



MINISTRY FOR EDUCATION AND EMPLOYMENT

**EDUCATION FOR ALL**

# HEALTH FACTOR TEACHER'S TOOLKIT

**HEALTHY LIFESTYLE PROJECT WITH KINDER CLASSES**



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# **HEALTH FACTOR**

## **TEACHER'S TOOLKIT**

**HEALTHY LIFESTYLE PROJECT WITH KINDER CLASSES**

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# AIMS OF THE PROJECT

This project is designed to assist Kindergarten teachers with teaching their pupils the importance of healthy eating and physical activity so they are encouraged to make healthy lifestyle choices and better their chances of becoming active healthy adults. The school environment and specifically teachers as role-models, help play a vital role in developing healthy eating habits and promoting good lifestyle choices. Peers will also have a greater influence on these choices through participation in a class project.

This project can also be used as a pilot study for future similar projects that can be undertaken with the aim of reducing childhood obesity among Maltese children.

## **LEARNING OUTCOMES OF THE PROJECT – RELATED TO THE HEALTHY LIFESTYLE POLICY**

- Outcome 1: Children develop a strong sense of identity.
- Outcome 2: Children are more aware of the importance of making healthy choices with regards to food, drink and exercise.
- Outcome 3: Children gain a positive self-image.
- Outcome 4: Children are socially adept.
- Outcome 5: Children nurture positive attitudes towards learning, becoming engaged and confident learners.

# ITTRA LILL-ĠENITURI

Għeżież ġenituri,

Bħala skola, aħna qed nieħdu sehem fi proġett bit-titlu “The Health Factor”, programm kurrikulari mifruq fuq l-ħmistax-il ġurnata. Dan il-programm inħoloq minn edukaturi mill-Ministeru għall-Edukazzjoni u x-Xogħol b’kollaborazzjoni mad-Direttorat għall-Promozzjoni tas-Saħħa u Prevenzjoni tal-Mard.

L-iskop ta’ dan il-proġett huwa biex it-tfal sa minn eta’ żgħira, ikunu iżjed konxji tar-relazzjoni bejn għażliet favur ikel tajjeb għas-saħħa u eżerċizzju regolari u s-saħħa b’mod ġenerali. Dan se jsir permezz ta’ attivitajiet li fihom it-tfal jistgħu jipparteċipaw u jieħdu gost.

Dan il-programm li hu mfassal għat-tfal tal-Kinder 1 u Kinder 2, u li jippromwovi messaġġ favur is-saħħa, hu magħmul minn attivitajiet relatati ma’ Ikel Tajjeb għas-Saħħa, ‘Snacking’, Xorb tal-Ilma, Attivitajiet Fiżiċi u Espressjoni Personali.

B’din l-ittra nixtiequ nitolbu lilkom, bħala familja, biex tinkorraġġixxu lit-tfal tagħkom f’dan il-proġett. Dan tistgħu tagħmluh billi ssegwu dak li t-tfal ikunu qed jagħmlu l-iskola, tiddiskutu l-posters fuq kull tema li se jgħibu magħhom id-dar u forsi anki magħhom toħorġu għal passiġġati jew issajru ikla tajba għas-saħħa.

Filwaqt li niringrazzjawkom għall-ko-operazzjoni tagħkom f’dan il-proġett, nixtqulkom ħajja mimilja saħħa!

*L-Amministrazzjoni tal-Iskola*

# LETTER TO PARENTS

Dear Parents,

As a school we are taking part in “The Health Factor”, a 15-day curriculum based programme created by educators from the Ministry for Education and Employment in collaboration with the Directorate of Health Promotion and Disease Prevention within the Parliamentary Secretariat for Health.

The aim of this project is to encourage children’s awareness as from a young age of the link between positive lifestyle choices, such as healthy eating and physical activity and their overall health, through a number of fun and engaging activities.

This programme will target our Kinder 1 and Kinder 2 classes and will encourage the pupils to become involved in several activities related to Healthy Eating and Snacking, Drinking of Water, Physical Activity and Self Expression, promoting key health messages and skills.

We ask you, as families, to support and encourage your child with their involvement in this project. This can be done by asking your child about activities done at school, discussing posters on each area that they will be bringing home and maybe even going for a walk and cooking a healthy meal with them.

While thanking you for your collaboration we wish you all a healthy lifestyle!

*The School Administration*



# 15-DAY PROGRAMME

The programme is planned to be carried out over a period of 15 days. A suggested time-table is provided below. The numbered activities correspond with the activity guides provided in the tool kit.

Monday		Tuesday		Wednesday		Thursday		Friday	
1	2	3	4	5	6	7	8	9	10
SE	HE	DW	PE	SE	S	S	PE	SE	DH
Monday		Tuesday		Wednesday		Thursday		Friday	
11	12	13	14	15	16	17	18	19	20
HE	PE	SE	DW	DH	PE	SE	Drawing session	Quiz	PE

## ABBREVIATIONS

SE SELF EXPRESSION  
HE HEALTHY EATING  
S SNACKING

PE PHYSICAL EDUCATION  
DW DRINKING WATER  
DH DENTAL HEALTH

## RESOURCES

- Video Clips
- Songs
- Power Points
- Other soft copy material

to be found on ilearn.





# ACTIVITY GUIDES

<b>Theme:</b> Self Expression	
<b>Activity Number:</b> 1	
<b>Activity Title:</b> Let's Move	
<b>Specific Learning Outcomes</b>	<p>The children will:</p> <ol style="list-style-type: none"> <li>1. Say the Numbers from 1 to 20.</li> <li>2. Move to the rhythm of the music.</li> </ol>
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Interactive whiteboard</li> <li>• Songs</li> </ul>
<b>Remote Preparation</b> Prerequisite knowledge; concepts, skills and vocabulary	<ul style="list-style-type: none"> <li>• Counting numbers from 1 to 10.</li> <li>• Keeping with a given rhythm.</li> <li>• Practice dancing cues (Stepping to the left and then to the right).</li> </ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### INTRODUCTION

Warm Up:

Song: Busy Feet It's Warm Up Time



Description: Ask children to come out in front of the interactive whiteboard and leave adequate space between them. This will enable them to move around safely. (Educators might wish to spread out stickers on the floor for very young children.)

### IMPLEMENTATION

Activity 1: The 1 – 10 song



Description: Ask children to stand in front of the white board and leave enough space for them not to hit each other while dancing. Play the music and encourage them to sing along, dance and have fun.

Break: During this time children are encouraged to drink water and rest.

Activity 2: Freeze

Description: Ask children to pay attention to the cues and when it says FREEZE all children become "statues". Teacher can also improvise by telling the children to balance on one leg or stay on all fours.



Break: During this time children are encouraged to drink water and rest.

### Activity 3: If you're a Kid Dance

Description: During this song children will follow cues in the song.

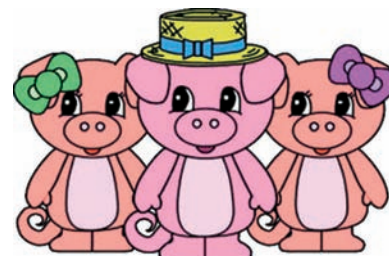


#### CLOSURE

Cooling down activity:

#### Action Story Song: The Three Little Pigs song

Description: Play the song for the children and ask them to follow it. Encourage them to move their feet with the rhythm of the song. When the wolf is knocking on the door ask them to do the knocking action with their hands. When the wolf starts Huffing and Puffing encourage the children to take large deep breaths in and blow forcefully as if they are trying to blow something off. Teacher should demonstrate each movement to guide the children to the activity.



