



Healthy Child Promising Future

Teacher's Handbook



Pacific
Community
Communauté
du Pacifique



Healthy Child, Promising Future

Teacher's Handbook

Noumea, New Caledonia, 2021



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Communauté
du Pacifique

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Original text: French

Introduction

The *Healthy Child, Promising Future* project is designed to combat childhood obesity by offering a comprehensive program of school activities tailored to the Pacific Island setting.

The program consists of a set of classroom sessions on food, a booklet for each child to prepare for the sessions at home with their parents, and daily exercise classes during school time.

A policy to encourage a healthy school environment should accompany introduction of this program to ensure consistency with the activities offered to students (e.g. rules prohibiting sugary snacks and drinks on school grounds, creating a school vegetable garden, enhancing the nutritional quality of school meals, etc.)

Teachers are free to use this tool as they feel is most appropriate for meeting the needs of the children in their classes. We hope you will like the sessions proposed as part of the program and that you will enjoy doing them with your students.

"Healthy Child, Promising Future" project team

Course overview

The program consists of the following:

- **Activities for children to do with their families:** At the start of the project each child will receive a booklet with the challenges they have to do with their family's help before each classroom session. The purpose of these challenges is to prepare for the topic the teacher will be presenting and they include: a discussion question, an activity, a recipe to test and a game to get moving.
- **A classroom session:** The program has 15 sessions, each dealing with a different topic (see table on next page). Each session lasts 45 to 50 minutes, has three steps that alternate work with the whole class and work in small groups. So the children will brainstorm, have discussions, and learn together.

Step 1 – Raising awareness: The children are encouraged to share their personal understanding of the session's topic. This step is linked to the family challenge.

Step 2 – Learning: A variety of activities (games, figuring out the meaning of a video, brainstorming, discussions, etc.) allow more in-depth learning about the session's topic. A large range of visual media (videos, posters, books, PowerPoints, etc.) will enrich those activities.

Step 3 – Evaluation: Time is included to evaluate the session via activity sheets, games, hands-on work, etc. - all related to what the children have just learned.

- **Daily exercise session:** During school time, teachers are encouraged to get the students up and moving around at least 30 minutes each day. This could take the form of group games during recess, extra sports sessions added to the schedule or visits by sports sector partners (getting the help of sports associations or institutional partners).






