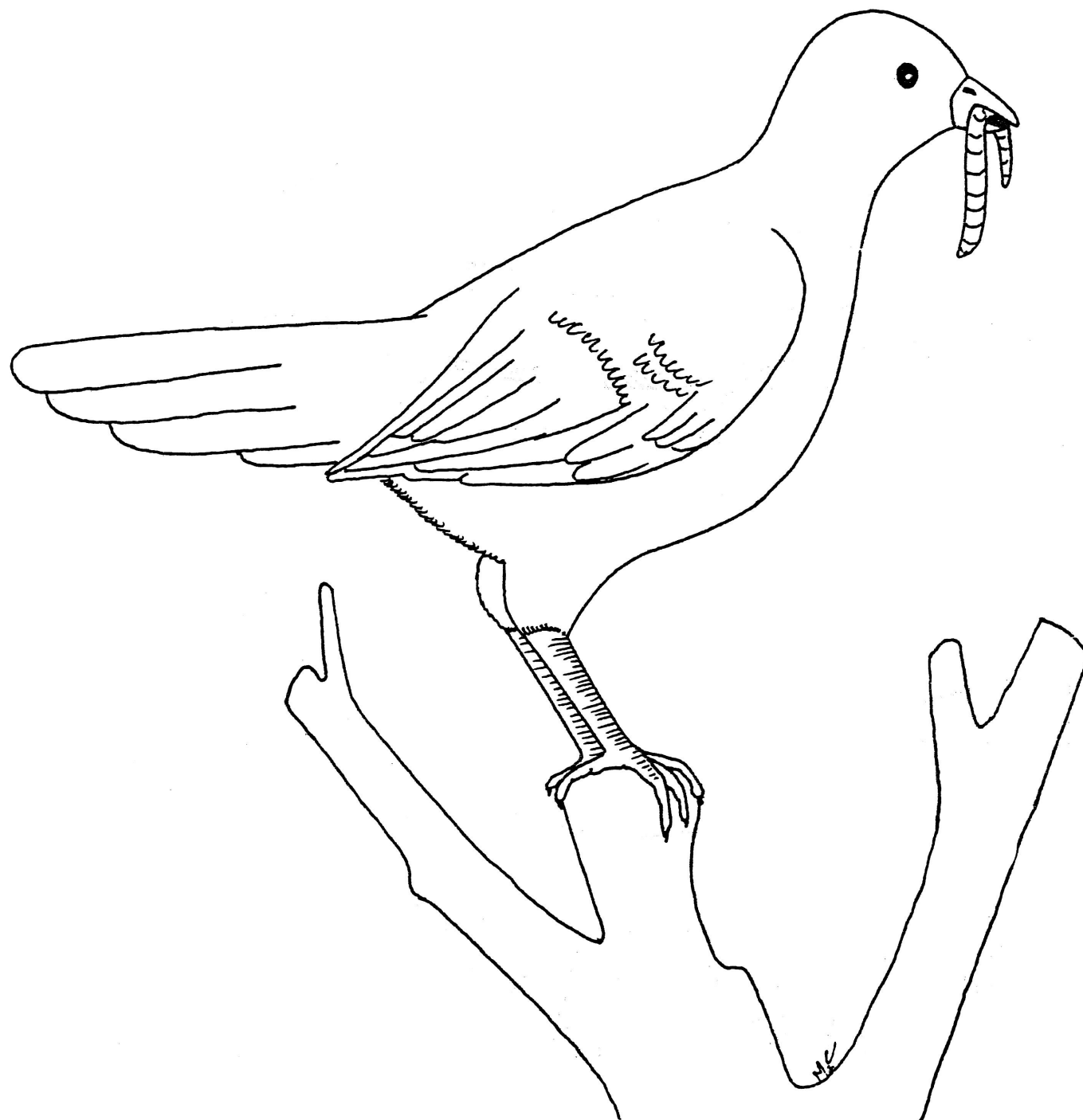
September: pawpaw, lime, banana, guava

October: nakavika, pawpaw, banana, raspberry, guava

November: mango, watermelon, pawpaw, banana, guava, pineapple, nakavika

December: mango, watermelon, lime, pineapple, pawpaw, guava





7. Tell the children that in the next lesson they will have a "local fruit day". They will each bring a fruit to school. Whether it is collected from the bush or garden, or bought from the store or market, it must be a local fruit (that is, not an apple or pear from overseas).

Discuss the fruit health rules again using Mr Fruit.

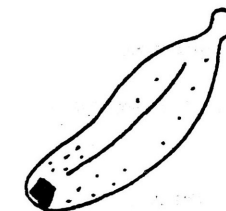
Study the fruits that the children have brought. Ask the children where they got their fruits – their garden, the bush, market or store.

Ask the children to wash their hands. Help the children to peel their fruits so that they can eat them. Pupils can share their fruit with their friends if they wish.

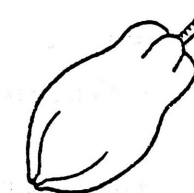
Tell the children again that these local fresh foods are very good snacks when they are hungry between main meals.

8. Draw the following pictures of foods on the board and ask the children to copy the pictures into their exercise books:

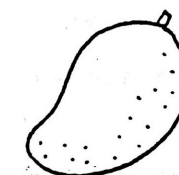
GOOD FRUIT SNACKS



Ripe banana



Pawpaw



Mango



Pineapple



Coconut



Lemon

The children can draw their own fruits and write small messages on them (see the examples on page 140).

9. Ask the students to draw their own Mr Fruit using only local fresh fruits and write the fruit health rules under the picture.

10. Sing the fruit songs on page 141.

LESSONS 31, 32 AND 33: USING OUR ISLAND FRUITS

Objective

To help children discover local fresh fruits in Vanuatu and their food value, and to show them why it is good to eat some fruit each day.

Time needed: 30 minutes x 3

Materials needed

– The picture of Mr Fruit on page 139

Teacher's note

Fruits are very important in our meals. In this lesson students will learn why fruits are good for us and why they should eat a piece of fruit every day.

Although a lot of fruits in Vanuatu are seasonal, there are some fruits which are available all year round such as pawpaw and banana. (The fruit calendar on page 138 should be used as a broad guideline only.)

Method

1. Ask the children to read aloud the fruit health rules under the picture of Mr Fruit. Write these rules on the board so the children can read them.

Tell the children that Mr Fruit says "Fruits are good for us."

- Fruits keep us healthy
- Fruits stop us getting sick
- Fruits are good to eat when we are hungry
- Fruit juices make a good drink

2. If we do not eat fruit often we can get sick more easily, and we will not be healthy.

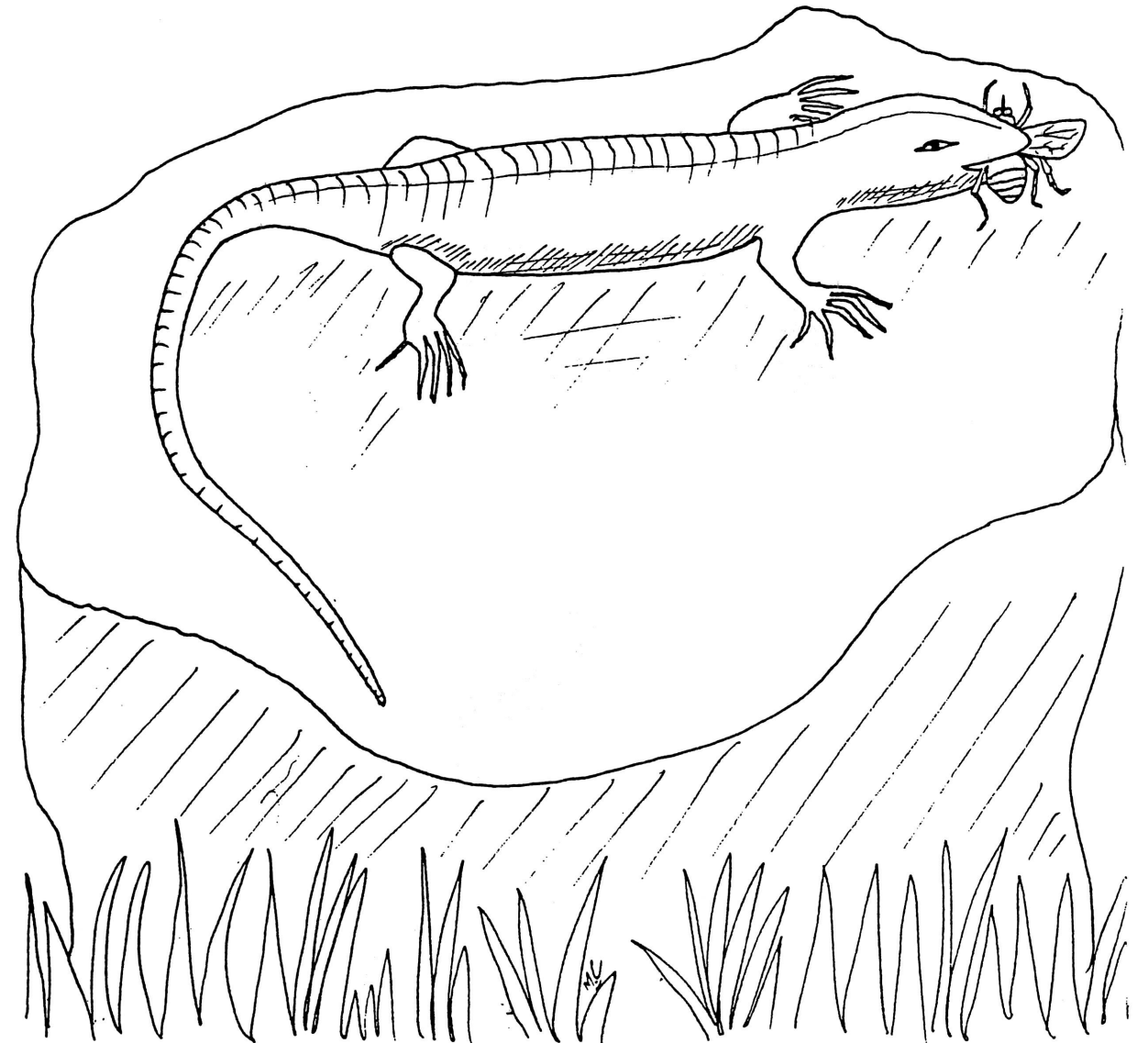
3. Ask the children to name fruits which are available in their area and list them on the board. In town schools, ask the students to name fruits which are available at the market and at the store.

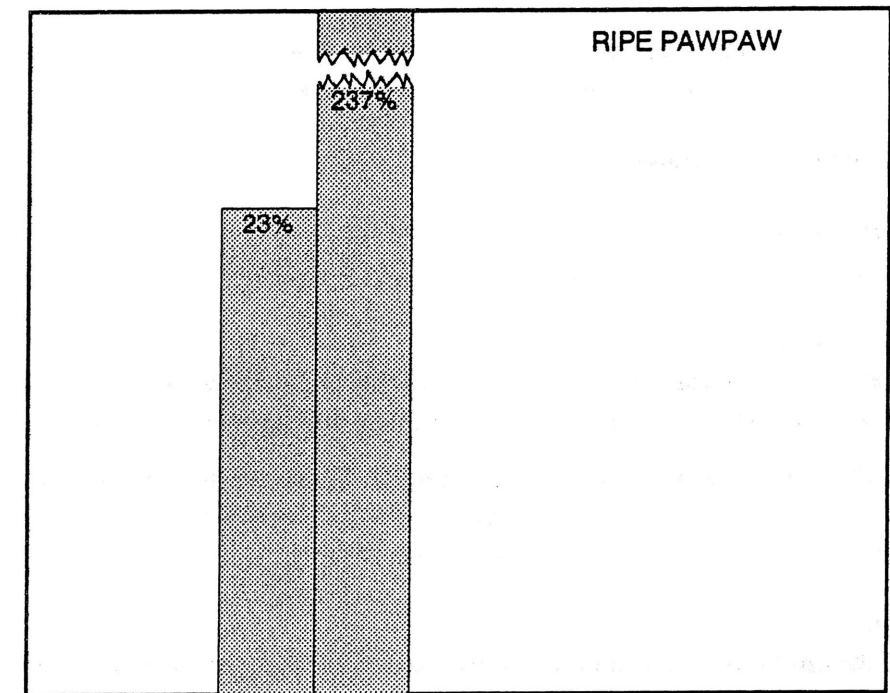
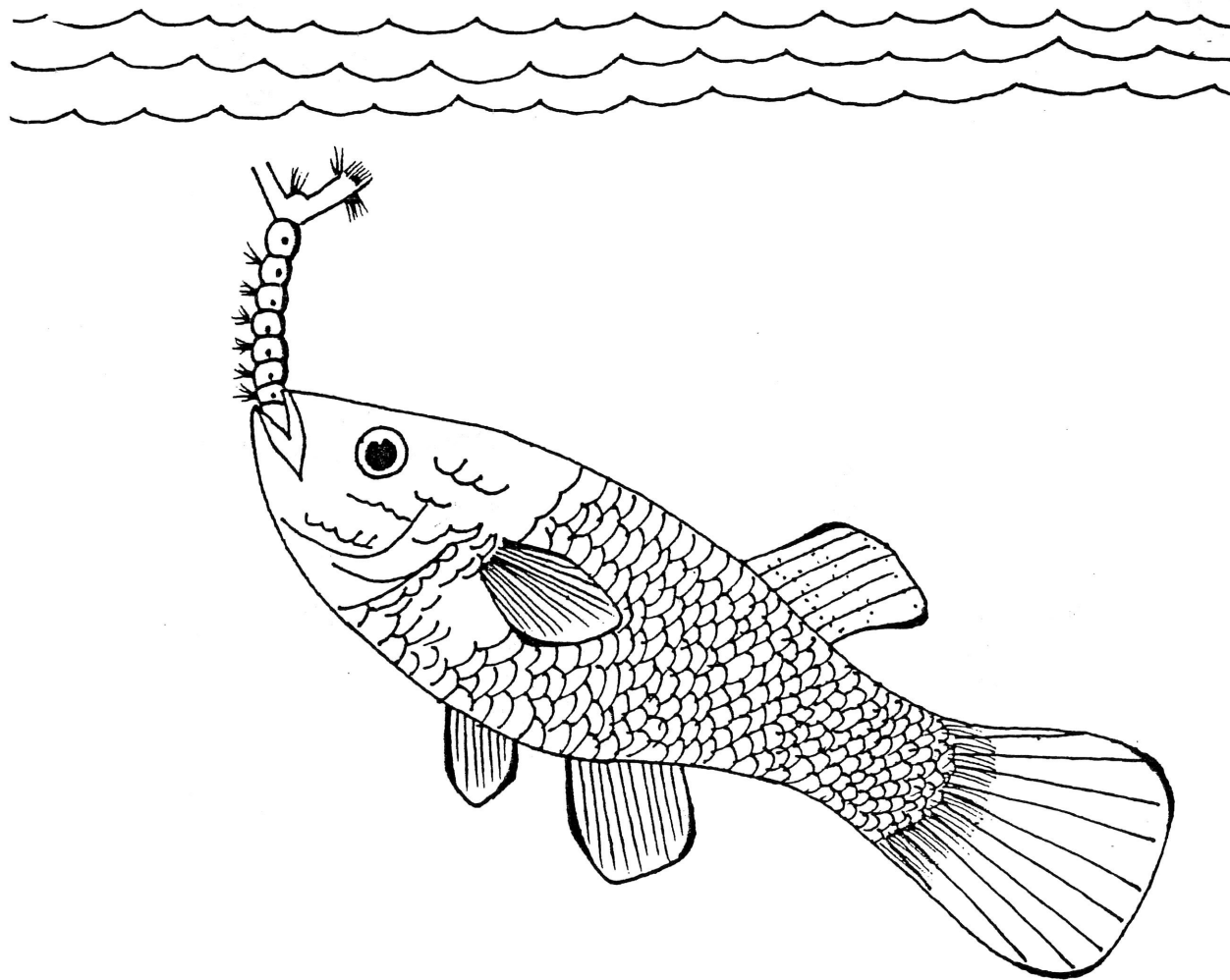
4. We can get fruits either from the garden or the bush, or buy them from the market or the store. In towns it is sometimes hard because fruits cost money. We get fruits free in our villages. We get fruits at different times throughout the year, but we can get pawpaws, coconuts and ripe bananas all through the year. We should try to eat pawpaws and ripe bananas when other fruits are not yet ready.

5. Tell the pupils that fruits make very good snacks. Try to eat fruit for a snack instead of Twisties, lollies or chocolates, because Twisties and chocolates do not do very much for us; they do not keep our bodies healthy.

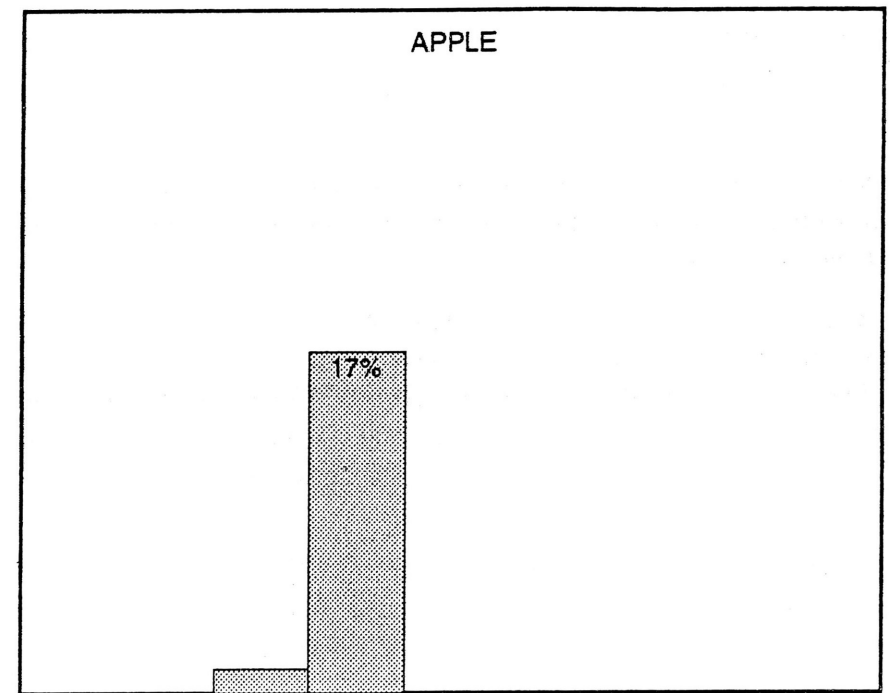
6. We should eat some fruit each day because:

- Fruits keep us healthy
- Fruits prevent us from getting sick
- Fruits are good to eat when we are hungry
- Fruit juices make a good drink



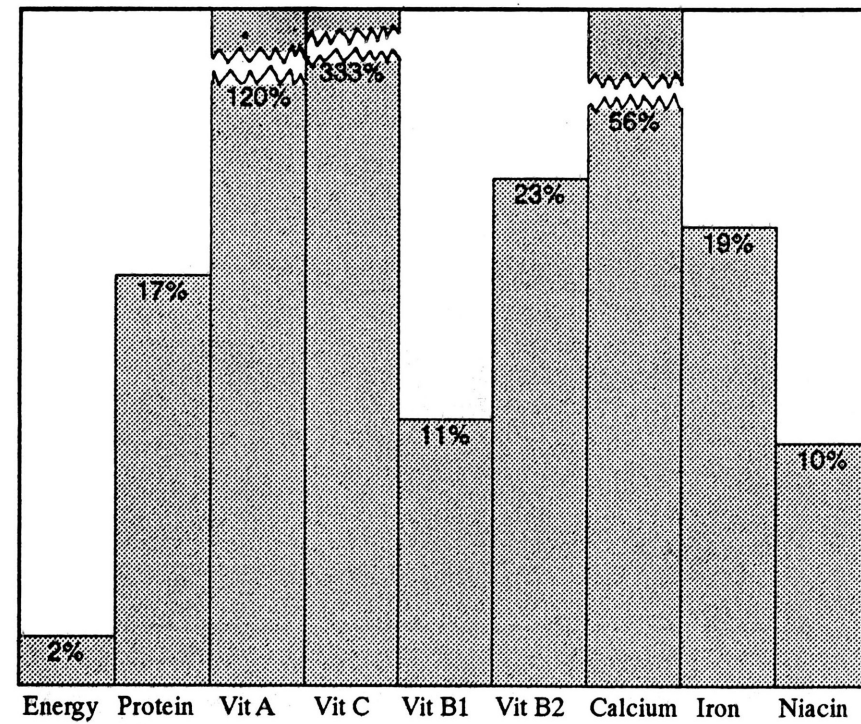


One slice of ripe pawpaw supplies 23% of the vitamin A and 237% of the vitamin C needed by an adult woman each day



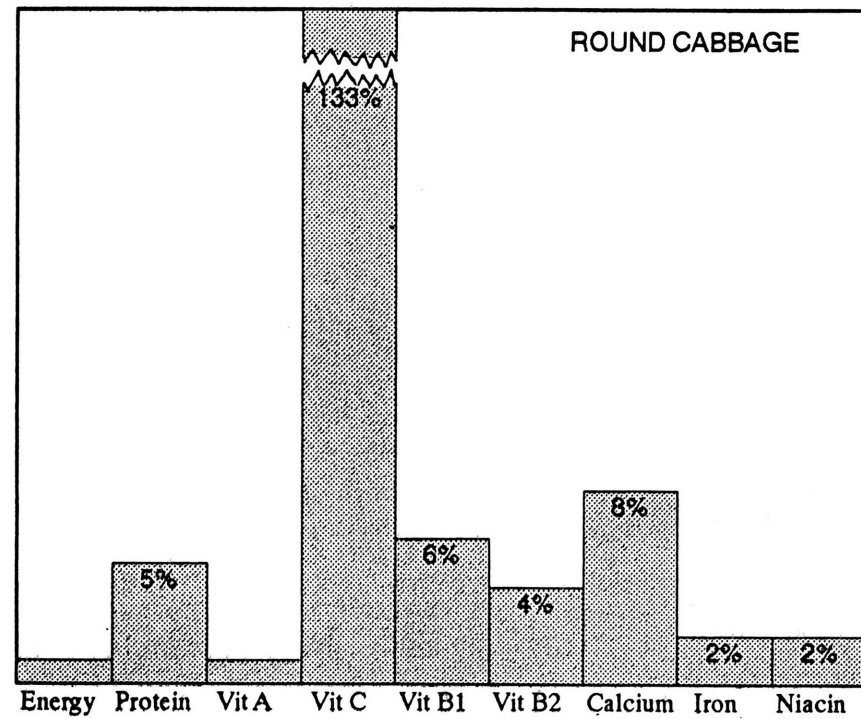
One medium-sized apple supplies only 1% of the vitamin A and 17% of the vitamin C needed by an adult woman each day

ISLAND CABBAGE

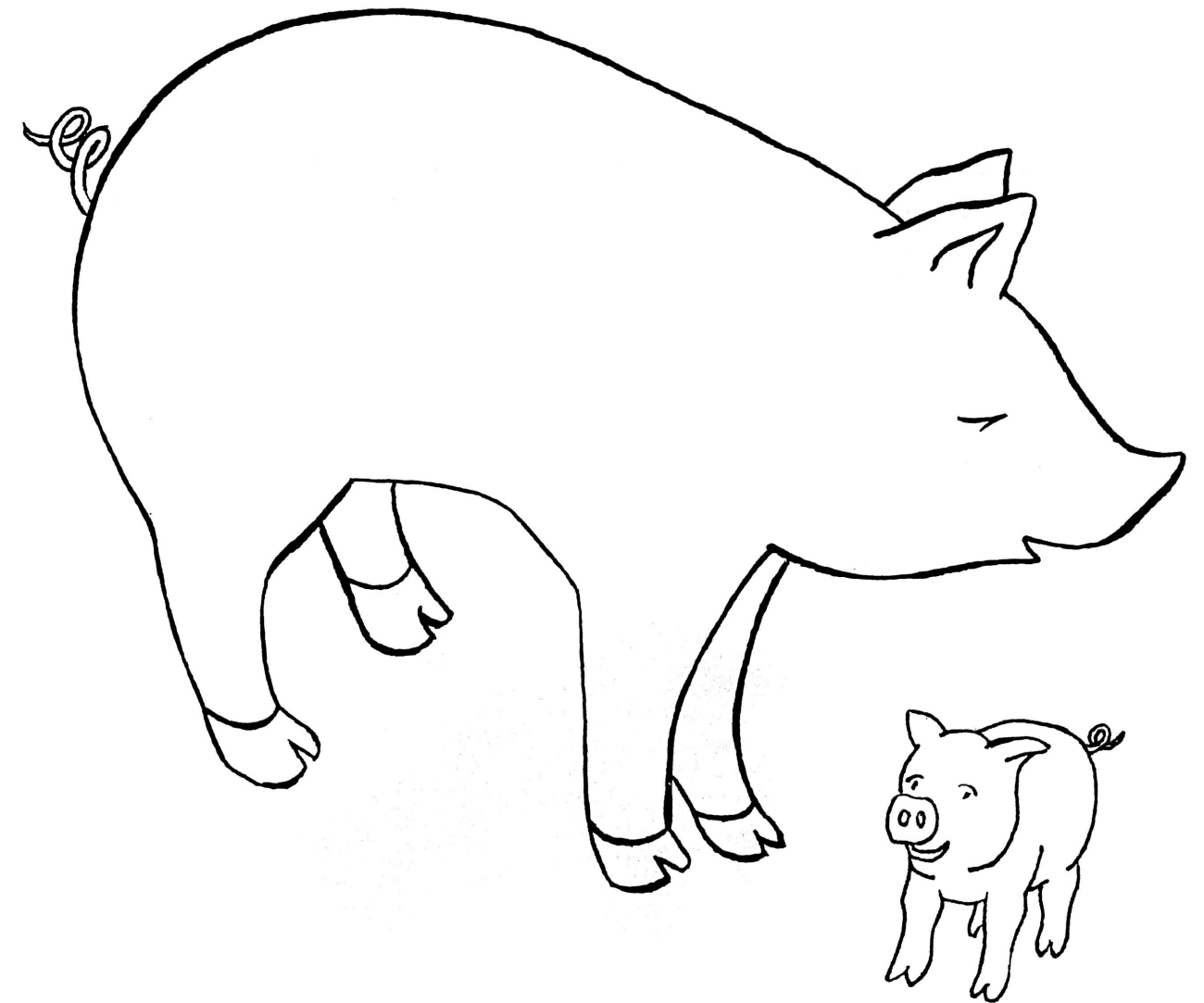


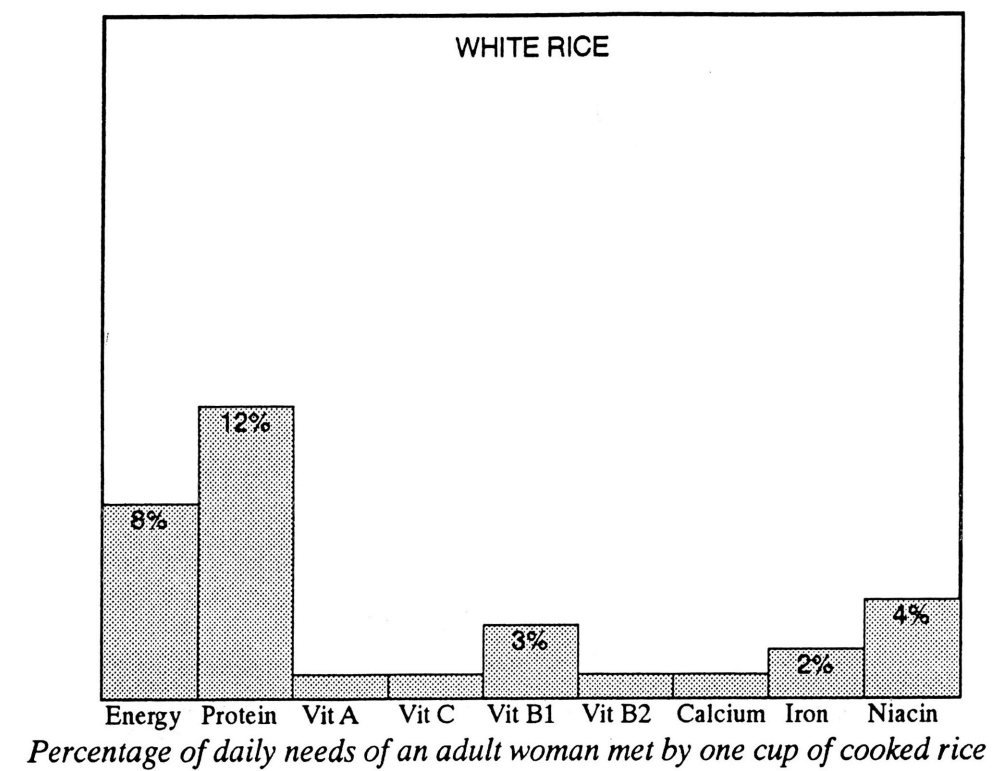
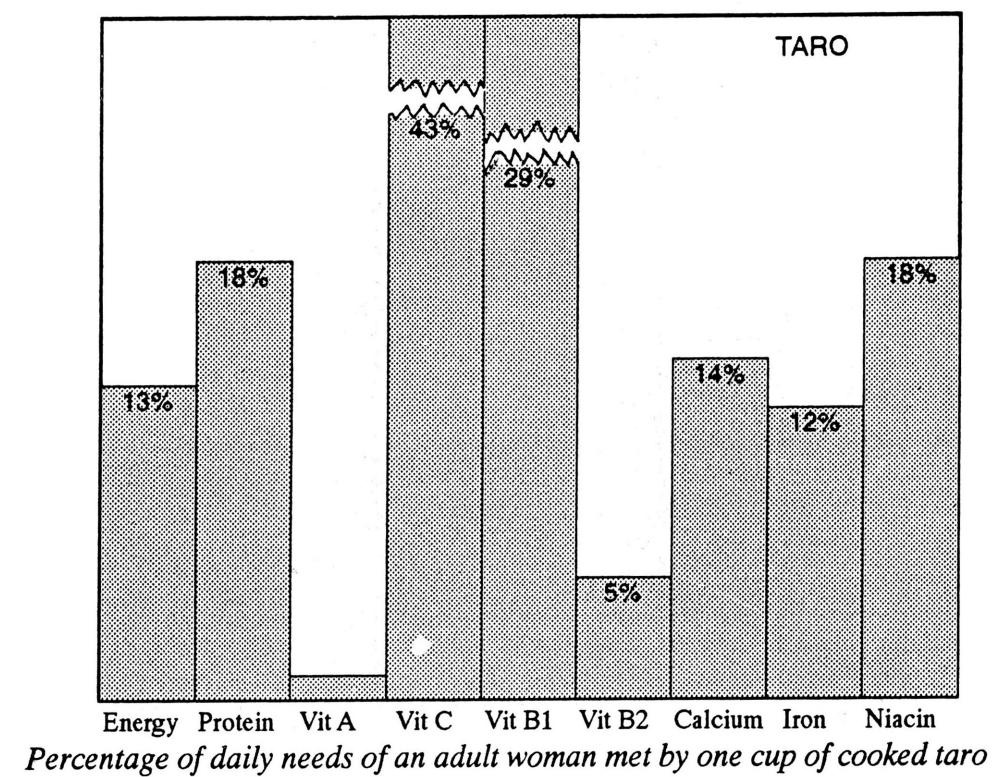
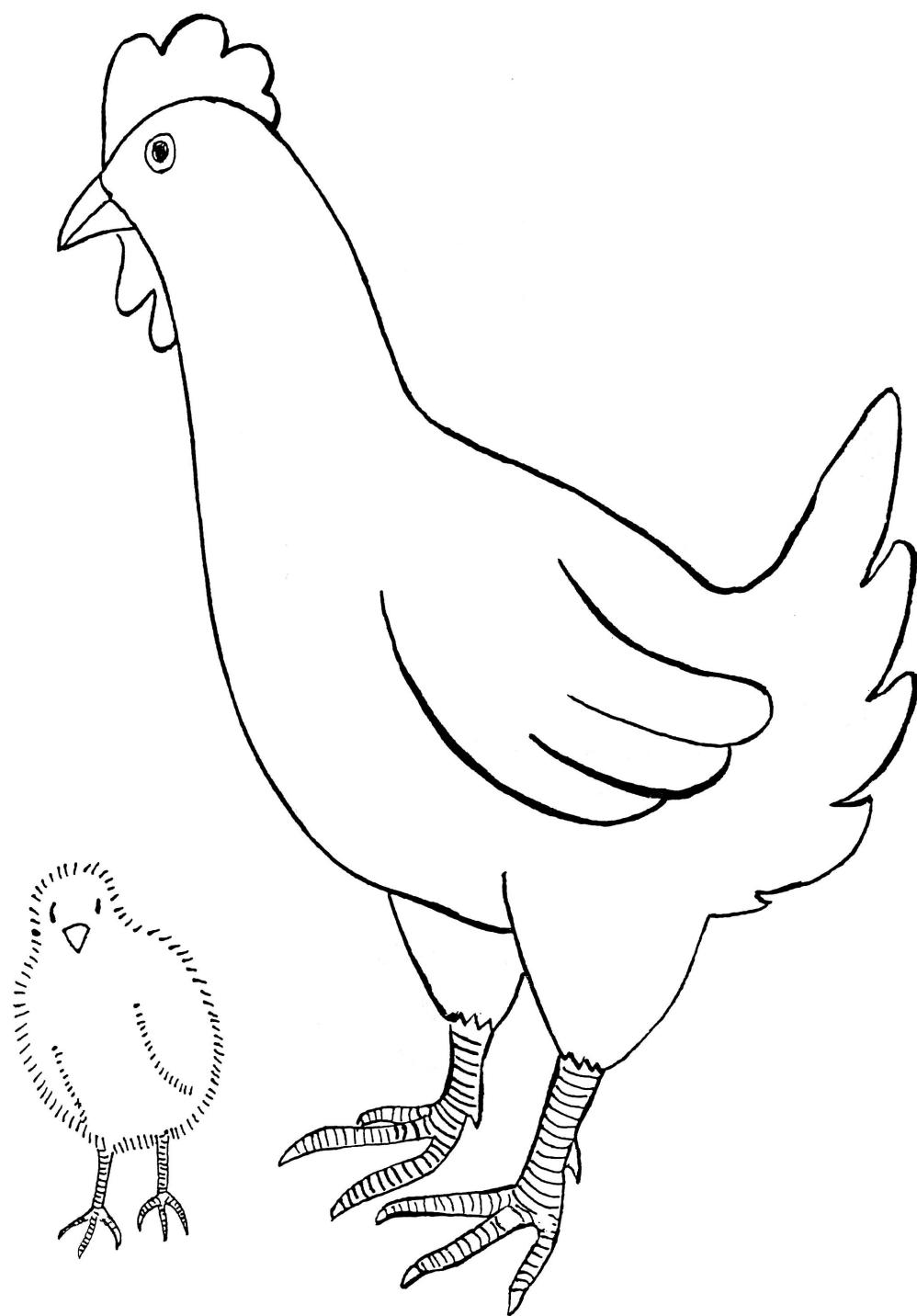
Percentage of daily needs of an adult woman met by one serving (about half a cup after cooking) of island cabbage

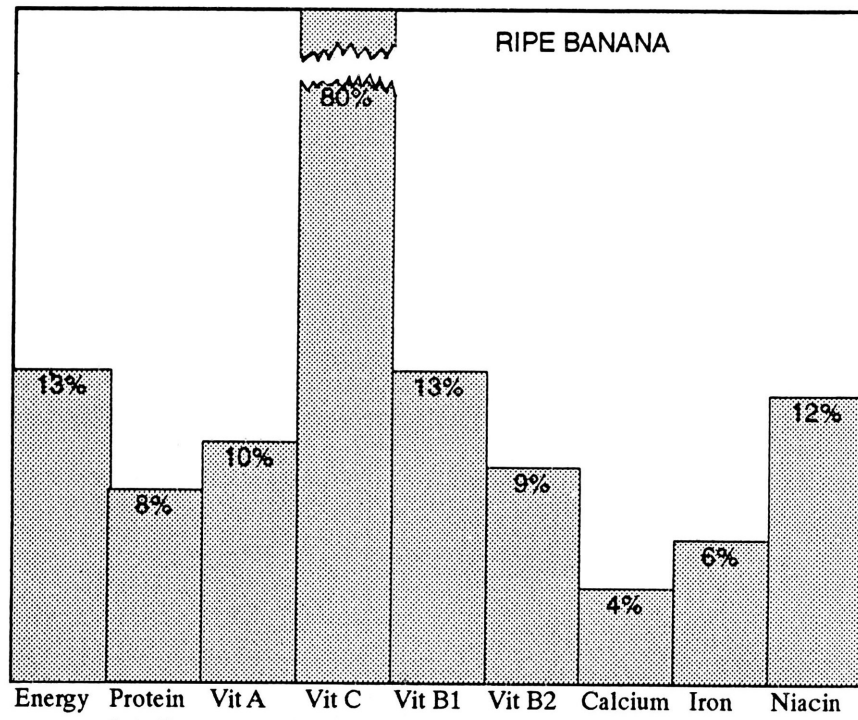
ROUND CABBAGE



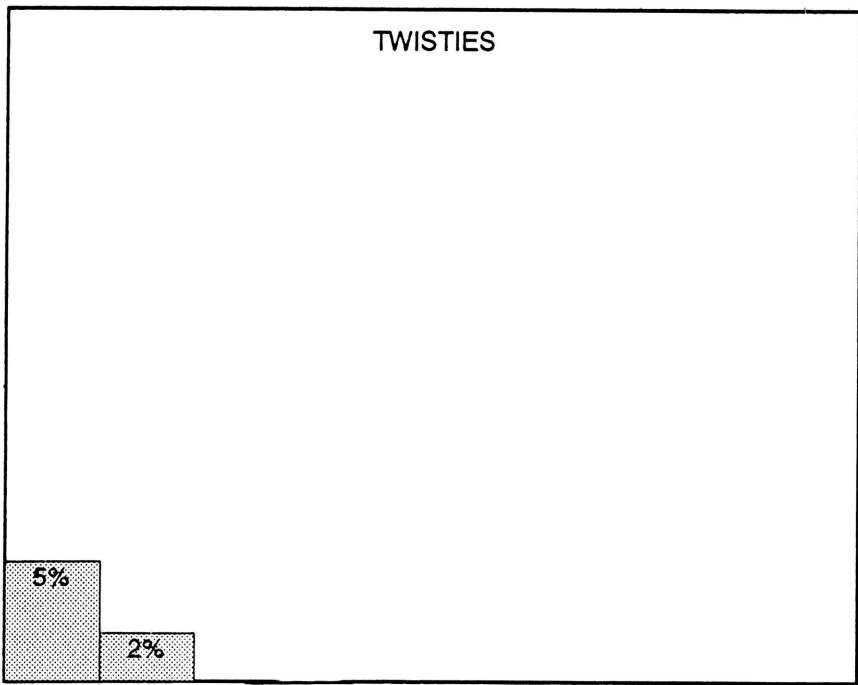
Percentage of daily needs of an adult woman met by one serving (about half a cup after cooking) of round cabbage



