

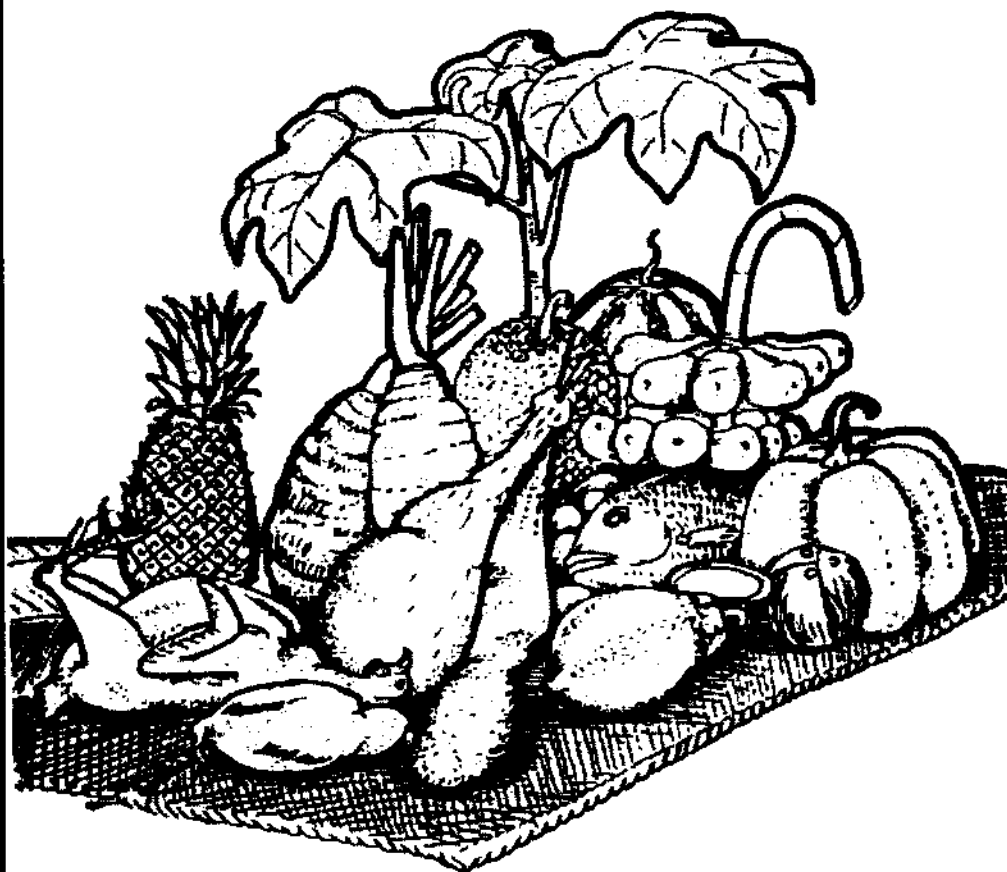
ENVIRONMENTAL STUDIES

NUTRITION

Teacher's Book

Year 4

FINDING OUT ABOUT OUR ISLAND FOOD



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

CURRICULUM DEVELOPMENT CENTRE OF VANUATU

NUTRITION – FINDING OUT ABOUT OUR ISLAND FOOD

TEACHER'S BOOK YEAR 4

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

Department of Education
Port Vila, Vanuatu

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First published 1993

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Typeset in Port Vila by the Curriculum Development Centre

The Environmental Studies Curriculum

GENERAL AIMS

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

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

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

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

Knowledge + Skills + Constructive Behaviour = Good Development

ACKNOWLEDGEMENT

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

WHY TEACH HEALTH, NUTRITION AND AGRICULTURE IN PRIMARY SCHOOLS?

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

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

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

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

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

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

The general objectives of this course are:

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

INTRODUCTION: SUMMARY OF THE YEAR 4 NUTRITION COURSE

These lessons continue to emphasise the importance of balanced meals. In years 1 to 3, pupils were introduced to foods, their tastes, shapes colours, where they come from and some custom stories about them. The pupils also learned about why we need food, special requirements of school children and lessons were given on fruits and vegetables which are an essential part of good nutrition.

In Year 4 they will learn about Vanuatu food patterns and compare them with food patterns of other countries. Lessons are given on malnutrition and why there is malnutrition; planning good meals using foods from different sources and choosing good foods, (depending on their cost and availability) and also making good choices so that they are not harmful to our health.

CONTENTS

	<i>Page</i>
<i>Introduction: Summary of the Year 4 Nutrition Course</i>	vii
TERM 1	1
Lessons 1 and 2: Food Patterns in Vanuatu	2
Lessons 3, 4 and 5: Food patterns in other countries	9
Lessons 6, 7 and 8: A Review of the three food groups and balanced meals	29
Evaluation	38
Term 1 Test	39
TERM 2	42
Lessons 9, 10 and 11: Malnutrition	43
Lessons 12, 13, 14, 15 and 16: Why we need three healthy meals everyday	59
Lessons 17, 18 and 19: More about balanced meals	71
Evaluation	82
Term 2 Test	83
TERM 3	87
Lessons 20, 21, 22 and 23: Planning Meals	88
Lessons 24 and 25: Choosing good foods to eat	92
Evaluation	102
Term 3 Test	103
Meaning of words used in Year 4 lessons	107

THE REQUIREMENTS FOR A SUCCESSFUL SCHOOL NUTRITION PROGRAMME

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

A good school nutrition programme also requires the following:

Services

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

Environment

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

Education

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

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

CONTENTS

	<i>Page</i>
<i>Introduction: Summary of the Year 4 Nutrition Course</i>	vii
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Lessons 3, 4 and 5: Food patterns in other countries	9
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Term 1 Test	39
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Evaluation	82
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TERM 1

LESSONS 1 AND 2: FOOD PATTERNS IN VANUATU

Objective

To learn about food patterns in Vanuatu.

Time needed: 30 minutes x 2

Teacher's note

In these lessons pupils will learn the meaning of food patterns.

A food pattern means the types of foods people prepare and eat in their community. There are many different food patterns throughout the world. The type of food patterns one has depends on one's culture and religion as well as the environment and other social factors.

Method

Tell the class: Before we study some food patterns in other countries, we will study our own food patterns in Vanuatu.

Food patterns in Vanuatu

1. In Vanuatu we come from many different islands and cultures and speak many different languages. Our weather is hot and humid, and we have a lot of rain. Our soil is very rich so we can grow lots of different food.
2. We grow a number of tropical fruits, vegetables and root-crops. We get a lot of fish and shellfish from the sea and rivers.
3. We also have a variety of domestic animals such as pigs, cows, goats and chickens from which we get our meat supply.
4. Wild animals, birds and fruits are plentiful in our forests.
5. We get some of our food from the stores, for example: rice, sugar, bread, tinned meat, tinned fish, etc.

TARI AND LEIVANU

Food patterns in villages

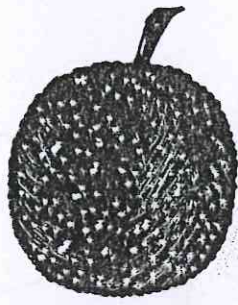
We will now look at the food pattern of Tari and Leivanu's village.

The people in the village where Tari and Leivanu live eat mainly root-crops such as yam, taro and kumala. They also eat breadfruit and cooking bananas.

Vegetables such as island cabbage, pumpkin tops, water-cress and other green vegetables are plentiful although they are not eaten often enough. Fruits such as coconuts, ripe bananas and pawpaws are available all year round. Other tropical fruits like mangoes, pineapples, oranges, mandarins and many more are seasonal so are eaten when they are in season.

Beef, pork and chicken are eaten mainly during big feasts such as those that honour marriages, funerals and visits of special guests, etc.

Fish and shellfish are available only to people who live along the coast or near big rivers. Coconut cream is often used in foods, especially in the local dish,



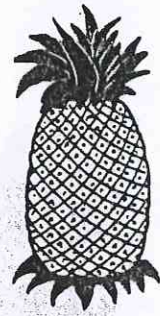
Breadfruit



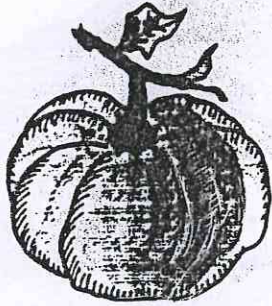
Green pepper



Cooking banana



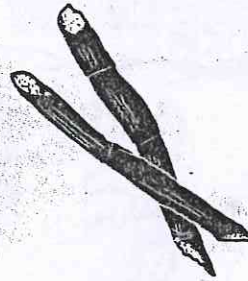
Pineapple



Pumpkin



Taro



Sugar cane



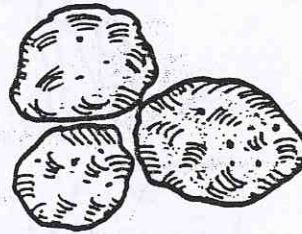
Sweet potato



Taro leaves



Peanuts



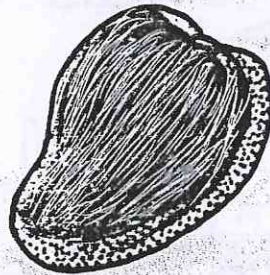
Potato



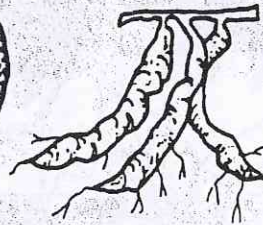
Tomato



Green beans



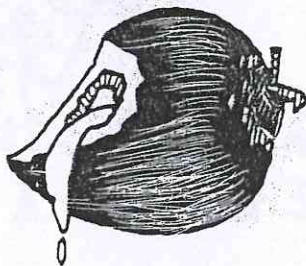
Mango



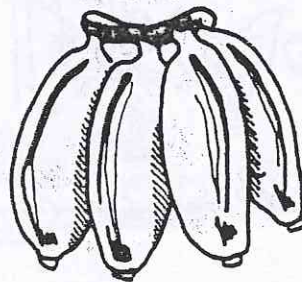
Cassava



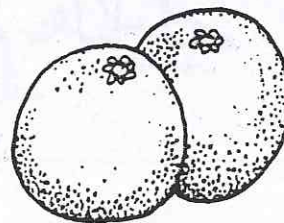
Germinating coconut
(young coconut)



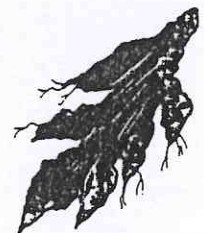
Green coconut



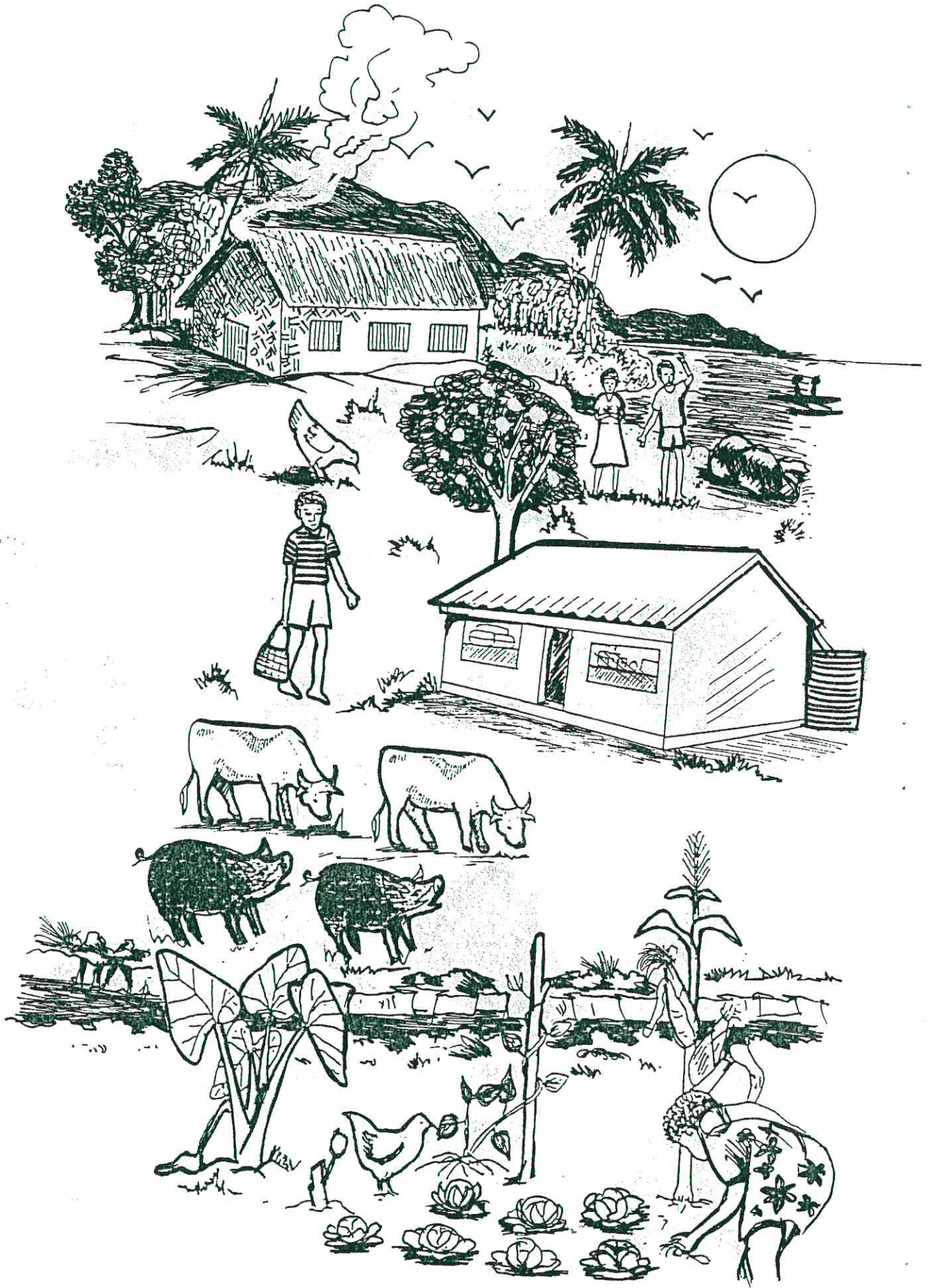
Eating banana



Orange



Yam



laplap. Laplap is a very nutritious traditional dish cooked in steam. Because the laplap is packed tightly, the good things in the foods are not lost during cooking.

Food patterns in a town

Tari and Leivanu were excited about going to Vila to spend Christmas with their older sister, Mala and her husband.

They looked at all the big stores and all the things that the stores were selling.

For their first evening meal after they arrived in Vila, they ate rice, and tinned fish and cabbage. During breakfast the next day, they had tea and white bread. At lunch they ate meat, beans and more rice.

Tari and Leivanu wondered why there were not any local root-crops. They hadn't seen any in their sister's kitchen.

When Mala returned from work that evening, Tari asked, "Why do we eat rice and not taro, yam or kumala? Do you have any gardens where you plant your root-crops, fruits and vegetables?"

Mala replied, "Life in town is not the same as in the village. In the village you have your own gardens and you have the sea, rivers and the bush to get your foods from. These foods are free. In town we do not have access to land to make gardens on nor do we have access to bush areas to look for wild foods in. If we want to eat local foods, we have to buy them from the market or store. We eat mainly white rice, white bread and tinned meat or tinned fish. We also can buy fresh meat and fresh fish and local root-crops but these are often very expensive so we do not eat them as often as we would like."

Leivanu asked, "What about fruits and vegetables? Can you get them here?"

Mala replied, "We sometimes eat fruits and vegetables when they are in season or when we can afford to purchase them from the market or stores."

Tari and Leivanu enjoyed their holidays. They liked the shops, cars and other new things in town. However, they were glad to get home to enjoy their root-crops, fresh fish and all the fresh fruits and vegetables in the village which were all free.

Custom food taboo

When Tari and Leivanu returned to their village, their mother told them that their aunt was visiting the following day.

Tari and Leivanu were very excited. Leivanu asked their mother, "What are we going to prepare for tomorrow's dinner with Auntie?"

Their mother replied, "Your father will go fishing tonight. Hopefully he'll catch some fish."

Tari wanted to go fishing in the canoe with his father but his father would not take him because the sea was a bit rough. Tari and Leivanu went to bed that night excited about their aunt's visit. They prayed silently that their father might catch some fish. The next morning Tari and Leivanu found that their father had caught a small shark during the night.

"Wow", they shouted.

"We are going to have a delicious meal tonight," said Tari.

"I can't wait. I am going to help mother make laplap yam with shark meat," said Leivanu excitedly.

"I bet Aunty will love tonight's meal," said Tari.

Before the arrival of their aunt, Tari and Leivanu helped their mother prepare the laplap yam, shark meat and vegetables with plenty of coconut cream.

At last their aunt arrived. She brought Leivanu and Tari some sweet oranges and sugar-cane from her garden. They were delicious. Tari and Leivanu did not tell their aunt about the evening meal because they wanted it to be a surprise. At last the laplap was ready and the children and their aunt were called to the big mat to enjoy the delicious laplap with shark meat.

"Aunty," said Tari, "isn't this delicious? Father caught the shark last night and we helped mother cook it especially for your visit." Suddenly there was a sad look on their aunt's face.

"Listen, kids," she said, "the laplap looks delicious and it smells really nice, but I don't eat shark meat."

"Why?" asked Leivanu and Tari together. They were disappointed.

"You see there are a lot of custom beliefs about our foods in Vanuatu. Some of our people in Vanuatu don't eat shark meat because they believe that their ancestors were once sharks. So they are descended from the shark. I come from the shark. That's why I won't eat it. We have a lot of food taboos throughout the islands for pregnant women and breast feeding mothers, small children and so on. For example, some people believe that if a pregnant mother eats flying fox, she will have difficulties in giving birth and she will be very ill."

"Okay, Aunty," said Tari, "we understand. Next time you visit we will have chicken instead."

Religious food taboo

The next week a friend of Tari and Leivanu's aunt, Kalo, came to visit. Remembering what had happened the week before, Tari and Leivanu's mother prepared some pork and yam in the earth oven.

When eating time came, Kalo asked, "Can I just have some yams and vegetables please?"

"Sure," said Leivanu and Tari's mother. "Are you feeling well?"

"Yes, I am fine," said Kalo.

Leivanu and Tari looked at the well cooked, delicious pork. Tari said "The pork looks well cooked and smells delicious to me."

"Come on, try some," insisted Leivanu.

"Sorry, but I don't eat pork," said Kalo.

"I get it," said Tari. "Your ancestors were once pigs. That's why you are not allowed to eat pork."

"No, that is not the reason, Tari" said Kalo. "Let me explain to you why I don't eat pork. Vanuatu is a Christian country, and we have a lot of different churches like Presbyterian, Church of Christ, Catholic, Seventh Day Adventist, Assemblies of God, Apostolic and so on. Members of some churches such as the Seventh Day Adventist are not allowed to eat pork, certain fish, coconut crab, flying fox and so forth. This is for religious reasons. I am a Seventh Day Adventist, therefore, I don't eat pork."

"All right, we understand," said Tari and Leivanu together.

End

Now we have learned that many things affect what we can and cannot eat in Vanuatu:

- Our customs
- Religions
- Environment, soils, rainfall, small island, etc.
- The seasons
- Whether we live in towns or villages
- The cost of the foods (for items that come from the store or market).

Ask the pupils the following questions:

1. Why are island foods cheap in the village?
(Answer: Foods are cheap in the village because they do not cost any money.)

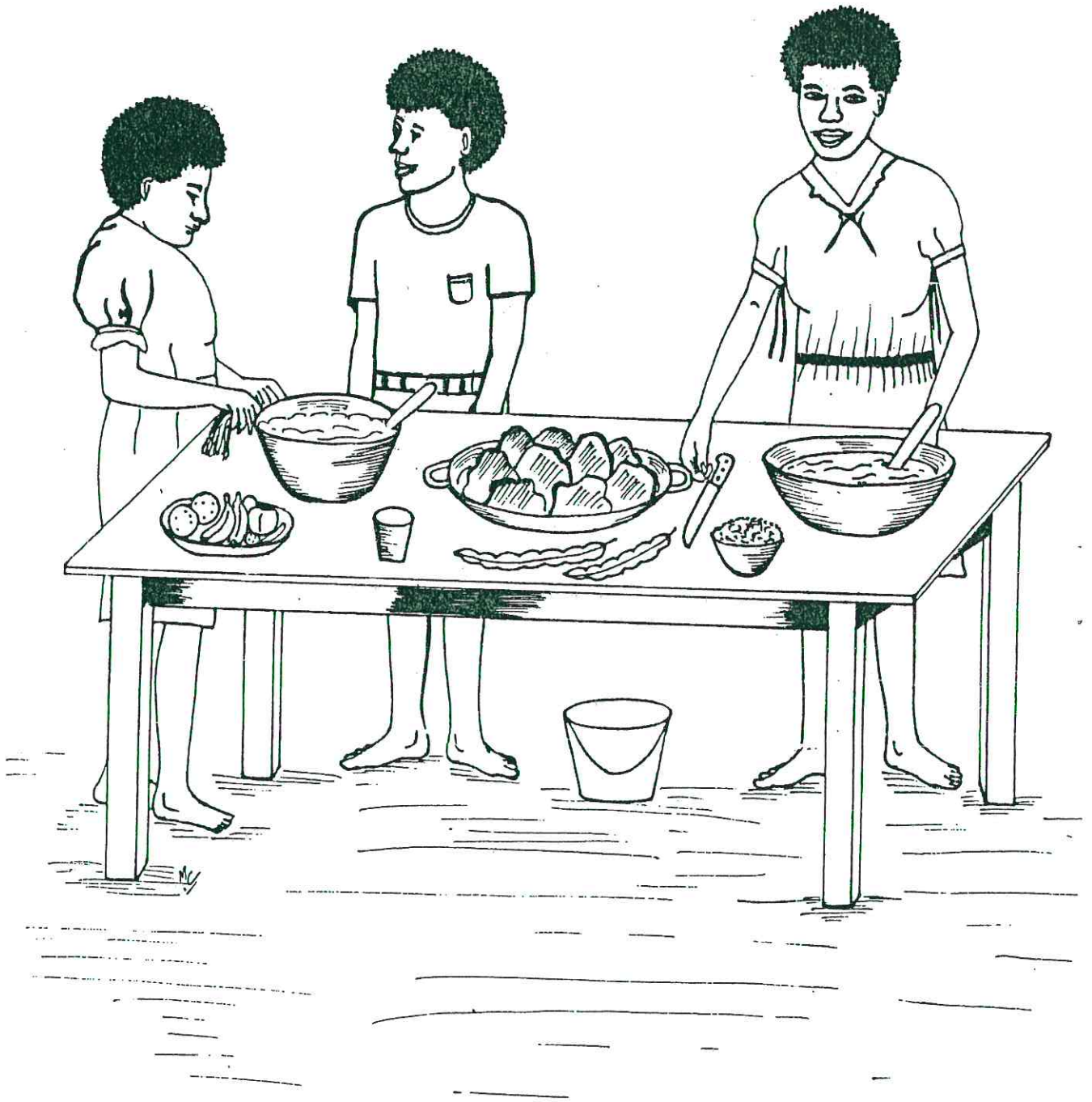
2. Are island foods cheap in the town?
(Answer: No)

3. Why are island foods expensive in the town?
(Answer: Island foods are expensive in the town because people have to buy them either from the market or shop, and the prices are high.)

4. Why did Tari and Leivanu's aunt not want to eat shark meat?
(Answer: Tari and Leivanu's aunt did not want to eat shark meat because of her custom belief about shark.)

5. Why did Kalo not want to eat any pork?
(Answer: Kalo did not want to eat any pork because he is a member of the Seventh Day Adventist religion and they do not eat pork.)

6. Name some foods in your area which are taboo and say why they are taboo. Write the name of the foods on the board and beside each food write why it is taboo. Pupils are to copy these into their exercise books under the heading, "Foods which are taboo in my village and why".



LESSONS 3, 4 AND 5: FOOD PATTERNS IN OTHER COUNTRIES

Objective

To learn about food patterns in other countries.