#### Stability Skills Activity

##### Body Balance

Description: Ask the children to stand with both feet flat on the floor and keep their body straight and still. Ask them to focus their eyes ahead on a point that is not moving and spread their arms out to keep balance. Ask them to do each of the following:

- Balance on both feet with eyes shut
- Stand on one foot with eyes shut
- Stand on tiptoes without moving
- Stand on both feet and reach out to each side

(The Physical Activity Handbook – Preschoolers, 2009)



##### Stretching

Description: Cat balance stretch – ask the children to go on all fours like a cat, and to point one arm forward and stretch the opposite leg back. Ask them to balance on the hand and knee that is on the ground, and hold for five seconds. Ask them to swap to the opposite leg and arm and repeat the cat balance stretch.



<b>Theme:</b> Healthy Eating	
<b>Activity Number:</b> 2	
<b>Activity Title:</b> Why do we have to eat and at what time?	
<b>Specific Learning Outcomes</b>	<p>The children will:</p> <ol style="list-style-type: none"><li>1. Understand that healthy food is essential for healthy living.</li><li>2. Know when it is best to eat during the day.</li><li>3. Name the different meals (breakfast; lunch; dinner and snacks) throughout the day.</li></ol>
<b>List of Resources</b>	<ul style="list-style-type: none"><li>• I'm Hungry Poem</li><li>• POWERPOINT- Why is it important to eat?</li><li>• POWERPOINT – When should we eat?</li><li>• Morning Breakfast Song</li><li>• Dramatic Play props - shopping baskets, a cash register and play money, paper and pencils (for shopping lists) and healthy food items which one can consume for breakfast</li><li>• Paper for every child</li><li>• Colourful cardboard</li></ul>

	<ul style="list-style-type: none"> <li>• Colours</li> <li>• Round-edged scissors</li> <li>• Healthy Food will make you smile!</li> <li>• Healthy Lunch Box Checklist Poster</li> </ul>
<b>Physical Learning Environment</b>	Up to the teacher to place the children in an appropriate setting.
<b>Class Remote Preparation and Resources</b>	<ul style="list-style-type: none"> <li>• Set up Dramatic Play area – supermarket or grocery store.</li> <li>• Buy cardboard .</li> <li>• Make copies of Healthy Lunch Box Poster for each pupil in class.</li> </ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	To be adapted by the class educator/s according to the needs of the children in class

## ACTIVITY DEVELOPMENT

### INTRODUCTION

#### I'm Hungry

*Essential questions:*

What do you do when you are hungry? Why is it important to eat? When should we eat?

Introduce food as an important element in our life and that we should eat every day.

### IMPLEMENTATION

#### Why is it important to eat? POWERPOINT

- Food gives you energy
- Food protects you from getting sick
- Food helps you keep warm
- Food makes you grow up
- Food helps you feel better when you get sick

#### When should we eat? POWERPOINT

- Breakfast
- Dinner
- Lunch
- Snack (when you get hungry between meals)

#### Morning Breakfast Song

Morning it's time for me to rise  
 Sunshine is warm and gold and nice  
 Tummy's a little empty, I realise!

Oh no, I'm going to be late!  
 But what about what's on my plate?  
 Mum says the most important meal  
 Can't wait  
 Because a healthy breakfast  
 Will make me grow up!  
 Smarter,  
 Fitter,  
 And Happier  
 Now!

No longer will I be  
 So tired  
 Yawning in my class

Because I know by eating  
 My fruits and veggies  
 Wholegrains, protein and low fat dairy  
 I'm on my way to be a  
 Rise and Shine child!

## **Sing the song together and emphasise a healthy breakfast:**

**Brainstorming Session:** Why do we need to have a healthy breakfast?

**Explain:** Breakfast should be eaten because our body needs the energy in the morning to work through the day.

### **Dramatic Play:**

Transform an area in the classroom into a Farm Stand/Greengrocer Shop, providing shopping baskets, a cash register and play money, paper and pencils (for shopping lists) and health foods which one can consume for breakfast. Set out children in groups and assign different roles to them (shop owner, consumer) and ask them to pretend that they are going shopping to prepare a healthy breakfast.

### **Free Drawing Session – Draw my favourite meal!**

Provide each child with blank sheets of paper and colours. Ask children to draw their favourite breakfast, lunch or supper. You can then ask children to cut out their drawings (with assistance) and stick them to a large cardboard to have a collage for the three different meals.

## **CLOSURE**

### **Healthy Food will make you smile**

#### ***Healthy Food will make you smile!***

*Chocolate, I hear you say,  
Ice-cream I can eat it everyday  
Chips oh what a lovely treat.  
But not that good to eat.*

*Cake, so nice and sweet,  
Hot dogs, well they make a lovely treat  
Hamburgers, okay once in a while  
But that food WON'T make you smile.*

*You'll be in a good mood  
With healthy food  
Fruits and vegetables, grains  
Will help you grow.*

*You'll have energy,  
Just you wait and see  
Healthy food will make you smile  
Bananas I hear you say  
Vegetables we should eat them every day.*

*Bread more than a lovely treat  
Also good to eat  
Grapes, so nice and sweet  
Pasta, well it's really fun to eat*

*Apples, more than once in a while  
Cause this food will make you smile  
You'll be in a good mood,  
With healthy food*

*Fruits and vegetables, grains  
Will help you grow.  
You'll have energy  
Just you wait and see  
Healthy food will make you smile.*

*Junk foods fine only once in a while!*

Sing the song together and ask them to give a reason why healthy food is important. Ask children to put on the best smile (this can be done in front of a mirror).

**Take-home material:** Healthy Lunch Box Checklist Poster (to parents)

<b>Theme:</b> Drinking Water	
<b>Activity Number:</b> 3	
<b>Activity Title:</b> Why should we drink water?	
<b>Specific Learning Outcomes</b>	<p>The children will:</p> <ol style="list-style-type: none"> <li>1. Learn about the importance of drinking water.</li> <li>2. Avoid drinking sugary drinks and make water their favourite drink.</li> </ol>
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• 2 flowers (same type and size)</li> <li>• 2 glass jars</li> <li>• Empty glasses and small bottles of water</li> <li>• One large bottle of water</li> <li>• Water Diary</li> <li>• Various empty bottles or packages of sugary drinks e.g. soft-drinks, juices, iced-teas, flavoured milk</li> <li>• 1 packet of table sugar</li> <li>• An empty plastic for each drink bottle</li> <li>• Teaspoons for each drink bottle</li> <li>• Apron or old T-shirt</li> <li>• Different fruit pieces e.g. strawberries, apples, pears, melon (according to what is in season) and fresh herbs e.g. mint</li> <li>• A few jugs with fresh cold water</li> <li>• Plastic cups</li> <li>• Paper towels/Towels</li> <li>• Recipes of flavoured water</li> </ul>
<b>Physical Learning Environment</b>	Teacher to place the children in an appropriate setting.
<b>Class Remote Preparation and Resources</b>	<p>Buy two flowers the same type and size and place them in two separate jars. In one put some water and leave the other empty.</p> <p>Wash the drink bottles collected, being careful not to leave the label on. Take note of the sugar content per bottle and calculate how many teaspoons it is equivalent to and take note of it or stick a note on the bottle or packet (1 teaspoon = 5g, 1 tablespoon = 14g). Be careful with the calculations; nutritional information is often given per 100ml serving and drink bottles most often contain more than 100ml.</p> <p>A day before prepare pieces of fruit to be used for naturally flavoured water demonstration and tasting session.</p>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### INTRODUCTION

**Experiment - Importance of drinking water** (Watering flowers to mimic human body)  
Run an experiment with your pupils to show them the importance of water. Place the flowers in a sunny spot in the classroom and over the next several days, have the children observe what happens to the two flowers (Reference to the two flowers will be made again during the 2<sup>nd</sup> week of the programme)

### IMPLEMENTATION

#### How much water should you drink?

Demonstrate how much water they should drink in one day by showing quantities in glasses and bottles. Introduce the water diary to be carried out throughout the whole two weeks.

