

Start Smart
It's Fun to Share



衛生署
Department of Health

StartSmart – It's Fun to Share

30 Pre-primary Institutions

30 Real Cases to Share

Start Smart
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30 Pre-primary Institutions

30 Real Cases to Share

幼營喜動校園
StartSmart@school.hk

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It's Fun to Share

Contents

Preface	III - IV
Editor's Note	V
Cultivate Our Healthy Children	VI - IX

Vegetables	1
• Deborah Anglo-Chinese Kindergarten (Whampoa Garden) 《Harvest your Life》	2-5
• Faith Lutheran Church Kindergarten 《Eggplant Juice is NOT Purple!》	6-9
• Lok Sin Tong Tang Tak Lim Kindergarten 《Lesson in the Supermarket》	10-13
• HKSPC Cheung Sha Wan Nursery School 《Vegetables Are My Friend》	14-19
• NTW & JWA Yuen Long Children Garden 《Children Turning into Health Stars》	20-23
• St Anthony's Anglo-Chinese Primary School and Kindergarten 《Time for Mixed Vegetable Soup》	24-27
• St Monica's Anglo-Chinese Kindergarten (Lei Tung) 《Mom, I am Constipated》	28-30

Fruits	31
• C&MA Church Tai Wo Kindergarten 《Begin Your Wonderful Journey with Fruit》	32-35
• HKFYG Ching Lok Kindergarten Ching Lok Nursery 《Happy Fruit Day!》	36-39
• HKSPC Hong Kong Bank Foundation Nursery School 《Fresh Fruit Juice Is Not the Only Choice》	40-43
• HKSPC Park'N Shop Staff Charitable Fund Nursery School 《Fruit Party Time!》	44-47
• PLK Fung Leung Kit Memorial Kindergarten 《Fruit: On Plates? On Trees?》	48-51
• Ho Tak Kindergarten and Child Care Centre (Sponsored by Sik Sik Yuen) 《Story of the Obese King On Diet》	52-55
• St Philip Lutheran Church Kindergarten 《Mysterious Fruit Jungle》	56-59
• Topkids Anglo-Chinese Kindergarten 《Learning out of Classroom》	60-63
• Christian Evangelical Centre Lok Fu Kindergarten 《Sing and Eat Fruit with ‘Puppet’》	64-66

Balanced Diet	67
• HKYWCA Athena Kindergarten 《Children Like Eating Beans!》	68-71
• Ho Yan Kindergarten (Sponsored by Sik Sik Yuen) 《Understanding the Nutritional Values》	72-75
• Spring View Kindergarten 《Pathway to Health: Obstacle-free》	76-79
• Tsui Lam Estate Baptist Kindergarten 《Family Day, Sports Day!》	80-83
• TWGHs Chan King Har Kindergarten 《Activity Learning》	84-87
• May Nga Kindergarten (Branch) 《Healthy Friday》	88-90

Regular Meal Time	91
• Ching Chung Hing Tung Kindergarten 《Omni-Directional Chess Game》	92-95
• Mink International Pre-School 《Be a Smart Journalist》	96-99
• MCC Little Angel (Tin Shing) Kindergarten 《Passing through the Dietary Time Tunnel》	100-102

Drink More Water	103
• ELCHK Cheung Wah Kindergarten 《Powerful Water Elf》	104-107
• STFA Tuen Mun Leung Lee Sau Yu Kindergarten 《Family Fun with Water》	108-111
• C&MA Church Verbena Kindergarten 《Little Raindrop Pouring Down》	112-114
• Semple Kindergarten 《Four-Week Fight in Drinking Water》	115-117
• Telford Garden Kindergarten 《The Magical Aqua Formula of the Witch》	118-119

StartSmart : Review and Share	120-121
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Preface

All parents and caregivers would love to see their children grow up happily and healthily. Childhood obesity is increasing and the rate of overweight and obesity rose from 11.3% among primary one pupils in 1996/97 to 16.6% in 2009/10. There is indeed cause for concern. More worrying is the tendency for obese children to grow into obese adults.

The common causes of childhood obesity are poor dietary habits and physical inactivity. In this connection, the Department of Health has launched the StartSmart@school.hk Pilot Project in the 2010/11 school year in collaboration with 30 pre-primary institutions with encouraging results. Their experience has now been compiled into this publication so that many more pre-primary institutions can take reference from in respect of a variety of school based policies, practices, plans and teaching materials. With parental support, development and cultivation of healthy eating and physical activity habits among young children will be made much easier and more effective.

Fostering a healthy lifestyle must begin in early childhood. Second to parents, pre-primary institutions play a pivotal role. I hope that with the support of the family, school, community, government and non-governmental organisations, the StartSmart@school.hk Project will take root in settings where children learn and play.

Dr P Y LAM
Director of Health
May 2012



Preface

Pre-primary education lays the foundation for whole-person development and life-long learning. The Education Bureau is very concerned about young children's holistic development and growth. We recommend that pre-primary institutions should provide children with care and appropriate learning opportunities which cater for their developmental needs, in order to nurture them to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics as well as to develop good habits, so as to prepare for future life.

We are glad to see that the Department of Health worked closely with 30 pre-primary institutions to help children develop healthy living habits in the StartSmart@school.hk Pilot Project in the 2010/11 school year. With strengthened awareness and practices of healthy living in learning and teaching, young children's healthy attitudes and habits are cultivated in learning activities that are interesting and relevant to their daily life. The Pilot Project was well received by teachers and parents. I hope that all pre-primary institutions may make reference to the experiences of the pilot schools and take into account of their situations to formulate school-based policies and measures, and devise appropriate as well as interesting learning and teaching activities, in order to help children develop good habits to meet the challenges ahead.