Time needed: 30 minutes x 3

Method

Tell the class: Now that we have looked at the general food patterns in Vanuatu, we can now learn about food patterns in other countries. Other countries in the South Pacific region have similar food patterns to ours. They use the same foods, but they prepare and cook them differently. We will look firstly at food pattern in Tuvalu. Then we will look at food patterns in China, West Africa and Australia.

TUVALU

Tell the class: The Tuvaluan's biggest meal every day is the evening meal. Breakfast is very casual with leftovers from the previous night's meal, and lunch is whatever they can get while they are in the garden or out fishing.

Their main staple foods are taro, breadfruit, kumala and banana. Their main vegetable is taro leaves, but they also eat island cabbage, kumala tops, pumpkin tops and pumpkin fruits. Fruits such as pawpaws, ripe bananas, pandanus fruits and a fig called "felo" are also eaten regularly.

Traditionally, the Tuvaluans do not eat much meat. They eat mainly foods from the sea such as fish. They eat fish every day, either grilled over a hot fire, baked in an earth oven or cooked in coconut milk. Shellfish is also eaten. Pigs and chickens are served mainly during special occasions such as marriages, birthdays, christenings, funerals, etc.

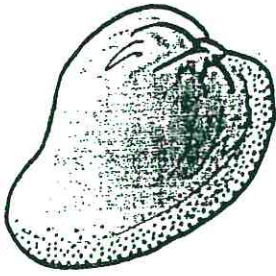
In Tuvalu the main drink is coconut toddy. Coconut toddy is a drink made from fresh or boiled coconut sap. Tuvaluans also drink a lot of sweet tea. With ships going to the island, a lot of food is imported. Therefore, rice, flour and sugar are also eaten.

Their main meal at the end of the day would include fish, taro or breadfruit with coconut cream, some vegetables such as kumala tops and toddy or tea.

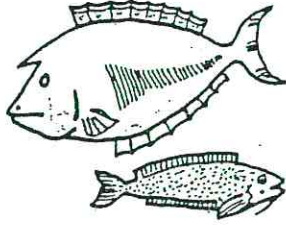
On Sundays the Tuvalu people have their biggest meal of the week. On Saturday night they would prepare an "Umu" (laplap in Vanuatu). In the Umu they have taro, breadfruit which are left in pieces and Palusami, which is *corned beef*, mixed with onions and coconut cream, wrapped in taro leaves. These are all mixed with a lot of extra coconut cream and baked in the Umu on Saturday night. On Sunday the Umu is served for the big meal.

People from Tuvalu serve their foods either on tin plates or in coconut leaf baskets with breadfruit leaves. They eat with their fingers.

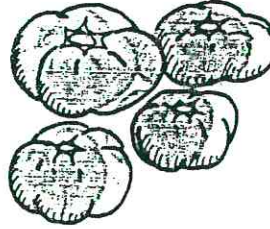
Tuvalu is a small island country in the South Pacific as you can see on the map on page 11. Unlike Vanuatu it is flat and has no hills. It is an atoll therefore does not have as much variety of fruits and vegetables as the islands of Vanuatu do.



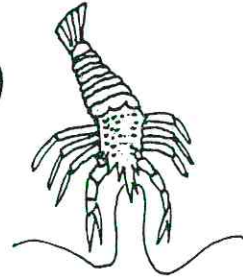
Mango



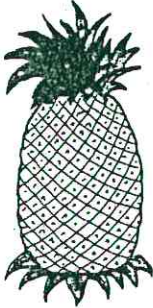
Fresh fish



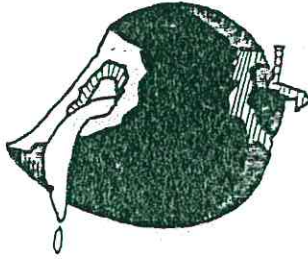
Tomato



Lobster



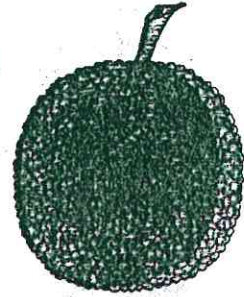
Pineapple



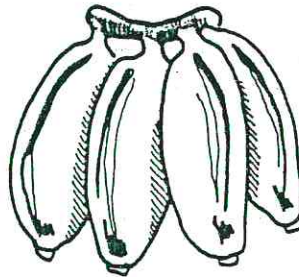
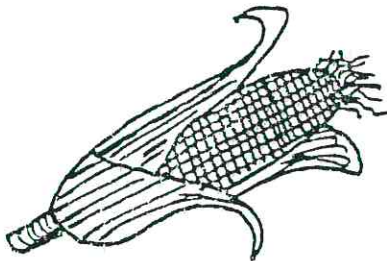
Green coconut



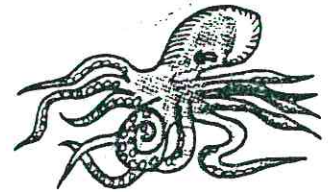
Taro leaves



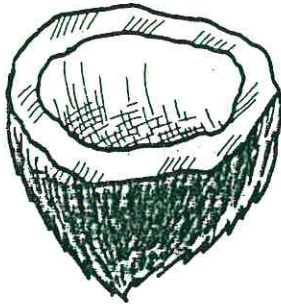
Breadfruit



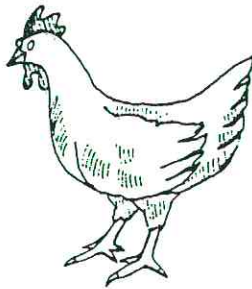
Eating banana



Octopus and squid



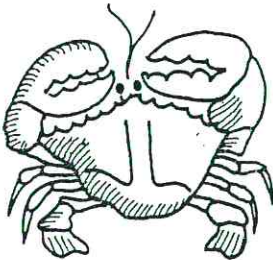
Coconut cream



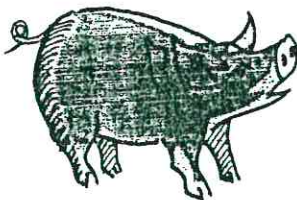
Chicken



Shellfish



Crab



Pork

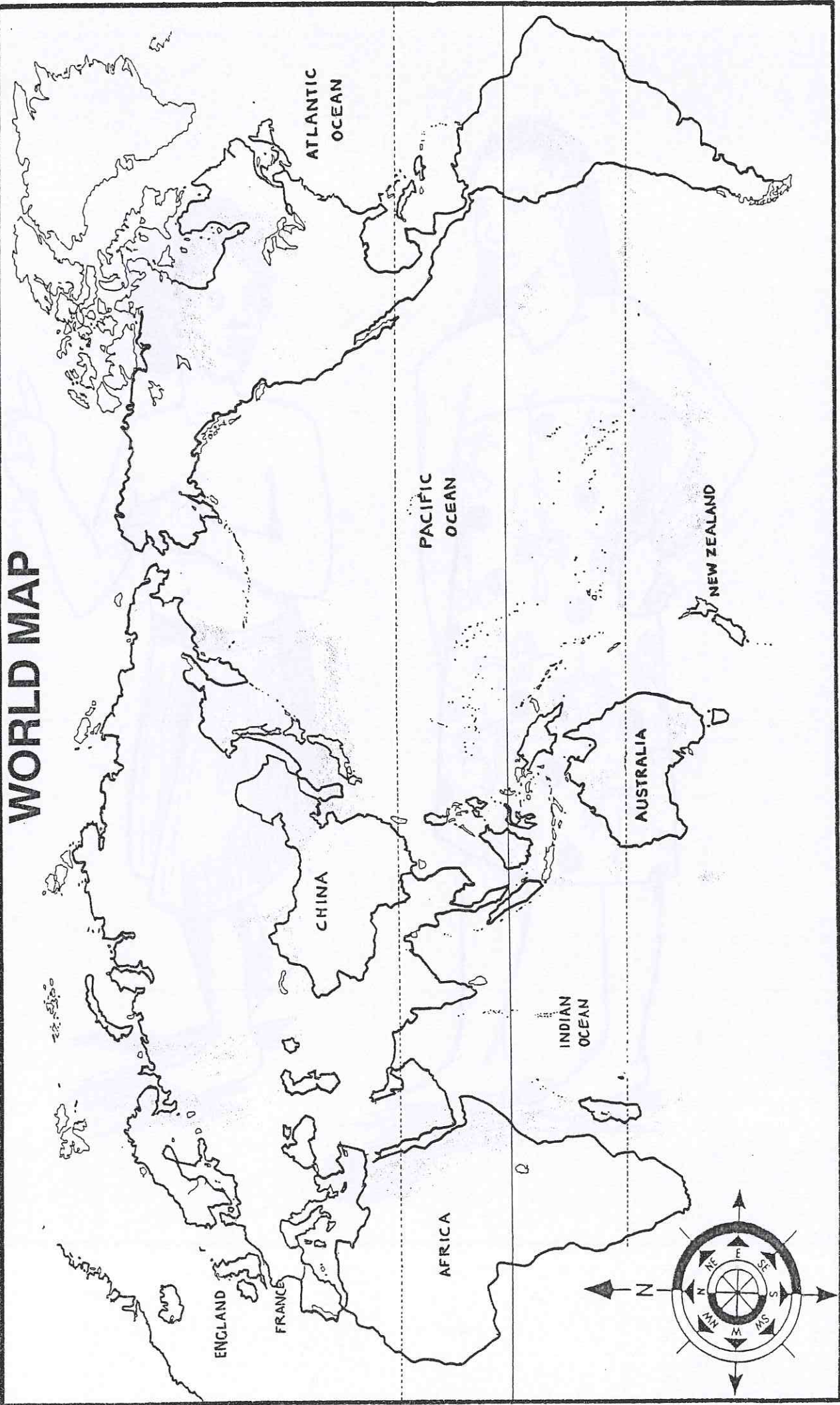


Pumpkin



Cassava leaves

WORLD MAP





HOW TO COLLECT COCONUT SAP FOR TODDY

1. A man climbs a coconut tree and chooses a flower bud which he thinks is ready to produce sap. Sap comes from the flower bud, which usually produces coconuts fruits.



2. The chosen bud is bound tightly from the base with a rope. This stops the bud from splitting open and flowering.



3. The tip of the bud is cut off, and very thin cuttings are made at the cut end twice a day for about three days, or until sap starts dripping freely.



4. A collecting bottle or coconut shell is hung under the cut end with a leaf funnel as you can see in the picture at the bottom of the page.



5. Sap is collected in the morning and afternoon, everytime cutting a thin slice of the cut end and unwinding the rope as necessary. The bud will stop producing sap after a while.

Toddy can be drunk fresh or it can be boiled or made into sugar or candy.

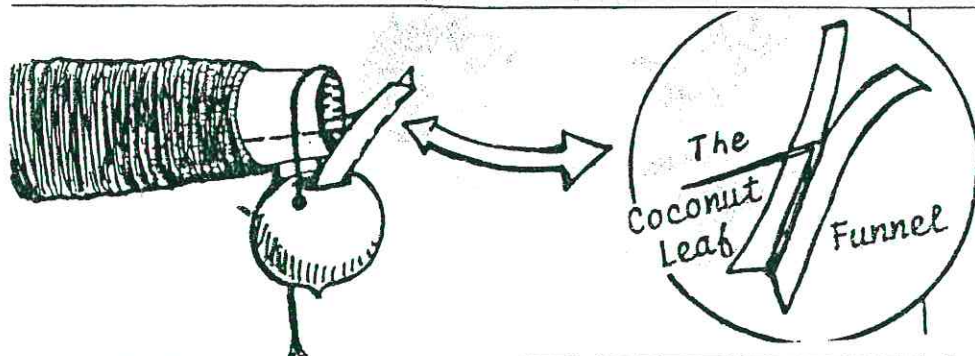


Diagram showing the collecting vessel and funnel in place and the free end of the binding cord.

Questions for discussion with the class

1. Are the foods in Tuvalu different to the foods we have available to eat?

(Answer: We eat yam, and they do not. We also have a lot of nuts and they don't have any. We have a lot of different fruits whereas they only have a few. Their main green leaf is taro leaves, not island cabbage which is the most important green leafy vegetable in Vanuatu.)

2. Is their Umu cooked like ours in Vanuatu?

(Answer: Yes their Umu is cooked in earth ovens like ours, but foods are left whole and are not grated like laplap. In some areas of Vanuatu people prepare their Umu like the Tuvaluans too.)

CHINA

Tell the class: Now that we have looked at the food pattern of another country in the Pacific, we shall study a food pattern in Asia, namely China.

Chinese like their foods to be very fresh and colourful. They prefer to cook their foods for a very short time so that they do not lose the colour of their vegetables as well as the good things that we get from our foods to keep us healthy. The main meat eaten in China are pork, lamb, chicken, duck, fish and shellfish. These are prepared in many different ways and are usually mixed with a lot of different vegetables. Sometimes they are mixed with noodles. Vegetables which Chinese eat are: Chinese cabbages, cucumbers, snow peas, melons, bean sprouts and sweet potatoes. Fruits are usually eaten fresh like pineapples, oranges, lychees, etc. Rice is their main staple food. It is served with meat and vegetables. Peanut oil is commonly used in their cooking. The Chinese traditional drink is unsweetened green tea.

The main cooking utensils the Chinese use for preparing and cooking their meals are wok, chopping board, knife, fish slice and a bamboo steamer. (p.18)

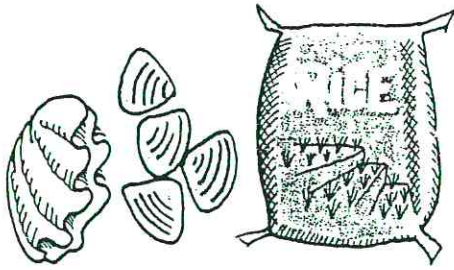
There are often more than one dish served at a Chinese meal. It is a general practice in China to serve one main dish per person therefore four people would mean four main dishes.

For a family meal, all the main dishes such as rice or noodles are put on the table together, and the family all help themselves to whatever they want.

One sweet each is usually served to end a family meal.

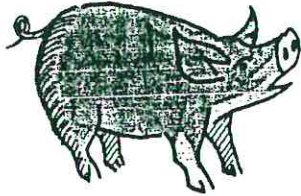
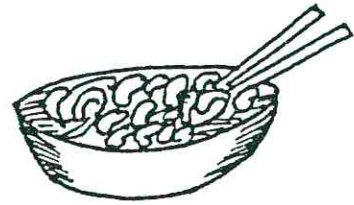
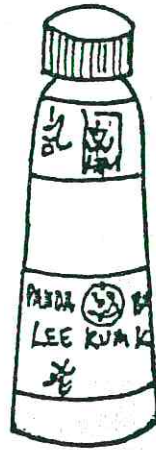
Chinese food is eaten from bowls instead of plates. In China, just one bowl, one set of chop sticks and one spoon are given to each person when having soup in the meal. The soup is put into a large serving bowl in the middle of the table, and each person drinks from it with his or her own spoon throughout the meal (p.19). Chop sticks are used for everything else, even rice, which is scooped into the mouth from a raised bowl. Chop sticks are also used to transfer food from serving dishes to each person's bowl.

Soya sauce is a common ingredient in Chinese cooking as are oyster sauce and special herbs and spices. The most popular Chinese cooking method is *stir-frying*. This means that the food is sliced into thin, uniform pieces and cooked very quickly on high heat in a small amount of oil, while being continuously moved

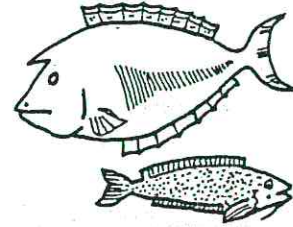


Shellfish

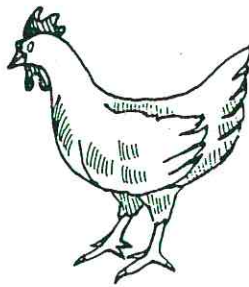
Rice



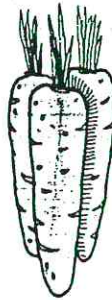
Pork



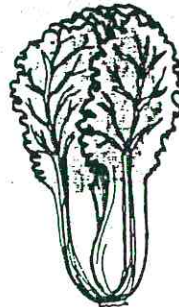
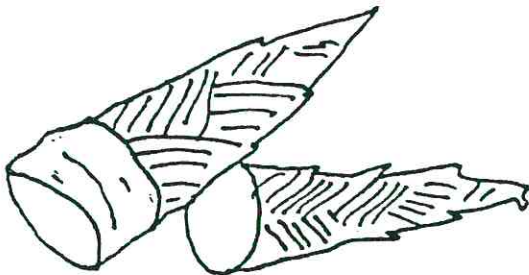
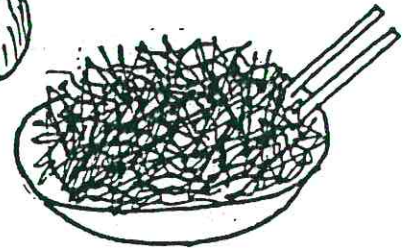
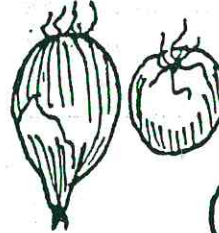
Fresh fish



Chicken



Carrot



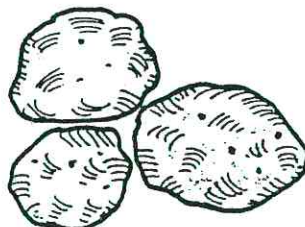
Chinese cabbage



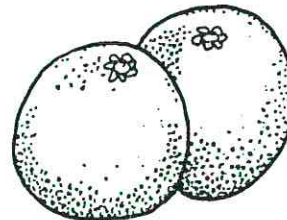
Sweet potato



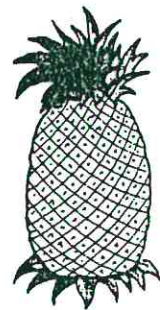
Green beans



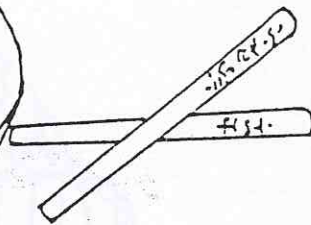
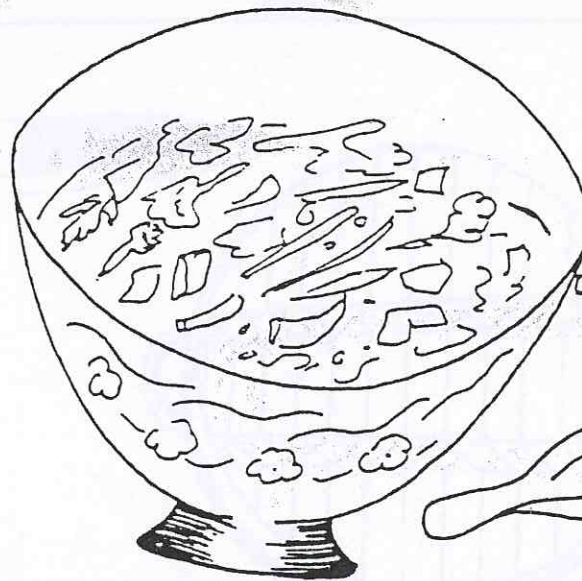
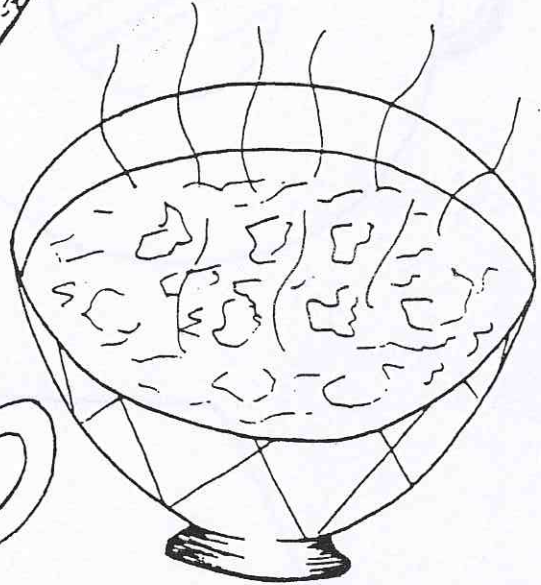
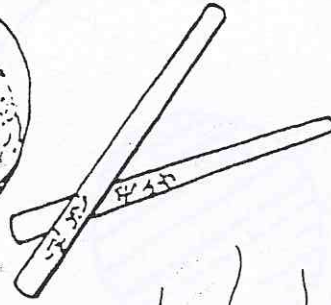
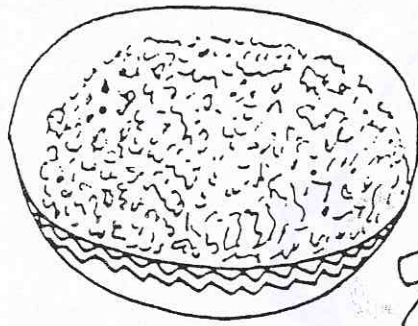
Potato

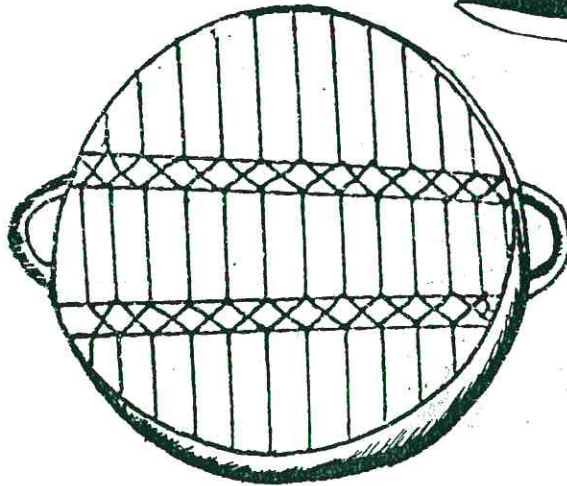
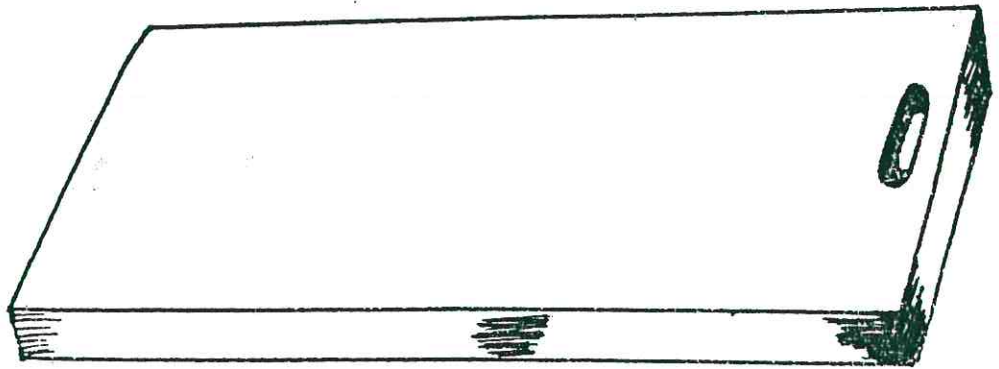
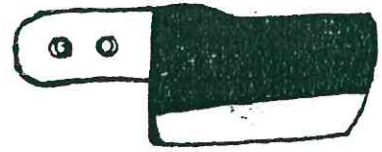
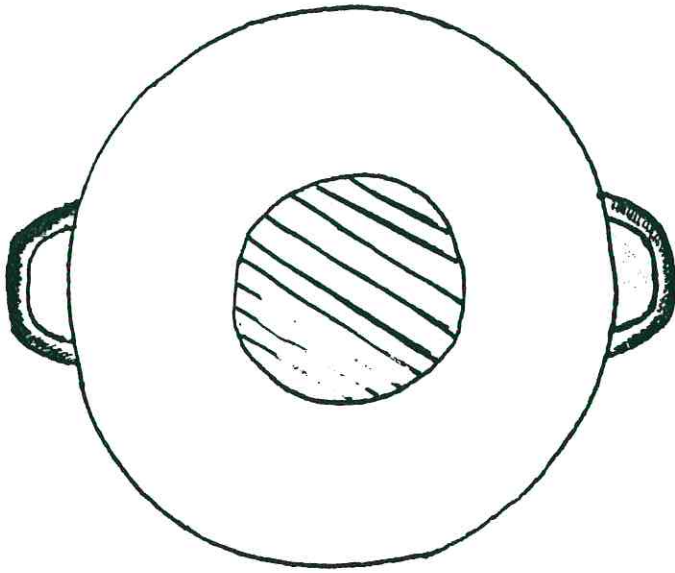