No.	TOPIC	KEY MESSAGES
1	Why do we need to eat?	<ul style="list-style-type: none"> ✓ We need energy to live: for sleeping, moving, breathing, etc. ✓ Energy can be found in food. ✓ What are our energy needs? Those needs vary according to our age and level of physical activity. ✓ To be healthy, we have to balance the energy we take in (via food) with the energy we use.
2	Why do we need to move around?	<ul style="list-style-type: none"> ✓ The benefits of physical exercise (health, physical and mental wellbeing, social aspects) ✓ A lack of physical exercise and its dangers. ✓ The different types of physical activity.
3	Food groups	<ul style="list-style-type: none"> ✓ Foods are divided into groups/families depending on their nutritional content. ✓ The food pyramid: not all types of food need to be eaten in the same proportions.
4	The role food plays	<ul style="list-style-type: none"> ✓ Different types of food play specific roles in our bodies, i.e. body-building, protective, energy foods.
5	Spotlight on fruit and vegetables	<ul style="list-style-type: none"> ✓ Fruit and vegetables are important for our health, yet they are often left out of our everyday meals. ✓ It is important to eat some at every meal.
6	A balanced meal	<ul style="list-style-type: none"> ✓ To ensure a balanced diet every day, my plate should look like the balanced plate model (vegetables make up half the plate).
7	Mealtimes	<ul style="list-style-type: none"> ✓ Eating meals at different times of day helps us provide our bodies with energy on a regular basis. ✓ Being hungry and feeling full regulate food intake (concept of regular mealtimes).
8	Breakfast: an important meal	<ul style="list-style-type: none"> ✓ Breakfast is an important meal because it comes after a long period of fasting (night-time), so we need energy to start the day. ✓ It helps us keep going without snacking until lunchtime and to be alert at school. ✓ Composition of a balanced breakfast.
9	Sugar	<ul style="list-style-type: none"> ✓ There are different sources of sugar (natural sugar in food, sugar that is added during processing). ✓ Reminder: products with added sugar are at the top of the pyramid (=limit them) because of the risk of cavities/overweight. ✓ The sugar content of common food – how can I reduce the amount of sugar I eat each day?
10	Salt	<ul style="list-style-type: none"> ✓ Salt is one of the five basic tastes. ✓ Our bodies need salt. ✓ Food already contains salt so we should get rid of our bad habit of always putting salt on the food that we are served. ✓ Eating too much salt is dangerous for your health.
11	Food processing	<ul style="list-style-type: none"> ✓ Industrial processing adds ingredients that we should only eat sparingly. ✓ Industrial processing makes foods that were initially healthy, such as potatoes, into foods we should avoid, e.g. potatoes + added fat and salt → chips).
12	Information on food packages	<ul style="list-style-type: none"> ✓ Regulations require agrofood industries to provide consumers with information about their products. ✓ Nutritional labels help guide us in selecting food products.
13	Communication, the media, and food	<ul style="list-style-type: none"> ✓ Health services and private companies use the same means of communication but their goals are not the same: promoting healthy behaviours versus selling products for profit. ✓ Becoming aware of the marketing strategies agrofood industries use so as not to be fooled by them.
14	Culinary diversity	<ul style="list-style-type: none"> ✓ In the different countries around the world, people do not all eat the same things but we do find protective, energy and body-building foods in all dishes, along with the same concern about having balanced diets every day in order to be healthy. ✓ The way we eat depends on the foods available in our environments and on our cultures/traditions/religions.
15	Education on sustainable development	<ul style="list-style-type: none"> ✓ It is important to try to always eat local products as that is good for our health and the environment!

Session 1: Why do we need to eat?

Family activity

Ask the children to prepare for the session by completing challenge no. 1 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS	<ul style="list-style-type: none"> We need energy to live: for sleeping, moving, breathing, etc. Energy can be found in food. 	Activity 1: Get the children's answers to the question "Why do we need to eat?" <ol style="list-style-type: none"> Write the answers on the board. Get them to think about these answers. Introduce the concept of energy needs Group answers that are similar. 	Family challenge no. 1 Possible questions: <ul style="list-style-type: none"> What do you think about this answer? Is it true? Why?
LEARNING	<ul style="list-style-type: none"> What are our energy needs? These needs vary according to our age and level of physical activity. To be healthy, we have to balance the energy we take in (via food) with the energy we use. 	Activity 2: Instructions: "I am going to let you watch a video. Listen carefully because I am going to ask you some questions afterwards." <ol style="list-style-type: none"> What can affect the amount of energy we need? Why do they compare our bodies to a car? Activity 3: <ol style="list-style-type: none"> Show the children the "Energy balance" poster. Open discussion with the children. Get them to think about the different scales shown in the picture. 	 Video: "Do we all have the same needs?" 
EVALUATION	<ul style="list-style-type: none"> Check the children's understanding. 	Activity 4: Activity sheet to be completed by the students.	




To learn more

Work in class on those organs that function even when we are asleep and those involved in body movement.

Session 2: Why do we need to move around?

