

# **ENVIRONMENTAL STUDIES**

## **NUTRITION**

**Teacher's Book**

**Year 6**

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



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

**CURRICULUM DEVELOPMENT CENTRE OF VANUATU**

**TEACHING NUTRITION IN THE ENVIRONMENTAL**  
**STUDIES CURRICULUM YEAR 6**  
**SUMMARY OF THE LESSONS**  
**OUR FOOD AND NUTRITION**

In Year 6 the students learn more about what is inside the foods we eat and their relationship to our growth and development. They are introduced further into the various nutrients in foods especially the work of food within our body. A revision of good and bad snacks continue in year 6 and also learning about the nutrients inside these foods.

They also learn about the growth of children in relation to food and drinks for children who are sick, malnutrition, other nutrition related sicknesses such as diabetes and heart disease. They also look into the importance of nutrition and agriculture in the schools, villages, town and our country.

Lastly they look at food and its importance to us on special occasions such as feasts etc...

## YEAR 6.

### Term 1

#### Lessons No. 1, 2, 3, 4 and 5

##### Objective :

To learn more about the nutrients in food, where they come from and what they do in the body.

Time needed : 5 x 30 minutes

##### Materials needed :

- Food comparison charts from Nutrition Section, Port-Vila.
- Pencils and paper.
- Nutrition Bingo game
- Material for four legged race.

##### Teachers' notes :

Some of this lesson is a revision from Grade 5 on the different nutrients. In Grade 6 the students should be able to understand the bar-charts we have used in the teachers' notes before and so these are included in the method.

The charts that are included here show the percentage of the nutrient contents. At this grade level it is not important for students to learn many nutrient names such as niacin, vitamin B, etc. It is more important for them to use the charts to compare different foods. In this way they can see which kinds of foods are high in nutrients and which kinds of foods are low in nutrients.

##### Method

1. Tell students the names of foods listed below, and ask them to tell you the name of the food group each of these foods belongs to :

Fish	: Body building food group
Taro	: Energy food group
Mango	: Protective food group
Pork	: Body building food group
Breadfruit	: Energy food group
Island cabbage	: Protective food group
Pawpaw	: Protective food group

2. Ask the students to tell you why our bodies need food from the three food groups.

Body growth and strength	- Body building foods
Energy, work and play	- Energy foods
Protection from sickness	- Protective foods



3. Ask the students if they can remember what is in foods that help our bodies do all these things.

Answer : NUTRIENTS (write this word on the board)

Revise with the students what the nutrients found in each food group are :

Answer : Body building nutrients = PROTEINS

Energy nutrients = CALORIES

Protective nutrients = VITAMINS AND MINERALS

Tell the students to write these words in their exercise books.

4) Play the Nutrition Bingo, see the instruction inside the package which you can obtain these from the Nutrition Section, Health Dept. Port-Vila. This is to remind the students of the three food groups.

5) Ask the students the following questions.

- What are the main nutrients we find in fish and meat ?  
(Answer : Proteins)

- What are the main nutrients we find in mango and tomatoes?  
(Answer : Vitamins and minerals).

- What are the main nutrients we find in sweet potato and rice ?  
(Answer : Calories).

6) Tell the students that there are many different kinds of the protective nutrients i.e. the minerals and vitamins (Vitamin A, C and B). (Calcium, Iron, Iodine)

Ask the students what do the protective minerals and vitamins do to our bodies.

Answer : They help protect us from getting sick.

Tell the students that these are many parts to our bodies as they will have learnt in their health lessons. For example we are made up of skin, bones, muscles, blood and we have things like eyes to see with. All of these parts of the body are important to us and so we need to protect them from getting sick and worn out. There are many different vitamins and minerals because they all help protect different parts of the body from sickness. The most important ones we need to know about are :

Vitamin A - keeps our eyes healthy

Vitamin C - Keeps our skin healthy

Vitamin B (there are many different kinds) - Keep our muscles healthy.

Mineral Iron - Keeps our blood strong and healthy

Mineral Calcium - Keeps our bones strong and healthy.

7. Tell students you are going to show them some charts which show the amounts of some of the nutrients in different foods. Show the charts on pages 5 to 17 as you discuss the information on the back. Nutrition section Port-Vila has large posters of some of these foods that you can also use.



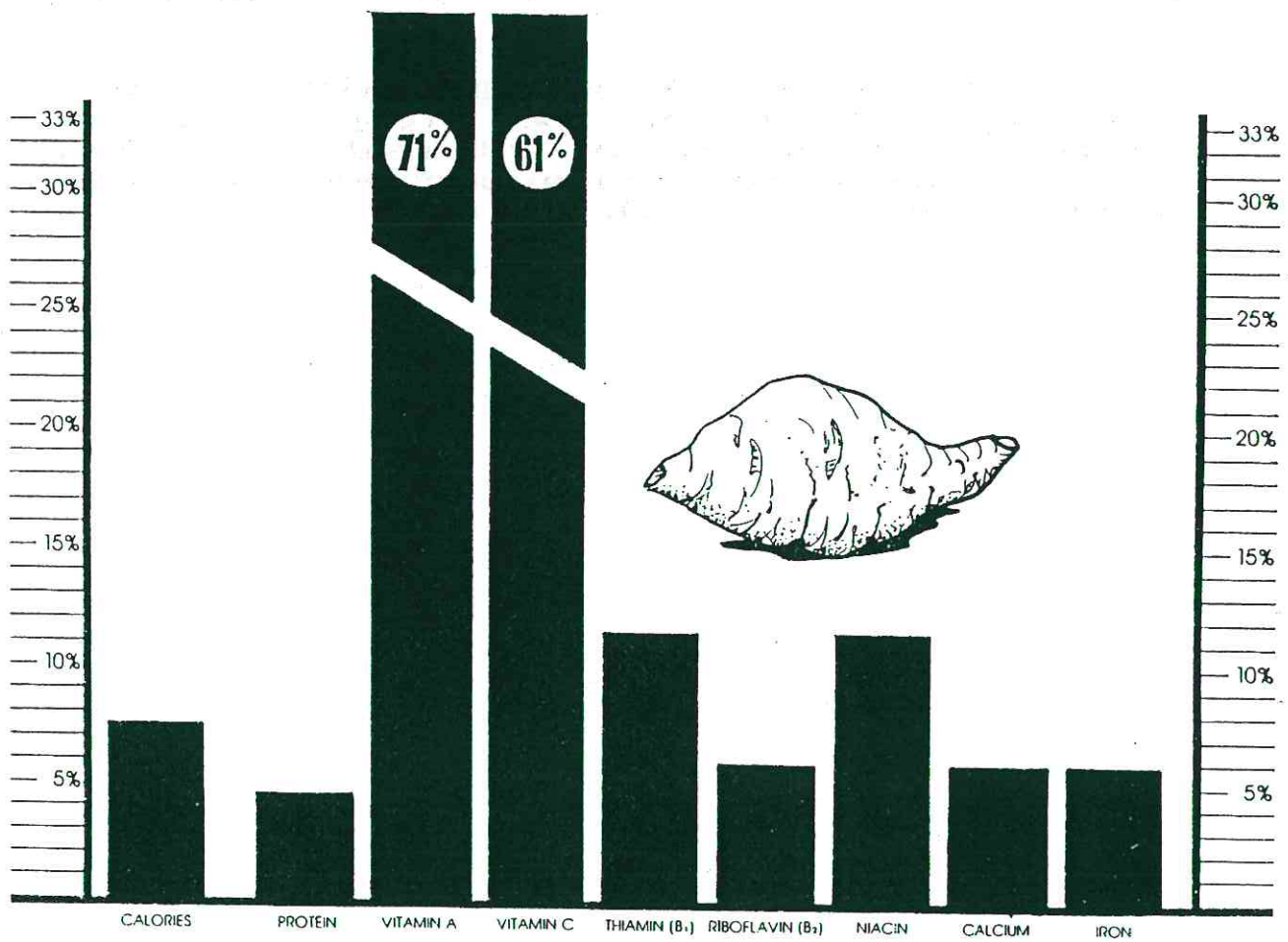
8. Summarise the lesson for the students.

Tell the students :

We can see that different foods are made up of different nutrients. We need to eat lots of different kinds of food to make sure we get all the nutrients our body needs. We know we must always eat some energy food, some body building food and some protective food each day. We must also remember to eat a variety of protective foods to make sure we got enough of all the different kinds of protective nutrients to keep our eyes, skin, bones and blood healthy.

This chart shows the nutrients in sweet potato. This food is high in energy nutrients which are called CALORIES (point to the first bar).

This bar shows the energy value. Sweet potato is in the energy food group because it contains alot of energy nutrients. It also contains other nutrients our bodies need. (point to the rest of the bars) .

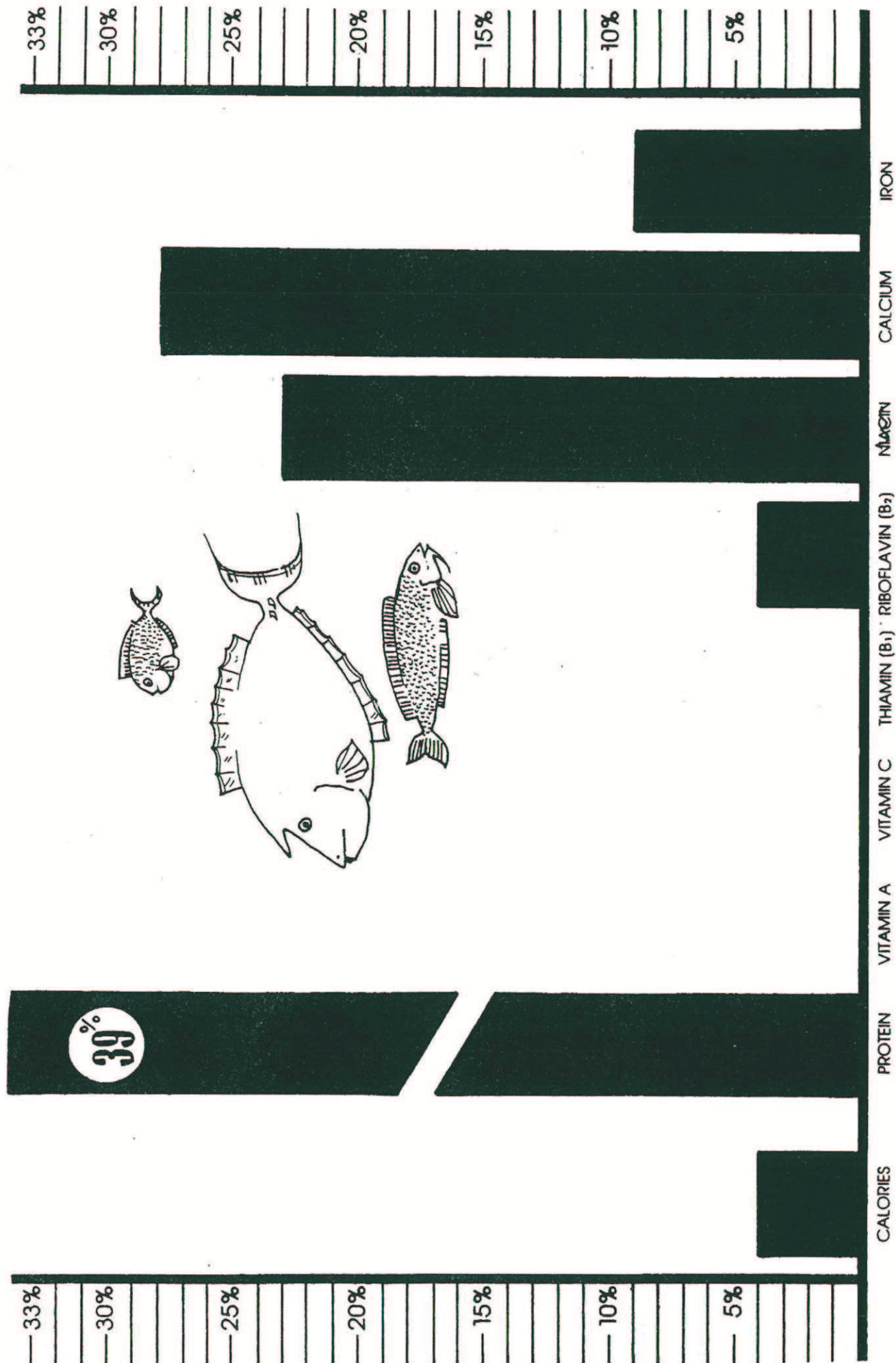


KUMALA



This chart shows the nutrients in fish. This food is high in the nutrient PROTEIN (point to the second bar).

This bars shows the protein value. Protein is the nutrient we need for growth. Fish is a body building food because it contains a lot of protein. It also contains some small amounts of other nutrients our bodies need. (Point to the rest of the bars).

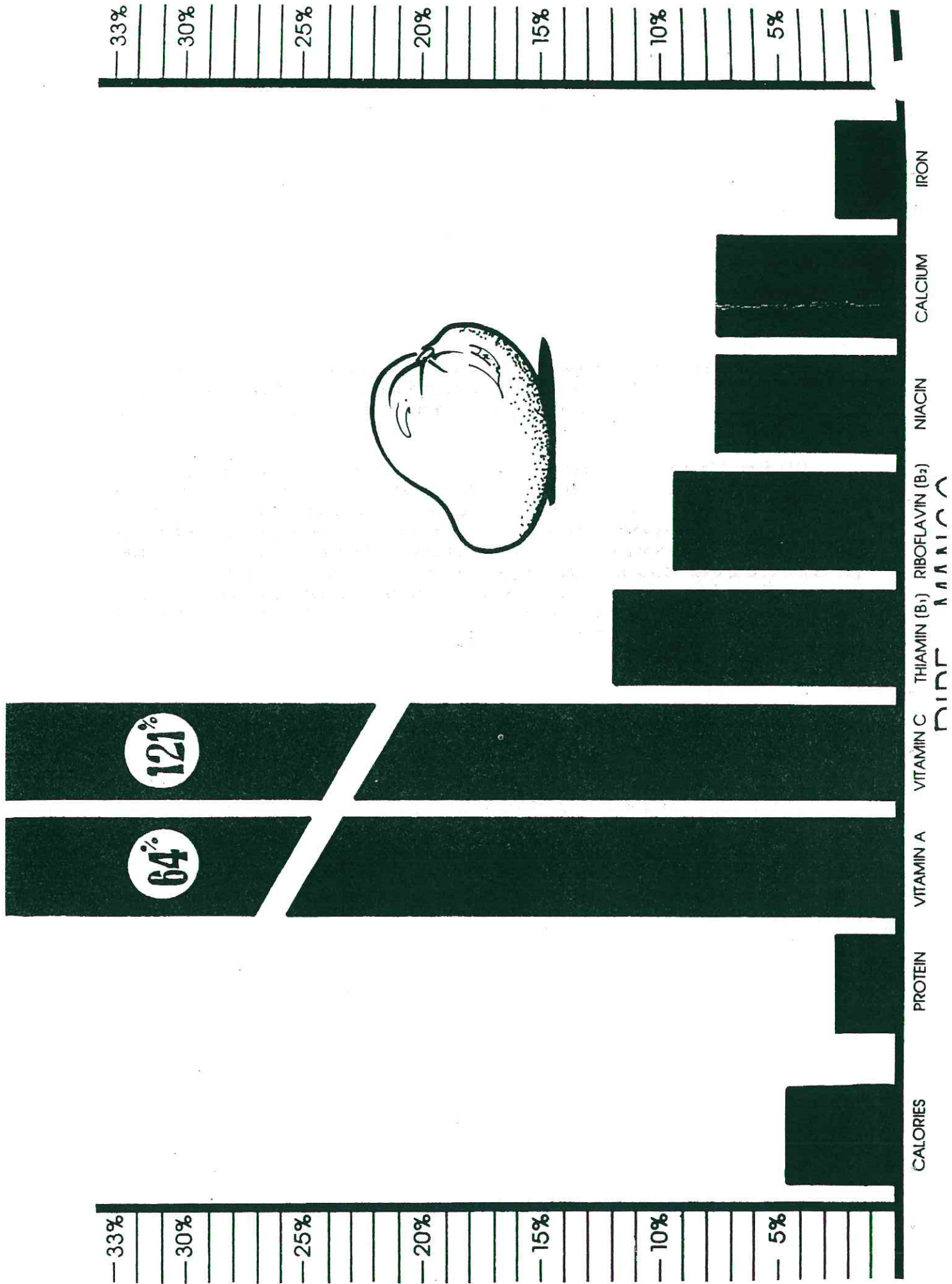


## FRESH FISH

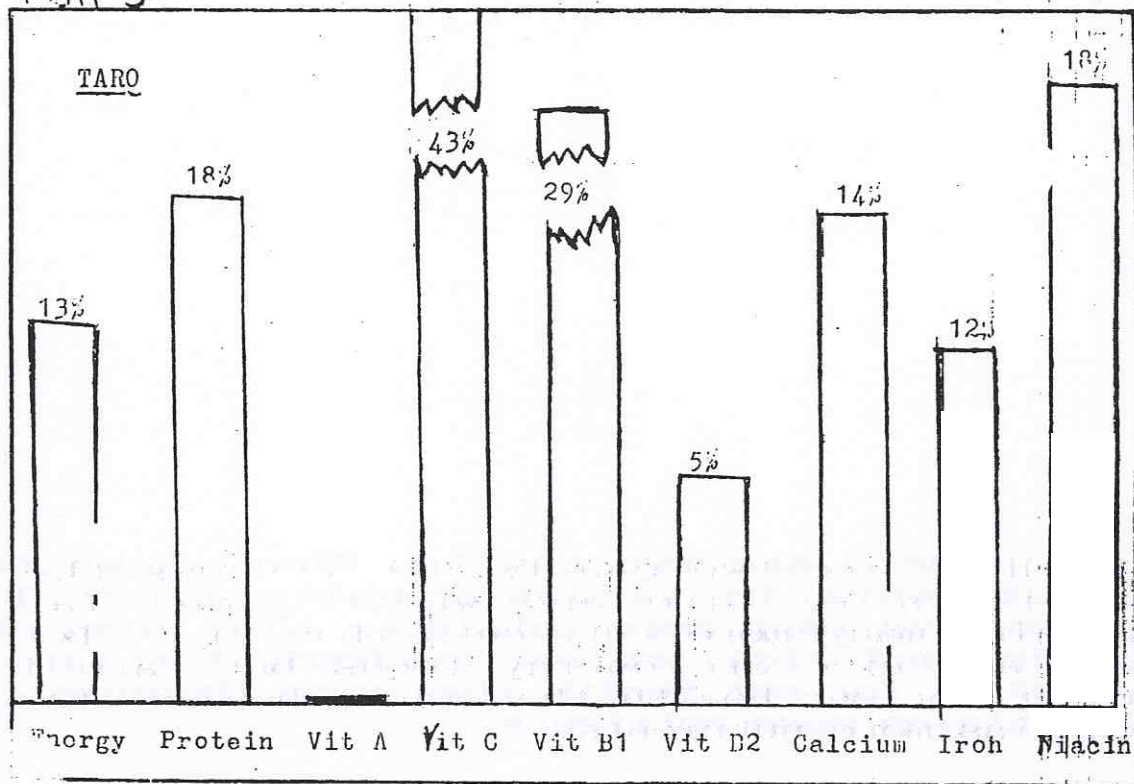
This chart show the nutrients in a mango. This food is high in vitamins. (point to the third bar - Vitamin A, and the fourth bar, Vitamin C).

This bar shows some vitamin values. Vitamins are the nutrients we need to protect our bodies from sickness. Vitamin A keeps our eyes healthy and vitamin C keeps our skin strong and healthy. Mango is in the protective food group because it contains a lot of vitamins. It also contains some small amount of other nutrients our bodies need (Point to the rest of the bars).

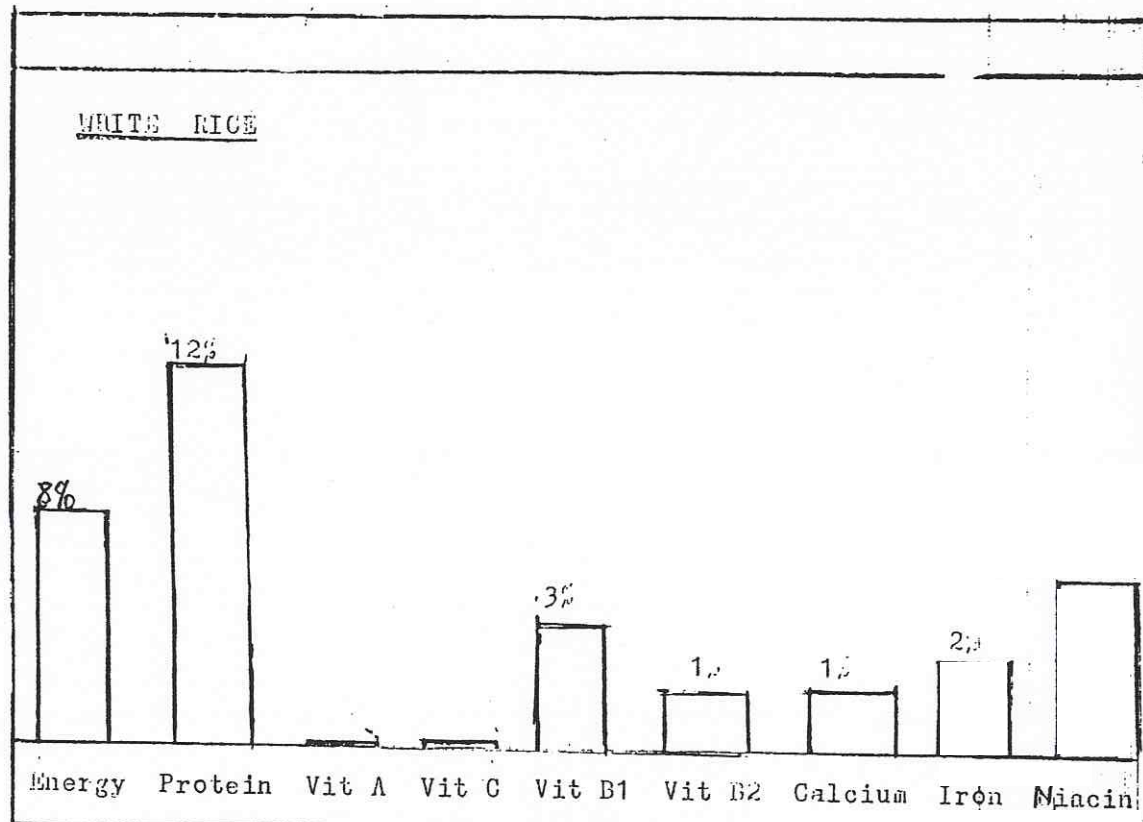




Here are two charts. They shows the nutrients in taro and white rice. Taro contains many more nutrients than rice. Both taro and rice are energy foods but taro is better for our health than rice, because taro contains more nutrients.



Percentage of daily needs of an adult woman, filled by one cup of cooked taro.