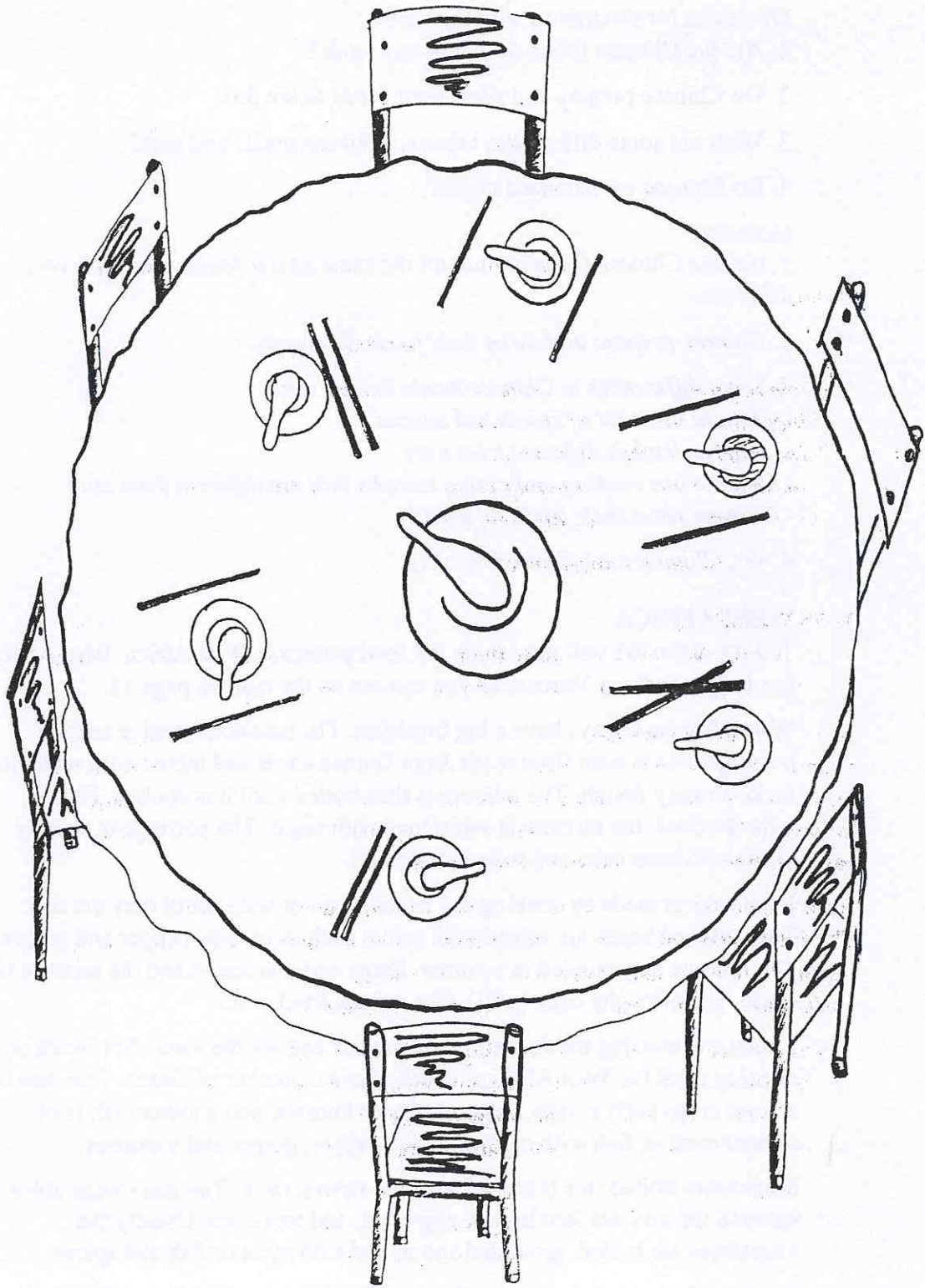
Orange



Pineapple







continuously moved around in the pan. Meat and vegetables can be cooked separately or together using this way of cooking.

Questions for discussion with the class.

1. Are the Chinese foods similar to our foods?
2. Do Chinese prepare and serve their foods as we do?
3. What are some differences between Chinese meals and ours?
4. Do Chinese eat balanced meals?

(Answers

1. No, the Chinese foods are not all the same as our foods; some are very different.

2. Chinese prepare and serve their foods differently.

3. Some differences in Chinese meals to ours are:

- *Chinese use a lot of spices and sauces*
- *Chinese drink is different from ours*
- *Chinese use cooking and eating utensils that are different from ours*
- *Chinese serve their foods differently*

4. Yes, Chinese eat balanced meals.)

WEST AFRICA

Tell the class: We will now study the food pattern in West Africa. West Africa is a long way from Vanuatu as you can see on the map on page 11.

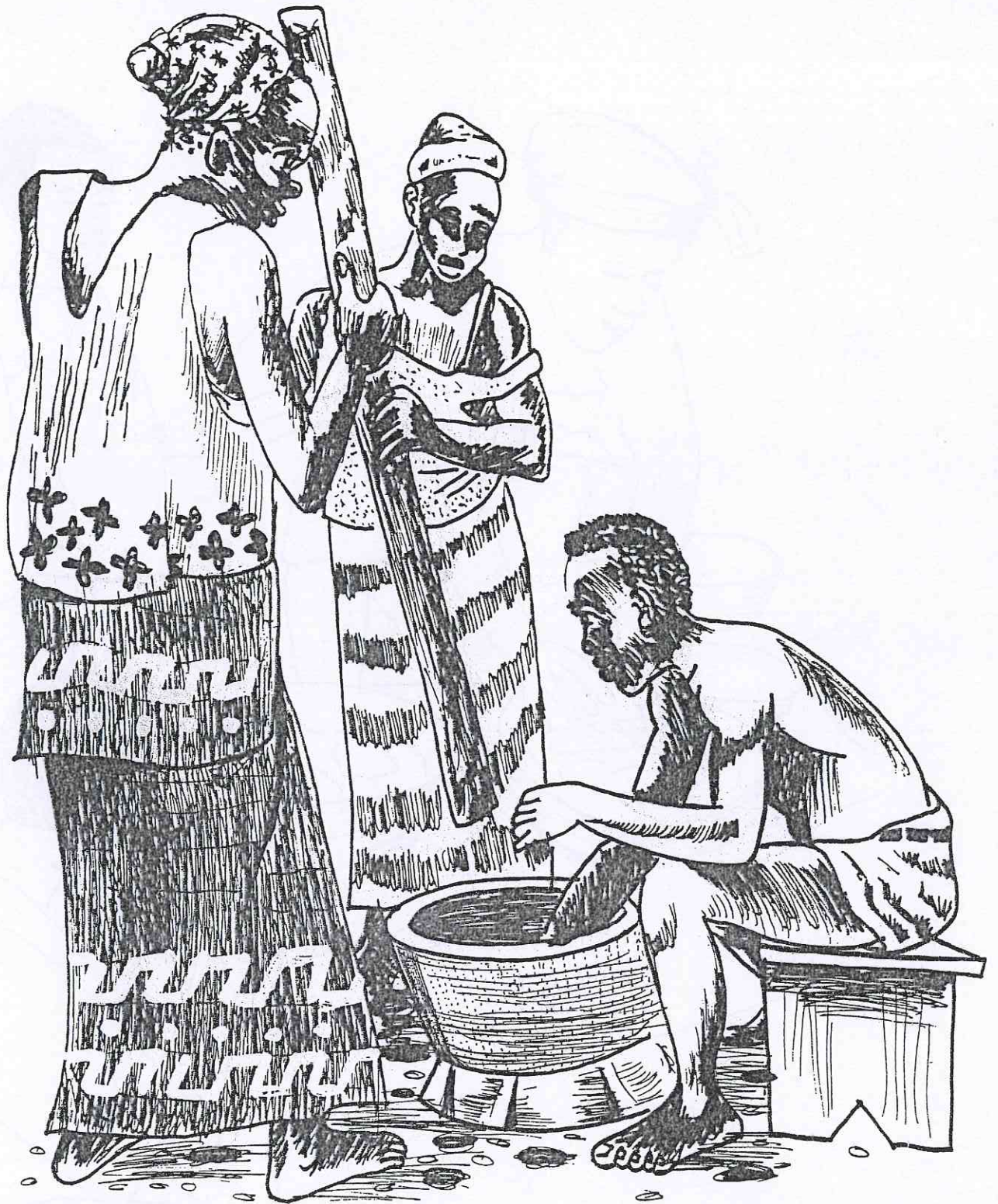
West Africans always have a big breakfast. The breakfast meal is usually porridge; this is corn flour made from Guinea corns and mixed with water to make a runny dough. The mixture is then boiled until it is cooked. Finally, milk is added, the mixture is sweetened with sugar. The porridge is usually eaten with bean cake and sometimes bread.

Bean cake is made by soaking dry beans in warm water until they are soft. The softened beans are mixed with spices such as onions, pepper and ginger. The mixture is grounded in a mortar. Some water is added and the mixture is made into a doughy cake (p.21). The cake is fried in oil.

Lunch and evening meals are both big meals and are the same. For lunch or evening meal the West Africans usually have a number of dishes. One dish is of root crops such as taro, yam, manioc or kumala, and another dish is of stewed meat or fish with onions, garlic, pepper, ginger and tomatoes.

Sometimes boiled rice is served with the stewed meat. The main vegetables eaten in the area are taro leaves, egg-plant, and tomatoes. Usually the vegetables are boiled, grounded and mixed with meat or fish and spices.

In the bush areas of the region, the main food prepared is "Fufu." This is manioc, cooking banana, taro or yam, which is boiled and pounded in a mortar until it has a fine doughy texture. "Fufu" is served with light soup made from chopped meat or fish (the fish used in the area are mainly dried fish, not fresh fish) plus tomato, egg-plant or taro leaves. The vegetables are steamed and spices are added. The vegetable mixture is then grounded in a





mortar, and a little water is added. Meat or fish is poured into the vegetable mixture, and boiled until well cooked. The soup is served with the "fufu." Peanut soup could also be prepared and served with fufu. Sometimes the soup is served with rice and corn flour instead of fufu.

Joll of rice is also another favourite dish of West Africans. This is stewed meat and rice boiled together.

The West Africans drink mainly tea and palm wine; however due to religious reasons a great number of West Africans do not use alcoholic drinks.

Questions for discussions

1. Are the West African foods like our foods?
2. Do West Africans prepare and serve their foods like we do?
3. What are some differences between West African meals and ours?
4. Do West Africans eat balanced meals?

(Answers

1. *Yes, the West African foods are like ours.*
2. *No, the West Africans prepare and serve their foods differently.*
3. *Some differences between West African meals and ours are:*
 - *West Africans use a lot of spices*
 - *West Africans pound their vegetables and root-crops*
 - *West Africans use dried fish*
 - *West Africans' breakfast is porridge*
 - *West Africans drink palm wine*
4. *Yes. West Africans eat balanced meals.)*

ABORIGINES IN AUSTRALIA

Tell the class: Australia is a very big country as you can see by looking at the map. There are many different environments and climates in Australia because the country is so big. There are mountains where it can get quite cold and deserts in the centre of the country where hardly any rain falls. The desert areas have sandy soil and very little vegetation. There are also jungle areas and coastal areas with long sandy beaches.

What foods people eat depends very much on where they live. We have seen that people in China eat very different food from people living in Vanuatu or Tuvalu. In Australia, Aborigines living in the desert eat very different foods from Aborigines living on the coast.

We are going to hear about the foods eaten by Aborigines living in Arnhem Land, the north coast of Australia. There the Aborigines call themselves Yolngu. The most important thing to know about Yolngu is that they do not make gardens, but find their food in the bush, sea, rivers, swamps and mangroves. They move from one place to the next searching for food and pass on this knowledge of how to find food to their children.



Story

This story is about Ringgura, a Yolngu boy of eleven years, and his sister Gapany who is nine years old, of how they travel from Yirrkalu on the coast to their mother's land near the swamp and how they find many good foods to eat along the way.

Ringgura is very excited because his uncle has made him a new spear, and he is hoping to catch a kangaroo for the family meal later in the day.

"Ngali! Let's go" he says to his father.

"Wait! Eat some damper first, or you will get hungry while hunting kangaroos," his father tells him.

The damper is ready and Ringgura's mother brushes away the hot ashes with a large twig and then breaks it into pieces for Gapany, Ringgura and her husband. Everyone eats dampers after either dipping it in the steaming tea from the fire or spreading it with peanut butter. In the old days damper was made from flour ground from the seeds of special grasses. When white people came to Australia, they brought white flour with them. Today Aborigines commonly use white flour mixed with water to make damper.

After breakfast Gapany and her mother join several other women. They all carry empty tins and string bags called 'gayna' in which they will put the seashells, berries and yams they find along the way.

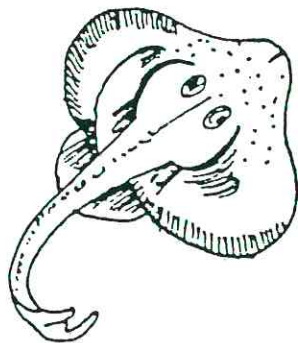
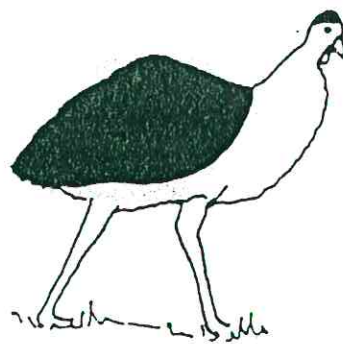
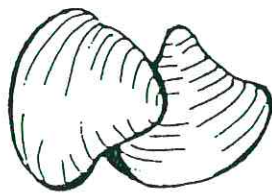
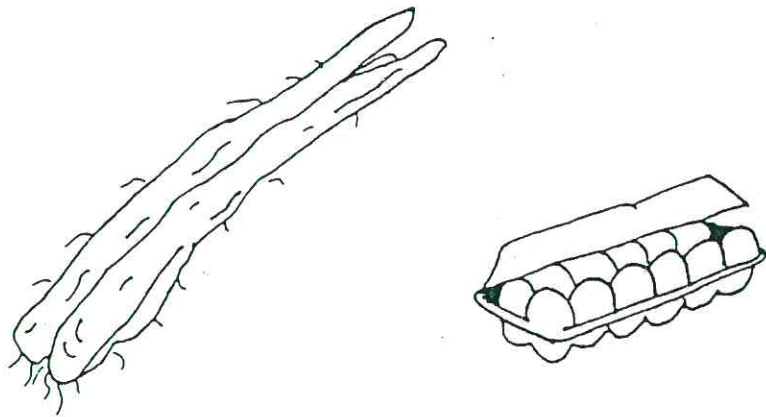
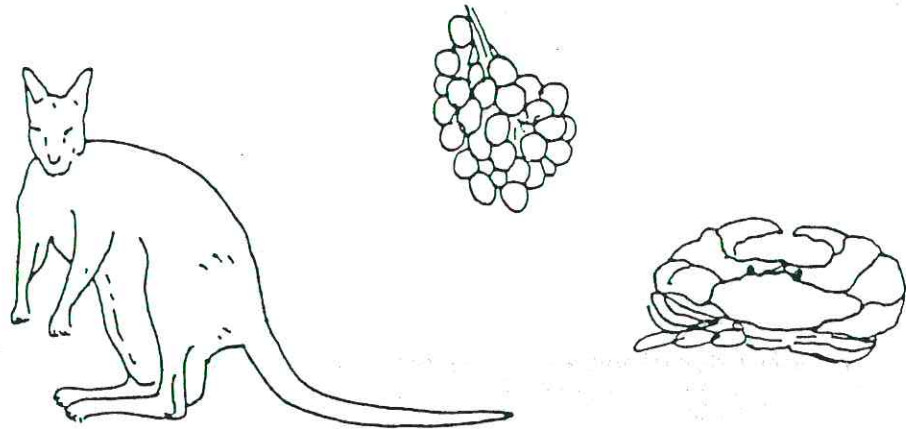
The men head off to the swamp to get the eggs of the magpie geese. Some of the men including Ringgura's uncle, have rifles so they will be able to shoot some geese as well. It is late in the season called Dharratharramirri - the first part of the dry season. This means that many birds will be in the swamp, and the waters will be low enough for the men to get in on paper bark canoes.

Reaching the swamp, Ringgura and the men all move very quietly so as not to disturb the birds. Ringgura's father quickly cuts the bark of a tree and ties the ends to make a canoe which will stay afloat just long enough for a quick trip into the swamp and back. Ringgura is very good at finding the eggs. He soon collects all that he can carry. The loud explosions that followed made Ringgura jump, almost dropping the eggs that he had collected. The men are already wading through the water, pulling in the geese they had shot.

While all this is happening Gapany is eating oysters with her mother and the other women and little children. They have decided to eat oysters and collect other shellfish as the tide is out and they have plenty of time to catch up with the men.

Gapany loves to eat mangrove worms. The mangroves are not on the way to her mother's land, but she decides to ask her mother if they can go to the mangroves. Everybody loves to eat mangrove worms so the women agree easily, and they quickly pick up their 'gayna' and tins and walk to the mangroves.

With her axe, Gapany's cousin starts chopping away at the mangroves, finding many worms. As everyone heads for the worms, Gapany sees a stingray in the



muddy waters and calls out. One of the women quickly takes a spear, follows the stingray and throws it. "Bilin!" (*It has escaped*) someone calls. Everyone is disappointed because stingrays taste so good.

"Baydi!" (*Never mind!*) Gapany's cousin calls, "we'll go and look for crabs instead."

Gapany stays behind, eating the worms while her cousin searches for the crabs. She takes care eating mangrove worms as she does not want to eat the mud.

The women gather up a tin full of worms for the men. Gapany's cousin has caught two big crabs. It is now time to go to the bush to find yams and some fresh water to drink.

There is smoke in the horizon, and the women know the men are hunting kangaroos. The men have lit the fires to frighten the kangaroos while they wait for them. Ringgura sees a small one running towards him. He lifts his spear, waits, then throws hard, killing the kangaroo.

By the time the women arrive the men have caught two kangaroos. Everyone is very excited for they have plenty of food to take to Gapany's mother's clan.

It is almost sunset when they reach the camp near a small river. There is already a big fire blazing at the camp. Gapany's mother's family are so happy, everyone has come bringing so much good food.

The kangaroos and geese are thrown onto the fire and seared in the flames. Then they are cooked more slowly. The shellfish are boiled in a billy can while the yams are cooked on the hot ashes.

Everyone enjoys the delicious berries and mangrove worms while waiting for the meat and yams to cook. Ringgura tells the story of how he killed his first kangaroo. Ringgura is very proud of his catch. Everyone laughs when he tells them of how he nearly fell into the swamp with the eggs he collected. Gapany is very happy too because she has eaten plenty of mangrove worms and, she was the one who saw the stingray. Stingrays are very difficult to see in the muddy water.

After the story ask the pupils to write the answers to the following questions in their books.

1. What foods did the Yolngu eat that day?
2. Which foods came from the bush; the mangroves; the swamp; the seashore?
3. Did they eat any food from the store?
4. What were the different cooking methods used by the Yolngu?
5. How many meals did Ringgura and Gapany eat that day?
6. Do you think they ate a balanced meal by the end of the day?

(Answers

1. Flour, oysters, shellfish, mangrove worms, crabs, kangaroo, eggs, magpie geese, berries, yams.

2. From the bush: kangaroo, yams, berries.

From the seashore - shellfish

From the mangrove - crab, mangrove worms

From the swamp - eggs and magpie geese

3. Yes flour, and peanut butter.

4. Roasting, cooking in the ashes, boiling.

5. Breakfast of damper and peanut butter, snacks of berries and worms and shellfish for Gapany, and a main meal after the hunting and food gathering.

6. Yes they did eat a balanced meal.

Body building - kangaroo, geese, eggs, shellfish, crab, worms.

Energy - yams, flour

Protective - berries)

LESSONS 6, 7 AND 8: A REVIEW OF THE THREE FOOD GROUPS AND BALANCED MEALS

Objective

To review the three food groups and balanced meals.

Time needed: 30 minutes x 3

Materials needed

- Vanuatu three food group poster
- Card boards/ papers
- Colour pencils
- Scissors
- Vanuatu nutrition bingo game
- Sticks, ropes/strings
- Foods from the three food groups for the three food group relay game

Teacher's note

In Year three the pupils learned different ways of grouping our foods. In particular they learned about the three food groups. They also learned the three food groups in detail: energy or power food group, body building food group and protective or health food group. Including foods from each of these three food groups in our meals every day is very important to keep us healthy and strong. This is what we call eating balanced meals.

In this lesson the pupils will review the three food groups and balanced meals.

Method

1. Remind the pupils of the lessons in Year 3 concerning the three food groups and balanced meals as mentioned in the teacher's note above.
2. Using the Vanuatu three food group poster point to each group and ask the students to name the food group aloud and to name all the foods in each group.
3. Ask either individuals or the whole class to say what each food group does for our bodies.
(Answer: Power or energy foods give our bodies the energy to walk, run, work and play.
Body building foods build our bodies when we are small and help our bodies to grow.
Protective or health foods keep us healthy. This means they help us not to get sick.)
4. Tell the pupils: Now that you have all been reminded of the work of each of the food groups, you must not forget that eating foods from one food group on its own is not enough to keep our bodies healthy.
5. Ask: "What must we do to make sure we get all the good things from foods we eat to keep us healthy?"
(Answer: "We must try to include foods from each of the three food groups in our meals every day. This is what we call 'balanced meals'.")

6. Ask: "What is a 'balanced meal'?"

(Answer: "A balanced meal is a meal which includes foods from each of the three food groups.")

Teacher's note

The following activities are important for the pupils to carry out in order to understand better the concept of the *three food groups* and *balanced meals*.

If you find you cannot carry out all these activities with your pupils due to limited time or lack of materials, try and do at least one.

Activities

1. Play the nutrition Bingo game. See instructions on page 35.
2. Play the three food group relay race. See instruction on page 37.
3. Make some food mobiles and hang them up in the classroom. See instructions below and on page 31.

Make some power or energy food mobiles, some body building food mobiles and some protective or health food mobiles and food mobiles of a balanced meal.