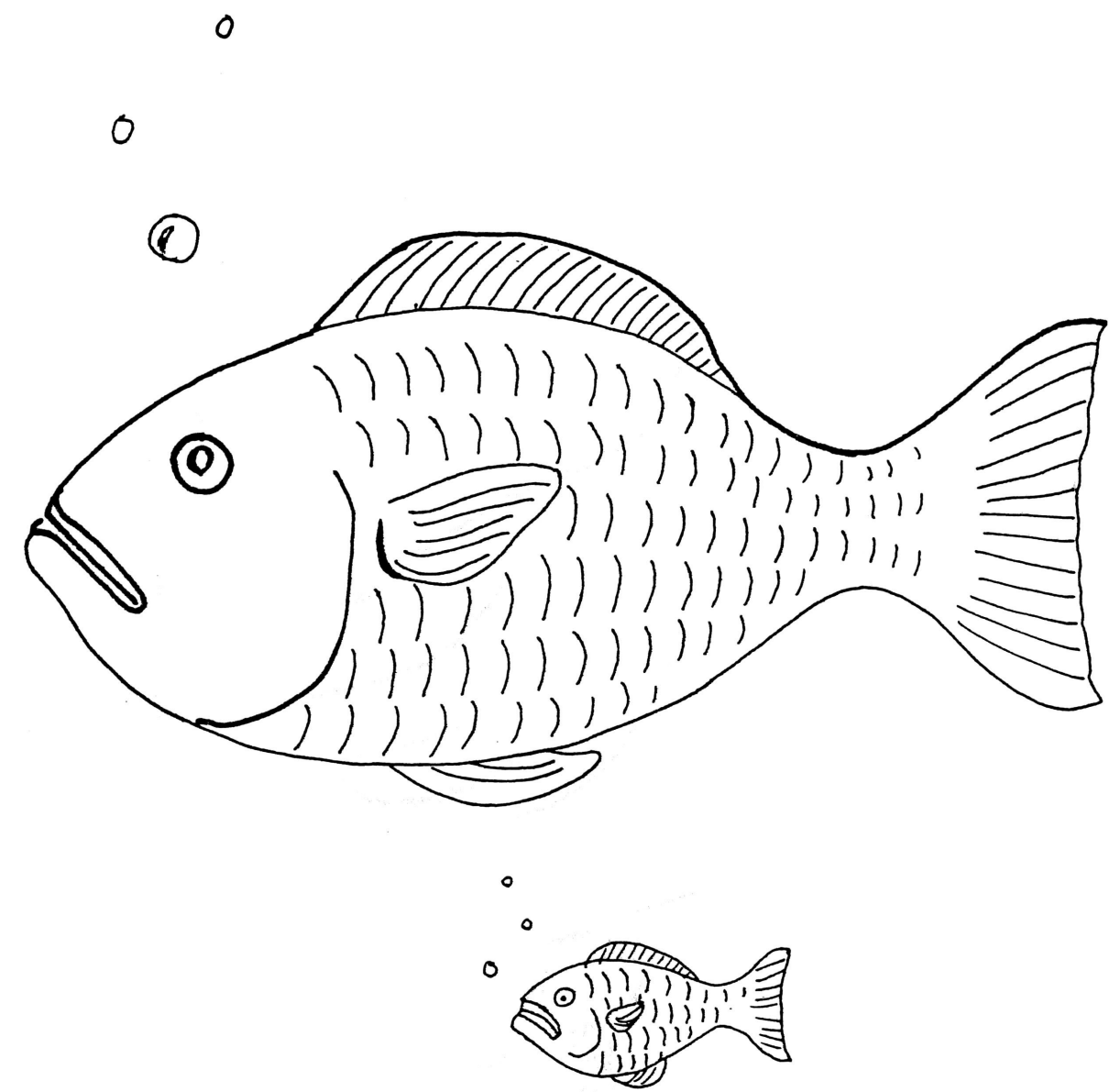


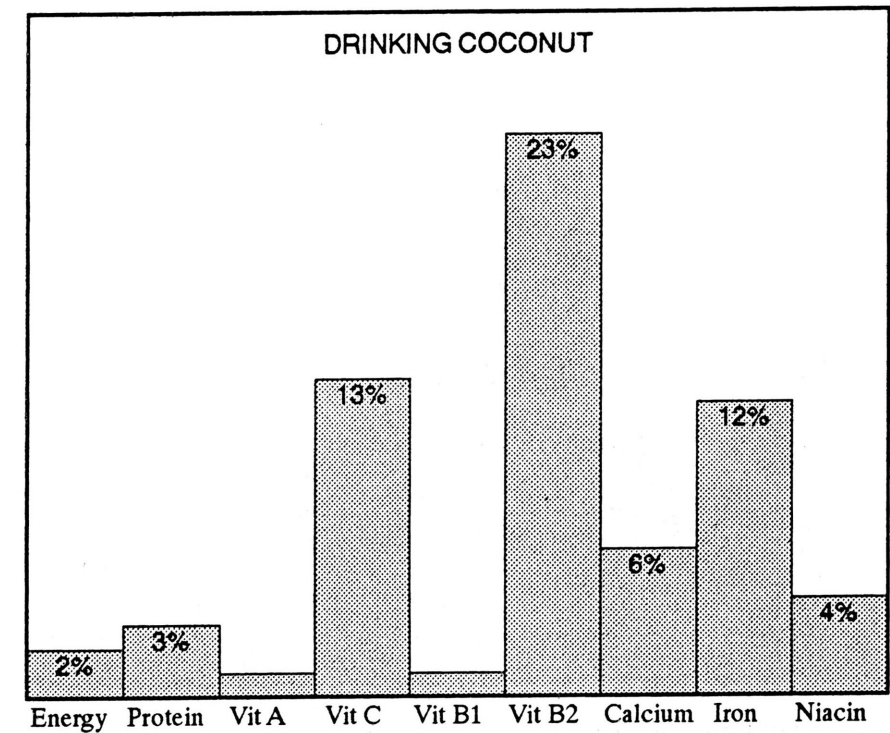


Percentage of daily needs of an adult woman met by two medium ripe bananas

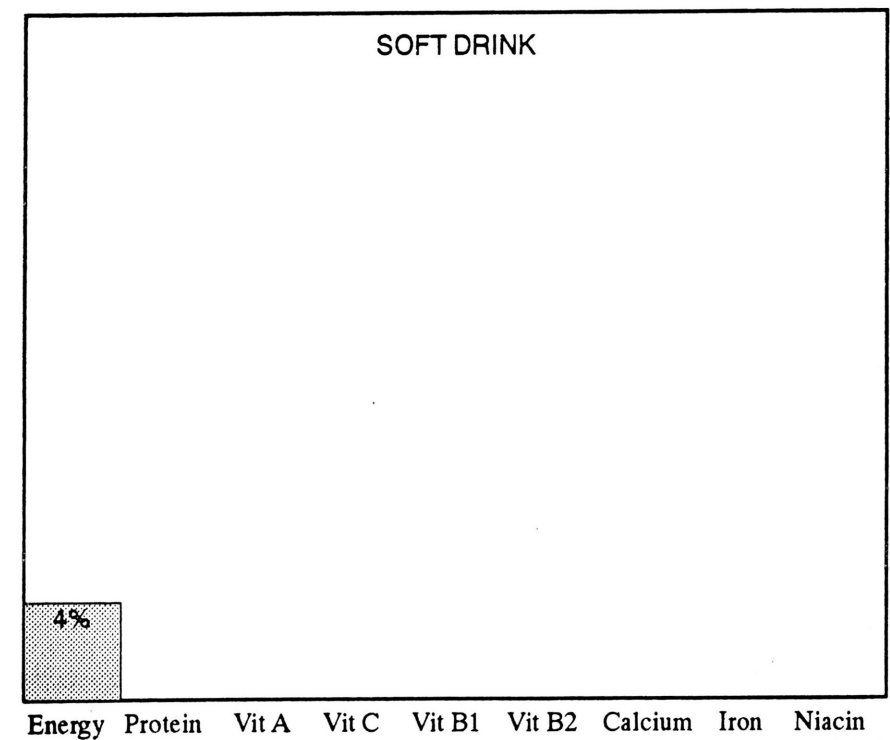


Percentage of daily needs of an adult woman met by one packet of Twisties





Percentage of daily needs of an adult woman met by one medium drinking coconut (about one and a half cups)



Percentage of daily needs of an adult woman met by one can of soft drink (about one and a half cups)

ISLAND FOOD

HEALTHY FOOD



LESSONS 3, 4, 5 AND 6: FOOD GROUPS

Objective

To help children understand that there are different ways of grouping foods and that we can put foods into different groups according to their main roles in the body (three food groups).

Time: 30 minutes x 4

Materials needed

- A "three food groups" poster ("Tri kaen kakae" – this can be obtained from the Nutrition Section of the Health Department in Port Vila).
- Three big sheets of blank paper or small sheets of paper
- Felt pens or colouring pencils if available
- Pictures of local foods in alphabetical order

Preparation needed

Copy the pictures of the foods shown in alphabetical order (pages 27–77) for the activity later on. If you cannot duplicate them, you will have to redraw them on separate sheets of paper.

Teacher's note

In this lesson the children will review lessons learnt in the second year about the sources of foods. They have learnt that our food can come from the bush, garden, sea and the store (i.e. from other countries). They will learn that foods can be separated into different groups not just by where we can find or get them, but also by what they can do or give to our bodies to keep us healthy. This way of grouping foods is called the three food groups. To help you teach the next series of lessons a list of foods that belong in each of the three groups is on page 16.

Method

1. Show the children the following series of pictures and read the text below.
 - a) In Year 2 we learnt that we have many different foods in Vanuatu. We have plant foods, animals foods, seafoods, wild foods and foods from the store. (*Picture of foods belonging to each of the three food groups, p.19*)
 - b) We can therefore group our plant foods together: island cabbage, taro, banana, yam, coconut, pawpaw and so on. We can get these foods from our gardens or from the bush. (*Picture of foods from the garden and bush, p.20*)
 - c) Our animal foods are chicken, pork, beef, goat meat, cow's milk and so on. We can get some of these foods from the bush or from our village if we raise the animals in our village. (*Picture of animal foods either wild or domesticated, p.21*)
 - d) We collect our seafoods from the sea – foods such as fish, shellfish, octopus, seaweed. (*Picture of seafoods, p.22*)
 - e) Wild foods such as nawele, nakatambol, wild yam, pawpaw and breadfruit are plentiful in our islands.

Our local health foods are: island cabbage, pumpkin, pawpaw, mango, avocado, oranges, lemons, etc.

Tell the children that our local energy or power foods are yam, taro, breadfruit, banana, kumala, and corn.

You will find a full list of the foods in Vanuatu on page 16. Some of these are not included on the posters. Copy this list on the board or on a large sheet of paper and go through the list with the children.

5. Play the three food groups card game.

6. Ask the pupils the following question: Do you think we can collect foods from the three food groups in our village so that we can have a balanced meal every day?

If the children find it hard to answer this question you can answer and discuss it with them.

Answer: Yes, we can collect foods from the three food groups in our villages to make a balanced meal every day. We have a lot of fish and shellfish and other foods from the sea. We also raise chickens and pigs. We can hunt for crabs, coconut crabs, nuts and fruits. Our rivers too are full of fish, eels and prawns. In our gardens we have taro, yams, bananas, kumala, pawpaw, island cabbage, breadfruit, coconuts, peanuts, and so on.

We have a rich supply of foods in Vanuatu. We are very lucky because no one in Vanuatu needs to go hungry. It is different in towns because people do not have gardens. They have to buy local foods from the market or store foods which cost a lot of money.

7. Play the three food groups relay game using local foods only (remember that the instructions on how to play this game were given in the notes to lessons 16 and 17).

Teacher's note: before playing the game do the following exercise with the pupils. Call out the names of local foods and ask the children to say which food group it belongs to. Make sure the children understand that foods from the three food groups are available as local foods.

8. Ask the children the following question: Which foods do you like best, local fresh foods or store foods?

A lot of people in Vanuatu today like to eat a lot of store foods. Store foods are not as good as our local fresh foods. Store foods are very expensive, and they do not have a lot of good things which our bodies need to grow and to keep healthy. Our local fresh foods are better because they have a lot of good things which our bodies need. If we eat more of our local fresh foods every day, we will stay healthier.

LESSONS 28, 29 AND 30: OUR HEALTHY ISLAND FOODS

Objective

To help children discover our local foods, the foods groups to which they belong, and their food values.

Time needed: 30 minutes x 3

Preparation needed

- Ask the pupils to bring specific foods from home – they will be used later for the three food groups relay game.
- Cover up the store foods shown in the three food groups poster using sel-lotape and a piece of blank paper.

Materials needed

- The picture of island foods on page 130. As an alternative a very good poster has been produced by the South Pacific Commission, and you can get it from the Nutrition Section of the Health Department in Port Vila.
- The three food groups card game which you can also get from the Nutrition Section in Port Vila.
- Ask the pupils to collect some foods for the three food groups relay game.

Teacher's note

In these lessons the children will learn about our local foods. In previous lessons they learned about the three food groups and what each group does to our bodies. The three food groups poster shows a lot of our local fresh foods and a few foods from the store. The children should now study the local foods and arrange them into the three groups according to what they do for our bodies.

Our local fresh foods are more nutritious than imported or store foods. On pages 131–5, you will find bar charts showing the nutrient values of local foods and imported foods. You should refer to them as you show the students why local foods are better for them.

Method

1. Display the poster/picture of local island foods (either the South Pacific Commission poster or the picture on page 130).
2. Ask the children if they can recognise the foods in the poster. The poster shows a lot of local fresh foods. We can get all these foods in our islands. These foods are very good for us because they are fresh and have a lot of good things which our bodies need to stay healthy. We can also find a lot of these fresh local foods in markets in towns.
3. Ask the children to arrange the local fresh foods into the three food groups just as they arranged the store foods before. Use the "Tri kaen kakae" poster to see how our local foods are grouped.
4. Using the poster, show the children that local growth or body building foods are land crab, meat, fish, peanuts, chicken, eggs, coconut crab, shellfish, etc.

LIST OF FOODS IN VANUATU IN THEIR THREE FOOD GROUPS

Body building and growth foods	Health foods	Energy or power foods
Pork	Island cabbage	Yam
Beef	Pumpkin tops	Fiji taro
Chicken	Ferns	Dry coconut
Fish	Beans	Coconut cream
Shellfish	Pumpkin	Manioc
Eel	Carrots	Kumala
Octopus	Tomato	Water taro
Land crab	Cucumber	Corn
Coconut crab	Avocado	Bread-fruit
Flying fox	Guava	Cooking banana
Wild duck	Mango	Potato
Pigeon	Orange	Rice
Nagae	Lemon	Bread
Natavoa	Custard apple	Sugar-cane
Peanut	Soursop	Butter
Turtle meat	Water-melon	Margarine
Egg	Pineapple	Cooking oil
Goat meat	Nadao	Sweet yam
Prawns	Naus	Strong yam
Lobster	Green coconut	Wild yam
Tinned fish	Nakavika	Sao biscuit
Tinned meat	Pawpaw	Cabin biscuit
Milk powder	Lychee	
Cheese	Taro leaves	
Dry beans	Watercress	
	Kumala tops	
	Germinating coconut (Navara)	
	Choko leaves	
	Wild chili leaves	
	Seaweed	
	Passion fruit	
	Capsicum	
	Chinese cabbage	
	Grapefruit	
	Ripe banana	
	Nalalas leaves	

f) We can also buy some foods from the store. These foods come mostly from other countries in big ships. These include tinned meat, tinned fish, rice, sugar, biscuits, flour and others. *(Picture of foods from the store, p.23)*

g) So far we have grouped our foods according to where we can find them or where they come from. *(Picture of the three food groups, p.19)*

There is yet another way to look at foods. We can look at what foods do in our bodies. Do you remember from the last lesson what food does in our bodies?

h) Food gives our bodies the energy to walk, run, work and play. *(Picture showing children playing at school, p.24)*

i) Food builds our bodies when we are very small and helps our bodies to grow. *(Picture of a baby growing into a young child, p.25)*

j) Food keeps us healthy. It prevents us from getting sick. We can group foods by what they do. *(Picture of a child sick in bed, p.26)*

k) Some foods give us energy so that we can work and play. These foods include yam, taro, kumala, rice, bread, breadfruit, and cooking banana.

l) Foods that keep us healthy include island cabbage, pumpkin, pawpaw, mango, orange, tomato and water melon.

m) Foods that make us grow include meat, fish, crab, chicken, egg, peanut, shellfish and milk. *(Picture of the three food groups)*

2. Tell the children you are going to do some activities to help them learn which foods belong to each group.

Do the following activities with the students:

a) Divide the class into three groups and give each group a name: the body building food group, the health food group, and the energy food group.

b) Put the well mixed alphabet pictures of food on the desk or mat and help each group to pick all the foods from their individual group. You can help them by using the three food groups poster and by looking at your food list in the teacher's notes. Check the foods of each group and ask the children to return all the pictures.

3. Give each group a big sheet of paper. If your school does not have any, the children can use small pieces of paper from exercise books.

Ask the pupils to write their group name as a big heading on their paper. Under this heading help them to write the following:

Group 1: Energy or power food group

Foods that give us energy to work and play.

Group 2: Health food group

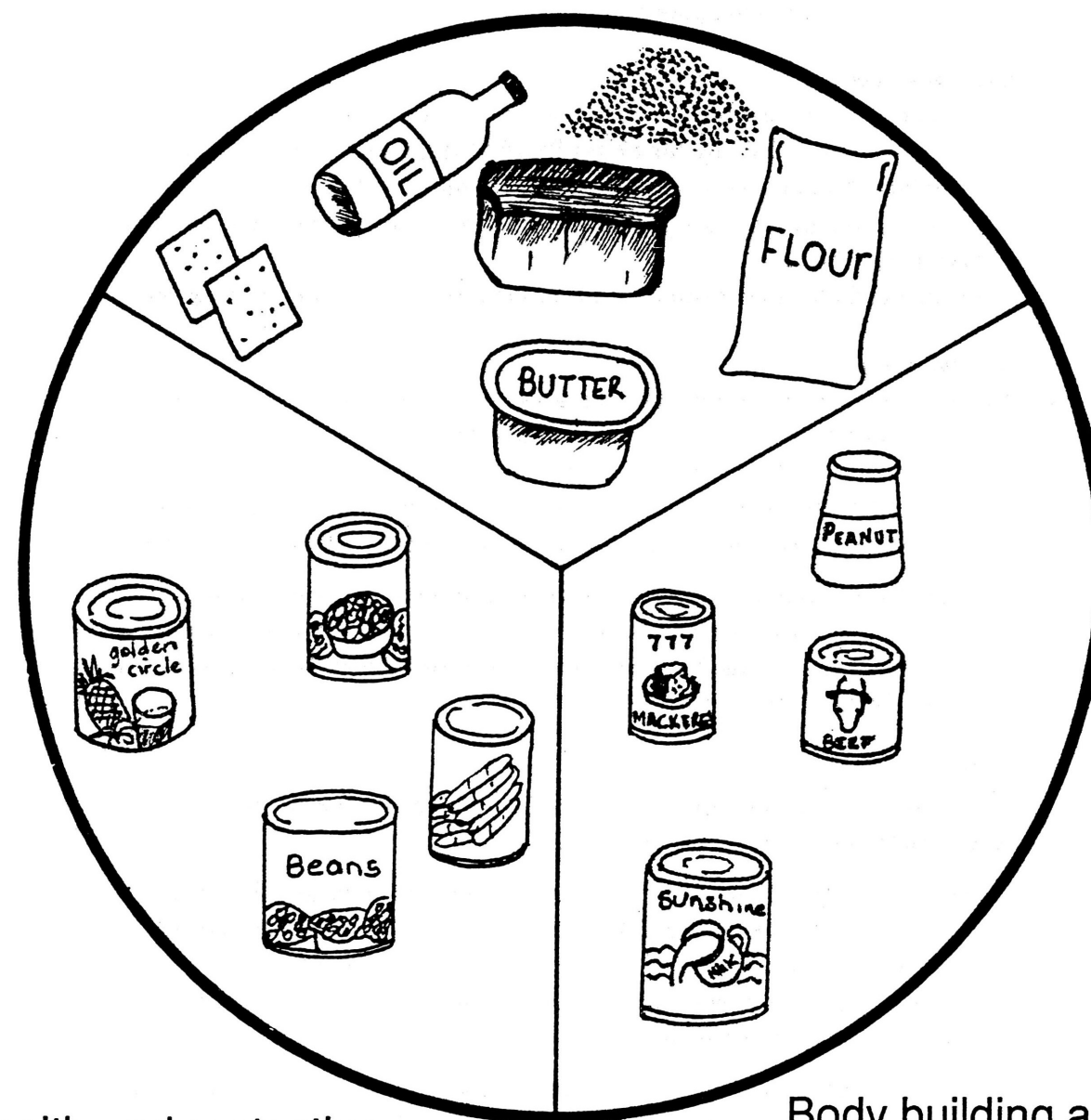
Foods that keep us healthy and stop us getting sick.

Group 3: Body building or growth food group

Foods that build our bodies and make us grow.

STORE FOODS IN THE THREE FOOD GROUPS

Energy or power store foods



Health and protective
store foods

Body building and
growth store foods

GOOD FOOD GAME

NO POINTS			LOLLIES			NO POINTS		
BODY BUILDING OR GROWTH FOODS				HEALTH FOODS				
+ 5 POINTS				+ 5 POINTS				
SWEET BISCUITS CHOCOLATE		TWISTIES		CORDIAL LEMONADE				
NO POINTS		NO POINTS		NO POINTS				
ENERGY OR POWER FOODS			GOOD SCHOOL LUNCH					
+ 5 POINTS			+ 5 POINTS					
GOOD FOOD GAME								

Instructions: Make a chart like the one shown above on a large sheet of paper, or draw it with chalk on the floor like hopscotch. Players stand behind a line and throw small stones onto the chart, one at a time. The teacher keeps a record of each player's score. Each player scores the number of points that his or her stone hits. The first player to score 20 points wins.

Have each group read their work aloud and display it in the classroom. Refer to it every now and again as a reminder to the children.

4. In the next series of lessons (lessons 7–12 and lessons 13–15) the children will draw pictures of foods belonging to each food group. Display the sheets of paper with the three food group headings that they have just made in one of the following ways so that they start to make a "food group chart".

a) If you have used large sheets of paper, pin the three sheets on the wall. Pupils can gradually stick on their pictures as the lessons progress. For example:

Energy or power food group
Foods that give us energy to work and play

Health food group
Foods that keep us healthy and stop us getting sick

Body building or growth food group
Foods that build our bodies and make us grow

b) If you have only small pieces of paper, write each heading on one or two sheets of paper and pin them on the wall. When the children draw their pictures in later lessons they can use more pieces of paper and pin them underneath the headings.

c) Another method using small pieces of paper is to hang the headings from the ceiling. Later, when the children draw the foods, they can cut them out and hang them under each heading or make a mobile.

5. Ask individual children to answer the following questions orally:

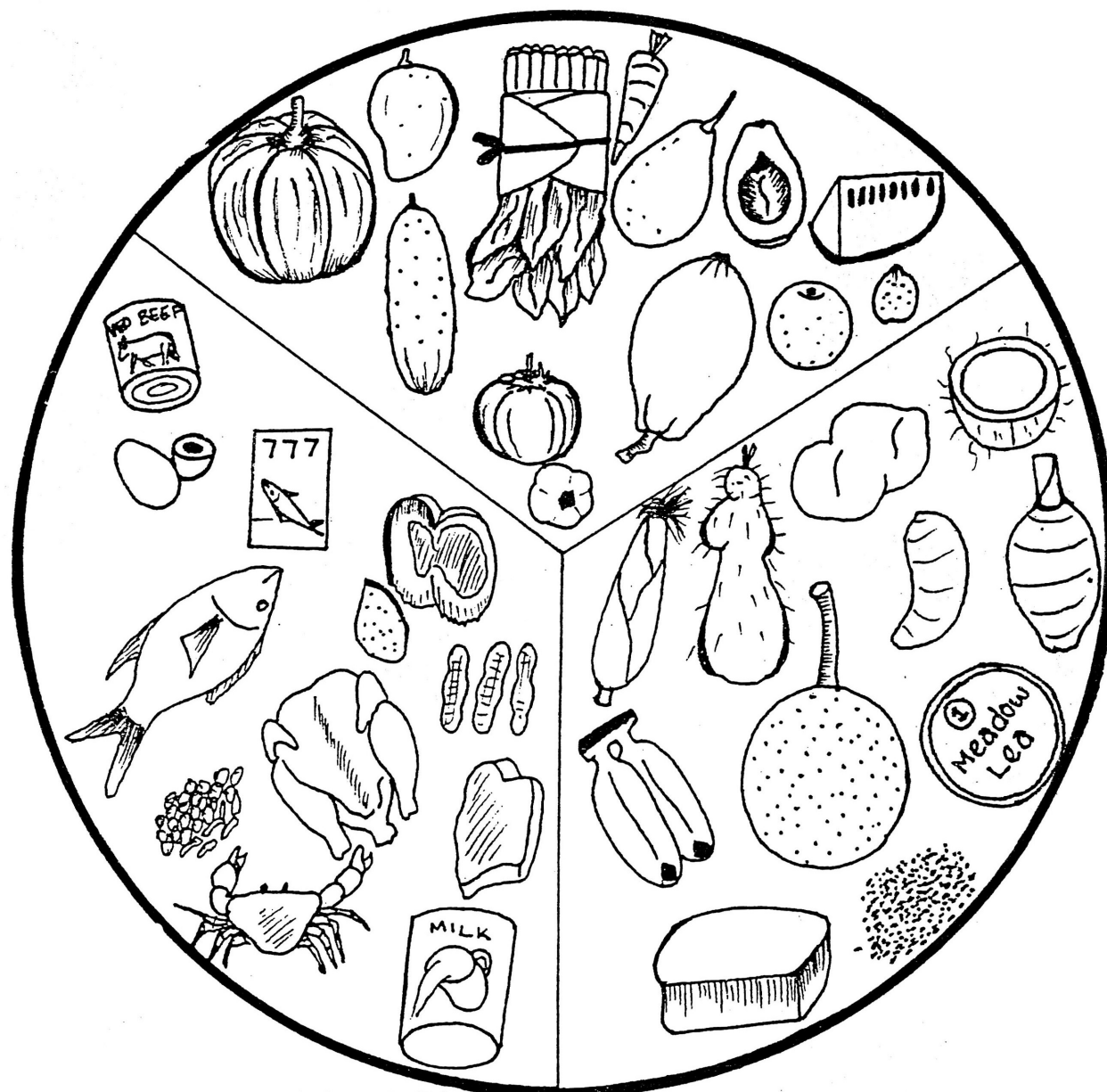
a) What does our energy or power food group give to our bodies?
(Answer: It gives us energy to work and play)

b) What does our health food group do to our bodies?
(Answer: It keeps us healthy and helps us not to feel sick)

c) What does our body building or growth food group do to our bodies?
(Answer: It builds our bodies and makes us grow)

THE THREE FOOD GROUPS

HEALTH AND PROTECTIVE FOOD GROUP



BODY BUILDING AND GROWTH FOOD GROUP

POWER OR ENERGY FOOD GROUP

Store foods which keep us healthy and prevent sickness are:

- Any available fresh fruit or vegetables
- Tinned fruit juice
- Tinned peas
- Tinned beans
- Tinned pineapples etc.

Store foods which give us energy to work and play are:

- Rice
- Bread
- Flour
- Cabin biscuits
- Cooking oil
- Butter
- Margarine

5. The pupils will learn now what different store foods do for our bodies. Point out that many foods which we find in the store were not in our picture of store foods. Ask the pupils if they can explain why that might be.

Remind the pupils about the lesson on snacks and show them the two posters, one showing good foods and the other showing rubbish or "junk" foods. Explain that "junk" foods are always to be found in the store. A lot of us like the taste of these foods, but they do not do us any good at all. Instead they can make us lose our nice shiny teeth. They do not help us to stay healthy like good snacks, for example fresh fruits, peanuts, etc.

6. Ask: Why are lollies and Twisties bad for us?
(Answer: Lollies and Twisties are bad for us because they make our teeth fall out, and they do not make us grow. They do not build our bodies. They also do not prevent us from getting sick.)

Why is it hard to get store foods?
(Answer: It is hard for us to get store foods because we need to work to get money to buy them. Also, a variety of foods from the three food groups is not always available at the store.)

7. Ask the children to draw some pictures of good foods which they like and which come from the store.

8. Play the good food game (see next page).

LESSONS 25, 26 AND 27: FINDING HEALTHY FOODS AT THE STORE

Objective

To help children discover which foods we can get from the store, which group they belong to, and what their food values are.

Time allowed: 30 minutes x 3

Materials needed

- Pictures of store foods or real examples
- The poster showing good snack foods ("gudfala kakae") which you can get from the Nutrition Section, Health Department, Port Vila.
- The poster showing "junk" foods ("rabis kakae").

Teacher's note

In these lessons the children will learn about foods which we can buy from the store, where they belong in the three food groups, and what they can do for our bodies. In Year 1 we learnt that we can get our foods from different places such as the bush, the garden and the sea. We also talked about foods which come from the store. The children will now learn more about good store foods.

Method

1. Show the pupils some pictures or real examples of foods which we can buy from the store.

a) Ask the pupils to tell you what foods their parents usually buy from the store for them to eat at home.

b) Which store foods do they like best?

They will give you names of all sorts of store foods which they like best.

2. Ask the children: Is it easy to get these foods from the store?

Point out that buying food from the store is not that easy because we have to work for money in order to be able to buy store foods. In the village we cut copra and cocoa or sell foods at the market. In town we work for other people to get money.

3. Arrange a visit to the local trade store or shop and ask the children to list all the different foods they find there.

4. Ask the children to study store foods and see if they can arrange them into the three food groups. Refer to the picture of store foods or the list prepared during a shop visit to help them fit different items into the three food groups.

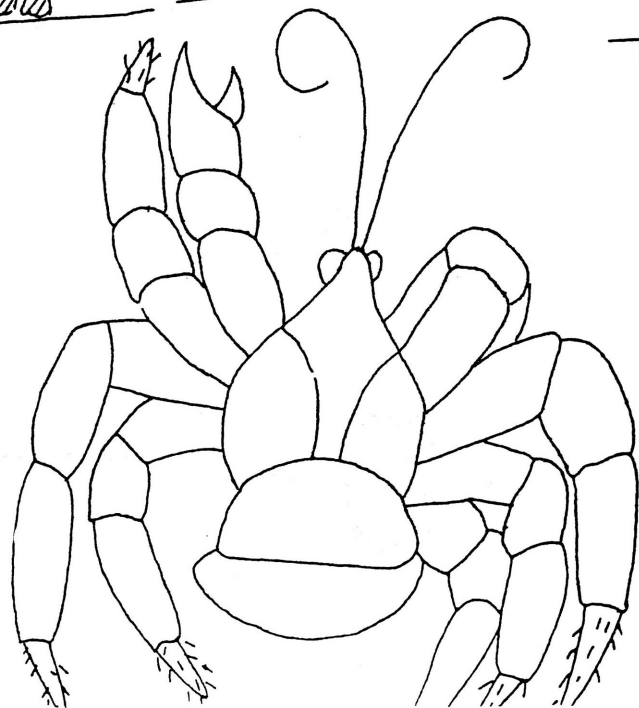
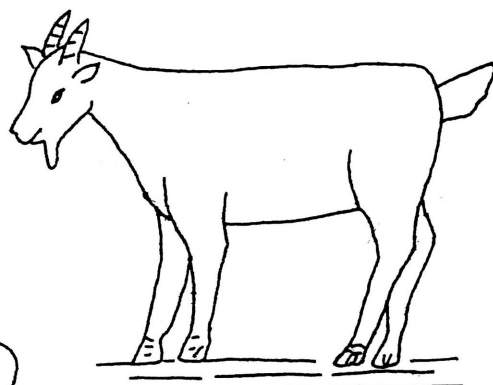
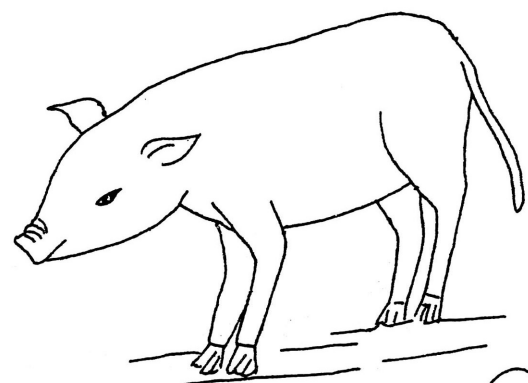
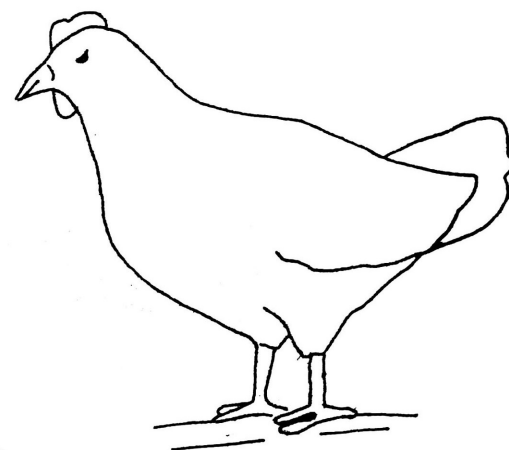
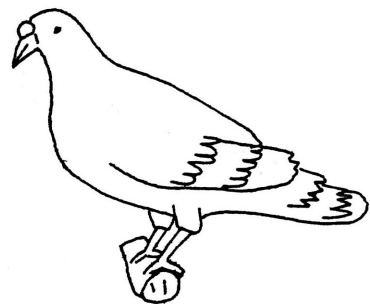
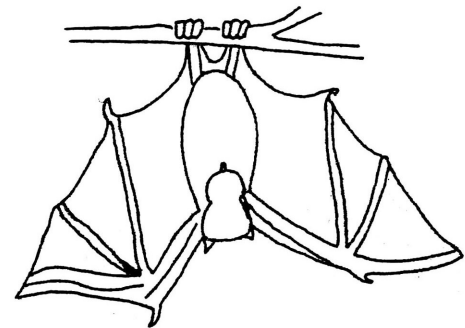
Store foods which build our bodies and make us grow are:

- Fresh or frozen meat and chicken
- Tinned fish
- Tinned meat
- Milk powder
- Peanut butter
- Peanuts

FOODS FROM THE GARDEN OR BUSH



ANIMAL FOODS



Term 3

ANSWERS TO TERM 2 NUTRITION TEST

Question 1

(a) This is a food from the GROWTH or BODY BUILDING food group.

(2 marks)

(b) It is good for me because it MAKES ME GROW. (2 marks)

Question 2

(a) CHICKEN

(b) ISLAND CABBAGE

(c) BREADFRUIT (3 marks)

Question 3

(a) Body building foods (1 mark)

(b) Health foods (1 mark)

(c) Energy foods (1 mark)

Question 4

Any two pictures of "gudfala kakae" snack foods (2 marks)

Question 5

(a) pawpaw

(b) mangoes

(c) peanuts

(d) kumala

(e) eggs

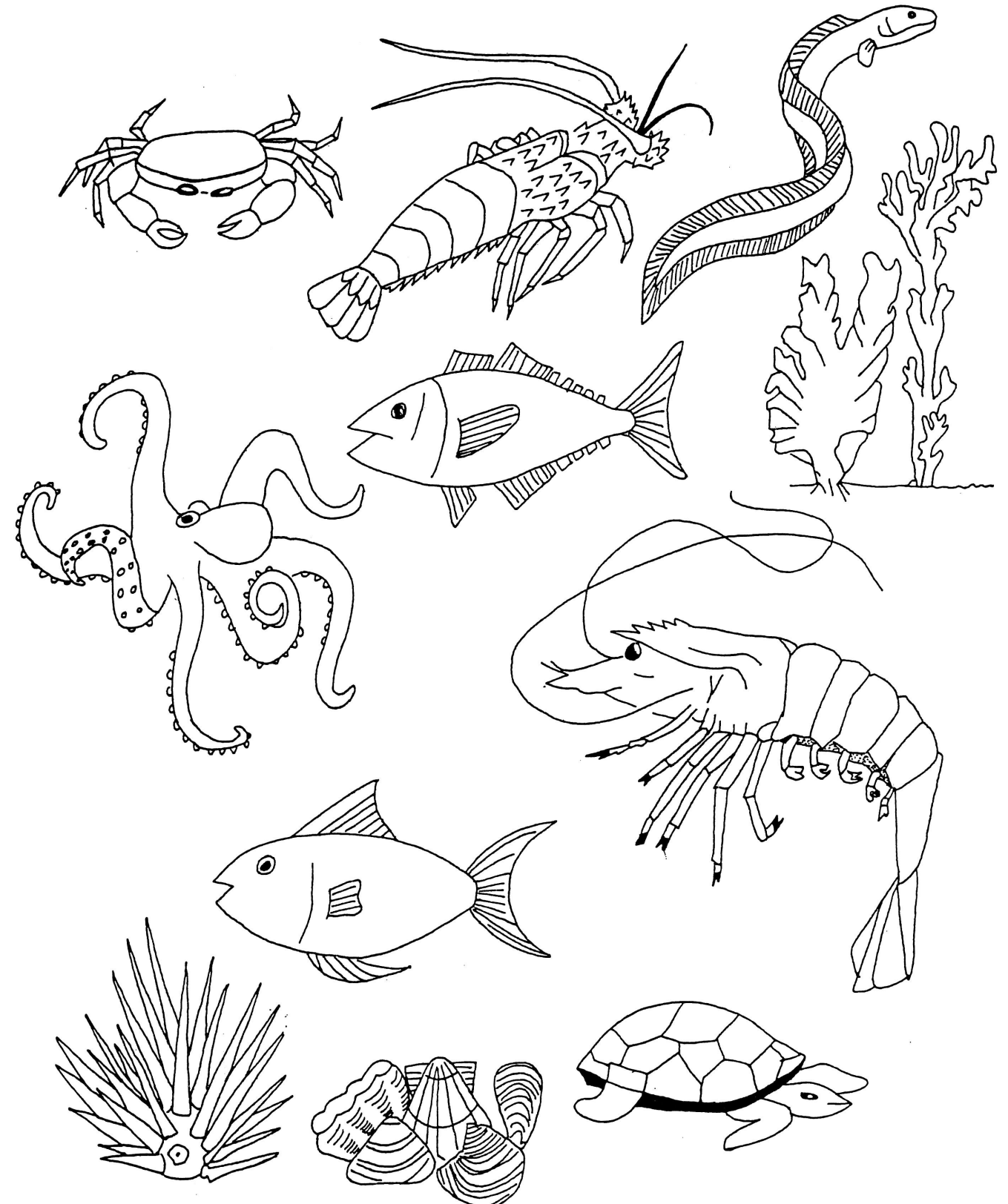
(f) fish

(g) pumpkin

(h) beans (8 marks)

Total marks = 20

FOODS FROM THE SEA



FOODS FROM THE STORE



Question 3

Fill in the blanks using the right words from the list below. (3 marks)

- a) Meat, crab and shellfish are _____ foods.
 b) Orange, pawpaw and island cabbage are _____ foods.
 c) Taro, yam and kumala are _____ foods.

BODY BUILDING

RUBBISH

ENERGY

HEALTH

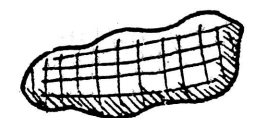
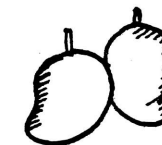
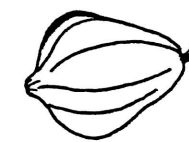
BALANCED

Question 4

Draw two pictures of foods which make good snacks. (2 marks)

Question 5

Here are some pictures of foods which are very good for us to eat. Write the names of the food under each picture.