Family activity

Ask the children to prepare for the session by completing challenge no. 2 in the “Activities to do with your family” booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS	<ul style="list-style-type: none"> Explain in detail the benefits of physical exercise (health, physical and mental wellbeing, social aspects). 	<p>Activity 1:</p> <p>Get the children’s answers to the question: “Why do we need to move around?”</p> <ol style="list-style-type: none"> Write down their answers. Get them to think about these answers. Group answers that are similar. Emphasise the concept of health. 	<p>Family challenge no. 2</p> <p>Possible questions:</p> <ul style="list-style-type: none"> What do you think about this answer? Is it true? Why?
LEARNING	<ul style="list-style-type: none"> Explain a lack of physical exercise and its dangers. 	<p>Activity 2:</p> <ol style="list-style-type: none"> To find the hidden image, the children have to say the names of those activities that require a lot of energy. At the same time, have the children describe what they see in the uncovered parts. Instructions: “Say the names of the activities shown in this picture that require a lot of energy.” Draw their attention to the remaining pictures (a lack of physical exercise). Instructions: “How are these pictures similar?” Discuss the picture they have uncovered. Talk about the picture that was hidden behind the puzzle. Instructions: “What is the picture’s message?” 	 
EVALUATION	<ul style="list-style-type: none"> Highlight the different types of physical activity (recreation, sports, active transport, housework/ gardening, fishing, with your family or friends, etc.) 	<p>Activity 3:</p> <ol style="list-style-type: none"> Instructions: “Do you know other ways to move about more?» Show and discuss the “Move at least 60 minutes everyday” poster. 	

To learn more

Now we are going to move: do a session of Zumba in class (videos available on the Internet).

Sign the class up for inter-school sports competitions or one-off sporting events held by local associations or agencies.

Set up an exercise program (indoors or outdoors) for the class.

Session 3: Food groups

Family activity

Ask the children to prepare for the session by completing challenge no. 3 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS	<ul style="list-style-type: none"> Introduce the concept of food families/groups. 	<p>Activity 1:</p> <p><i>(in groups of 4 students each)</i></p> <p>Instructions: "How would you define the term: food family/group?"</p>	
LEARNING	<ul style="list-style-type: none"> Different foods are divided into groups/families depending on their composition and nutritional qualities. 	<p>Activity 2:</p> <p>Instructions: "I am going to let you watch a video. Listen carefully because I am going to ask you some questions afterwards."</p> <ol style="list-style-type: none"> What shape does the food make at the end of the video? What is a food pyramid made of? <p>Activity 3:</p> <p><i>(in groups of 4 students each)</i></p> <p>Instructions: "Here is an empty pyramid; using the different food cards, make your own pyramid by putting the foods into the right groups."</p>	<p></p> <p>Video: What are the food groups?</p>  
EVALUATION	<ul style="list-style-type: none"> Introduce the concept of proportions with the pyramid (not all types of food need to be eaten in the same proportions). 	<p>Activity 4:</p> <ol style="list-style-type: none"> Display the pyramid poster. Compare it to the pyramids the children made. <p>Help them understand what the pyramid means.</p>	




To learn more

Ask your students to fill out the pyramid by finding new foods (e.g. home, Internet, TV) that they should put in the right places.

Session 4: The role food plays

Family activity

Ask the children to prepare for the session by completing challenge no. 4 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS		Activity 1: Instructions: "In this video, we will learn some new things about food. Pay attention because afterwards you are going to have to answer some questions." 1) Mention the roles food plays and the resulting 3 categories. 2) Suggest 1 or 2 examples for each category.	 Video : The roles food plays
LEARNING	<ul style="list-style-type: none"> Different types of food play specific roles in our bodies, i.e. body-building, protective, energy. 	Activity 2: <i>(in groups of 4 students each)</i> Instructions: Quiz show: "I am going to project photos of food. Say what their roles are and what they provide our bodies. The first group to give the right answers will win points."	
EVALUATION		Activity 3: Pacific Nutrition Bingo game	

To learn more




Make ID sheets for a few different food items (name, family, role, why it is good for our health).

Create quizzes about those foods.