#### Why water only?

Ask children what is their favourite drink or divide the class into groups and let them choose a drink which they prefer from a variety of empty bottles. Every bottle should have the amount of sugar calculated in teaspoons or spoons. Demonstrate sugar content of popular drinks by scooping sugar content of chosen drinks in cups (possibly linking with dental health sessions regarding effect of sugar on teeth). Compare all the different cups with the water cup which contain no sugar.

**Explain:** When you are drinking a whole bottle of (refer to drink) you are getting this whole lot of sugar. Sugar damages your teeth and all these drinks have other harmful things in them which are not good for your health.

During the programme and even when the programme is over, teachers should encourage frequent water breaks.

### CLOSURE

**Mini Demonstration session:** Making water colourful and fun - Making flavoured water

**Explain:** Instead of drinking these sugary drinks we can make our own flavoured water. Provide jugs of water and prepare different fruit and herb slices in advance. Ask children to select their favourite fruit and throw in the water and drink it singing: *Yummy Yummy in my Tummy* after every sip!

**Take-home material:** Recipes of naturally flavoured water (for parents)

<b>Theme:</b> Physical Activity	
<b>Activity Number:</b> 4	
<b>Activity Title:</b> Counting	
<b>Specific Learning Outcomes</b>	The children will: 1. Say numbers in order.
<b>List of Resources</b>	<ul style="list-style-type: none"><li>• Whistle</li><li>• Hoops</li><li>• Small coloured balls</li></ul>
<b>Physical Learning Environment</b>	Yard or any space which is safe for the children to play in

### Differentiation

*Extension/Enrichment* (for pupils who need to tackle the topic in more depth)

*Intervention* (for pupils who require support)

*To be adapted by the class educator/s according to the needs of the children in class*

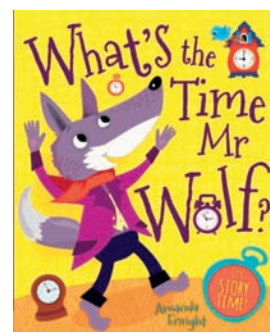
## ACTIVITY DEVELOPMENT

### INTRODUCTION

Warm Up: What is the time Mr Wolf?

Description: Ask the children to stand on a line. The teacher may start as the wolf to set the example. Tell the children to ask "What is the time Mr Wolf?". Who ever is the wolf must say a number followed by "o clock". Children must count out loud and make steps/hops/jumps/rolls etc. When the Wolf decides to say that it is lunch time children must run back to the line before being caught by the wolf.

Note: For this activity you can use an actual clock to show the children how the time really looks when saying out the number.



### IMPLEMENTATION

Activity 1: Balancing Statues

Description: Children are asked to run around on their own. When the teacher says a number, they must balance on different body parts using only the number of body parts as indicated by the teacher e.g. teachers calls out 3 and children balance on 3 body parts like 2 feet and one hand. Teacher must emphasize addition as  $2 \text{ feet} + 1 \text{ hand} = 3 \text{ body parts}$ . When children start to comprehend the game move on to partner balance.

Activity 2: Grouping Up

Description: Children are asked to run around and when the teacher calls out a number children need to group up according to that number.

Progression Dragon Village

Hoops are scattered around the playing area to simulate houses. Ask children to run around and when they hear the word "DRAGON" they must run to a hoop. Inside the hoop there can be as many people as they wish as long as they count the number of occupants before the dragon tries to blow away their house.



Activity 3: Burglar Burglar

Description: Divide class in groups of 4. Each group has a hoop. Teacher places small coloured balls in the middle of the playing area. When the teacher calls out Burglar Burglar children must try to collect as many balls as possible and count the number of balls they collect. The group with the most balls gets the most points.



## CLOSURE

Cooling down activity:

### Stability Skills Activity

#### Body Balance

Description: Ask the children to stand with both feet flat on the floor and keep their body straight and still. Ask them to focus their eyes ahead on a point that is not moving and spread their arms out to keep balance. Ask them to do each of the following:

- Balance on both feet with eyes shut
- Stand on one foot with eyes shut
- Stand on tiptoes without moving
- Stand on both feet and reach out to each side (The Physical Activity Handbook – Preschoolers, 2009)



#### Stretching

Description: Cat balance stretch – ask the children to be on all fours like a cat, and to point one arm forward and stretch the opposite leg back. Ask them to balance on the hand and knee that is on the ground, and hold for five seconds. Ask them to swap to the opposite leg and arm and repeat the cat balance stretch.



<b>Theme:</b> Self Expression	
<b>Activity Number:</b> 5	
<b>Activity Title:</b> Imitation in Action	
<b>Specific Learning Outcomes</b>	The children will: 1. Name different colours: red, blue, yellow, green. 2. Imitate different animal actions.
<b>List of Resources</b>	<ul style="list-style-type: none"><li>• Laptop</li><li>• Interactive whiteboard</li><li>• Songs</li><li>• Coloured Flash cards for each child</li></ul>
<b>Physical Learning Environment</b>	Children must be spread evenly and there must be adequate space for them to move.
<b>Remote Preparation</b> Prerequisite knowledge; concepts, skills and vocabulary	<ul style="list-style-type: none"><li>• Learning the name of the colours: Red, Blue, Yellow and Green (Parachute colours).</li><li>• Tempo (Revision of rhythm with different speeds).</li><li>• Imitation (Using their imagination, children must perform actions as instructed on the song).</li></ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>



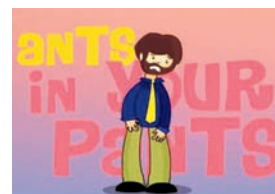
## ACTIVITY DEVELOPMENT

### INTRODUCTION

Warm Up:

**Song:** Ants in Your Pants

Description: Ask children to come out in front of the interactive whiteboard and leave adequate space between them. This will enable them to move around safely. (Educators might wish to spread out stickers on the floor for very young children.)



**N.B:** It is good practice that children repeat good habits and learn the importance of a good warming up before doing any activity.

### IMPLEMENTATION

Activity 1: We are going on a Lion Hunt

Description: During this activity encourage children to act like they are going on a real Lion Hunt. Exaggerate the arm and feet action while going through the obstacles i.e. the tall grass, the river, the mud. When they get to the cave the pace suddenly changes, thus movement has to change as well. The last bit is faster and thus children have to dance at a quicker pace.

This will teach the children the different paces in a song.



Break: During this time children are encouraged to drink water and rest.

Activity 2: Hurry Hurry Drive the Fire Truck

Description: When the children have found their dancing spot ask them to perform the following cues:

*Hurry Hurry Drive the Fire Truck*

Jog on the spot while imitating driving with hands in front of them.

*Ding Ding Ding Ding Ding*

Wave hands up in the air (Bells or musical instruments may be used).

*Hurry Hurry Turn the Corner*

Keep jogging and "driving" on the spot. On "turn the corner" bend the upper body on one side.

*Ding Ding Ding Ding Ding*

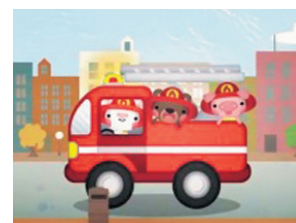
Wave hands up in the air (Bells or musical instruments may be used).

*Hurry Hurry Climb the Ladder*

Climbing a ladder action.

*Ding Ding Ding Ding Ding*

Wave hands up in the air (Bells or musical instruments may be used).



*Get the Hose!*  
*Hurry Hurry Squirt the Water*  
 Children can use one arm as a hose.

*Ding Ding Ding Ding Ding*  
 Wave hands up in the air (Bells or musical instruments may be used).

*Back to the Station*  
*Slowly Slowly Back to the Station*  
 Keep jogging on the spot but this time at a slower pace.