4. Do the nutrition crossword. See instruction on page 32.

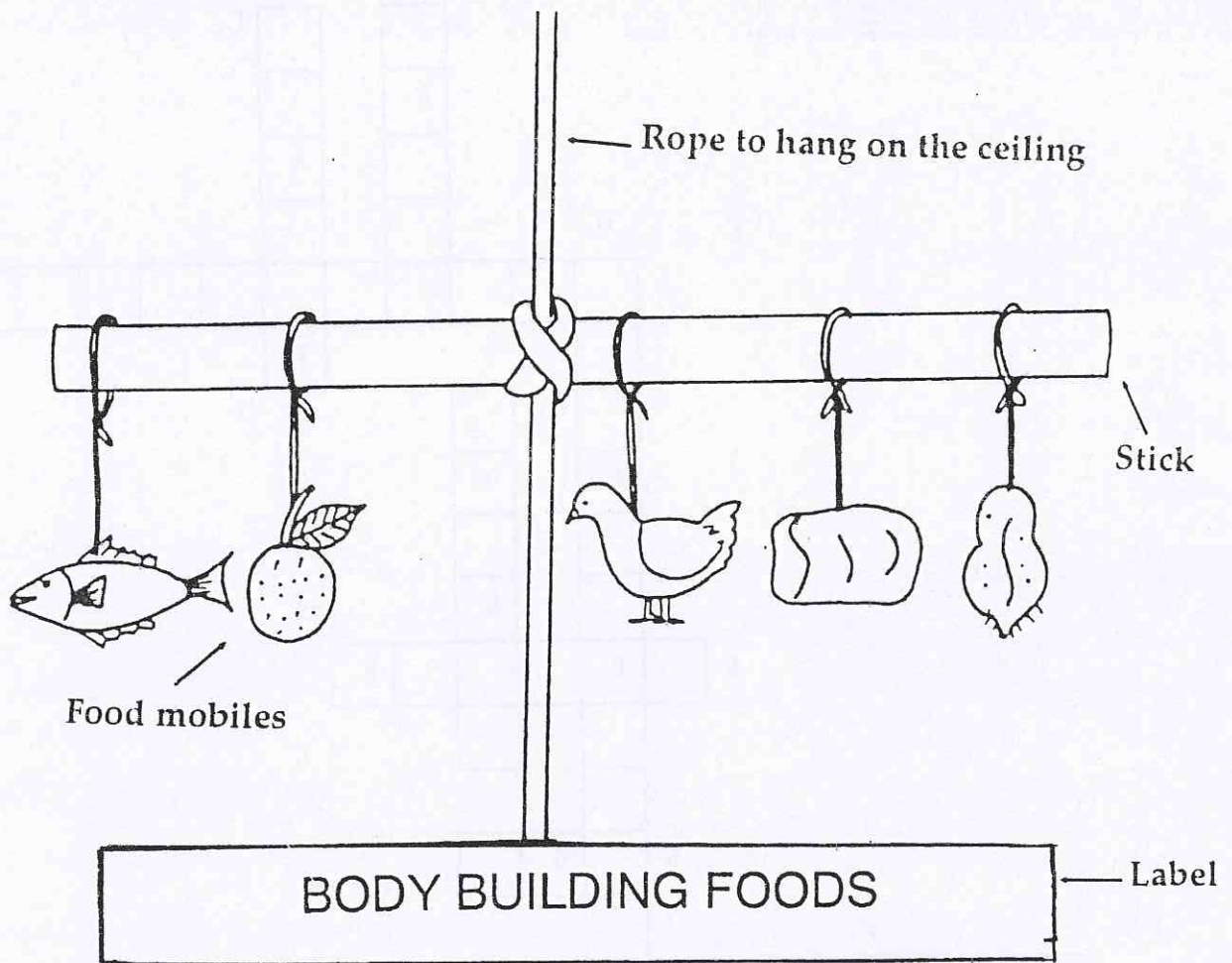
To make food mobiles

i) Divide the class into four groups. One group will make power or energy food mobiles; one group will make body building food mobiles; one group will make protective or health food mobiles; and the fourth group will make food mobiles showing a balanced meal.

ii) Using paper or cardboard draw a good size picture of a food and colour it. Then cut it out with a pair of scissors. Make a hole at the top of the cut out. Thread the food with a rope or string and tie it onto a stick. The stick then can be tied to the ceiling of the classroom with all the foods hanging from it.

iii) Label the food mobiles by attaching a paper to the stick with the name of the food group written in big capital letters, or by tying the label to the stick and allowing the label to hang lower than all the food mobiles.

For clarification see illustrations on the next page.



iv. Begin some future nutrition lessons by discussing the food mobiles and reminding the pupils of these two very important concepts:

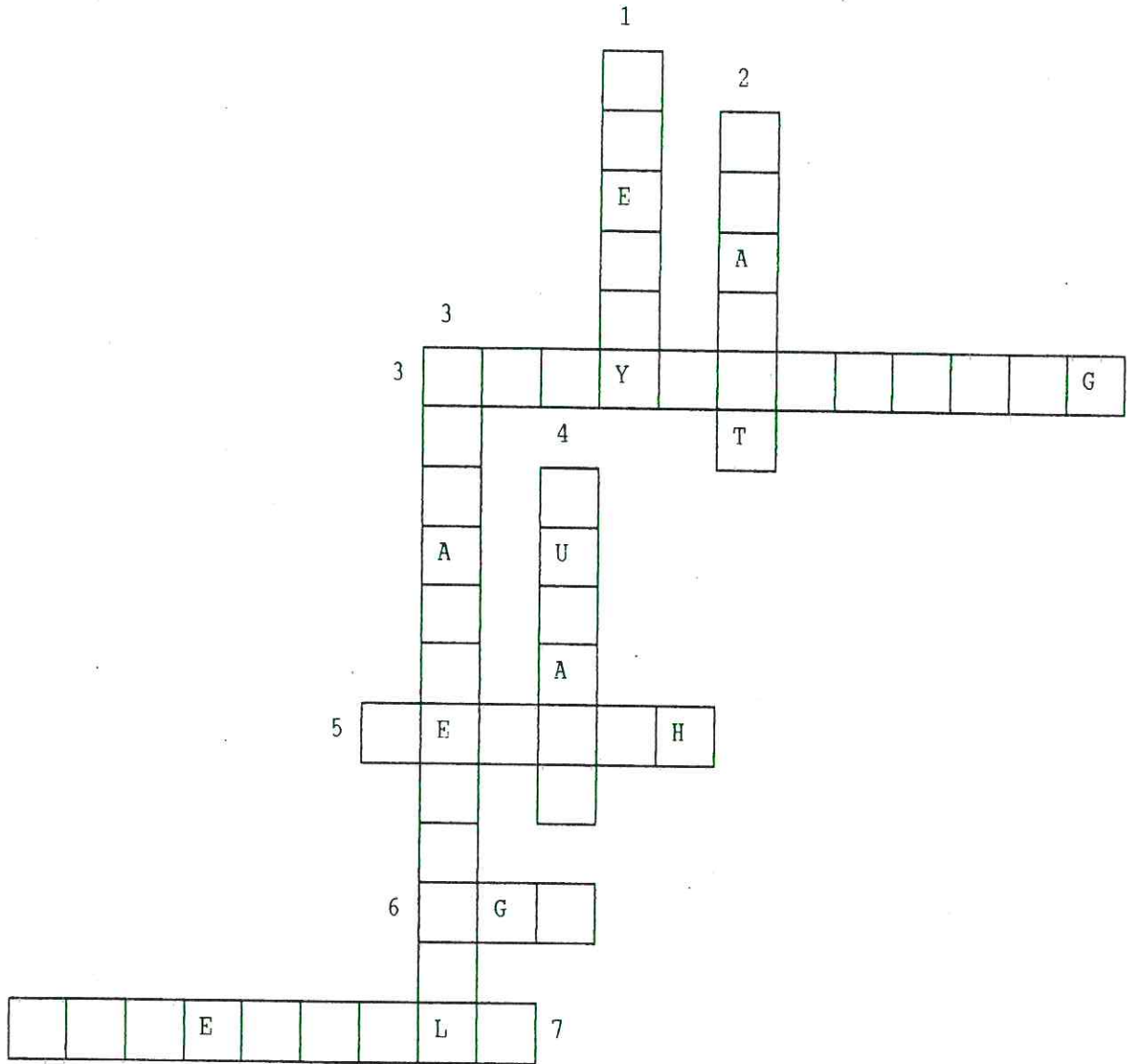
- **Three food groups and their functions**
- **Balanced meals**

Nutrition crossword

On the board draw the crossword boxes below and ask the pupils to copy the boxes and numbers as accurately as possible in their books. Write the clues on the board.

If you have access to a photocopying machine, photocopy the crossword on the next page for each pupil.

Complete the crossword and test your memory.



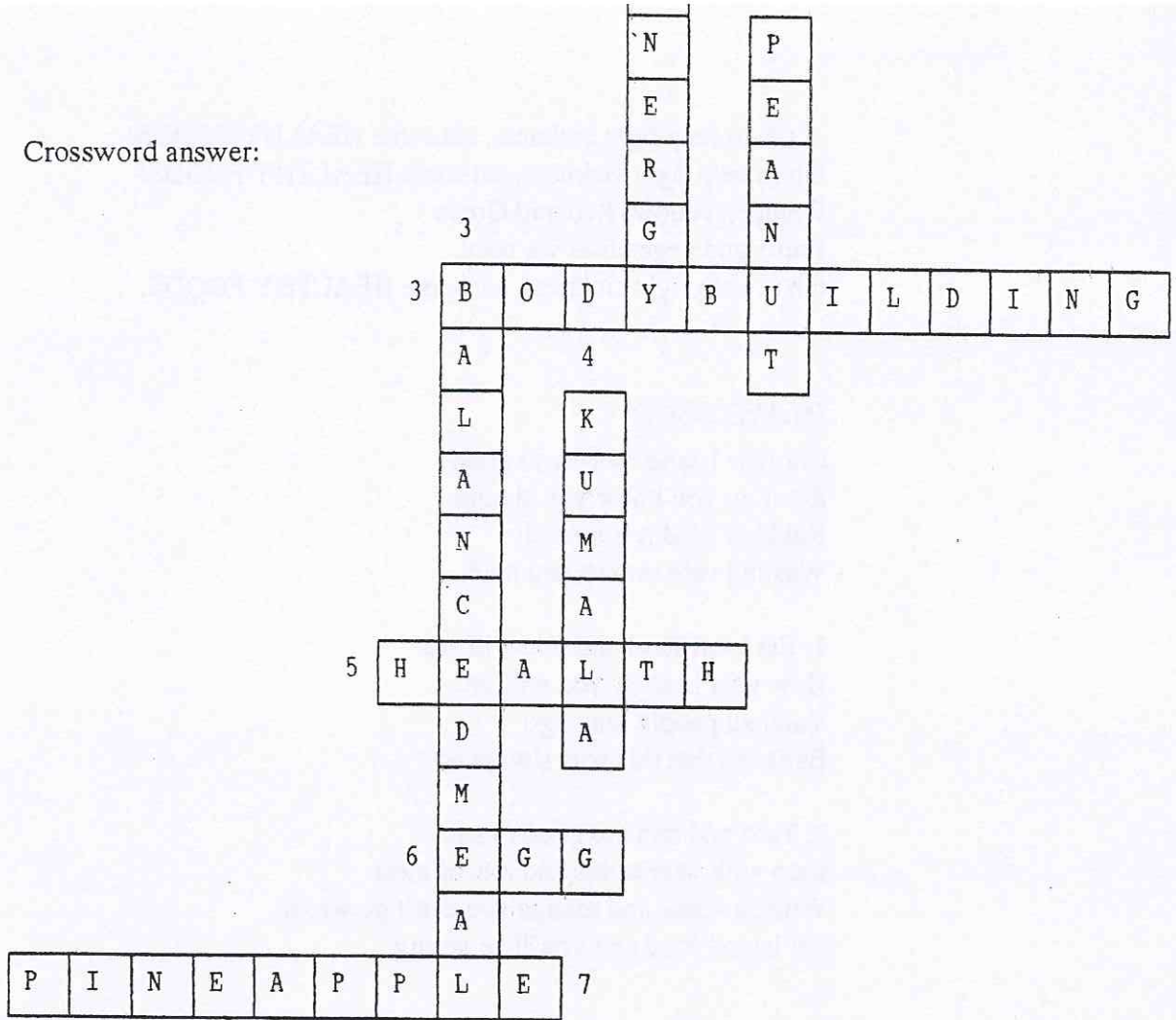
Clues down:

1. I am very important to you because you need my group to work, run and play.
2. I am a crunchy nut and I am good for a snack, but I also help to build your body.
3. I am something that has foods from each of the three food groups.
4. I am sometimes orange, sometimes yellow and sometimes purple. I grow in the garden. I taste sweet, and you eat me to give yourself power.

Clues Across:

3. I am very important to you because you need my group to grow.
5. My group makes sure you do not get sick and that you stay healthy at all times.
6. I am oval in shape. You have to crack me to eat me, and I help to build up your body.
7. I am prickly so be careful when you pick me from the garden. I am sweet and juicy as a healthy snack for a hot day. What am I?

Crossword answer:



5. End the lesson by singing

"Three food group song" and "The island food song."

THE THREE FOOD GROUPS SONG

(Tune of: "If you are happy and you know it clap your hands")

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

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

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

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

ISLAND FOOD

Chorus: Island food is so good-
Eat it up you know you should.
Rubbish food it is so bad;
Wasting vatu makes you mad.

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

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.

Nutrition Bingo

The aim of the game is to develop each pupil's:

- **Concept of the three food groups: Protective or health, body building, or energy**
- **Knowledge of the functions that foods have in the body**
- **Concept of balanced meal**

You will need the following things to play the game.

- A set of Vanuatu Nutrition Bingo cards (Note: there are 30 cards in a set, each card is different). Vanuatu Nutrition Bingo can be obtained from, Nutrition Section, Health Dept., Private Mail Bag 009, Port Vila.
- A set of tickets with the names of the food groups and foods on them. Before starting to play, cut out each of the tickets along the dotted lines.
- A jar or small basket to keep cut up tickets in.
- Markers such as small shells or stones (at least 16 for each players).

To win a player must have four markers in a straight line across the card. This means that the winner has a line that contains a protective or health food, a body building food, and a power or energy food, and also a drink.

A player cannot win by having the shells or stones in a straight line going down the card because all of the foods would be from one group. (Note it is also possible to have a straight line of foods from each of the three food groups plus a drink, Diagonally across the card.)

Steps in playing the games - instructions for teachers

1. Ask the pupils prior to this lesson to collect 16 markers each, either stones, seeds or shells.
2. Hand out a Vanuatu Nutrition Bingo card to each player. Explain the rules of the game to the pupils.
3. Shake up the jar or basket of tickets and take out one. Read the name of the food group and the name of the food to the pupils (POWER or ENERGY, Kumala).
4. The pupils should look to see if the food called out is on their cards. If so, they should put a marker on top of the picture of the food. If they do not have the correct picture on their cards, then they should do nothing but wait for the next ticket to be called out.
5. Place the ticket in front of you and pick out another ticket. Read this next ticket to the pupils. After finishing reading each ticket, place it in front with the other tickets from the same food group. Carry on in this way until one of the pupils gets four markers in a straight line across her card.
6. The first pupil to have four markers in a straight line should call out "BINGO."
7. The game should stop, and the pupil who called out "BINGO" should read out the names of the food groups and foods and drink which make up the straight line across his bingo card.
8. Check the tickets in front of you to be sure that these have been called out to the pupils. If they are correct, the player who called out "BINGO" is the winner, and the game is over. If they are not correct then the game goes on until someone wins.
9. After someone wins, the game can be played again. All pupils should take the shells or stones off their cards at the beginning of each new game. Pupils may like to take turns being the game leader, the teacher can take part in the game.

Additional notes

Another way to play the game.

After a pupil has won by having a line across the card and calling "BINGO," the game can be carried on as described above until a player covers all the foods on her card.

Teacher's note

This game is intended as a teaching tool as well as for fun. It is useful to include other exercises to ensure the class has learnt which foods belong in which of the three food groups. Here are some ideas for exercises:

i) Ask the pupils to turn their "Vanuatu Nutrition Bingo" cards over so they cannot see the pictures. Call out the names of some of the locally grown foods used in the game. Encourage the pupils to name the group to which the food belongs. Call out the names of some of the imported foods or foods we buy from the store which are used in the game. Ask the pupils to name the groups to which the foods belong.

ii) When playing the games, instead of calling out the food group and the food name, e.g. POWER or ENERGY, the teacher should only call out the food name, e.g. Kumala, and ask the pupils to say to which food group it belongs. When the pupils have answered correctly, the game can proceed, i.e. players with the food called out on their cards can now put a marker on top of the picture of the food, and so on.

iii) Be sure to check each time you play "Vanuatu Nutrition Bingo" that you have not lost any of the tickets. A check list of all the food items used will be in the "Vanuatu Nutrition Bingo" pack.

Finally, the "Vanuatu Nutrition Bingo" is in Bislama and all the food items are spelt in Bislama. If your school does not allow bislama to be used, call out the food items in English and refer to the three food groups in English.

HOW TO PLAY THE "THREE FOOD GROUP RELAY GAME"

Teacher's instruction:**What you need for the game:**

Foods from the three food groups.

Number of teams:

Three teams, each team representing one of the three food groups, for example:

Team 1 - Body building and growth

Team 2 - Health

Team 3 - Energy and power

What to do:

1. Divide the class into three teams and ask each team to bring foods from one particular group. For example:

Team 1 bring foods from the health food group.

Team 2 bring foods from the body building food group.

Team 3 bring foods from the energy food group.

2. The pupils are to remain in their teams when playing the game. Line up the pupils outside the classroom. Put all the foods that have been collected and mix them all together and put them about five metres away from where the pupils are standing.

3. Rename the teams so that pupils belong to different food groups from the ones for which they brought foods.

Team 1 - Energy food

Team 2 - Health foods

Team 3 - Body building

It is a good idea, to write the names of the three food groups on large pieces of paper and place them in front of each team.

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

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

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

During this game it is important that the number of pupils in each team is the same and also that there are enough foods from each food group for each team member.

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

This is a very good game to help pupils learn the three food groups and the foods which belong to each group.

EVALUATION

Teacher's note:

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

You can carry out the evaluation in the following ways:

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

Or

b) You can write the test on the black board and ask the pupils to write the answers only to each question in their exercise books or on pieces of paper which you collect for marking at the end of the test.

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 on the board or wall and ask pupils to write the answers to each question in their exercise books or on pieces of paper for you to collect for marking at the end of the test.

For example:

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

Or

d) You can read the questions to the pupils. This means that you will have to repeat each question three or four times. The pupils again will need only 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 for the whole test also is stated. 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 41.

END OF TERM 1 NUTRITION TEST

Time needed:..... Name of pupil:.....

Mark: /20

Question 1

Instructions

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

a) Our Custom, religion, environment and so on affect what we can and cannot eat in Vanuatu. (2 marks)

b) Foods in the town are cheaper than foods in the villages. (2 marks)

c) It does not matter which country or island we come from. It is important to eat a balanced meal every day to keep healthy. (2 marks)

d) Milk powder and peanuts come from the health food group. (2 marks)

Question 2

Instructions

Answer the questions in complete sentences.

a) What must you do to make sure that you get all the good things from the foods that keep you healthy?

(2 marks)

b) What is the name of the special nutritious drink which people from Tuvalu drink?

(2 marks)

c) In which country do people eat from bowls instead of plates?

(2 marks)

Question 3

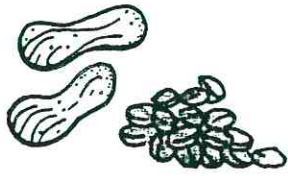
Circle the growth and body building foods from the foods below: (4 marks)

Egg

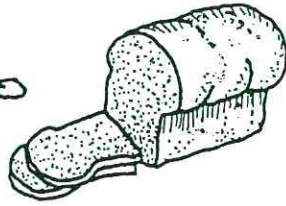
Orange juice

Milk

Peanuts



Bread



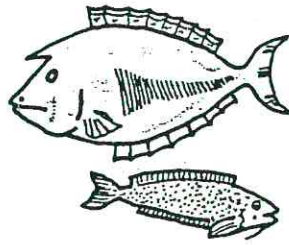
Island cabbage



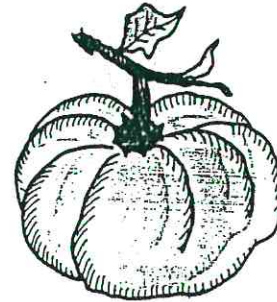
Kumala



Fish



Pumpkin



End of test

ANSWERS TO THE SHORT TEST

Question 1

- a) Yes (2 marks)
- b) No (2 marks)
- c) Yes (2 marks)
- d) No (2 marks)

Question 2

- a) I must eat food from the three groups every day to get all the good things that keep me healthy. (2 marks)
- b) The name of the special nutritious drink which people from Tuvalu drink is Toddy. (2 marks)
- c) People from China eat from bowls instead of plates. (2 marks)

Question 3

Circle the growth and body building foods from the foods below.

- 1. Egg
- 2. Milk
- 3. Fish
- 4. Peanuts (4 marks)

Total marks: ____ / 20

End of test

TERM 2

LESSONS 9, 10 AND 11: MALNUTRITION

Objective

To learn that malnutrition or poor nutrition is a result of not eating the foods from the three food groups.

Time needed: 30 minutes x 3

Method:

Tell the class: In Year 1 we read a story about "*Shipwrecked Pakoa*" who drifted to an island after a storm during a fishing trip. On the island he ate nothing but coconuts, and eventually he felt sick and had sores all over his body. After Pakoa was rescued, he wanted only to eat fish and nothing else. As a result, he continued to feel sick and the sores did not heal. When Pakoa's big brother who was a nurse learned of this, he advised Pakoa that eating one kind of food is not healthy because our bodies need many different things to stay healthy. These things are found in foods. But not all are found in one food. Some of the things are found in coconut, some in fish, and also some in fruits and vegetables. We need to eat different kinds of food every day to give our bodies the things we need. If we eat only one or two kinds of food, we can get sick as Pakoa did.

This is what we call malnutrition.

What is malnutrition

Malnutrition is a disease that we can get if we do not get enough of the right foods to eat.

In Vanuatu we have plenty of food but many of our children do not get enough of the right foods. As a result they do not grow in a healthy manner. They become ill and some die. They do not grow up as clever, as healthy, or as tall as they should. We refer to them as being malnourished, or we say that they are suffering from **Malnutrition**.

Why is there malnutrition?

There are many reasons why children are malnourished in Vanuatu. One reason is that people do not know enough about nutrition or how to feed their children with the right kinds of food.

The story of "*Shipwrecked Pakoa*" is a very good example of this.

" SHIPWRECKED PAKOA "

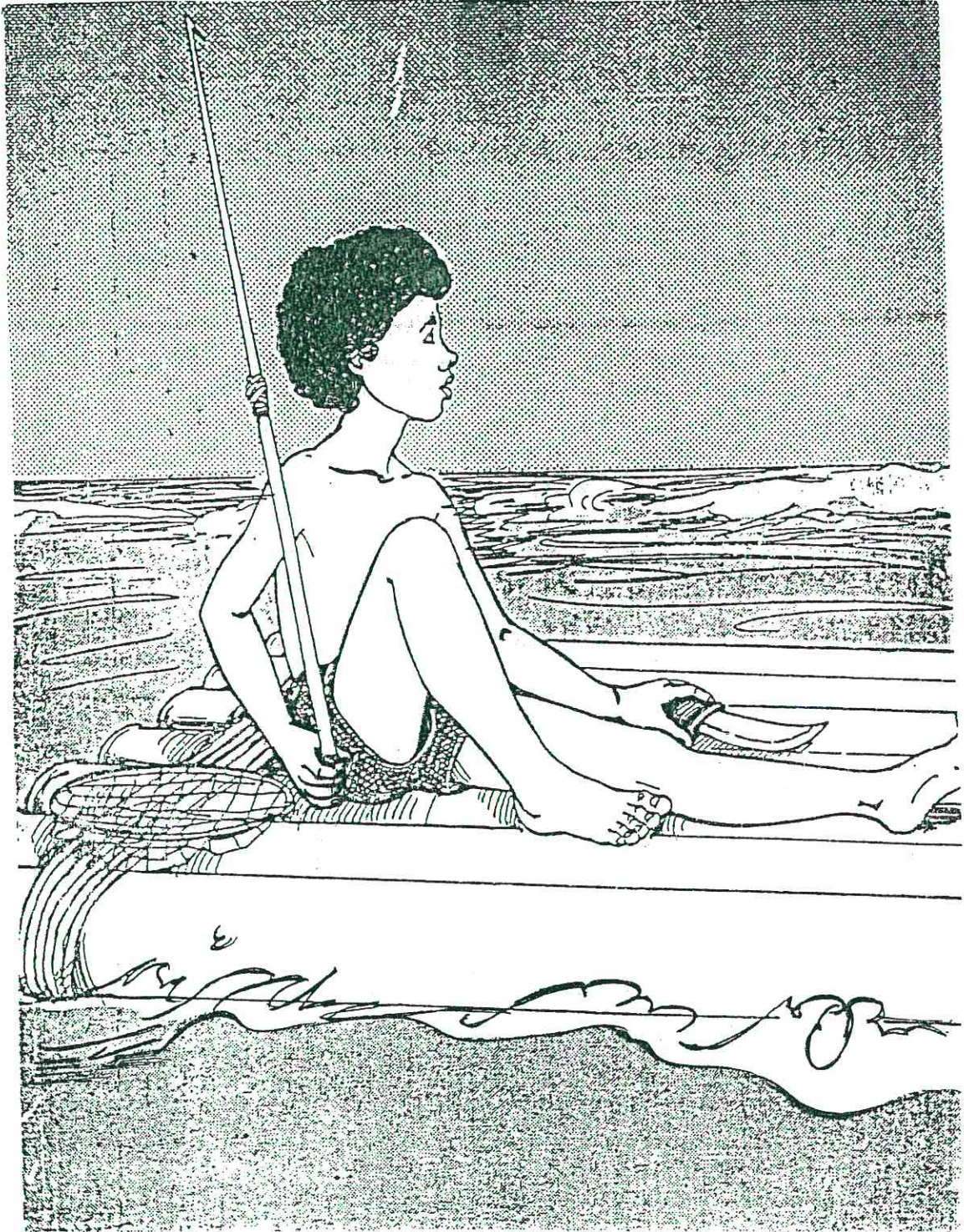


Illustration 1

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



Illustration 2

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



Illustration 3

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



Illustration 4

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



Illustration 5

Pakoa stays on the island for many weeks. He becomes very lonely, and he gets very tired of coconuts. But there is nothing else to eat or drink on the island. He cannot catch any fish because the big waves are all around the island. There is no calm, quiet lagoon like there is at home.