Session 5: Spotlight on fruit and vegetables

Family activity

Ask the children to prepare for the session by completing challenge no. 5 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS		<p>Activity 1:</p> <p>Give the children the pictures from the story "Vili and the Rainbow" (out of order). Let the children look at the pictures and try to decide what they are. As soon as they realize that they are part of a story but are out of order, begin Activity 2.</p> <p>Activity 2:</p> <p><i>(in groups of 4 students each)</i></p> <p>Instructions: "Using these pictures, tell the story of Vili."</p>	
LEARNING	<ul style="list-style-type: none"> Fruit and vegetables are important for our health, yet they are often left out of our everyday meals. It is important to eat some at every meal. 	<p>Activity 3:</p> <p>The teacher tells the real story of "Vili and the Rainbow"</p> <ol style="list-style-type: none"> 1) Open discussion with children: compare the stories they created to the real story and talk about that. 2) Reminder: Importance of fruit and vegetables (protective, base of the pyramid) and how often they should be eaten. 	
EVALUATION		<p>Activity 4:</p> <ul style="list-style-type: none"> Put the Rainbow poster up in the classroom. Ask your students why it is important to eat fruit and vegetables at every meal. 	<p>Fruit the children bring to class</p> 

To learn more

Ask your students to each bring one piece of fruit to make a fruit salad in class.

Session 6: A balanced meal

Family activity

Ask the children to prepare for the session by completing challenge no. 6 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS		Activity 1: Instructions: "Watch the video carefully because afterwards I am going to ask you some questions" 1) What should we find on a balanced plate? 2) Which food group should take up the most room on our plate?	 Video : What is a balanced meal?
LEARNING	<ul style="list-style-type: none"> To ensure a balanced diet every day, my plate should look like the balanced plate model. 	Activity 2: Presenting the balanced meal poster Instructions : «Ask the person next to you what they ate last night. Did that make a balanced plate? If not, what was the problem and how would you fix it?» Activity 3: <i>(in groups of 4 students each)</i> Instructions: "Here is an empty plate, using the different food cards, make it into a balanced plate."	  
EVALUATION		Activity 4: Instructions: I am now going to name some dishes we eat every day here on our island and you have to tell me what needs to be changed for those dishes to become balanced.	Give a list of the dishes families eat most often




To learn more

Look at the meals listed on the menu of one of the island's restaurants. Do the dishes match the balanced plate model?

Session 7: Mealtimes

Family activity

Ask the children to prepare for the session by completing challenge no. 7 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS		<p>Activity 1:</p> <p><i>(in groups of 4 students each)</i></p> <p>Instructions: "Here is a blank timeline for a normal day. With the pictures you have, show what Vili's day is like."</p> <p>Have a few groups show their work (presenting their work aloud).</p>	 
LEARNING	<ul style="list-style-type: none"> Eating meals at set times of day helps us provide our bodies with energy on a regular basis. Being hungry or feeling full regulate food intake (concept of regular mealtimes). 	<p>Activity 2:</p> <p>Get the children to think about their many everyday activities and about the importance of regularly recharging their batteries.</p> <p>Instructions: "During the day, what are some activities that we need energy for? How do we give our bodies that energy?"</p> <ol style="list-style-type: none"> 1) Identify the different meals eaten during the day and the times they are served. 2) Introduce the concept of hunger and feeling full, which regulate food intake. 3) Emphasis that eating at regular times allows us to provide our bodies with energy on a steady basis (compare to a car that has to regularly go to the service station to fill up). <p>The teacher puts the mealtimes (breakfast, lunch, afternoon snack, dinner) on the timeline.</p>	
EVALUATION		<p>Activity 3:</p> <p>Instructions: "Watch the video carefully because afterwards I am going to ask you some questions."</p> <ol style="list-style-type: none"> 1) How many meals do we need each day? 2) What is the role of snack time as compared to all the other meals? 3) Explain the difference between hunger and food cravings. 	 <p>Video: The different meals' roles</p>



To learn more

Ask the children to make a timeline showing what they did yesterday.