*Ding Ding Ding Ding Ding*  
 Wave hands up in the air (Bells or musical instruments may be used).

Break: During this time children are encouraged to drink water and rest.

### Activity 3: Colour Songs

Description: Each child must have 6 coloured flash cards (Red, Orange, Blue, Purple, Green and Yellow). Ask them to simply follow the cues given by the song. When the song indicates a colour the children should choose the flash card and perform what is asked of them.

Example: *If you are wearing RED, Jump Up and Down.*

Children must choose the correct coloured flash card and perform the movement.

Pausing the song for a couple of seconds until the children choose the correct card might help them.



### CLOSURE

#### Cooling Down Activity

#### Action Story Song: Jack and the Beanstalk

**Description:** Play the song and ask the children to follow the cues. Teacher should help to show the children how to do the climbing actions and other performances.



#### Stability Skills Activity

##### Balancing

**Description:** Sky reaches – ask the children to stretch one arm up to the sky then stretch the other arm up to the sky. Repeat.

##### Stretching

**Description:** Shoulder shrugs and rolls

- Ask the children to shrug their shoulders up and down. Repeat.
- Ask the children to roll their shoulders forward and backward. Repeat



<b>Theme:</b> Snacking	
<b>Activity Number:</b> 6	
<b>Activity Title:</b> What are snacks?	
<b>Specific Learning Outcomes</b>	<p>The children will:</p> <ol style="list-style-type: none"> <li>1. Understand the meaning of 'snack'.</li> <li>2. Recognise the difference between 'snack' and other meals i.e: breakfast, lunch dinner.</li> <li>3. Learn which fruits and vegetables can be eaten as snacks.</li> </ol>
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• Laptop/computer</li> <li>• Projector/Interactive Whiteboard</li> <li>• POWERPOINT – What is a snack?</li> <li>• POWERPOINT – Orange Action</li> <li>• Real oranges (optional)</li> <li>• Printable – Rainbow of Fruit and Veggies!</li> <li>• 5-a-Day Star Chart</li> <li>• POWERPOINT – Other Yummy Snacks!</li> <li>• To Eat Most or Eat Less! Star Activity</li> <li>• Sheets of small Star Stickers</li> <li>• Colours</li> </ul>
<b>Physical Learning Environment</b>	Up to the teacher to place the children in an appropriate setting.
<b>Class Remote Preparation and Resources</b>	<ul style="list-style-type: none"> <li>• Make copies of printable – Rainbow of Fruit and Veggies for each child.</li> <li>• Make copies of 5-a-Day Star Chart and to eat more or to eat less Printable for each child.</li> </ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### INTRODUCTION

#### **What is a snack? POWERPOINT**

Explain what a snack is.

**Explain:** Fruit and vegetables are important to be eaten every day and are very good as quick snacks when you get hungry!

### IMPLEMENTATION

#### **Orange Action Song/Poem/Mime POWERPOINT**

### Orange Action

Way up high in the oranges tree (*Point up*)

Two little oranges smiled at me (*Make shape of an orange with hands*)

I shook that tree as hard as I could (*Pretend to shake a tree*)

Down fell the oranges (*Rains hands and let them fall*)

MMMMMMMM, were they good! (*Circle tummy*)

The same rhyme can be done using real oranges, either provided by the school or else brought by the children themselves. Children can hold whole oranges in their hands throughout the song and eat them at the end. To make it easier, oranges can be peeled in advance and eaten at the end of the activity.

The same activity can be repeated using different fruit which grow on trees. Always be careful to choose those which are in season and also the most practical ones. It is very important that the educator checks with parents prior to the activity regarding any allergies or intolerances. If possible obtain consent forms.

Same poem can also be repeated using vegetables which grow on a plant and instead of singing "way up high in the orange tree" say "down low in a tomato plant."

To make the activity more interactive and fun the teacher can prepare a tree/plant from cardboard and stick fruit/vegetables with Velcro or string or tape and use it when miming/singing the poem.

### Colour the Rainbow of Fruit and Veggies!

Give children the printable Rainbow of Fruit and Veggies and guide them to colour it according to the correct colour corresponding to the fruit and vegetables in each section.

White fruit and vegetables have been added outside the rainbow. White represents all the colours of the rainbow.

**Variation activity:** Enlarge the Rainbow of Fruit and Veggies colouring page to the size of A3 and stick on a cardboard paper and guide children to sponge print the rainbow with water colours.

Explain that we should try to eat at least 2 portions of fruit and 3 portions of vegetables a day and introduce the 5-a-day star chart to help them record how much they are eating.

**Message:** When you get hungry, pick fruit and vegetables!

### Other yummy snacks ! POWERPOINT or Realia

Fruit and veggies can be eaten with other foods to make healthy snacks.

Example:

- Veggies can be eaten with dips, put in bread or in a wrap, or on pizza with cheese
- Fruit can be eaten with cereals, added to yoghurt or mixed with nuts and seeds. Children under the age of five need to take ground nuts and seeds to avoid the possibility of choking.

Show pictures of these foods while mentioning the examples.

## CLOSURE

### Fruit, Fruit, Veggie! Game

This game is to be played on the same principles of Duck, Duck, Goose! Game. Ask the children to sit in a circle, facing inward (to be called fruit), while another child (to be called veggie), walks around tapping or pointing to each player in turn, calling each a 'fruit' until s/he finally calls one a 'veggie'. The second 'veggie' then rises and tries to tag the first 'veggie', while this tries to return to and sit where the first veggie had been sitting. If the first 'veggie' succeeds in taking the place of the second 'veggie', s/he becomes the new 'veggie' and the process begins again.

(The teacher can ask the children to get more specific by mentioning different types of fruit and vegetables e.g. apple, apple, cucumber!).

**Take-home material:** 5-A-Day Star Chart  
To eat more or to eat less (Printable)

<b>Theme:</b> Snacking	
<b>Activity Number:</b> 7	
<b>Activity Title:</b> Making yummy snacks! Practical Activity	
<b>Specific Learning Outcomes</b>	The children will: 1. Know which food they can eat as a snack. 2. Help to prepare a healthy snack.
<b>List of Resources</b>	<ul style="list-style-type: none"><li>• Laptop/computer</li><li>• Projector/interactive whiteboard</li><li>• POWERPOINT – Preparing to cook</li><li>• Recipes of snacks</li><li>• Equipment indicated on each recipe</li><li>• Apron/Old T-shirt and hat (each child)</li><li>• Tea towels</li></ul>
<b>Physical Learning Environment</b>	Up to the teacher to place the children in an appropriate setting.
<b>Class Remote Preparation and Resources</b>	<ul style="list-style-type: none"><li>• Check what equipment is available in the classroom/school. Provide any equipment which is not present.</li><li>• Make copies of recipes used for each child.</li><li>• Get extra ingredients of recipes chosen.</li></ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### INTRODUCTION

#### Preparing to cook POWERPOINT

**Explain:** Today we are going to prepare snacks using fruit and veggies and other healthy foods. Before preparing and touching food what should we do? Refer to power point

Emphasise the need to put on aprons, to wipe surface and to wash hands before touching any food.

### IMPLEMENTATION

#### Practical

Divide the children into stations (teacher decides on the number of children in each group and also decides on the number of different recipes to prepare according to resources and the equipment available at the school). Prepare the necessary equipment and ingredients on each station and with the help of any Learning Support Assistants go round each group and assist children. You may request the assistance of a Home Economics support teacher from the Home Economics Seminar Centre to assist you in the planning and development of hands-on food preparation activities.

**Bugs on a Log**  
**The Very Tasty Caterpillar**  
**Number Salad**

**Rainbow Sandwich**  
**Banana in a blanket**  
**Apple Bites**

### CLOSURE

#### Sensory Exercise

Children go round each station and taste the different snacks each group has prepared.