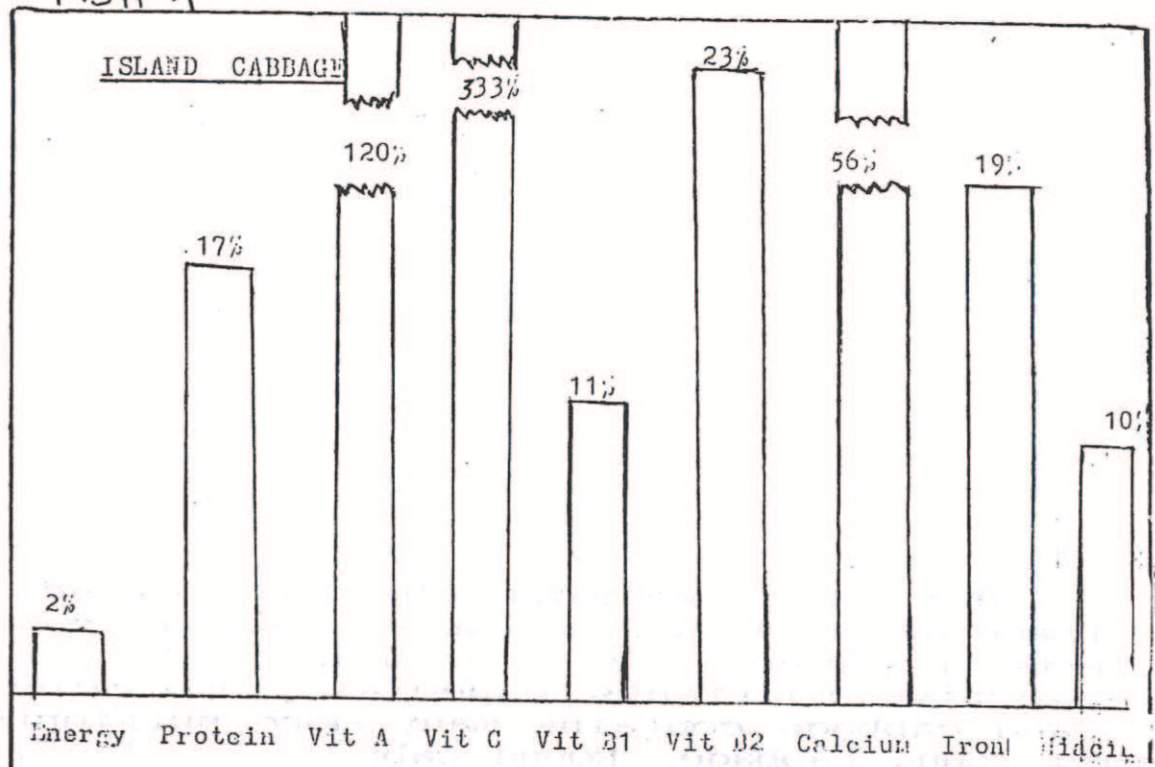


Percentage of daily needs of an adult woman, filled by one (1) cup of cooked rice.

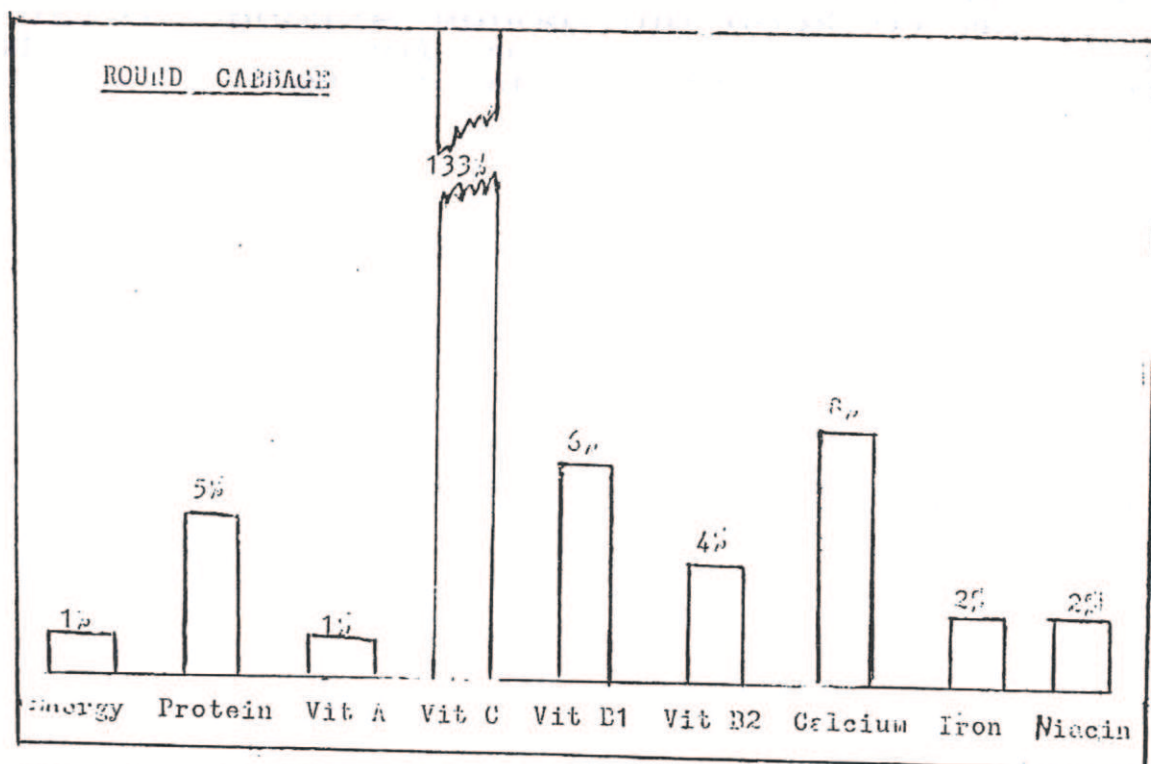


Here are two more charts. Island cabbage and round cabbage are both protective foods because they contain a lot of protective nutrients especially vitamins. Island cabbage contains many more nutrients than round cabbage. Round cabbage has hardly any vitamin A but island cabbage has a lot of vitamin A which helps keep our eyes healthy. Island cabbage also contains lots of minerals which are also protective nutrients. It has a lot of iron to help keep our blood strong and calcium to keep our bones strong. Island cabbage is a very good food for us to eat. It contains many protective nutrients.

# PIJA 4



Percentage of daily needs of an adult woman, filled by one (1) serving (about  $\frac{1}{2}$  cup after cooking) of island cabbage.

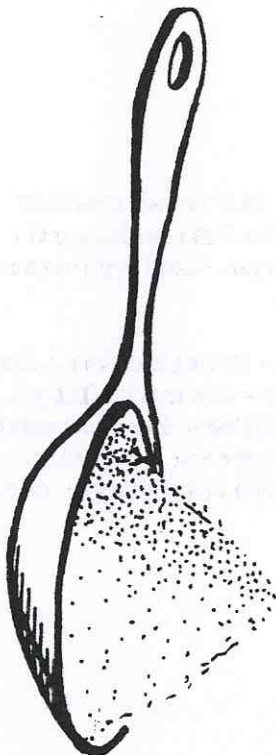
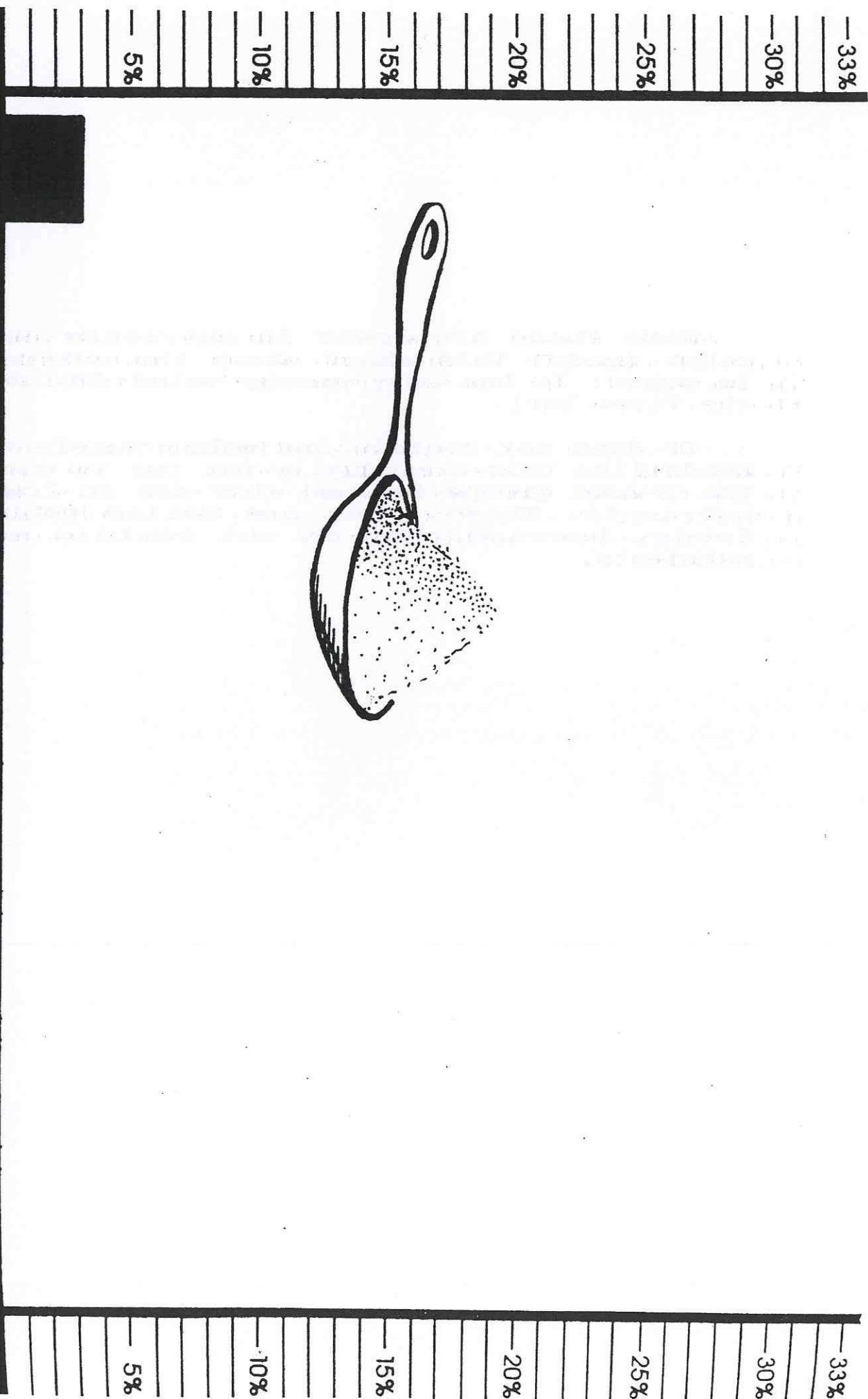


Percentage of daily needs of an adult woman, filled by one (1) serving (about  $\frac{1}{2}$  cup after cooking) of round cabbage.

Some foods are lower in nutrients than other foods. This chart shows the nutrients in sugar. It has only energy value (Point to the first bar).

It does not contain any other nutrients. Foods like this are usually not put in one of the 3 food groups because they are so low in nutrients. These foods are called rubbish foods, because they do not contain many nutrients.

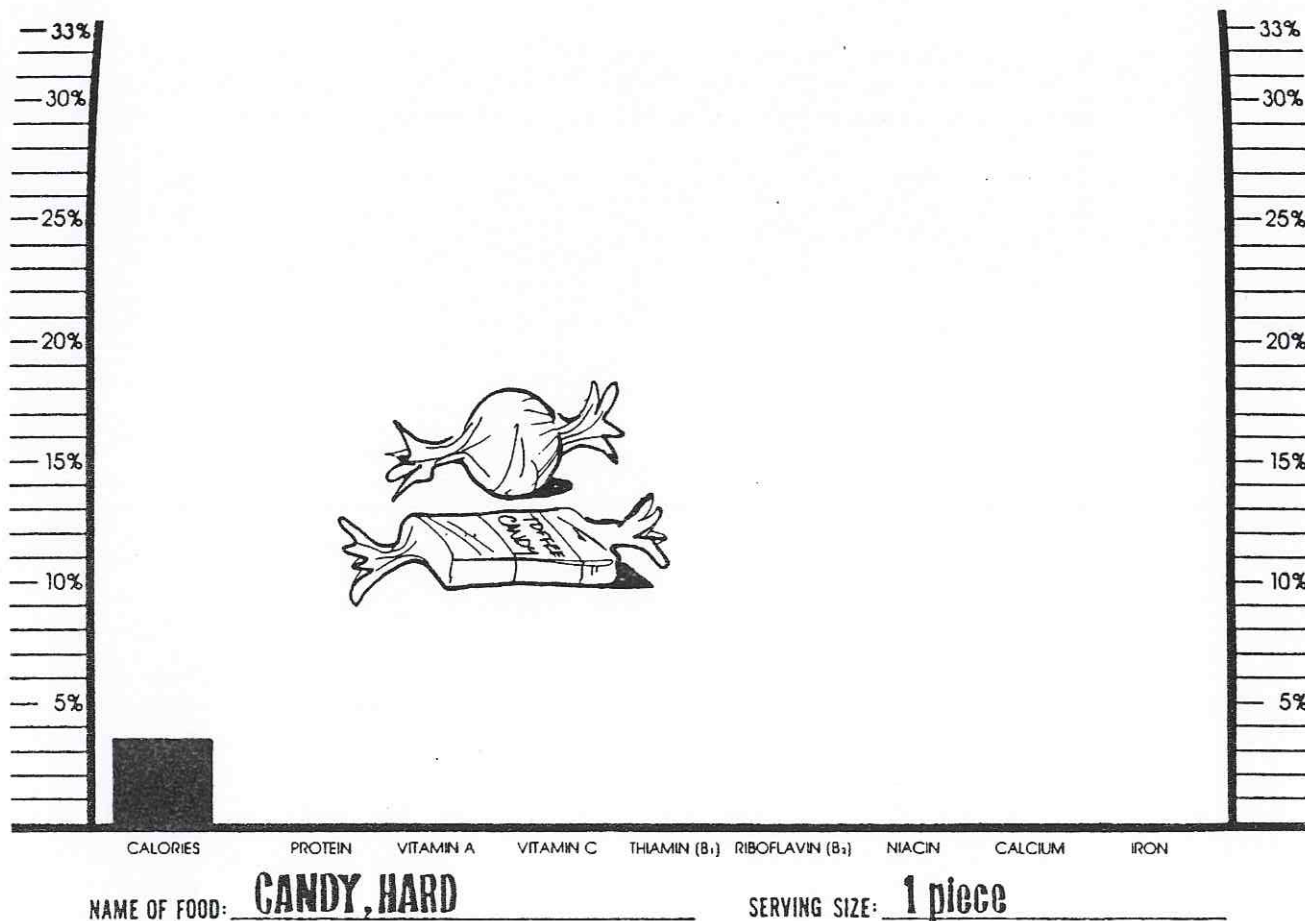




**SUGAR**

**1 tablespoon**

Here is another rubbish food. It is very low in nutrients. It only has a little energy value.



### Student activities

1. Have the students practice and act out the "lets play nutrition play".
2. Make copies of the following maze for students to do. They must find the shortest path that takes in all the foods that provide all the nutrients plus a good drink and avoids the rubbish foods and drinks.

## Let's play nutrition

The coach walks out and stands in the field, walking and looking around.

Coach        Okay, it is time to play but the team is not here. I hope all the nutrients come today. We need all of them to win. When the nutrients work together, we make a winning team.

(Protein walks out)

Protein      Hello, coach, I'm here.

Coach        Hello, Protein. You are the first nutrient that has come today. I am so happy to see you, but we cannot play with just you here.

Protein      No, I guess we can't. I build and repair the body but I need help from my other nutrient friends.

(calories walks out )

Calories     Hello, coach, I am here. I supply you with energy when my intake is low, proteins are burnt as fuel.

Coach        Yes, the body needs you, but it also needs other nutrients. Looks, I see Iron coming.

Iron          Hello, coach, Hello protein, hello calories.

Protein      Let's greet him.

Coach and protein : Hello !

Iron          Where is the rest of the team ?

Coach        They are not here yet. I am sure they are on their way. I am happy to see you here. We need you on the team. You and protein and calories work together in the body.

Iron          Yes, protein and calories and I work together to make the red part of the blood. The body can't use me when protein and calories are not here too.

(Calcium starts walking)

Calcium      Hello folks !

Coach        Hello calcium. We have been waiting for you. You are on our team and we need you.

Calcium      Yes, the body needs me. I help build bones and teeth. I help make them strong.



Protein      Calcium, you also help the muscles to work right.

Calcium      We all have jobs that the body needs. But we need to have all here in order to play the game. I see another nutrient coming in, its vitamin A.

Vitamin A    Hello team ! I have come to help today.

Coach        We surely need you on our team.

Vitamin A    The team needs me to help see what is going on. I help keep the eyes healthy. I am essential for a healthy body.

Vitamin C    Hi team, or at least part of the team. I can see that not all of the nutrients are here.

Coach        Hello vitamin C ! we are glad to see that you are here.

Vitamin C    I could not let the body down. Cells need to be held together in the body. I act like glue in holding cells together.

Calcium      You help the body fight the infections it gets. Sometimes when the body gets a cut or broken bone, you help it to get well.

Vitamin C    Well nutrients it's all of us working together to make a winning team.

(Enter Vitamin B group - 3 people)

Coach        I see the B vitamins are here to play. Hello, folks.

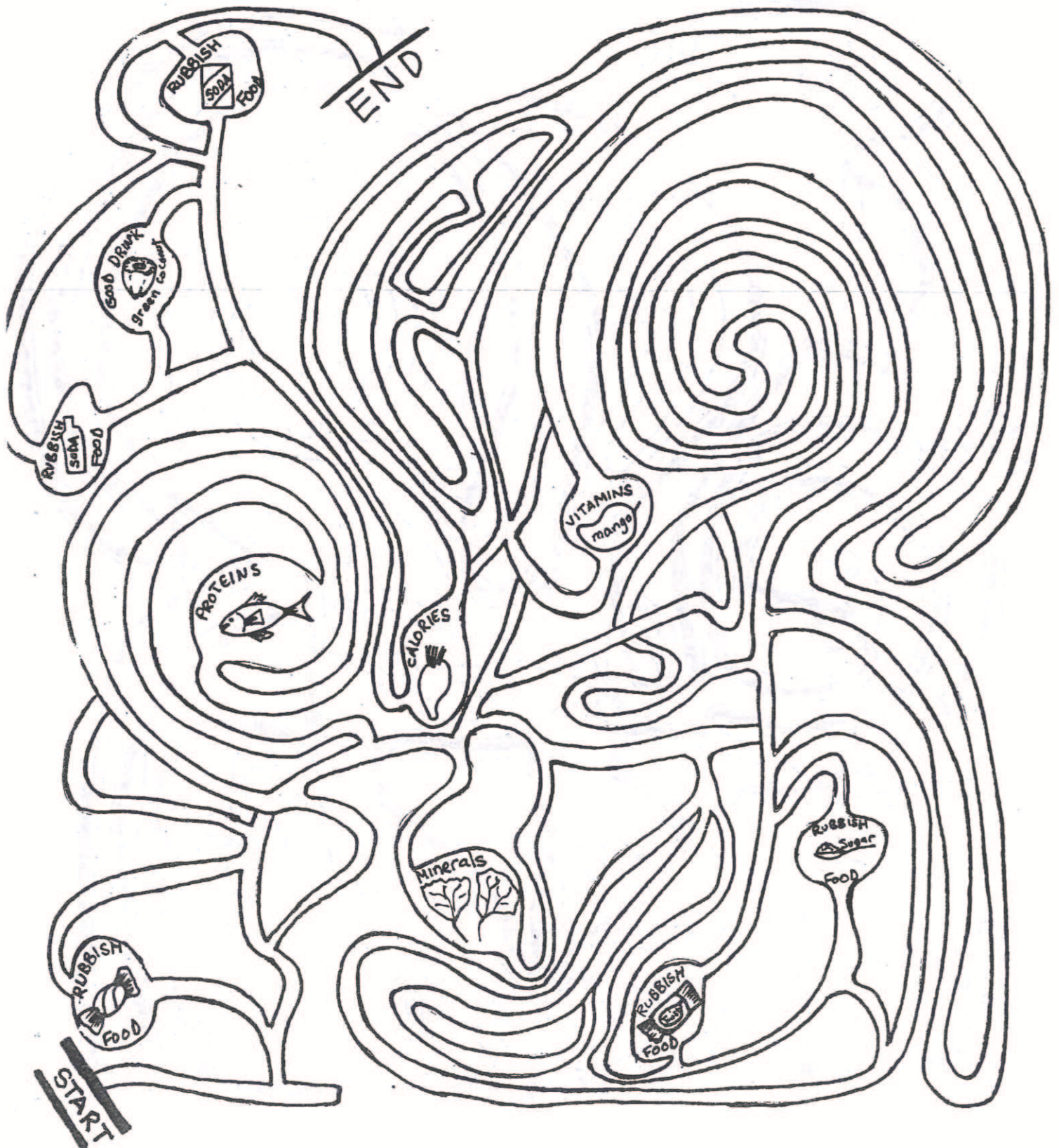
Protein      Hello, Vitamin B group, we are happy to see you. You help us work together. We need everyone in our team to win.

Vitamin B    Yes. we help make the muscles strong and work right. We also help the body feel good all over.

Coach        Thank you very much. Although some of us perform the duties of others, we worked co-operatively and have all won the game.

Characters : Coach  
             Protein  
             Calories  
             Iron  
             Calcium  
             Vitamin A  
             Vitamin C  
             Vitamin B - three students

# The Nutrient Maze





# The Nutrient Maze





## YEAR 6

### Term 1

#### Lessons No. 6, 7, 8, 9 and 10

##### Objective :

To revise good food choices and bad food choices, and look at the nutrients inside these foods.

Time needed : 5 x 30 minutes

##### Materials needed :

- Bar charts provided. Bar chart posters are also available from Nutrition section in Port-Vila.
- Pencils and paper for the students.
- Copies of bar charts for group discussion.
- Copies of snakes and ladders game and markers for the students to play with.

##### Teachers' notes :

These lessons coming on from the previous lessons and look in more detail at the nutrient values of different foods and other important factors such as freshness, from Vanuatu or not, cost etc. to help students make good food choices. The lessons also revise the idea that rubbish foods are bad for our health.

##### Method

1. Revise the 3 food groups. Have the students name foods in each group. List these foods on the board. Emphasise the fact that these foods contain nutrients.

2. Ask the students what other kind of foods are there ?

Answer : Rubbish foods

Ask Why are they called rubbish foods ?

Answer They do not contain many nutrients.

3. Remind the students of the last lessons where they looked at charts comparing different foods.

Show them the charts again. Explain that some foods have more nutrients than others. Some foods have hardly any nutrients. This means we can grade foods using stars just like the teacher uses to grade the students.