Session 8: Breakfast: an important meal

Family activity

Ask the children to prepare for the session by completing challenge no. 8 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS	<ul style="list-style-type: none"> Breakfast is an important meal because it comes after a long period of fasting (night-time). So we then need energy to start the day. It helps us keep going without snacking until lunch and to be alert at school. 	<p>Activity 1:</p> <p>Instructions: "Why is it important to have a good breakfast before we come to school?" (Recall the previous session about mealtimes).</p> <ol style="list-style-type: none"> 1) Show them the poster "It's important to eat breakfast". 2) Description and discussion about the poster. 	
LEARNING	<ul style="list-style-type: none"> What a balanced breakfast looks like. 	<p>Activity 2:</p> <p>Instructions: "What does a balanced breakfast consist of?" (Recall the previous sessions on food groups)</p> <ol style="list-style-type: none"> 1) Exploring the "A balanced breakfast" poster. 2) Description and discussion about the poster. 	
EVALUATION		<p>Activity 3:</p> <p>Instructions: "Draw a balanced breakfast."</p>	<p>Sheets of paper, crayons</p>



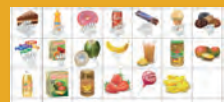
To learn more

Prepare a balanced breakfast at school and invite the students' parents.

Session 9: Sugar

Family activity

Ask the children to prepare for the session by completing challenge no. 9 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS	<ul style="list-style-type: none"> Explain that there are different sources of sugar (natural sugar in food, sugar added during processing). 	<p>Targeted Activity 1.</p> <p>Instructions: "Look carefully at the pictures I am going to show you":</p> <ol style="list-style-type: none"> How are they the same? How are they different? <p>Activity 2:</p> <p>Tasting the products shown in the PowerPoint: Help the children find the differences between naturally sweet foods such as fruit and those with added sugar.</p>	 <p>Food items shown in the PowerPoint</p>
LEARNING	<ul style="list-style-type: none"> Reminder: products with added sugar are at the top of the pyramid (=limit them) because of the risk of cavities/overweight. Show the amount of sugar in common foods. 	<p>Activity 3:</p> <p>Show them the poster on the sugar content of food or beverages</p> <ol style="list-style-type: none"> Read the poster aloud to get them to realise the amounts of sugar found in the foods children like most. Maths activity: How many grams of sugar will I have if I drink a soda and eat a chocolate bar? 	
EVALUATION	<ul style="list-style-type: none"> Making good food choices to reduce my daily intake of sugar (particularly during snack time). 	<p>Activity 4:</p> <p>(in groups of 4 students each)</p> <p>Instructions: «Put the drinks or food in order from those with the least sugar to those with the most.»</p> <p>Serve foods with less sugar for a balanced snack (e.g. What foods could I choose instead of a bottle of juice and cookies in order to have a snacktime with less sugar?)</p>	

To learn more

Add pictures of new sugary food items to the poster.


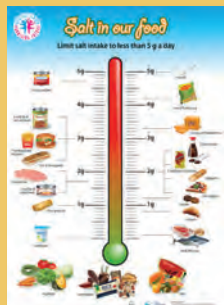

Have fun calculating the amounts of sugar eaten.

Tell the children about the diseases people can get from eating and drinking too many sweet products.