This activity can be facilitated through the involvement of parents/guardians (example on an open day). Parents/guardians can be invited prior to the activity to join their children and help them prepare their own snacks.

**Take-home material:** Recipes of healthy Snacks

<b>Theme:</b> Physical Activity	
<b>Activity Number:</b> 8	
<b>Activity Title:</b> Colours	
<b>Specific Learning Outcomes</b>	The children will: 1. Match and identify different colours (red; yellow; blue; green; etc). 2. Name different colours (blue; green; red; orange; yellow; pink; violet; purple; brown; grey; black; white).
<b>List of Resources</b>	<ul style="list-style-type: none"><li>• Coloured cones</li><li>• Coloured flash cards</li><li>• Big soft ball</li><li>• Parachute</li></ul>
<b>Physical Learning Environment</b>	Yard or any safe space for the children to play in

<b>Remote Preparation</b> Prerequisite knowledge; concepts, skills and vocabulary	<ul style="list-style-type: none"> <li>Placing of coloured cones should be at a sufficient distance for the children to be able to run to them and back.</li> <li>Flash cards should be large enough for all the children to be seen from a distance.</li> <li>Parachute should be well extended and children`s safety should be considered whilst handling it.</li> </ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### INTRODUCTION

Warm Up: Colour Cue?

Description: Different coloured cones are placed around the play area. The teacher gathers children in a circle and shows them a coloured flash card with the name of the colour. As soon as the children see the card they have to run towards the coloured cone, tap it and come back.



### IMPLEMENTATION

Activity 1: Coloured Landing

Description: Children must gather around a coloured parachute and hold it with their hands. A soft ball is thrown on the parachute and children must move the parachute vigorously. When the teacher says STOP, children must put the parachute down on the floor and shout out the colour on which the ball stopped.

Activity 2: Colour Round About

Description: Using the same parachute, children must hold a coloured part of the parachute and move it vigorously. When the teacher calls out a colour e.g. Blue, the ones holding on the blue part of the chute must run, either left or right, and go around the chute until they get back into their place again.



Activity 3: Colour Switch

Description: As soon as children hear their colour they must go under the parachute and go onto the other side.

## CLOSURE

Cooling down activity:



### Stability Skills Activity

#### Balancing

**Description:** Sky reaches – ask the children to stretch one arm up to the sky then stretch the other arm up to the sky. Repeat.

#### Stretching

**Description:** Shoulder shrugs and rolls

- Ask the children to shrug their shoulders up and down. Repeat.
- Ask the children to roll their shoulders forward and backward. Repeat



<b>Theme:</b> Self Expression	
<b>Activity Number:</b> 9	
<b>Activity Title:</b> Listen, Learn and Enjoy	
<b>Specific Learning Outcomes</b>	The children will: <ol style="list-style-type: none"><li>1. Learn basic movements. (Associated with Physical Education.)</li><li>2. Learn to follow cues in a song.</li><li>3. Move with the pace of rhythm of a song.</li></ol>
<b>List of Resources</b>	<ul style="list-style-type: none"><li>• Laptop</li><li>• Interactive whiteboard</li><li>• Songs</li><li>• Classroom props</li></ul>
<b>Physical Learning Environment</b>	Children must be spread evenly and there must be adequate space for them to move.
<b>Remote Preparation</b> Prerequisite knowledge; concepts, skills and vocabulary	<ul style="list-style-type: none"><li>• Keeping with a given rhythm.</li><li>• Paying attention in following instructions.</li></ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>



## ACTIVITY DEVELOPMENT

### INTRODUCTION

Warm Up Song: Shake Shake

Description: Simply arrange the children in front of the board and make sure they have adequate space between one another.



### IMPLEMENTATION

Activity 1: Let's Move

Description: As children start learning to follow cues and move with the pace of the song accordingly, more complex dances with moves used in Physical Education can be integrated. Simply follow the cues on the songs and enjoy.

Break: During this time children are encouraged to drink water and rest.



*Lets Star Jump*

*Roll Your Hands*



*The Freeze*

For this dance class props can be used. Children must move with the song and freeze when asked to.

Break: During this time children are encouraged to drink water and rest.

### CLOSURE

Cooling Down Activity

### Action Story Song: Little Red Riding Hood

**Description:** Simply follow the cues on the song.

When Little Red Riding Hood is walking in the woods children may skip on the spot. Then when she meets the wolf follow the instructions given by the song.



### Stability Skills Activity

#### Balancing

**Description:** Cat balances – ask the children to be on all fours like a cat. Ask them to do each of the following and hold for five seconds:

- Balance on two hands and one knee (swap knees)
- Balance on two knees and two elbows
- Balance on one foot and one hand (swap feet).



#### Stretching

**Description:** Sunflower stretch – ask the children to lie on their back then bring one knee up toward their chest and gently pull the knee a little closer. Hold this position for about ten seconds and then repeat the stretch on the other side.

<b>Theme:</b> Healthy Eating For Healthy Teeth	
<b>Activity Number:</b> 10	
<b>Activity Title:</b> Why do we need to take care of our teeth?	
<b>Specific Learning Outcomes</b>	<p>The children will:</p> <ol style="list-style-type: none"> <li>1. Know the importance of brushing their teeth.</li> <li>2. Know how to brush own teeth.</li> <li>3. Familiarize themselves with words like healthy, unhealthy, tooth-friendly.</li> </ol>
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• Video Clip – Dental Care</li> <li>• A picture of a smiling child (for introduction)</li> <li>• A number of different food items, labels or pictures - some dentally safe; some dentally unsafe (at least one for each child)</li> <li>• Pictures of a happy and a sad tooth on A3 sheets</li> </ul>
<b>Physical Learning Environment</b>	Children sit in a circle on a carpet/cushions
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### Introduction

Brainstorming Session:

Show the picture of a smiling child.

1. Why do we need to take care of our teeth? – to have a nice smile, to bite and to chew
2. Is sugar good for our teeth? Why?
3. Which are the best sugars (i.e. fruit) to eat? Which are the bad ones to limit?
4. Are there habits that hinder a smiling face? (use of dummies and/or thumb sucking)

### IMPLEMENTATION

Activity 1:

Description: Classify into dentally safe and dentally unsafe foods

Arrange a number of different food items or labels or pictures on a table. Ask children to classify them into two groups - those which are good for their teeth (dentally safe) and those which are not (dentally unsafe). Dentally safe foods can be identified by a 'happy tooth'; dentally unsafe foods by a 'sad tooth'.

Activity 2:

Description: Video Clip: Dental Care

Show the video clip to children and ask them to give a reason why dental care is important.

Discussion Triggers:

- Who has their own toothbrush at home?
- Who helps you clean your teeth at home?
- How often do you clean your teeth at home?
- When do you clean your teeth?
- What happens when you clean your teeth?

## CLOSURE

Song – This is the way we brush our teeth

Ask children to put on their best smile while singing the song together.

**Take-home material:** Dental Poster (to parents)

### This is the way we Brush our Teeth

This is the way we brush our teeth  
Brush our teeth  
Brush our teeth  
This is the way we brush our teeth  
Every single day.

We gently brush them round and round  
Round and round  
Round and round  
We gently brush them round and round  
Every single day.

We gently brush them up and down  
Up and down  
Up and down  
We gently brush them up and down  
Every single day.