(a) Name: _____ (b) Name: _____ (c) Name: _____



(d) Name: _____ (e) Name: _____ (f) Name: _____



(g) Name: _____ (h) Name: _____

END OF TEST

TERM 2 NUTRITION TEST

Time allowed: 1 hour

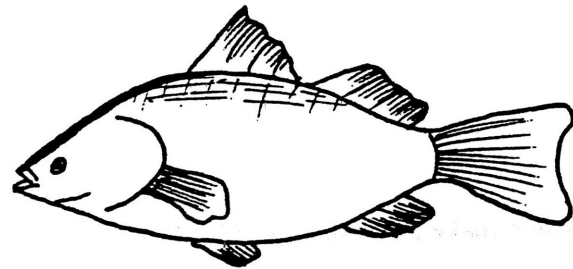
Name of pupil: _____

Mark: ____/20

Question 1

Choose the correct phrase from the list below and fill in the blank.

a) This is a food from the _____ food group. (2 marks)



b) It is good for me because it _____. (2 marks)

GROWTH OR BODY BUILDING

ENERGY

PREVENTS ME GETTING SICK

MAKES ME GROW

Question 2

Fill in the blanks with the names of foods with which make a good healthy meal. Choose your answers from the list of foods below. (3 marks)

a) c _ _ _ k _ n

b) i _ l _ _ d . c _ _ _ _ g e

c) b _ _ a _ _ _ _ i _

BANANA

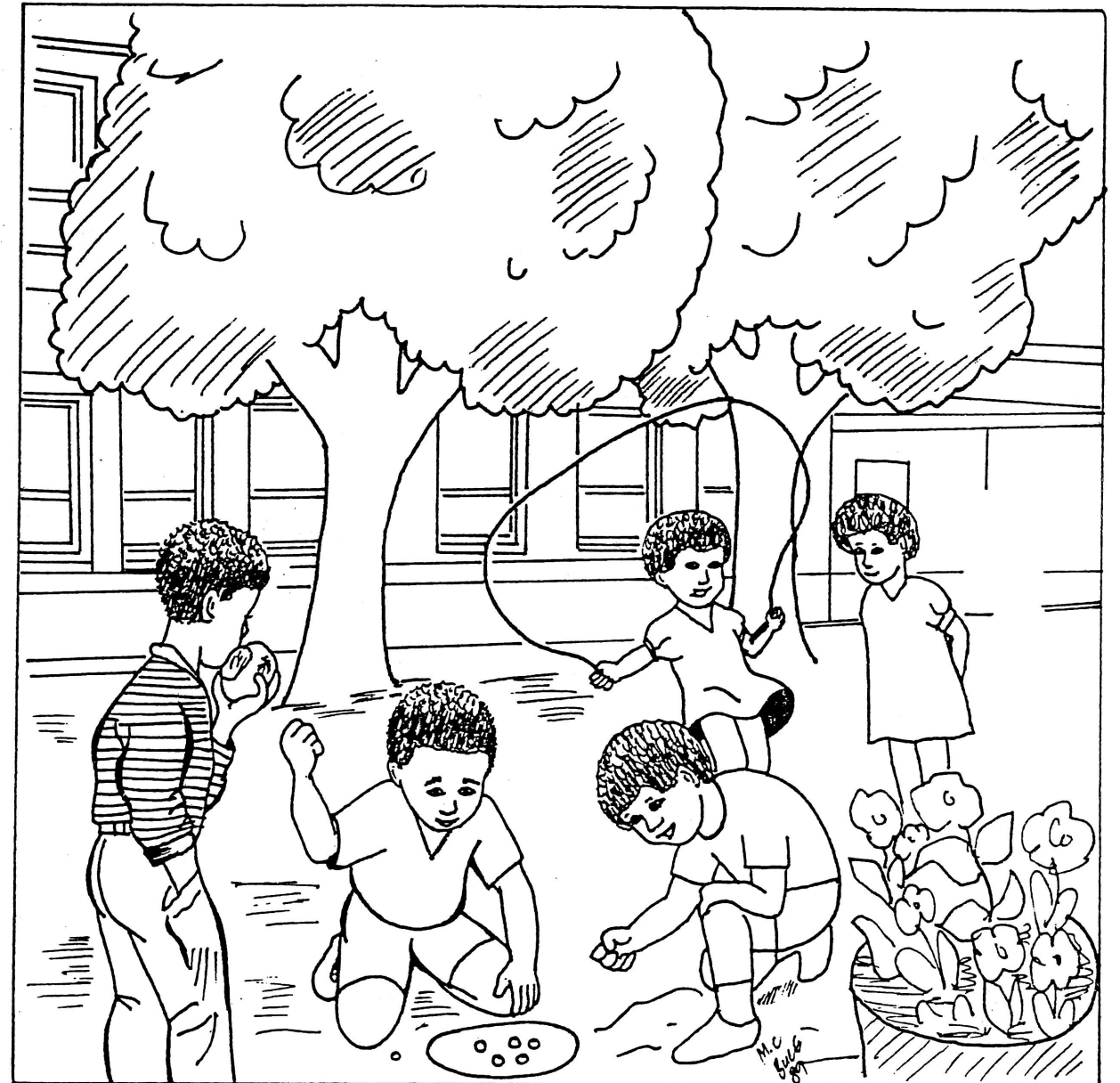
CHICKEN

CORN

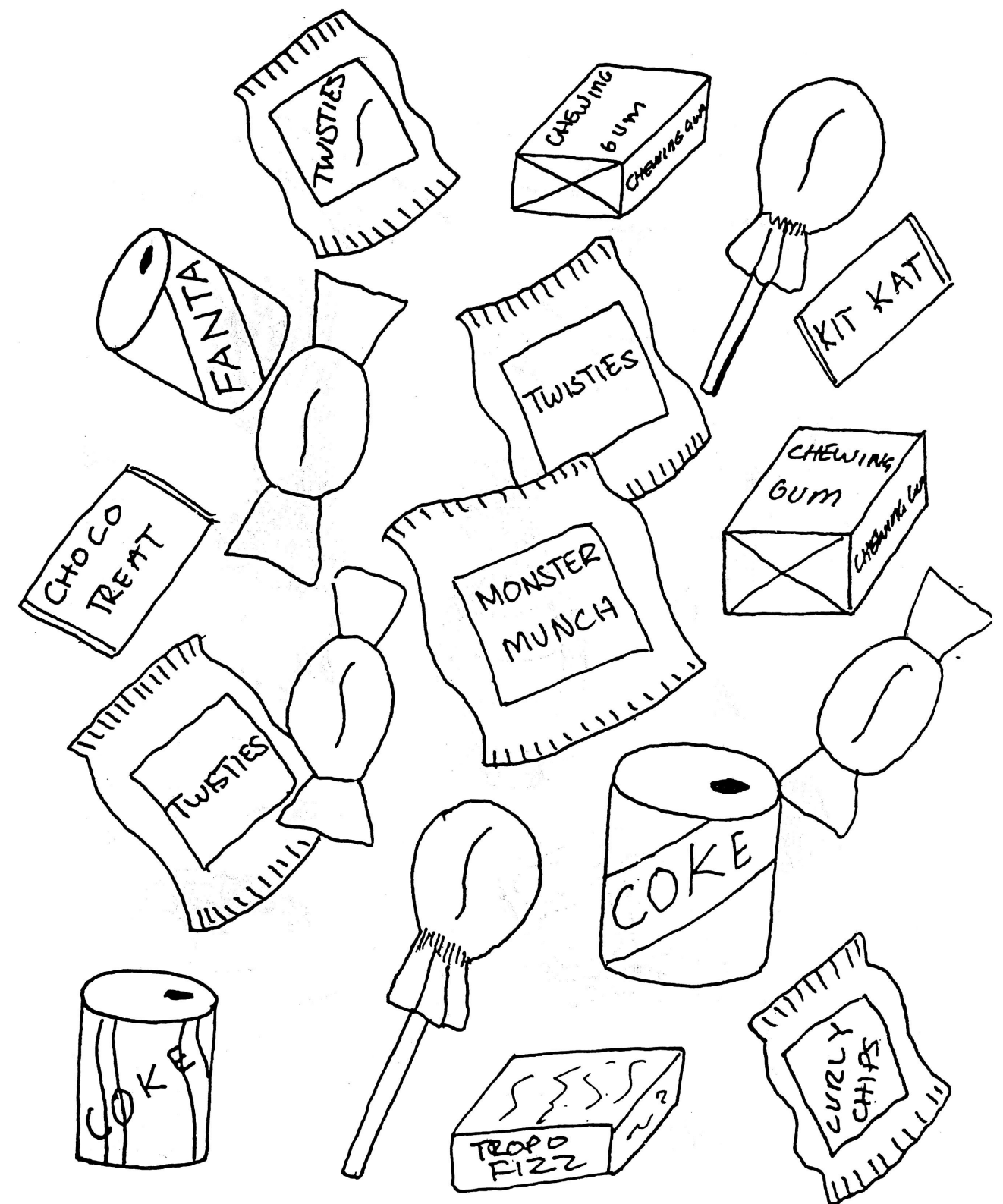
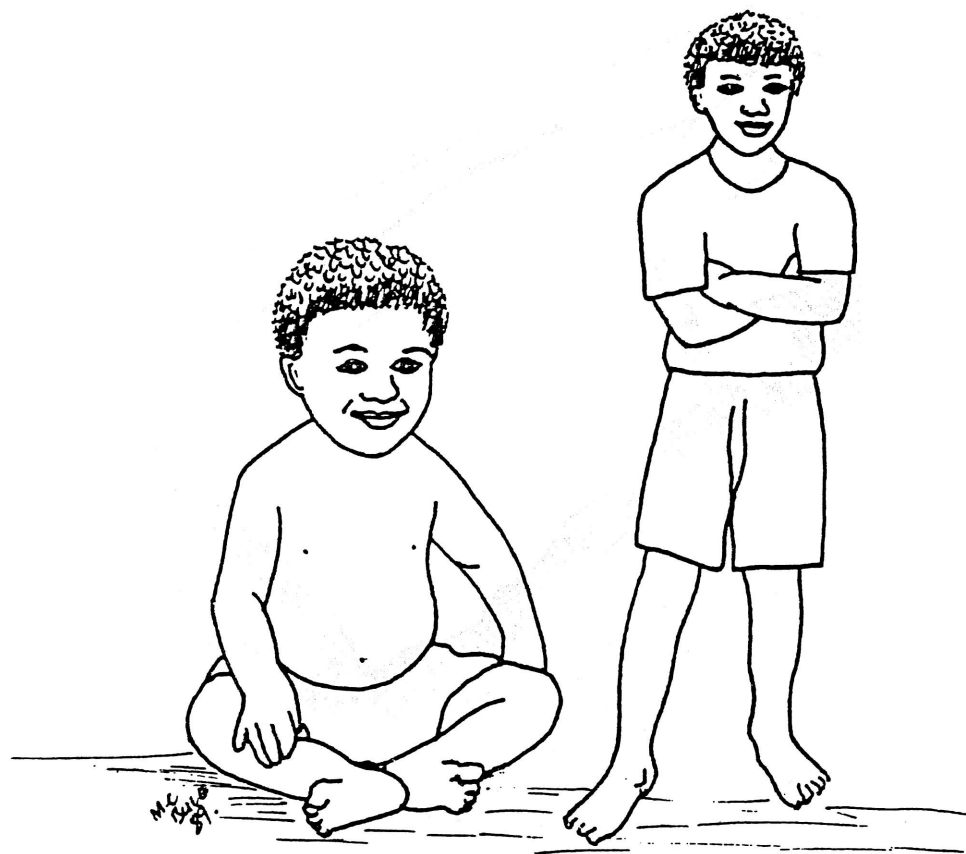
COCONUT

ISLAND CABBAGE

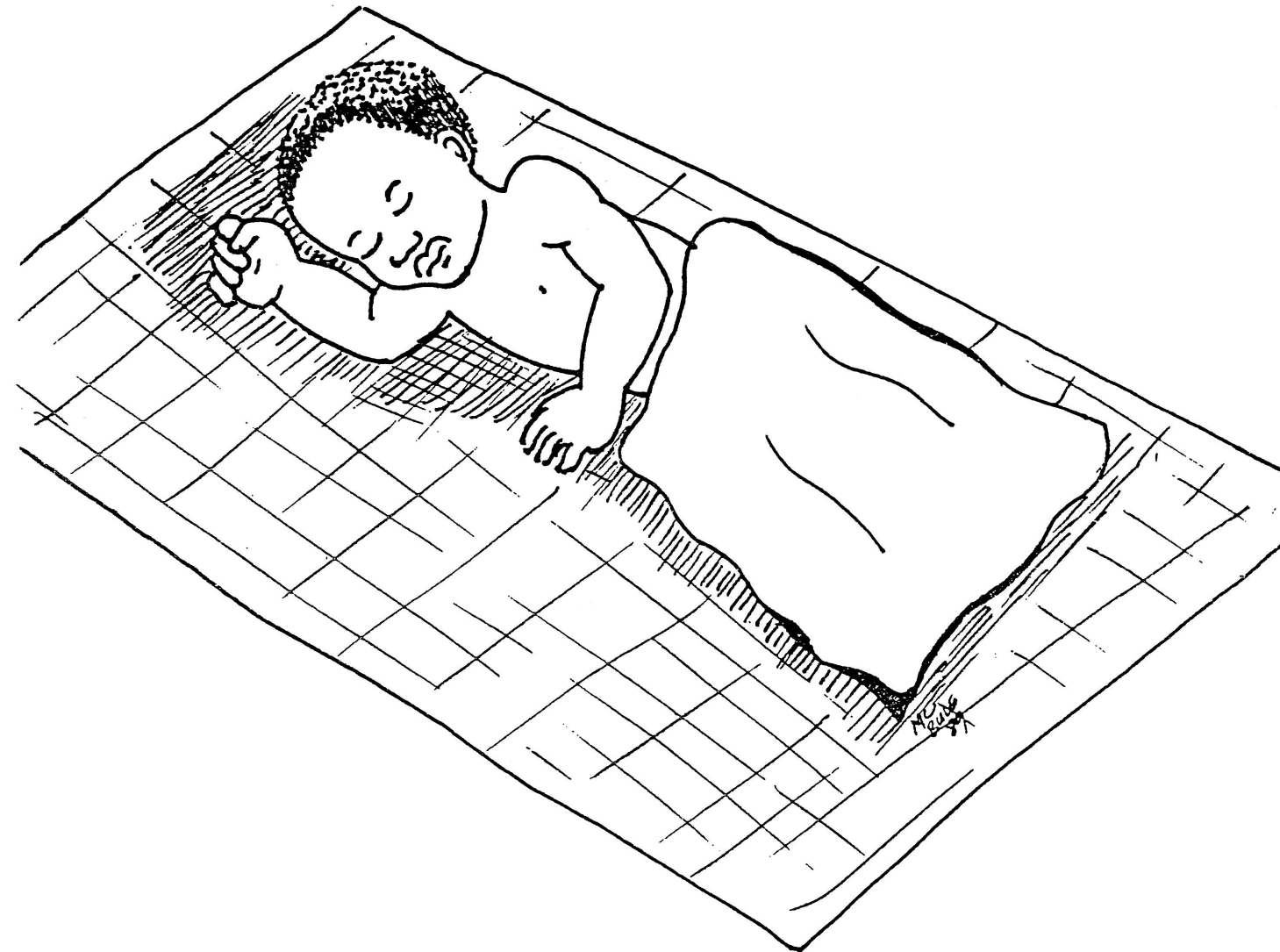
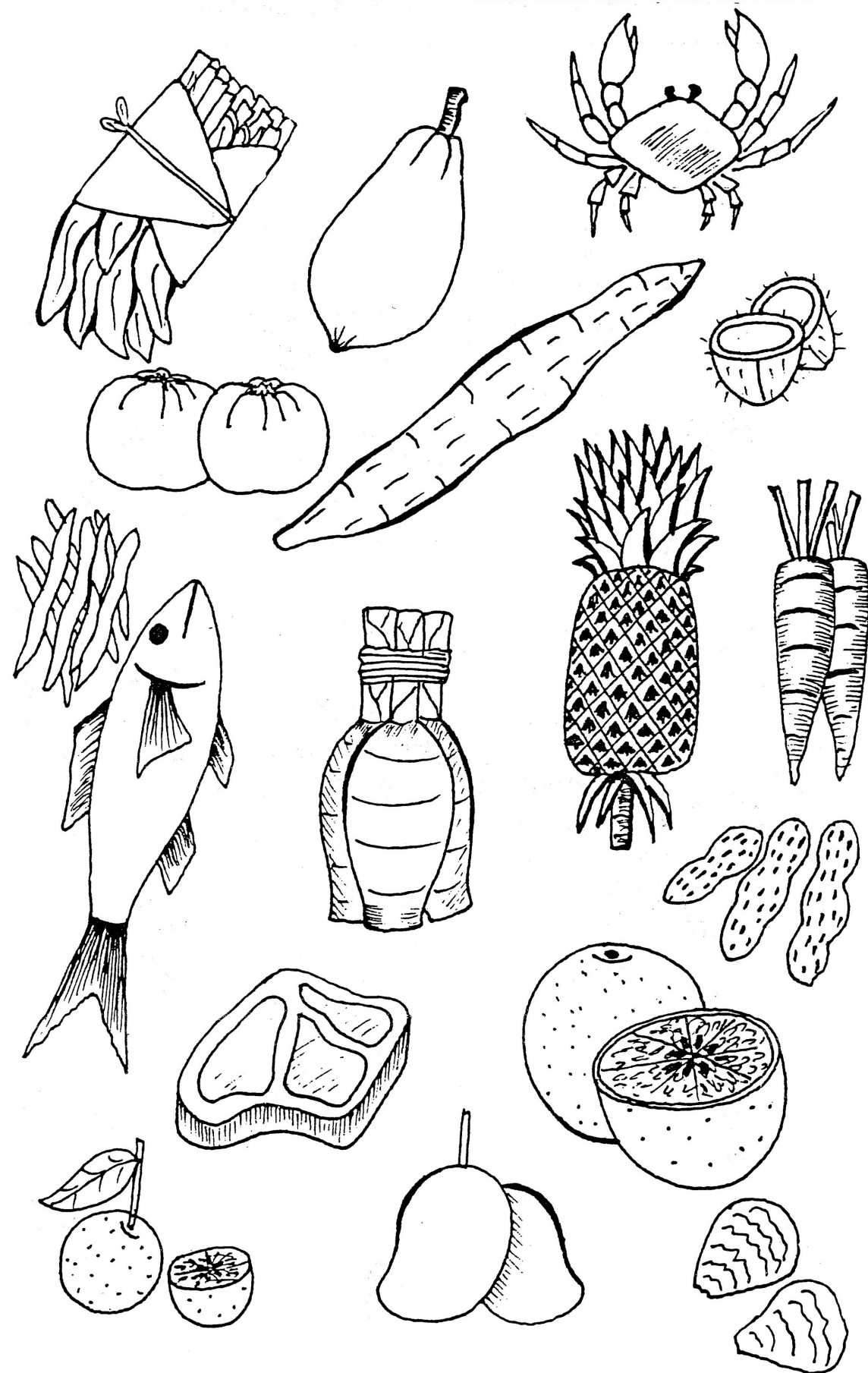
BREADFRUIT

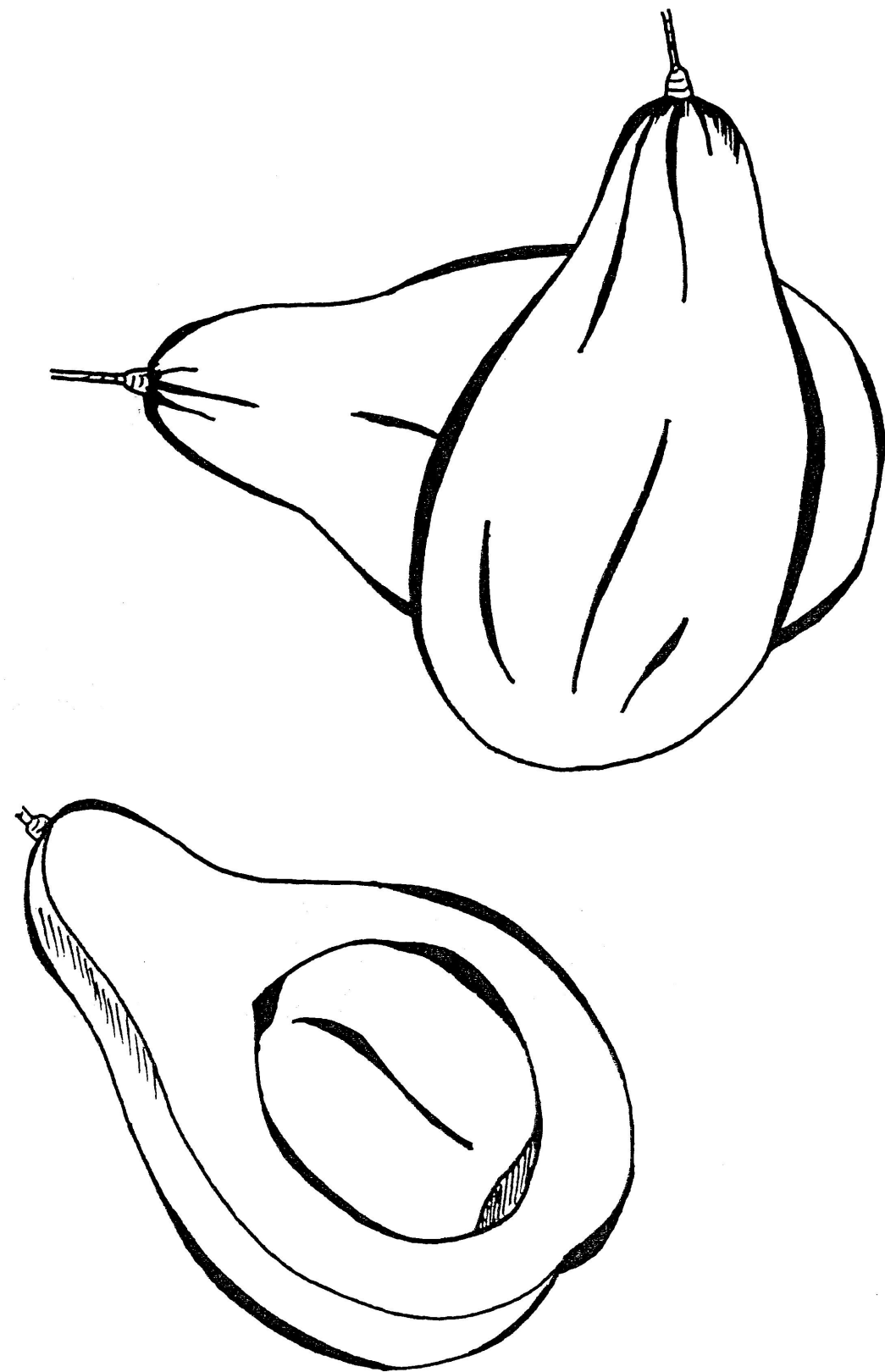


RABIS KAKAE – JUNK FOODS



GUDFALA KAKAE – HEALTHY FOODS



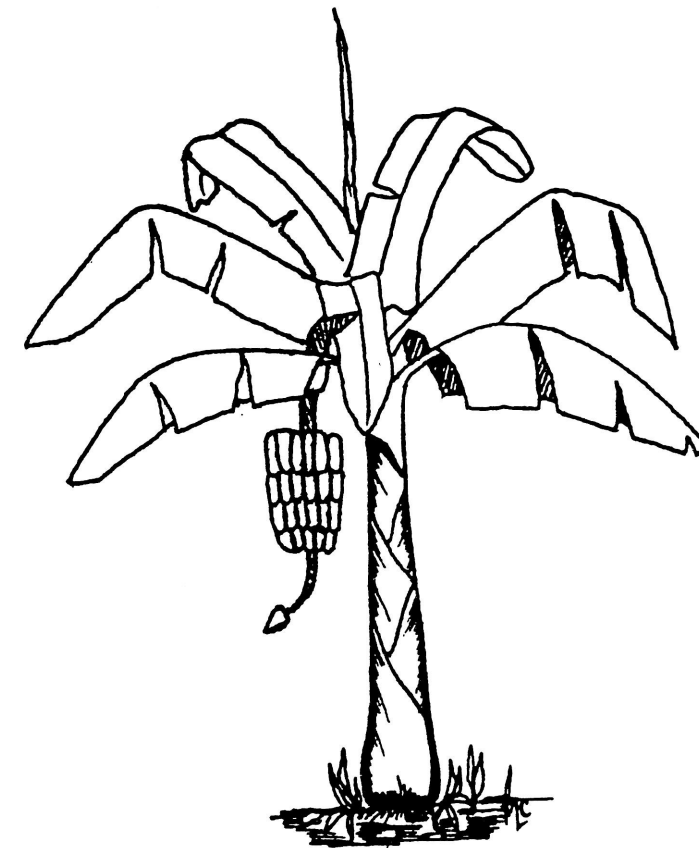
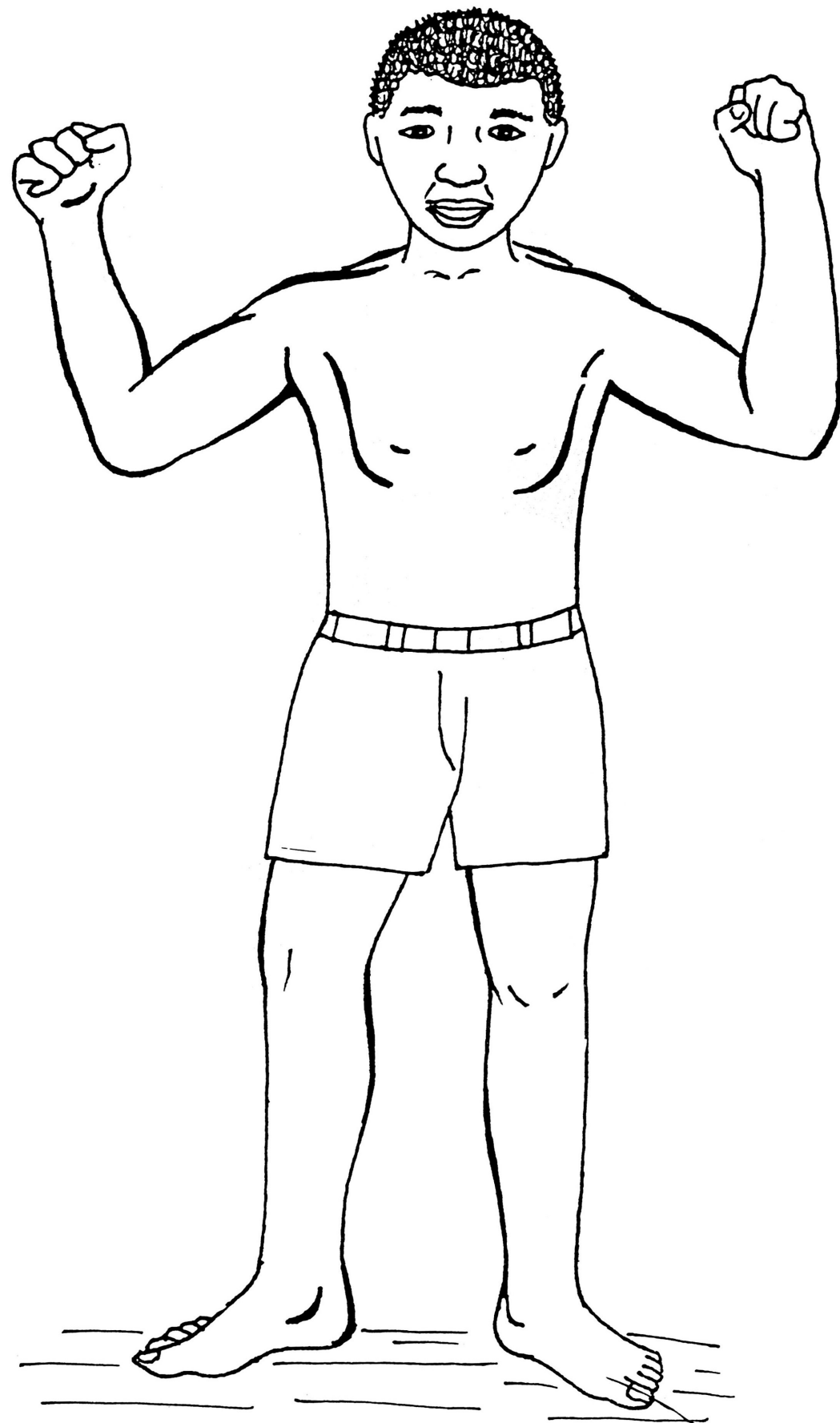


avocado

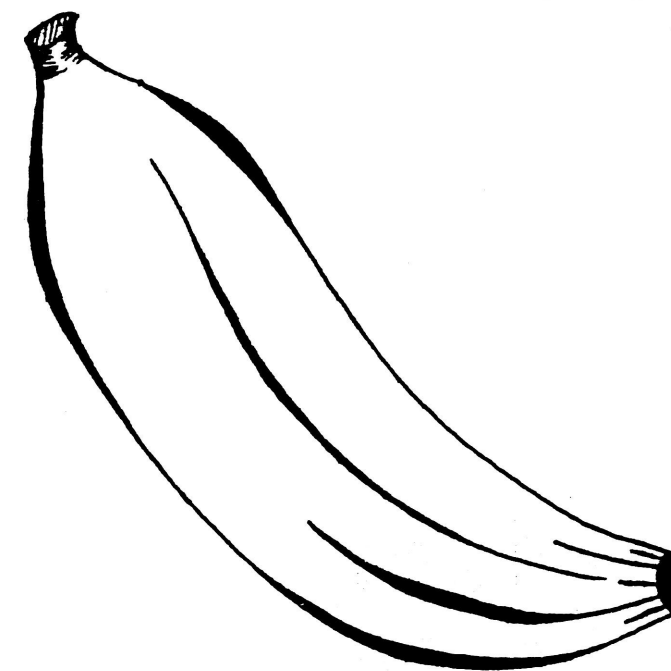
MISS HEALTH

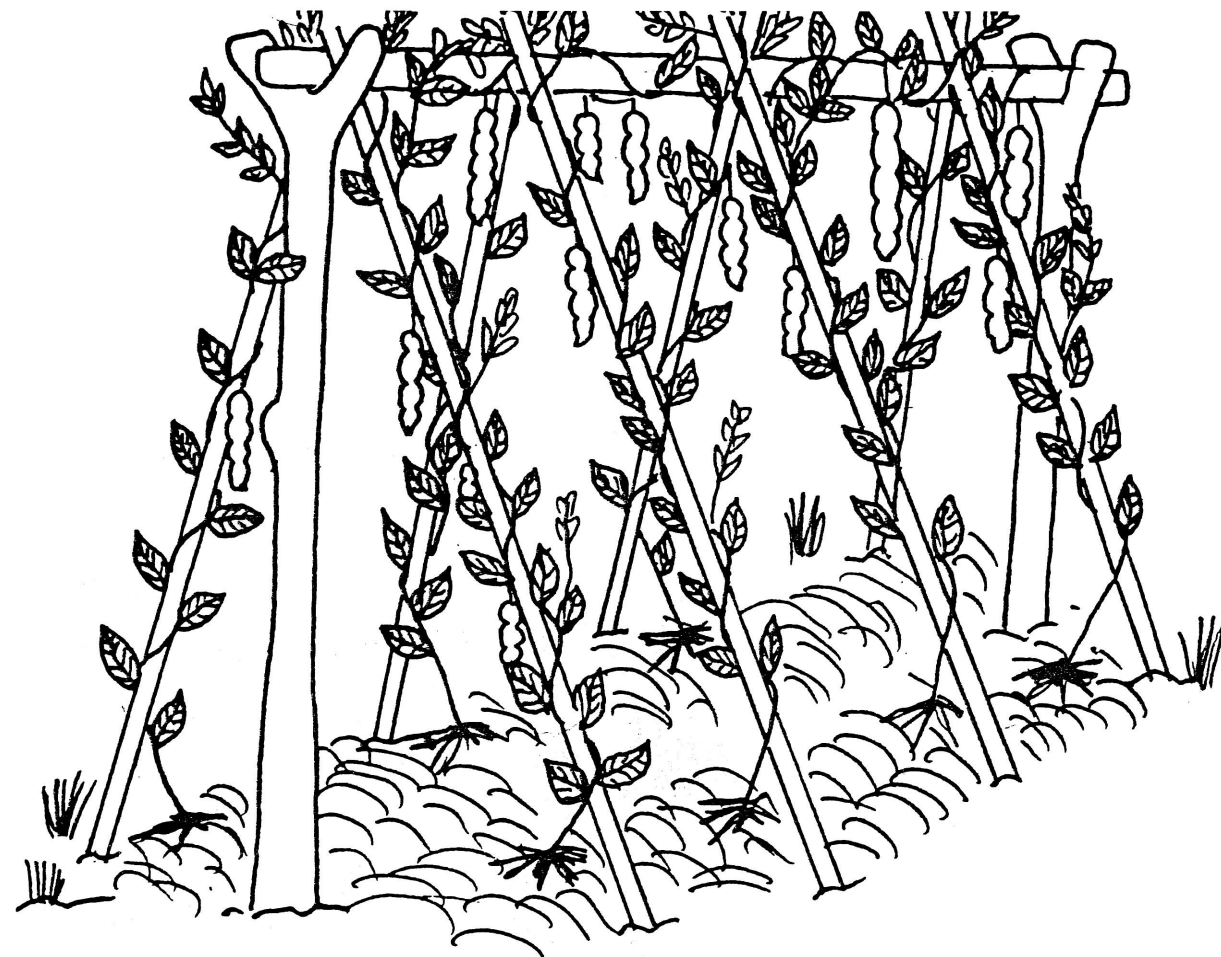


MR GROWTH

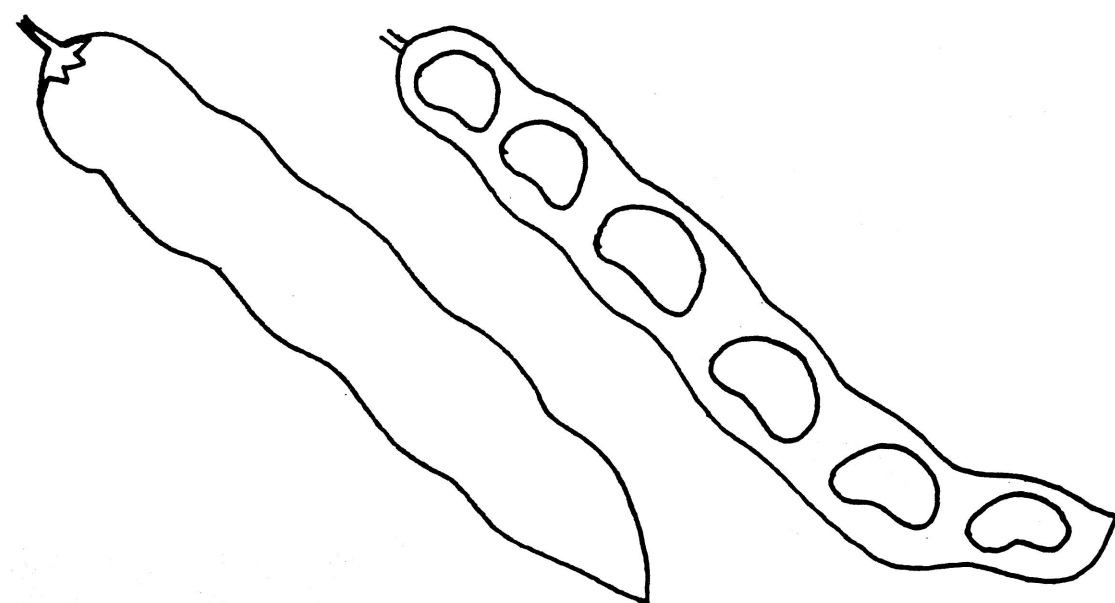


banana





beans



7. Tell the students to write a list of foods which they would like to eat for lunch under the heading "Foods I want to eat for my lunch".

Ask the children to check their list of foods. Do the foods come from the three food groups? Help them to check their foods against the three food groups poster. (Help the children to check their list to see whether their meal is balanced or not.) If their meal is not balanced, help them to make it balanced.

8. Ask: Why is it important to have breakfast before going to school? (*Pupils may answer orally or in exercise books.*)

(*Answer: It is important to have breakfast before going to school because it helps keep our bodies healthy and gives us energy to learn and play*)

9. Ask: Why do we need three meals a day?

(*Answer: We need three meals a day so that we can grow and have enough energy to work and play. We will also learn better at school*)

10. Sing the "Three Food Groups Song" (page 91) and the "Island Food Song" below.

ISLAND FOOD SONG

Eat local food and you will see
How very healthy you will be.
Vanuatu people long ago
Believed that this was always so.

Chorus:

Island food, it is so good!
Eat it up, you know you should!
Rubbish food, it is so bad!
Wasting vatu makes you mad!

Taro and fish are good to eat,
Soup with vegetables and lots of meat.
With pawpaw and mango you can't go wrong.
Eat island food and you'll be strong.

Chorus

Sugar and cordial are bad for you;
Lollies and Twisties are unhealthy too.
Your teeth will rot, and you'll get fat
Sleeping the day away on your mat.

Chorus

	<i>Town</i>	<i>Village</i>
<i>Supper</i>	Chicken	Chicken
	Watercress	Island cabbage
	Yam	Laplap yam
	Pineapple	Water-melon

Using the three food groups poster, show the children that foods from the three food groups are used in each meal; therefore, they are all balanced meals. Eating three balanced meals every day helps us to learn better. It also makes us grow, keeps us healthy and gives us energy to be able to work and play.

It is also very important that we eat three main meals a day. If we have breakfast, lunch and supper every day we will grow well and learn properly in school and have enough energy to work, run and play.

4. Ask: Do we feel hungry just at meal times, i.e. breakfast, lunch and supper? (Answer: No, we often get hungry between meals. Sometimes we feel hungry before a main meal, and we look around to see what there is to eat to keep us going until our next meal)

There is a special word to describe the food we eat between meals. This word is *snack*. You can have a ripe banana, peanuts or a slice of pawpaw for a snack when you feel hungry between meals. There are some good snacks, and there are some snacks which are not very good for your body. We will now learn about good snacks and bad snacks.