Session 10: Salt

Family activity

Ask the children to prepare for the session by completing challenge no. 10 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS	<ul style="list-style-type: none"> Salt is one of the five basic tastes. 	<p>Activity 1:</p> <p>Instructions: "Look carefully at the pictures I am going to show you":</p> <ol style="list-style-type: none"> Are these products a little salty, moderately salty or very salty? What is the difference between these foods? (some are raw, others have been processed by the agrofood industry.) 	
LEARNING	<ul style="list-style-type: none"> Our bodies need salt. Food already contains salt so we should get rid of our bad habit of always putting salt on the food that we are served. Eating too much salt is dangerous for your health (may lead to high blood pressure). 	<p>Activity 2:</p> <p>Show them the poster on the amount of salt in common foods</p> <ol style="list-style-type: none"> Read the poster aloud to get them to realise the amounts of salt found in the foods children like most. Explain to the class that salt is added to food: for the taste (e.g. chips), to preserve it (e.g. ham/tinned food), to make it (salt allows bread to rise) and that, in general, the least salty foods are "raw" (= foods that have not been industrially processed). 	
EVALUATION		<p>Activity 3:</p> <p><i>(in groups of 4 students each)</i></p> <p>Instructions: "I need to eat less than 5g of salt per day, so how can I do that?" (I choose foods from the bottom of the poster because they are low in salt and I don't add salt during cooking or when I eat them.)</p>	

To learn more

Study in class how salt is collected.




Have fun calculating the amount of salt eaten during each meal using the poster.

Tell the children about the diseases people can get from eating and drinking too many salty products.

Session 11: Food processing

Family activity

Ask the children to prepare for the session by completing challenge no. 11 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS		<p>Activity 1:</p> <p>What is hidden behind food products? Instructions: "Look carefully at the pictures and tell me the ingredients found in these products.»</p>	
LEARNING	<ul style="list-style-type: none"> Industrial processing adds ingredients that we should eat sparingly. 	<p>Activity 2:</p> <p>The journey that food takes Instructions: "Look carefully at the pictures I am going to show you." 1) Project the PowerPoint showing the processing steps for a few food items. 2) Open discussion with the children. 3) Questions to gauge their understanding. 4) Help the children see that processing changes the components of a food item.</p>	
EVALUATION	<ul style="list-style-type: none"> Industrial processing makes healthy foods (at the bottom of the food pyramid) into foods we should avoid, e.g. potatoes + added fat and salt → chips. 	<p>Activity 3:</p> <p>Instructions: "Put the raw and processed ingredients that I say back into the pyramid: potatoes, chips, pineapple, pineapple jam, mango, box of mango juice, chicken, nuggets, water, soda." Industrial processing makes foods that were initially healthy, such as potatoes, into foods we should avoid, like chips, and so, changes their places in the pyramid.</p>	



To learn more

Write out the processing recipe for one or more foods commonly eaten on the island.

Session 12: Information on food packages

Family activity

Ask the children to prepare for the session by completing challenge no. 12 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS	<ul style="list-style-type: none">Regulations require that agrofood industries provide their customers with information about their products.	<p>Activity 1:</p> <p>Looking closely at packaging</p> <p>Instructions : «Using the packaging that you brought from home and the poster, identify the information that can be found on food packages.” (e.g. ingredients, name, weight, nutritional content, place of manufacture). Highlight the importance of nutritional labels in choosing the right products.</p>	<p>Food packaging that the children bring from home</p> 
LEARNING	<ul style="list-style-type: none">The nutritional information on food packaging is not always easy for consumers to understand	<p>Activity 2:</p> <p>Focus on nutritional labels</p> <ol style="list-style-type: none">Using the poster, explain the information contained in the nutrient labels (proteins, fats, carbohydrates, sodium)Instructions: “Find the nutritional information that we just talked about on the packaging you brought from home.» <p>Have the class compare the sugar (carbohydrates) and sodium (salt) contents of the different products they brought from home. Reading the nutritional label lets you choose healthy food (= that do not contain too much sugar, fat or salt).</p>	
EVALUATION	<ul style="list-style-type: none">Nutritional labels help consumers choose food products.	<p>Activity 3:</p> <p>Role play</p> <p>Using the empty packages, set up a small store in the classroom. The children walk along the shelves and read the labels on the products in order to choose the healthiest ones before going to pay for them at the checkout counter.</p>	<p>Different empty food packages</p>


To learn more

Arrange for a visit to a store in the village to allow your students to look at nutritional labels under real-life conditions.