We count to ten and brush each tooth  
Brush each tooth  
Brush each tooth  
We count to ten and brush each tooth  
Every single day.  
(Tune: Here We Go Round The Mulberry Bush)

<b>Theme:</b> Healthy Eating	
<b>Activity Number:</b> 11	
<b>Activity Title:</b> Enjoying Good Food	
<b>Specific Learning Outcomes</b>	The children will: 1. Choose between healthy and less healthy foods. 2. Learn about the food I eat.
<b>List of Resources</b>	<ul style="list-style-type: none"><li>• Laptop/Computer</li><li>• Projector/Interactive Whiteboard</li><li>• POWERPOINT- I Eat!</li><li>• Game – Get Sorted! Picture cards</li><li>• Realia: different packages of a variety of healthy and less healthy foods (optional)</li><li>• Sticky tape or colourful string</li><li>• Game – Let's call it a Food Race! – Mark Sheets</li><li>• Cloth bag or sack to put call cards in</li><li>• Whiteboard markers for each child to mark the Food Race mark sheets</li><li>• POWERPOINT – Are you Eating?</li></ul>

<b>Physical Learning Environment</b>	Up to the teacher to place the children in an appropriate setting.
<b>Class Remote Preparation and Resources</b>	<ul style="list-style-type: none"> <li>• Print the pictures needed for the Get Sorted! Game (preferably in colour) and laminate them (these cards will also be used for the Let's call it a Food Race! Game).</li> <li>• Print out different mark sheets for the Let's Call it a Food Race! Game (preferably in colour). Laminate them and cut out each one.</li> <li>• Print out a set of Get Sorted Game/Let's Call it a Food Race Game picture cards and Let's Call it a Food Race Game mark sheet for each child to take home (can be printed in greyscale).</li> <li>• Divide the classroom in two by sticking sticky tape on the ground or else tie a long piece of colourful string between the chairs to make the activity more challenging.</li> </ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### INTRODUCTION

#### Poem – I Eat POWERPOINT

Sing the poem going through the POWERPOINT.

*Essential questions:*

Which of the foods in this poem do you think are healthy?

Which of the foods in the poem do you think are less healthy? Why?

#### Explain:

- There are foods which are healthy and others which are less healthy.
- We should eat more of the healthy foods and little of the less healthy foods.

### IMPLEMENTATION

#### Game – Get sorted!

Prepare pictures or collect realia of different foods commonly consumed by children. Give one each randomly. Divide the classroom into two: **Healthy Food and Less Healthy Food**. Ask children to find the correct place according to the picture/ food they are holding. When children sort themselves out discuss the position of each one and check if they are in the correct side of the classroom according to the picture or food item/package they are holding. Music can accompany the process.

#### Let's Call it a Food Race!

This game is to be played with the same principles of Bingo. Give a Food Race Mark sheet to a group of 4/5 children, explain the game. Start pulling out one calling card (use same pictures used in activity 1) at a time, explain it and decide together with the children if it is healthy food or less healthy. Allow time for children to mark the same food on their Food Race mark sheets. Explain that

there might be duplicate pictures on one particular card and that they have to mark any duplicate ones if that picture is drawn. Once a group marks all the pictures on the card they have to call out **FOOD RACE** and win the game!

## CLOSURE

### Are you Eating POWERPOINT

Ask children to take out their lunch box and open it to make the food visible. Together read or sing the poem. Ask the children to choose their favourite food from their lunch box, show it to their classmates and together decide if it is healthy or less healthy and possibly together choose a healthier option alternative.

**Take-home material:** Let' Call it a Food Race Game. The teacher can make copies of the game and children can play it at home.

<b>Theme:</b> Physical Activity	
<b>Activity Number:</b> 12	
<b>Activity Title:</b> We are going on a Bear Hunt	
<b>Specific Learning Outcomes</b>	The children will: 1. Participate in new physical experiences.
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• A door</li> <li>• Markers</li> <li>• Chairs</li> <li>• Tug of war rope</li> <li>• Toolbars/steps/slide</li> <li>• Blue mats</li> <li>• A room or mats arranged in manner to look like a cave</li> </ul>
<b>Physical Learning Environment</b>	Yard or any safe space for the children to play in
<b>Class Remote Preparation and Resources</b>	<ul style="list-style-type: none"> <li>• Placing of coloured cones should be at a sufficient distance for the children to be able to run to them and back.</li> <li>• Flash cards should be large enough for all the children to be seen from a distance.</li> <li>• Parachute should be well extended and consider children's safety while handling it.</li> </ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### INTRODUCTION

Explain to the children what is going to happen and go through the paths yourself to show them what they need to do.

### IMPLEMENTATION

Description: Teacher should choose a safe place and organize this activity according to the 'We are going on a Bear Hunt song'. Children have to follow the song and listen well to the cues and speed of the music. Obstacles and equipment will be arranged according to the song for the children to interact with them.

Make laminated photo cameras with a string attached to simulate a camera and ask the children to put it on.



The song starts from a Door then proceed to a road which can be marked by markers. Then you come to "Wheat field" which can be easily simulated



with chairs. Following the field is the bridge which can be easily done with a tug of war rope placed on the floor and children try to walk and balance on it. When it comes to the Tree, if you have toolbars, steps or a slide you can use it as well. For the river you can use blue mats. The cave can be a dark room or mats arranged in manner to simulate a cave. For the bear a mask can be printed out and worn by a child. Be extra careful when repeating the obstacles with a faster pace going back to the house.

<b>Theme:</b> Self Expression	
<b>Activity Number:</b> 13	
<b>Activity Title:</b> Dance Off	
<b>Specific Learning Outcomes</b>	The children will: <ol style="list-style-type: none"><li>1. Follow cues and dance with the rhythm.</li><li>2. Imitate moves by characters in a video clip.</li><li>3. Name different body parts.</li><li>4. Dance to different tempos.</li></ol>
<b>List of Resources</b>	<ul style="list-style-type: none"><li>• Laptop</li><li>• Interactive whiteboard</li><li>• Songs</li></ul>
<b>Physical Learning Environment</b>	Children must be spread evenly and there must be adequate space for them to move.
<b>Remote Preparation</b> Prerequisite knowledge; concepts, skills and vocabulary	<ul style="list-style-type: none"><li>• Keeping with a given rhythm.</li><li>• Paying attention in following instructions.</li><li>• Revising imitation.</li></ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### INTRODUCTION

#### Warm Up: Song: Cha Cha Dance

Description: Simply follow the video.

The characters will show you exactly what you need to do.



### IMPLEMENTATION

#### Activity 1: Dance Off part 1 of 2

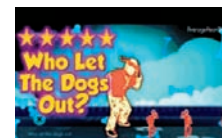
Description: Simply follow the songs and ask the children to follow the dancers. Children are encouraged to rest and have some water after each dance.

Dance 1: Who let the Dogs out?

Dance 2: Five little Monkeys

Dance 3: I Like to Move It

Dance 4: Monkey Dance



### CLOSURE

Cooling Down Activity

**Action Story Song:** Head, Shoulders, Knees and Toes

Description: Ask the children to follow the characters.

### Stability Skills Activity

#### Bending

**Description:** Toe touch – ask the children to stand with feet apart and knees bent slightly, then bend forward and try to touch their ankles or toes. Ask them to move their fingers up their legs. Repeat.

#### Stretching

**Description:** Good morning stretch – ask the children to lie on their back and pretend they are still in bed and just waking up. Ask them to slowly stretch as wide as possible, then ask them to stretch as long as possible (like a tall tree).