5. Pin up the "Gudfala kakae" poster and the "Rabis kakae" poster or make a copy from this book and show the children.

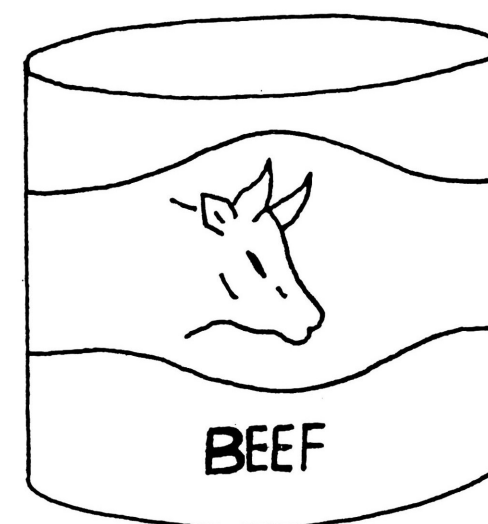
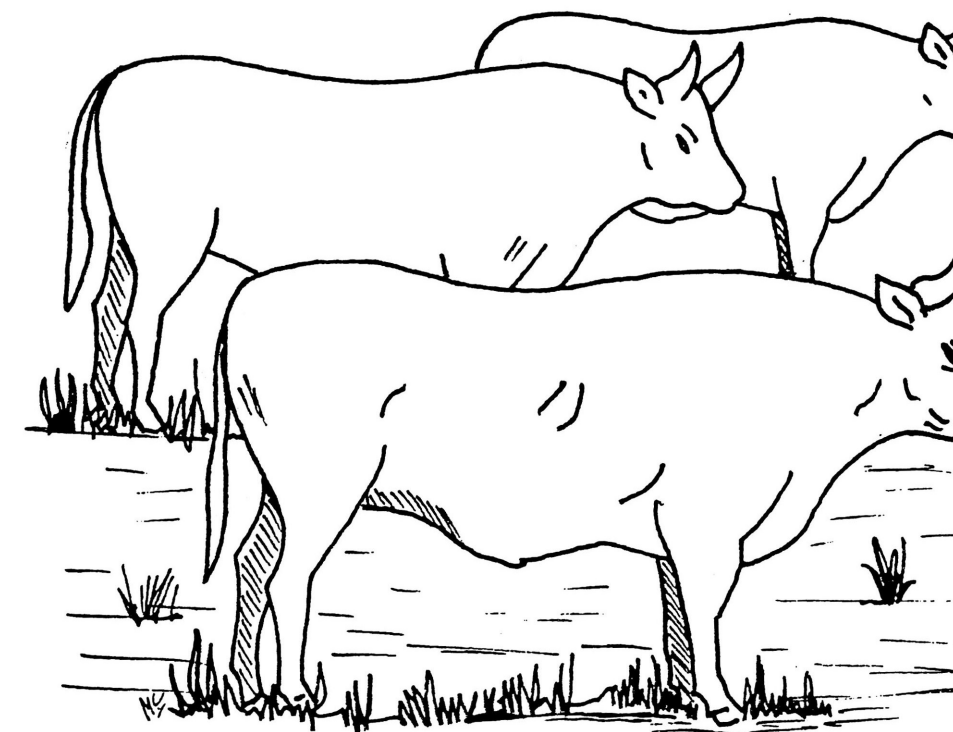
Say: Let us study the "Gudfala kakae" poster. In the poster we can see foods which make good snacks. We have pineapple, pawpaw, eggs, mango, oranges, fish, tomatoes, etc. These foods make good snacks because they keep us healthy.

Now let us study the "Rabis kakae" poster. In this poster we can see foods which are not good snacks. We have lemonade, cola, chocolates, Twisties, lollies, etc. These foods are not very good for us. They make our teeth sore and make holes in them. They do not keep us healthy and do not make us grow well. They also cost a lot of money.

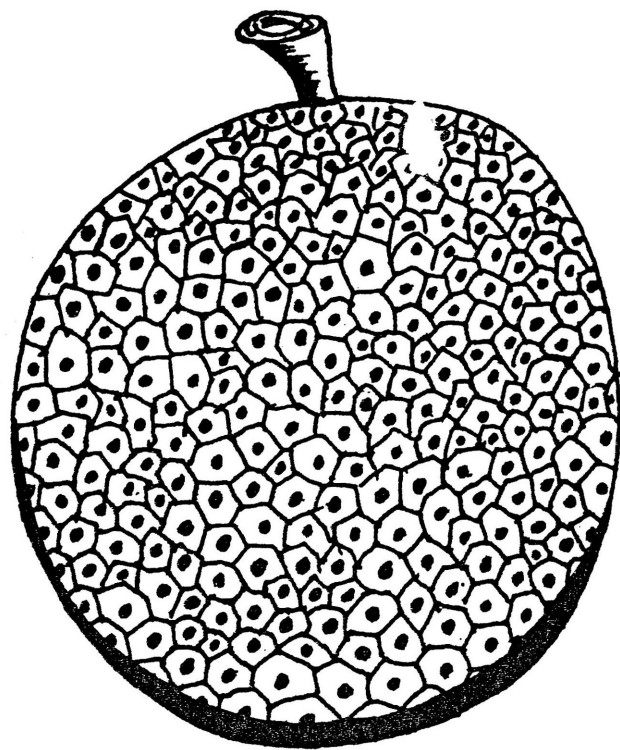
Now that we have learnt about foods which are good for us and those which are not very good for us, we must try to get only good foods to eat.

6. Ask the following questions:

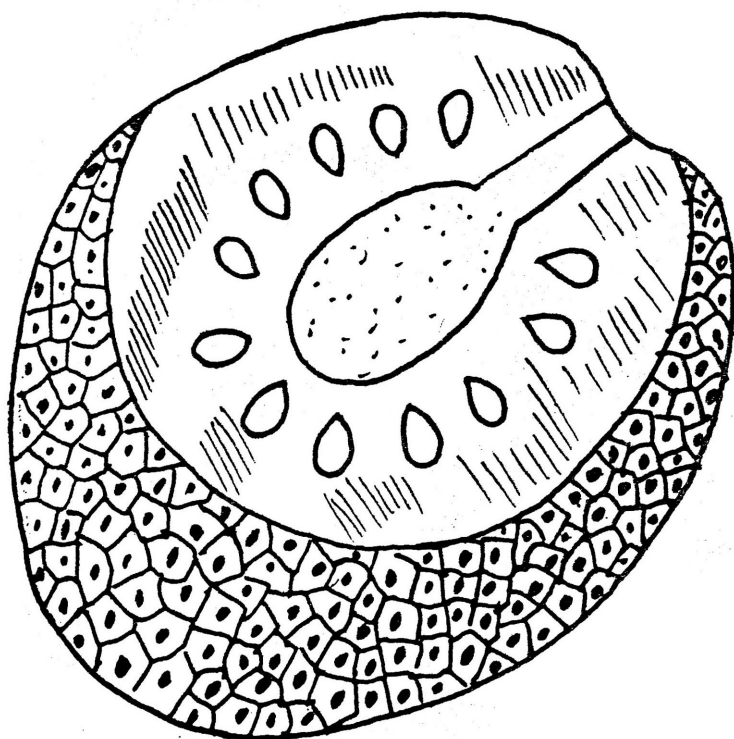
- Name foods which are good for you.
- Name foods which are not very good for you. (Refer to the "Rabis kakae" and "Gudfala kakae" posters for the answers to questions (a) and (b).)
- What is the word we use for foods we eat between meals to keep us going until the next main meal? (Answer: "snacks")



beef



breadfruit



LESSONS 21, 22, 23 AND 24: HEALTHY EATING HABITS

Objective

To show pupils the importance of eating balanced meals and to show them good and bad snacks.

Time allowed: 30 minutes x 4

Materials needed

- Pictures of Mr Growth and Miss Health
- The three food groups poster
- "Gudfala kakae" poster, available from the Nutrition Section of the Health Department in Port Vila
- "Rabis kakae" poster, also available from the Nutrition Section
- Island Food Song and the Three Food Groups Song

Method

1. Refer to the Mr Growth and Miss Health pictures on pages 115 and 116. Tell the pupils that when they come to school they use a lot of energy to play and to learn and they are still growing very fast. We need a lot of energy foods, body building foods and health foods if we are to be healthy and strong like Mr Growth and Miss Health.

2. Ask the children: What will happen to you if you do not have any breakfast in the morning before you come to school?

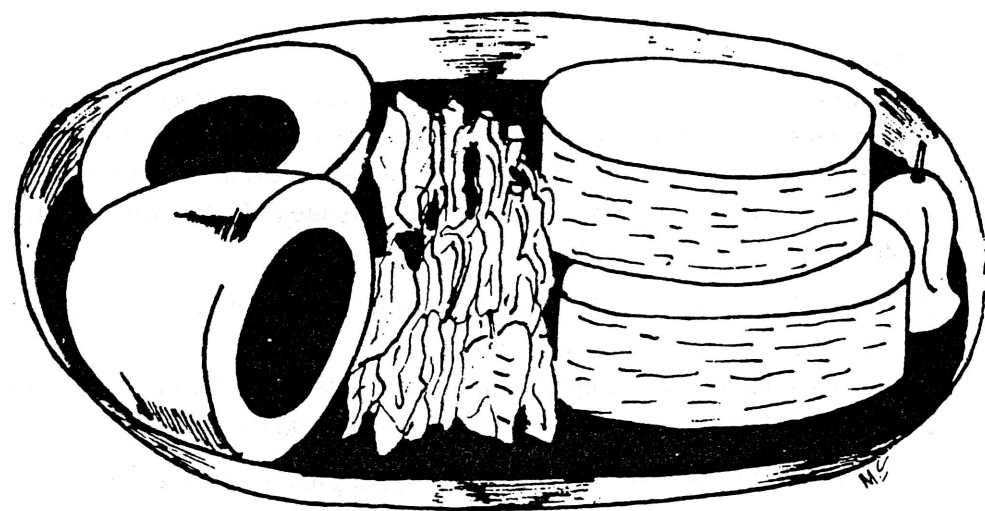
(Answer: We will be very hungry and tired and feel sleepy during classes. We will not listen to the teacher, and we will not learn much at all)

Tell the children: Now you can see that having a good breakfast before coming to school is very important. It helps you to learn and gives you enough energy to play. Your body needs some food to start each day.

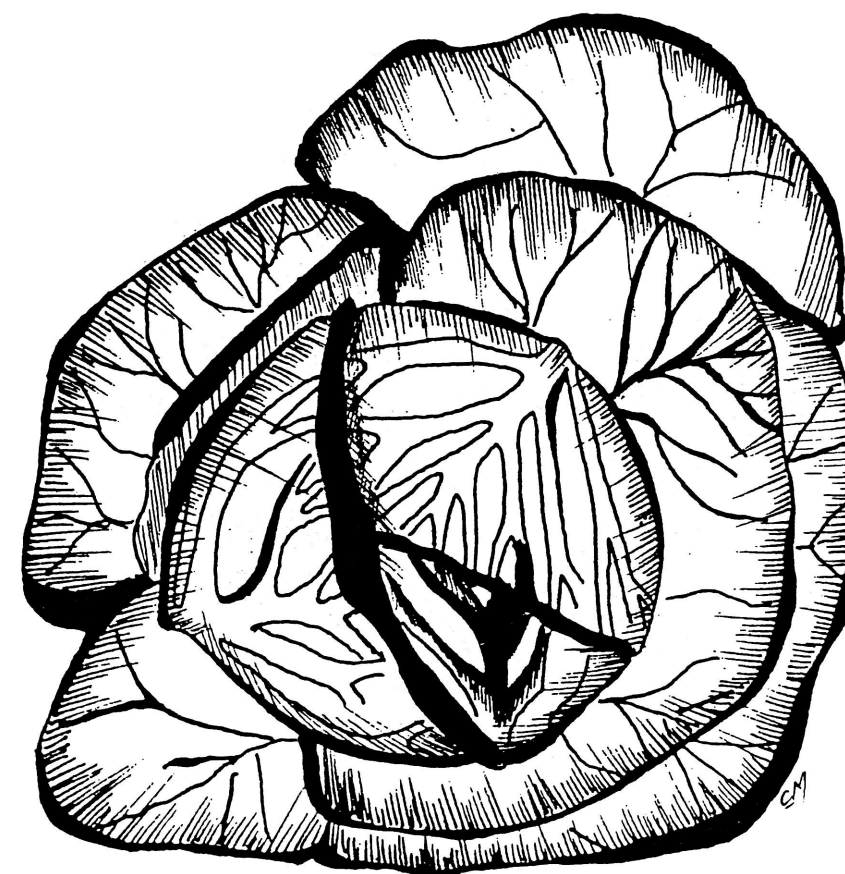
Tell the children: Remember too that your breakfast must have different kinds of foods. In the village you can have fish, taro and a piece of ripe pawpaw. In town you can have bread, peanut butter, an orange or a slice of pineapple or melon. Your other meals should also be balanced with different kinds of foods. Remember that your body needs foods from each of the three food groups.

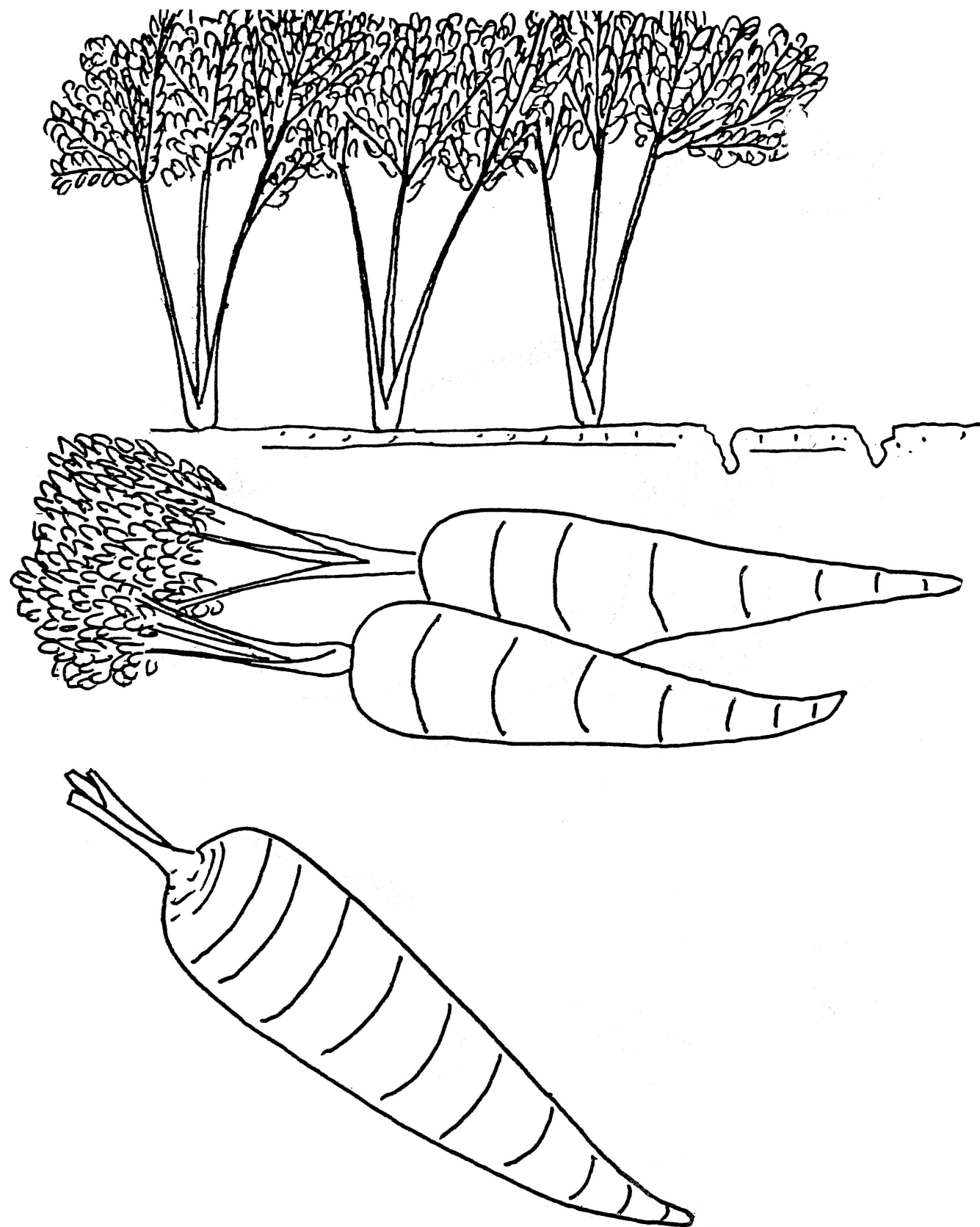
3. Refer to the three food groups poster and review the functions of the three food groups with the children. Write on the board the following examples of balanced meals:

	<i>Town</i>	<i>Village</i>
<i>Breakfast</i>	Peanut butter Bread Pawpaw	Fish Taro Pawpaw
<i>Lunch</i>	Fish Island cabbage Rice Mango	Crab Pumpkin tops Cooking bananas Orange

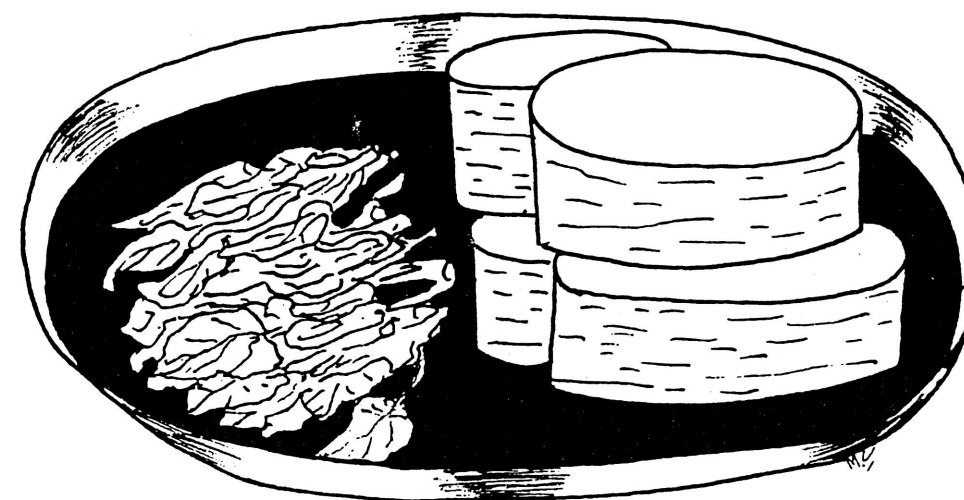


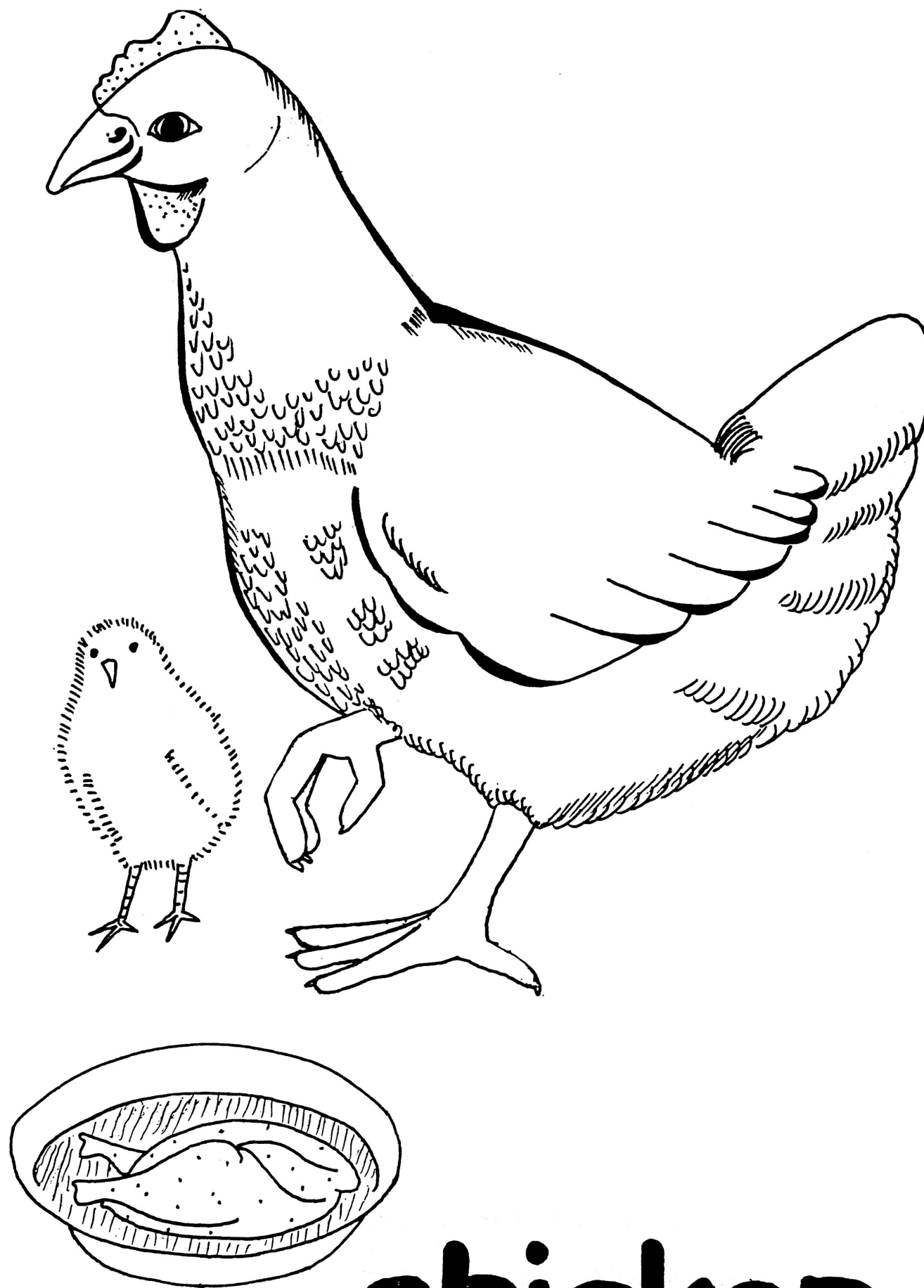
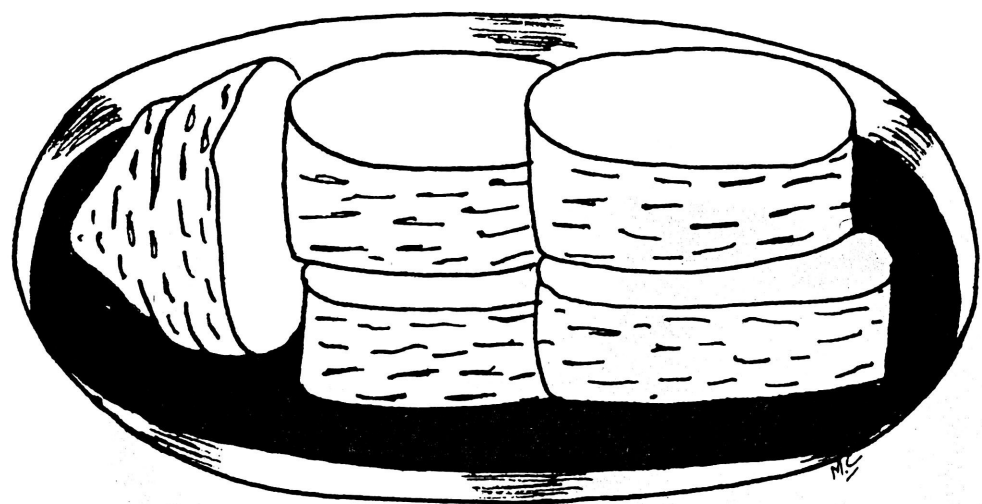
cabbage



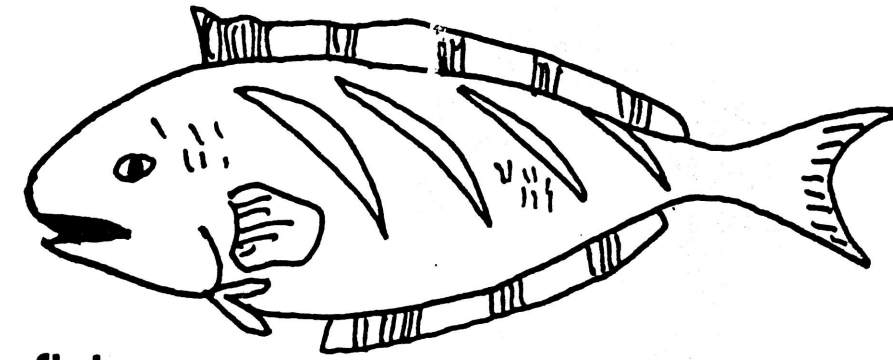
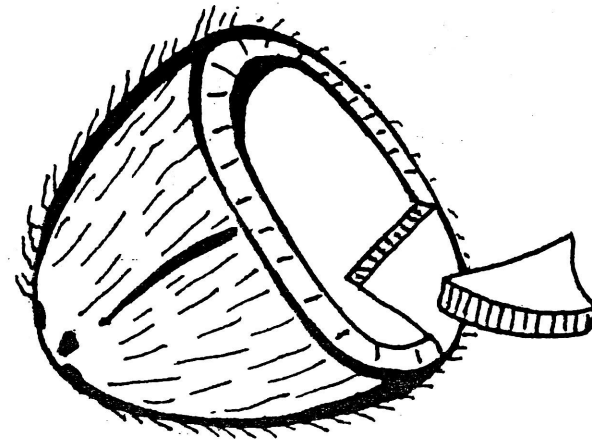


carrot

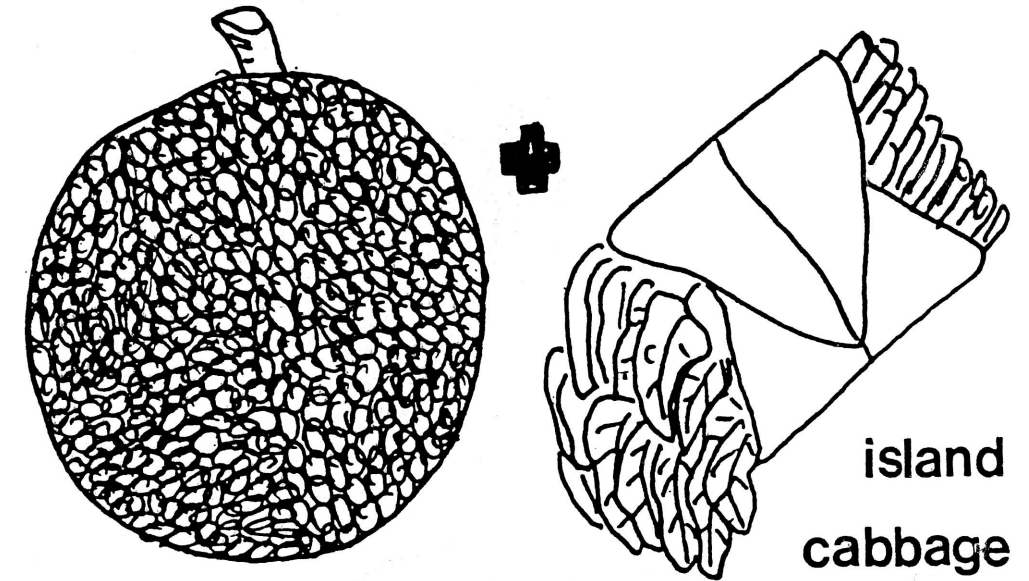




chicken

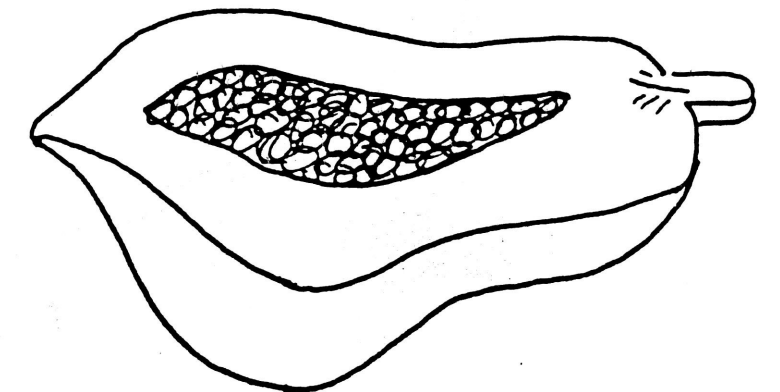


fish



breadfruit

island
cabbage



pawpaw

coconut



Illustration 12

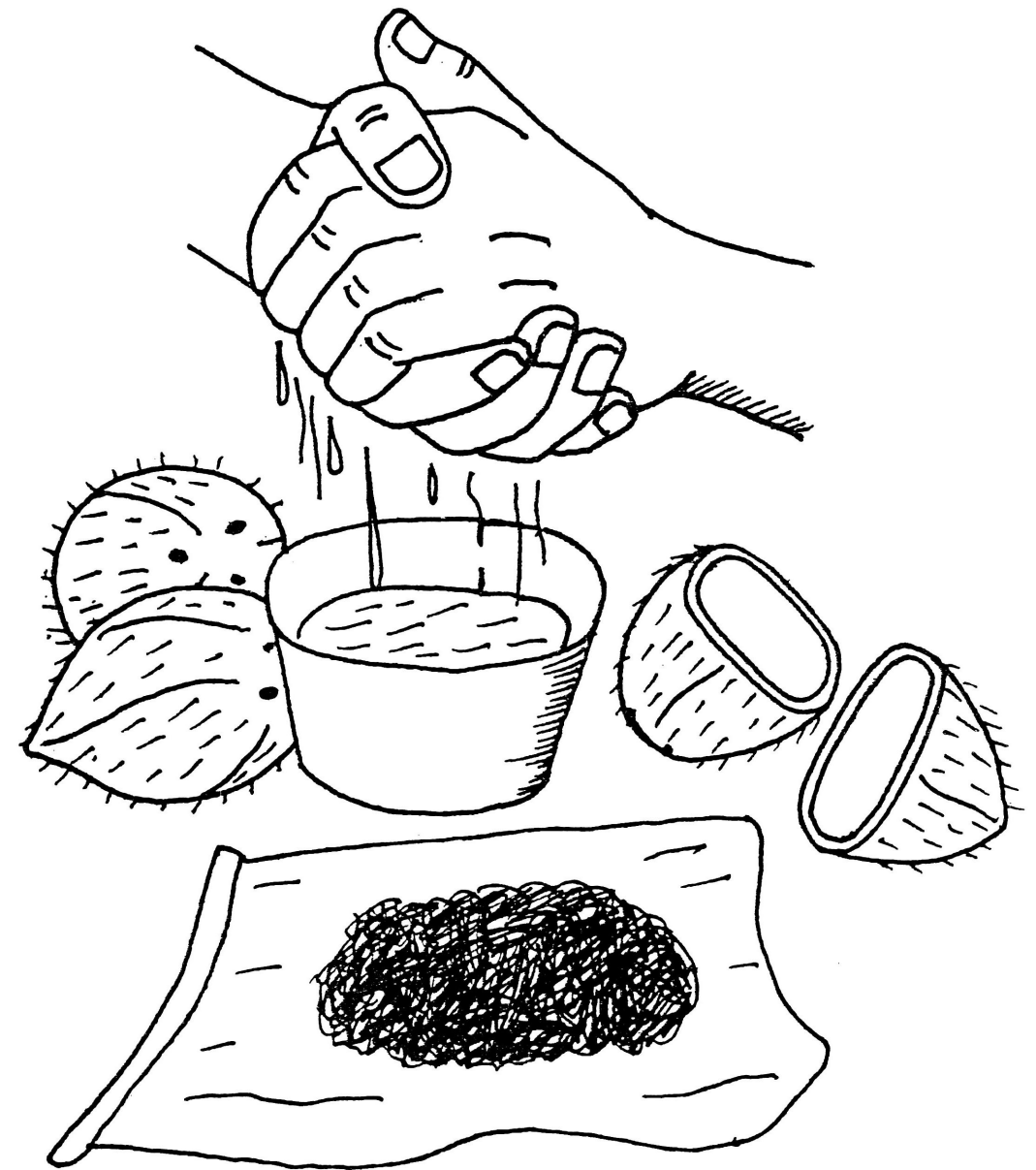
To be healthy we need to eat different kinds of food. Pakoa was sick because he only ate coconuts on the small island. He was sick after he got home again because he ate only fish.

To be healthy, eat meals with different kinds of food like the one shown above, which contains fish, breadfruit, island cabbage and pawpaw.

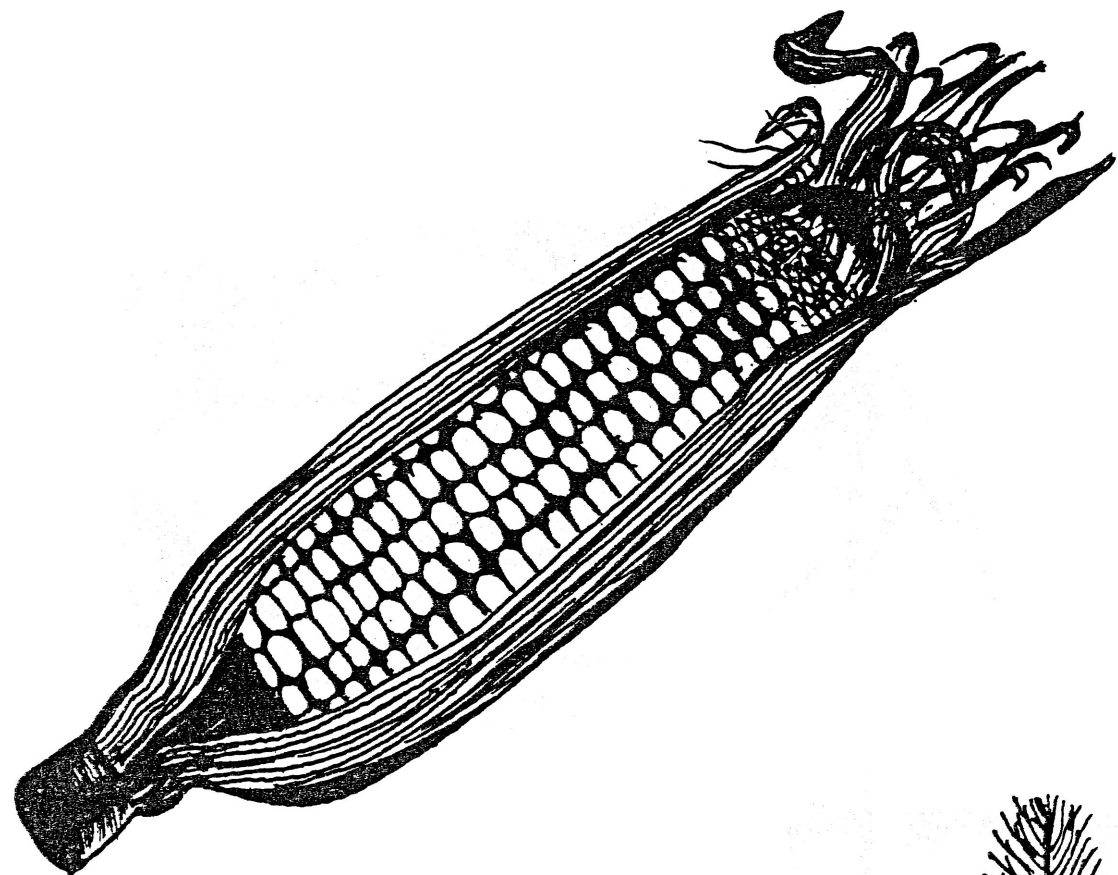


Illustration 11

Pakoa follows his big brother's advice. He still eats fish, but he also eats other kinds of foods. He eats taro, bananas, pawpaw, kumala, island cabbage, breadfruit, and many other good foods. After a while he even starts to eat coconut again. Soon he gets well and feels just as good as he did before the storm.



coconut milk



corn



Illustration 10

"Oh no", says Pakoa's big brother. "Pakoa should have been eating many different kinds of food. He only ate coconuts on the little island. That is why he got sick. If he has eaten nothing but fish since he came home, that is why he is not getting well."

"How can that be?" asks Pakoa. "My stomach is always full. I eat a lot of fish. And when I was on the island, I was never hungry. I had plenty of coconuts to eat. How can that make me sick?"

Pakoa's big brother tells Pakoa that a person's body needs many different things to stay healthy. The things are found in food. But not all are found in one food. Some of the things are found in coconut, some in fish, and some of the things we need are in fruits and in vegetables. We need to eat different kinds of food every day to give our bodies the things we need.

If we eat only one or two kinds of food, we can get sick. That is what is happening to Pakoa.



Illustration 9

Pakoa is not getting well. He still feels sleepy all the time and the sores on his arms and legs don't go away. His eyes hurt, and he feels very weak. Pakoa's mother and father are very worried.

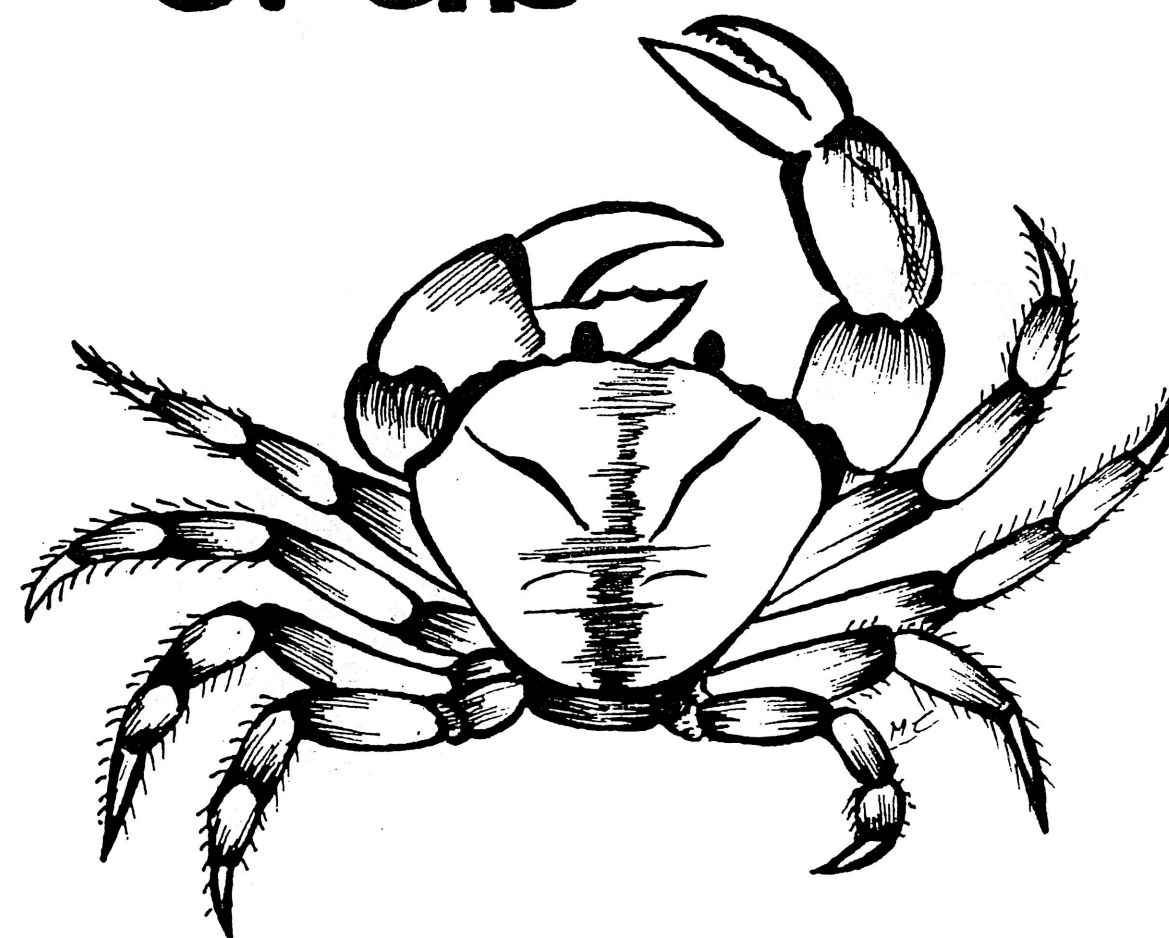
"Tell us what to do", they say to Pakoa's big brother. Pakoa's brother is worried too.