There are three grades of foods :

- The best foods - these get 3 stars \*\*\*
- good foods - these get 2 stars \*\*
- Poor foods get no stars



4. Best foods are classified as foods that are :

- . fresh
- . Contain lots of nutrients
- . do not cost much money

Emphasise the point that these foods have not been changed in any way e.g. by putting in a tin or packet. All the fresh foods we get from the garden, bush, sea, or market are best foods.

Good foods are foods that have lost some of their nutrients by being cooked, processed or mixed with other things. Good foods usually cost money and must be bought in the store and came from overseas. Foods like tinned meat and fish, frozen meat and vegetables, milk, bread, rice, and cabin biscuits are example of good foods.

5. Poor foods are foods that contain hardly any nutrients i.e. rubbish foods and foods that contain too much sugar e.g. tinned fruits, sweet biscuits, cakes and pastries. All these foods are bought from the store and cost alot of money.

### Food guide for teacher

#### **BEST FOODS**

\*\*\*

#### **GOOD FOODS**

\*\*

#### **POOR FOODS**

All foods fresh  
from the sea.  
shell fish, fish  
crab, etc...

All foods fresh  
from the bush e.g.  
pawpaw, nuts,  
coconuts etc.

All foods fresh  
from the garden  
or market

All fresh vegeta-  
bles, root crops,  
fruits, nuts and  
coconuts.

Local fish, meat,  
chicken and eggs  
sold in the store  
and market.

Local fruits and  
vegetables that are  
sold in the store.

Store foods that con-  
tain some nutrients.

Rice

Bread

Cabin crachers

Noodles

Tinned vegetables

Frozen meat and  
chicken

Tinned fish

Tinned meat

Milk, cheese, yoghurt

Apples and other fruits

from overseas. Fruit

juice in packets or

cans. Flavoured milk.

Store foods that con-  
tain no nutrients.

All rubbish foods  
and foods high in  
sugar and salt.

Twisties, bongos  
etc...

chips

soft drinks

Lollies

Ice blocks

Chocolate

Chewing gum

Sugar

cordials

sweet biscuits

cakes

pastries

6. Tell the students to :

Write down the names of 10 foods that they can get from the garden, sea, bush or market and 10 foods which people can buy in the store.

Tell them to write the score i.e. give stars for each food.

Answer : All the fresh foods will have 3 stars = best foods. Some of the store food will be good foods = 2 stars and some will be poor foods = no stars (see list on page 24 to help you guide the students on how to award stars).

7. Tell the students that it is important to choose best foods and good foods to eat if we want to stay healthy. Show them the following nutrient charts. Tell them to draw a picture of the food or write the name of each food you talk about in their exercise books and award stars to each food. They should also write why they have awarded stars or not.

Answers and charts

**Chart 1** Green coconut and soft drink - use chart on poster

Here are 2 nutrient charts of green coconut and soft drink. Green coconut contains lots of the protective nutrients i.e. vitamins and minerals (point to the vitamin C, B<sub>2</sub>, and Iron bars). They help protect us from getting sick.

- Where do green coconuts come from ?  
(garden, bush or market)
- are they fresh (yes)
- How many should we give green coconuts ? (3)
- They are a best food

Soft drink contains no protective nutrients, no body building nutrients, and only a little of the energy nutrients called calories.

- Where do soft drinks come from ?  
(the store)
- Are they fresh ? (no)
- Are they cheap ? (No)

Soft drinks are low in nutrient but high in .....(sugar)

- How many stars should we give soft drinks ? (0)

It is a poor food.

## Chart 2

Peanuts and twisties use poster charts

Here are 2 more nutrient charts of peanuts and packet snack foods.

Peanuts contain a lot of body building nutrients called proteins (point to the 2nd bar). They help our bodies grow and stay strong. Peanuts also contain a lot of protective nutrient (point to the niacin and vitamin B bars) which help us to fight sickness.

- Where do peanuts come from ?  
(garden, market, store)

- Are they fresh ?  
(yes, or are roasted on the fire first)

(In Vanuatu some local groups put them in small packets and sell them in the store. They are still a local food and very fresh and contain lots of nutrients).

- How many stars should we give peanuts ? (3)

- It is a best food.

Cheese twisties contains only a few small amounts of nutrients. (compare the two charts).

- Where do cheese twisties come from ?  
(the store, they are made overseas)

- Why do people like to buy, twisties ?  
(packets look nice and are very colourful).

- Are twisties cheap ?  
(No, they are expensive because of the packet and long trip from overseas. They cost more than peanuts).

- How many stars should we give twisties ? (0)

It is a poor food.



### Chart 3

Taro and Rice - use poster.

Here is another chart. We have looked at this chart before.

Taro contains lots of all kinds of nutrients. It is a very good food. It is fresh. It comes from the garden or market. It belongs to Vanuatu.

How many stars should we give it ? (3)

- It is a best food

- How about rice . Does it contain any nutrients.  
(yes a few)

- Does it contain as many nutrients as taro ? (No)

- Does it contain as few nutrients as soft drink ? (refer back to the first chart).

(No, it has some energy, body building and protective nutrients).

- Is it fresh ?

(No, we buy it from the store, it comes from overseas).

- How many stars shall we give it ? (2)

- It is a good food but not as good as fresh Vanuatu foods like 'taro'.

8. Divide the students into small groups and give each group a copy of the following charts . Ask them to discuss what is good and bad about the food they have been given. Is it fresh, where does it come from. Does it contain many or any nutrients. Is it cheap or expensive. Is it a best food, good food or poor food.

### Chart of

Island Cabbage	Tinned peas
Fresh fish	Apple
Sugar	Ice blocks
Cake	Sweet banana
Mango	Bread or cabin cracher
Sweet potato	

Use SPC leaflets or FSM book.

### Answers

Island cabbage	***
Fresh fish	***
Sugar	No star
Cake	No star
Mango	***
Sweet potato	***
Tinned peas	**
Apple	**
Ice blocks	No star
Sweet banana	***
Bread / cracher	**

9. Tell the students they must remember to choose best and good foods to eat. Poor foods are a waste of money and can help make holes in the teeth. Poor foods taste nice because they are usually sweet. We should only eat them if we clear our teeth after eating them, and have the money to buy them. They should only be eaten as a special 'taste treat'.

### Student activities

1. Sing the island food song

2. Make a copy of the snakes and ladders games on page 33 on pieces of paper or draw it in the sand or in an eath area. The students can also make their own version to play. Help them choose best and good foods for going up the ladders and poor foods for going down the snakes.

## ISLAND FOOD SONG

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

### Chorus

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

2. 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.

3. Sugar and cordial are bad for you  
Lollies and twisties are no good too  
Your teeth will rot and you'll get fat  
Sleeping the day away on your mat.

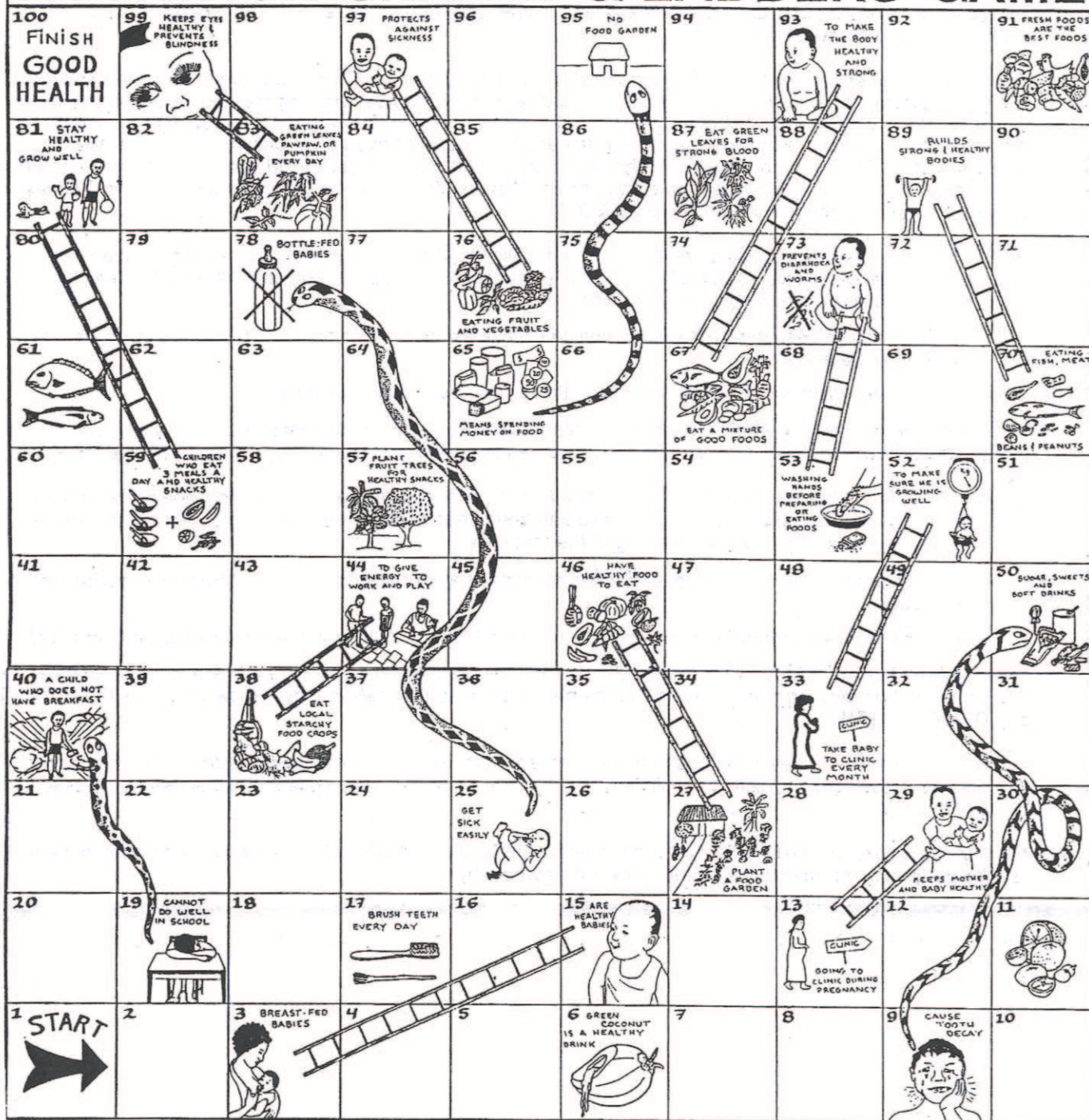
## GOOD FOOD AND POOR FOOD SNAKES AND LADDERS GAME

### Objective of the game :

To emphasise to students that best or good foods are good food choices. They are good for our bodies and help keep them strong and healthy when they land on a best or good food square they can move a head fast. The poor foods are bad choices. They are bad for our health. When student's land on poor food squares they must go back wards and try again because they have eaten something that is bad for their health.



# NUTRITION SNAKES & LADDERS GAME





# NUTRITION SNAKES AND LADDERS GAME

## How to play the game

1. The game can be played by 2 or more people up to a maximum of 6–8.
2. Each player should have his/her own marker. Different shaped shells or stones or coloured pieces of paper or plastic make good markers. Each player starts with his/her marker on square 1 marked **START** which is at the bottom left hand corner of the board.
3. To decide who goes first, each player must shake the dice or spin or draw a number by whatever method you are using (Instructions on different ways of making dice or other number drawing methods are given below). The first player to throw, spin or draw a **number 6** starts the game. He/she must throw the dice or spin or draw a number again and move forward the same number of squares he has thrown, drawn or spun (i.e. 1, 2, 3, 4, 5 or 6 squares). Play then continues with the player on the left of the starter throwing the dice or spinning or drawing a number and moving his marker, and so on. Players play in the same order until someone reaches square 100 which is the **Finish** or **GOOD HEALTH** square.

4. (a) If a player lands on a square at the bottom of a **ladder**, he/she must read out the message written on the square, move his/her marker up the ladder and finish reading the message at the top of the ladder. The players should discuss the meaning of the message.

- Is the message describing a good nutrition practice or a poor nutrition practice? Ladders should describe **good** messages.
- Is the school/family/community practising these good nutrition messages?

When a player has gone up a ladder, he/she can continue playing from the square at the top of the ladder. The good nutrition message will have helped him/her move faster up the board to finish with **GOOD HEALTH**.

- (b) If a player lands on square with a **snake's head on it**, he/she must read out the message written on the square, move his/her marker down the snake and finish reading the message at the bottom of the snake. The players should discuss the meaning of the message.

- Is the message describing a good nutrition practice or a poor nutrition practice? Snakes describe **bad** messages.
- How can these poor nutrition practices be prevented from occurring in the family/school/community?

When a player has gone down a snake, he/she must continue playing from the square at the bottom of the snake. The poor nutrition message will have slowed the player down so that he/she moves slowly towards the finish and **GOOD HEALTH**.

- (c) There are some squares with good nutrition messages on them, but no snakes or ladders. When a player lands on these squares, he/she should leave his/her marker on the same square and discuss the message written there.

5. The first player to reach the **Finish** square is the winner of **GOOD HEALTH**. All players must remember to practise the good nutrition messages so that they will stay healthy.

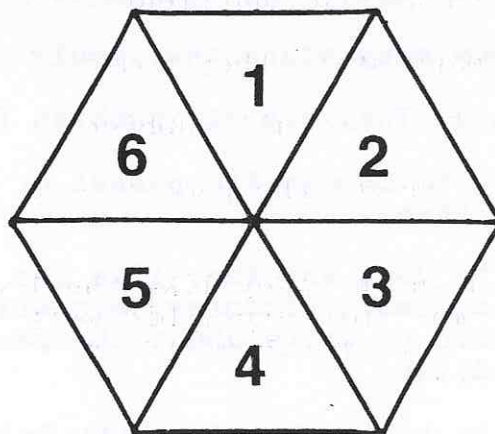
## INSTRUCTIONS FOR NUMBER DRAWING METHODS

### 1. Dice

Commercially purchased dice are best, but home-made dice can be made with the help of a carpenter or carver. Dice can be made from wood cut in a very even cube and then the dots or numbers marked with ink or paint. Numbers on opposite sides of the cube should add up to seven. This means, numbers 1 + 6, 2 + 5 and 3 + 4 should be on opposite sides to each other. Use a commercial dice as a guide if you can.

### 2. Spinner

Cut a six-sided shape, as drawn below, from strong cardboard. Mark the card as shown below. Push a small piece of wood (e.g. a matchstick, twig) or coconut fibre with a pointed end, through the centre of the spinner. Players should spin the spinner and use the number of the side the spinner lands on, to determine their move.



### 3. Lucky Dip

Cut 6 small squares of paper. Clearly number each paper square from 1 to 6. Put squares into a box or bag or envelope. Without looking at the paper squares, players select a square and move the number of spaces shown on that square. Squares should be returned to the container after each move so that each player always has six to choose from.



Designed by the South Pacific Commission Nutritionist  
Produced by the South Pacific Commission, 1988.  
Artwork by Steve Belew.  
Printed by Stredder Print Limited, Auckland, New Zealand, 1988.  
Funded by the United Nations Educational, Scientific and Cultural  
Organisation (Unesco).



## YEAR 6

### Term 1

#### Lessons No. 11 and 12

##### Objective :

1. To help children understand that advertising on snack packets is there to attract them to buy food which is usually not good for them.
2. To know that local snack foods are better for their bodies and are free or cost less than many shop snack foods.

Time needed : 30 minutes x 2

##### Materials needed :

- As large a selection of empty packets of twisties, bongoes, ice blocks, lollies, chocolates, bottles and cans of lemonade, etc. , as you can find, or pictures in the following pages.

##### Method :

###### Activity 1

1. Display the materials where the children can see them.
2. Remind the children about how best foods are given three stars. Best food is from the garden, bush or sea. Good foods are store foods like rice, tinned meat and fish, cabin biscuits. They get two stars because they are not as good as fresh local foods. Rubbish foods get no stars because they are not good for our bodies and they have hardly any nutrients.

Ask the children how many stars they would give to the foods you have displayed.

Answer : No stars. They are all rubbish foods.

3. Ask the children to choose the packet or can etc. that is the most attractive to them.

4. Ask them to write down why they like the look of that packet e.g. bright colours, smart pictures, big writing etc. Make it clear to the children to write about the packet or wrapper not about the food or drink.

5. Ask each child to tell the class why they like the wrapper, tin or packet they have chosen.

### Activity 3

#### Methods

1. Explain to the children that local snacks are the best because:

1) They are better for our bodies they help our bodies grow, give us energy and protect us against sickness.

Shop snack foods do not help our bodies as much, and sometimes harm our bodies. Show the children the bar charts of twities and peanuts and soft drink and green coconut. Peanuts and green coconuts have many more nutrients.

2. They contain no added sugar to harm our teeth.

3. They are cheaper than shop foods. We often can get them without spending any money.

#### Method 2

Draw up the word puzzle below on the board :

P	M	B	A	N	A	N	A	S	S
E	P	E	A	S	M	U	U	G	P
A	Y	T	U	A	M	G	T	G	I
N	R	A	N	N	A	G	A	E	H
U	S	G	V	R	I	X	M	L	C
T	O	N	C	Y	N	A	U	S	O
S	A	A	L	M	J	B	Y	X	R
Z	N	L	N	A	T	A	V	O	A
E	S	T	P	A	W	P	A	W	T
A	S	T	V	N	O	C	O	C	X

3. Ask the children to copy the puzzle very carefully then look for eleven names of local nutritious snack foods, circle them and write them in their books.

Tell the children :

The words can be going horizontally, vertically, diagonally or be written back to front.

Word puzzle answer

Peanuts  
Bananas  
naus  
Pawpaw

mango  
eggs  
natavoa  
sugar cane

Taro chips  
coconuts  
nagae







6. Explain to the children that the designs and pictures on wrappers and cans is there to make them want to buy that snack. It is a trap, tricking us into buying something that is not very good for our bodies but which makes a lot of money for people who make those foods.

7. Ask the children : Why are these shop snack foods bad for our bodies ?

- Most of the shop snack foods contain alot of sugar. When we eat too much sugar it causes harm to parts of our bodies especially our teeth.

8. Explain to the children how sugar makes holes in our teeth :

"Holes in our teeth are made by acid, a chemical that is made by germs. Germs make this acide out of sugars. We have some germs in our mouths all the time. Normally these germs do not do us any harm, except when we eat sugar. The germs use this sugar to make acid which then makes holes in our teeth.

9. Show the children the picture of germs making holes in teeth on page 38.

## Activity 2

Sing the Island food song

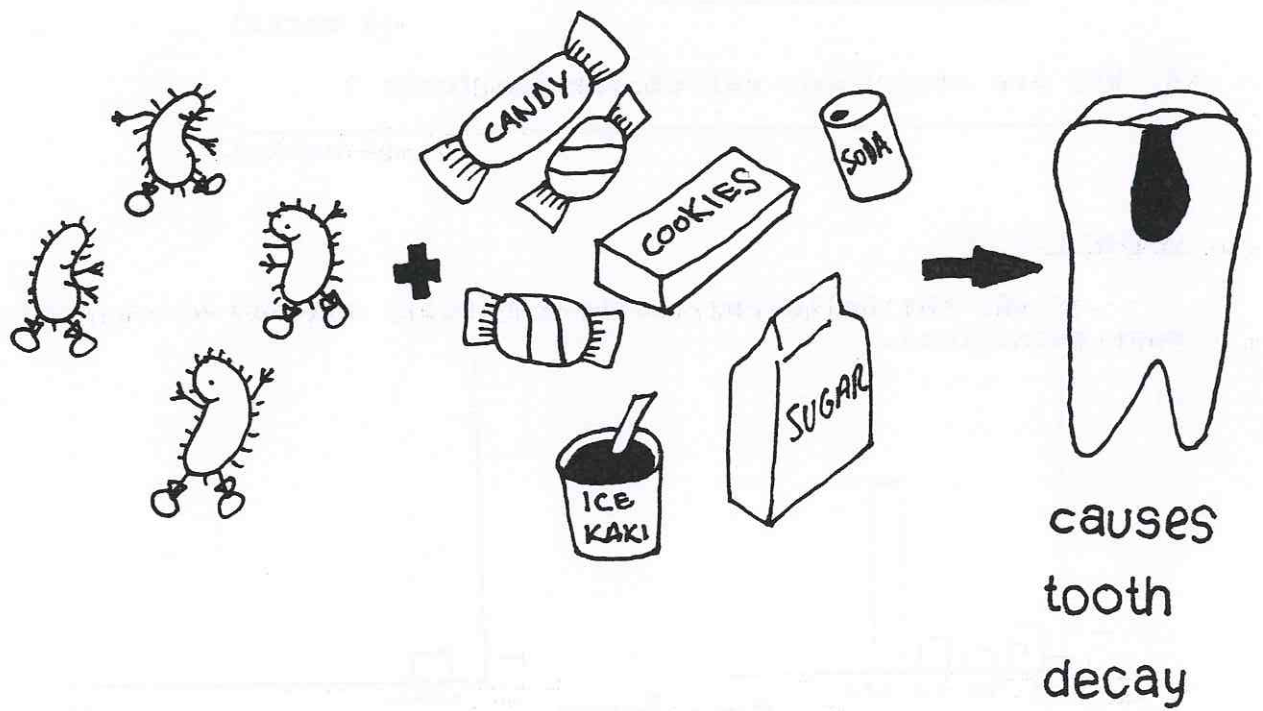
1. Eat local food and you will see  
How very healthy you will be  
Vanuatu people long ago  
Believed that this was always so

### 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 !

2. 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.
3. Sugar and cordial are bad for you  
Lollies and twities are no good too  
Your teeth will rot and you'll get fat  
Sleeping the day away on your mat.

GERMS + SUGAR → HOLE



## End of term 1 Nutrition

### Test

Name of student : .....

#### Question 1

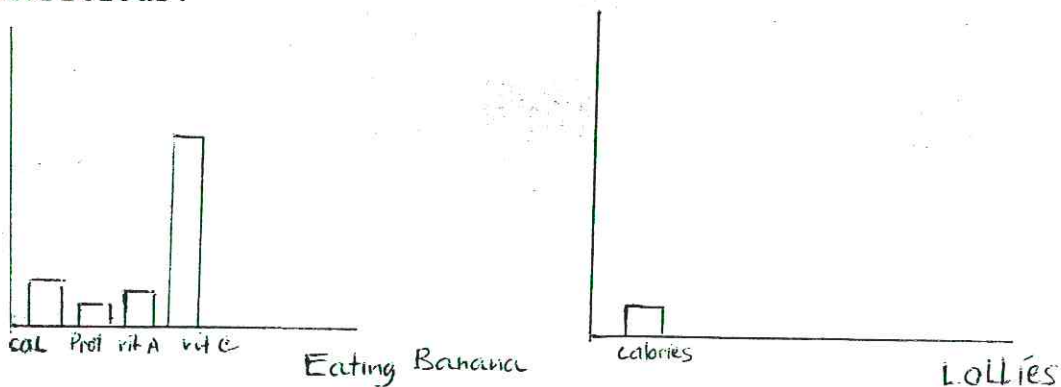
Answer the following questions :

- a) What are the main nutrients we find in fish and meat ?  
\_\_\_\_\_ (2 marks)
- b) What are the main nutrients we find in fruits and vegetables ?  
\_\_\_\_\_ and \_\_\_\_\_ (2 marks)
- c) What are the main nutrients we find in yam and rice ?  
\_\_\_\_\_ (2 marks)
- d) Why are some foods called rubbish foods ?  
\_\_\_\_\_ (2 marks)

#### Question 2

Study the following charts carefully and say which foods is more nutritious.