Pakoa does not feel well. He is sleepy all the time, and he feels very weak even though he eats plenty of coconuts and drinks coconut juice every day. He gets sores on his arms and legs, and his eyes become red and swollen. Pakoa feels very sick.

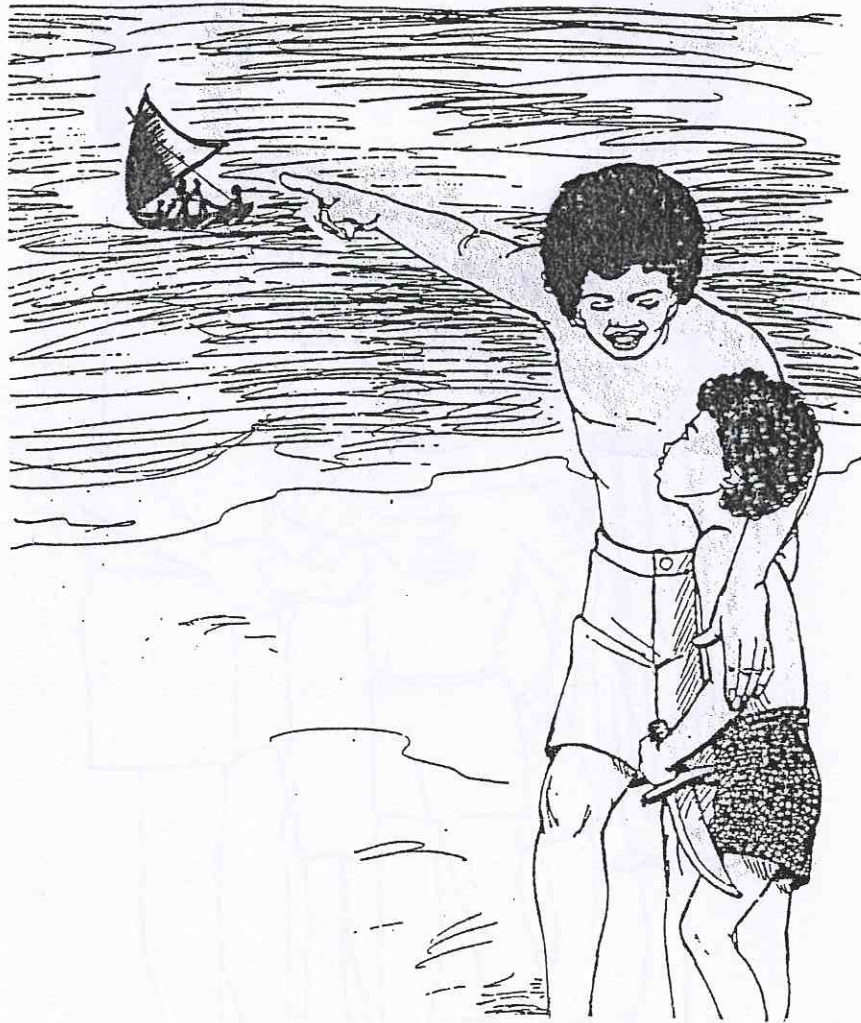


Illustration 6

One day, Pakoa is rescued from the island. A big canoe with five strong men on a fishing trip from Pakoa's home island stops at the little island to get some coconuts for drinking. One of the men is Pakoa's big brother who is a nurse. Pakoa is very happy to be found. Now he can go home. Pakoa's brother is so happy to find Pakoa.

"Everyone at home has been very worried about you," he tells Pakoa. He is sorry Pakoa does not feel well, but he says Pakoa will soon get better at home.



Illustration 7

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



Illustration 8

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

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



Illustration 9

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

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

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

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



Illustration 10

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

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

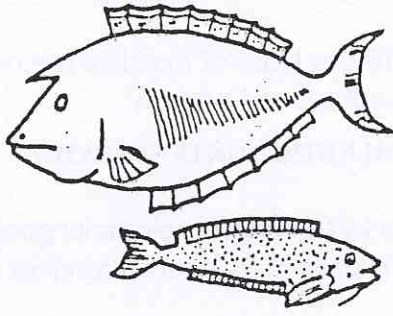
Pakoa's big brother tells Pakoa that a person's body needs many different things to stay healthy. The things are found in food. But not all are found in one food. Some of the things are found in coconut, some in fish, and some of the things we need are in fruits and in vegetables. We need to eat different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

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

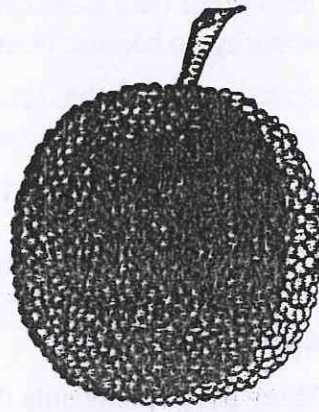


Illustration 11

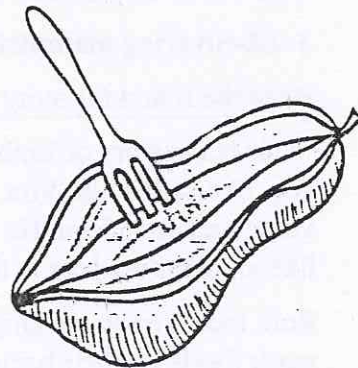
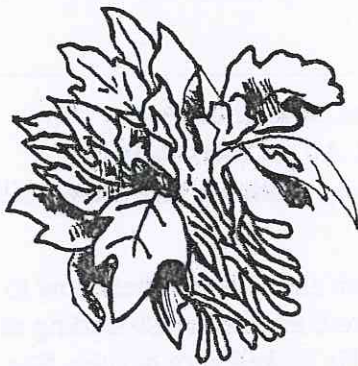
Pakoa follows his big brother's advice. He still eats fish, but he also eats other kinds of foods. He eats taro, bananas, pawpaw, kumala, island cabbage, breadfruit, and many other good foods. After a while he even starts to eat coconut again. Soon he gets well and feels just as good as he did before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



Fresh fish



Breadfruit



Pawpaw

Illustration 12

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

To have good health, eat meals with different kinds of food like this one, which contains fish, breadfruit, island cabbage and pawpaw.

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

To have good health, eat meals with different kinds of food like this one, which contains fish, breadfruit, island cabbage and pawpaw.

HOW CAN WE PREVENT MALNUTRITION IN VANUATU?

We can prevent malnutrition in Vanuatu by teaching people about good nutrition so that they can select the right kinds of food for themselves and their children.

Many people think only doctors can give medicine to cure malnutrition, but that is not true. Food plays the most important role in preventing and curing malnutrition.

1. In our last lessons we learned that in order for us to remain healthy we need to have a "*Balanced meal*" every day. Now we are going to learn what happens if we do not eat a balanced meal.

2. Remind students of the story of "*Shipwrecked Pakoa*".

Read it again if necessary. Discuss the story and the meaning of malnutrition as given in the teachers' note on page 43.

3. Discovering malnutrition

Read the following story to the class:

"This is the story of Ruth. Ruth was the mother of a beautiful healthy baby boy. She called him Vira. He was six months old. All the mothers in the village admired Vira. He was a happy, smiling baby. Ruth fed Vira breast-milk like all other mothers in the village.

Ruth took Vira to the clinic. The nurse taught Ruth and other mothers how to mash foods for their babies. She reminded them to continue breast-feeding as well. When Ruth went home she looked at Vira. He looked very healthy. She thought it's too much trouble to mash up food for Vira. Ruth had a husband and two other children to feed. She was too tired to mash the food for Vira. She just kept on giving him breast-milk.

One morning she noticed that Vira was not nearly so happy and healthy as the other babies. She watched her neighbour breast-feeding her baby. She saw her mashing up food for the baby too. It took a little time to feed the baby.

Ruth still did not give Vira mashed foods. She just kept on giving him breast-milk. Vira became weaker. He got diarrhoea and did not have the strength to get well.

Ruth was busy with work and looking after the family so she didn't find time to go to the clinic and so the baby died. He was one and a half years old.

Ruth noticed that the other babies in the village did not get sick. Their bodies were strong enough to fight and kill the germs. She sat down on the mat and

Two weeks later Ruth took her two other children to the clinic. The nurse told Ruth that her children had malnutrition. They were thin and were always tired. They had big bellies. The nurse explained that feeding the children with boiled taro was not enough.

"You must try to give your children three balanced meal each day," she said. "Children need balanced meals to make them grow well. This will make them strong and healthy."

Ruth listened very carefully to the nurse. She wanted to remember exactly what the nurse had said. From now on she would try to give her family at least one balanced meal each day."

4. After reading the story to the pupils, ask them the following questions:

a) Why did all the mothers in the village admire Vira when he was six months old?

(Answer: The mothers admired Vira when he was six months old because he was a beautiful, healthy baby.)

b) Why did Vira look thin and unhappy when he got older?

(Answer: Vira looked thin and unhappy when he got older because Ruth kept on giving him breast-milk and no mashed foods as the nurse had encouraged all the mothers to do so Vira got malnutrition.)

c) How could Ruth have prevented Vira's malnutrition?

(Answer: Ruth could have prevented Vira's malnutrition by giving him healthy mashed foods as well as breast-feeding him and also she should have taken him to the clinic.)

5. It is important to take children to the clinic every month so the nurse can weigh them and make sure that they are growing well. The nurse can tell from the child's weight if he is growing well or not. Healthy children gain weight as they grow, but the unhealthy ones do not.

A special card is kept at the clinic for all the children. By looking at their cards, the nurse can tell whether children are growing well and are healthy or not. Good food helps children grow and gain weight.

In Year 6 you will learn more about this weight chart.

a) If possible take the pupils to a clinic where they can see children being weighed by the nurse.

b) Ask the nurse to show the pupils a "weight chart" and to give a simple explanation of how she can tell whether a child is growing or not. (This is only to make the pupils aware of "the weight chart" as an indicator of whether a child is growing or not.) In Year 6 the pupils will study this in detail.

c) Sing the "Let's Eat Good Food Every day!" song.

LET'S EAT GOOD FOOD EVERY DAY!

(Tune: "London bridge is falling down")

Let's eat good food every day, every day, every day

Let's eat good food every day

To keep our bodies healthy!
Foods from three groups every day, every day, every day
Foods from three groups every day,
To keep our bodies healthy!

Let's eat POWER (growth, HEALTHY HELPER) foods
every day every day, every day!
Let's eat POWER FOODS every day
To keep our bodies healthy!

Let's eat (name of food) every day, every day, every day
Let's eat (name of food) every day
To keep our bodies healthy!

Let's eat three meals every day, every day, every day!
Let's eat three meals every day
To keep our bodies healthy!

6. Pupils' Exercises

Write the following sentences on the blackboard and ask the pupils to copy them down in their books and fill in the blanks.

a) If we do not get enough of the right kinds of food to eat we can get a disease called _____.

(Answer: *Malnutrition*)

b) We should eat a _____ every day.

(Answer: *Balanced meal*)

c) Foods that we should eat every day are foods from:

_____ group

_____ group

_____ group

(Answer: *Energy or power, growth or body building, protective or health*)

Finish the lesson by:

a) Summarising the lessons to the pupils as follows:

(You may want to ask the pupils to copy this into their books.)

Malnutrition is caused by:

1. Not eating three balanced meals every day.

2. Only giving a baby breast-milk after it is four months old.

3. Not having enough of the right kinds of food to make you grow.

b) Sing the song "Let's eat good food every day!"

LESSONS 12, 13, 14, 15 AND 16: WHY WE NEED THREE HEALTHY MEALS EVERY DAY

Objective

To learn about the need, particularly for school children, to eat throughout the day (with three meals, snacks and drinks).

Time needed: 30 minutes x 6

Materials needed

Rabis and Gudfala kakae posters

A big piece of paper - to make a chart for activity 1

Teacher's note

In this lesson, pupils need to learn that eating three meals a day is very important for their growth and development. When children reach school age, they are still growing. They are usually very active and use plenty of energy everyday. If they do not eat properly, they will not be healthy and will not grow and develop as they should. School children who do not get enough food or enough of the right kinds of foods cannot pay attention in school. Hungry children get bored easily and do not do their lessons well. Their school attendance also may be poor because they may have neither the energy nor the interest to want to go to school.

Method

1. Discuss the following points with the students:

Breakfast

"It is important that you have a good breakfast before coming to school. If you do not have breakfast before leaving home, you may feel tired and will not pay much attention to the teacher. You may also feel sleepy. You may sometimes faint."

A drink of hot tea alone is not enough. There are many foods that you can eat for breakfast. A piece of cold kumala, taro, yam or banana left from the previous night's meal makes a good meal when eaten with some fruits. You can also have some bread or cabin biscuit and a piece of fruit.

2. Show the pictures on pages 60 to 63 of children who don't eat breakfast before going to school and read aloud the sentences referring to each picture. Ask the whole class to read the sentences a few times before going to the next activity.

3. Ask:

Did you eat breakfast before coming to school this morning?

What did you eat for breakfast?

Ask the pupils to draw some pictures of breakfast foods.

4. Ask the pupils to answer the following questions:

a) Do children who do not eat breakfast want to sleep at school?

(Answer: Yes, children who do not eat breakfast want to sleep in school.)

b) Do children who do not eat breakfast listen to the teacher?

(Answer: No, children who do not eat breakfast do not listen to the teacher.)

BREAKFAST IS VERY IMPORTANT

Children who do not eat breakfast don't learn new things.



Did you eat breakfast before coming to school this morning?

BREAKFAST IS VERY IMPORTANT

Children who do not eat breakfast don't listen to the teacher.



Did you eat breakfast before coming to school this morning?

BREAKFAST IS VERY IMPORTANT

Children who do not eat breakfast want to sleep at school.



Did you eat breakfast before coming to school this morning?

c) Do children who do not eat breakfast learn new things easily?
(Answer: No, children who do not eat breakfast do not learn new things easily.)

5. Lunch or midday meal.

Tell the class: Lunch or midday meal is also a very important meal. You are always busy at school learning and playing games, and by lunch time you will need more food. If you live close to the school and go home for lunch, your mother or father should have some food prepared for you, even if he or she is not at home when you go for lunch. If you live a long way from the school then you should bring some food to school for lunch.

Your lunch should be tasty and have a good mixture of foods. Do not forget to include a good drink. There are lots of good foods you can take to school. Your lunch should be a balanced meal.

Here are some foods which you can take to school:

Fresh foods: Ripe banana, pineapple, pawpaw, orange, mandarin, naus, mango, tomato, etc.

Cold Cooked foods: Cold kumala, yam, taro, banana with cold cooked fish, egg, peanut or any other cold cooked meat.

If you have a store near your school and your parents decide to give you "lunch money," always buy healthy foods such as peanuts, cabin biscuits, sandwiches, fresh fruits, etc.. Do not buy sweet drinks, lollies, twisties, and so on because they are not healthy foods and do not make a good lunch.

6. Ask the pupils to copy the sentences below in their books and to draw pictures of the foods that are listed as good to eat for lunch:

Everyone needs to eat something in the middle of the day. All children should eat some food at school at lunch time.

Foods which are good to eat at lunch time are:

pawpaw	eggs	peanuts
mango	corn	orange
fish	sugar cane	taro
green coconut	bread & peanut	kumala
ripe banana	pineapple	

7. Snacks

Teacher's note

What do we mean by a snack? In Year 3 the pupils learned what a snack is, and, what foods make good and bad snacks. A snack is a small amount of food and/or drink usually taken between meals. It is usually taken quickly, not necessarily with other people and not at a particular time everyday. School children need plenty food and are often hungry. They need snacks.

Tell the pupils: In Year 3 you learned what a snack is, and you learned that there are some good snacks and some bad snacks. Bad snacks are not good for your body.

Ask:

- What do we mean by a snack?

(Answer: A snack is a small amount of food we eat when we are hungry between our main meals.)

- Name some good and bad snacks.

(Answer: Any foods mentioned from the gud fala kakae poster is a good snack. Foods from the "Rabis kakae poster are bad snacks.)

Pin up the rabis kakae and gudfala kakae posters, and discuss the foods in each poster with the pupils.

Tell the pupils: Some good snacks are: banana or other fruit, taro or kumala, a packet or bundle of peanuts, cabin biscuits especially with peanut butter, fresh fruit juice and lime drinks.

Eating snacks such as twisties, chocolates, ice blocks and lollies is not very good for your teeth and does not help to make you grow and do well at school.

8. Evening meal

Teacher's note

The evening meal may be the one meal that a child can eat without rushing. This meal is often a very big one in Vanuatu, and all the family members may get together to share the meal and talk to each other.

Like other meals, the evening meal should include a good mixture of healthy foods.

Tell the pupils: Evening meal is important. This is because you can sit down with all the members of your family, share the meal and talk to each other. Sit down and enjoy your evening meal and don't rush. Don't forget that like breakfast and lunch, this meal also must be a balanced meal with nutritious foods. In a village you might have laplap yam with island cabbage and fish. In town we can have rice, meat, Chinese cabbage or beans.

Ask:

- What did you eat last night for your evening meal?

- Did you eat any energy or power foods that give you energy or power to work and play?

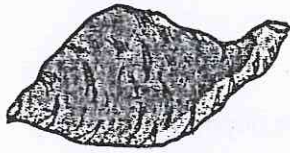
- Did you eat any growth and body building foods that build strong bones, muscles and teeth?

- Did you eat any health foods that prevent you from getting sick?

Ask individuals or groups of pupils to answer the above questions and discuss the answers in class.

Tell the pupils:

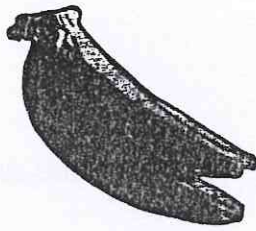
Remember, everyone needs to eat food from the three food groups three times every day.



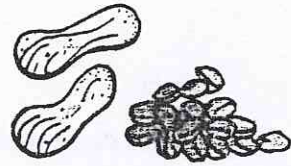
Sweet potato



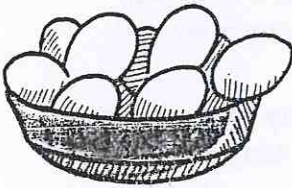
Taro



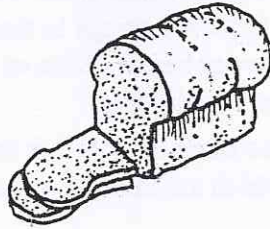
Cooking banana



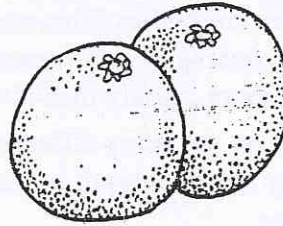
Peanuts



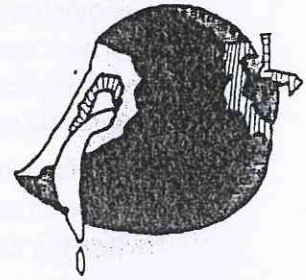
Eggs



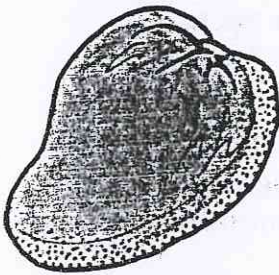
Bread



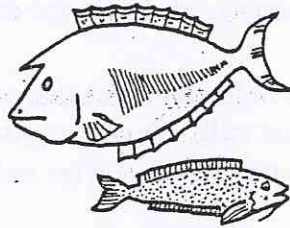
Orange



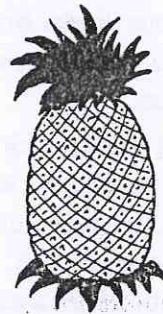
Green coconut



Mango



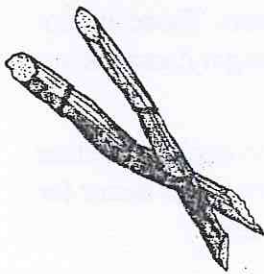
Fresh fish



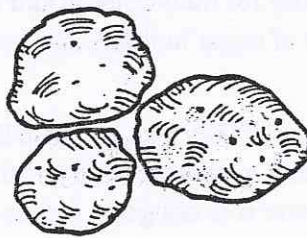
Pineapple



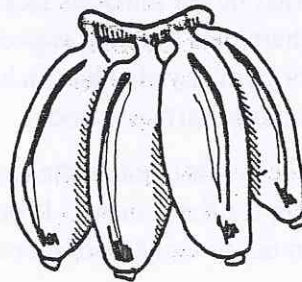
Tomato



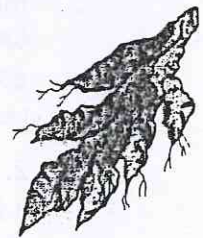
Sugar cane



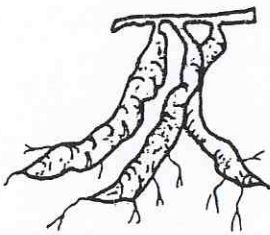
Potato



Eating banana



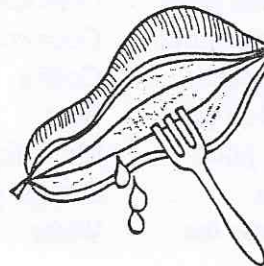
Yam



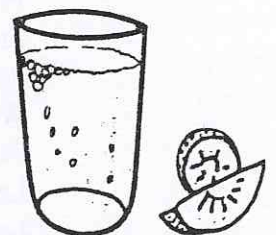
Cassava



Green beans



Pawpaw juice



Lemon juice

Drinks

Discuss the following important points about drinks with the pupils.

1. Important points.

Drinks are liquids or water that we drink to satisfy our thirst. Drinks are water, juice from green coconut, fruit juices, milk, sweet drinks and so on.

Sometimes, drinks also have more than water inside them. They have things which nourish our bodies. This means they have things in them which feed our bodies. Drinking is very important to our health. Without drinks we will become sick more quickly than if we are without food.

In Vanuatu there are many different types of drinks. We are very lucky that we have so many different types of fruits which are ideal to make tasty and healthy drinks.

Fresh drinks made from fruits such as lemon, orange, pineapple, mango, guava, water-melon, or green coconut are very good because, apart from the water, they also contain a lot of things which are very useful to the body.

We can also get our drinks from various sources - water from a tap, tank or drum, coconut water from green coconuts, lemonade and other fizzy drinks bought from shops.

We also drink hot drinks such as tea, milo and coffee that come from the store and are mixed with our own water and milk. We can acquire ingredients for other hot drinks such as lemon grass tea, orange leaf tea and lemon leaf from the bush or from our gardens.

All drinks must be clean and safe.

It is important that drinks we take are safe from germs and other small living things that might make us sick. Fizzy drinks that we buy from the store have a lot of chemicals in them, especially for their colours and flavours. These are not good for us. They also have a lot of sugar in them. Too much sugar damages our teeth and can harm our body.