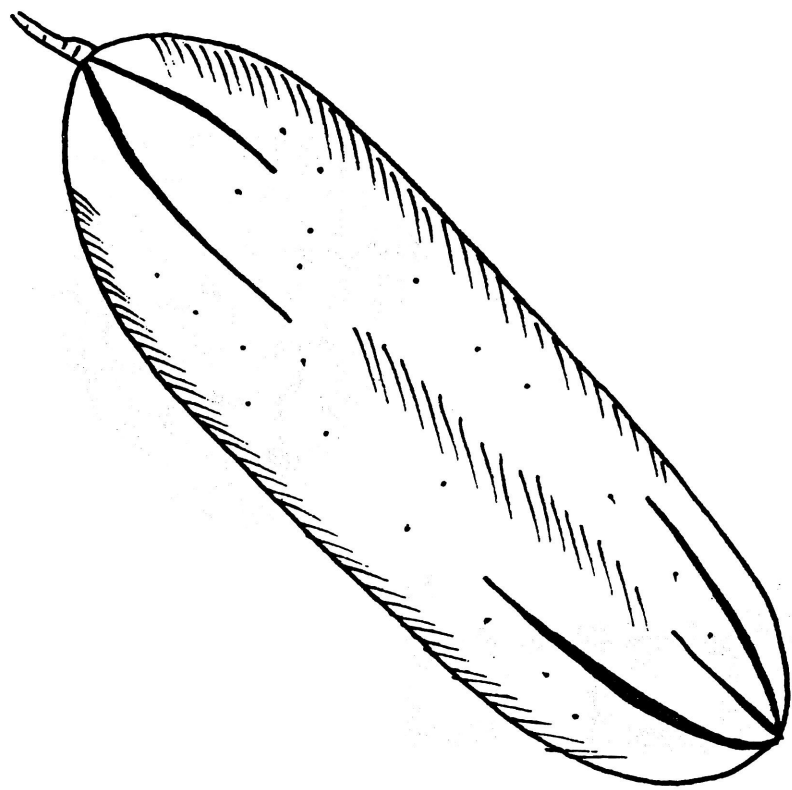
"I do not understand why Pakoa is not getting better", he says. "I put medicine on Pakoa's sores and gave him medicine for his eyes. And I know he must be eating plenty of good food, not just coconut like he did on the little island."

"Yes, he is using the medicine", says Pakoa's mother. "And he eats plenty of fish every day. He said he missed fish so much on the little island, so he has eaten nothing else but fish ever since he came home."



crab





cucumber

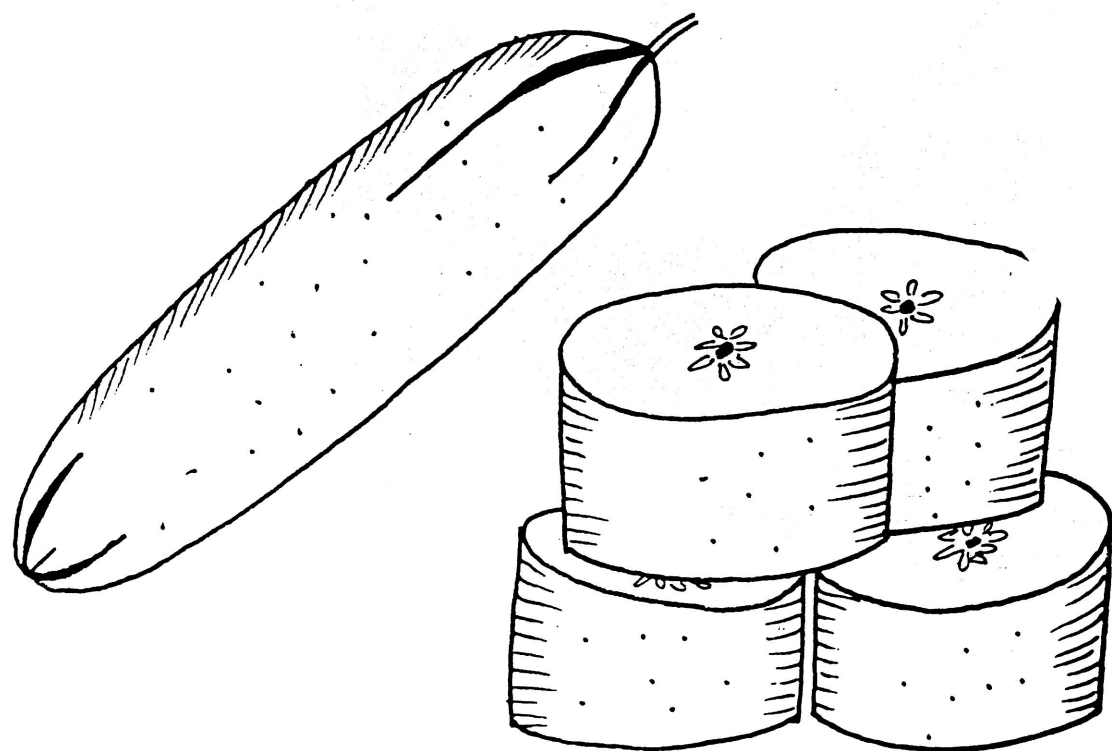


Illustration 8

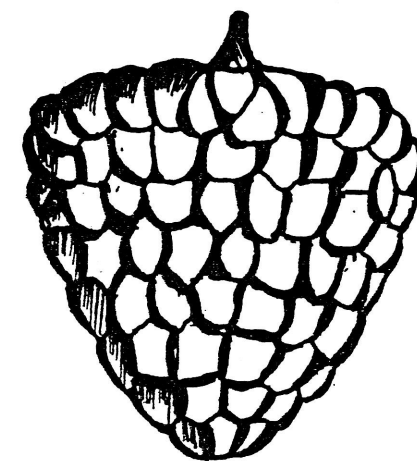
"I don't want to eat anything else but fish", says Pakoa to his mother. Fish is his favourite food, and he missed it so much when he was alone on the little island eating only coconuts.

Pakoa's mother is happy to cook fish for Pakoa every day, and his father is also glad to catch plenty of fish for Pakoa to eat. They are so happy to have their son home again!



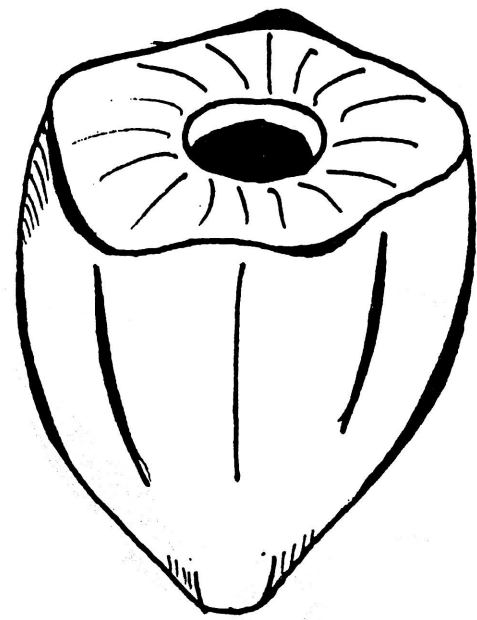
Illustration 7

Everyone on Pakoa's home island is so happy to see him again. His mother cooks some fish for him to eat. It tastes so good to Pakoa. He has wanted to eat some fish for such a long time.



custard apple





drinking coconut



Illustration 6

One day, Pakoa is rescued from the island. A big canoe with five strong men on a fishing trip from Pakoa's home island stops at the little island to get some coconuts for drinking. One of the men is Pakoa's big brother, who is a nurse. Pakoa is very happy to be found. Now he can go home. Pakoa's brother is so happy to find Pakoa. "Everyone at home has been very worried about you", he tells Pakoa. He is sorry Pakoa does not feel well, but he says Pakoa will soon get better at home.

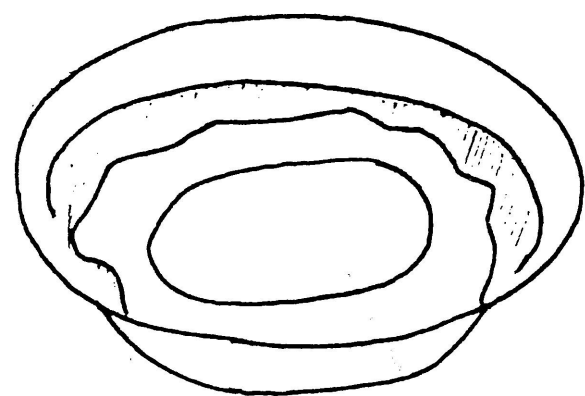
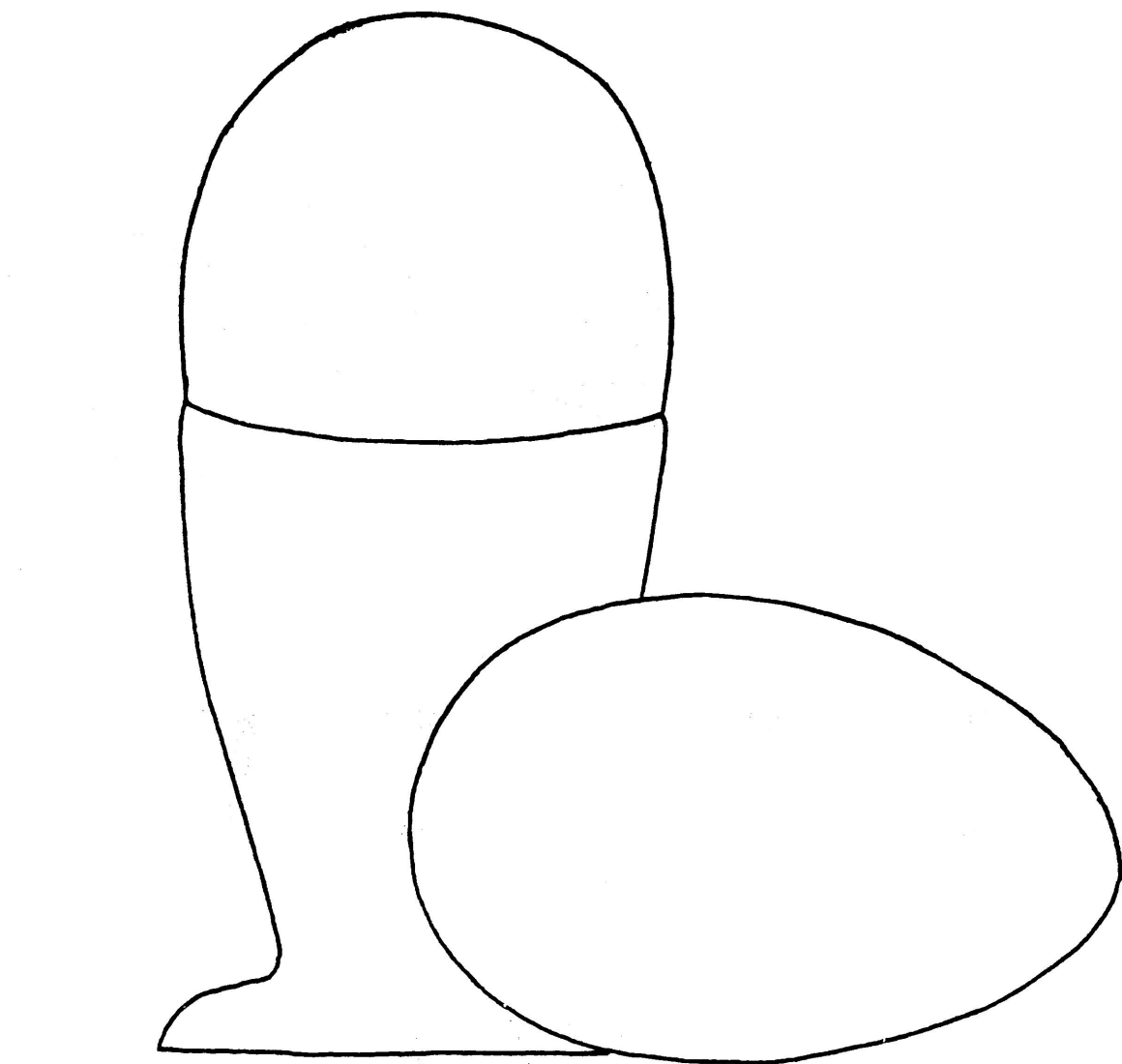


Illustration 5

Pakoa stays on the island for many weeks. He becomes very lonely, and he gets very tired of coconuts. But there is nothing else to eat or drink on the island. He cannot catch any fish because big waves are all round the island. There is no calm, quiet lagoon like there is at home. And Pakoa does not feel well. He is sleepy all the time, and he feels weak, even though he eats a lot of coconuts and drinks coconut water every day. He gets sores on his arms and legs, and his eyes become red and swollen. Pakoa feels very sick.



duck



egg



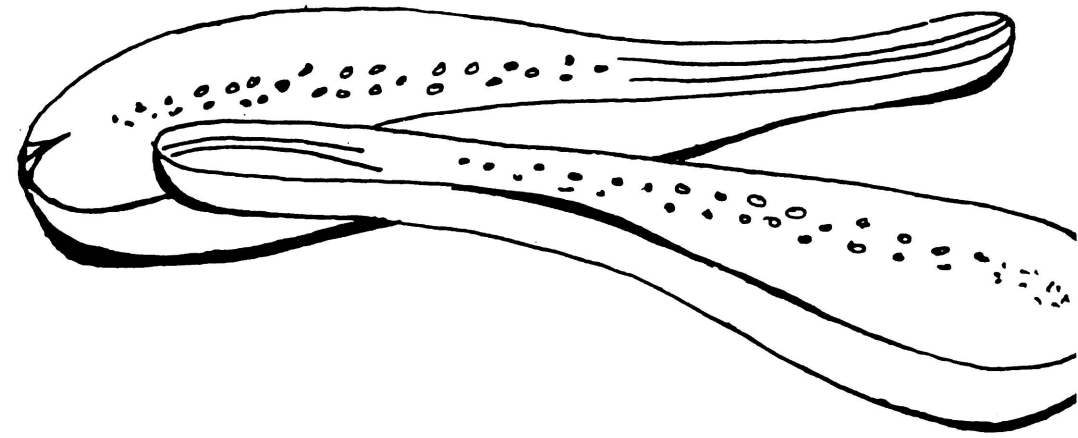
Illustration 4

Soon, Pakoa feels hungry and thirsty. Luckily, he has a knife with him in the canoe, though he has lost his fishing spear and net in the storm. He climbs a coconut tree and gets a coconut to eat. Pakoa likes coconuts. He likes to drink the sweet water inside the green coconuts, and he also likes to eat the flesh inside the shell.

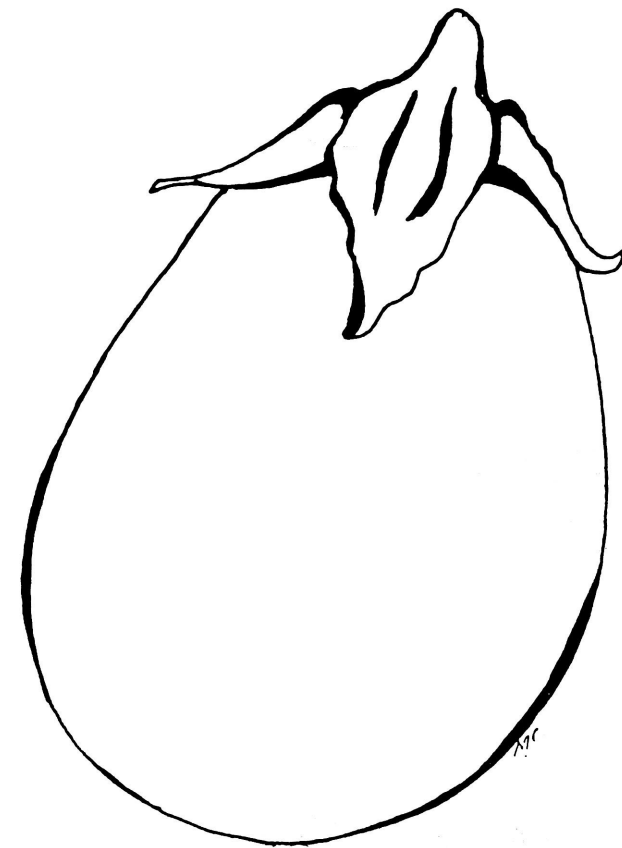


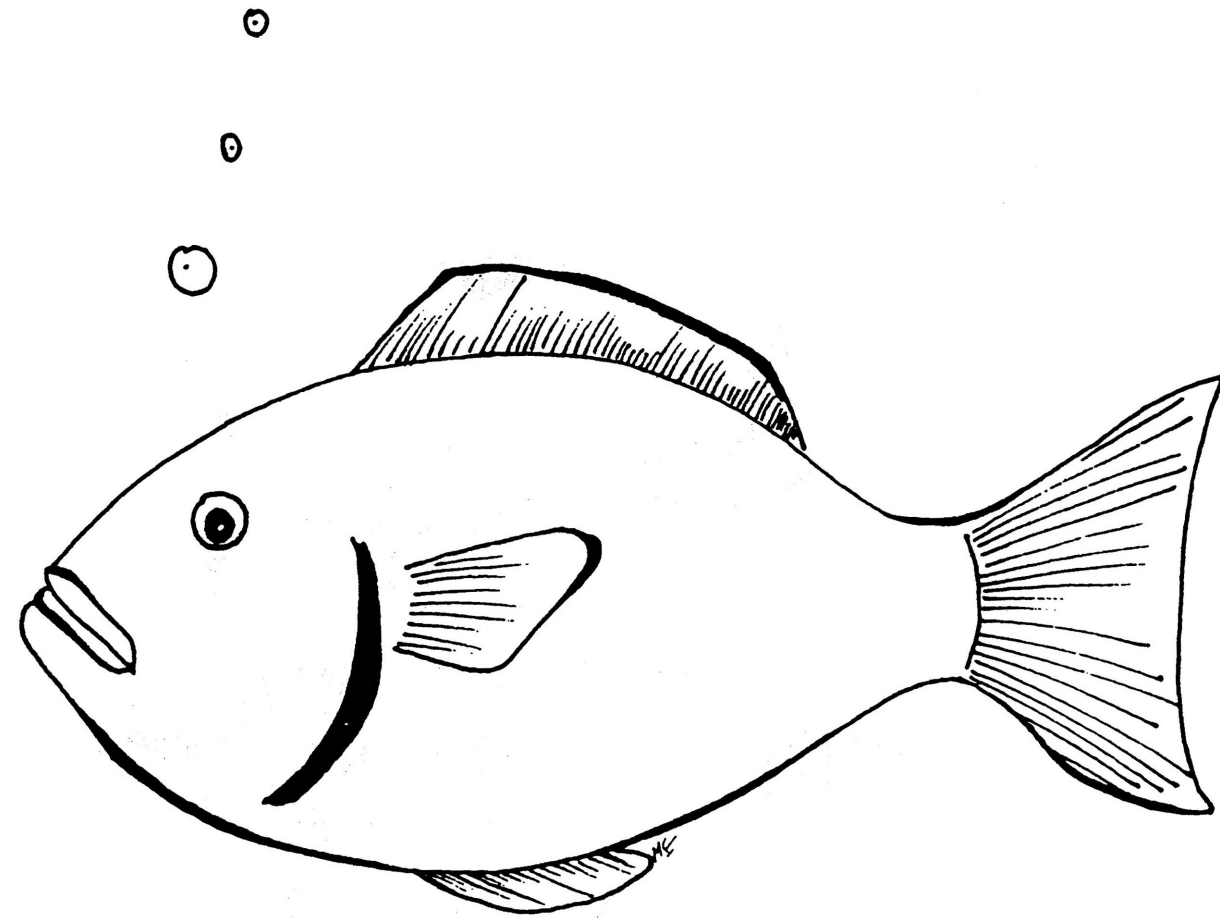
Illustration 3

The wind blows all night. In the morning, Pakoa finds that his canoe has blown onto a beach of an island he has never seen before. The island is very small. Pakoa walks all around the island, but he cannot find any people or houses. All he sees are some coconut trees.



egg plant





fish



Illustration 2

Suddenly the storm comes. The wind blows very hard. It blows Pakoa's canoe away from the island into the ocean. The waves are very big, and Pakoa is scared.

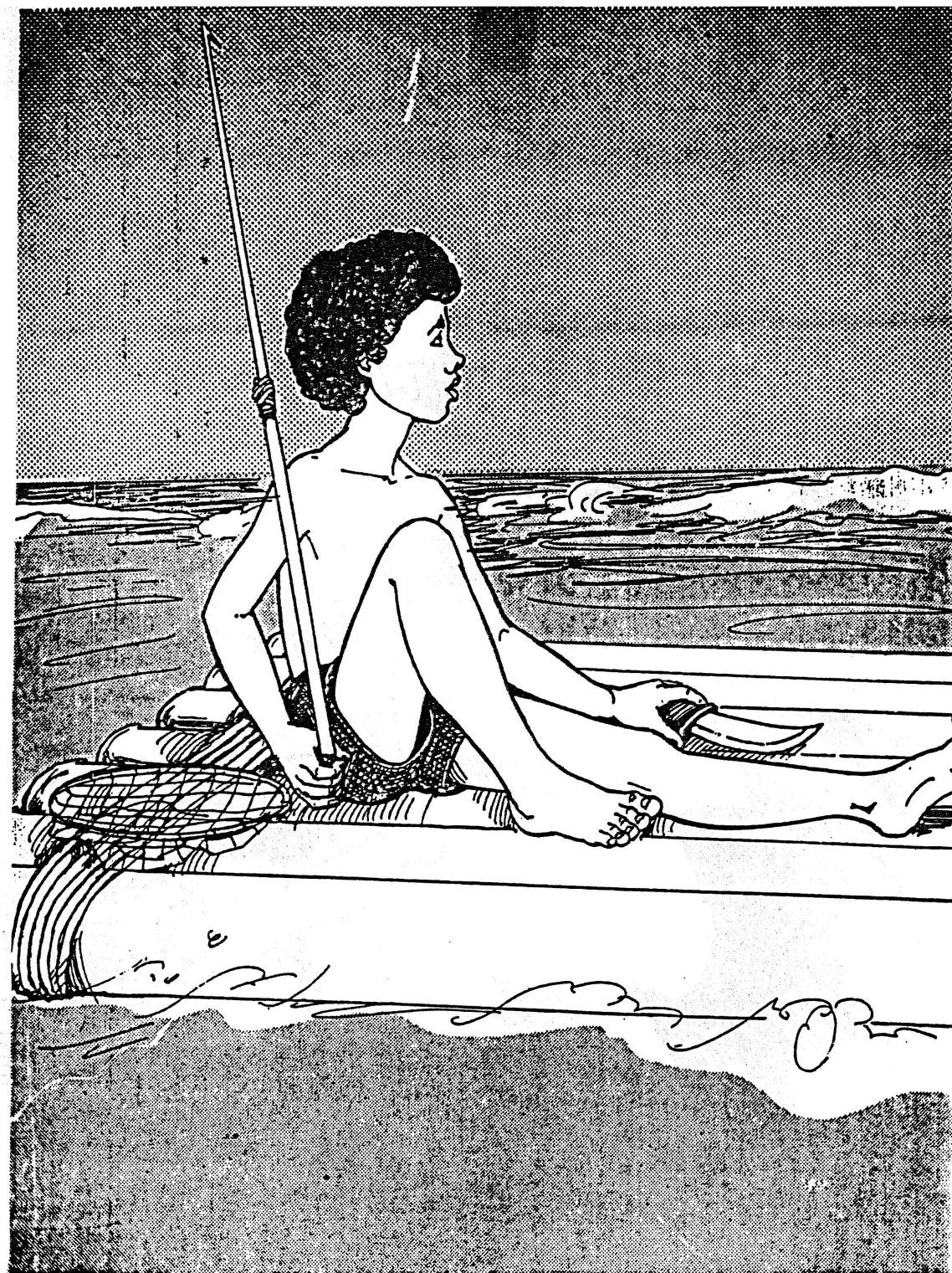
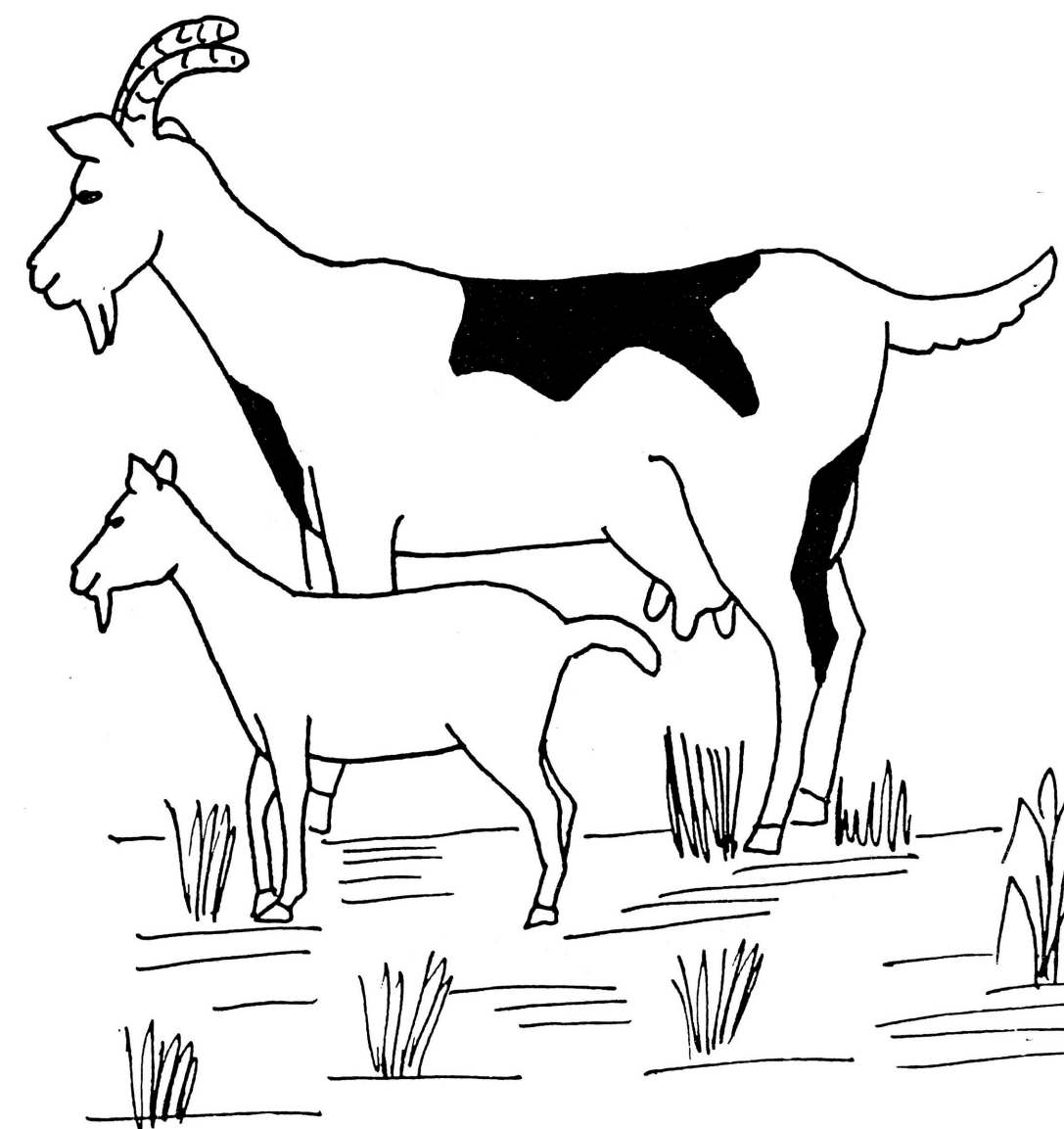
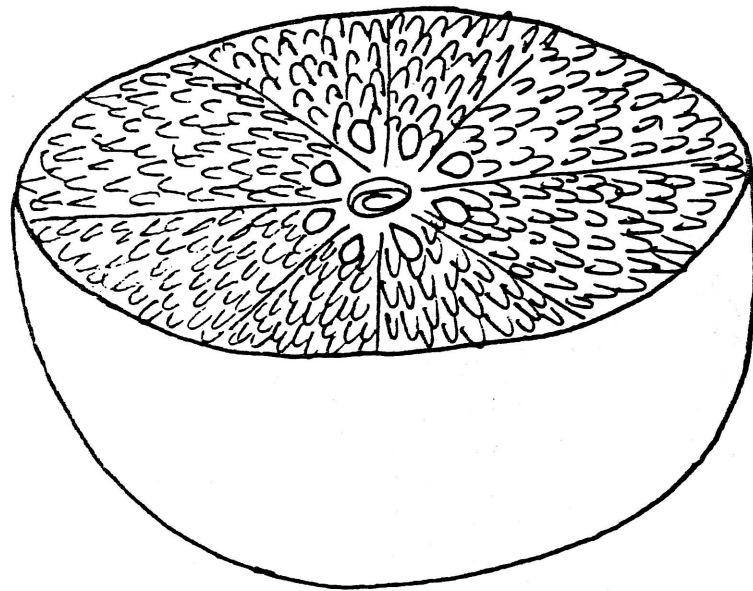
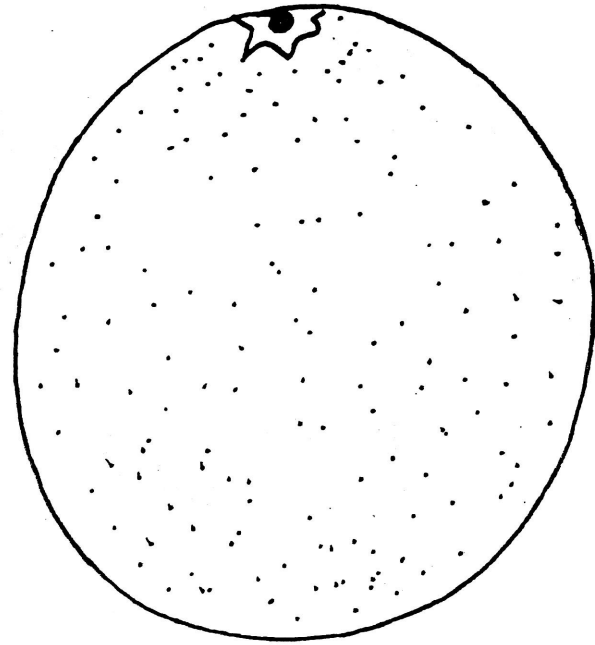


Illustration 1

This is Pakoa. Pakoa is fishing. After a while the sky gets dark and it begins to rain. Pakoa hopes he can catch some fish and get home soon because he thinks a storm is coming.



goat



grapefruit

Illustration 9

Pakoa is not getting well. He still feels sleepy all the time and the sores on his arms and legs don't go away. His eyes hurt, and he feels very weak. Pakoa's mother and father are very worried.

"Tell us what to do", they say to Pakoa's big brother. Pakoa's brother is worried too.

"I do not understand why Pakoa is not getting better", he says. "I put medicine on Pakoa's sores and gave him medicine for his eyes. And I know he must be eating plenty of good food, not just coconut like he did on the little island."

"Yes, he is using the medicine", says Pakoa's mother. "And he eats plenty of fish every day. He said he missed fish so much on the little island, so he has eaten nothing else but fish ever since he came home."

Illustration 10

"Oh no", says Pakoa's big brother. "Pakoa should have been eating many different kinds of food. He only ate coconuts on the little island. That is why he got sick. If he has eaten nothing but fish since he came home, that is why he is not getting well."

"How can that be?" asks Pakoa. "My stomach is always full. I eat a lot of fish. And when I was on the island, I was never hungry. I had plenty of coconuts to eat. How can that make me sick?"

Pakoa's big brother tells Pakoa that a person's body needs many different things to stay healthy. The things are found in food. But not all are found in one food. Some of the things are found in coconut, some in fish, and some of the things we need are in fruits and in vegetables. We need to eat different kinds of food every day to give our bodies the things we need.

If we eat only one or two kinds of food, we can get sick. That is what is happening to Pakoa.

Illustration 11

Pakoa follows his big brother's advice. He still eats fish, but he also eats other kinds of foods. He eats taro, bananas, pawpaw, kumala, island cabbage, breadfruit, and many other good foods. After a while he even starts to eat coconut again. Soon he gets well and feels just as good as he did before the storm.

Illustration 12

To be healthy we need to eat different kinds of food. Pakoa was sick because he only ate coconuts on the small island. He was sick after he got home again because he ate only fish.

To be healthy, eat meals with different kinds of food like the one shown in the illustration, which contains fish, breadfruit, island cabbage and pawpaw.

Illustration 3

The wind blows all night. In the morning, Pakoa finds that his canoe has blown onto a beach of an island he has never seen before. The island is very small. Pakoa walks all around the island, but he cannot find any people or houses. All he sees are some coconut trees.

Illustration 4

Soon, Pakoa feels hungry and thirsty. Luckily, he has a knife with him in the canoe, though he has lost his fishing spear and net in the storm. He climbs a coconut tree and gets a coconut to eat. Pakoa likes coconuts. He likes to drink the sweet water inside the green coconuts, and he also likes to eat the flesh inside the shell.

Illustration 5

Pakoa stays on the island for many weeks. He becomes very lonely, and he gets very tired of coconuts. But there is nothing else to eat or drink on the island. He cannot catch any fish because big waves are all round the island. There is no calm, quiet lagoon like there is at home. And Pakoa does not feel well. He is sleepy all the time, and he feels weak, even though he eats a lot of coconuts and drinks coconut water every day. He gets sores on his arms and legs, and his eyes become red and swollen. Pakoa feels very sick.

Illustration 6

One day, Pakoa is rescued from the island. A big canoe with five strong men on a fishing trip from Pakoa's home island stops at the little island to get some coconuts for drinking. One of the men is Pakoa's big brother, who is a nurse. Pakoa is very happy to be found. Now he can go home. Pakoa's brother is so happy to find Pakoa. "Everyone at home has been very worried about you", he tells Pakoa. He is sorry Pakoa does not feel well, but he says Pakoa will soon get better at home.

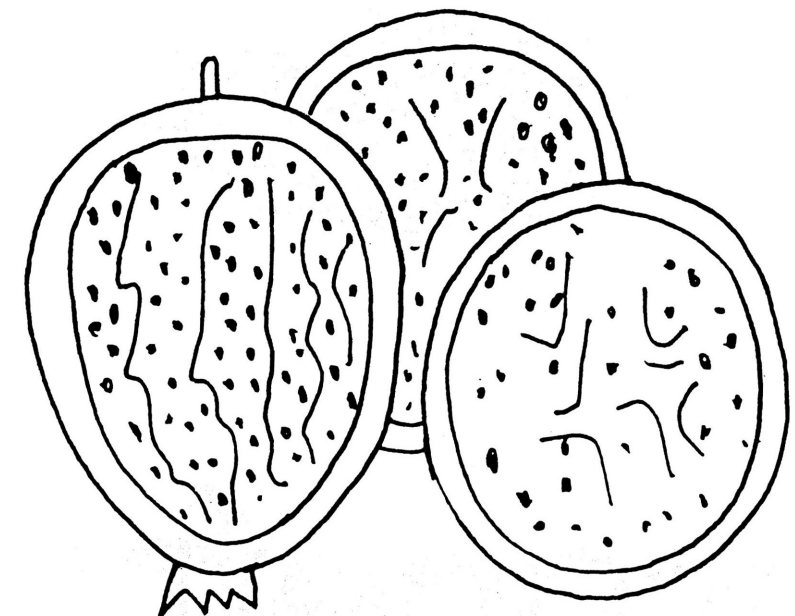
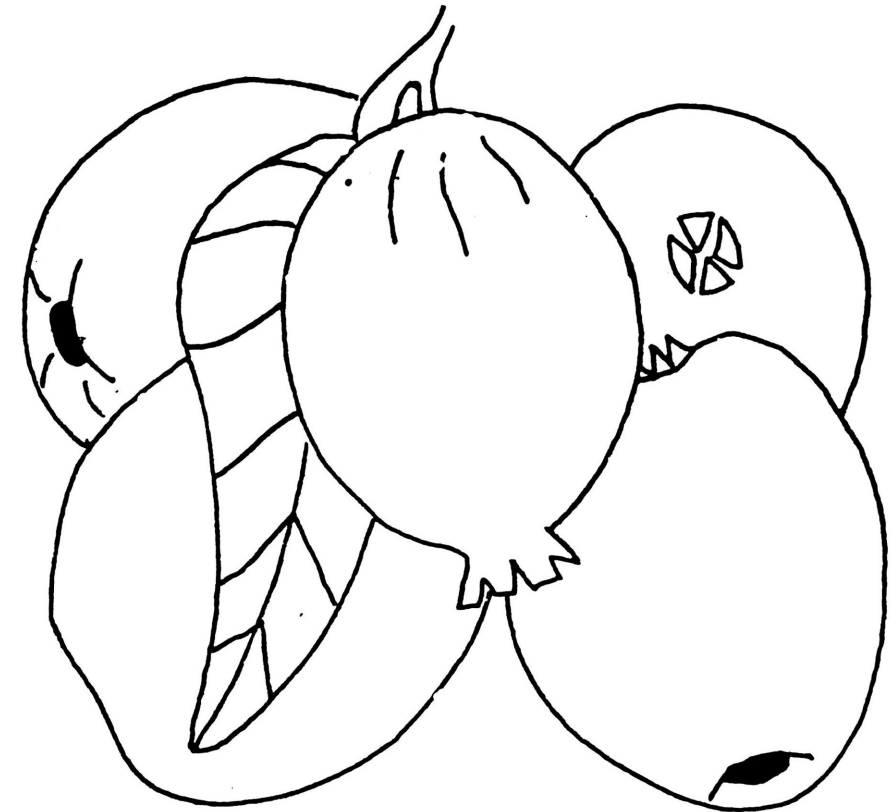
Illustration 7

Everyone on Pakoa's home island is so happy to see him again. His mother cooks some fish for him to eat. It tastes so good to Pakoa. He has wanted to eat some fish for such a long time.

Illustration 8

"I don't want to eat anything else but fish", says Pakoa to his mother. Fish is his favourite food, and he missed it so much when he was alone on the little island eating only coconuts.

Pakoa's mother is happy to cook fish for Pakoa every day, and his father is also glad to catch plenty of fish for Pakoa to eat. They are so happy to have their son home again!



guava



bodies the things we need. If we eat only one or two kinds of food, we can get sick, as happened to Pakoa.

2. In Year 2 the children learned that a good meal is a meal that includes a lot of different foods. As a reminder, show them the three pictures on pp.109–11:

- a) Picture of a plate of taro
- b) Picture of a plate of taro and island cabbage
- c) Picture of a plate of taro, island cabbage, fish and a ripe mango.

Ask the children to show you which plate of food is the best. The third plate is much better for us to eat because it has many different foods. It will taste better too.

3. Choose some children and ask each pupil to tell the class what he or she ate the previous night for her meal. You can write this on the board. Ask the other children to say whether the meal has different foods in it or only one kind of food.

Ask other pupils whether the meal is good for our bodies or not. Help the children to see what is missing in the meal and find out what foods they can add to the meal to make it better. Write this on the board for the class to see.