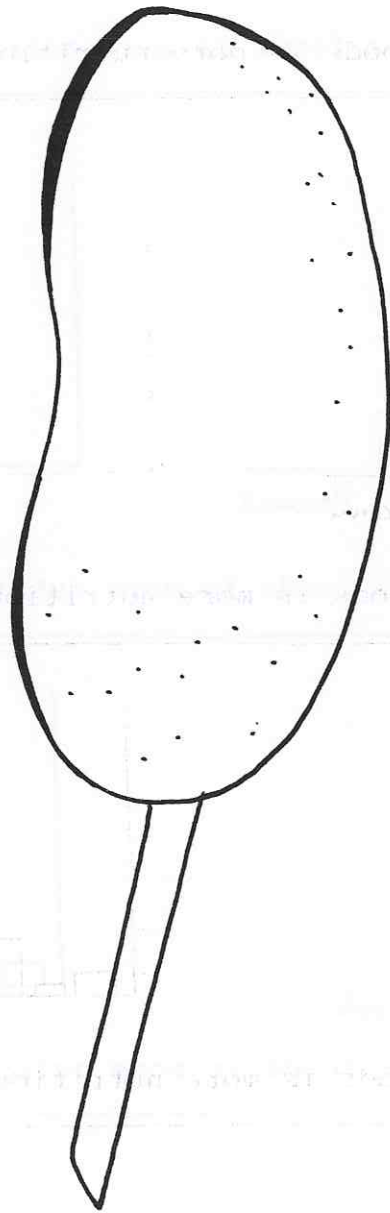
a)



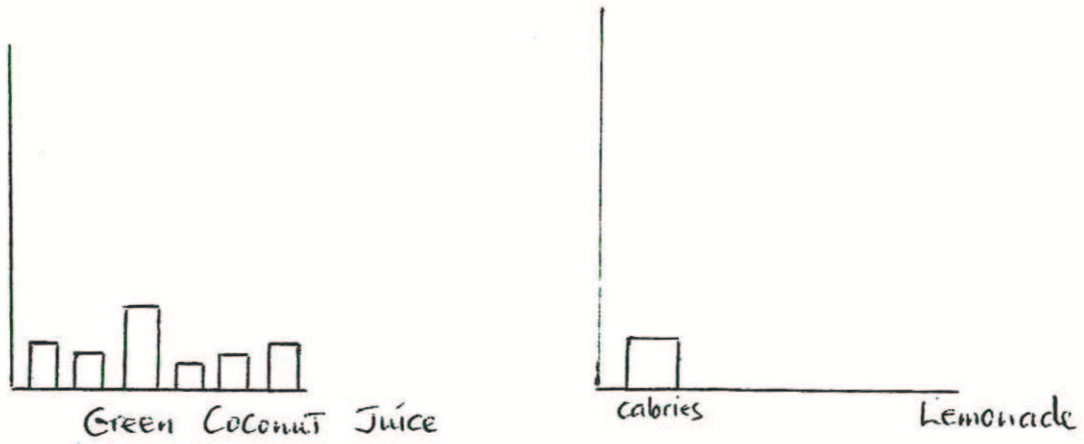
Which of these foods is more nutritious ?

\_\_\_\_\_ (2 marks)





b)



Which of these foods is more nutritious ?

(2 marks)

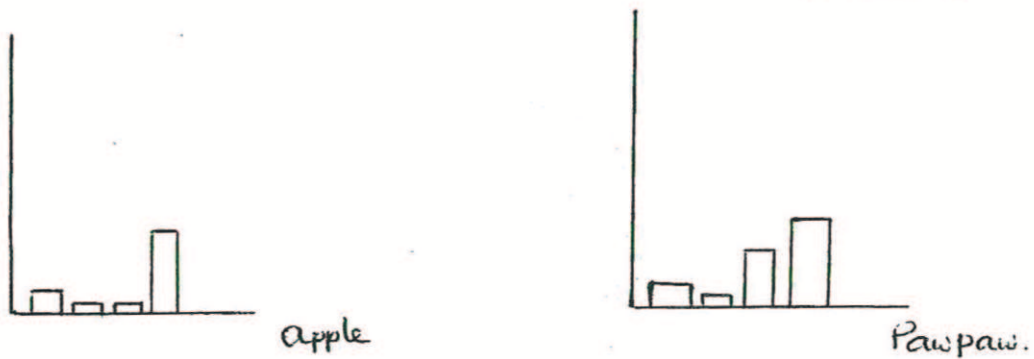
c)



Which of these foods is more nutritious ?

(2 marks)

d)



Which of these foods is more nutritious ?

(2 marks)

## Activity 4

### Preparing nutritious local snack foods

#### Method :

1. Explain to the children why local foods are best (see method 1, activity 3).
2. From the school garden gather some foods that can be used for snacks or ask the children to bring some fruits, nuts, whatever is in season from home.
3. In addition prepare with the children :
  - Boiled eggs
  - Taro chipsand if you have a refrigerator frozen bananas which are easily to make.

Here is how to prepare the above nutritious snacks :

#### Boiled eggs

Put some eggs in a small pot with water and boil for 10 minutes. When the eggs cool down, peel them and share with the children.

#### Taro chips

Peel 2 or 3 medium taros either while or red (Fijian taro not water taro). Slice the taros into very very thin slices.

Fill half a small saucepan with cooking oil. (you will need 1 bottle of cooking oil). Put the saucepan of oil on the fire until it is very hot. Gently put in some taro slices. (make sure you cook the chips and let the students watch as the oil is extremely hot and can burn them if they are not careful when the chips are brown, remove them with a spoon and put them on some brown paper on a plate. Continue the pieces until all the taro chips are cooked. Share the chips with the students.

#### Frozen bananas

Peel enough bananas for each person. Cut the banana in half if it is a big one.

Put a stick or coconut frond through it and place in the freezer.

Leave them overnight. Next day remove the bananas from the freezer and eat them quickly before they thaw out and become too soft.

Nutritious, delicious and refreshing.

Picture of a banana with stick.



## EVALUATION

### Teachers' note :

1. The aim of this evaluation is to see whether the students have understood the content of the lessons.

You can carry out the evaluation in the following ways :

- a. If you have access to a photo-copying machine and paper you can photocopy the tests for each student or if you have access to a stencil machine you can prepare your own stencil and run off copies for your students.

Or

- b. You can write the test on the black board and ask the students to write only the answers of each question in their exercise books or on pieces of paper which you have to collect at the end of the test to mark.

For example :

1. - a) Yes  
- b) Yes  
- c) No etc..

Or

- c. You can write the test on a big piece of blank paper and pin it up on the board or wall and ask students to write the answers of each question in their exercise books or pieces of paper for you to collect at the end of the test to mark.

For example :

1. a) Yes  
- b) Yes  
- c) No etc..

Or

- d. You can read out the question to the students which means that you have to repeat each question three or four times. The students again will only need to write the answers as in examples given in points b and c above.

2. The length of time needed to spend on each test is stated, however you can adjust the time to suit your need.
3. The total mark for each question and the whole test is also stated and here again you can adjust the marks to suit your school's particular marking system.

1. The answers for the nutrition end of term test are on page evaluation

### Question 3

Write yes or no in the boxes provided at the end of each sentence.

- a) Local snack foods are the best snacks  
(1 mark)
- b) Local snack foods contain alot of sugar which can harm our teeth.  
(1 mark)
- c) Store snack foods are nutritious because they come in colourful packets  
(1 marks)
- d) Our best foods are our local fresh foods.  
(1 marks)
- e) Poor foods are foods that have alot of nutrients  
(1 marks)
- f) Peanuts has alot of body building nutrients.  
(1 marks)
- g) Eating alot of different foods is important to get all the nutrients our body needs.  
(1 marks)
- h) Store foods often cost alot of money because they are nutritious and taste so good.  
(1 marks)
- i) Vitamins and minerals are nutrients found in energy foods.  
(1 marks)

/ 25

End of test

## Asnwers of End of Term 1

### Nutrition Test

#### Question 1

- a) Proteins (2 marks)
- b) Vitamins and minerals (2 marks)
- c) Calories (2 marks)
- d) Because they do not have alot of nutrients in them. (2 marks)

#### Question 2

- a) Eating banana (2 marks)
- b) Green coconut juice (2 marks)
- c) Peanut (2 marks)
- d) Pawpaw (2 marks)

#### Question 3

- a) Yes (1 mark)
- b) No (1 mark)
- c) No (1 mark)
- d) Yes (1 mark)
- e) No (1 mark)
- f) Yes (1 mark)
- g) Yes (1 mark)
- h) No (1 mark)
- i) No (1 mark)

/ 25

End of test



## YEAR 6

### Term 2

#### Lessons No. 13 and 14

##### Objective :

To learn that one way of finding out if children are growing well and are healthy is to measure height.

Time needed : 30 minutes x 2

##### Teachers' note :

Measuring the growth of young children is an important way of checking for good nutrition. Both young children and older children need to eat plenty of good nutritious foods to grow strong and stay healthy. By regularly measuring young children we can be sure that they are growing properly and eating enough nutritious food.

The objective of the following lesson is to develop the idea of growth measurement introduced in earlier grades when the children measured their heights. (Also in grade 4 the children visited a clinic to see babies being weighted and the nurse showed them the babies weight card).

##### Activity 1

###### Materials needed :

- 1) Height chart of class
- 2) rulers

##### Method :

1. Revise "Grow foods" with the children.

What are the examples and why children need to eat them everyday.

2. Explain the children that they are going to learn two ways of measuring height and weight.

3. To measure height : Mark all the childrens' height on the class chart, they have been using since Grade 1.

4. Ask the children to write down how much they have grown in centimetres since they measured their height last year.

5. If the marks on the chart are clear it may be possible for the children to plot their height from grade 1 to grade 6. This will help them to see very clearly how much they have grown.

Show the children on the black board how to draw up a graph in their books it is shown in year 2 book, page 191 to 196.

6. On the graph on the board mark each child's height now in grade 6.

7. Ask the children : Who is tallest, who is the shortest ? What is the most common height e.g. There might be children with these heights : 130, 135, 145, 150, 150, 150, 165. The most common height in this example is 150.

8. Have the children work out the average height by adding up all the heights and dividing by the number of children in the class.

### Activity 2

1. Take the children into the bush and ask them to find long, straight sticks they can use to mark the heights of their brothers and sisters or friends.

2. Ask them to mark these heights on the sticks when they go home from school and bring the sticks back to school the next day.

3. At the next lesson, ask the children to use their rulers to measure the heights they have marked on the sticks.

4. Ask the children to write these heights in their books and mark them on their graphs which they made at the previous lesson.

5. Ask them to work out how much taller or shorter they are than each of their brothers and sisters.

6. At the end of the lesson, ask the children :

- How can we know if children are growing ?

Answer : by measuring their height every few months, every year for older children.



## EVALUATION

### Teachers' note :

1. The aim of this evaluation is to see whether the students have understood the content of the lessons.

You can carry out the evaluation in the following ways :

- a. If you have access to a photo-copying machine and paper you can photocopy the tests for each student or if you have access to a stencil machine you can prepare your own stencil and run off copies for your students.

Or

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For example :

1. - a) Yes  
- b) Yes  
- c) No etc..

Or

- c. You can write the test on a big piece of blank paper and pin it up on the board or wall and ask students to write the answers of each question in their exercise books or pieces of paper for you to collect at the end of the test to mark.

For example :

1. - a) Yes  
- b) Yes  
- c) No etc..

Or

- d. You can read out the question to the students which means that you have to repeat each question three or four times. The students again will only need to write the answers as in examples given in points b and c above.

2. The length of time needed to spend on each test is stated, however you can adjust the time to suit your need.

3. The total mark for each question and the whole test is also stated and here again you can adjust the marks to suit your school's particular marking system.

4. The answers for the nutrition end of term test are on page 57.

**End of term 2**  
**Nutrition test**

**Name of student : .....**

**Question 1**

Answer the following questions

a) Is being overweight healthy ?

\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

b) How do we check to see whether the young children are growing or not ?

\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

c) Why are some babies thin and sick ?

\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

d) Why is bottle feeding babies bad ?

\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

**Question 2**

Choose the correct words from the box below and write it beside the sentence which correctly describes the word.

1) The name for watery wastes

\_\_\_\_\_  
(1 marks)

2) Good food for sick children

\_\_\_\_\_  
(1 marks)

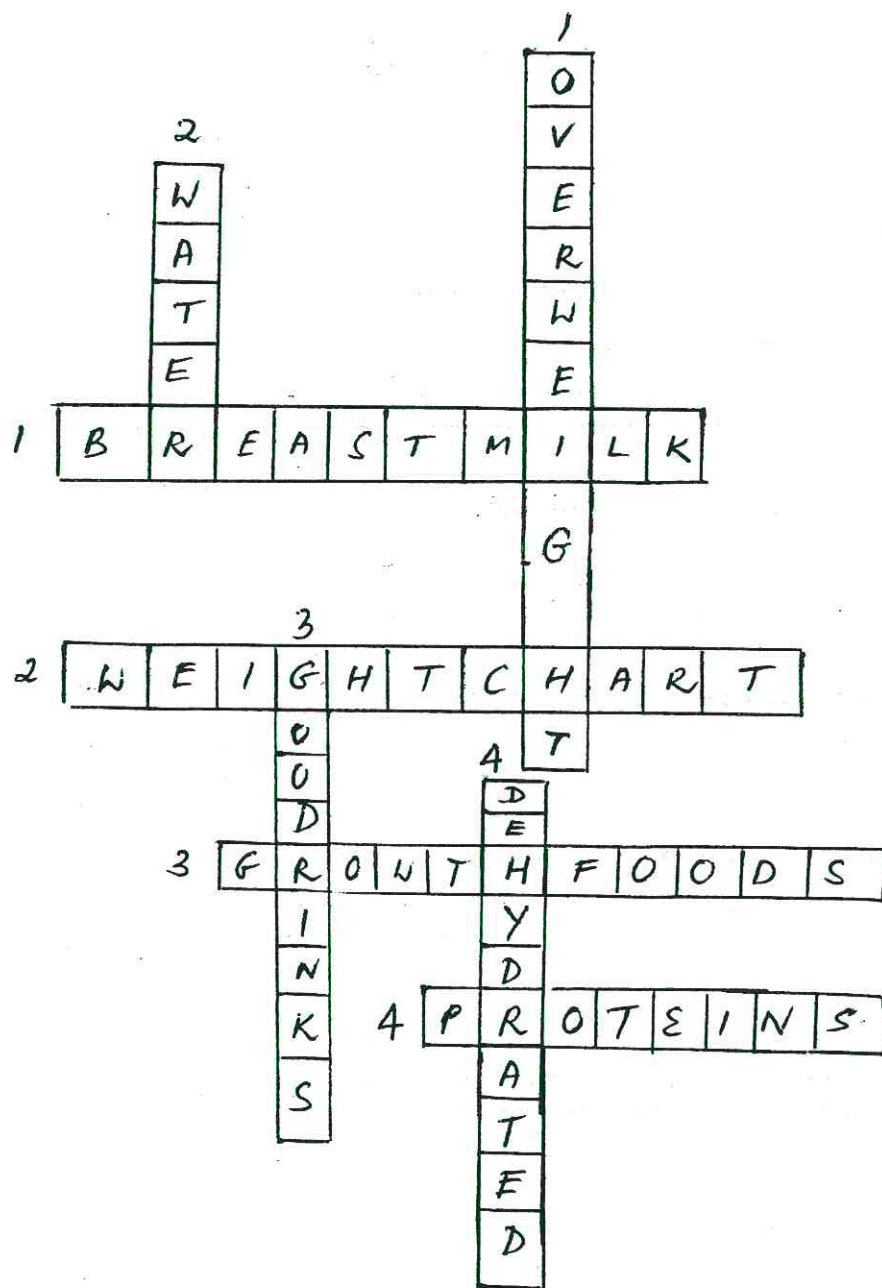
3) A teaspoon of it is added to make the special water drink

\_\_\_\_\_  
(1 marks)

4) Where germs are found

\_\_\_\_\_  
(1 marks)

Questions 3  
Answer to the Cross word





5) A pinch of it is added to make a special drink

---

(1 marks)

6) Found in dirt and cause sickness

---

(1 marks)

7) The sickness which comes from not getting enough of the right foods.

---

(1 marks)

8) Getting heavier and bigger

---

(1 marks)

9) Growing and learning how to do things.

---

(1 marks)

10) Not getting the right nutrients for growth

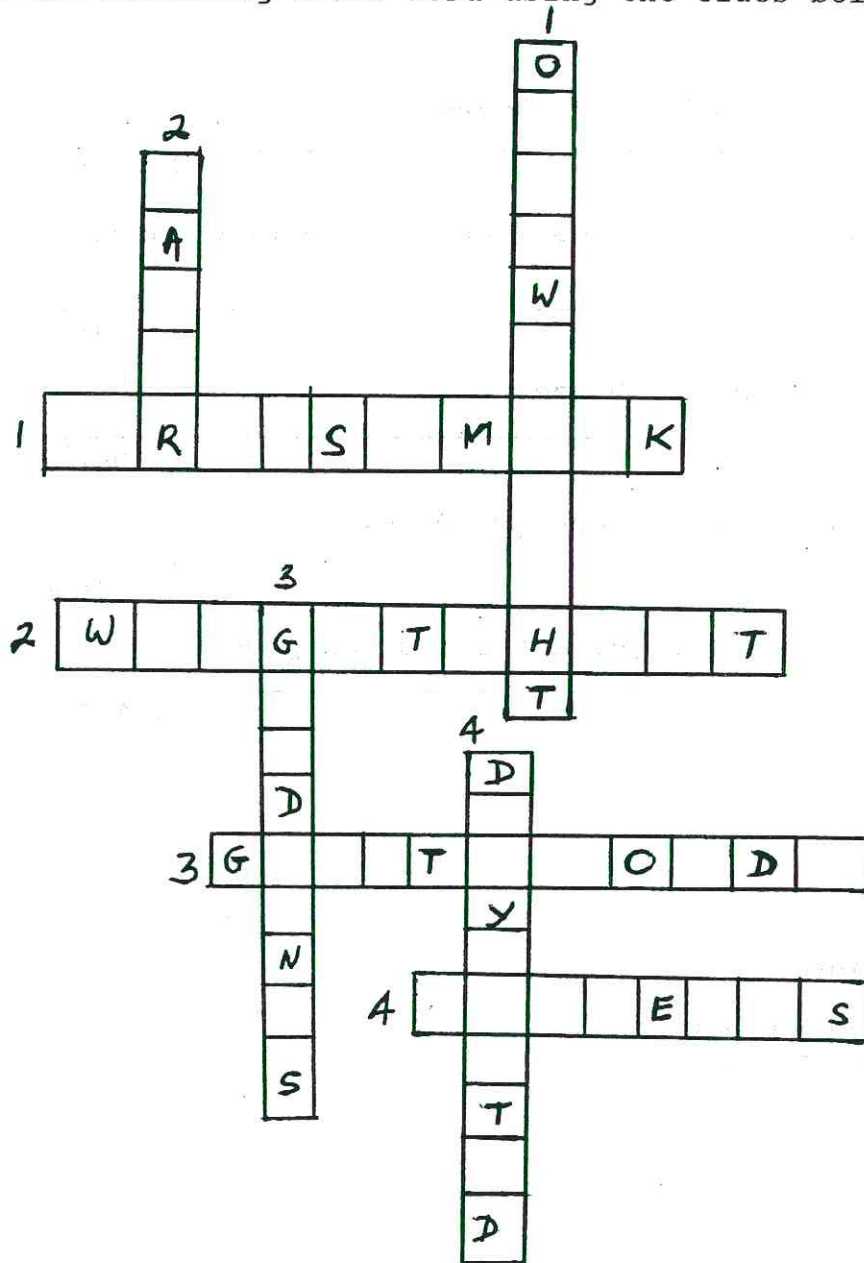
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(1 marks)

Germ  
Growth  
Diarrhoea  
Dirt  
Salt  
Development  
Soup  
Malnourished  
Malnutrition  
Sugar

### Question 3

Do the following cross word using the clues below.



Clues

Down N

1. A person is too heavy for size and height of his/her body.
2. What children lose from their bodies when they have diarrhoea or vomiting.
3. Fresh fruit juice, green coconut juice and clean water and good to give to sick children.
4. A body becomes when the body is losing too much water from diarrhoea or vomiting.

Across

1. Best food for the baby
2. A card which nurses use to see whether a child is healthy and growing or not.
3. Type of foods which a child needs to grow.
4. Nutrients found in meat and fish.

/ 26

End of test



## Answers of end of term 2

### Nutrition test

#### Question 1

- a) No, being overweight is not healthy. (2 marks)
- b) We check by weighing the children (2 marks)
- c) Some babies are thin and sick because they are malnourished. (2 marks)
- d) Bottle feeding babies is bad because it can cause diarrhoea in babies. (2 marks)

#### Question 2

- 1) Diarrhoea (1 mark)
- 2) Soup (1 mark)
- 3) Sugar (1 mark)
- 4) Dirt (1 mark)
- 5) Salt (1 mark)
- 6) Germs (1 mark)
- 7) Malnutrition (1 mark)
- 8) Growth (1 mark)
- 9) Development (1 mark)
- 10) Malnourished (1 mark)

## YEAR 6

### Term 2

#### Lessons No. 15, 16 and 17

##### Objectives :

- 1) To understand how the weight chart or road to Health chart can be used to find out if young children are growing well and are healthy.
- 2) To understand the importance of taking young children to the clinic or health centre every month to check that they are growing and healthy.

Time : 30 minutes x 3

##### Materials needed :

- 1) A young child's health record or road to Health chart.
- 2) You will need to organise a visit by the children to the local clinic or health centre for this activity.

##### Teachers' note :

Explain to the children that they have learned one way of measuring growth by measuring height. Now they are going to look at a second way : measuring the weight of young children.

##### Method

###### 1) Ask the children :

- Have you ever seen a chart like this before.
- Does anyone know what this is used for ?

2) Explain : This is a weight chart and is often called a "Road to Health" card. It is used to help us measure the growth of young children. Many of you had your growth measured and marked on a card like this when you were small your mothers had you measured by a health worker.

Parents can be sure that their children are growing well by keeping a record like this. Young children under five years are brought to the health centre and weighed each month. The health worker marks the weight on the card and shows it to the mother so she can see if her child has gained weight and is growing and is healthy.