2. Ask the pupils to name the last drink they had, and help them to explain whether it is good for them or not. If pupils mention coffee tell them that it is better for children not to drink coffee because it is not good for their health.

Here is a list of nutritious and non-nutritious drinks to help you:

Nutritious drinks	Non-nutritious drinks
Coconut juice	Cordial
Fresh lemon juice	Lemonade
Fresh orange juice	Coca cola
Fresh grapefruit	Coffee
Water-melon juice	Beer
Pineapple juice	Mr. Juicy
Lemon tea	Orange juice
Lemon grass tea	Water

Pupil activities:

1. For a period of one or two months ask all the pupils to bring snacks to eat during break times. Make a wall chart with all the pupil's names on it.

Everyday mark those pupils who bring nutritious snacks. At the end of the month total the marks and see which pupils brought nutritious snacks most often.

Give the pupil(s) a prize.

Here are some suggestions for prizes: School stationery such as pens, pencils, colour pencils, reading books or nutrition posters (which you can get from Nutrition Section, Private Mail Bag 009, Health Dept., Port Vila), peanut seeds to plant in the garden, etc.

2. Sing: 1) "Let's eat good food everyday" song.

2) "The three food groups" song.

3. Do the nutrition plays on pages 32, 35 and 37 with the pupils:

a) A Nutrition Play School Lunch Programme.

b) Three Foods Groups.

c) Rubbish Food.

For these plays, make the children take turns in acting or reading the parts. If you can photocopy these plays, distribute a script to each pupil. Otherwise divide the class into groups and give your copy to them to read to the class aloud.

4. Ask the pupils to answer the following questions in their exercise books.

a) How many times should we eat each day?

(Answer: *We should eat three times every day*)

b) Should we eat foods from the three groups for our evening meal?

(Answer: *Yes, we should eat some power or energy food, some growth or body building food and some protective or health food*)

c) Should we eat healthy snacks?

(Answer: *Yes, we should always eat healthy snacks.*)

A nutrition play

SCHOOL LUNCH PROGRAMME

Characters: John

Mary

JOHN: Good morning, Mary. Are you ready for school?

MARY: Good morning, John. Yes I am ready.

JOHN: The Headmaster said we will have to stay on after school and work if we're late, so please let's not be late. What is in that package that you are holding?

MARY: This is some good food my mother cooked for me to take to school for lunch.

JOHN: My mother never does that for me, but my father gives me money to buy food at the store.

MARY: What kind of food do you buy?

JOHN: Oh, I always buy good food like twisties, lemonade, chocolate and sweet biscuits. They taste so good in my mouth.

MARY: Our nurse told my mother that those things are not really good foods. They just taste good in our mouths. They do not make us strong nor do they help us stay well. But the foods from our gardens are the best foods for us as they do not cost a lot of money. Yet they make us healthy and prevent sickness.

JOHN: That sounds good. What does your mother cook for you?

MARY: Today I have fish, island cabbage and kumala.

JOHN: That sounds good. What do you bring at other times? Or do you always bring the same thing?

MARY: Oh no, sometimes I have meat and rice and beans. Sometimes I have corn with egg and tomato. The foods from the garden taste so good when I'm hungry at noon time.

JOHN: My teacher told us that if we did not eat enough food from the garden, then we would have headaches and feel faint.

MARY: And my teacher said we wouldn't learn quickly in school, so we would not be clever students.

JOHN: But my head is on top, and my stomach is down here (*point*). How can the food make us clever?

MARY: My teacher said food is necessary for all parts of the body.

JOHN: Sometimes I don't eat anything in the morning, and I don't bring any lunch with me. I feel dizzy like this (*staggers about*) and I feel like a drunk man, and sometimes I even die! (*falls over*).

MARY: I never feel like that, and it's because I always bring food with me to school.

JOHN: Mary, If you'll give me some of your food, I'll give you some of my lemonade, when I buy it!

MARY: No, my mother says it's my lunch, and I must eat it all.

JOHN: I'll let you wear my hat.

MARY: No, I can't eat a hat. Let's go to school, or we'll be late.

JOHN: I wish my mother would cook me some food, so I would feel good at school like Mary. She has a good mother.

End

Nutrition play

RUBBISH FOOD

Characters: Twisty
Lemonade
Nurse

Twisty: Ha, ha, ha.. heh heh.. Heh. I am a tricky fellow. I trick lots of children into liking me so much, and they always want me. Ha, Ha, Ha, Heh, Heh, Heh. Everybody soon spend all their money on me.

Lemonade: I hear that you laugh and talk a lot. I want to know what is so funny that makes you laugh.

Twisty: I laugh at all the children, men and women. They spend all their money on me. I trick them all into liking me. But I do not make their bodies strong. I only taste good.

Lemonade: I think we are the same, aren't we? I'm that way, too. I can spoil people's teeth so that they get holes and then later breaks, causing a lot of pain. Ha, Ha, Ha, Heh, Heh, Heh.

Twisty: I heard the nurse telling all parents to buy peanuts, or peanut butter with hard biscuits and not to buy me. I must try hard to get people to buy me and not listen to the nurse.

Lemonade: Twisty, do you help people grow strong and protect them from getting sick?

Twisty: Oh no! I don't protect people from getting sick.

Lemonade: Lucky, me too. Parents often buy me for their sick children in the hospital or at home. I don't help sick children get better. Everyone knows my name and thinks that I can help, but I just like to be bought at the store.

Twisty: The store owners really like me because I bring in plenty of money for them. People come into the store to spend their money on me - everyone - little children, parents, school children!

Nurse: Good afternoon. I have been listening to you two, now let me talk. Sometimes I work in the hospital and sometimes I work in the schools teaching children. There I see trouble which has been caused by the two of you.

Lemonade: But the school children really like me.

Twisty: Yes, they like me too. I make them happy.

Nurse: Very often the children do not eat the good foods that come from the garden. No, they just eat twisties and lemonade that do not make their bodies strong.

Twisty: What are you going to do?

Nurse: I am going to school to talk to parents, teachers and children about rubbish foods like you two.

Parents, you must give your children good food so that they can grow strong and healthy, and not get sick. Peanuts, beans, island cabbage, kumala - these are all good foods for your children. These foods will help your children grow strong.

(Says loudly) Forget twisties! Forget lemonade! All men and women, and all children must eat only good healthy foods!

End

LESSONS 17, 18 AND 19: MORE ABOUT BALANCED MEALS

Objectives

To review the importance of having three balanced meals each day for normal growth and so they can concentrate and learn well in school.
To learn to choose the best foods available to make balanced meals and snacks.

Time needed: 30 minutes x 3

Teacher's note

Food and drinks provide school-age children with energy and help keep their bodies healthy. Children who do not get enough good food or who eat the wrong foods may have trouble keeping awake at school. They may easily get sick, and have other problems with their bodies, such as toothaches or boils.

The years that children attend school are very important because children are growing fast and need lots of energy for work and play. Also, school-age children are learning new habits, including eating habits, and are easily influenced by their friends and teachers.

Our local fresh foods are the best foods to promote to pupils. Already the pupils will have completed a number of lessons on the three food groups and balanced meals. Now the pupils will learn in more detail about good foods and drinks for breakfast, lunch, the evening meal and snacks.

Method

The following activities will help the pupils to learn about good and nutritious meals to eat at home and at school.

Activities

Comparing two school boys

1. Show the pictures on pages 72 and 73 to the pupils. Ask the pupils to describe each child on the cards.

Tell the children:

The boys in this picture both go to school. One can study his lessons well. He likes school and does not get sick very often. Guess which boy I am talking about.
(*Healthy larger boy*)

The other boy cannot study well. He is always tired and sleepy in class. He is sad. He doesn't like school because he is always sick.

2. Ask the pupils:

- a) Why is the small boy always sick?
- b) Why is it easy for the bigger boy to study?
- c) Which boy would you like to be?
- d) Why would you like to be the big boy?
- e) How can you be sure that you are growing strong and learning well in school?

Answer





- a) *The small boy is always sick because he doesn't eat good food and so he is not healthy.*
- b) *It is easy for the bigger boy to study because he eats good food and is strong and healthy.*
- c) *I would like to be the big boy.*
- d) *I would like to be the big boy because he is strong and healthy and studies well at school.*
- e) *I can be sure that I am growing strong and learning well at school by eating good foods three times a day.*

Activity 2

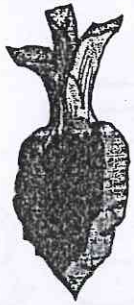
Materials

- A page full of pictures of foods suitable for breakfast in a rural area. (Include one or two rubbish foods.)
- A page full of pictures of foods suitable for breakfast in an urban area. (Include one or two rubbish foods.)
- Crayons

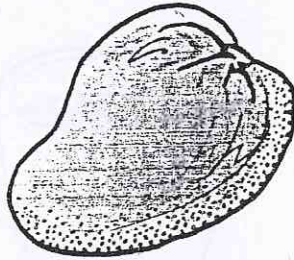
1. Ask the pupils to pick from the sheet three foods that will give them a balanced breakfast. Ask them to write the names of these three foods in their books. (With rural children suggest they eat some "leftover" foods from the night before. Perhaps they can ask their mother to cook more food at night so that there will be enough "leftover" in the morning.)
2. Ask some (or all of the pupils) to tell the class the foods they have chosen. Then ask the class if this makes a balanced meal. Ask them what food group each food belongs to.
3. Ask the pupils to put a big cross through the foods that are "rubbish" foods, and that they should not eat for breakfast.
4. Ask the pupils why these are poor foods?
Many of the "rubbish" foods have a lot of sugar in them. Too much sugar causes teeth to decay and is not good for other parts of the body. These "rubbish" foods do not have things inside them that will help children grow or protect them from sickness.
5. Read the following story, "*A funny garden*," and show the picture that goes with it.

A FUNNY GARDEN

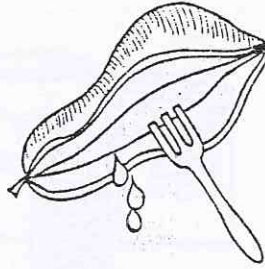
Tari and his friends laughed on their way home from the volleyball game at Batu school. They were happy that they had won the game. They talked about the Batu pupils' garden.



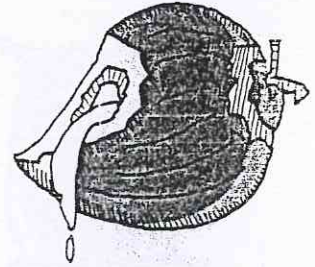
Taro



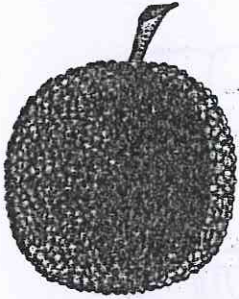
Mango



Pawpaw juice



Green coconut



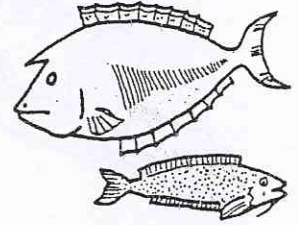
Breadfruit



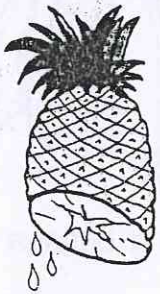
Tomato



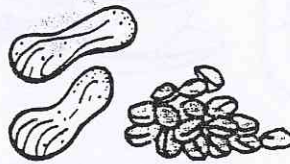
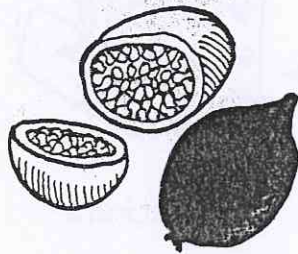
Orange juice



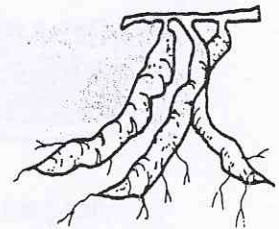
Fresh fish



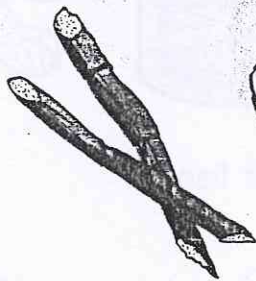
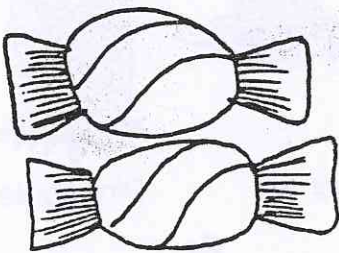
Passionfruit



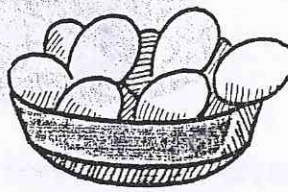
Peanuts



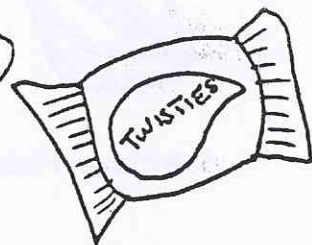
Cassava



Sugar cane



Eating banana



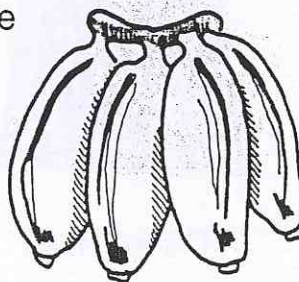
Potato



Yam



Sweet potato





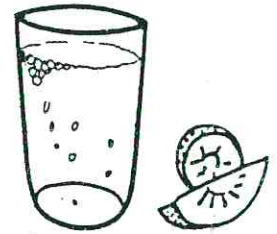
Rice



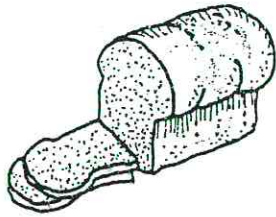
Milk



Milo or cocoa



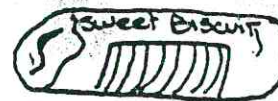
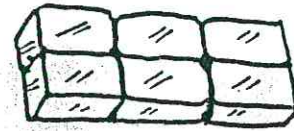
Lemon juice



Bread



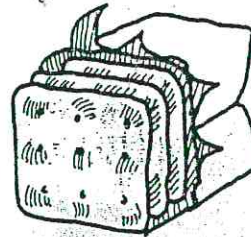
Dripping



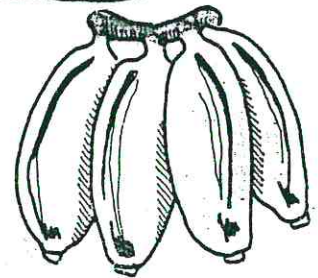
Margarine



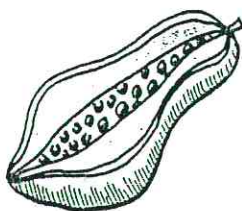
Lemon leaf tea



Crackers



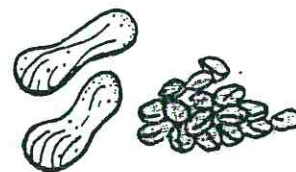
Eating banana



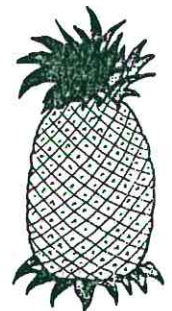
Pawpaw (Papaya)



Tinned fish



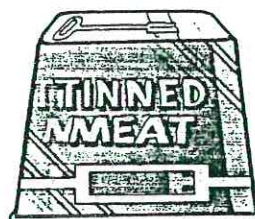
Peanuts



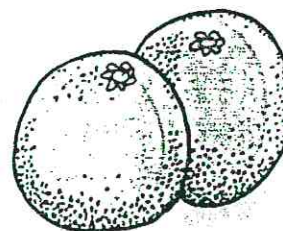
Pineapple



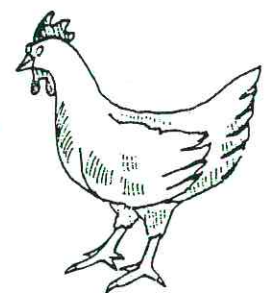
Cheese



Tinned meat



Orange



Chicken

"It is a funny garden," said Mary.

"It is full of weeds and not much else," Tari told the other team members in the truck.

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

"And for breakfast all they gave us was rice and markerel juice," said Mary. "They do not eat good food."

"That is why we won the volleyball 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 a long way to school everyday.

"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 Batu school pupils don't have strong bodies at all," he laughed.

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

"Remember their garden and their breakfast," 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 Batu school pupils," 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."

END

6. Ask the pupils the following question about the story:

Why did the Batu school pupils lose the game?

(Answer: The Batu school pupils lost the game because they do not eat the right foods, and they do not have strong bodies.)

It is very important that we eat a variety of good foods every day so that our bodies are strong and healthy at all times.

7. Finish the lesson by singing the garden song and point out that having a food garden at school helps us to get a variety of good nutritious foods.

Song

I WENT TO THE SCHOOL GARDEN

(tune: "Oh, Susanna")

Oh, I went to the school garden
To plant some little seeds.
I gave them lots of water
And pulled out any weeds.

Chorus:
Oh, School garden
Oh how you grow for me!
You give me good food everyday
So healthy I can be!

I helped the plants grow big and strong.
And gave them lots of care.
They also needed rain and sun
And plenty of fresh air.

8. Checking our school lunches

During the previous lesson ask the pupils to bring their lunches to school during this lesson.

Do this:

1. Divide the class into five or six groups. Tell the pupils to bring their lunches to their group.
2. Pick one lunch box or lunch parcel from group 1. Hold up the box or parcel for all to see.

Ask the pupils:

- What kind of lunch is inside this packet?
- Is it a balanced meal?
- Why can't you tell?

3. Tell the pupils:

- You will need to open the lunch box or parcel and see what is inside.

4. Open the lunch box or parcel. Show each food to the pupils. Ask the pupils to name the food group for each food. Do this with all of the foods in the lunch box or parcel.

5. Tell the pupils: Today you will practice counting your lunch points. Find out how many points you get today.

Energy or power food - 1 point

Body building and growth food - 1 point

Health and protective food - 1 point

Each pupils who brought a balanced meal gets one extra point. The pupils open their lunch boxes or parcels and add up their lunch points. The group leader keeps a record of each pupil's points on a piece of paper.

6. Show pictures on pages 75 and 76, and tell the pupils:

- These pictures will help you remember the food groups.

7. Check the points of each pupil with their group leader.

8. Tell the pupils:

- Tomorrow we will start a competition.
- Each of you will take turns checking the points for members of your groups.
- Every day for one week you will take turns checking everyone's lunch.

9. Show pictures on pages 79 and 80. Explain to the pupils:

These pictures can be used by the checker if he or she needs them when checking the lunches. A three food group poster could also be used as a reference for the pupils.

10. Recording the points.

The pupils could make a poster to record the results of the competition, but this is optional because some schools may lack sufficient materials and time. If your school has the materials and time, proceed to the following activity.

Distribute a large paper or cardboard to each group along with crayons or colour pencils.

Tell the pupils: I would like each group to design a competition record poster about school lunches. Make any designs or drawings about food you like. Remember to allow space on the poster to record your lunch points for one week.

If your school cannot provide the materials for a competition record poster, the group leaders could keep the records in their exercise books.

Following is a record table in which the points of the competition could be recorded. This could be drawn as a poster or drawn in a page of an exercise book. Draw this table on the board for the pupils to make into a poster or copy into their exercise books.

HEALTHY LUNCH COMPETITION (RECORD POSTER)

NAME OF STUDENTS			
DATES/POINTS			
Day 1 - 28/05/92	2		
Day 2 - 29/05/92	1		
Day 3			
Day 4			
Day 5			
TOTAL POINTS			

Below is an example of the previous table that has been filled in.

HEALTHY LUNCH COMPETITION RECORD POSTER

NAME OF STUDENTS			
Dates/Points	JOHN	MARY	ANITA
Day 1	2	1	4
Day 2	1	2	4
Day 3	2	4	4
Day 4	4	1	2
Day 5	4	4	4
Total Points	13	12	18

The winner is the one with the most point. A prize could be given to the winner, or prizes could be given to the first, second and third places.

Following are some suggestions for prizes.

- Three food group posters available from Nutrition Section Health Dept., Private Mail Bag 009, Vila.
- Peanuts, either to eat or for planting.
- Fruits.
- Reading books or school stationery.

If the pupils go home for lunch, they can discuss what they ate when they return to school in the afternoon. Then the group leaders fill in their points on the competition record chart.

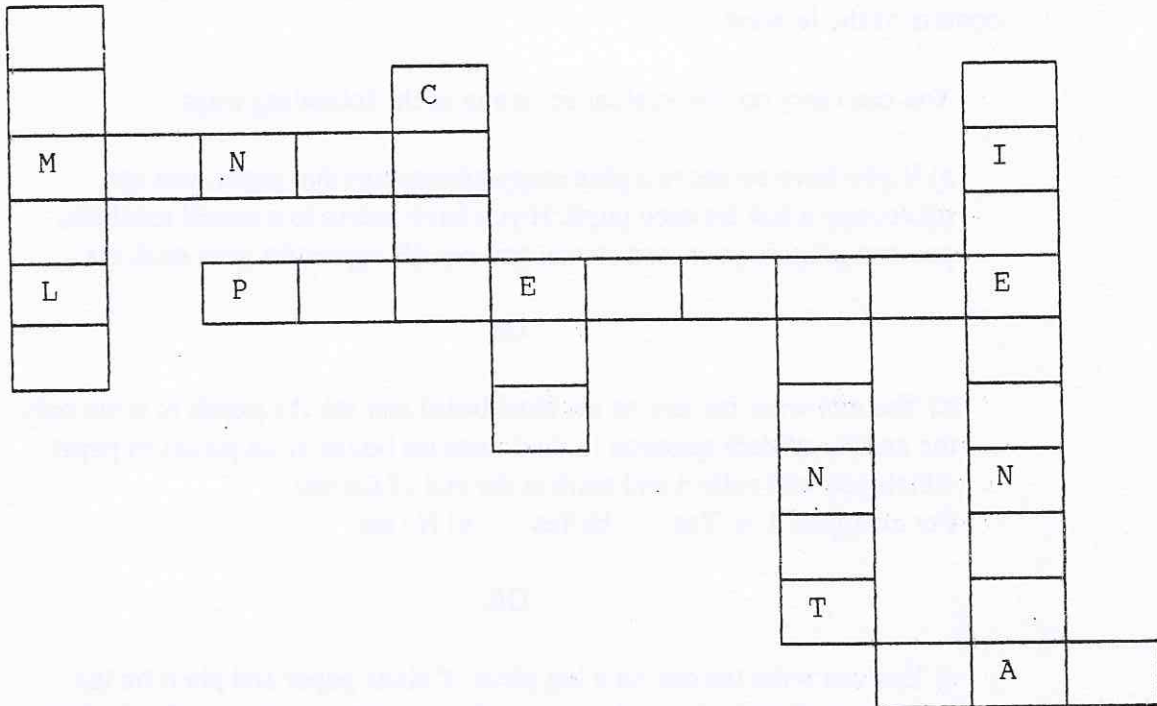
11. When the competition is completed discuss what the pupils have learned.

- Are they bringing better school lunches now?
- What makes us study and learn better?
- If there is a store near the school what healthy foods can they buy from the store for lunch?

12. On the following page is a healthy lunch crossword for the pupils to complete. Each child fills in the spaces with the words listed below the crossword.