4. Ask the children to write the following in their exercise books: "We need to eat food from the three food groups every day to keep our bodies healthy." Under this sentence the children can draw two of their favourite foods from each of the three food groups. They can colour their pictures if they have colouring pencils, crayons or paints.

5. Ask the following questions:

- a) Why is it important to eat different kinds of food every day?

(Answer: It is important to eat different kinds of food every day to give our bodies the things we need, so that we can stay healthy)

- b) What do the following foods do to our bodies: taro, fish and island cabbage?

(Answer: Taro gives us power; fish builds our bodies and makes us grow; island cabbage keeps us healthy and prevents us from getting sick.)

SHIPWRECKED PAKOA

Illustration 1

This is Pakoa. Pakoa is fishing. After a while the sky gets dark and it begins to rain. Pakoa hopes he can catch some fish and get home soon because he thinks a storm is coming.

Illustration 2

Suddenly the storm comes. The wind blows very hard. It blows Pakoa's canoe away from the island into the ocean. The waves are very big, and Pakoa is scared.

LESSONS 18, 19 AND 20: BALANCED MEALS

Objective

To help children learn that eating balanced meals is good for our health.

Time allowed: 30 minutes x 3

Materials needed

- The story of shipwrecked Pakoa from Year 1
- Pictures of the following:
 - a plate of taro
 - a plate of taro and island cabbage
 - a plate of taro, island cabbage, fish and ripe mango
- Colouring pencils

Teacher's note

So far the children have learned that the foods we eat have three main kinds of work to do in our bodies. They give us power, build our bodies and make us grow, and keep us healthy and prevent us from getting sick. We have also studied the three food groups poster.

In this lesson the children will learn that it is important that our meals should include food from all the three food groups, i.e. some energy or power food, some health food, and some body building or growth food.

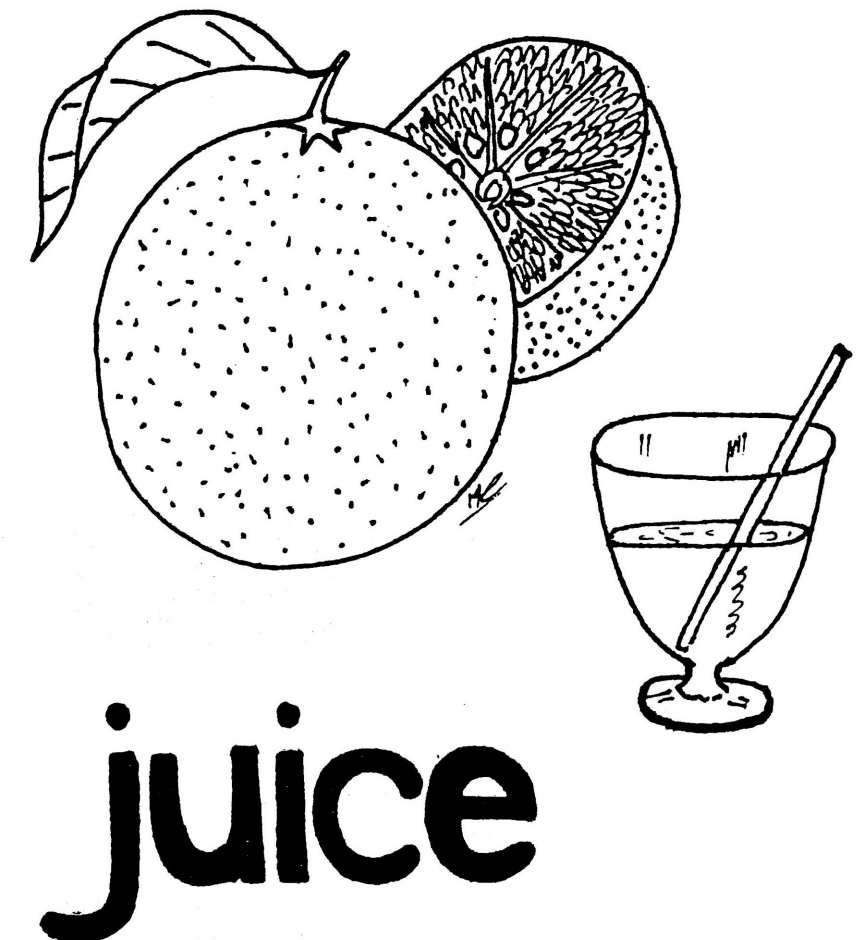
This is what we call a *balanced meal*. To make this term clearer we can explain it as follows:

A balanced meal is one which includes a food from each of the three food groups. For example: taro from the energy or power food group, chicken from the body building or growth food group, and island cabbage from the health food group. The children have learned in previous lessons that having a balanced meal every day is very important to keep us strong and healthy all our lives.

Method

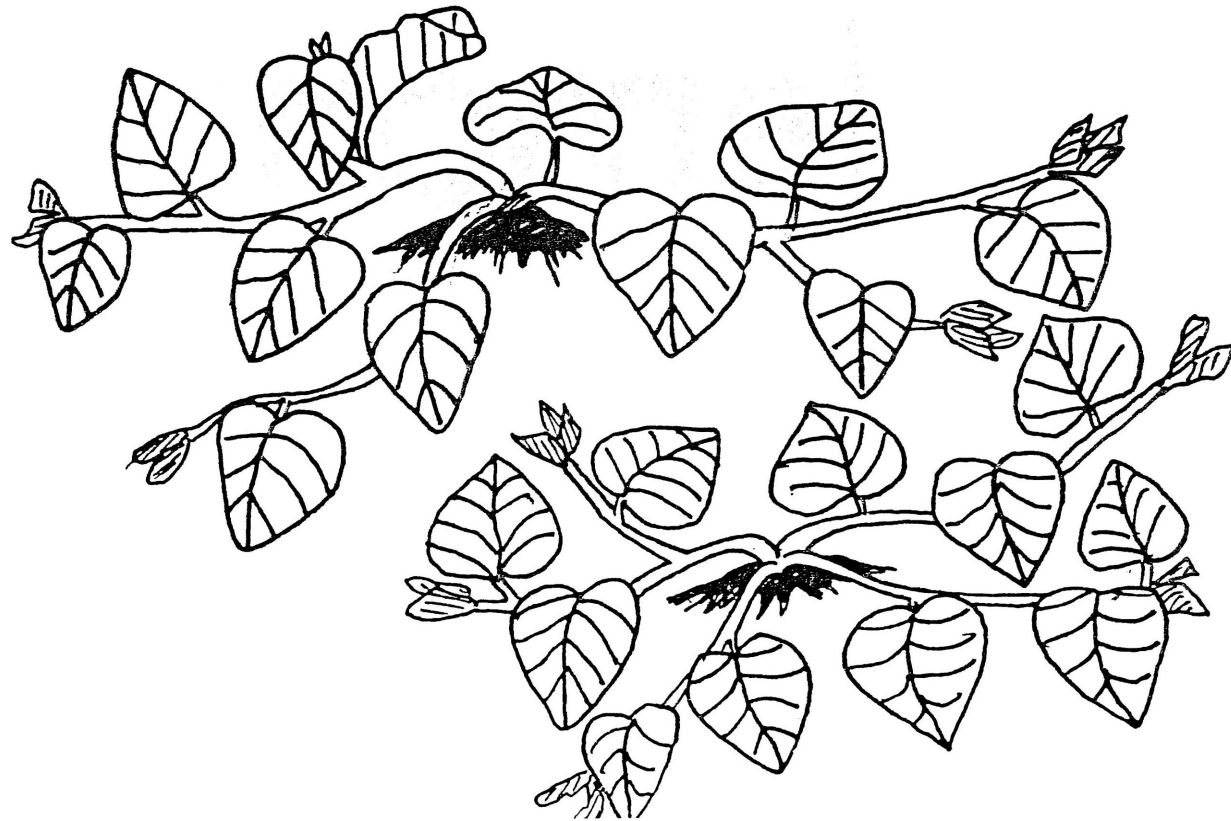
1. Start the lesson by singing the Three Food Groups Song from lessons 16 and 17. Then read the story of "Shipwrecked Pakoa" from Year 1, and which is repeated in the following pages. After reading the story, discuss the following points with the students:

- Eating one kind of food all the time is not good. Like Pakoa, we will not feel well if we eat only one food for a long time.
- It is very important to mix foods during our meals. We need foods from the three food groups – foods from the energy or power food group, from the health food group, and from the body building or growth food group. Do you remember Pakoa's brother, who is a nurse, talking to Pakoa about what he should eat? Our bodies need many different things to stay healthy. The things are found in food. But not all are found in one food. Some of the things are found in coconut, some in fish and some of the things we need are in fruits and vegetables. We need to eat different kinds of food every day to give our





kumala



7. Ask the children the following questions. They can answer orally or write the answers in their exercise books.

a) Name the three food groups:

(Answer: Body building or growth food group; energy or power food group; health food group)

b) What is the important message we learned from our three food groups poster?

(Answer: The important message is "Eat some food from each food group every day to stay healthy all your lives.")

c) What will happen if we do not eat foods from the three food groups every day?

(Answer: If we do not eat foods from the three food groups every day, it will be very easy for us to get sick. We will not grow well, and we will not be as healthy as we should be. We will not learn well at school, and we will not have enough power or energy to work and play.)

The game could be repeated three times so that each team can have a turn in being each of the three food groups.

This is a very good game to help children learn the three food groups and the foods that belong to each.

6. Sing the Three Food Groups Song. Copy the song on the board or on a big piece of paper and pin it on the wall. Teach the students to sing it.

THE THREE FOOD GROUPS SONG

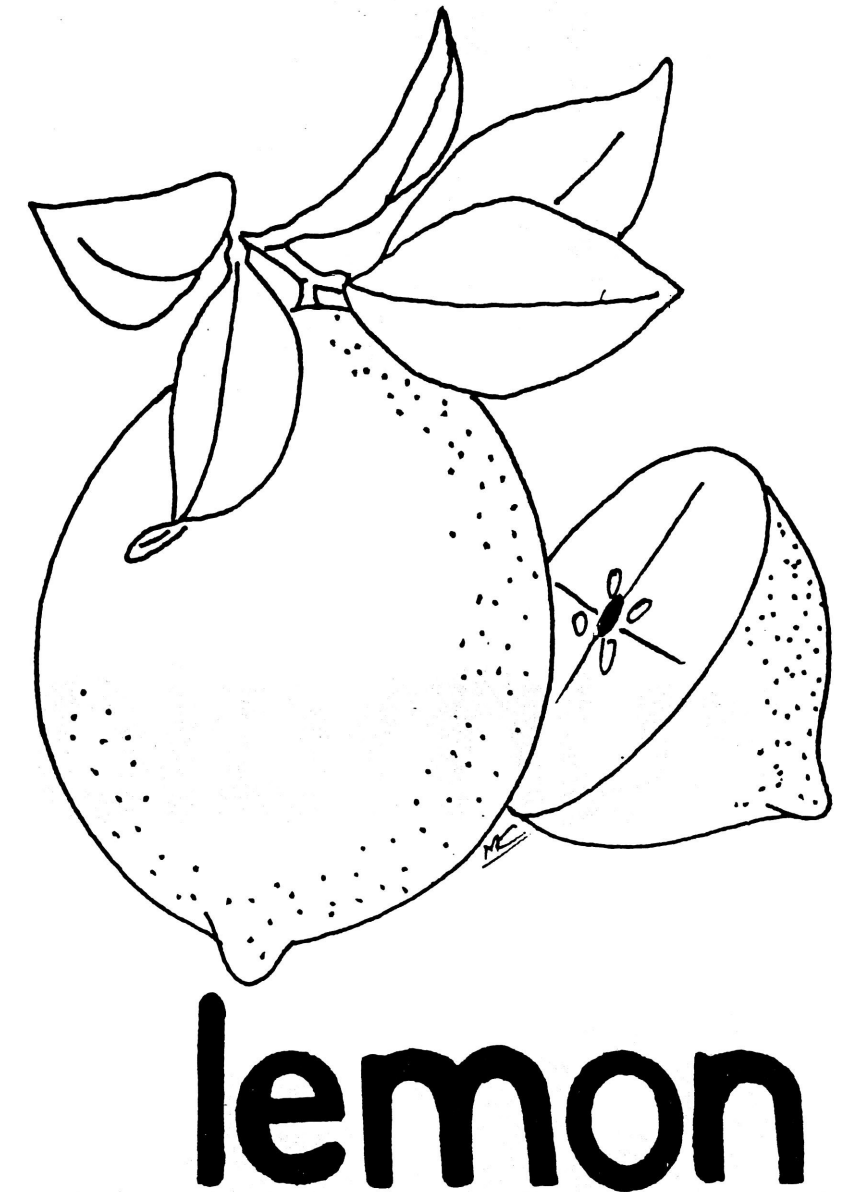
(Sing to the tune of: "If you're happy and you know it clap your hands")

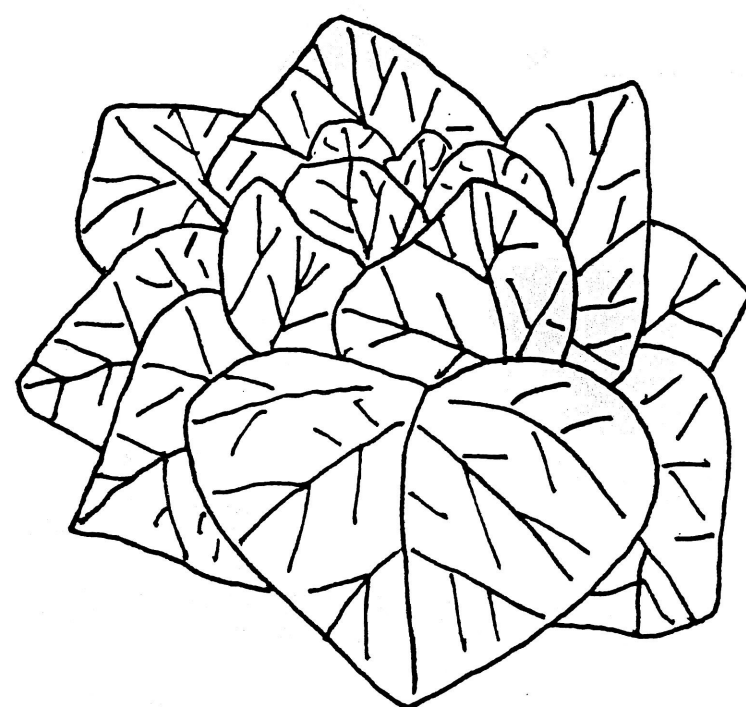
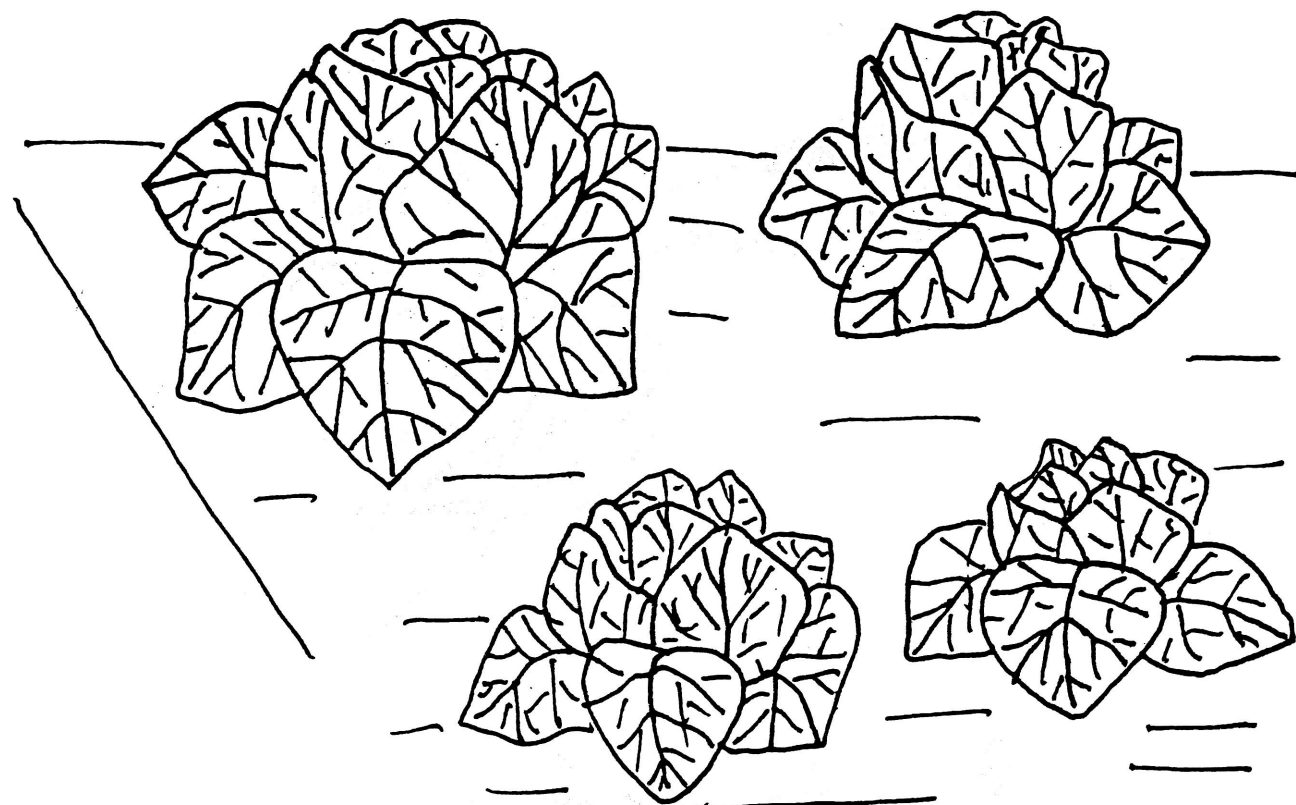
If you know the three food groups clap your hands!
If you know the three food groups clap your hands!
Healthy helpers, power and growth
Give us all we need and so,
If you know the three food groups
Clap your hands!

Now to study, work and play,
We need POWER FOODS.
Now to study, work and play
We need POWER FOODS
Foods like yam, rice and taro,
Sweet kumala, baked or boiled,
Now to study, work and play
We need POWER FOODS!

So we'll get big and strong
We need GROWTH FOODS!
So we'll get big and strong
We need GROWTH FOODS!
Foods like peanuts, fish and beans,
Meat and eggs and milk and greens,
So we'll get big and strong
We need GROWTH FOODS!

Oh to help fight sickness
Eat some HEALTH FOODS!
Oh to help fight sickness
Eat some HEALTH FOODS!
Orange, Yellow, Red, and Green
Fruits and vegetables we need
Oh to help fight sickness, eat some HEALTH FOODS.





lettuce

will not grow well, and we will not be as healthy as we should be. We will not learn well at school, and we will not have enough energy to work and play.

6. Play the "Three food groups relay game" (see instructions below).

HOW TO PLAY THE "THREE FOOD GROUPS RELAY GAME"

What you need for the game

Foods from the three food groups.

Teams

There are three teams, and each team will represent one of the three food groups. For example:

Team 1 – Body building and growth

Team 2 – Health

Team 3 – Energy and power

What to do

1. Divide your class into three groups and ask each group to bring real foods from their particular food group. For example, Group 2 should bring foods from the health food group, Group 1 should bring foods from the body building food group, Group 3 could bring foods from the energy food group.

2. The children are to remain in their groups when playing the game. Ask the students to line up outside the classroom. Put all the foods which have been collected and which have been thoroughly mixed together about five metres from where the children are standing.

3. Re-name the teams so that they become a food group that is different from the foods they brought to school. For example,

Team 1 becomes Energy foods

Team 2 becomes Body building foods

Team 3 becomes Health foods

It is a good idea to write the names of the three food groups on large sheets of paper and place each one in front of the appropriate team or group.

4. Now that the pupils know which group they belong to, they can start playing the game. You will tell the children when to start.

5. As soon as you say "GO", one pupil from each team runs to the pile of foods at the front, collects one item of food from his food group and runs back to the group. He places the food in front of the line, touches the next person in the line, runs to the end of the line, and stands there. As soon as the next pupil is touched, she runs to the pile of foods and repeats the procedure. This continues until the last pupil has a turn. As soon as the last person takes his or her place at the end of the line, the group sits down.

The winner is the group which collects all the correct foods and finishes first.

During this game it is important that each team has the same number of pupils and also that there is the same number of foods from each food group.

LESSONS 16 AND 17: FUN WITH THE THREE FOOD GROUPS

Objective

To review the three food groups.

Time needed: 30 minutes x 2

Preparation needed

- Ask each pupil to bring a food from one of the three food groups discussed in previous lessons. It is a good idea to divide the children into three groups at this stage.
- Members of one group can bring health foods. Another group can bring energy foods. The third group can bring body building or growth foods. This is in preparation for the "Three food groups relay game" later on in these lessons.

Materials needed

- The three food group charts which the children prepared in earlier lessons
- The three food groups poster
- The three food groups song
- Foods for the three food groups relay game

Method

1. During our previous lessons we made three charts:

- A body building or growth food chart
- An energy or power food chart
- A health food chart

Point out these charts to the children.

2. Ask the children to read the message on each chart aloud.

3. Tell the children: Now let us look at another poster. Show the children the three food groups poster.

Ask: Is this poster similar to the three charts you prepared?

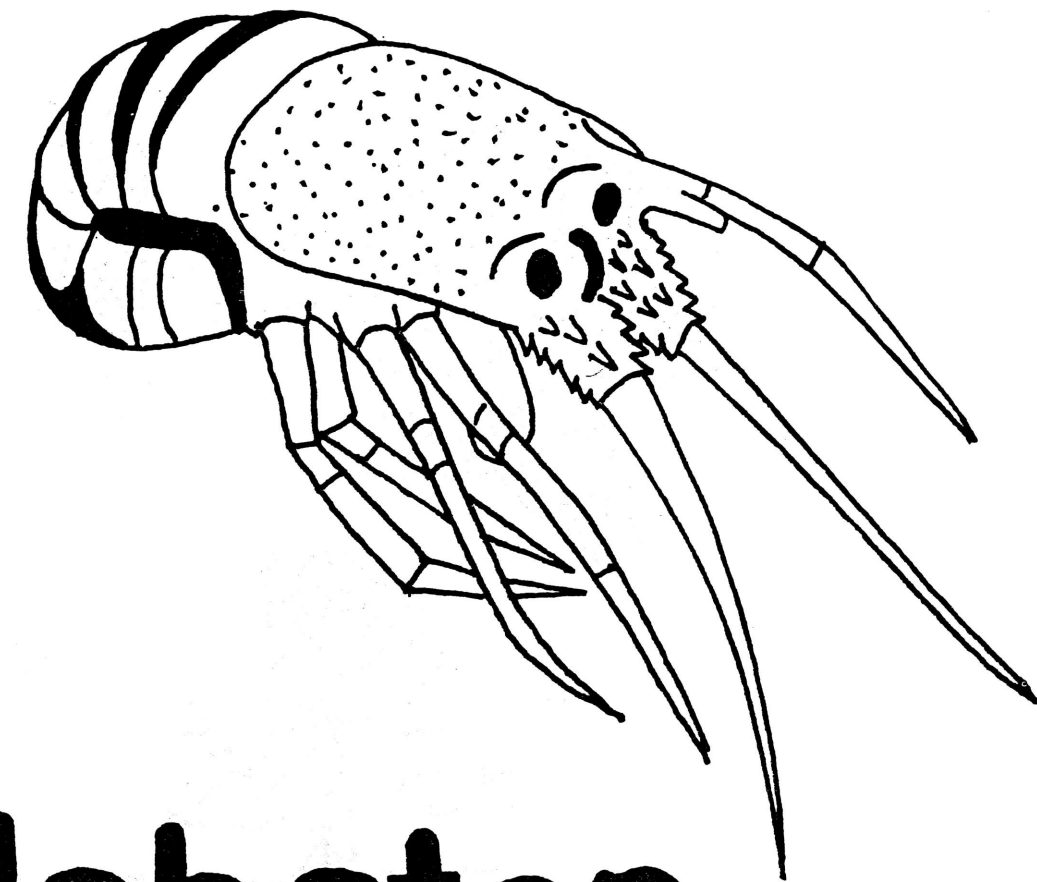
(Answer: Yes, it is similar)

4. Tell the children: If we study this poster carefully, we can find a lot of our power or energy foods, body building or growth foods and health foods, all arranged in their individual groups. There is also another very important message on this poster. You find this message at the very top of the poster. This message is what we want to learn and understand at the end of all these lessons.

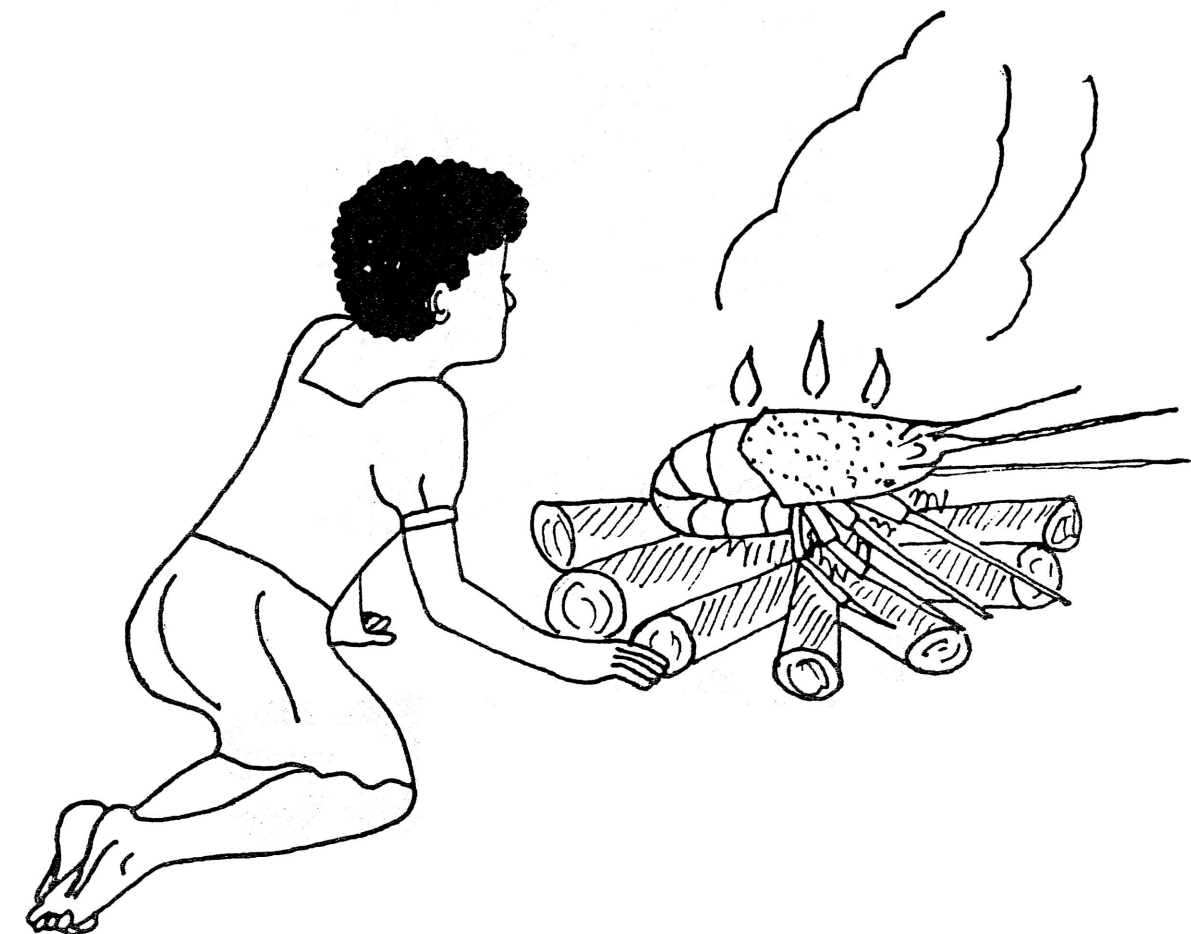
Ask: What is this message?

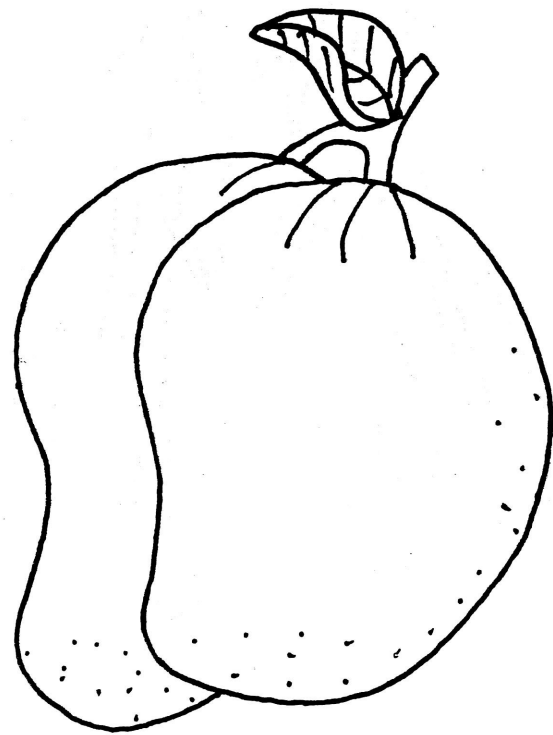
(Answer: This message is, "Eat some food from every food group every day to stay healthy all your lives.")

5. Tell the children: "We have learned about the foods from the three food groups. It is most important that during our meals every day we try to include foods from each of the three food groups. If we do not, we may get sick. We

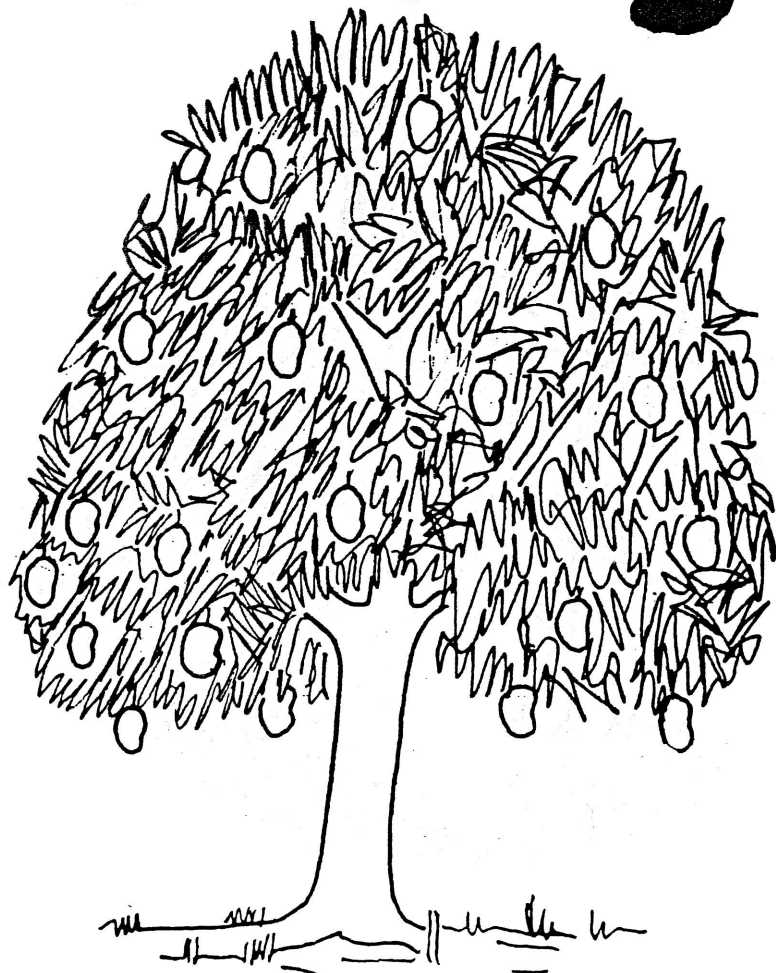


lobster





mango



LESSONS 13, 14 AND 15: HEALTH FOODS

Time: 30 minutes x 3.

Objective

To encourage children to learn about protective or health foods.

Materials needed

- The three food groups poster or the picture of the three food groups on page 19 (lessons 3–6)
- The health food chart prepared by the children during lessons 3–6
- A small piece of paper for each pupil
- A pair of scissors
- Colouring pencils if you have any
- Glue or sellotape

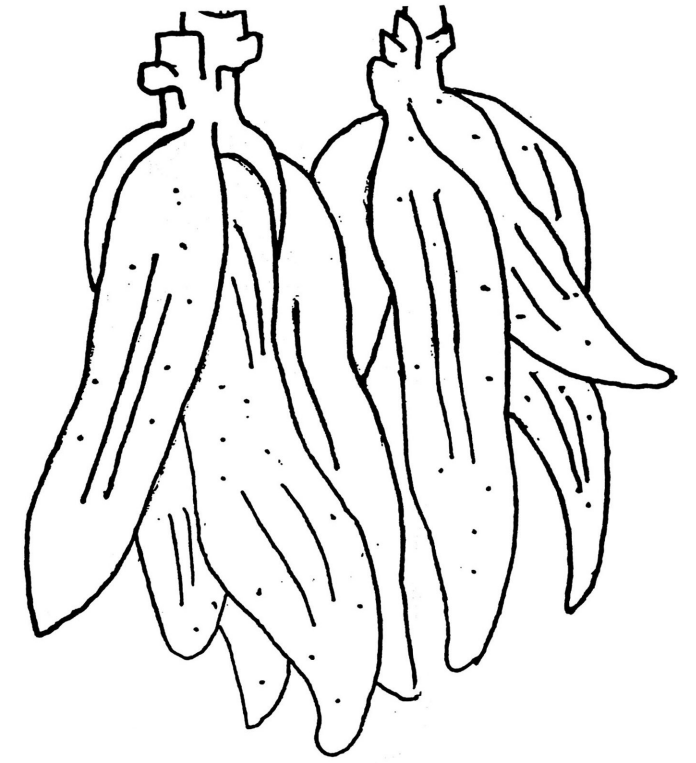
Teacher's note

In the last two sets of lessons the children learned about body building or growth foods and energy or power foods and what they do for our bodies. Now they will learn about protective or health foods. Health foods are very important because they keep us healthy and protect us from sickness.

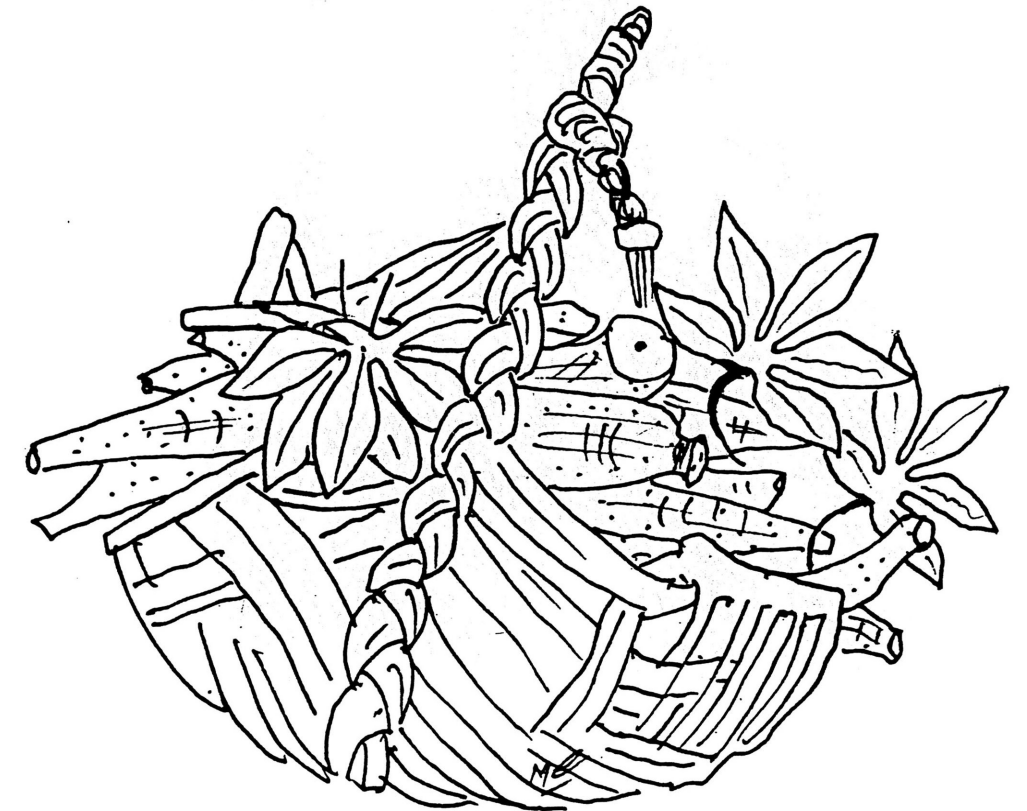
Method

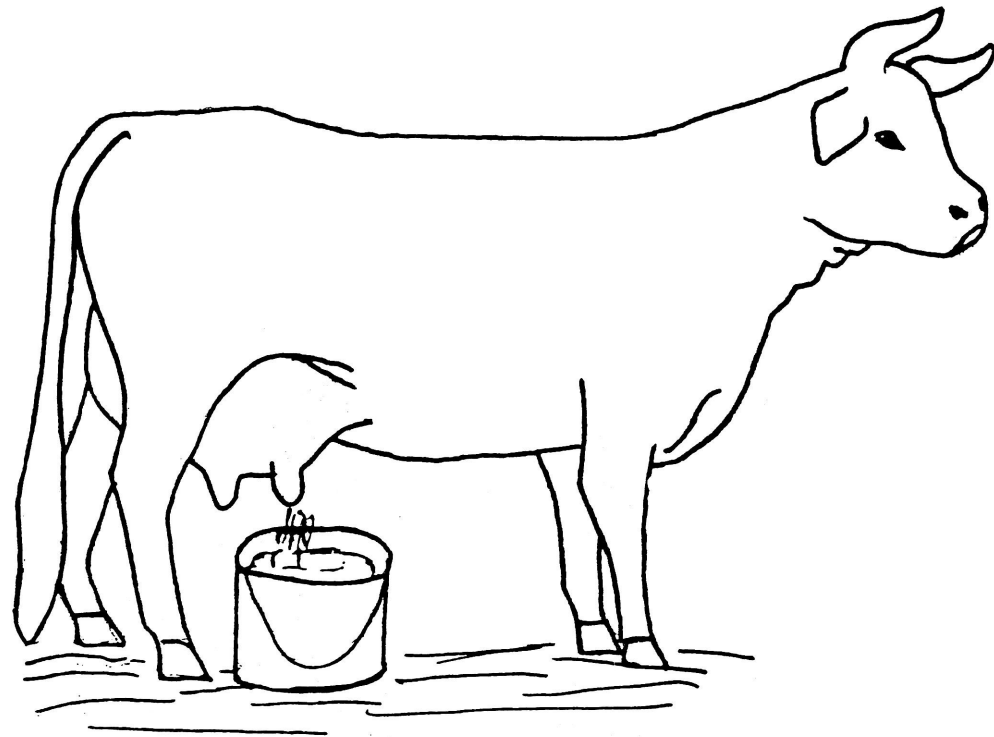
1. Refer to the chart which the health food group of children prepared in previous lessons and ask all the children to read the words aloud.
2. Tell the children: Now we know that we need food to keep us healthy and prevent us from getting sick.
3. Using the three food groups poster, point to the health food group and ask the children to name all the foods from this group. Remove the poster, or cover it up or ask the children to turn the other way. See if the children can remember the foods from the health food group. Put the three food groups poster back or uncover it.
4. Give each pupil a small piece of paper and ask them to draw a health food on the piece of paper. If you have colouring pencils the children can colour their pictures. Cut out the pictures with a pair of scissors and paste or pin them on the health food chart or make a mobile as discussed in the notes for lessons 3–6.
5. Ask each pupil to draw a favourite health food in his or her book. Under the drawing the pupil should write the name of the food and the following words: **"This is a health food. It is good for me because it keeps me healthy and keeps me from getting sick."**
6. Ask the children the following questions:
 - a) Name two health foods. (*Answer: Refer to the three food groups poster; any two will do*)
 - b) Where can you find these foods? (*Answer: Store, sea, bush, garden, etc.*)
 - c) Why are health foods good for us? (*Answer: Health foods are good for us because they keep us healthy and prevent us from getting sick*)

Term 2



manioc



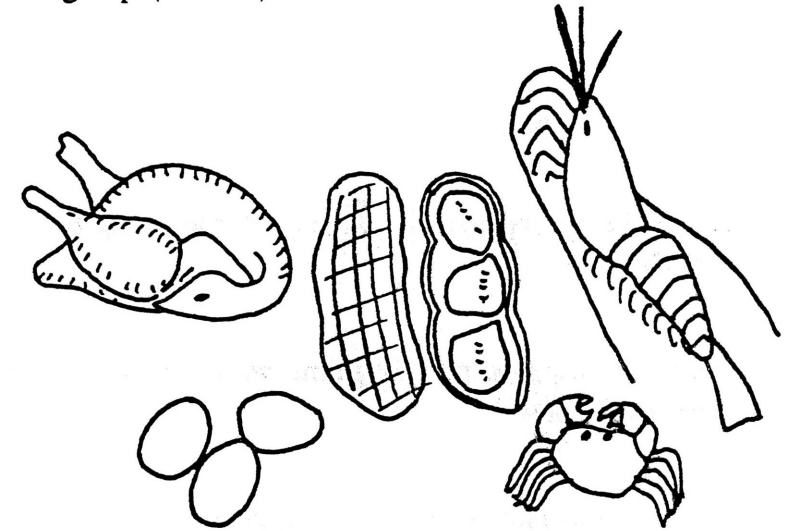


milk

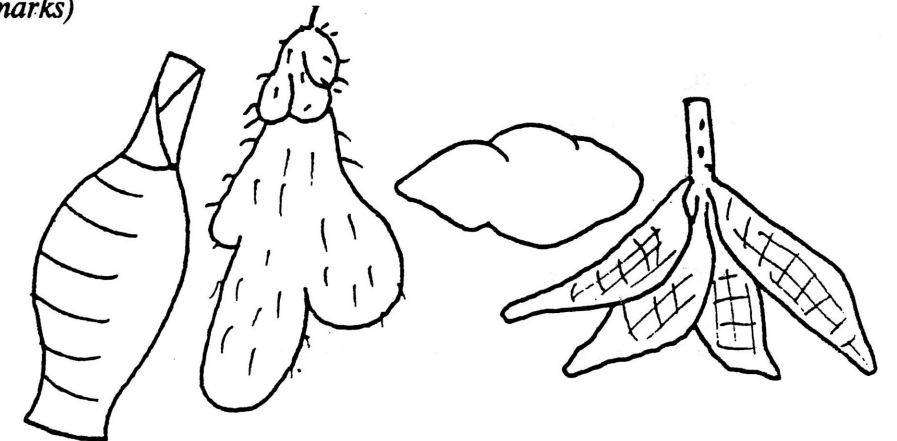


Question 3

a) The picture below shows some foods from the BODY BUILDING OR GROWTH food group. (2 marks)



b) The picture below shows some foods from the ENERGY OR POWER food group. (2 marks)



BODY BUILDING OR GROWTH

ENERGY OR POWER

HEALTH

Question 4

Draw your favourite growth food. (3 marks)

Picture of any food from the body building or growth food group.