<b>Theme:</b> Drinking Water	
<b>Activity Number:</b> 14	
<b>Activity Title:</b> Water from Foods	
<b>Specific Learning Outcomes</b>	<p>The children will:</p> <ol style="list-style-type: none"> <li>1. Know of the importance of drinking water.</li> <li>2. Know that one can get water from certain foods.</li> <li>3. Name 3 foods which have high water content.</li> </ol>
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• Laptop/computer</li> <li>• Projector/interactive whiteboard</li> <li>• “Ban Ban Drinks Water” Jingle</li> <li>• Variety of foods e.g. banana, strawberries, tomatoes, melon, watermelon, bread, lettuce, breakfast cereal, apples (or a selection of some of them)</li> <li>• Thick brown paper sheets</li> </ul>



	<ul style="list-style-type: none"> <li>• Glue</li> <li>• Pictures representing each food item used</li> <li>• Paper towels/tea towels</li> <li>• Certificate – Water Star</li> </ul>
<b>Physical Learning Environment</b>	Up to the teacher to place the children in an appropriate setting.
<b>Class Remote Preparation and Resources</b>	<ul style="list-style-type: none"> <li>• Prepare foods chosen to demonstrate water content in food.</li> <li>• Make copies of Water Star Certificate.</li> </ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### INTRODUCTION

#### “Ban Ban Drinks Water” Jingle

When you’re thirsty drink water  
Slurp, slurp, ha!

When you feel hot drink water  
Slurp, slurp, ha!

When you feel sick drink water  
Slurp, slurp, ha!

Drink water at school  
Drink water at home  
Drink water at play  
You slurp, I slurp, everyone slurp

We’re all healthy children!

Sing the song with the children. Ask the children to mention instances when they should drink water:

- When thirsty.
- When the weather is hot.
- When they feel sick.
- At school, at home or when playing.

### IMPLEMENTATION

#### Experiment: Water is Good for you!

Observe the two flowers that you have set up during the previous lesson on water. Talk about how healthy the one which had water in the jug looks and remind the children that when they drink plenty of water they feel healthier and better.

#### Explain:

- Water hydrates your body and helps it feel healthy and energetic.
- Same thing can happen to our body as the flower with no water if we do not drink enough water every day. We begin to feel tired, sick and get headaches.

#### Game: Water in Foods:

Provide a variety of foods: banana, strawberries, tomatoes, melon, watermelon, bread, lettuce, cucumber, peppers, breakfast cereal, apple. Allow children to taste and feel the food. Provide a



thick brown paper, and pictures of each food provided. When children taste and feel each food ask them to place it on the brown paper and leave it for a few seconds to see what mark it does. Stick the corresponding picture next to each mark on the brown paper. In the end examine which foods blotched the brown paper the most (meaning it has a lot of water) or the least (meaning it has very little water).

**Message:** We can get water not just by drinking it but from foods we eat. Choose foods which have a lot of water every day! These are often fruit and vegetables which have other good effects on our health!

## CLOSURE

### Who has been drinking a lot of water?

Check the drink diary of every pupil and give a Certificate of Water Star to those pupil/s who has/have drunk the most water throughout the two weeks.

<b>Theme:</b> Healthy Eating For Healthy Teeth	
<b>Activity Number:</b> 15	
<b>Activity Title:</b> Who takes care of our teeth?	
<b>Specific Learning Outcomes</b>	<p>The children will:</p> <ol style="list-style-type: none"> <li>1. Brush own teeth with adult supervision and assistance.</li> <li>2. Use a toothbrush in the correct manner.</li> <li>3. Become familiar with words such as plaque, gums, decay, circles, scrub, jiggle, bristles and fluoride</li> <li>4. Feel happy, relaxed and confident when visiting the dentist.</li> <li>5. Know what to expect at a dental visit, and accept that check-ups will help to have healthy teeth and happy smiles.</li> <li>6. Stop the use of dummies or thumb sucking.</li> </ol>
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• Small shatter proof mirrors</li> <li>• Dramatic Play Area – At the dental studio (a comfortable chair, dental tools, record keeping file, posters about teeth, waiting area with leaflets on dental care)</li> <li>• Pre-cut toothbrush handles on white construction paper</li> <li>• Pieces of yarn</li> <li>• Crayons</li> <li>• Glue</li> </ul>
<b>Physical Learning Environment</b>	Children sit in a circle on a carpet/cushions
<b>Class Remote Preparation and Resources</b>	<ul style="list-style-type: none"> <li>• Set up Dramatic Play area – at the dentist.</li> <li>• Invite a dental therapist, if available, to demonstrate effective tooth brushing.</li> <li>• A copy of the song – ‘The Dentist Says’ and ‘I know how to brush my Teeth’ &amp; ‘I got my toothpaste, I got my brush’ poems.</li> <li>• Prepare toothbrush handles templates for all children.</li> <li>• Ask children to get their own toothbrush from home.</li> <li>• To contact the Dental Public Health Unit in order to check availability of personnel to give tips on tooth brushing and healthy teeth.</li> </ul>

**Differentiation**

*Extension/Enrichment* (for pupils who need to tackle the topic in more depth)  
*Intervention* (for pupils who require support)

*To be adapted by the class educator/s according to the needs of the children in class*

## ACTIVITY DEVELOPMENT

### INTRODUCTION

Brainstorming Session:

Ask the children about their first visit to the Dentist. How did they feel? Explore those feelings. How does it feel to be scared, nervous and any other feelings?

### IMPLEMENTATION

Activity 1:

Description: A close-up of our teeth

Ask children to look at their own teeth in the mirror. Divide children into pairs and ask them to look at their friend's teeth. In turns children discuss their friend's teeth.

Activity 2:

Description: Crafts - My toothbrush

Distribute toothbrush handles to the children and ask them to decorate the handle. They then glue the yarn on as bristles.

Activity 3:

Role Play:

Transform an area in the classroom into a Dental Studio, providing a comfortable chair, dental tools, record keeping file, posters about teeth, waiting area with leaflets on dental care. Assign different roles to the children (dentist, clients) and ask them to role play being at the dentist.

### CLOSURE

Song

Ask children to hold their toothbrush and move it in circular movements (as described in the song) while singing the song together.

**Take-home material:** sample tooth paste

**Song:** The Dentist Says

*(Tune: Row, Row, Row Your Boat)*

The dentist says please brush your teeth  
to have a healthy smile.  
Up and down and up and down  
Brush them twice a day.

### Poems

I Know How to Brush My Teeth  
I know how to brush my teeth  
I brush on top and underneath  
Up like a rocket  
Down like a plane  
Back and forth like a choo-choo train.  
*(Author Unknown)*

The dentist says please floss your teeth  
to have a healthy smile.  
In between and back and forth  
Floss them once a day.  
The dentist says please eat good food  
to have a healthy smile.  
Carrots, apples. and crunchy food  
clean your teeth all day.  
(Author Unknown)

Got My Toothpaste, Got My Brush  
Got my toothpaste, got my brush,  
I won't hurry, I won't rush.  
Making sure my teeth are clean,  
Front and back and in between.  
When I brush for quite a while,  
I will have a happy smile!  
(Author Unknown)

<b>Theme:</b> Physical Activity	
<b>Activity Number:</b> 16	
<b>Activity Title:</b> Imitation	
<b>Specific Learning Outcomes</b>	The children will: 1. Increase confidence and mobility. 2. Develop coordination, balance, flexibility and strength.
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Laminated picture of animals</li> </ul>
<b>Physical Learning Environment</b>	Yard or any safe space for the children to play in
<b>Class Remote Preparation and Resources</b>	<ul style="list-style-type: none"> <li>• Placing of cones should be at a sufficient distance for the children to be able to run to them.</li> <li>• Write action next to the animal to indicate what needs to be done e.g. Bunny - Hop.</li> </ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

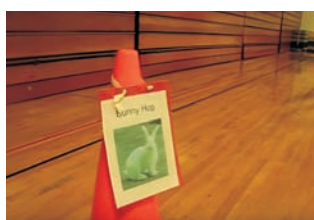
### INTRODUCTION

Warm Up: Animal Kingdom

Description: Ask children to run around. Teacher will then call out the name of an animal for the children to imitate. You can also add extra equipment to simulate different habitats e.g. Blue mats as the sea, toolbars as trees etc.