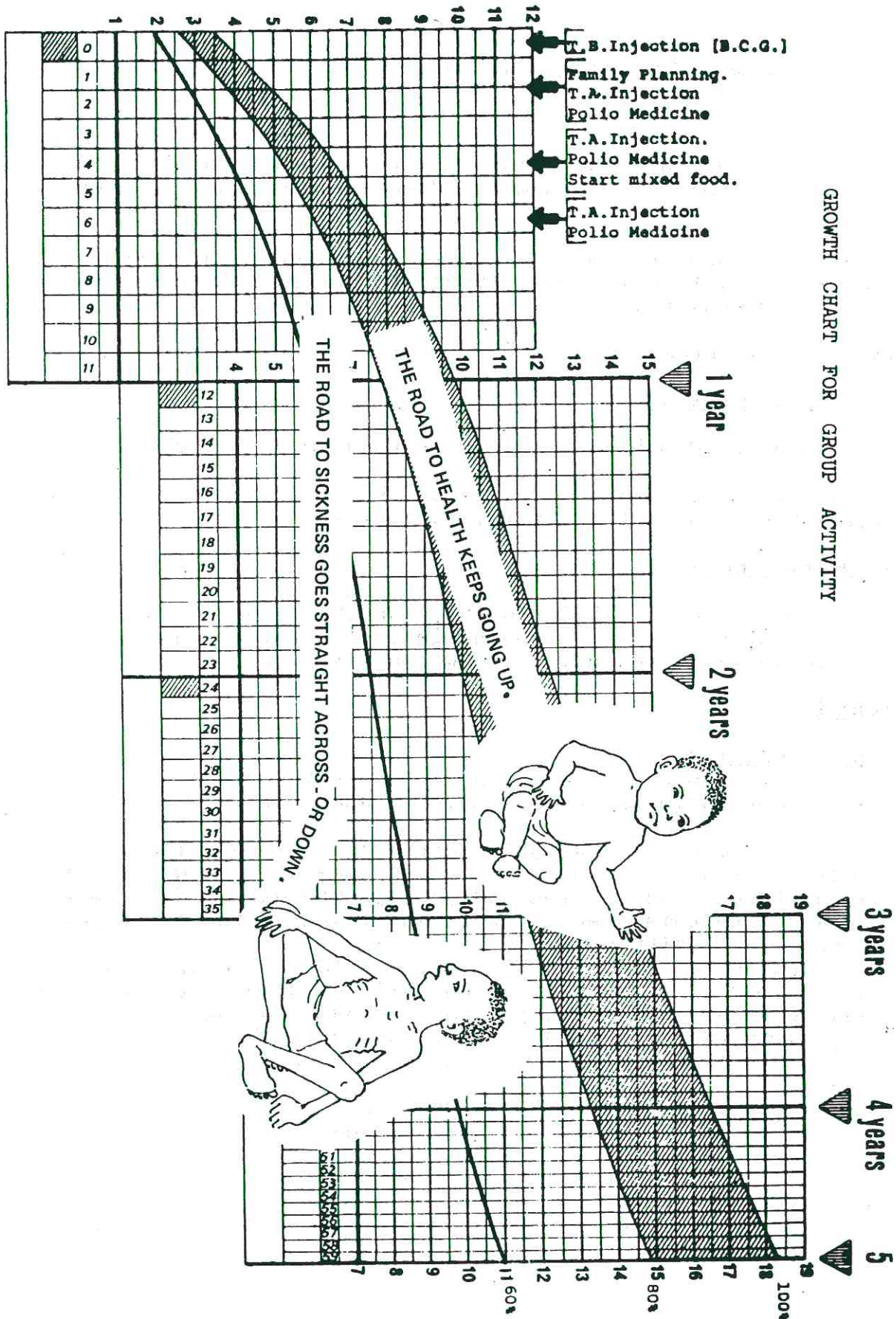
On the chart the health worker writes down any sicknesses the child has had and also injections against serious diseases.

It is very important for mothers to take their child to clinic every month so that the child can be weighed. The health worker and mother can see by looking at the weight card if the child is healthy and growing well.



# WEIGHT IN Kg.

GROWTH CHART FOR GROUP ACTIVITY



## Activity 2

1. Write these words on the board and the meanings of the words on the board

Growth means .....

Development means .....

Malnutrition means .....

Malnourished means .....

## Meaning

The sickness which comes from not getting enough of the right foods.

Getting heavier and bigger

Growing and learning how to do things.

Not getting the right nutrients for growth.

2. Ask the children to write the words with the right meanings into their books.

## Activity 3

1. Read the story of Ruth (which the children heard in grade 4).
2. Ask the questions at the end of the story of Ruth.

## Activity 4

1. Tell the children : "I am going to write some sentences on the board. These sentences are about children not getting the right kinds of food. I want you to pick out the sentences which are true. Be careful choosing because some of the sentences are wrong. Choose only the ones that are true and write them in your books.

2. These are the sentences to write on the board :

1. Babies who are thin and sick are being fed properly.
2. Babies who lose weight slowly are malnourished.
3. Malnourished children usually have a lot of sickness.
4. Babies and children who are not properly fed have clear skin and thick, shiny hair.
5. Some of the signs of poor feeding are swollen stomachs and thin arms and legs.
6. Malnourished children need food from each of the three food groups.

3. The children should write in their books sentences 2, 3, 5 and 6 as these are true. 1 and 4 are wrong.



## Activity 5

### Explaining the Road to Health chart

1. Have the children sit where all can see the chart.
2. Explain
  - a) That the age from 0 to 5 years is marked along the bottom in months
  - b) The weight is marked along the side.
  - c) That every month the child should put on or gain weight.
  - d) Each month the mark for the weight is joined up to mark from the month before to make a line.
  - e) If the line is going up the baby is on the road of health.
  - f) If the line goes straight across, not up, or if it goes down the child is on the road to sickness.
3. Ask the children :
  - 1) What is the name of this chart ?  
(Growth chart, weight chart or road to Health chart)
  - 2) How old will this child be when this chart is finished ?  
(5 years old)
  - 3) What does the weight tell us ?  
(How heavy the child is)
  - 4) If the child is weighed every month what can we find out from the line on the chart.  
(If the child's weight is going up or down or staying the same, and if the child is growing or not.)
  - 5) Where is the road to Health ?  
(Show on the chart)
  - 6) Does the Road to Health go up or down ?  
(Up)
  - 7) Where should all the children be ?  
(on the road to health)

## Activity 6

Sing the song "When the line is going up"

## Activity 7

### Visiting the Health clinic

#### Method

1. Prepare the children for the visit by revising the Road to Health chart.
2. The class may need to be divided into groups if it is large.

3. Ask the health worker to explain how to weight a child and how to mark the weight on the chart.
4. Ask the health worker to weigh and mark the weights of about five children and explain if the children are putting on weight and growing well on the Road to Health or not putting on weight, growing poorly and may be sick.

### Activity 8

#### Ask the children

Choose words from the words to know list to fill the empty places in these sentences. Ask them to write the completed sentences in their books.

#### "Words to know"

Growth  
Development  
Malnutrition  
Malnourished  
On the road to sickness  
The road to Health

1. Babies learn how to do different things as they get older. This is called \_\_\_\_\_.
2. Babies who didn't get enough food will have the sickness caused by \_\_\_\_\_.
3. Health workers can measure the \_\_\_\_\_ of babies by weighing them each month.
4. A baby who is \_\_\_\_\_ needs extra good foods to make him grow.
5. When the line on the chart is going up the child is gaining weight and is \_\_\_\_\_.
6. When the line on the chart goes across or goes down the child is on \_\_\_\_\_.

### Activity 9

1. Tell the story of Alice and her brother at the same time show the picture that go with the story.





This is Alice and her little baby brother John. John is only a year old. Alice loves him very much. Everyday after school she goes home to play with her little brother and helps her mother take care of him.



One day Grandmother talked to Alice.

"Your mother is having a new baby", says grandmother.

"I am very busy helping her and helping your aunt with her new baby too, so we need alot of help from you now, taking care of baby John".



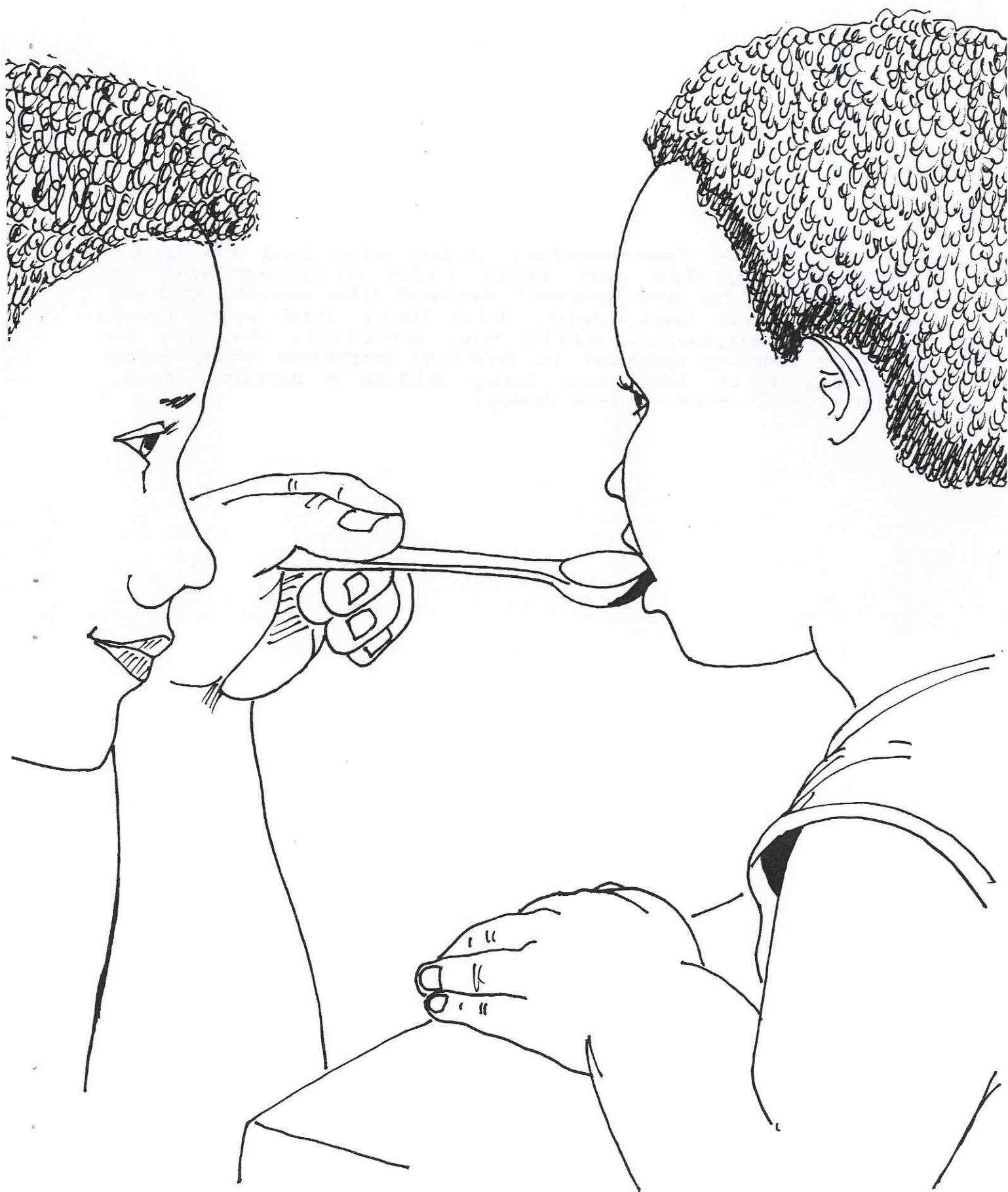
Alice was very proud of being asked to take care of the baby. Every morning before school she washed him and changed his clothes. She fed him some soft, mashed up bananas. Bananas were her favourite food and they were soft and easy to chew, so she thought they would be the best food for baby John.

John liked the bananas. He ate them and drank some fresh, cool water Alice gave him in a clean coconut shell cup.





Alice rushed from school everyday to take care of baby John when he awoke from his nap. He was hungry when she got home, so she fixed him lots of their favourite bananas to eat. She fed him lots of bananas and he was very happy. Then they played until John get sleepy and took another nap. Alice would do her chores and homework while John slept, so she would have time to fix his food in the evening. When he awoke, Alice always had a big bowl of mashed bananas ready for him to eat.



In a few weeks, John started to get sick. He did not feel like playing and he started to get sores' around his mouth and on his arms and legs. His hair did not look shiny anymore. Alice was sorried. No one in the family seemed to notice because they were busy with the new baby Alice's mother had, and her aunt's new baby.





Alice decided she must talk to grandmother. She told grandmother she was worried that something was wrong with baby John.

"I have been taking very good care of him, Grandmother," said Alice. "I wash him and change his clothes. I feed him and give him fresh, clean water to drink. I don't know what is wrong".

"Oh" said Grandmother "I do not know either. He does look sick. I know you are taking good care of him. And we have plenty of good food for you to feed to him. Everyday I cook plenty of taro and fish, sweet potatoes and vegetables. We always have fresh fruit. What could be wrong with him ?"

"But I feed bananas to John, not all those other things", said Alice. "Should he be eating all those other foods ? I though babies needed soft foods ?"

"Yes, they do", said Grandmother. "These foods must be mashed up before a baby can eat them. Babies need many different kinds of food, just like older children and adults. If you have only been feeding bananas to baby John, that must be why he is sick".



Grandmother and Alice took baby John to the clinic. The nurse said he was sick because he had not been fed many different kinds of food. Baby John needed to eat fish and lots of fresh fruits and vegetables. Alice was very sorry that she had not known what to feed baby John, and from that day on she fixed lots of different kinds of foods for him to eat. John soon got well and was a very happy and healthy baby.

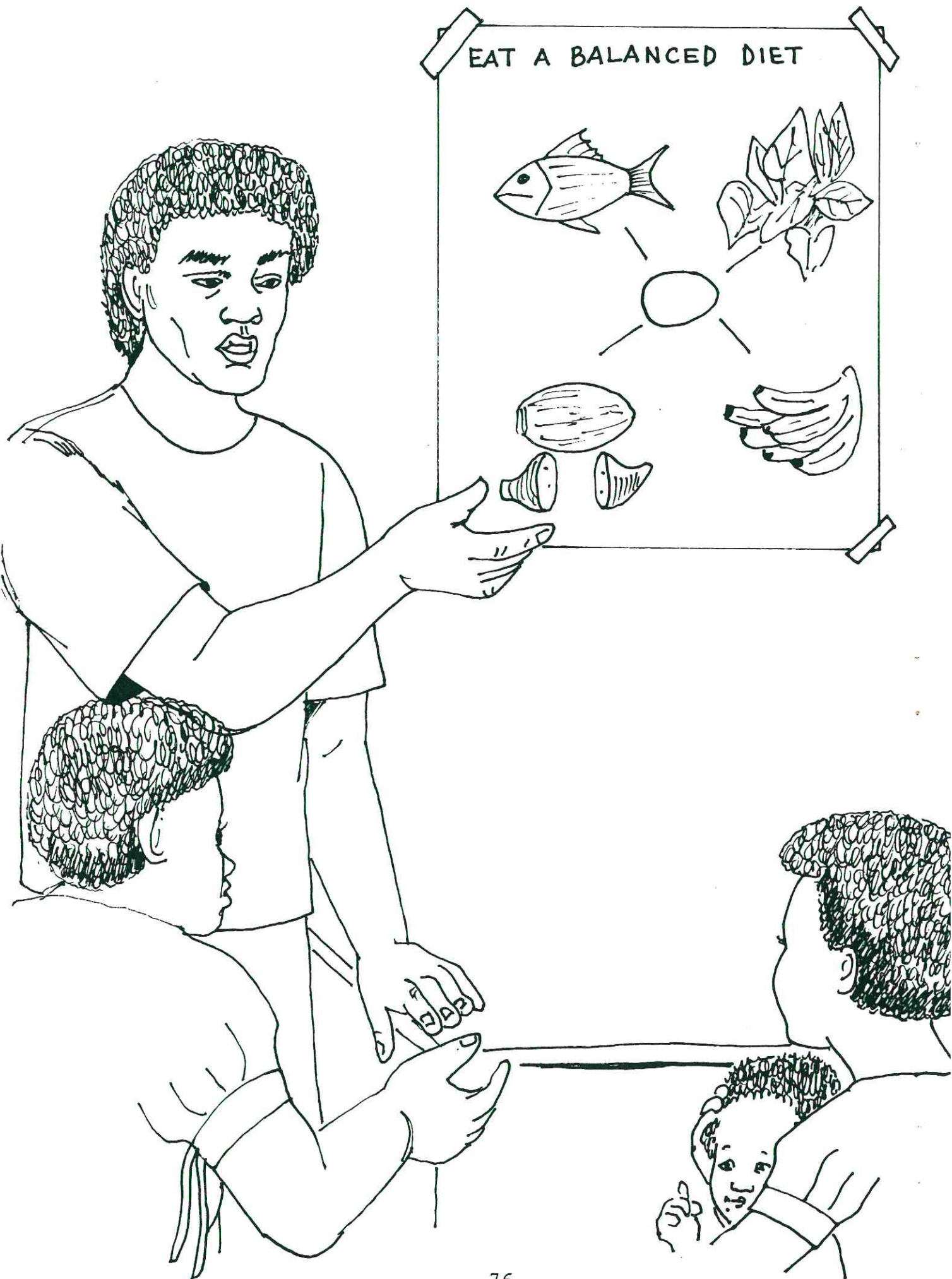


2. Discuss the story with the class to help them understand why Alice's baby brother got sick and what made him well again.

Ask :

- a) Why did Alice's grandmother ask Alice to take care of baby John ?  
(Alice's mother was having a new baby)
- b) What did Alice feed to baby John ?  
( only bananas)
- c) Why did she feed him bananas ?  
(They were her favourite food and she thought they would be good for a baby)
- d) What happened to John ?  
(he get sick)
- e) What did grandmother and the nurse say was wrong with John ?  
(He needed many different kinds of food)
- f) How did baby John get well ?  
(Alice fed him many different kinds of food)





## YEAR 6

### Term 2

#### Lessons No. 18, 19 and 20

##### Objective :

1. To learn how to care for themselves when they are sick and how to look after little children when they are sick.
2. To understand that giving milk or other drinks in bottles to babies and young children can make them very sick.
3. To know that the most important thing to do for a child with diarrhoea is to give it clean water, green coconut water's or a special drink often until the diarrhoea stops.

Time needed : 30 minutes x 3

##### Materials needed :

##### Teachers' note :

When children get sick they often do not feel hungry and refuse food. They may also refuse to drink. However, it is very important that children eat and drink when they are sick so that they have the strength to be able to fight the sickness and get better.

Breast milk is the best food for a sick. They should also be encouraged to eat good foods which they like and are easy to eat. Soup with mashed up vegetables and coconut cream is very good. The food will help them to fight the sickness and get better.

##### Method :

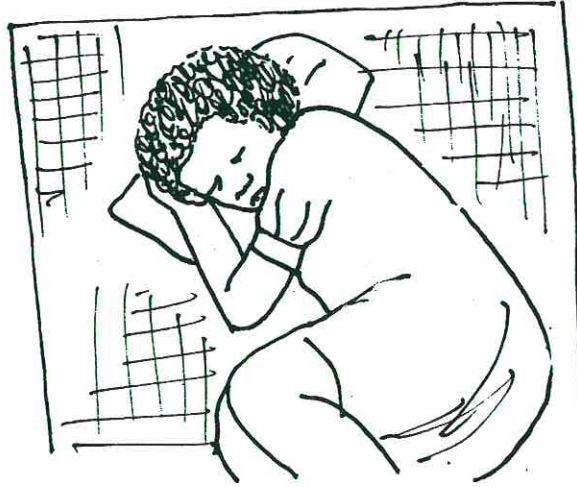
##### Activity 1

##### ask the children

How do we know when we are sick ? What are the signs that we notice in our bodies when we are sick ?

##### Answers :

- Headache
- runny nose
- sneezing
- coughing
- sores on our skins
- fever (hot skin)
- vomiting
- diarrhoea
- tiredness
- feel unhappy





2. Explain to the children if they are very sick with great pain, very high fever, bleeding heavily, broken bone etc. They should go to the health centre for help. It not severely sick the best way to care for themselves or a small sick brother or sister is to lie down and rest and to drink good drinks and try to eat a little food often even if you are not that hungry. If your little brother or sister is sick you could hold them gently and stroke them, try to get them to drink and to eat some soft food.

So when a baby is sick the mother should continue to breast feed. If the baby has a blocked nose caused by a cold, it may have difficulty sucking. Mothers can express milk into a clean cup and give milk to her baby with a clean spoon.

Bottle feeding babies with milk can be dangerous. It is very easy for the milk to become dirty and cause the baby to get diarrhoea.

If a baby or child has diarrhoea and vomiting, it is losing a lot of water and can easily become "dehydrated" that is very dry from losing body fluids. This is very dangerous and can even lead to death. So if a baby or child is losing water through vomiting or diarrhoea, it is very important to replace that water. A baby should be given breast milk, green coconut water or a sugar-salt-water drink by a cup and spoon. Older children should be given encouragement to drink to. The child with diarrhoea may not want to drink but mothers should get them to drink a little at a time and often. Some people believe that when a child has diarrhoea they should not eat or drink. This is no right. They need to drink to replace the water they are losing.

3. Show the pictures on page 75 and 77.

Ask the children to write down 4 things they could do to care for themselves if sick or to care for a sick younger child.

Answer :

- 1) rest, (hold a younger child and stroke them to sleep)
- 2) drink good drinks often (give good drink often)
- 3) try to eat some good food (give some good food)
- 4) Wash in clean water if there is a fever and wash with soap for sores.

4. Ask the children : What are good drinks to give to a sick child?

(answer : Breast milk for babies  
clean water - boil it if you are not sure it is clean  
Green coconut water juice  
milk, weak tea.

5. Write these on the board and ask the children to write them into their books under the little "good drinks for sick children"

6. Ask the children : What are good foods to eat if you are sick or give to a sick child ?

Answer : Any soft foods (except rubbish foods) that the child will eat - try to eat a variety not just one kind. Soup with mashed up vegetables and coconut cream is very good for some one who is sick. Ask them to write this in their books.





## Activity 2

### The dangers in giving babies milk in bottles and cups

#### Materials needed for this activity

1. Preparation one day before the lesson (either with the class or by yourself)
  - 1 tin or box of milk powder
  - 1 old dirty rubber titi or nipple
  - 3 dirty glasses
  - 3 dirty bottles
  - 1 large clean container of safe drinking water.
2. Mix the milk powder with water. Put some milk into the first glass. Shake it around until the inside of the glass is covered with milk. Pour the milk from one glass to the next until all glasses have a covering of milk on the inside of them.
3. Prepare the three bottles the same way.
4. Put the rubber nipple into the milk.
5. Place the glasses, bottles and nipple on their sides on a dirty floor and leave over-night.