END OF TEST

ANSWERS TO TERM 1 NUTRITION TEST

Time allowed: 1 hour

Mark: /20

Question 1

Instructions: Write YES or NO in the box provided at the end of each sentence.

a) We need food every day to make us feel well and strong and to help our bodies grow. (1 mark)

YES

b) If we do not eat any food for a long time, we will be very hungry and we will become sick. (1 mark)

YES

c) If your teacher eats more food she/he will grow taller. (1 mark)

NO

d) When we are hungry, it is a signal that our body need food. (1 mark)

YES

e) We feel hungry:

i) Just after a meal.

NO

ii) Just before a meal.

YES

iii) When we miss a meal.

YES

iv) After playing a lot of games. (4 marks)

YES

Question 2

Instructions: For questions 2 and 3 choose the right words from the list below and fill in the missing words in the sentence.

a) We can get our fish and shellfish from the SEA, and our naus and pawpaw from the GARDEN or BUSH. We also can get some foods like rice and tinned fish from the STORE.

We also get some of our fish from the RIVER. (5 marks)

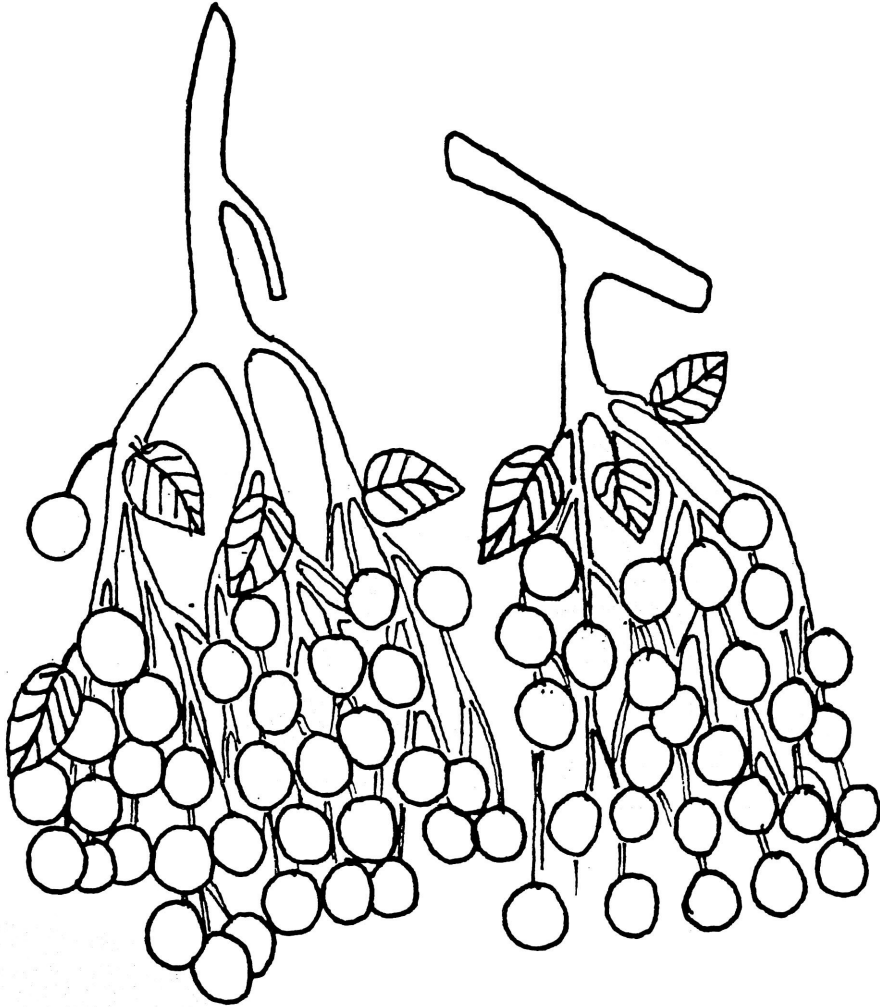
STORE

GARDEN

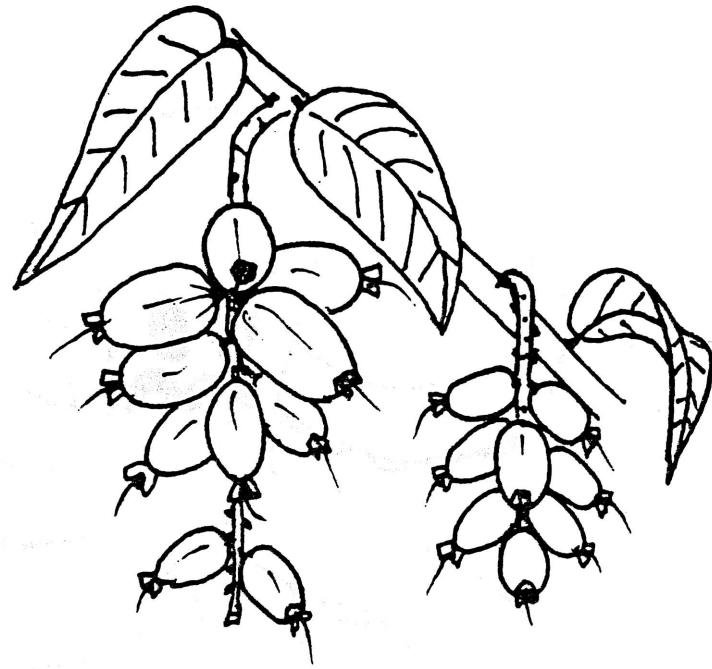
RIVER

BUSH

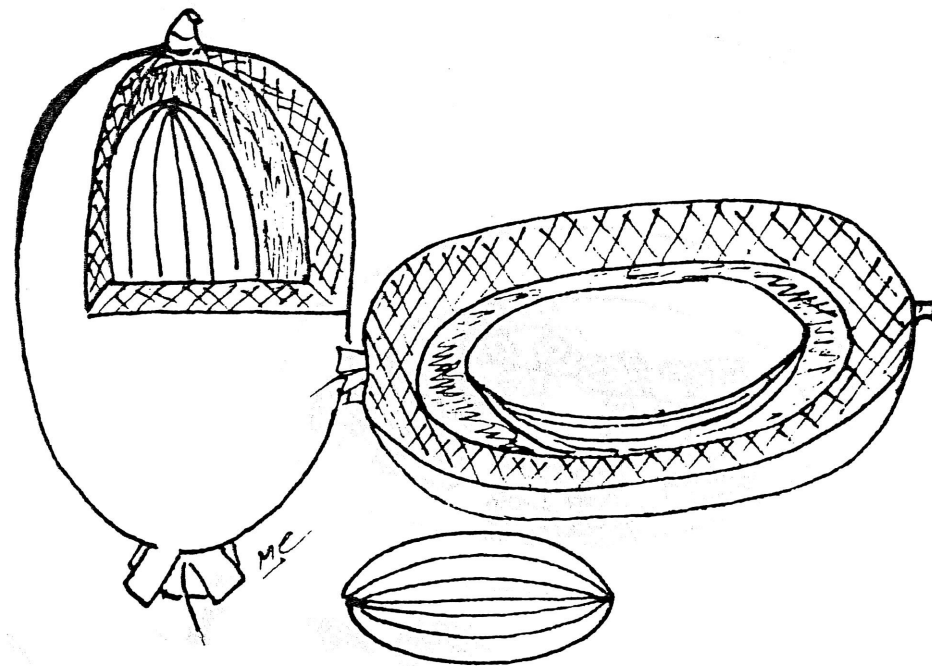
SEA



nakatambol

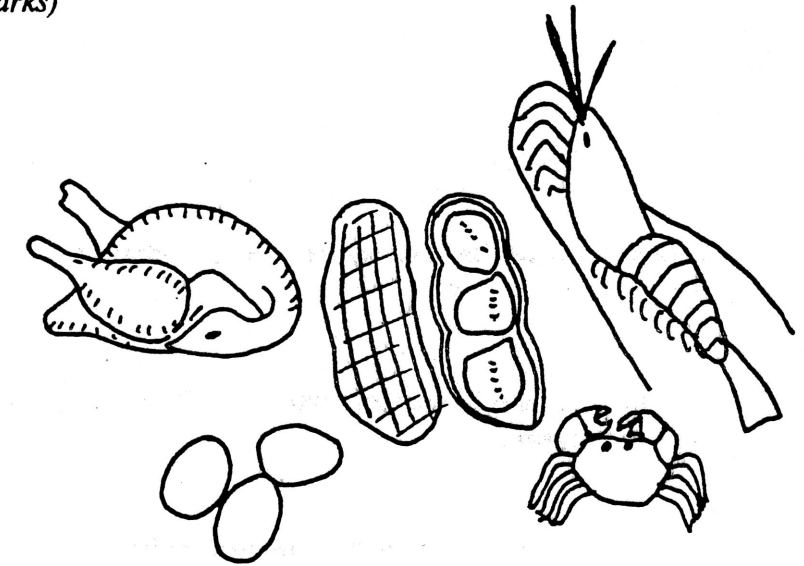


navele

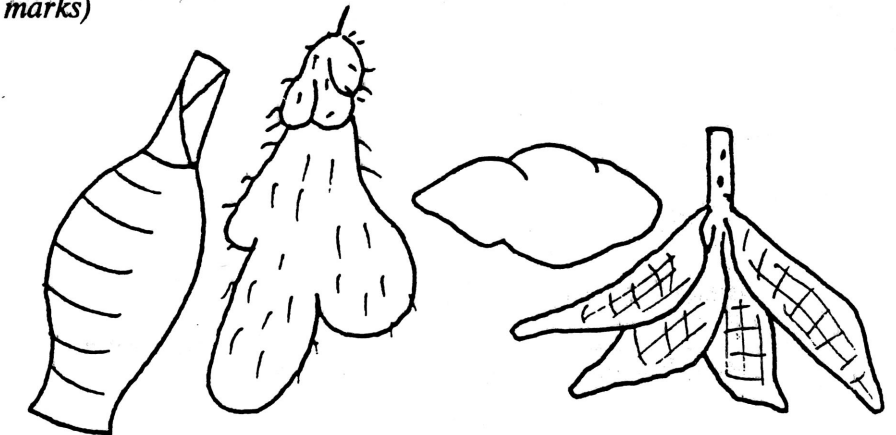


Question 3

a) The picture below shows some foods from the _____ food group. (2 marks)



b) The picture below shows some foods from the _____ food group. (2 marks)



BODY BUILDING OR GROWTH
ENERGY OR POWER
HEALTH

Question 4

Draw your favourite growth food. (3 marks)

END OF TEST

TERM 1 NUTRITION TEST

Time allowed: 1 hour

Name of pupil:

Mark: /20

Question 1

Instructions: Write YES or NO in the box provided at the end of each sentence.

a) We need food every day to make us feel well and strong and to help our bodies grow. (1 mark) ☐

b) If we do not eat any food for a long time, we will be very hungry and we will become sick. (1 mark) ☐

c) If your teacher eats more food she/he will grow taller. (1 mark) ☐

d) When we are hungry, it is a signal that our bodies need food. (1 mark) ☐

e) We feel hungry:

i) Just after a meal. ☐

ii) Just before a meal. ☐

iii) When we miss a meal. ☐

iv) After playing a lot of games. (4 marks) ☐

Question 2

Instructions: For questions 2 and 3 choose the right words from the list below and fill in the missing words in the sentence.

a) We can get our fish and shellfish from the _____, and our naus and paw-paw from the _____ or _____. We also can get some foods like rice and tinned fish from the _____.

We also get some of our fish from the _____. (5 marks)

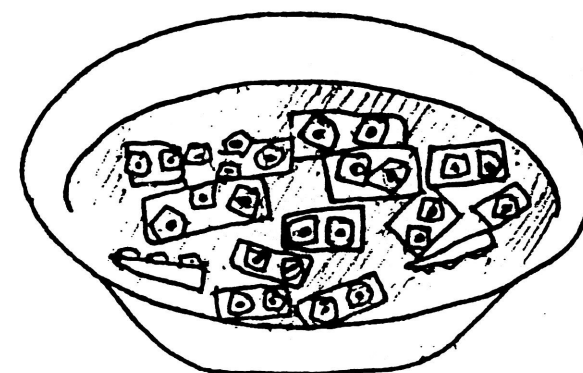
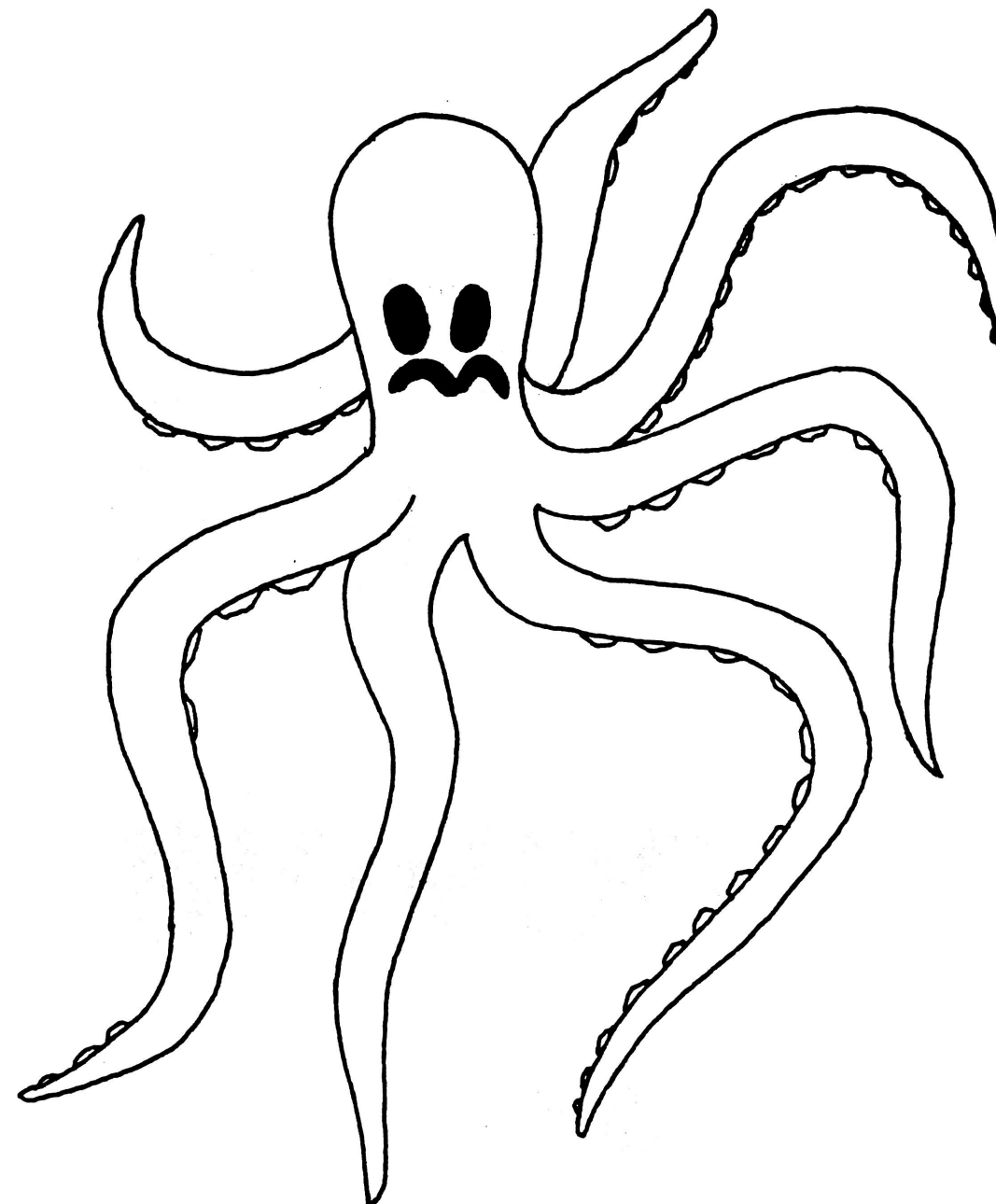
STORE

GARDEN

RIVER

BUSH

SEA



octopus



orange

EVALUATION

Teacher's note

1. The aim of this evaluation is to see whether the children have understood the content of the lessons. You can carry out the evaluation in the following ways:

a) If you have access to a photocopying machine and paper, you can photocopy the tests for each pupil. If you have access to a stencil machine, you can prepare your own stencil and make copies for your pupils.

OR

b) You can write the test on the blackboard and ask the children to write only the answers to each question in their exercise books or on pieces of paper. At the end of the test you will have to collect the papers in order to mark them.

OR

c) You can write the test on a big piece of blank paper and pin it on the board or wall. Ask pupils to write the answers to each question in their exercise books or on sheets of paper for you to collect at the end of the test to mark them.

OR

d) You can read the questions to the children. You will have to repeat each question three or four times. Again, the children will only need to write down the answers.

2. The length of time to be spent on the test is one hour, although you can adjust the time to suit your needs.

3. The number of marks for each question and the whole test is shown on the test. Here again you can adjust the marks to suit your school's particular marking system.

4. The answers to the end of term test are on pages 85 and 86.

children can remember the foods which come from the energy food group. Put the three food groups poster back or uncover it.

5. Give each pupil a small piece of paper, and ask them to draw an energy food on the piece of paper. If you have colouring pencils or crayons, the children can colour their pictures.

Cut out the pictures with a pair of scissors and paste them or pin them on the prepared energy or power food chart or make a mobile as discussed in the notes for lessons 3-6.

6. Ask the children to draw a favourite energy food in their books. Under the drawing pupils should write the name of the food and the following words: **"This is an Energy or Power food. It is good for me because it gives me power to run and play."**

7. Ask individual pupils these questions:

a) Name two energy or power foods.

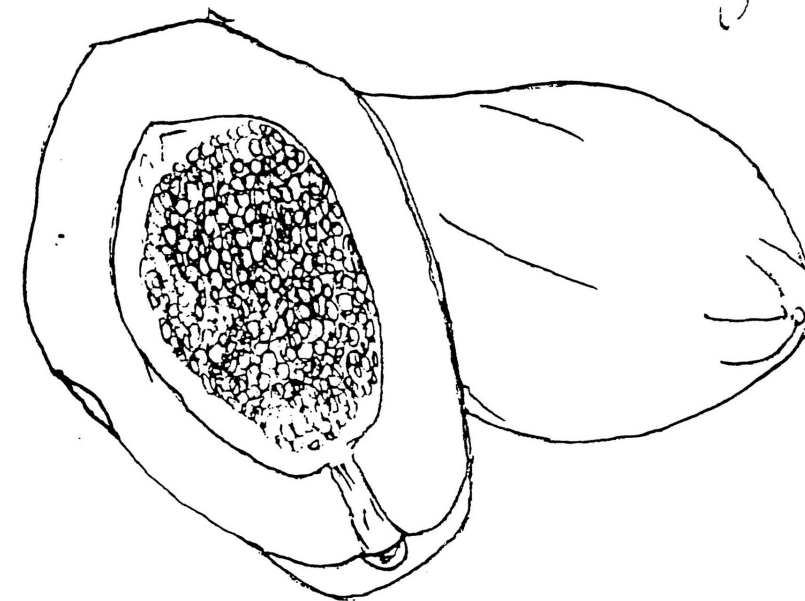
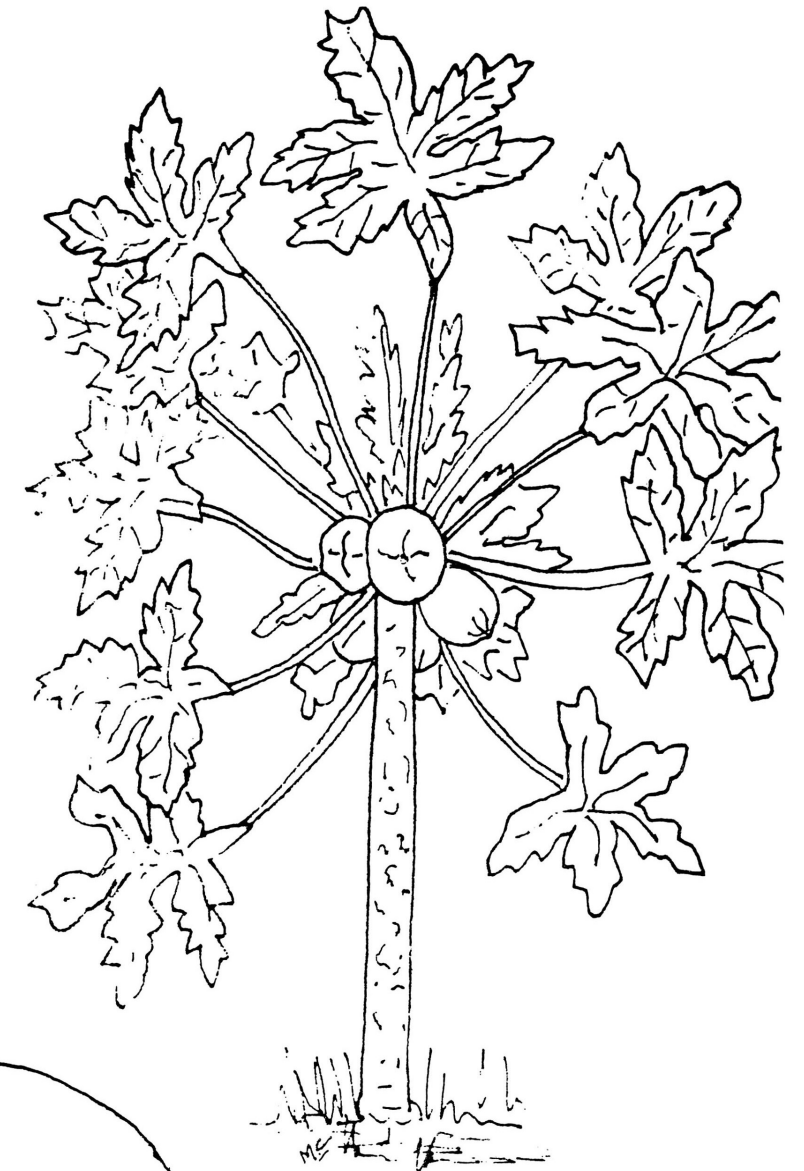
(Answer: Refer to the energy food poster; any two will do)

b. Where can you find these foods?

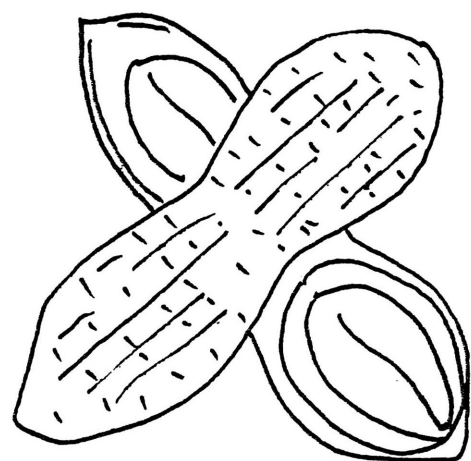
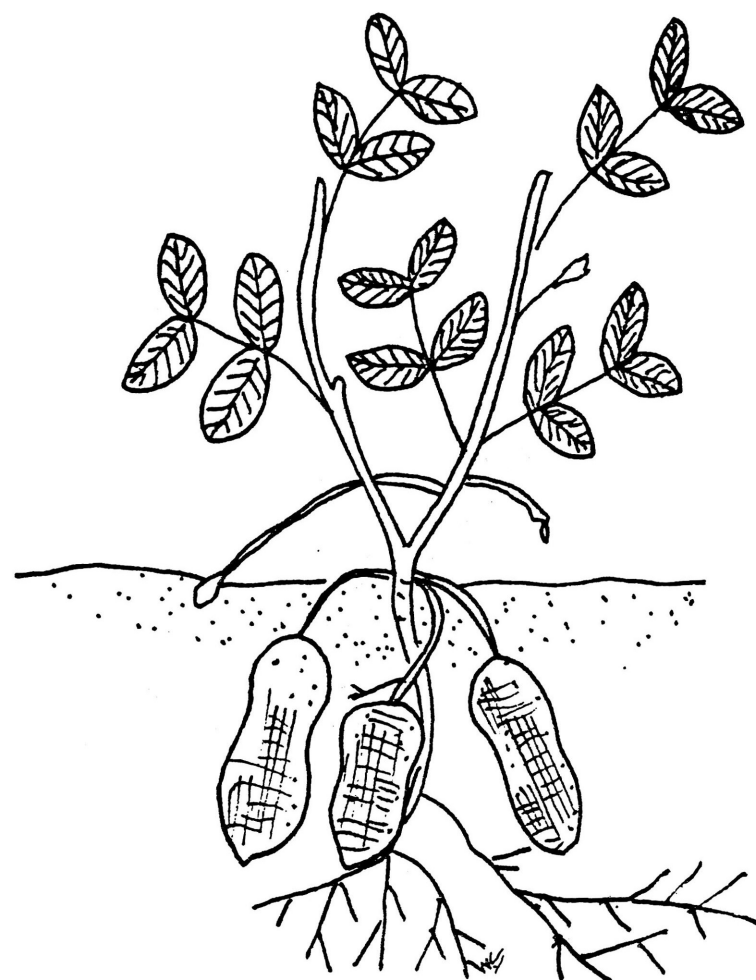
(Answer: Store, sea, bush, garden, etc.)

c) Why are energy or power foods good for us?

(Answer: Energy or power foods are good for us because they give us energy to run, work and play)



pawpaw



peanut

LESSONS 10, 11 AND 12: FOODS THAT GIVE US ENERGY

Objective

To help children learn more about energy or power foods.

Time needed: 30 minutes x 3

Materials needed

- The three food groups poster or the picture on page 19 of lessons 3–6
- The energy or power food group chart prepared by the pupils during the previous lessons
- A small piece of paper for each pupil
- A pair of scissors
- Colouring pencils if you have any
- Glue or sellotape

Preparation needed

Prepare pieces of paper to give to each pupil.

Teacher's note

In this lesson the children will learn more about energy or power foods. They will identify foods which give us energy in order for us to be able to do our daily activities.

Method

1. Tell the children: In our previous lessons we learned about body building or growth foods. Body building or growth foods have two very important roles to play in our bodies. What are they? *(Ask a pupil to answer this.)*
(Answer: Body building foods build our bodies and make us grow)

Tell the children: In this lesson we are going to discover foods which give us energy. Energy foods give us power to work and play. If we do not eat any energy food, we will be too weak to run or work or play.

2. Ask the children to run around the school yard for 3 to 5 minutes as fast as they can. When they return, ask: "How do you feel?"
(Answer: Tired and hot)

Then ask: "When did you last eat?"
(Answer: Breakfast, lunch, or snack)

"Would you have been able to run as well if you had not eaten?"
(Answer: No, we would have been hungry and too weak and tired to run)

3. Refer to the chart which the children prepared on the energy or power food group in lessons 3–6 and ask pupils to read the chart aloud. Tell the children: Now we know we need food to give us energy to work and play. Let us look closely at foods that give us energy.

4. Using the three food groups poster, point to the energy or power food group. Ask the children to name all the foods in this group. Remove the poster, cover it, or tell the children to turn away from the poster. See if the

colour their pictures. Cut out the pictures with a pair of scissors and paste or pin them on the body building or growth food chart or make a mob as discussed in the notes for lessons 3–6.

6. Ask each pupil to draw a favourite body building food or growth food in his or her book. Each pupil should write the name of the food and the following words under the drawing: **"This is a body building or growth food. It is good for me because it builds my body and makes me grow."**

7. Ask individual pupils the following questions:

a) Name two body building or growth foods.

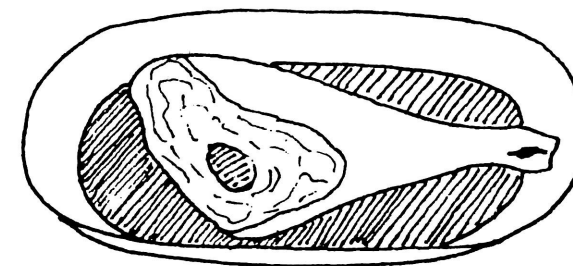
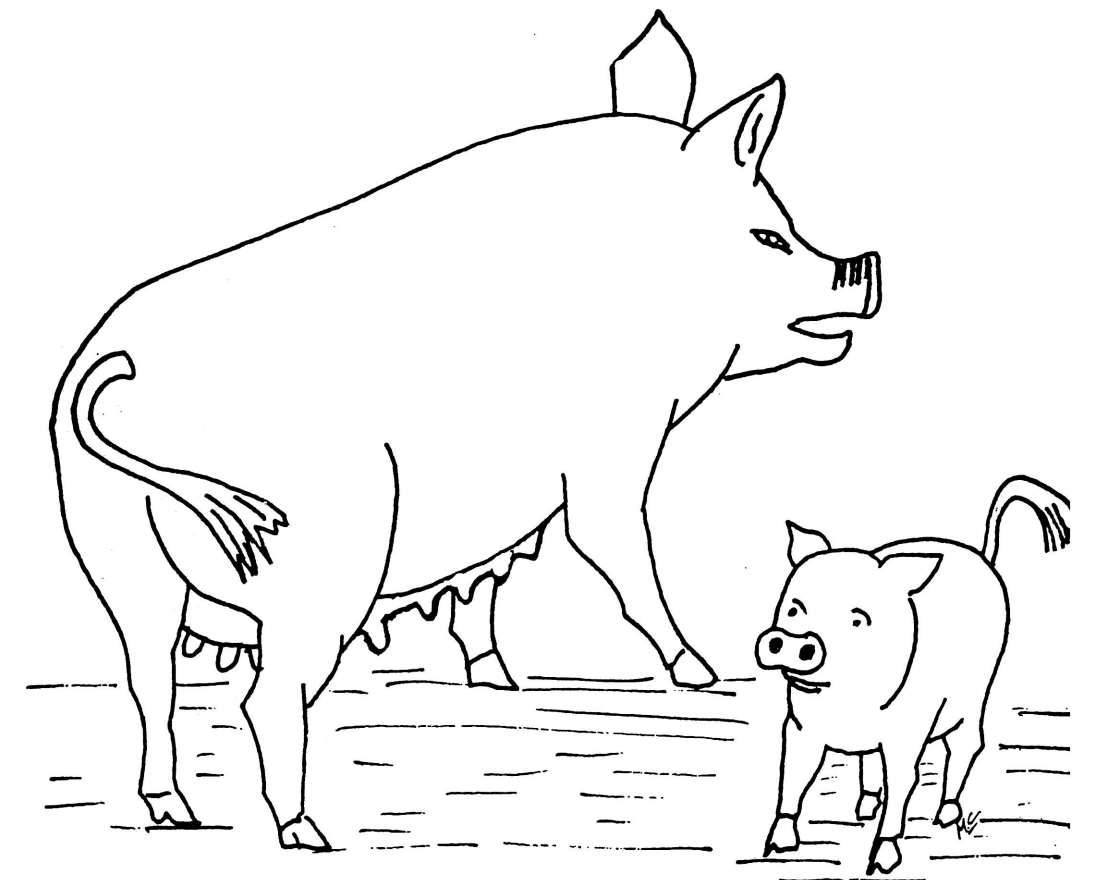
(Answer: Refer to the three food groups poster. Any two will do)

b) Where can you find these foods?

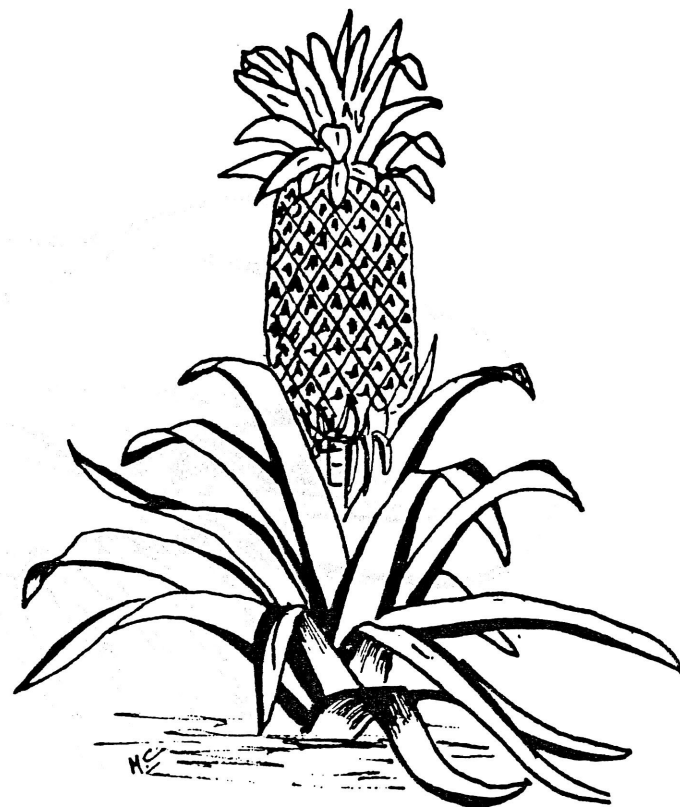
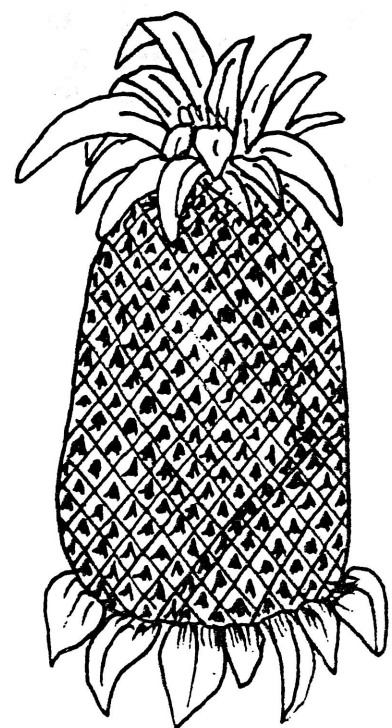
(Answer: Store, sea, bush, garden, etc.)

c) Why are body building foods or growth foods good for us?

(Answer: Body building foods or growth foods are good for us because they build our bodies and make us grow)



pig



pineapple

LESSONS 7, 8 AND 9: FOODS THAT MAKE US GROW

Objective

To encourage children to learn more about the body building or growth foods.

Time needed: 30 minutes x 3

Materials needed

- The three food groups poster (Tri kaen kakae) or picture on page 19
- The body building or growth food group chart prepared by students during lessons 3–6
- A small piece of paper for each student
- A pair of scissors
- Colouring pencils if you have any
- Glue or sellotape

Teacher's note

In the previous lessons the students learned that foods can be divided into various groups. They can be grouped according to where they are found and also according to what they do for our bodies. Foods do three main kinds of work in our bodies. They:

- Give us energy
- Build our bodies and make us grow
- Keep us healthy

In this lesson the students will learn about foods which build our bodies and make us grow.