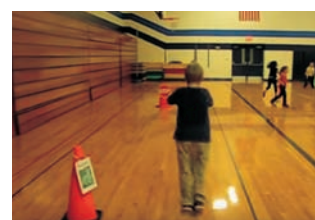


### Implementation



Activity 1: Zoo Travel

Description: Arrange cones to form a certain path. On each cone attach the picture of an animal. Children must go from one cone to the other until the animal changes. Teacher must continuously change pictures so that children will not repeat again and again.



### Activity 2: Bang

Description. Children are all standing on a line. The teacher should start as the Hunter so children will know what needs to be done. The teacher needs to sing the Bang song and move while the children copy the teacher's every move. In this game you can walk, skip, hop etc. When the teacher says Bang all the children must run away from the teacher back to the line where they were standing.



### Activity 3: The School of Fish

Description: Ask children to stay in line. Choose one child to move around the play area doing all sorts of movements. Encourage the children to use low, medium and high movements. Change child every 30 seconds.



### CLOSURE

Cooling Down Activity

### Stability Skills Activity

#### Balancing

**Description:** Cat balances – ask the children to kneel down on all fours like a cat. Ask them to do each of the following and hold for five seconds:

- Balance on two hands and one knee (swap knees)
- Balance on two knees and two elbows
- Balance on one foot and one hand (swap feet).



#### Stretching

**Description:** Sunflower stretch – ask the children to lie on their back then bring one knee up toward their chest and gently pull the knee a little closer. Hold this position for about ten seconds and then repeat the stretch on the other side.

<b>Theme:</b> Self Expression	
<b>Activity Number:</b> 17	
<b>Activity Title:</b> Dance Off	
<b>Specific Learning Outcomes</b>	The children will: <ol style="list-style-type: none"><li>1. Follow cues and dance with the rhythm.</li><li>2. Imitate moves by characters in a video clip.</li><li>3. Name different body parts.</li><li>4. Dance at different tempos.</li></ol>
<b>List of Resources</b>	<ul style="list-style-type: none"><li>• Laptop</li><li>• Interactive whiteboard</li><li>• Songs</li></ul>

<b>Physical Learning Environment</b>	Children must be spread evenly and there must be adequate space for them to move.
<b>Remote Preparation</b> Prerequisite knowledge; concepts, skills and vocabulary	<ul style="list-style-type: none"> <li>• Keeping with a given rhythm.</li> <li>• Paying attention in following instructions.</li> <li>• Revising imitation.</li> </ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>

## ACTIVITY DEVELOPMENT

### INTRODUCTION

#### Warm Up: Song: Shake it Off

Description: Although moves start getting more complex encourage the children to follow the song.



### IMPLEMENTATION

#### Activity 1: Dance Off part 2 of 2

Description: Follow the song.

Break: During this time and between dances children are encouraged to drink water and rest.

Dance 1: The Hamster Dance



Dance 2: Kung Fu Fighting



Dance 3: Get the Sillies Out



Dance 4: Hot Hot Hot



### CLOSURE

Cooling Down Activity

#### Bending

**Description:** Knee taps – ask the children to stand and lift up the right knee, tap it with the left hand and return to standing with both feet on the ground. Next ask them to lift up the left knee and touch it with the right hand. Repeat this three times on each side. You can also progress to elbow to knee touch.



#### Stretching

**Description:** Windmills – ask the children to stretch arms out to the sides and gently circle arms forward and backward in small circles. Repeat the windmill action but this time use big circles.

<b>Theme:</b> General	
<b>Activity Number:</b> 18	
<b>Activity Title:</b> Self Expression Through Drawing	
<b>Specific Learning Outcomes</b>	The children will: 1. Show understanding of being healthy.
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• Blank A4 papers</li> <li>• Crayons</li> </ul>
<b>Physical Learning Environment</b>	Free spaces in class for learners to draw comfortably
<b>Remote Preparation</b> Prerequisite knowledge; concepts, skills and vocabulary	This activity needs to be carried out following all the other activities.

## ACTIVITY DEVELOPMENT

### INTRODUCTION

Teacher starts by asking the children to sit comfortably in a space they prefer. Teacher then asks the children what they understand by being healthy. With this question they will be doing a quick recap of all the activities in the project.

### IMPLEMENTATION

Learners are then asked to draw what first comes to mind when they hear the phrase 'LET US BE HEALTHY!'

### CLOSURE

Learners will be asked to explain what they drew and why.

<b>Theme:</b> General	
<b>Activity Number:</b> 19	
<b>Activity Title:</b> What have we learnt so far?	
<b>Specific Learning Outcomes</b>	The children will: 1. Answer questions about various topics related to health, including; healthy eating, snacking and drinking water.
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• Interactive White-Board</li> <li>• Cushions</li> </ul>
<b>Physical Learning Environment</b>	Safe open space where children can sit comfortably on cushions.
<b>Class Remote Preparation and Resources</b>	<ul style="list-style-type: none"> <li>• Cushions should be soft and big enough for the children to sit comfortably.</li> <li>• Quiz is loaded onto the interactive White-Board beforehand, making sure it can be seen well from all around the area where the children will be.</li> </ul>

<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	To be adapted by the class educator/s according to the needs of the children in class
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## ACTIVITY DEVELOPMENT

### INTRODUCTION

Description: Teacher reminds children some facts about being healthy in order to refresh their memory. Then the teacher explains what is going to happen.

### IMPLEMENTATION

A quiz about Healthy Eating, Drinking Water, Snacking, and all other topics will be shown on the interactive whiteboard and the teacher will prompt the children in answering each question.

### CLOSURE

Celebrating what they learnt.

<b>Theme:</b> Physical Activity	
<b>Activity Number:</b> 20	
<b>Activity Title:</b> Throwing and Kicking	
<b>Specific Learning Outcomes</b>	The children will: 1. Improve coordination.
<b>List of Resources</b>	<ul style="list-style-type: none"> <li>• Small and large balls</li> <li>• Cones to mark areas</li> </ul>
<b>Physical Learning Environment</b>	Yard or any safe space for the children to play in
<b>Class Remote Preparation and Resources</b>	<ul style="list-style-type: none"> <li>• Balls should be soft in order for children not to get hurt and can be managed easily by them.</li> <li>• During the clean-up game make sure that the area is enclosed in order not to lose any balls during the throwing and kicking.</li> </ul>
<b>Differentiation</b> <i>Extension/Enrichment</i> (for pupils who need to tackle the topic in more depth) <i>Intervention</i> (for pupils who require support)	<i>To be adapted by the class educator/s according to the needs of the children in class</i>



## ACTIVITY DEVELOPMENT

### INTRODUCTION

Warm up: Popcorn

Description: Foam balls are scattered around the area. Ask children to throw as many balls up in the air as possible. You can use music for movement and when the music stops they need to pause.



### IMPLEMENTATION

Activity 1 Clean Up

Description: Divide class in half. Each group must try to clear all the balls from their area by throwing each ball onto the other's team area. The team with the least foam balls gets the most points.



Activity 2: Kick Pause



Description: Ask children to move the ball using only their feet. When the teacher whistles or stops the music the children must stop with their foot on the ball. The teacher can add coloured cones to revise Colour Lesson and ask the children to move to the designated cone.

Progress: Using the same Clean up game. This time children have to kick the ball instead of throwing.

Activity 3: Clean Up Kick

Description: Same as Clean up but this time children have to use their feet.

### CLOSURE

Cooling Down Activity

### Stability Skills Activity

#### Bending

**Description:** Toe touch – ask the children to stand with feet apart and knees bent slightly, then bend forward and try to touch their ankles or toes. Ask them to move their fingers up their legs. Repeat.



#### Stretching

**Description:** Good morning stretch – ask the children to lie on their back and pretend they are still in bed and just waking up. Ask them to slowly stretch as wide as possible, then ask them to stretch as long as possible (like a tall tree).