#### For the lesson :

1. Divide the children into 3 groups.
2. Appoint a leader for each group.
3. Tell the class they are going to play "Follow the leader" in their groups.
4. Call the leader together and tell them.  
They must not talk only do the action and the other children in the group do what they do.

First, they pick up the glass look at it in the light and pass it to the next child who does the same and passes it on until it comes back to the leader.

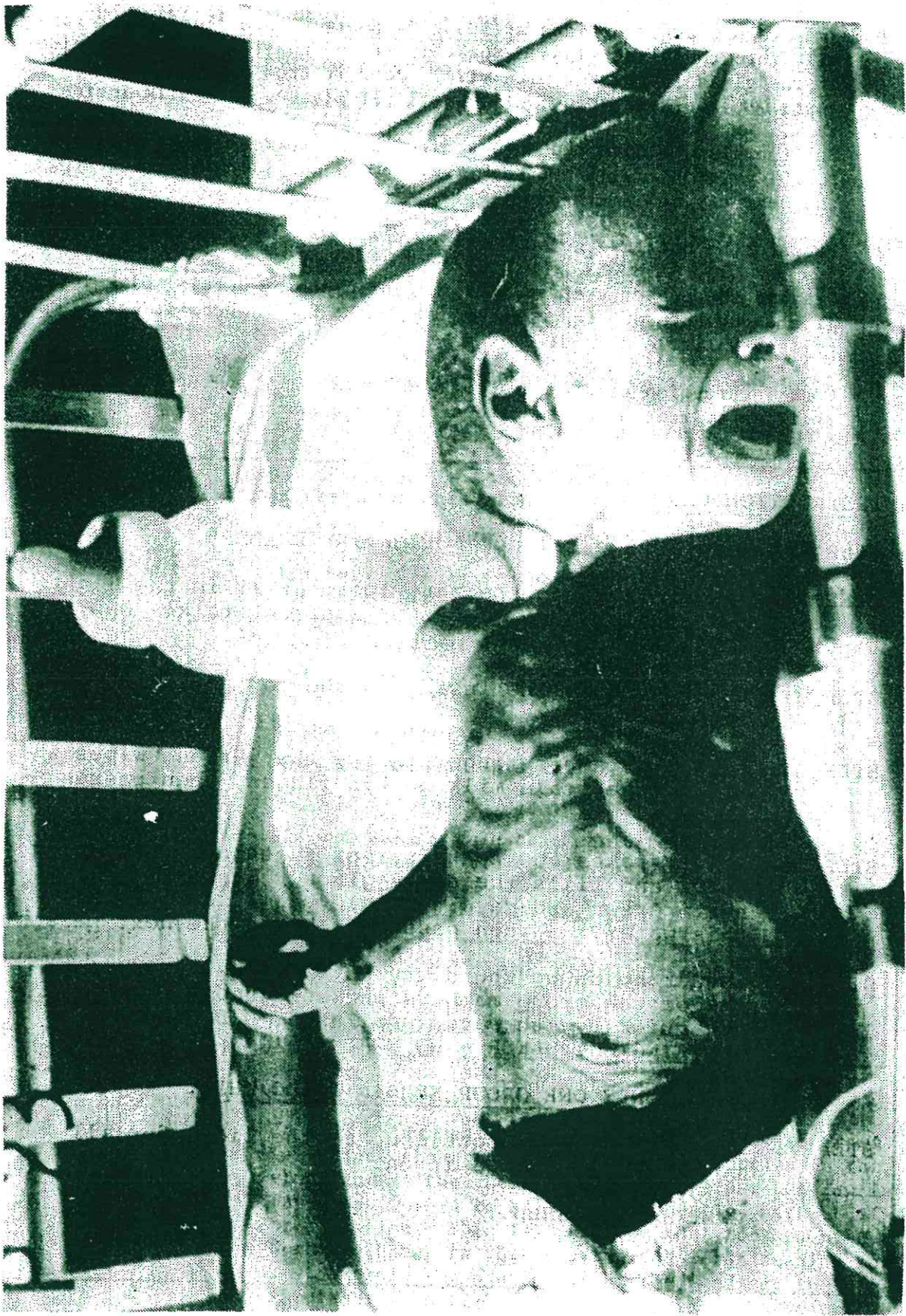
Second, the leader smells the inside of the glass and passes it on.

third, the leader puts a finger inside the glass, and passes it on

Fourth, the leader fills up the dirty glass with water from the water container and asks the next person :  
"Would you like to drink this water ?" Then passes it on.

Fifth The leader holds up the dirty bottle and asks one person to wash it using 2 or 3 rinses of water. Then the leader passes the bottle for all to see.







5. Bring the class together again.
6. Show the children the dirty bottles and nipple.  
Remind the children that germs live in dirt.
7. Ask the children :
  - Would you like to drink milk from this bottle ? Why not ?
  - Did you drink safe water from the glass when you were in your group ? why not ?
  - What did you find about cleaning the bottle with old milk in it ? Was it difficult to clean ?
  - How many reasons can you give for not using a bottle to feed a baby ?

Reasons for not feeding a baby milk from a bottle.

1. mother's breast milk is the best food for babies.
2. It is very easy for the milk to become dirty. The germs in the dirt will give the baby diarrhoea.
3. It is very difficult to clean the bottle and prevent germs from being in the milk.
4. Bottle milk costs money. Breast milk is free.
8. Ask the children to write the reasons for not feeding a baby milk from a bottle into their books.
9. Show the children the picture on page 85 of a very malnourished child in a cot with a bottle.
10. Tell the children :
  - This child is very malnourished because he drank only weak milk made from milk powder in a dirty bottle.
  - The weak milk was not good nutritious food for the baby. The dirty milk gave the baby diarrhoea or watery wastes because there are germs causing sickness in dirt.
  - This baby was not getting protein (nutrients for growing) and calories (nutrients for energy to sit up, play and learn).
  - He could not fight sickness because he did not have the protective nutrients, Vitamins and minerals from his mother's milk.
  - When the germs from the dirty milk got inside his body, he became very sick. He had much diarrhoea and became very weak.
- 11) Ask the children
  - 1) Do you think this baby could have died ? Why ?  
(yes because he was not getting enough nutrients protein, calories, vitamins and minerals to grow, move and fight germs).



2) Why is it so dangerous to give a baby weak milk in a bottle?

(The milk in the bottle does not have enough nutrients for the baby to grow and be healthy and contains germs that will give the baby diarrhoea, watery stools).

12) Ask the children to write the question and the answers in their books.

### Activity 3

#### Poster competition

Ask the children to draw a poster with a picture and a sentence about the dangers of feeding the babies with milk in a bottle.

For example the posters could have pictures of malnourished babies, or dirty bottles, flies, mothers spending money to buy milk powder, etc... Place the posters on the wall.

### Activity 4

#### What happens when a child loses too much water

#### Materials needed for this activity :

1. 2 glasses - 1 with water, 1 without
2. 2 small plants or flowers of the same type.
3. Fresh fruits like bush berries, nakavika, guava etc...

#### Method

1. At the beginning of the day or the day before the lesson show the two flowers to the children.

2. Place 1 in water in a glass, the other just in a glass without water.

3. Ask the children

What happened to the flower without water ?

(It dried up or wilted and is almost dead)

4. Compare this to a child with diarrhoea. Tell the children that when a child has diarrhoea, he loses a lot of water.

5. Ask the children,

"What does a baby or child with diarrhoea need so that it will not wilt or die ?"

(Water, or other fluids including breast milk)

6. Have the children look at the fresh fruit to see that it is firm and full of water.

7. Ask some children to place the fruit in the sun

8. Later that day or the next bring the fruit back into the classroom. So that the children can see that it has become shrivelled and wrinkled.

9. Ask the children :

"What has been lost from the fruit ?"  
(Water)

10. Ask the children :

"What they think happens to a baby when he dries out.

Answer :

He loses water.

Tell the children : If you weight him you will see he has lost weight. And if he is very dry his skin will stay wrinkled when you pinch his skin.

If a baby, child or adult loses too much water from their bodies they can die.

### Activity 5

What happens when a child loses too much water ?"

#### Materials needed :

1. A green coconut (or tin if no coconut available. Make a hole in the tin as for the coconut)

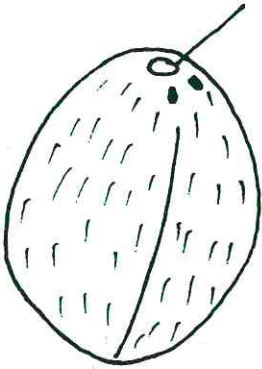
#### Method :

1. Ask the children to pretend that the green coconut or tin is a baby.

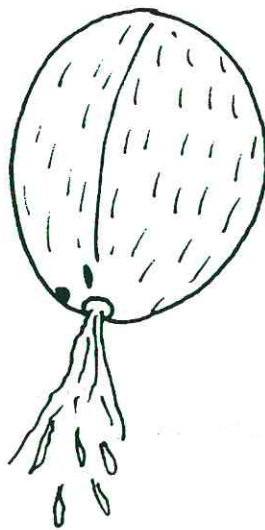
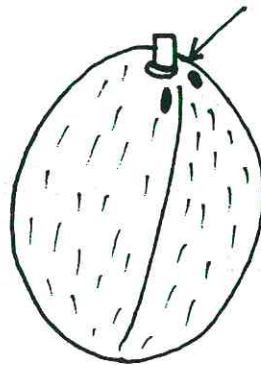
2. Open a small hole in the top of the coconut and plug it up tightly again.

3. Turn coconut upside down and tell the children to image the baby has diarrhoea and open the plug.

CUT TOP OPENING



PLUG TOP





4. Ask the children :  
"What happens ?"  
All the water runs out.
5. Tell the children this is what happens to a child with diarrhoea.
6. Make a hole in the other end of the coconut. Plug up the old hole. Fill the coconut with water.
7. Explain to the children :  
"This is what we must do with a child who has diarrhoea. We must replace, put back, into the baby's body the water that has been lost. If we don't the child might die just like the flower without water."

#### Activity 6

#### A special drink to give a child with diarrhoea

#### Material needed

- Several glasses of water
- Teaspoons
- salt and sugar

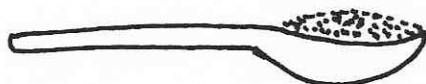
1. Ask the children :  
"What does a child with diarrhoea need ?"  
Answer : Clean water, coconut water, or breast milk if a baby and food if he/she will eat.  
  
Ask the children to write the question and answer in their books.

2. Tell the children that a baby with diarrhoea needs to drink breast milk often.  
If the baby is too weak to suck or the child too weak to drink, you or your mother can make up a special water drink and give it to the child on a teaspoon. You will have to be very patient and give it slowly because the child or baby will only be able to drink very slowly.

3. Show the children how to make up the special water drink to give if they or a younger child have diarrhoea.

### FIRST METHOD

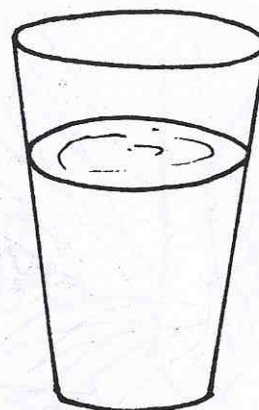
Mix 1 teaspoon of sugar



+ tip of a teaspoon of salt



In a glass of clean water

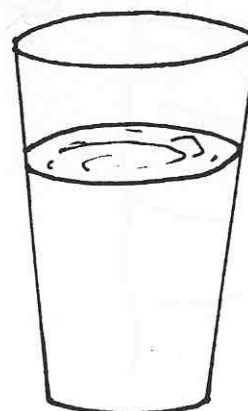


### SECOND METHOD

Mix about this much sugar

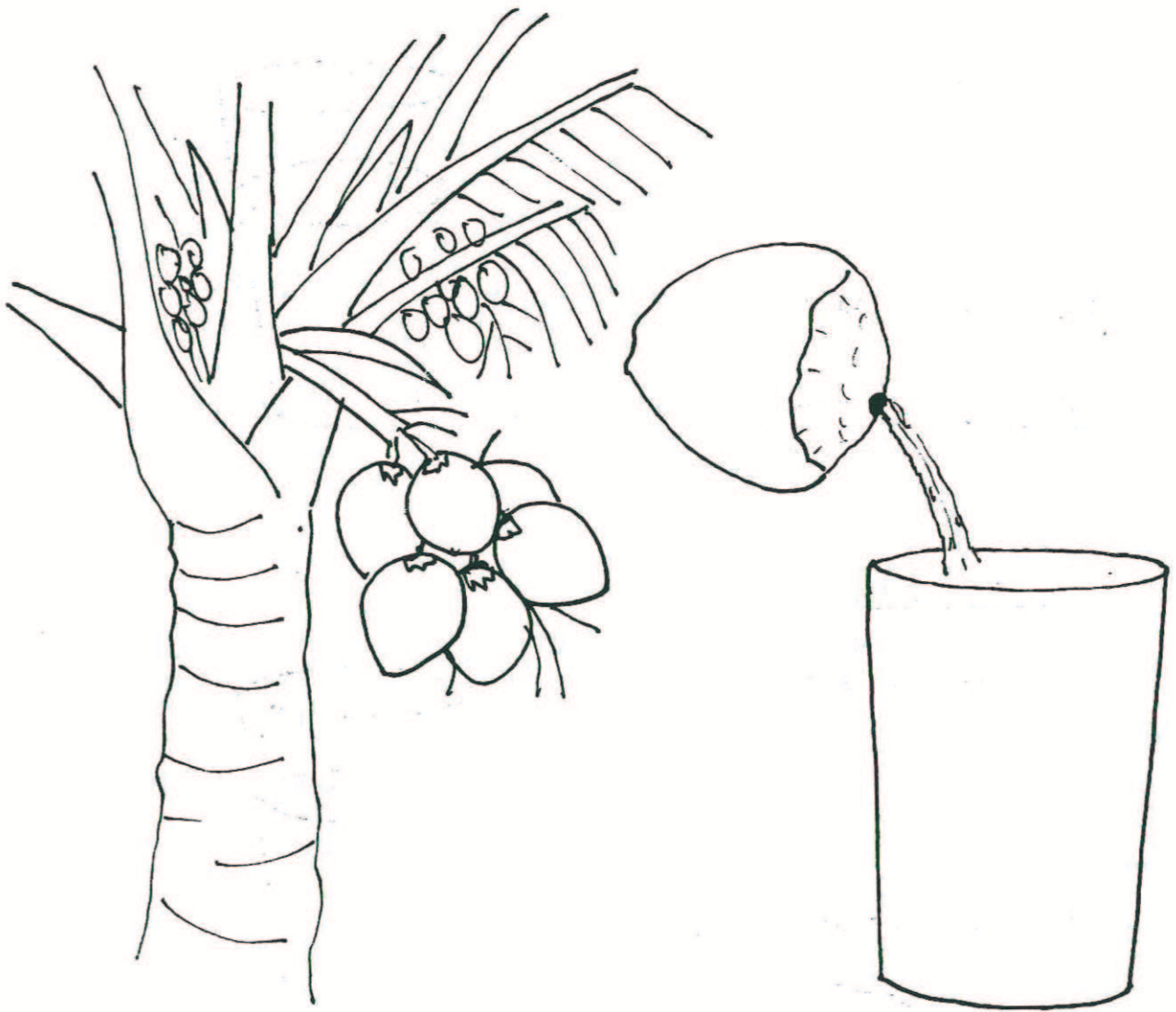


+ a pinch of salt



In a glass of clean water





## Activity 7

Draw the cross-word and write the clues on the board, or read out the clues slowly.

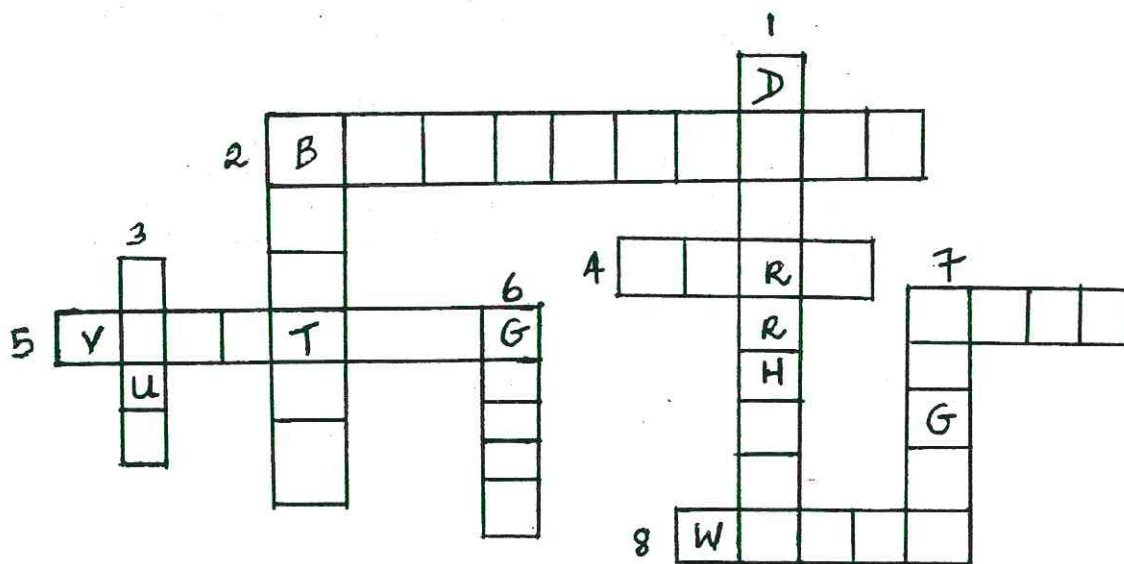
## Clues

### Across

2. The best food for babies
4. Where germs are found
5. Caused by eating dirty food.
7. A pinch of ..... is added to make special water drink.
8. What children lose from their bodies when they have diarrhoea or vomiting.

Down

1. The name for watery wastes.
2. A dirty b\_t\_\_\_ can cause diarrhoea.
3. Good food for sick children
6. Found in dirt and cause sickness
7. A teaspoon of \_\_\_\_\_ is added to make the special water drink.



## YEAR 6

### Term 2

#### Lessons No. 21, 22 and 23

#### Objective :

To learn about some other sicknesses that are caused by poor nutrition.

Time needed : 30 minutes x 3

#### Materials needed :

#### Teachers' note :

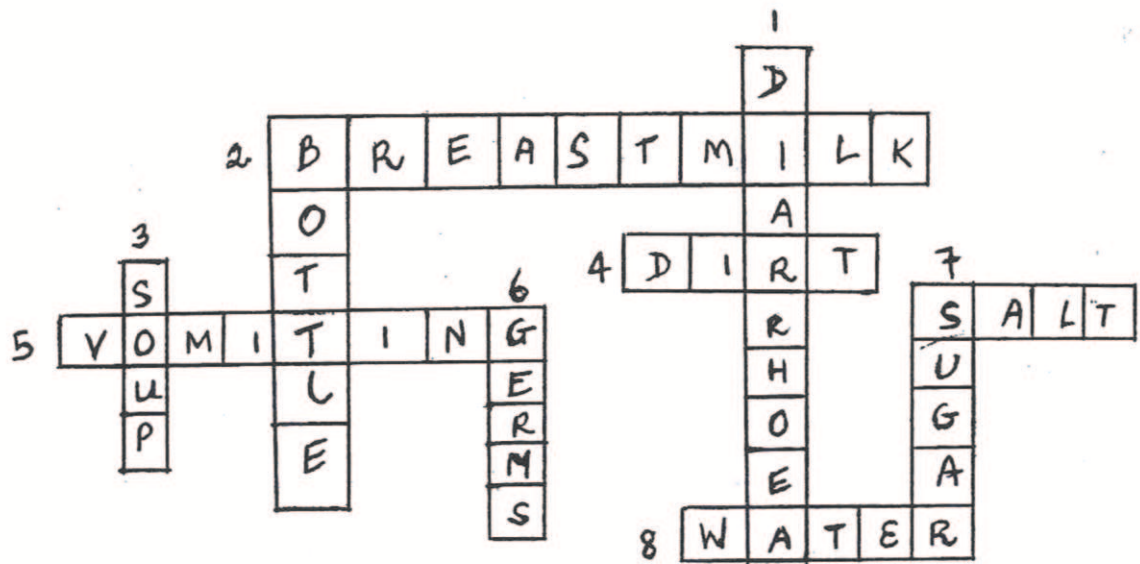
The most important nutrition problem in Vanuatu is malnutrition in children. However, there are also increasing nutrition problems in adults especially adults living in towns. The major nutrition problems called overweight or obesity. It is important for the students to understand that being overweight is unhealthy as being underweight. Overweight is also a form of malnutrition. Overweight means that a body has too much fat or a person is too heavy for size and height of his or her body. If a person eats more food than the body needs, the extra food is stored in various parts of the body as fat and this makes the body bigger and heavier than it should be. When the body weights too much it has to work much harder to move around and to stay healthy. It can wear out much more easily and fat people are more likely to get diseases such as diabetes, high blood pressure and heart disease. These diseases are increasing in Vanuatu especially in the towns.

#### Method :

1. Tell the children the following story of Mr. Flab and his cousin Mr. Strongman.

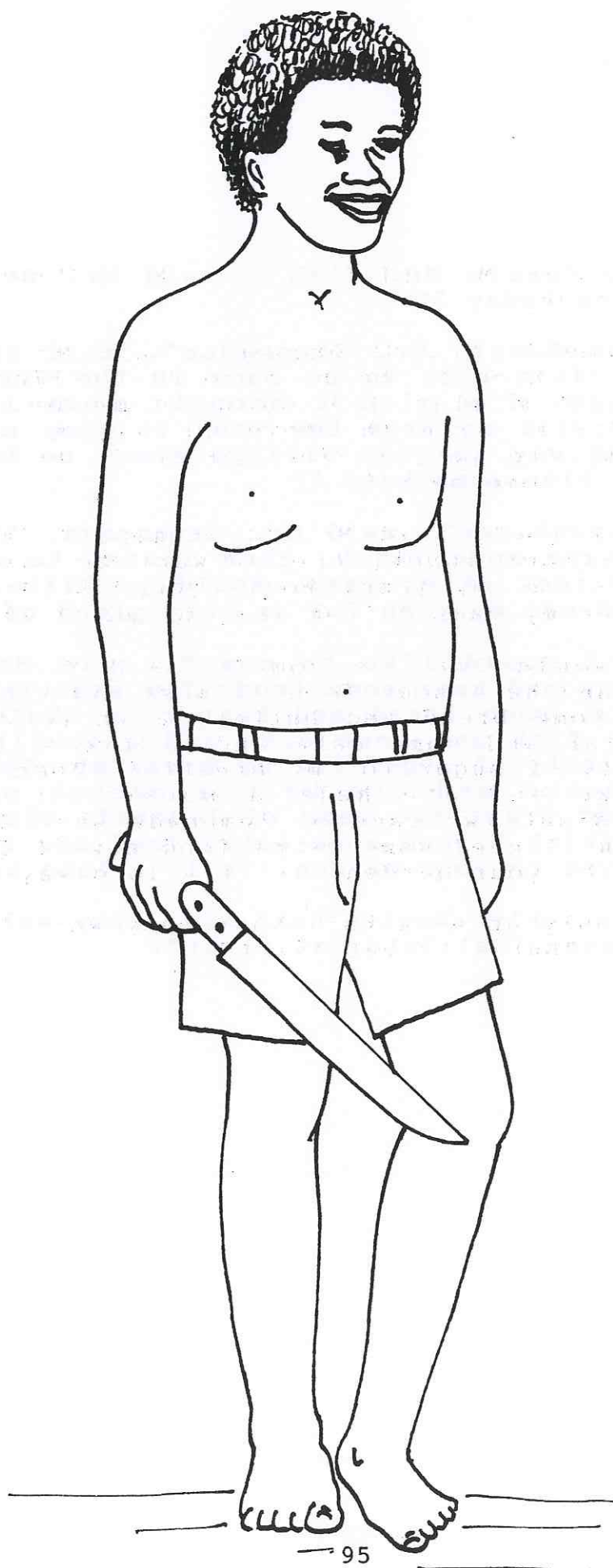


answer



## Mr. Flab and Mr. Strong man

It was a lovely sunny day, and Mr. strongman though he would go to his garden far away in the forest and see how his yams were growing. On the way back he would bring back a special kava root he owned and had been saving for an important day. Today was special because his cousin and family whom he hadn't seen for 4 years had come to visit. His cousin who was called Mr. Flab, now lived in the capital Port-Vila and had a very important job with one of the Banks.