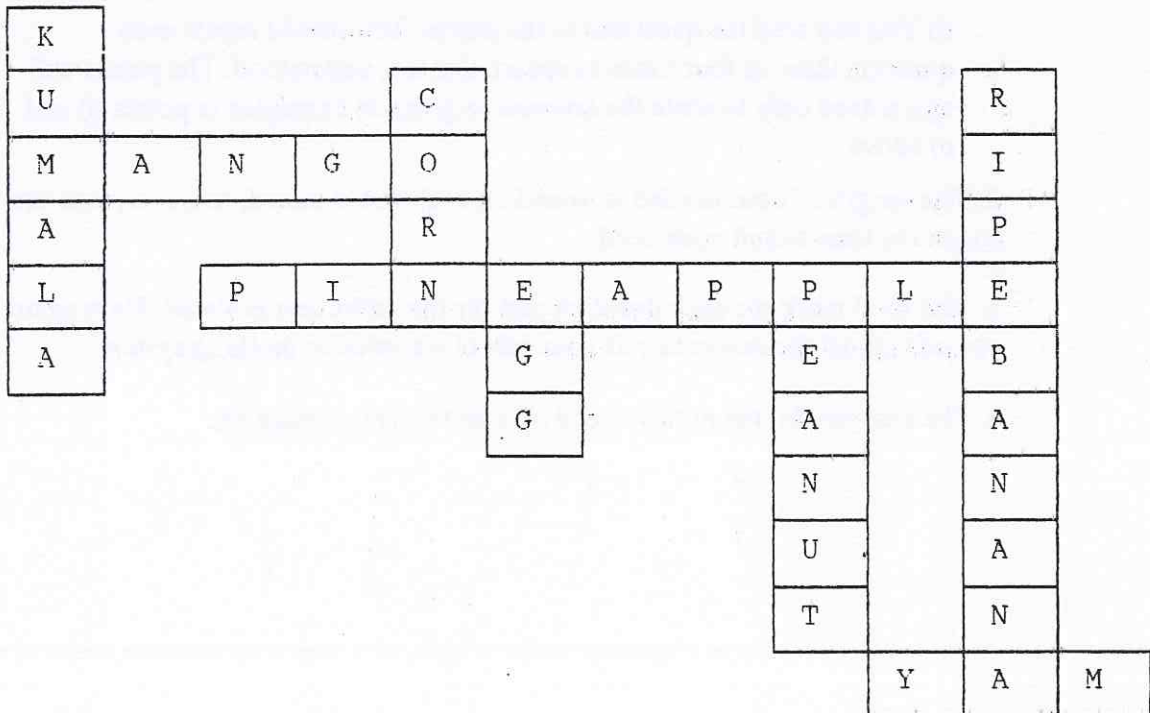
This crossword could be photocopied for each pupil if you have access to a photocopying machine, or otherwise you can draw the crossword on the board for pupils to copy into their exercise book.

HEALTHY LUNCH CROSSWORD



ripe banana
peanut
pineapple
egg

kumala
yam
mango
corn



EVALUATION

Teacher's note:

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

You can carry out the evaluation in any of the following ways:

a) If you have access to a photocopying machine and paper, you can photocopy a test for each pupil. 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 blackboard and ask the pupils to write only the answer of each question in their exercise books or on pieces of paper which you will collect and mark at the end of the test.

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 on the board or wall and ask pupils to write the answers to each question in their exercise books or on pieces of paper which you will collect and mark at the end of the test.

For example: 1. a) Yes b) Yes c) No etc.

OR

d) You can read the questions to the pupils. You should repeat each question three or four times to ensure that it is understood. The pupils will again need only to write the answers as given in examples 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 for the entire test is stated. 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 86.

TERM 2 NUTRITION TEST

Time needed: 1 hour

Question 1

Choose the correct word from the box below and fill in the blank.

- a) A little child can have _____ if he does not eat enough of the right foods. (2 marks)
- b) A little child needs _____ to grow well. (2 marks)
- c) A nurse keeps a special _____ at the clinic to check a child to see if the child is growing well or not. (1 mark)

FEVER STOMACHACHE MALNUTRITION GOOD FOOD CARD

Question 2

Answer the following questions:

- a) Why do some small children in Vanuatu get sick and do not grow well?

_____ (1 mark)

- b) What happens if we don't eat balanced meals?

_____ (1 mark)

- c) Why is it bad to drink too many sweet drinks?

_____ (1 mark)

- d) How many times should we eat each day?

_____ (1 mark)

Question 3

Read the following sentences, then answer the questions.

Children should eat breakfast before they come to school.

They should eat lunch at mid-day.

They should eat dinner in the evening.

They should eat snacks such as bananas and pawpaw between meals.

- a) What foods should children eat between meals?

_____ (1 mark)

b) What should children do before they come to school?

_____ (1 mark)

c) What should children do at mid-day?

_____ (1 mark)

d) What should children do in the evening?

_____ (1 mark)

Question 4

Using words from the box below fill in the blanks so that the sentences correctly describe the pictures above them.

a)

These are _____ foods. (1 mark)

b)

These are _____ foods. (1 mark)

c)

This is a _____ boy because he eats three meals a day. (1 mark)

SAD HEALTHY WEAK STRONG RUBBISH

Question 5

Tick the sentence that is right ()

a) Peanuts and eggs make us grow. ()

Peanuts and eggs make us sick. () (1 mark)

b) Fish and pig meat make us weak. ()

Fish and pig meat make us big and strong. () (1 mark)

c) Island cabbage and beans make us healthy. ()

Island cabbage and beans make our bodies weak. () (1 mark)

d) Taro and yam give us power to run and play. ()

Taro and yam give us scabies on our bodies. () (1 mark)

Total marks: ____/20

End of test

ANSWERS TO TERM 2 TEST

Question 1

- a) A little child can have **MALNUTRITION** if he does not eat enough of the right foods. (2 marks)
- b) A little child needs **GOOD FOOD** to grow well. (2 marks)
- c) A nurse keeps a special **CARD** at the clinic to check a child to see if the child is growing well or not. (1 mark)

Question 2

- a) Small children in Vanuatu get sick and do not grow well because they are not eating the right kinds of food. (1 mark)
- b) If we don't eat balanced meals, we will have malnutrition or we will not grow well or be healthy. (1 mark)
- c) It is bad to drink too many sweet drinks because they can make our teeth ache and rot. (1 mark)
- d) We should eat three times each day. (1 mark)

Question 3

- a) Children should eat snacks such as bananas and pawpaw between meals. (1 mark)
- b) They should eat breakfast before they come to school. (1 mark)
- c) They should eat lunch at mid-day. (1 mark)
- d) They should eat dinner in the evening. (1 mark)

Question 4

- a) These are **RUBBISH** foods. (1 mark)
- b) These are **HEALTHY** foods. (1 mark)
- c) This is a **STRONG** boy because he eats three meals a day. (1 mark)

Question 5

- a) Peanuts and eggs make us grow. () (1 mark)
- b) Fish and pig meat make us big and strong. () (1 mark)
- c) Island cabbage and beans make us healthy. () (1 mark)
- d) Taro and yam give us power to run and play. () (1 mark)

Total marks: ____/20

End of test

TERM 3

By way of this report we have seen how we have been able to
to make the most of our time and how we have been able to
to make the most of our time and how we have been able to

LESSONS 20, 21, 22 AND 23: PLANNING MEALS

Objectives

To look at ways to plan good meals using garden foods, bush foods and store foods.

Time needed: 30 minutes x 4

Materials needed

- Three Vanuatu food groups poster (You can get this from Nutrition Section, Health Dept., Private Mail Bag, Port Vila)
- Colour pencils (optional)
- Pupils' exercise books and pencils
- Foods for the "Nutrition Relay" game

Teacher's note

In this lesson the pupils will review where foods come from, and the class will be divided into groups to plan meals using garden foods, bush foods and store foods.

In Year 2 the pupils learned that our foods come from different sources, the bush, the garden, the sea and the store. However, in order to get all the good things from foods to keep our bodies healthy, careful planning of each meal is very important. Whether our foods come from the store or the garden if we plan it carefully, we will be able to get a balanced meal. We can get all the good things in these foods to keep our bodies in good health.

Method:

1. Tell the pupils:

In Year 2 you learned about different places where we can get our foods. For example, the store.

Ask:

- From what other places can we get our foods?
- If you are living in town, where can you get your foods?
- If you are living in the village where can you get your foods?
- Name some good foods which we can get from:
 - the store
 - the bush
 - the garden
 - the sea
 - the market

Tell the pupils:

Now that we have reviewed the various places where we get our foods, you will be divided into groups and plan some meals using foods from these places.

2. Divide the class into three groups:

Group 1 is to plan a meal using garden and market foods.

Group 2 is to plan a meal using bush foods and foods from the sea.

Group 3 is to plan a meal using store foods.

Tell the pupils:

- Planning a meal means to think about what we are going to eat for a 'meal'. Not only that, we have to make sure that we are able to get these foods from the garden, bush, sea, market or store.

- Choose a group leader from your group. He or she will be responsible for writing down the list of foods that you plan to eat for a meal.

- When you plan your meal do not forget that it must be a *balanced meal*. That is, you must have foods from the three food groups. (Refer to the three food groups poster.)

- Here is an example of a meal that I plan to eat for my evening meal:

Fish
Laplap yam
Pumpkin
Lemon drink

Now let us look at the different foods I plan to eat for my evening meal. Where can I get them? To which food group does each belong?

- I can get fish from the sea, store or market. It is a body building and growth food.

- I can get the yams for laplap from the garden or market, and it is power or energy food.

- I can get pumpkin from the garden or market, and it is a protective or health food.

- I can get Lemon juice from the bush or market, and it is a protective or health food.

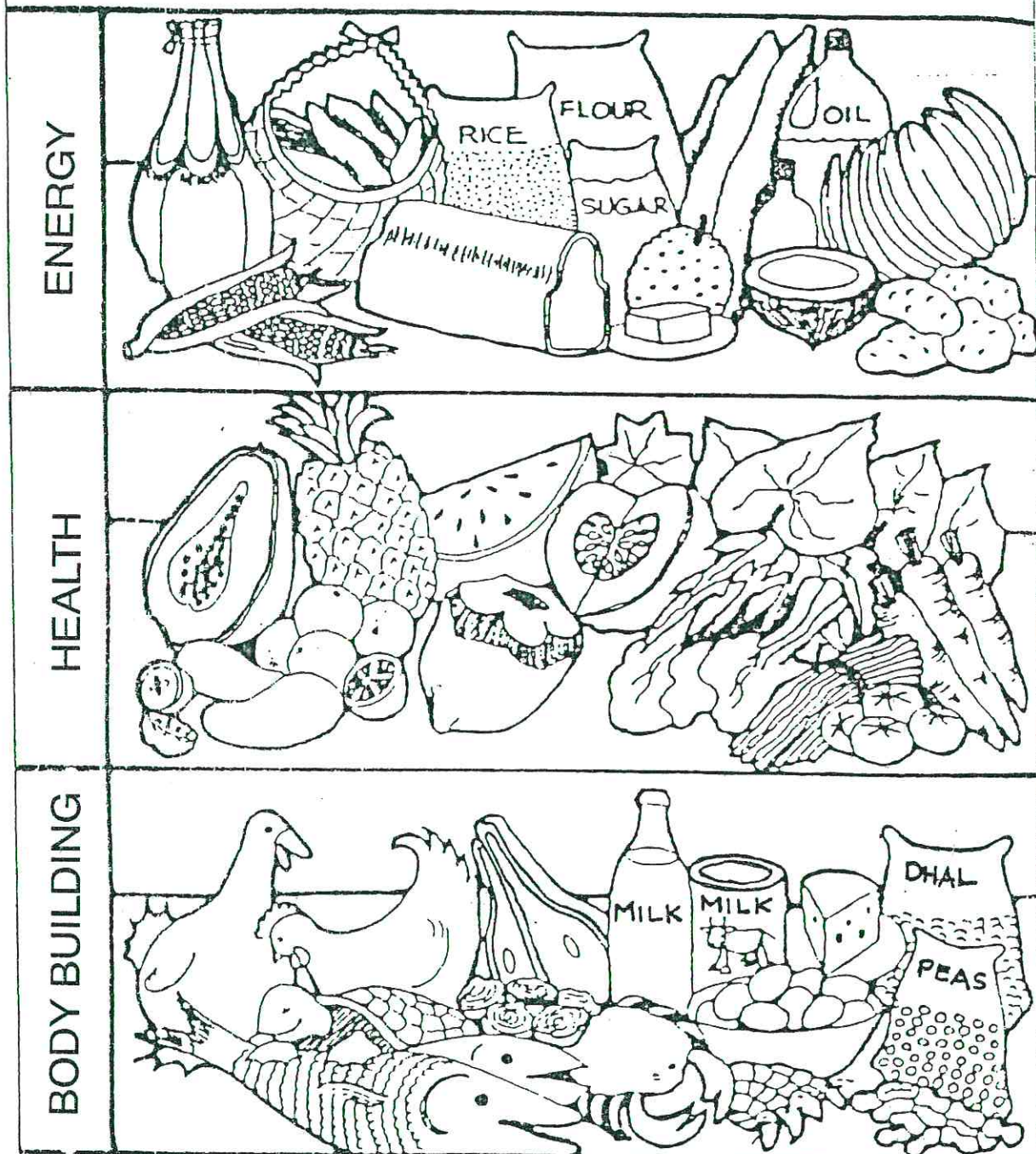
My meal will be a balanced meal because I have planned to eat foods that come from the three food groups.

Remember, it is very important that we eat foods from the three food groups, so that we can get all the good things from these foods to keep our bodies healthy.

Now get into your groups and discuss what you are going to eat for a meal. Your leader can write this down. Don't forget to include a nutritious drink with your meal. Put up the three food groups poster to help the students while planning their meals.

On pages 75 and 76 there are pictures of garden or market foods, bush foods, sea foods and store foods. You can photocopy the pictures and distribute them to appropriate groups if you have access to a photocopier, or you can trace the pictures onto pieces of paper and distribute them to the groups to help them plan their meals.

GOOD MEALS INCLUDE ONE
FOOD FROM EACH GROUP



A mother who is breastfeeding is eating for two people, herself and the baby. The food she eats goes to make breastmilk. She must be given first selection of the best foods at meal times.

2. After each group have planned their meals, ask the leader of each group to read aloud the list of foods that they have planned for their meal.

Discuss each group's meal after the leader has read the list.

- Is the meal a balanced meal?
- Are the foods chosen come from the appropriate places allocated to them.
- Have they included a nutritious drink?

Pupil activities

1. Ask the pupils to write the following headings on three new pages:

Page 1: A balanced meal using foods from the garden and market.

Page 2: A balanced meal using foods from the bush and sea.

Page 3: A balanced meal using foods from the store.

2. Write the headings shown above on the board, and write each group's list of foods under appropriate headings. Ask the pupils to draw the foods under each heading in their exercise books. They may colour their pictures if they have colour pencils or crayons.

3. Sing the song, "Let's eat good food everyday." (see page 58)

4. Photocopy or draw the following exercise on the board for pupils to copy into their exercise books.

Tell the pupils to draw and write the name of a food which will make each of these a balanced meal. Tell them to make sure that they have one food from each of the food groups.

B = Body building foods.

E = Energy foods.

H = Health foods.

1) Fresh fish + Taro + _____ = Balanced meal
B E H BEH

2) Tinned fish + _____ + Island cabbage = Balanced meal
B E H BEH

3) Crab + Sweet potato + _____ = Balanced meal
B E H BEH

4) Eggs + Cabin biscuits + _____ = Balanced meal
B E H BEH

LESSONS 24 AND 25: CHOOSING GOOD FOODS TO EAT

Objectives

To help pupils learn how to choose good foods depending on how much money and food available.

Time needed: 30 minutes x 2

Materials needed:

Pictures of foods from the sea, bush, garden, market and the store.
The three food group poster + mobiles prepared in lessons 6, 7 and 8.
The story of the birthday presents.

Teacher's note:

It is important to emphasise that while many of the prepared foods in the store taste good, fresh foods also taste good and are much more nutritious. The pupils will not have learnt about nutrients yet so do not use the following charts in teaching. They are provided to help you understand that most fresh foods contain more nutrients and are therefore better for our health than the same kind of food bought at the store. You will need to explain this to the pupils. When we live in the town, we sometimes have to rely on foods from the store, particularly if we have no garden and the market is poor or expensive. The pupils learnt in Year 3 that some store foods are better than others. Carefully study the nutrients chart on pages 93-97.

When choosing foods we must remember to choose foods from each of the three food groups. We can only eat the foods that are available to us so there is no point choosing to eat crab if we do not go out to the reef and find some. In the same way, we can only choose to eat yams, mangoes, breadfruits etc. when they are in season. We can choose to buy and eat a food from the store only if we have enough money and if the shop has that food for sale. We can choose to eat foods such as root-crops and meat that need to be cooked only if they are cooked already or if we have the time and fuel to cook them.

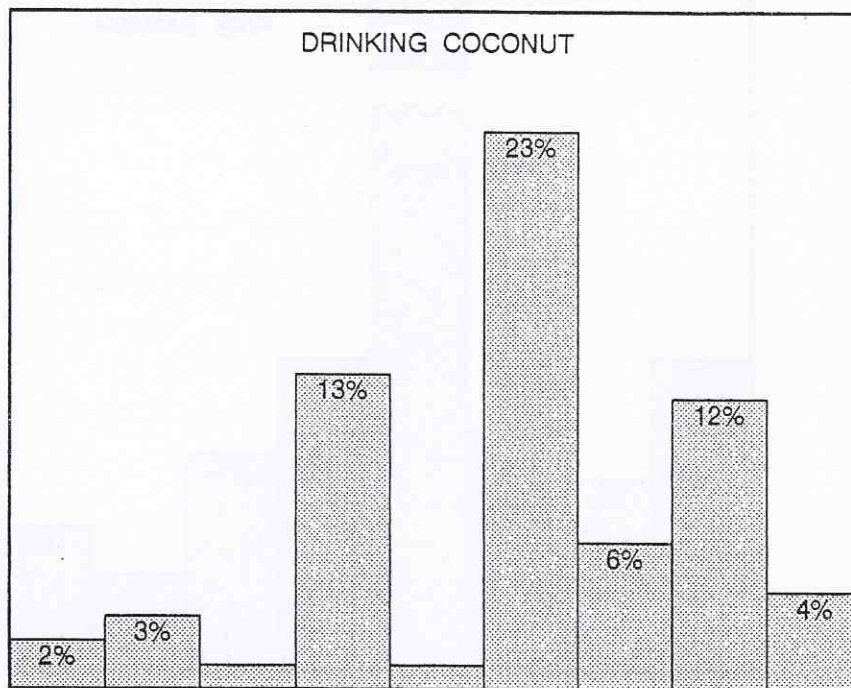
Method

1. Ask the pupils to tell you the reasons that we eat food.

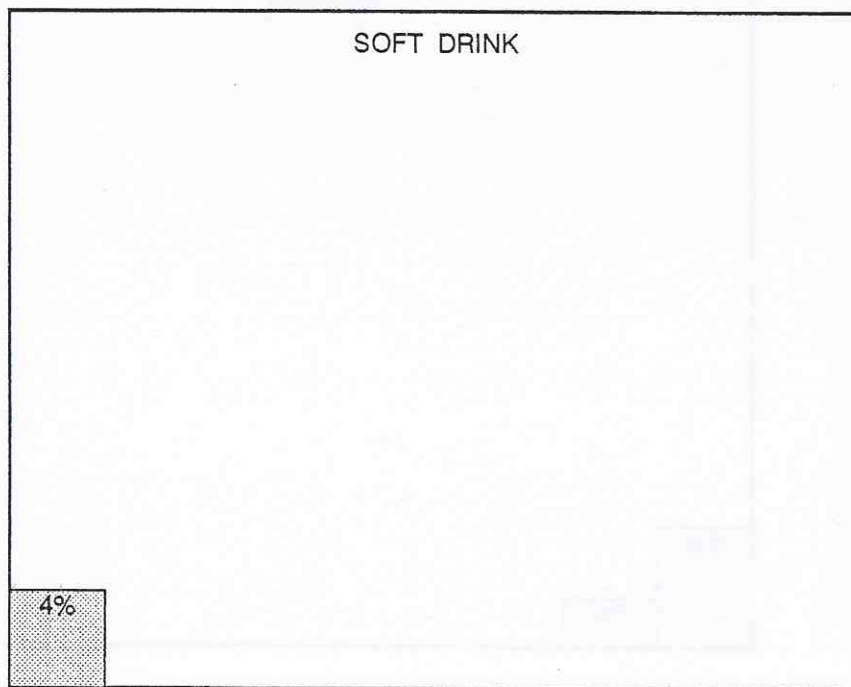
- (Answers
- a) *Food tastes good and we like to eat.*
 - b) *Food prevent us from feeling hungry.*
 - c) *Food helps us grow and stay strong.*
 - d) *Food gives us energy for work and play.*
 - e) *Food protects us against sickness.)*

2. Ask the pupils to tell you all the different places we can get different kinds of foods in Vanuatu.

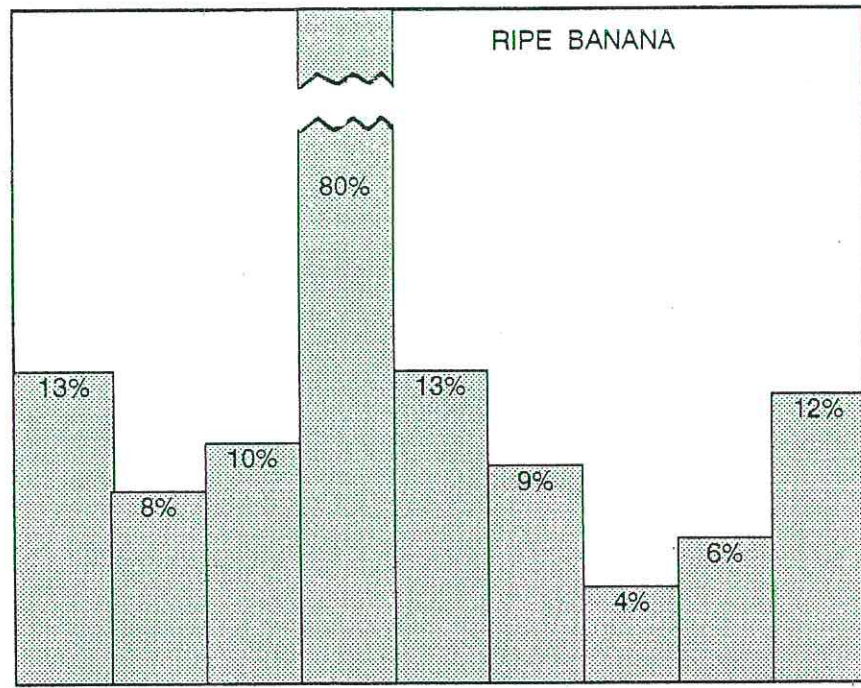
- (Answers
- a) *The garden*
 - b) *The bush*
 - c) *The sea*
 - d) *The store*
 - e) *The market)*



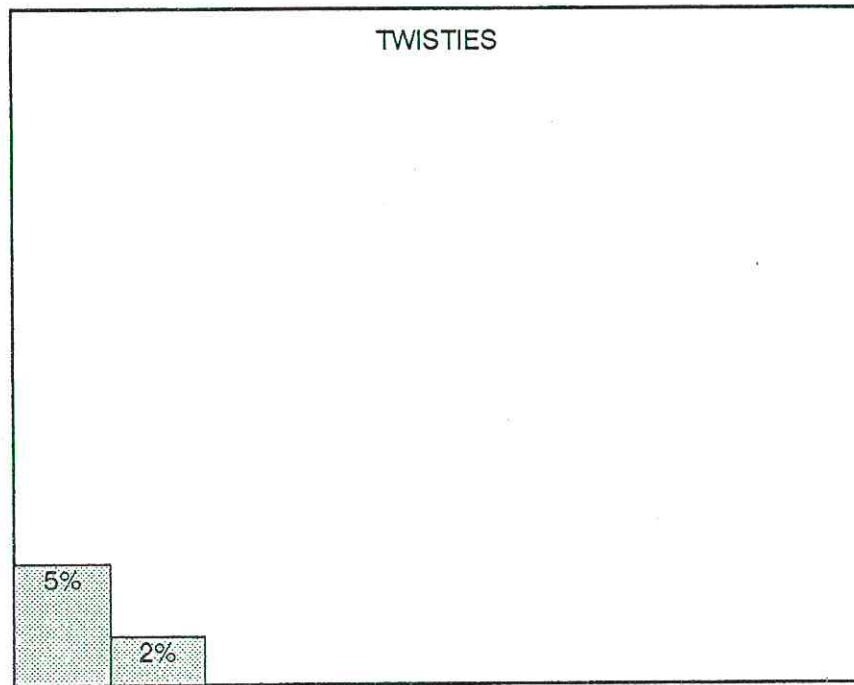
Energy Protein Vit A Vit C Vit B1 Vit B2 Calcium Iron Niacin
Percentage of daily needs of an adult woman met by one medium drinking coconut (about one and a half cups)