Session 13: Communication, media and food

Family activity

Ask the children to prepare for the session by completing challenge no.13 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS	<ul style="list-style-type: none"> Health services and private businesses use the same means of communication but their goals are not the same: promoting certain behaviours to protect people's health versus making a profit. Be aware of the marketing strategies agrofood industries use so as not to be fooled by them. 	<p>Activity 1:</p> <p>Visual communication materials</p> <ol style="list-style-type: none"> Advertising posters Instructions: "Look at the ad posters that I am going to show you on the screen and try to identify the parts that make up an advertisement." (image, slogan, brand logo) Health promotion posters Instructions: "Now let's look at these prevention posters made by the health department." <ul style="list-style-type: none"> Identify common areas and differences in an advertisement and a prevention poster. 	
LEARNING		<p>Activity 2:</p> <p>(in groups of 4 students each)</p> <p>Instructions: "Choose a healthy food and think about the information you need to put on your poster to promote it.» (image, message, logo).</p>	
EVALUATION		<p>Activity 3:</p> <p>Make a poster.</p>	A3-format sheets of paper, markers



To learn more

Hold a health promotion poster contest with other classes or other schools.

Session 14: Different cooking traditions

Family activity

Ask the children to prepare for the session by completing challenge no. 14 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS	<ul style="list-style-type: none"> In the different countries around the world, people do not all eat the same things but we do find body-building, energy and protective foods in all dishes and the same concern about having a balanced diet every day in order to be healthy. 	Activity 1: <ol style="list-style-type: none"> Instructions: "Name the dishes you know and show where they come from on a map.» (e.g. pizza = Italy) Instructions: "Tell me whether or not those dishes are balanced.» (=contain the 3 food groups) 	
LEARNING	<ul style="list-style-type: none"> The way we eat depends on the foods available in our environments and on our cultures/traditions/religions. 	Activity 2: <p>Instructions: "I'm going to show you a video Pay attention because afterwards I am going to ask some questions."</p> <ol style="list-style-type: none"> Which things have an influence on what we eat ? Which foods do we find on our island and not in Europe? Why? 	 <p>Video: "Do people everywhere eat the same way? "</p>
EVALUATION		Activity 3: <p>Instructions: "Describe and talk about these photos and then place them on the map of the world."</p>	


To learn more

Study Peter Menzel's book "Hungry Planet".

Session 15: Education about sustainable development

Family activity

Ask the children to prepare for the session by completing challenge no. 15 in the "Activities to do with your family" booklet.

	Key messages	Learning situation/instructions	Materials
RAISING AWARENESS		Activity 1: <ol style="list-style-type: none"> Instructions: "Locate the countries on the map where the following foods come from: hamburger (USA), corned beef (NZ), pizza (Italy), rice (China). Can we find those foods in the store?" Instructions: "Explain why some foods we find in the stores come from far away. How do they get here?" Instructions: "Look at this picture that shows the price of the same food produced locally and imported. Let's talk about that." Get the children to think about the consequences of importing food products (e.g. pollution from transport, costs, packaging = waste to be taken care of, etc.) 	 
LEARNING	<ul style="list-style-type: none"> It is important to eat local products as this is good for our health and the environment! 	Activity 2: <i>(in groups of 4 students each)</i> Show the video "Food and Sustainable Development". Instructions: "Think about ways we could work in our islands to limit the problems linked to importing food items" (e.g. how to replace imported rice, tinned sardines, tomatoes, chicken).	 Video "Food and Sustainable Development"
EVALUATION		Activity 3: Get the answers from each group and show the class the poster "I choose local products". Open discussion about the advantages of eating local products.	

To learn more

- Plant fruit trees in the school yard to provide fruit for snack times.
- Make sure the school has set up a waste sorting system.
- Visit a waste treatment center.
- Arrange to spend a morning cleaning the village (trash collection) to raise both the children's and their families' awareness.