Hello Cousin Mr. Flab ! said Mr. Strongman.  
"How are you today ?"

"Hello Cousin Mr. Strongman", said Mr. Flab, I'm O.Kay. It's nice to be back in the village and on holidays. I'm glad I brought some beer and cigarettes with me from the town to keep me going. It's a long way to your village store to buy them. "Would you like some beer ?"

"No thank you", said Mr. Strongman, "I'm just going to have some lunch, then I want to visit my garden and look at my yams. Would you like to come with me and see my yams ? I am very proud of them".

"Yes I would like to come", said Mr. Flab, "Lets' hurry and have some food. I'm starving. I had some kumala, some bread and butter, a whole can of meat, some fish and some cake and a lovely cup of tea with plenty of sugar for my breakfast. Then I had a nice snooze and ate half a packet of sweet biscuits and drank two cans of lemonade when I woke up. But I think I need some extra food now if I'm to walk with you to your garden. Is it a long way ?"

"Oh no, only about a half hour easy walk," said Mr. Strongman. "But lets eat first".



Mr. Flab and Mr. Strongman sat down to a nice lunch prepared by Mr. Strongmans' family. They ate some sweet potato, some fish and some island cabbage all cooked in coconut cream. Mr. Flab decided he was still hungry so he has a second helping of everything and some extra sweet potatoes as well. He was very thirsty too and because he didn't like coconut he drank two cans of sweet drink and another beer. "O.K. I'm ready now he finally said", but I might bring some tinned meat and cabin biscuit with me just in case I get hungry oh and some beer too".

"Its all right, don't bring anything for me said Mr. Strongman. If I get hungry I will eat some pawpaw and climb a tree and get a green coconut to drink.





Mr. Flab and Mr. Strongman set off for the garden. They started climbing through the bush. The path was quite overgrown and they had to climb up a few steep places. Mr. Strongman cut a path through the bush to make it easier for Mr. Flab. After 10 mins. he turned around but Mr. Flab was nowhere to be seen. Mr. Strongman was very worried so he rushed back down the path.





He found Mr. Flab a little way back sitting under a big tree. He was huffing and puffing, sweating alot. He looked very sick. "I thought you said this was an easy walk", he said to Mr. Strongman, "I'm exhausted already. Perhaps I need some more food and beer to keep me going. Lets rest here a while".

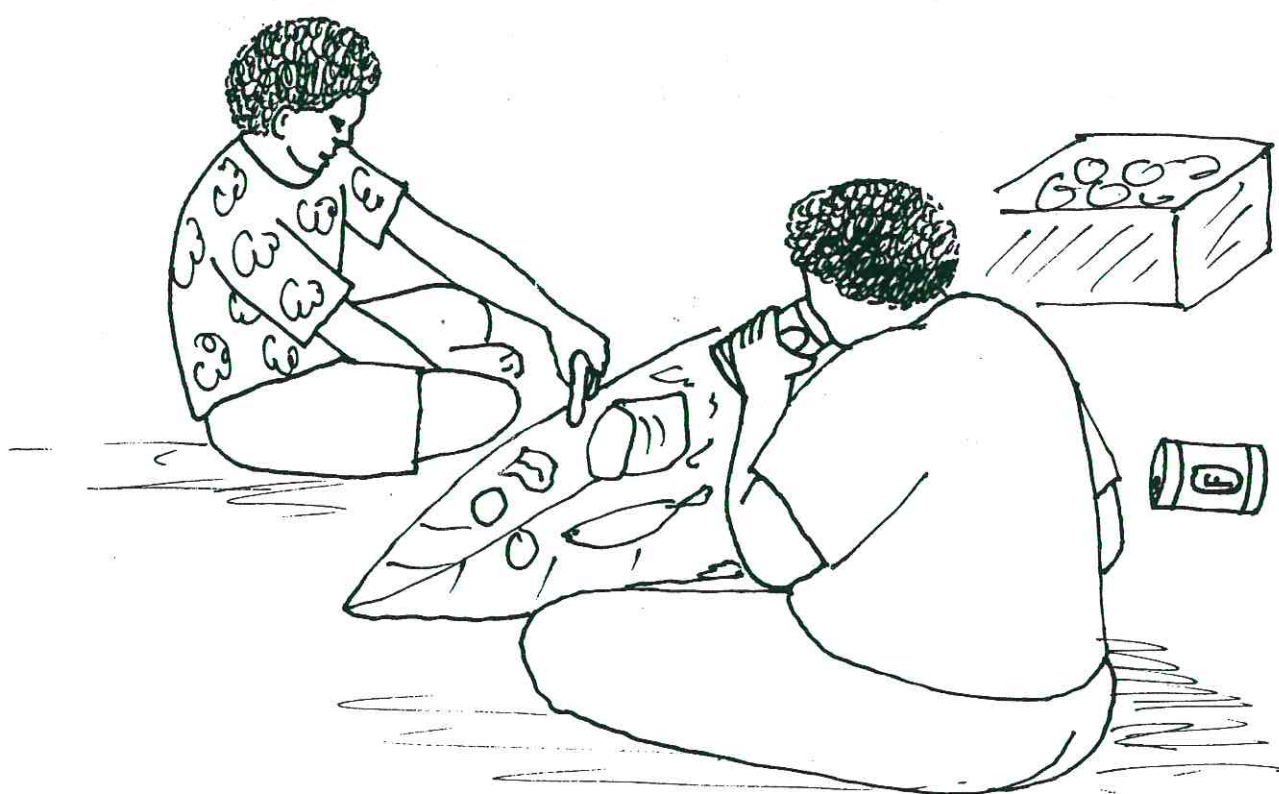




Mr. Strongman sat down with his cousin while he ate some meat and biscuits and drank his beer. "Now I won't have to carry these anymore" said Mr. Flab.

"No not on the outside," said Mr. Strongman, but now you will have to carry them on the inside".

The two cousins laughed at this joke.



Mr. Flab and Mr. Strongman hurried along the path, with Mr. Flab struggling up the hills and huffing and puffing. Eventually they reached Mr. Strongmans' garden and he started to work in the garden.



Mr. Flab was so exhausted he lay down under a tree and slept and slept. Mr. Strongman worked for about three hours and when he was finished Mr. Flab woke up. Mr. Flab was very embarrassed that he had let his cousin do all the work and had not helped. He offered to climb a coconut tree and get Mr. Strongman a green coconut drink.



Mr Strongman was very grateful because he was thirsty and sat and waited for Mr. Flab to climb a tree. Mr. Flab struggled and struggled but he was too heavy to pull himself up the tree. He was sweating and huffing and puffing from trying. Mr. Strongman eventually had to climb up and get 2 coconuts for them both. He climbed up the tree very easily and quickly and was not out of breath at the end.







" I wish I was like you", said Mr. Flab. "You can walk through the bush, garden and still climb trees and I bet you still have energy to play a game of football if someone asked you".

"Yes, of course", said Mr. Strongman you could be like me if you lost some weight. You are much bigger and heavier than me. It is harder for you body to move around. That's why you get tired so easily. You must try and eat less food, especially foods that can make you fat like cake and biscuits, beer and sugary drinks. When you are hungry you should fill your tinny with nutritious and snacks like fruits and drinks like green coconut juice. It can be just as delicious as beer. Beer makes you fat and lazy too. It is not good to drink when you are hot and thirsty".

"yes I am lazy", said Mr. Flab, "I must try and do more hard work like you and as you say stop eating so much. May be when I go home I will start walking to work everyday and not catch the bus. Its only 15 minutes walk. I may ever plant a garden around my home that will be good exercise, won't it?"

"Yes, said Mr. Strongman you will feel much better if you stay a good healthy body weight like me. You can start now like you are on holiday with me you will only eat my wonderful fresh food from the garden my wife and I have made. We will put away the beer, and tinned meat you brought from the town and save it for a special feast in our village".

Six months later Mr. Strongman had to go to town to buy some new fishing nets. He went to see his cousin Mr. Flab. Mr Strongman didn't recognize Mr Flab at first, he was so slim and looked so healthy. He had grown a new moustache and bought a new shirt and trousers. He looked very smart.

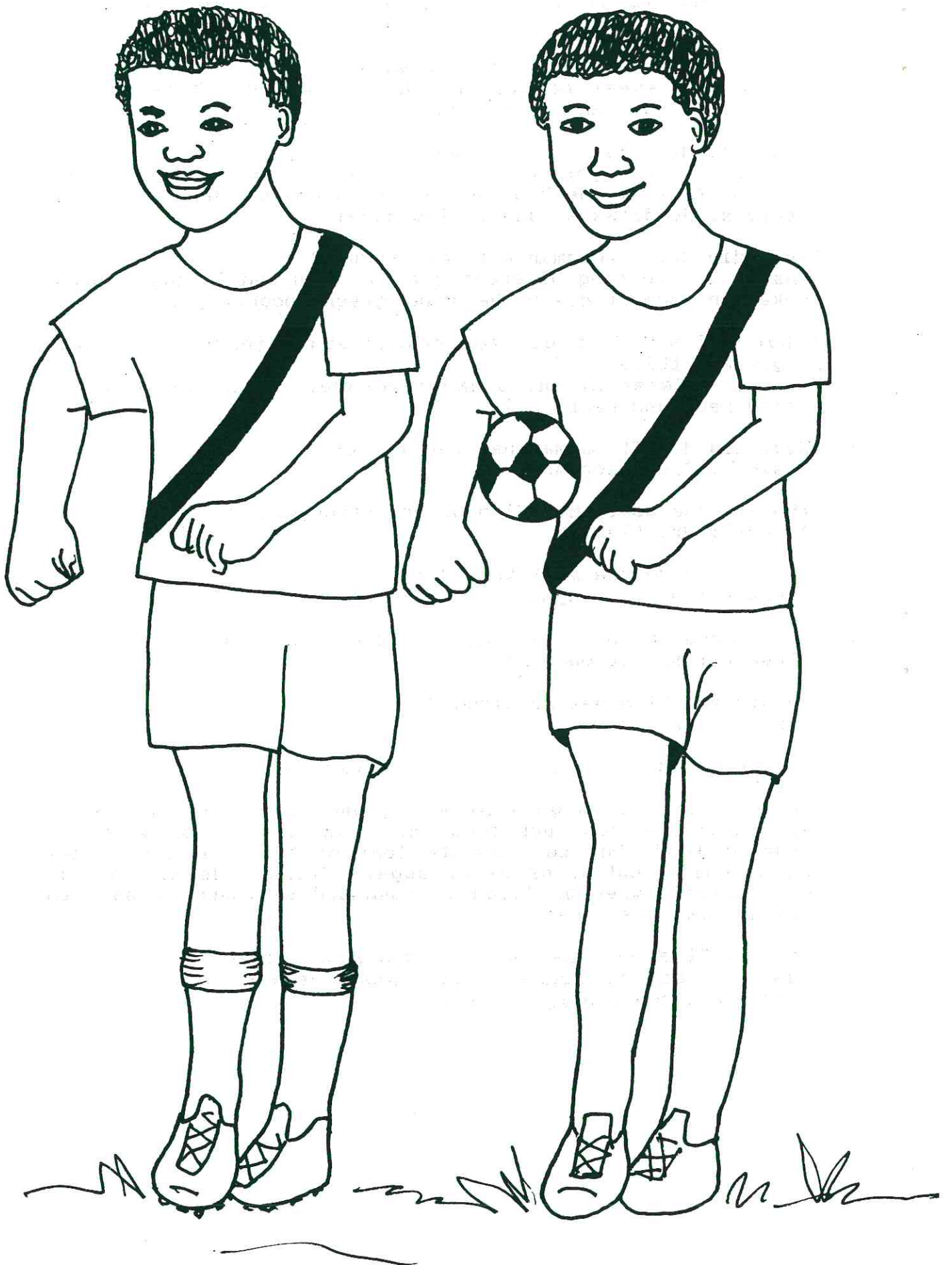




"Hello cousin, I feel terrific, do you want to come and play football with me ? I bet I can beat you in a race to get to the football field". "I bet you can't" said Mr. Strongman and the two cousins raced off down the road together laughing.

2. Ask the students the following questions after you have told the story.

- a) "What did Mr. Flab eat for breakfast ?"  
(Answer : sweet potato, bread and butter, whole can of meat, fish, cake and sweet tea)
- b) "What did Mr. Flab eat for lunch ?"  
(Answer : sweet potato, some fish and island cabbage cooked in coconut cream. He had two helping and ate some extra sweet potatoes. He drank 2 cans of lemonade).
- c) "What did Mr. Strongman eat for lunch ?"  
(Answer : 1 serving of sweet potato, fish and island cabbage cooked in coconut cream. He drank green coconut juice).
- d) "What did Mr. Flab eat for snacks and drinks when he was hungry and thirsty ?"  
(Answer : Sweet biscuits amd lemonade, cabin crackers and tinned meat and beer)
- e) "What did Mr. Strongman had for snacks ?"  
(Answer : Green coconut)
- f) "Who ate the most, Mr. Flab or Mr. Strongman ?"  
(Asnwer : Mr. Flab)
- g) "Who could do the most work ?"  
(Answer : Mr. Strongman)
- h) "Who looked the best, strongest and most healthy ?"  
(Answer : Mr. Strongman)
- i) Why did Mr. Flab get so tired ?"  
(Asnwer : He was too fat)
- j) "Do you think it is good to eat as much and be as big as Mr. Flab ?"  
(Answer : No, it is good to be big and strong but not to be fat and to eat too much food. Mr. Flab ate too much of all kinds of food, but he also ate lost of bad food like cakes and biscuits and drink sweet sugary drinks. He did not do much exercise when he lived in town and so found it hard to keep up with his cousin).
- k) "Did Mr. Flab look good when he had lost weight ?"  
(Answer : Yes; he looked very good. He was very fit and healthy and could play fooball.





3. Split the students into two groups. Give one team the heavy weight (a large bag of rice or sugar, or heavy stone, or large bottle of water) and one team a sheet of paper.

Have a relay race. Line up each team at one end of the playing field. Each team member must run up and back down the course carrying either the piece of paper or heavy weight. The team carrying the heavy weight all the time will probably lose the race. After a rest swap the lessons so that the heavy load team now runs with the piece of paper.

They should win now.

Discuss with the students why they found it had to run with the heavy load.

(Answer : The piece of paper weights nothing and it is like running at our usual weight. It is much harder to move and run fast when carrying a heavy load.

Tell the students the heavy load is just like the body having to carry around a lot of extra fat like Mr Flab. Mr Flab got tired easily because he was carrying a heavy load of fat. When he lost weight and lost the fat he could run move easily and play football again. We must remember that our bodies need to have just the right amount of strenght to work and play like Mr. Strongman. But we must not eat too much and get fat. Our bodies will break down and get sick if we get too fat. We can eventually die very young if we are to fat. It is like putting too many people and too many goods into a lorry. If they are too heavy the lorry will breakdown. In the same way our bodies will breakdown if we make it carry too much weight.

Ask the students who they would like to be when they grow up. Show them the following pictures :

Mr. Strongman  
Mr. Flab before  
Mr. Flab after

4. Tell them to write a reminder to themselves that they must never become too fat. They should write this in their exercise books or they can make a poster to hang on the wall.

e.g. I must never eat too much food and get fat. I must eat only good foods and do lots of exercise everyday. Then I will stay healthy.

5. Sing the new version of the island food song.

6. The students can turn the story into a play and act it out to the rest of the school.



Fat version of Island food song

1. Island food it is so good  
Eat it up you know you should  
Island food will keep you slim  
Run each day and you'll stay trim.
2. Eat too much and sit around  
You'll grow fat and big and round  
Choosing food that's nutrient poor  
You will be fed bad that's for sure.

(Repeat 1st verse)

3. Eat too much and you'll grow fat  
Try to run and you'll fall fat  
Eating lots will give you shame  
You'll have trouble playing games

(repeat 1st verse)

## YEAR 6

### Term 3

#### Lessons No. 24, 25 and 26

##### Objective :

To learn about the importance of nutrition in our school, village/town and in our country.

Time allowed : 30 minutes x 3

Materials needed :

Preparation needed :

##### Teachers' note :

Nutrition is the study of food and the way our bodies use food. Many people in Vanuatu think that food is just some thing which fills you up and stops you from feeling hungry, but food does more than that. Food has different nutrients as discussed in lessons. These are substances which have various work to do in the body. Some nutrients make the new parts of the body in a growing child, and help the body repair in the adult. Others keep the body working properly so that it stays healthy and some give the body the energy it needs to keep working.

We need to eat food to obtain these important nutrients, and we need to know which foods contains the nutrients for a particular function.

In this lesson the students will learn about the importance of nutrition in our school, village and in our country.

Firstly we will learn about the importance of nutrition in schools.

##### Method :

##### 1. Ask the students :

- Do you think it is important to learn about nutrition in our school ? Why ?

(Allow a few students to answer the questions)

##### 2. Tell the students :

It is important to learn about nutrition in schools, so that we all know what type of foods are good for us to keep us healthy. If we do not have any of these good foods, we will have to do something about it.

One way to make sure we get healthy foods is to plan and make a garden which has many different types of foods, either in our school village or community.

3. Read the following story to the students or hand out stencilled or photocopied copies to each student to read quietly.

### A trip to Talu school

Tari and his classmates went to Talu school in the next village to play volley ball. Their teacher was a friend of the Talu school principal, and he had invited Tari's teacher to bring the class. They sang songs loudly as they rode in the back of their teacher's pick up truck. Soon they were very thirsty.

"I wish we had brought some fruit from the trees around our class garden," said Tari's friend, Mary.

"Never mind, we will be at Talu school soon", said Tari. "We can get something there".

But the students at Talu school wanted to play Volley ball right away. They did not offer Tari and his classmates anything to eat or drink.

Tari's class won the Volley ball game. The Talu students became tired very easily, and they had sores on their legs. Tari left sorry for them. When it was lunch time all the students will given rice with a little canned mackerel juice on top. Tari and his classmates looked at it.

"Why don't you eat your rice ?" asked one of the Talu students.

"We are waiting for some fish and some vegetables", said Mary.

This made the Talu students laugh. So Tari and his classmates ate the rice and mackerel juice. Afterwards they walked around the school.

"May we see your class garden ?" Tari asked one of the Talu boys.

The boy took Tari to a garden. There was not much growing in it. Infact, it was full of weeds. The boy did not look at all interested in it.

"We don't like working here", he said. "It is a hot place, and the ground dries out as soon as we water it".



"Doesn't your teacher help you ?" asked Tari.

The boy frowned. "Our teacher was hurt in a car accident. We have substitute teachers - Sometimes one and sometimes another. We don't have any gardening lessons now", he said.

4) Write the following questions on the black board and ask the students to answer them in their exercise books or orally.

#### **A trip to Talu school**

- 1) Why did Tari and his classmates go to Talu school ?
  - 2) What did Mary wish they had brought on the trip ?
  - 3) Which class won the volley ball game ?
  - 4) What did the students have to eat for lunch ?
  - 5) What did the Talu students do when they heard Mary say she was waiting for some fish and vegetables ?
  - 6) What did the Talu students' class garden look like ?
  - 7) What did the Talu student say to Tari about the garden ?
- 5) Discuss the answer of the questions with the students. Here are the answers, but make sure a few of the students read out their answers before you discuss these answers.

#### Answers

- 1) Tari and his classmates go to Talu school to play Volley ball.
- 2) Mary wished they had brought some fruit from the trees around their class garden on the trip.
- 3) Tari's class won the Volley ball game.
- 4) The students had to eat rice with a little tin fish juice on top.
- 5) The Talu Students laughed when they heard Mary say she was waiting for some fish and vegetables.
- 6) The Talu students' garden had not much growing in it, it was full of weeds.
- 7) The Talu student told Tari that they don't like working in the garden because it is a hot place and the ground dries out as soon as they water it.



6) Tell the students :

In this story we can see that Tari's school have learnt something about Nutrition and have done something to make sure they have something nutritious to eat at school to keep their bodies strong and healthy; whereas the students at Talu school do not know anything about nutrition.

During Tari and his classmates' visit to Talu school they found that the students at Talu school became tired very easily during the Volley ball game and had sores on their legs.

When lunch came they only had rice and tinned fish juice, but no vegetables.

7. Ask the students for general oral discussions :

What do you think Talu school need to do so that they may become healthier and strong like Tari and his classmates ?

8) Read the following story to the students or hand out stencilled, or photocopied copies to each student to read quietly.

### **A Funny garden**

On the way home from Volley ball game at Talu school, Tari and his friends laughed. They were happy that they had won the game. They talked about the Talu students' garden.

"It was a funny garden", said Mary. "It was full of weeds and not much else", Tari told the rest of the students in the truck.

"They only had pumpkins growing in it" said Mark. "There were no other vegetables and no fruit trees planted around it", said Mark. "There were no other vegetables and no fruits trees planted around it. It really is a funny garden".

"And the lunch they gave us was only rice and nackerel juice", said Mary. "They do not eat good food".

"That is why we won the Volley ball game so easily", said Tari.

Mark frowned "We won because we are the best", he said. Mark is the team Captain. He is tall and strong. He walks to school a long way every day.

"Be quiet, Tari", whispered Mary. "We don't want to make Mark angry".

"I know we are the best Mark, said Tari. "We are the best because we practice everyday and have strong bodies".

Mark smiled. "The Talu students don't have strong bodies at all", he said and laughed.

Soon everyone was laughing again. "Did you see the sores on their legs ?" laughed Ruth.

"Remember their garden and their lunch", shouted Mary. "They laughed at me. But if you see what they eat you will know why they have sores !"