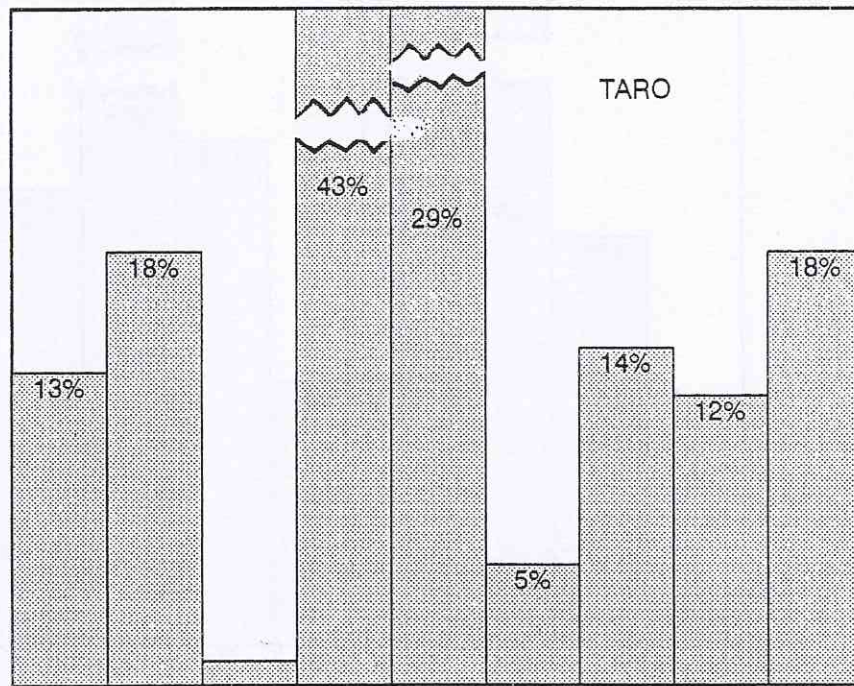
Energy Protein Vit A Vit C Vit B1 Vit B2 Calcium Iron Niacin
Percentage of daily needs of an adult woman met by one can of soft drink (about one and half cups)



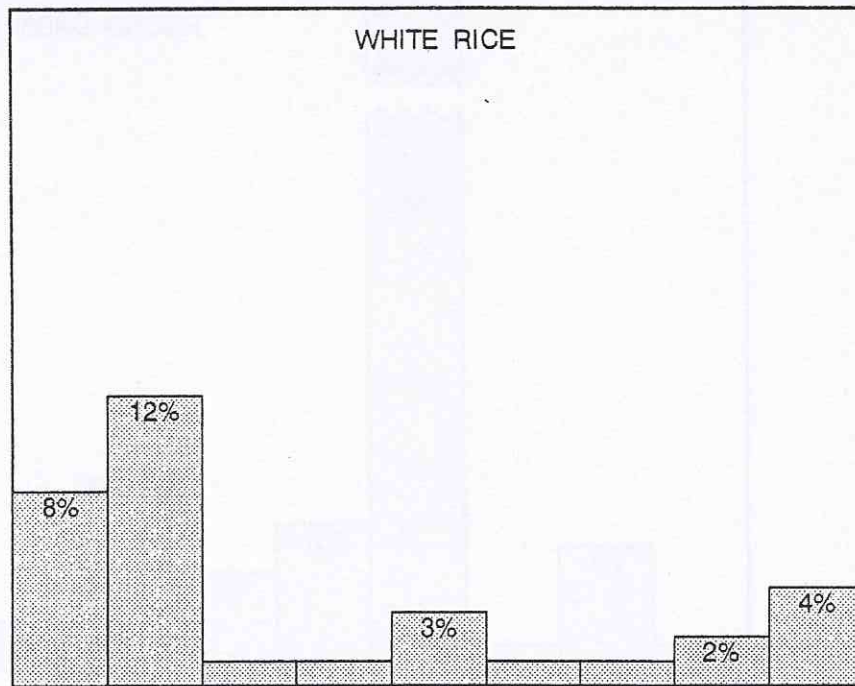
Energy Protein Vit A Vit C Vit B1 Vit B2 Calcium Iron Niacin
Percentage of daily needs of an adult woman met by two medium ripe bananas



Energy Protein Vit A Vit C Vit B1 Vit B2 Calcium Iron Niacin
Percentage of daily needs of an adult woman met by one packet of twisties

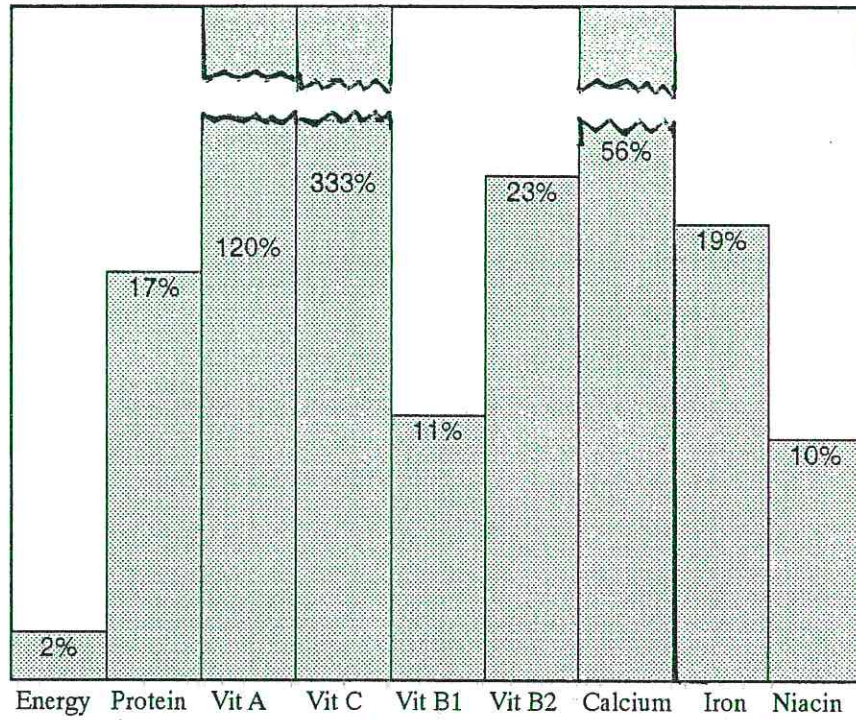


Percentage of daily needs of an adult woman met by one cup of cooked taro

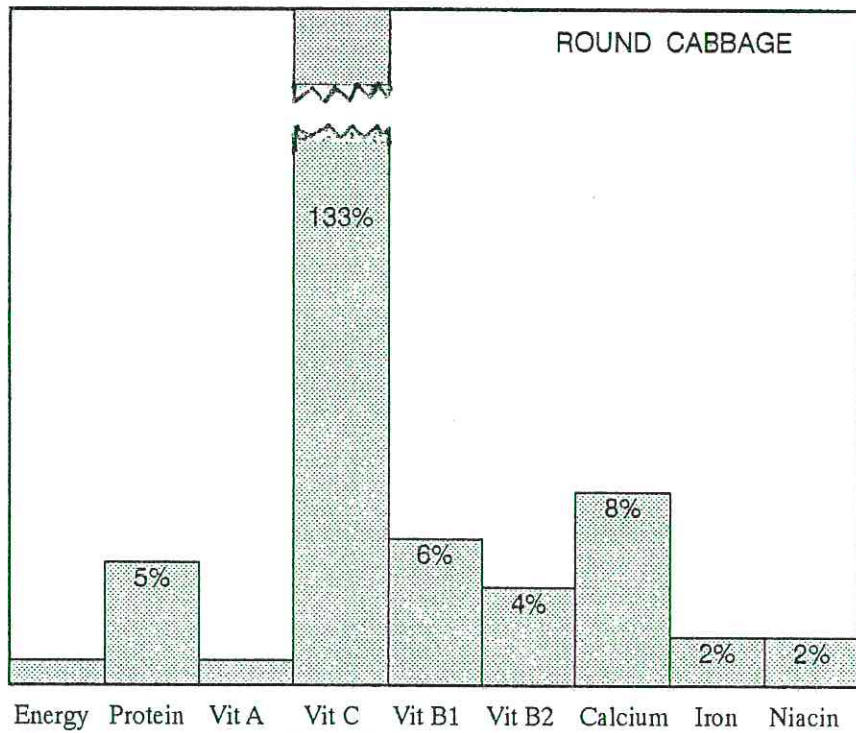


Percentage of daily needs of an adult woman met by one cup of cooked rice

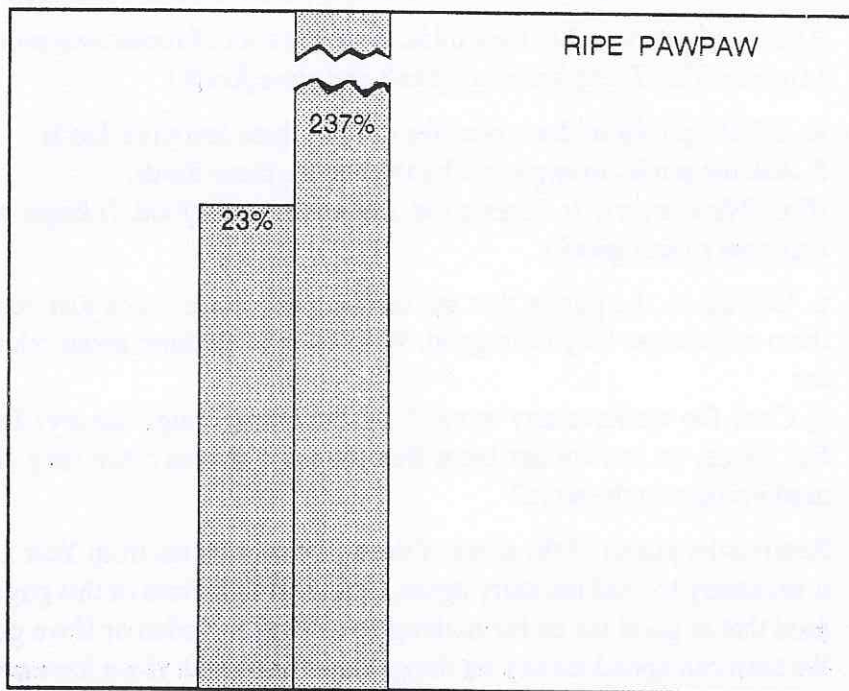
ISLAND CABBAGE



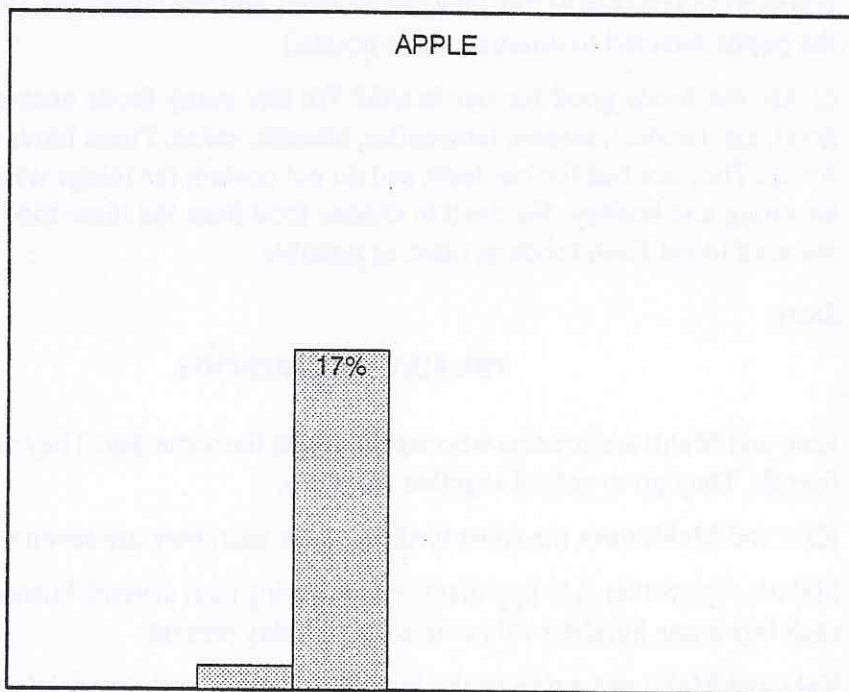
Percentage of daily needs of an adult woman met by one serving (about half a cup after cooking) of island cabbage



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



Energy Protein Vit A Vit C Vit B1 Vit B2 Calcium Iron Niacin
One slice of ripe pawpaw supplies 23% of the vitamin A and 237% of the vitamin C needed by an adult woman each day



Energy Protein Vit A Vit C Vit B1 Vit B2 Calcium Iron Niacin
One medium-sized apple supplies only 1% of the vitamin A and 17% of the vitamin C needed by an adult woman each day

3. Show the pupils the pictures of food from the garden, bush, sea, store and market. Remind the pupils of all the different foods they drew and made into food mobiles in lessons 6, 7 and 8, or show them the three food groups poster.

Ask the pupils whether they think there are a lot of foods available in Vanuatu.
(*Answer: Yes. There are many fresh and store foods.*)

4. Ask the pupils to draw pictures of their three favourite foods.

5. Ask the pupils to explain why they chose these foods.

(*Possible answers: It tastes good. It's my favourite food. It keeps me healthy. It helps me to feel good.*)

6. Explain to the pupils that we should not choose foods just because we like them or because they taste good. We also need to think about other things such as:

a) *Cost*: Do we have any money? Do we have enough money? Do we need to buy foods, or can we get them free from the garden? Are they cheaper in the markets than at the store?

Remind the pupils of the story of the birthday presents from Year 1. If you think it necessary to read the story again, find it at the bottom of this page. We can get food that is good for us for nothing if we have a garden or if we go to the bush. We then can spend money on things other than food. If we have no gardens, we can buy fresh foods from the market.

b) *Availability*: Are the foods we would like to eat easily found? Many foods are available only at certain times of the year e.g. mangoes, breadfruit, yams and oranges. We have to have time to hunt for some foods. Many foods need to be prepared and cooked before they can be eaten, and this takes time. (Use examples the pupils selected to illustrate these points.)

c) Are the foods good for our health? We like many foods because they taste good, e.g. twisties, sweets, lemonades, biscuits, cakes. These foods are not good for us. They are bad for our teeth and do not contain the things we need to keep us strong and healthy. We need to choose food from the three food groups, and we need to eat fresh foods as often as possible.

Story

THE BIRTHDAY PRESENTS

Kalo and Mahit are cousins who were born on the same day. They are very good friends. They go to school together everyday.

Kalo and Mahit have the same birthday. This year, they are seven years old.

Mahit's big brother is happy that they are having their seventh birthday. He gives each boy a one hundred vatu coin for a birthday present.

Kalo and Mahit get a ride to the big shop in town in their uncle's truck to buy something with their vatu.

There are so many things in the store. It is very hard to decide what to buy. Mahit is very hot and thirsty from the long ride in the truck. He buys a cold "Coca Cola" with his hundred vatu. He buys a "gateau huit" with the change.

Kalo is thirsty too, but he remembers that there are some green coconuts in the back of his uncle's truck. He can drink one of those. Kalo decides to spend his hundred vatu on a little ball and a comic book.

On the ride back home, Mahit and Kalo talk about what they have bought in the store. Mahit is sad because his money is gone and he does not have anything to play with. He spent it all on a "Coca Cola" and a "gateau huit."

"Don't be sad," says Kalo. "You can read my comic book and we can play with the ball together. But remember, the next time you have some money don't spend it on foods from the store because when it is all gone, you will have nothing left to keep. If you are thirsty, a drinking coconut is delicious, and it does not cost money."

"Thank you, Kalo," says Mahit. "I will remember that. I'm still thirsty anyway. Let's drink this last coconut together."

End

Pupil Exercises

1. Divide the class into two or three groups.

Group 1 will choose foods to make a balanced meal using only fresh foods.

Group 2 will choose foods to make a balanced meal using only foods from the store.

Urban schools only

Group 3 will choose foods to make a balanced meal using some foods from the store and some fresh foods.

Pupils should learn the cost of their meals by visiting the local trade store, shop or market. They should find out whether the foods they have chosen are available in the garden, bush, sea, market or store at this time of year. Compare the costs of each balanced meal.

Possible answers:

Group 1

If fresh foods are available from the garden, bush or sea they will be free. If they have to be bought from markets or stores they may be cheaper but also may be as expensive or even more expensive than prepared foods. This will vary among different areas of the country. However, fresh foods contain many more things to help us stay healthy than store foods so they are good value for the money.

Group 2

Prepared foods are expensive and none are free. It is possible to have a balanced meal from prepared foods, but the foods do not contain as many things to keep us healthy as fresh foods and so are not good value for the money.

Group 3

Sometimes in towns, fresh foods are expensive in the market. If we do not have a lot of money, we may need to include some foods from the store to make up a balanced meal. This is all right if we choose nutritious store foods and mix them with some fresh foods to make sure we get all the things our body needs to stay healthy. Good balanced meals from store and fresh foods are:

- Yam, tinned meat, coconut cream, island cabbage, pawpaw.
- Bread, local beef (stew), island cabbage, orange.
- Rice, tinned meat, island cabbage, tomatoes.

Each meal contains at least one food from each food group.

2. For the following exercise, photocopy the table below and distribute to the pupils or copy the puzzle on the board for the pupils to copy into their exercise books.

FIND-A-WORD activity

Can you find all these nutritious foods to make a balanced meal in the puzzle? Draw a line around each one as you find it.

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

BANANA
COCONUT
NUTS

BEEF
EGGS
YAMS

RICE
FISH

CABBAGE
FRUITS

CHICKEN
MILK

Answers to the "FIND-A-WORD ACTIVITY"

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

3) Play the "Nutrition relay" game.

EVALUATION

Teacher's note:

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

You can carry out the evaluation in any of the following ways:

a) If you have access to a photocopying machine and paper, you can photocopy a test for each pupil. 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 blackboard and ask the pupils to write only the answer of each question in their exercise books or on pieces of paper which you will collect and mark at the end of the test.

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 on the board or wall and ask pupils to write the answers to each question in their exercise books or on pieces of paper which you will collect and mark at the end of the test.

For example: 1. a) Yes b) Yes c) No etc.

OR

d) You can read the questions to the pupils. You should repeat each question three or four times to ensure that it is understood. The pupils will again need only to write the answers as given in examples 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 for the entire test is stated. 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 86.

TERM 3 NUTRITION TEST

Question 1

Answer the following questions:

a) We can get good foods from five different places. What are they?

_____ (5 marks)

b) What is the most IMPORTANT thing to remember when planning a meal?

_____ (2 marks)

c) Why are fresh foods better for us?

_____ (2 marks)

Question 2

"FIND A WORD"

Find the following 7 nutritious foods in the puzzle. Draw a line around each one as you find it.

A	K	M	B	C	D	R	L	M	P
O	U	I	A	M	P	M	L	E	A
J	M	K	L	E	A	E	A	A	W
G	A	R	T	S	N	N	U	N	P
K	L	A	M	O	U	T	G	B	A
M	A	N	M	T	I	O	C	O	W
R	I	E	S	O	U	R	I	E	I
C	L	E	M	O	A	A	X	G	L
B	A	N	A	B	A	N	U	A	E
F	I	S	M	E	A	T	E	O	M

Peanuts Mango Pawpaw Kumala Lemon Meat Crab

(7 marks)

Question 3

Fill in the missing letter and the name of food to make a nutritious meal.

a) Fresh meat + Yam + _____ = Balanced meal (1 mark)
B **E** **H** **BEH**

b) Tinned fish + _____ + Island cabbage = Balanced meal (1 mark)
B **E** **H** **BEH**

c) Crab + Kumala + _____ = Balanced meal (1 mark)
B **E** **H** **BEH**

d) Eggs + Bread + _____ = Balanced meal (1 mark)
B **E** **H** **BEH**

Total marks: ____/20

End of test

ANSWERS TO TERM 3 NUTRITION TEST

Question 1

a) We can get some good foods from five different places:

The store

The bush

The garden

The sea

The market (5 marks)

b) When planning a meal the most important thing to remember is that the meal must be a balanced meal. (2 marks)

c) Fresh foods are better for us because they have many good things to help us stay healthy. (2 marks)

Question 2

"FIND A WORD"

A	K	M	B	C	D	R	L	M	P
O	U	I	A	M	P	M	L	E	A
J	M	K	L	E	A	E	A	A	W
G	A	R	T	S	N	N	U	N	P
K	L	A	M	O	U	T	G	B	A
M	A	N	M	T	I	O	C	O	W
R	I	E	S	O	U	R	I	E	I
C	L	E	M	O	A	A	X	G	L
B	A	N	A	B	A	N	U	A	E
F	I	S	M	E	A	T	E	O	M

(7 marks)

Question 3

(Any food from the

a) Fresh meat + Yam + health food group) = Balanced meal (1 mark)

B

E

H

BEH

(Any food from the

b) Tinned fish + energy food group) + Island cabbage = Balanced meal (1 mark)

B

E

H

BEH

(Any food from the

c) Crab + Kumala + health food group) = Balanced meal (1 mark)

B

E

H

BEH

(Any food from the

d) Eggs + Bread + health food group) = Balanced meal (*1 mark*)

B **E** **H** **BEH**

Total marks: ____/20

End of test

MEANING OF WORDS USED IN YEAR 4 LESSONS

Words: *Meaning*

Availability of food: The presence of foods in the area where we live. For example, if we live in town we can get our foods from the store or market; in a village we can get our foods from the garden, bush, sea, river and so on.

Breakfast: A meal that we eat when we get up in the morning.

Chop-sticks: Two long thin sticks with which Chinese eat their foods. Chinese do not use forks.

Damper: A type of bread eaten by Aborigines in Australia. They cook it in wood ashes.

Environment: All the things around us such as trees, the sea, rivers, hills, shops, houses and so on.

Evening meal: A meal that we eat at night before we go to bed.

Food patterns: Types of food that people prepare and eat in their area.

Food taboo: Foods which some people are not allowed to eat for different reasons. For example, Levanu and Tari's aunt is not allowed to eat shark meat because she believes that her family descended from sharks. Therefore, shark meat is a taboo food to Levanu and Tari's auntie.

Lunch or midday meal: A meal which we eat at midday.

Malnutrition: A disease which we can get if we do not eat enough of the right foods.

Meal planning: Choosing what foods we are going to eat for our meals. (Depending on availability of food and cost)

Mortar: Hard wood or stone bowl in which West Africans pound their food with a pestle. (A pestle is a club shaped piece of wood or stone for pounding food in the mortar)

Porridge: Corn flour or other flour which is boiled in water and served with milk and sugar. West Africans eat this for breakfast.

Religion: Something in which people believe. For example, some people believe in Jesus so they are Christians, but they worship God differently. For example, Seventh Day Adventist, Assemblies of God.

Religious food taboos: Foods which certain people are not allowed to eat due to the teaching of their religions. For example, Seventh Day Adventist people are not allowed to eat pig or shellfish.

Coconut sap: Juice from the coconut tree. It is collected from flower bud of the tree to make a drink called coconut toddy.

Seasons: Different times or months in the year when certain vegetables and fruits are plentiful. For example mangoes are in season in November, December and January.

Spices: Nice smelling vegetables or plants which are used to make foods taste and smell good. For example: onions, curry, garlic, pepper.

Stir-frying: Cooking vegetables and meat on a high heat in a small amount of oil for a short time. A popular way of cooking in China.

Toddy: A popular drink in Tuvalu that comes from the coconut flower sap. The Tuvaluans drink it either fresh or boiled.

Weight chart: A special card that the nurse uses every month when she weighs babies to see whether they are growing well or not.

Yolngu: A group of Aborigines from Australia who do not live in one place or make gardens for their foods. They move from one place to the next looking for food in the bush, sea, river, swamps and mangroves.