Method

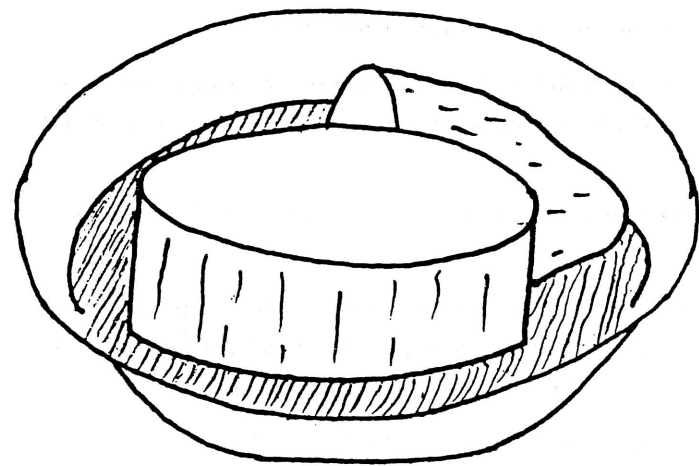
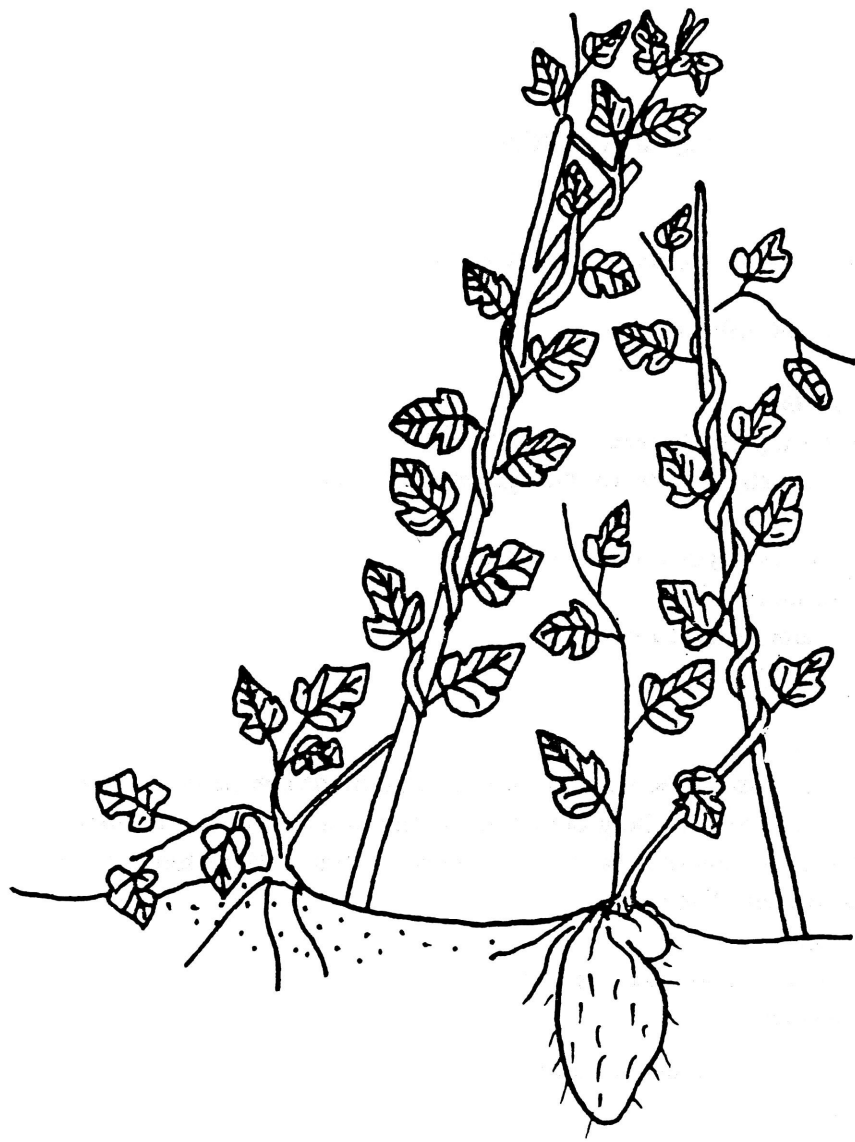
1. Refer to the chart which the body building group of children prepared in the last lessons and ask all the children to read the words aloud.
2. Ask the children: Do you remember in Year 2 and in the health course this year when we looked at how tall we were on a height chart? Can you remember how tall you were?

Carry out the same exercise described in Lesson 8 of the Year 2 teacher's guide.

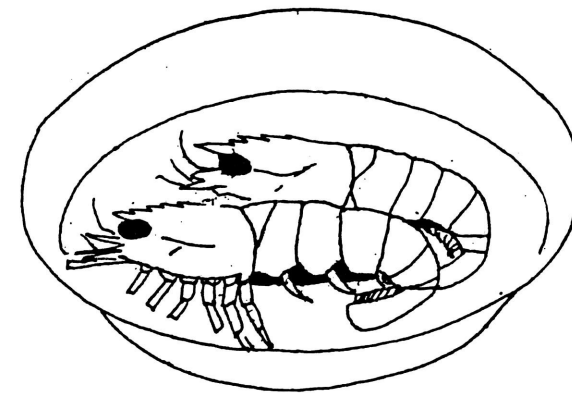
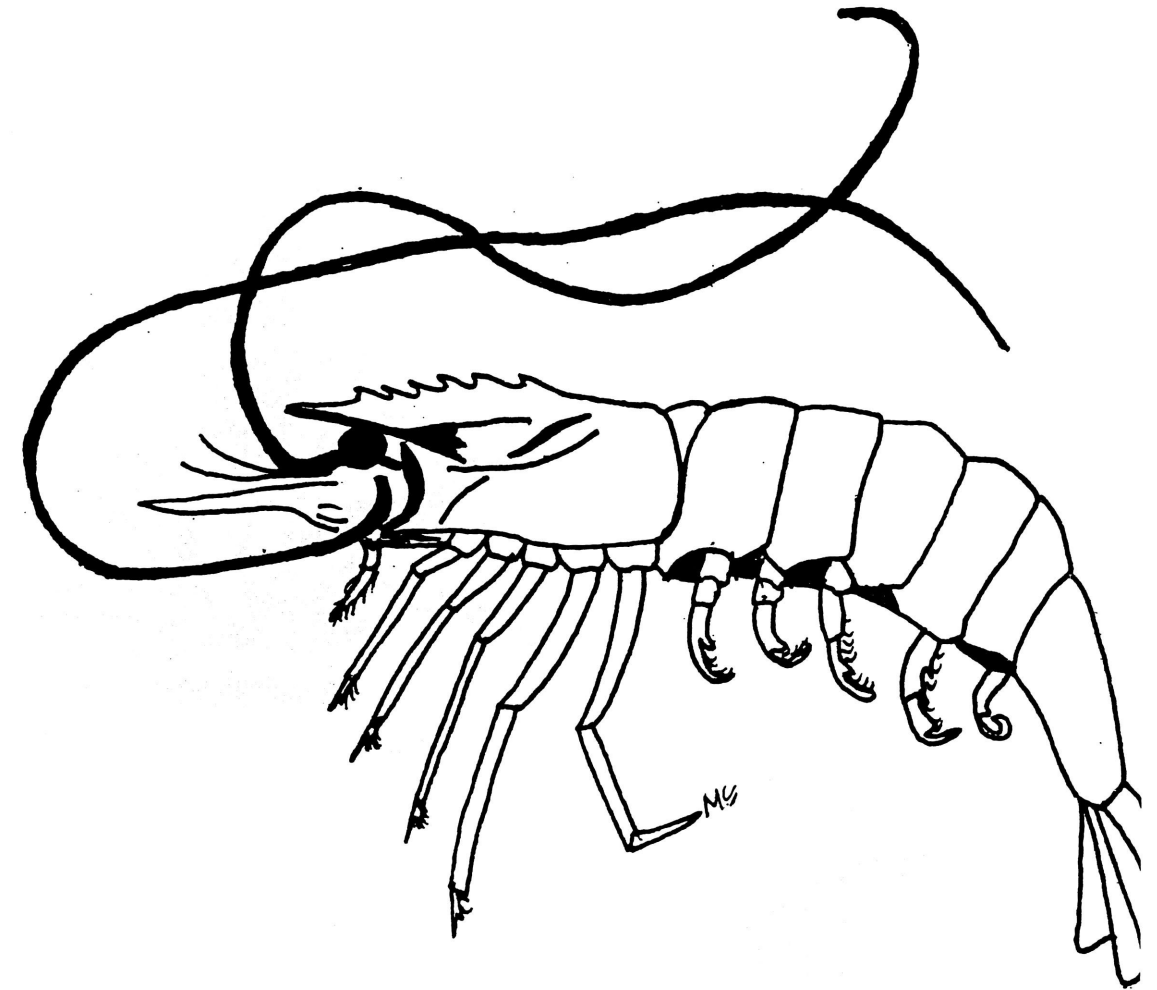
3. Tell the children: Now we know that we need food to build our bodies and make us grow. Let us look closely at foods which build our bodies and make us grow. We have talked about this briefly in the earlier lessons.

4. Using the three food groups poster, point to the body building or growth food group and ask the children to name all the foods from this group. Remove or cover the poster or tell the children to turn away from the poster. See if the children can remember the foods from the body building or growth food group. Put the three food groups poster back or uncover it.

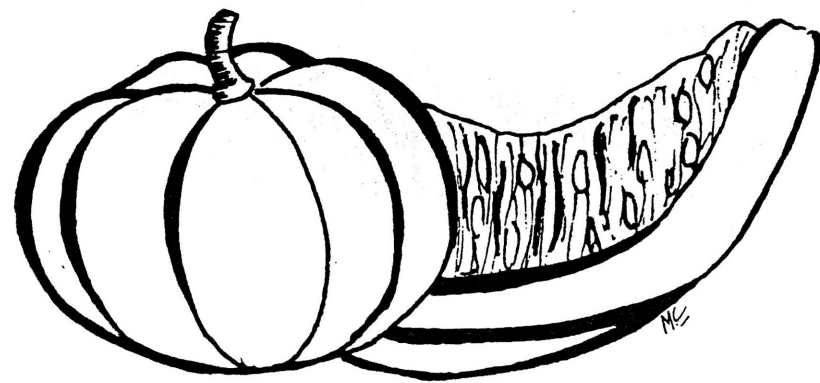
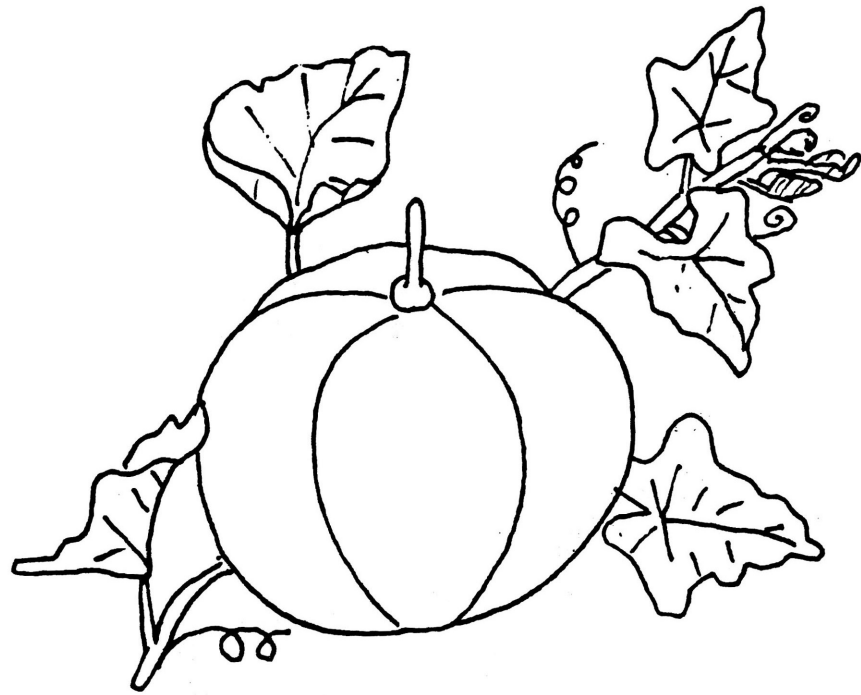
5. Give every pupil a small piece of paper and ask each one to draw a body building or growth food on the piece of paper. Have each pupil draw a different body building or growth food. If you have colouring pencils, they can



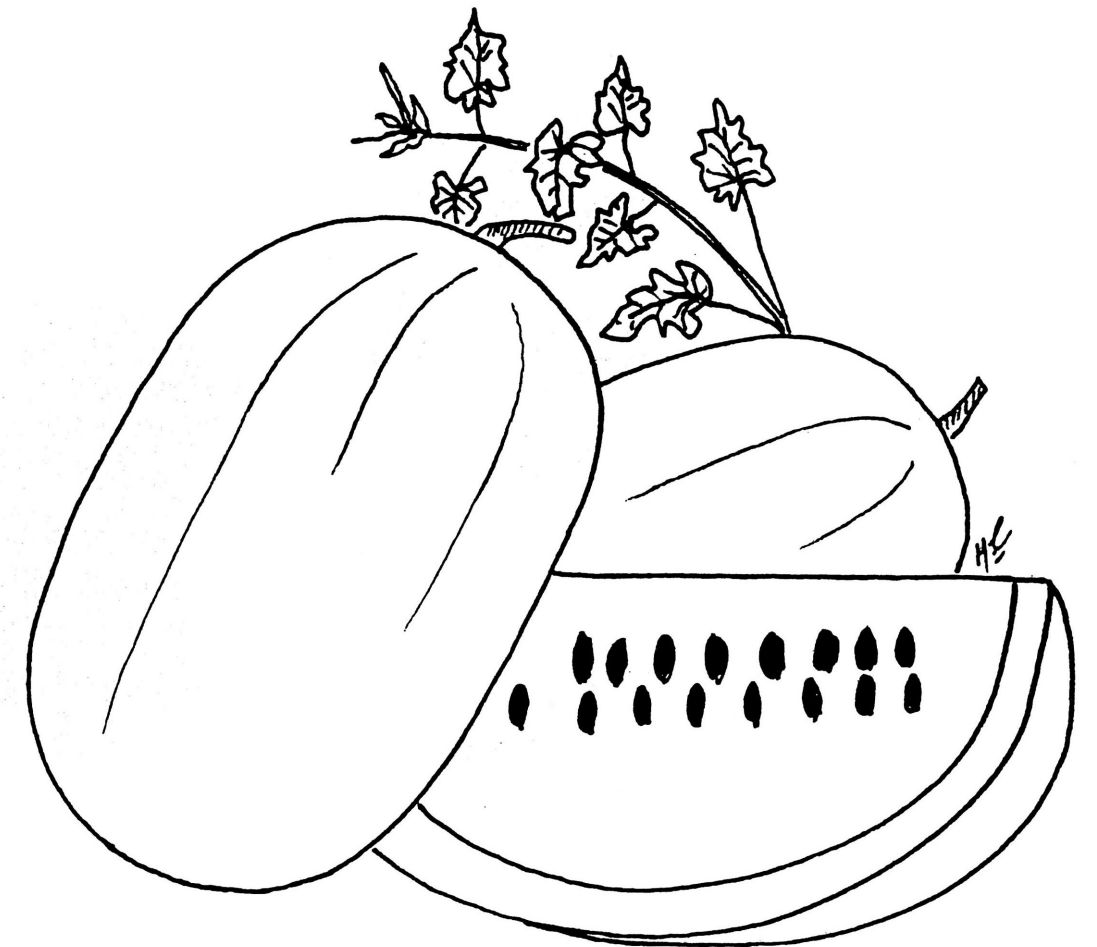
yam



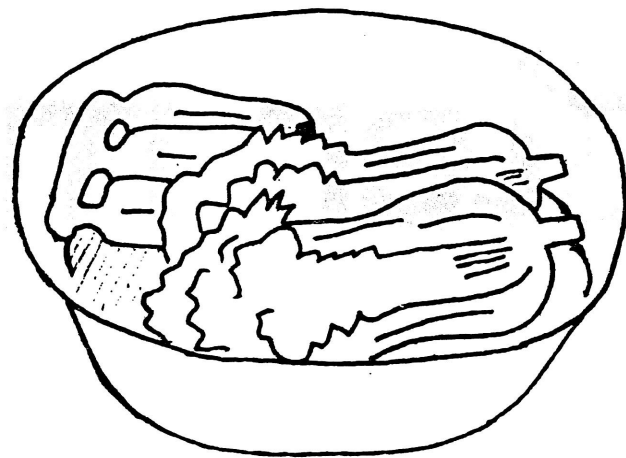
prawn



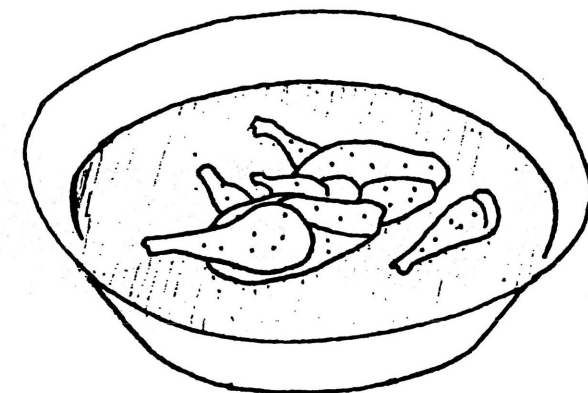
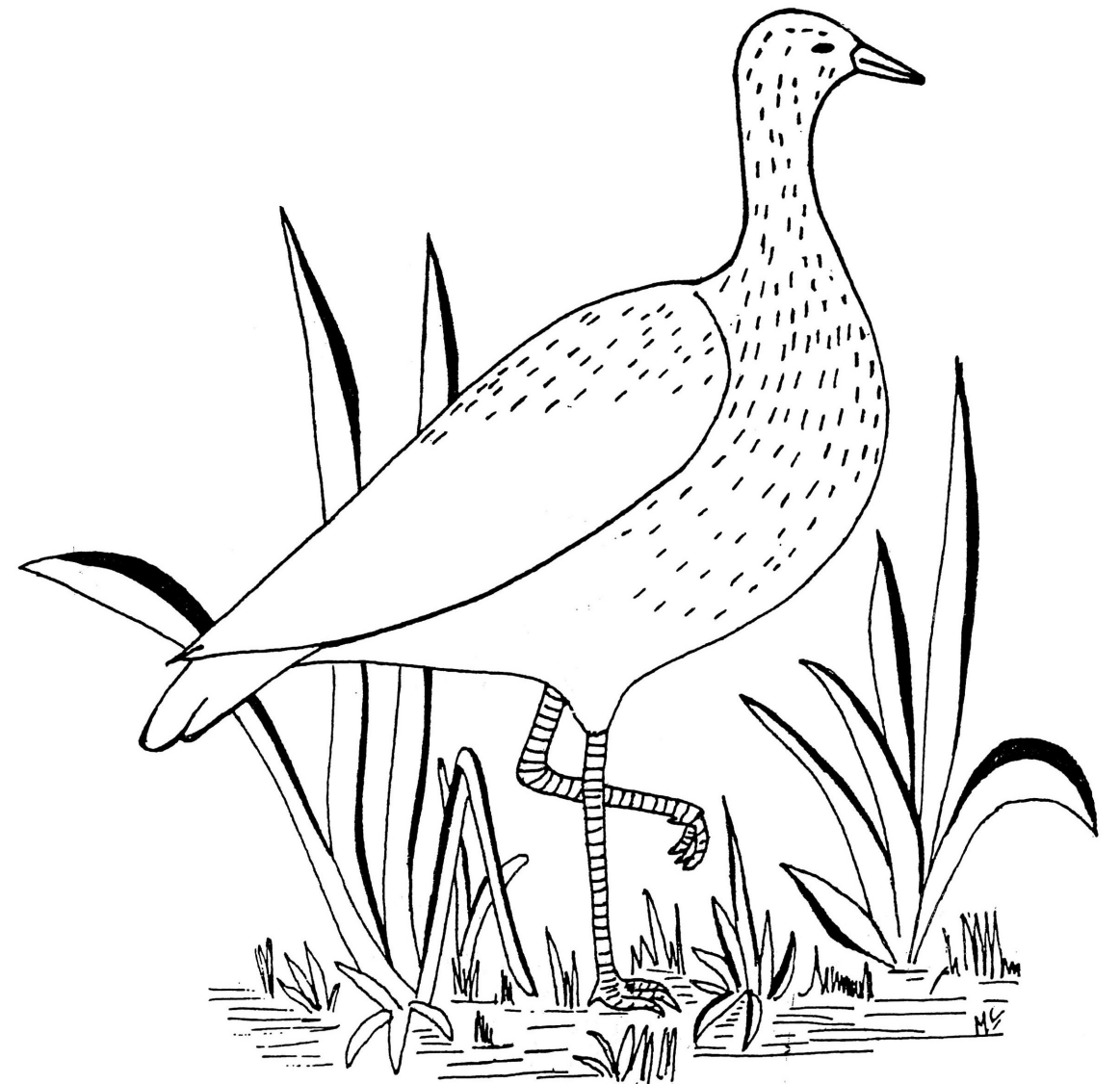
pumpkin



water melon



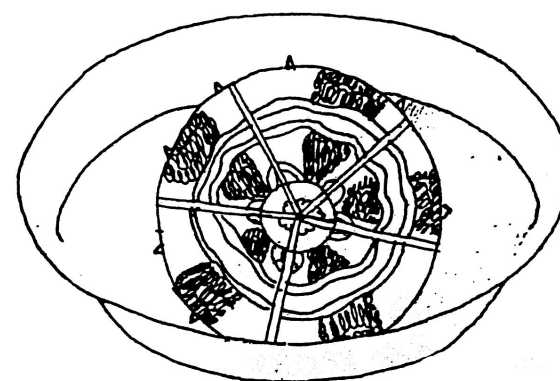
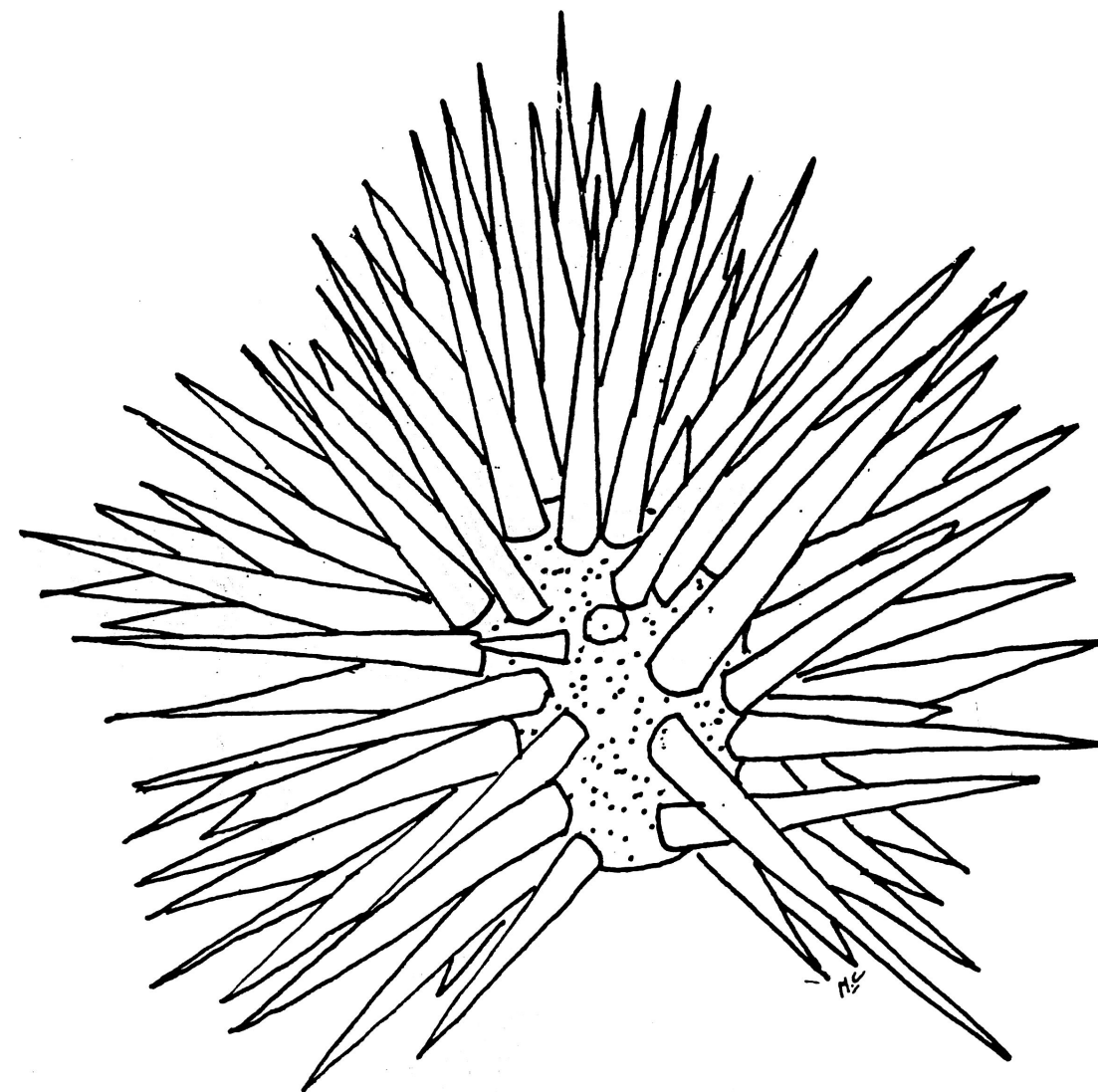
vegetables



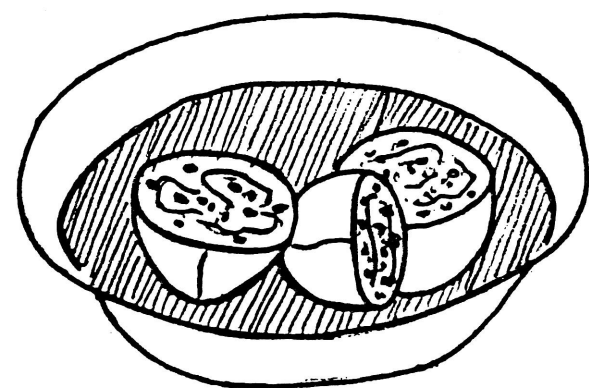
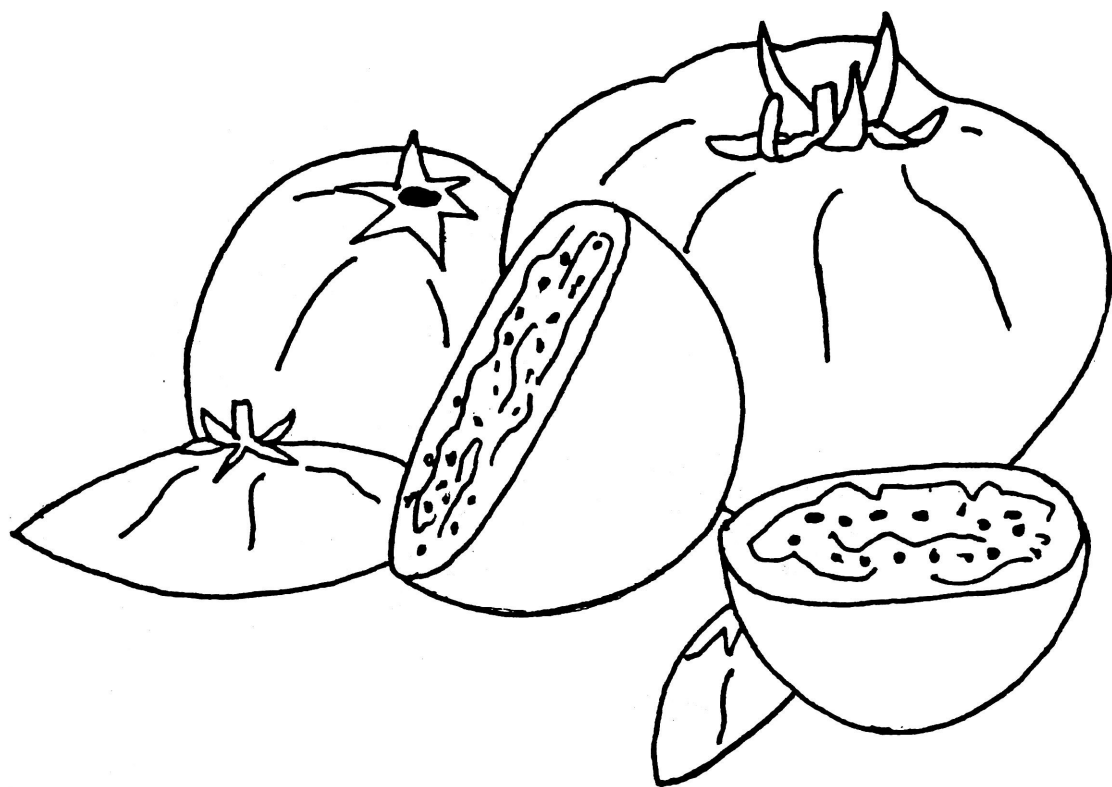
quail



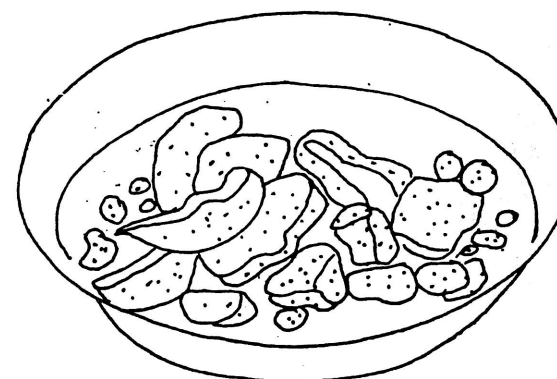
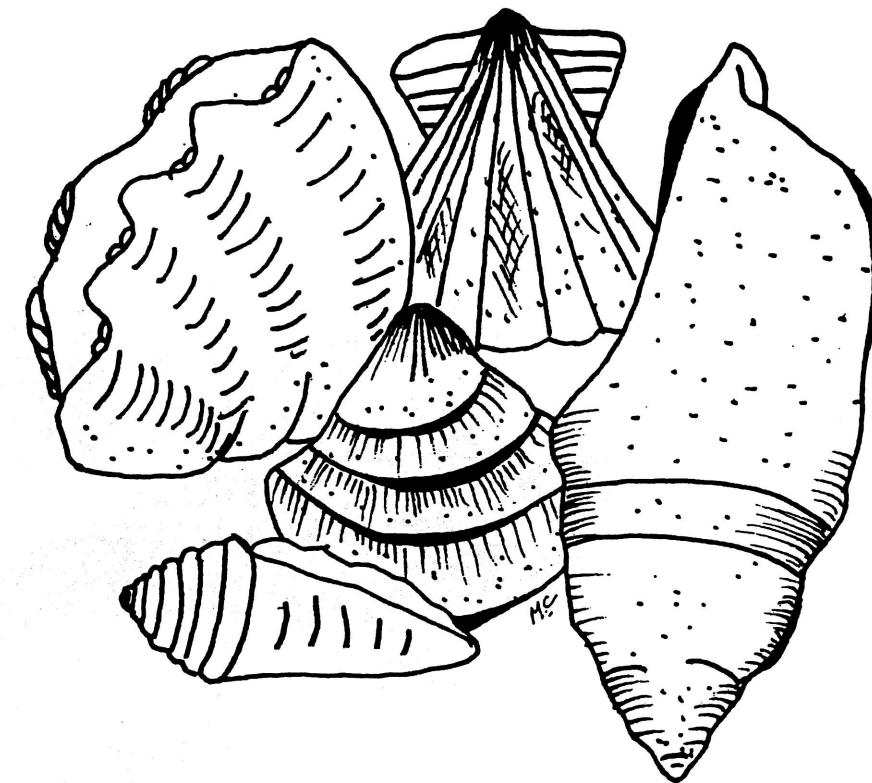
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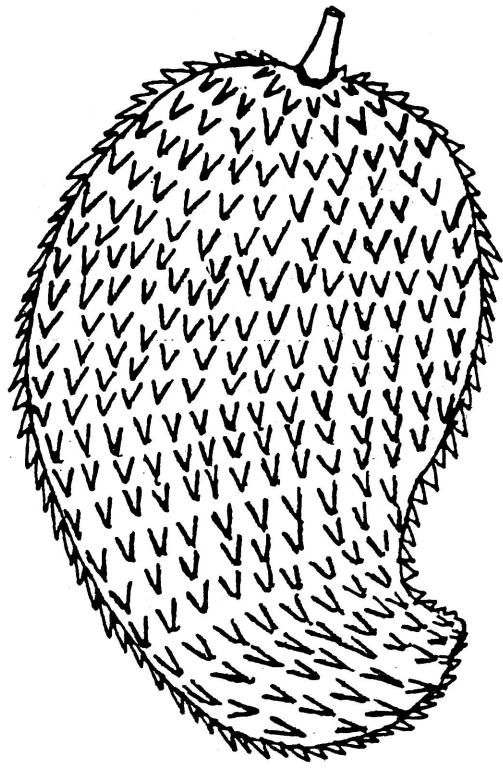
urchin



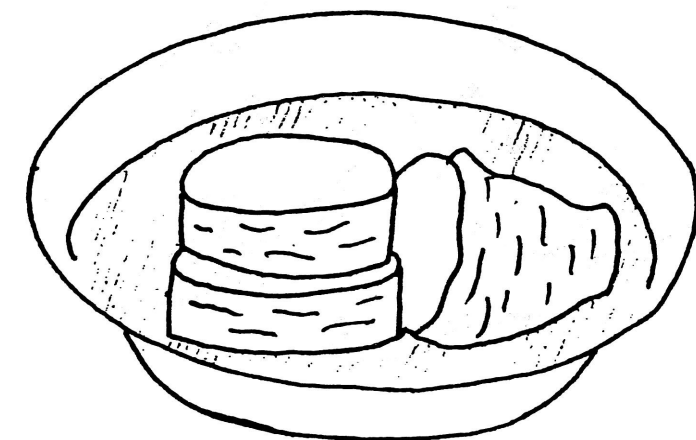
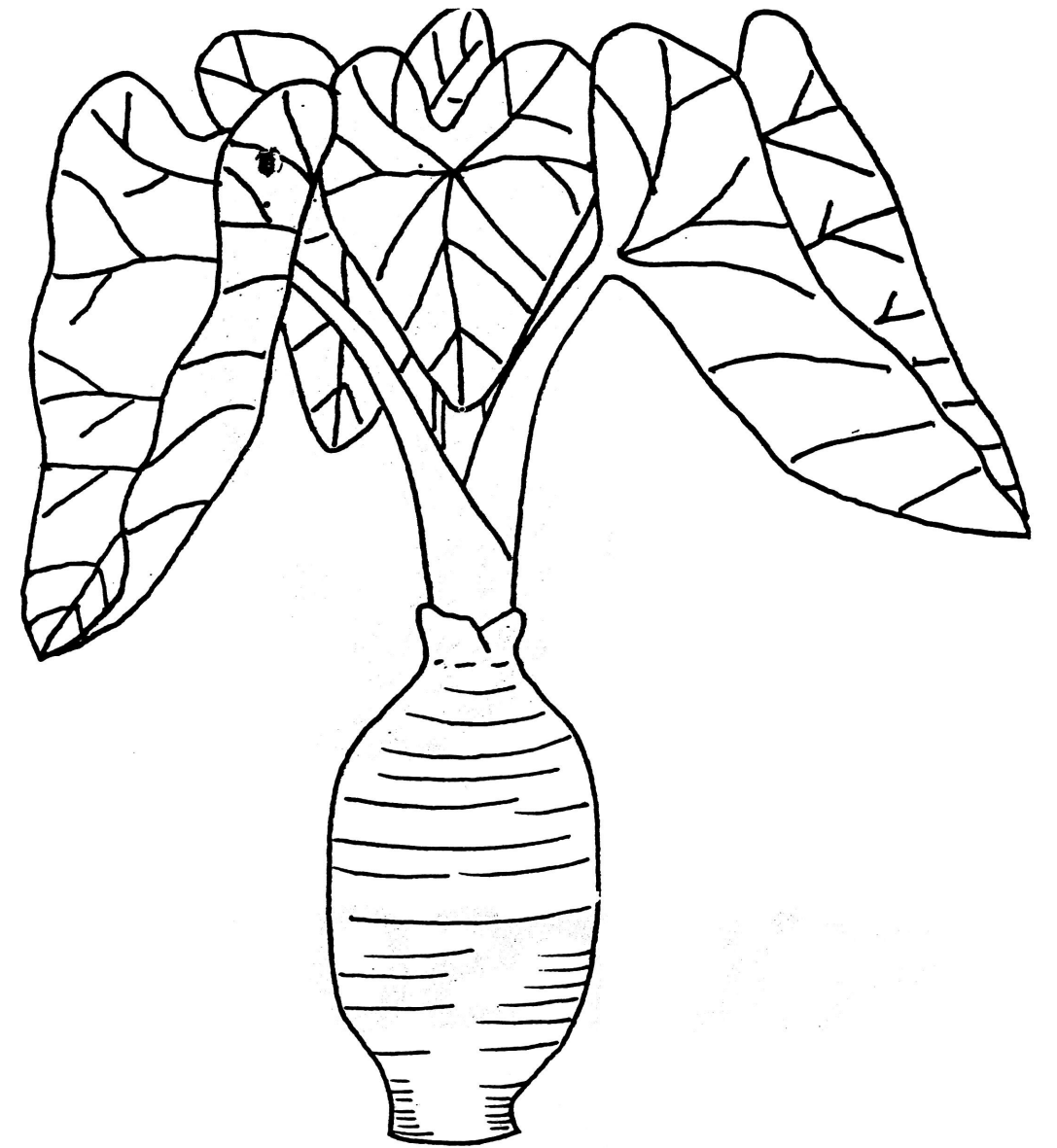
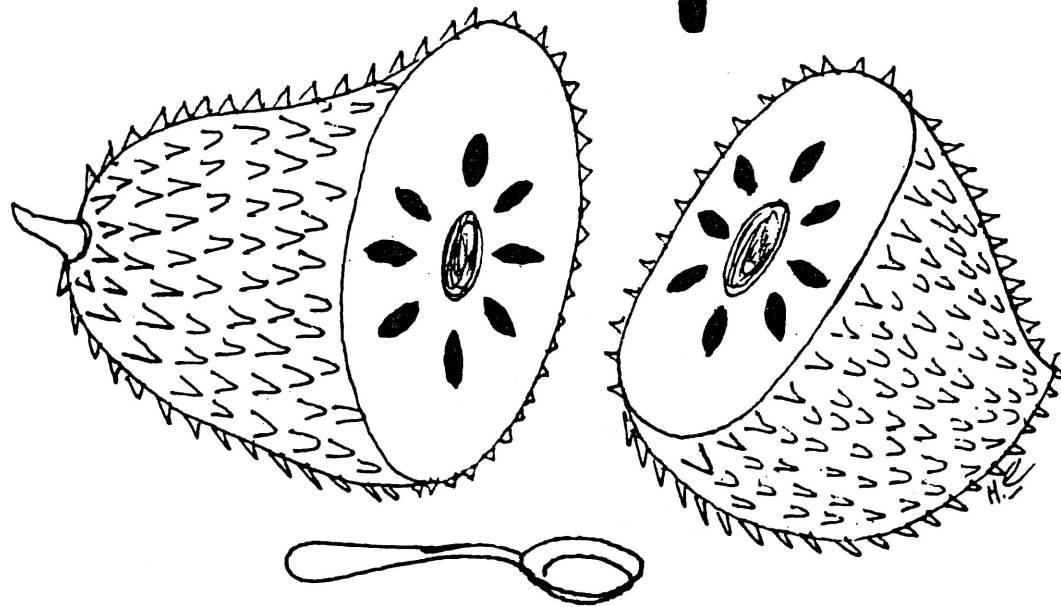
tomato



shellfish



soursop



taro