"She is right", said Mark "we are strong because we eat fruits and vegetables everyday. We have learned to eat many different kinds of food, not just rice. We have learned to grow good food in our class garden". "I feel sorry for the Talu students", said Ruth. "Let's send them some seeds and cuttings from our class garden".

"Yes", said Mark. "Let's do that. Then next time we beat them at Volley ball, we will know we have won a game against strong players".

9) Write the following questions on the black board and ask the students to answer them in their exercise books or answer them orally.

#### **A funny garden**

- 1) Why were Tari and his classmates happy on the trip home from Talu school ?
- 2) Why did the students think the Talu garden was funny ?
- 3) Why did Tari think the class won the Volley ball game so easily ?
- 4) Who is Mark ?
- 5) Why did Mark think the class won the Volley ball game so easily ?
- 6) Why did the Talu students not have strong, healthy bodies?
- 7) What did Ruth want to do to help the Talu students ?
- 8) Why did Mark think Ruth's idea was good ?





- Discuss the answers of the questions with the students.

#### Answers

1) Tari and his classmates were happy on the trip home from Talu school because they had won the Volley ball game.

2) The students thought Talu school garden was funny because it was full of weeds and nothing else and it had only pumpkin growing in it and there were no vegetables or fruit trees planted around it.

3) Tari thought they won the Volley ball game easily because they eat good food.

4) Mark is the team Captain.

5) Mark thought the class won the Volley ball game so easily because they practice everyday and have strong bodies.

6) Talu students did not have strong, healthy bodies because they do not eat fruits and vegetables or many different kinds of food, they only eat rice.

7) Ruth wanted to send some seeds and cuttings from their class garden to the Talu students to help them.

8) Mark thought Ruth's idea was good because, next time when they beat the Talu students at Volley ball, they will know they have won a game against strong players.

#### 10) Ask the students :

- What have we learnt from these two stories ?  
(Allow some students to answer this question)

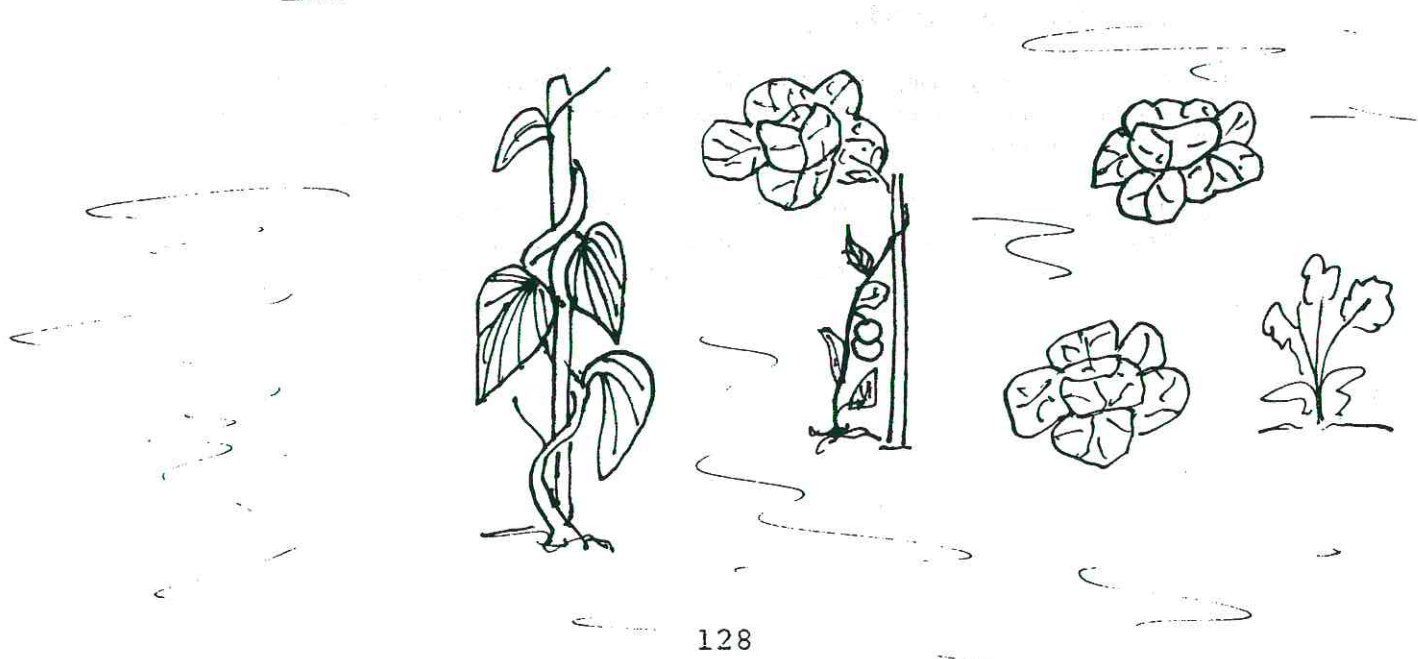
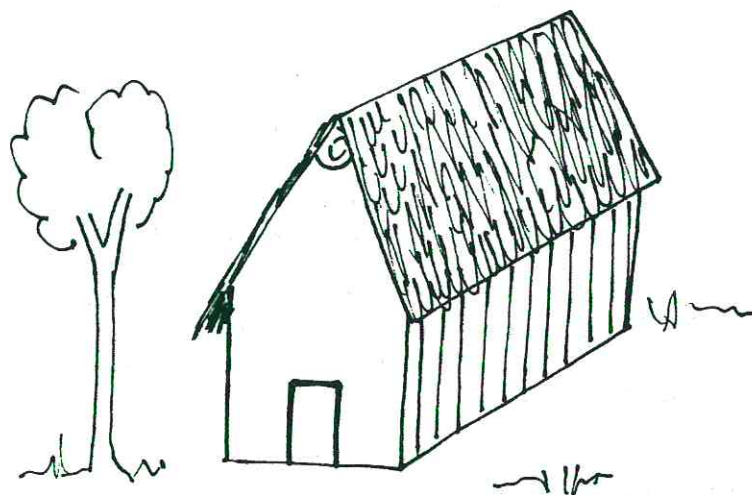
#### Tell the students :

We have learned something very important. We have learnt that it is very important that we eat healthy foods in our schools everyday, especially many different kinds of food and not just one kind of food.

It is also very important that we learn to grow food in our school because this then will help us to get our many different kinds of food from.

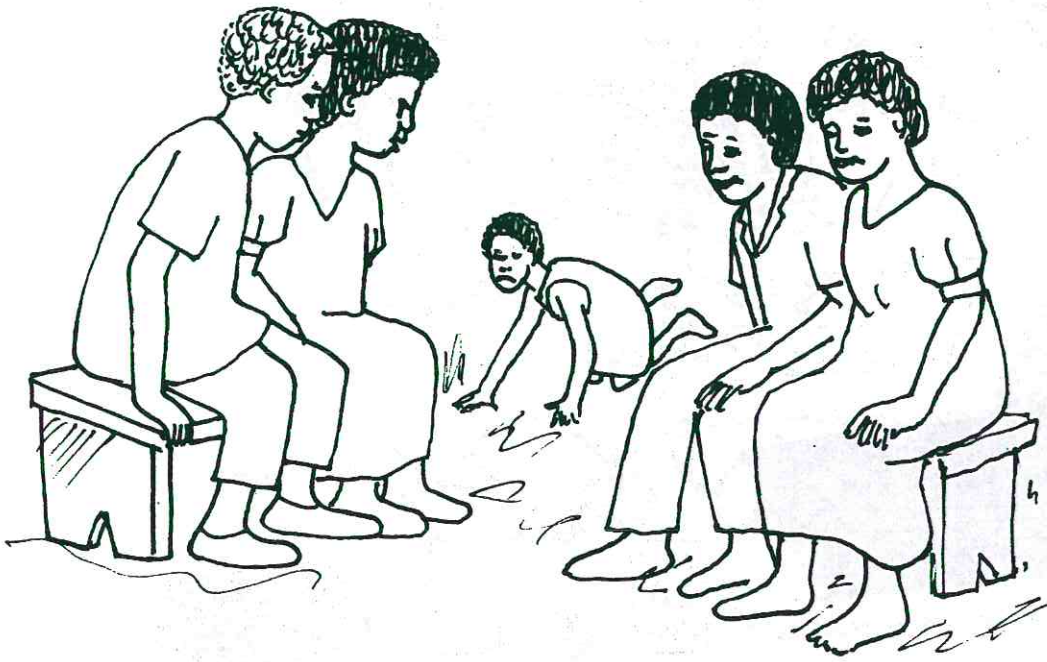
11. On pages 129 to 133 are 5 pictures. These pictures are based on a village situation and the basic principle is similar to the two previous stories; "A trip to Talu school" and "a funny garden".

















Trace the pictures or have the pictures stencilled or photocopied and pin up them for the students to write a short story on the pictures. This activity could be done in groups or individually.

After the completion of the story writing bring the class together and have each group read out their story or pick out a few students to read out their story.

12) Tell the students

Now that we have heard your stories, we can all discuss the pictures.

Picture 1 : Shows 2 houses in a village. One house has a garden, with vegetables and fruit trees and the other has no garden.

Picture 2 : Show the 2 families from the two houses. One family is sitting down eating tinned fish and rice. The other family is eating taro, fresh fish, cabbage and fruits.

Picture 3 : Shows the 2 families again. The members of one family sitting down looking really tired and doing nothing, the other members of the family playing and all being active and healthy.

Picture 4 : Shows the good and healthy family helping the unhealthy family to plant a garden of fresh fruits and vegetables.

Picture 5 : Shows both families now eating fresh healthy foods and looking strong and healthy.

13) Ask the students

What did you learn from the pictures and stories ?  
(Allow a few students to answer)

14) Tell the students :

In villages in Vanuatu we all have land available to make food gardens. It is up to us to make use of that. If we do not plan and plant a food garden with fresh fruits and vegetables, we will not eat fresh healthy foods, and our families will not be as healthy and strong.

In towns in Vanuatu, it is possible for those who have some land around their houses to plant some fresh fruits and vegetables. This not only provides these families with fresh foods, but it also help them to save money as fresh fruits and vegetables in the market and stores are very expensive to buy.

15) Ask the students :

Where do we get all our foods from ?

(Various sources, garden, store, sea, bush etc)

If you live in the town, where do you get your foods from ?  
(market and store)

If you live in the village where do you get your foods from?  
(garden, sea, river, bush)

16) Tell the students

Let's quickly discuss where we get all our foods from in Vanuatu.

- In the village we can get foods free from our gardens, sea, rivers, bush. We also can buy food from stores in our villages, but these foods are not free, we have to buy them.

- In the town we can only get our foods from the market or the store. Some people who plant food gardens around their houses, are lucky and can get fresh foods from these as well.

17) Ask the students :

Why must we buy foods from the store and why are these foods very expensive ?

(Allow a few students to give some answers)

Tell the students

Store foods needs to be bought and they are expensive because :

a) we do not have some of these foods in our gardens and these foods need to be imported from other countries such as rice, flow and other tinned foods, from Australia. Cabin biscuits from Fiji etc..

b) We have to buy these foods from the shop keeper and the shopkeeper himself has to buy these foods from Australia or Fiji where these foods are available. Transporting these foods from these Countries to Vanautu is very expensive, that's why they are expensive to buy from the shops and they are not free at all as our fresh foods from the garden, sea or bush.

c) When we buy foods from the store, the store keeper then has to buy more foods from either Australia or Fiji, so the money that we spend does not stay in Vanuatu it goes to Australia or Fiji. This is not very good for us as we are loosing our money. It is therefore very important that we buy and eat more of our local foods. In this way we keep our money in our Country and we are richer.



d) We are not only richer by keeping our money in our Country but we are also healthier as our local fresh foods are better for us than imported foods and they are also less expensive.



## YEAR 6

### Term 3

#### Lessons No. 27, 28 and 29

##### Objective :

To look at food and its importance to us on special occasions, e.g. feast.

Time allowed : 30 minutes x 3

##### Materials needed :

- Big pieces of paper
- colour pencils

##### Preparation needed :

Organisations for the school break up feast. See options on section 5.

##### Teachers' note :

A feast is an important social event in Vanuatu. It is a big meal to celebrate a special event. Usually many people are involved in an event such as a wedding, birthday, christening, church celebration, or ceremony associated with end of mourning for the death of a person or circumcision of young boys.

Feast in Vanuatu often involve the exchanges of different foods and gifts like mats etc.. Families are required to give food, gifts and money. The custom of exchange of food and gifts during feasts is still important for most people in Vanuatu. They keep the culture strong and help the community to stay together and work together.

##### Method :

1. Ask the students the following questions and discuss them orally :

- What is a feast ?
- What sort of occasions do you celebrate in your home, village and community ?
- Do you enjoy feasts ? Why ?
- Who bring all the foods and gifts for the feast ?

2. Make a list on the board of occasions which the students come up with as occasions to celebrate by feasting in their area.

### 3. Tell the students :

Using our list of occasions for feasting from the board, you will be divided into groups and do the following activities :  
(Divide the students into groups and give each group one or two occasions to work on).

i) Choose one or two occasions for feasting for your group.

ii) Using a big piece of paper or your exercise books draw some pictures of your favourite foods during the feast and some pictures of what happens during the feast. You can write short sentences under the pictures explaining what is happening. Colour the pictures.

iii) Put up all their pictures on the wall as a display for them all to see.

iv) Don't forget to write a big heading on the top of your page saying what celebration or feast it is.

For example : Birthday celebration or feast

### 4. Tell the students :

You will be finishing Primary school shortly. Do you feel this is an important event to have a feast?

(Discuss the answer with the class).

- It is an important event for you all therefore you are all going to plan a school feast for your break up.

- This is also the last of your nutrition lessons in Primary school, therefore during the feast, you can prepare some nutritious food, put on one or two nutrition plays and sing some nutrition song, which you have learned.

(Discuss this activity with the headmaster of the school and the teachers and ask for their support and assistance and you as the grade 6 teacher will co-ordinate this activity).

### 5) Preparations for the feast

#### 1. Divide the students into 2 groups.

Group one is to make a list of nutritious foods or dishes which they would like to have during their feast.

Group 2 is to decide which nutrition songs they are going to sing to their parents and friends during the feast (They may like to include some health songs too) They also decide which nutrition play(s) they would like to put on.

#### 2. Bring the class together and make a list of what groups one and two have decided on the board.

- The foods or dishes proposed for the feast, would probably need parents to help the students prepare them; especially laplap.



- Here is guideline and some ideas which might help you when organising the feast with the students

a) All the food preparation could be done at school, but this means alot of organising is needed. Therefore it is a good idea to give each student or groups of students specific tasks to carry out; either collecting foods from home or utensils needed for food preparations. Additionally ask some parents to help the students.

b) As well as preparing some foods at school parents and friends of the students could be asked to bring some cooked food, and fresh fruits when they come for the school break up.

It is a good idea if you organize a meeting with the parents teachers' Association of the school and discuss this with them. Discuss the idea that the students are learning to prepare local fresh nutritious foods for this feast and their support in this activity is very important to the students.

c) Another option would be to ask the parents of the grade 6 students to make all the laplap for the feast and the students to prepare fresh fruits drinks and fruits for the feast and decorate the eating place.

- In order to get a variety of laplap, you could help the students by writing a laplap letter request to each parent, specifying what type of laplap, you would like them to prepare and have the students sign the letter of request. For e.g. laplap yam with fish, etc...

d) Here are some suggestions for fresh fruit drinks and fruits.

#### Fresh fruit drinks

- Green coconut
- Fresh lemon juice
- Fresh grapefruit juice
- Fresh orange juice
- Water melon juice

#### Fresh fruits

- Ripe pawpaw
- Water melon
- Mangoes
- Ripe banana
- Custard apple
- Soursop
- Oranges
- Mandarins etc....



e) Help the students to draw up a programme for the feast.

- Before eating the feast foods the students sing their nutrition songs and act their nutrition play(s).

- Make sure that before each song or play, one student explain to the audience what the playing or song is all about.

- Students in the lower grades could also be asked to join the grade 6 in some of these play and songs.

f) Try to include only local fresh foods for the feast and no imported foods, especially to promote our local fresh foods as the best foods to keep our bodies healthy.

## EVALUATION

### Teachers' note :

1. The aim of this evaluation is to see whether the students have understood the content of the lessons.

You can carry out the evaluation in the following ways :

- a. If you have access to a photo-copying machine and paper you can photocopy the tests for each student or if you have access to a stencil machine you can prepare your own stencil and run off copies for your students.

Or

- b. You can write the test on the black board and ask the students to write only the answers of each question in their exercise books or on pieces of paper which you have to collect at the end of the test to mark.

For example :

1. - a) Yes  
- b) Yes  
- c) No etc..

Or

- c. You can write the test on a big piece of blank paper and pin it up on the board or wall and ask students to write the answers of each question in their exercise books or pieces of paper for you to collect at the end of the test to mark.

For example :

1. - a) Yes  
- b) Yes  
- c) No etc..

Or

- d. You can read out the question to the students which means that you have to repeat each question three or four times. The students again will only need to write the answers as in examples given in points b and c above.

2. The length of time needed to spend on each test is stated, however you can adjust the time to suit your need.
3. The total mark for each question and the whole test is also stated and here again you can adjust the marks to suit your school's particular marking system.
4. The answers for the nutrition end of term test are on page 144

END OF TERM 3 NUTRITION TEST

Name of student : .....

Question 1

Answer the following questions :

a) What must you do so that you don't get fat ?

\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

b) Name five places where we can get our foods from.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

(5 marks)

c) Why is it important that we buy and eat our local fresh foods?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

d) Why is a school garden very important in a school ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(2 marks)

Question 2

Write the meaning of the following words in the space provided :

Words

Meaning

Nutrition : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feast : \_\_\_\_\_  
\_\_\_\_\_

Dehydrated : \_\_\_\_\_  
\_\_\_\_\_



Diarrhoea : \_\_\_\_\_

Malnutrition : \_\_\_\_\_

Over-weight : \_\_\_\_\_

Calories : \_\_\_\_\_

(14 marks)

/25

End of test

## Answers of end of term 3

### Nutrition test

#### Question 1

a) We must not eat too much. We must eat only good foods and do lots of exercise everyday.

(2 marks)

b) 1) The sea

2) The bush

3) The garden

4) The store

5) The river

(5 marks)

c) It is important because we keep our money in our country and we get richer and also we are healthier as our local fresh foods are better for us.

(2 marks)

d) A school garden is very important in a school because it can provide the school with fresh nutritious foods.

(2 marks)

#### Question 2

Nutrition The study of food and the way our bodies use food.

Feast An important social event in Vanuatu. It is a big meal to celebrate a special event.

Dehydrated A body becomes dry when it is losing too much water from diarrhoea and vomiting.

Diarrhoea This is a sickness when a child goes to the toilet and the waste is not soft but watery and runny.

Malnutrition The sickness which a child gets from not eating enough of the right foods.

Over-weight A person is too heavy for the size and height of his/her boy.

Calories Nutrients found in Energy or power foods like Taro, rice etc.

(14 marks)

## MEANING OF WORDS USED IN YEAR 6 LESSONS

### WORDS

### MEANING

Acid	A sour taste of something. Acid from sweet foods can cause tooth decay or make holes in our teeth.
Advertising	Tell everybody about something you want to sell especially make it look attractive with colourful packages or saying how good it is so that alot of people go and buy it.
Bar-charts	Charts which show us which food is more nutritious with alot more nutrients.
Best foods	These are local fresh foods in Vanuatu either from the garden, bush, sea or river or from the maket and store.
Calcium	This is a mineral which we find in some of our foods like milk and fish and green vegetables. This is very important to build our bone and teeth.
Calories	Nutrients found in Energy foods like Taro, yam and rice.
Chemical	Something which we find in imported or store foods and store snacks. They can be harmful to the health of our bodies.
Development	Growing and learning how to do new things.
Dehydrated	A body becomes very dry when it loses too much water from diarrhoea and vomiting.
Diabetes	Disease or sickness which a poison gets if they eat too much sugary foods or if their body cannot use the sugar properly.
Expensive	Something which cost alot of money. Store snacks are expensive but are not nutritious.
Fresh foods	These are the best foods from Vanuatu. Foods from the garden, bush sea, or rivers which are not put in tins or packets with chemicals.
Feast	An important social event in Vanuatu. It is a big meal to celebrate a special event.
Germs	Tiny living things which we cannot see with our naked eyes. They are found in dirt and cause sickness.



**Good foods** Foods which we can buy from the store and which are nutritious like tinned meat, tinned fish, peanut butter and rice etc... Although these are not as good as our best foods.

**Growth** When the body is getting heavier and bigger.

**Heart disease** Sickness of the heart especially when one is too fat.

**High Blood Pressure** A sickness a person gets when they eat too much and they are too fat.

**Imported foods** Foods which are not from Vanuatu. They are from other Countries and are brought to Vanuatu and are sold in the stores. For example tinned meat, tinned fish, rice, sugar, milk powder, biscuit etc.

**Iron** Nutrient found in dark green leaves and meat and liver which are very important to make our blood strong and healthy. Pregnant mothers need alot of iron foods to build up their babies' blood.

**Malnourish** When a child is not getting the right nutrients for growth.

**Malnutrition** The sickness which comes from not getting enough of the right foods.

**Minerals** Nutrients found in Health foods like fruits and vegetables. These are very important especially iron and calcium to keep our blood strong and healthy and keep our bones strong and healthy.

**Nutrients** Substances found in our foods especially after the food is eaten and is broken down into very tiny pieces in our body. These are very important as the body uses the nutrients to keep the body healthy and keep the body working.

**Nutrition** The study of food and the way our bodies use food.

**Obesity** A person is too heavy for the size and height of his/her body (too fat).

**On the road to sickness** This is an indication in the child's health card that the child is not eating well or is sick and needs to be fed properly so that he/she can grow well and healthy.

**Over-weight** Another word for obesity. A person is too heavy for the size and height of his/her boy (too fat).

**Poor foods** These are store foods with very small amount of nutrients in them, such as lollies, lemonades, twisties etc.

**Proteins** Nutrients found in Grow and Body building foods like, meat and fish.

**Road to Health** This is an indication in the Child's Health Card that the child is growing well and he is healthy; especially when the line on the card is going up

**Rubbish foods** Another word for poor foods. These are store foods with very small amount of nutrients in them, such as lollies, lemonade, twisties, etc..

**Special drink** This is the sugar and salt solution which is prepared by using 1 glass of boiled water, a pinch of salt and 1 teaspoon of sugar. This is given to a child when he/she has diarrhoea to help him/her not to be dehydrated.

**Vitamin A** Nutrient found in Healthy foods, and other foods in the other two groups. It keeps our eyes healthy.

**Vitamin B** Nutrient found in Health foods and the other two food groups. There are many different kinds. They keep our muscles healthy.

**Vitamin C** Nutrient found in Health foods to keep our skin healthy.

**Weight chart** Card which the nurse gives to the mother to keep record of the growth of her child. This is to make sure that the child is well and is growing.