I trust that with the concerted effort of the Department of Health and the Education Bureau, young children will develop healthily into future pillars of society!

Dr CHAN Ka-ki
Deputy Secretary for Education
May 2012



Editor's Note

In the 2010/11 school year, the Department of Health invited 30 pre-primary institutions to participate in the StartSmart@school.hk Pilot Project. The Pilot Project aimed at cultivating among young children a healthy lifestyle, while assessing the feasibility and effectiveness of interventions aiming to promote healthy eating and physical activity in the preschool setting.

This project was conducted in three stages (training/support, cross-sector collaboration, and experience sharing). Through support and training, school personnel, food preparation staff, parents and care-givers gained confidence and ability to create and strengthen a favourable environment and culture supportive of healthy eating and physical activity. As such, they were able to help children aged 2 to 6 develop a healthy lifestyle.


To pass on to schools, parents and children the knowledge about nutrition and physical activity, the Department of Health offered a series of workshops, publications, internet resources and relevant educational materials in the Pilot's first stage.

In the second stage, the pilot schools designed and implemented school-based activities according to pre-set health topics ('fruit', 'balanced diet', 'vegetables', 'drink more water' and 'regular meal time'), incorporating elements of physical activity. Children were encouraged to practise healthy lifestyle habits through practical and lively learning activities. The project not only enabled schools to spread the health messages in teaching activities; it also fostered home-school cooperation through educational resources. These outcomes combined to further the creation of a favourable home-school environment and a culture to support children's healthy eating and active living.

Active collaboration and hard work among various parties have brought us to the third stage, where we are offering to the public this booklet-and-DVD set, which consolidates the experience gained and publicises the exemplary practices of the pilot schools. This product will be valuable in the promotion of children's healthy lifestyle.

The Central Health Education Unit
Spring 2012

Cultivate Our Healthy Children

- 
- Formulation of health-related administrative measures
 - Provision of a healthy campus environment
 - Design of health-related teaching activities
 - Active promotion of home-school collaboration

Cultivate Our Healthy Children

Just like a piece of white paper, children are easily affected by the environment. As information flows quickly nowadays, innocent children are bombarded by advertisements and sponsored promotion of innumerable unhealthy foods by all kinds of tactics through the media; they gradually accept them as part of their diet. Meanwhile, some children are obsessed with electronic or internet games, which deprive them of their time for physical exercise. It is always true that a person's lifestyle stems from childhood. Unhealthy eating habits, coupled with a lack of exercise, result in ill health. The outcome is: in their forties, they go blind or receive dialysis every two days because of complications from diabetes; in their thirties, they are put on medication for life because of hyperlipidaemia, hypertension, or they even die of cardiovascular diseases. We want to see nothing like this.



Prevention is better than cure. Only with the correct attitudes towards life can our next generation live healthily. They should live out our health advice and stay away from factors of ill health and obesity.

Every year, around 140,000 children are enrolled in pre-primary institutions in Hong Kong. These institutions, just like the children's families, are responsible for nurturing the children's growth. They play a key role in instilling into the children the proper attitudes towards life, nurturing a healthy next generation and fight obesity. The institutions can work on the following four aspects:



1. Formulation of health-related administrative measures

If healthy lifestyle is to be supported and promoted in an effective and sustainable manner within the school environment, pre-primary institutions must put in place a comprehensive school policy on healthy eating and physical activity. This can establish a feasible and concrete objective for supporting a healthy lifestyle as well as to provide for a firm, positive foundation of life. To this end, pre-primary institutions can refer to the Department of Health's 'Nutrition Guidelines for Children Aged 2-6 Years' and 'Physical Activity Guide for Children Aged 2-6 Years' in order to formulate the policies' scope, content, evaluation and assessment measures that befit the

circumstances of their school, with a view to improving child health initiatives.

When it is time to formulate health-related administrative measures, a school may assign a task force comprising its headmaster/headmistress, teachers, parent representatives (e.g. PTA members), etc. to do so. They will be in charge of formulating and implementing measures in relation to diet and physical activity; they will also make annual reports regarding health policies and other measures to teaching staff, catering staff and parents. Moreover, they will organise meetings, surveys, interviews and other functions to examine the policies in question and their implementation status. The school may also arrange support and training to staff concerned as appropriate.



2. Provision of a healthy campus environment

In order to promote a sustainable healthy lifestyle, schools must examine the age, nutritional requirements, nutritional values of food, skills development and physical activity needs of their pupils in order to foster a favourable campus environment that encourages healthy eating and active living.

Schools may refer to guidelines for nutrition and physical activity when designing healthy lunch menus and snack recipes for pupils. Schools should

provide wholesome a diet and an adequate amount of water every day as well as prohibit the promotion of unhealthy food within the campus. Meanwhile, schools should set a fixed number of hours for daily physical activity for pupils.

3. Design of health-related teaching activities

A pre-primary education of high quality should indeed be comprehensive and well balanced. By designing health-related teaching activities for children, we not only give them the relevant knowledge and concepts, but also develop their survival skills and impart to them the proper values and a positive attitude. From the contexts of 'healthy diet' and 'physical activity', children understand what they need for body growth, and thus brush up their self-care ability. They need a positive attitude and good habits that last for ever.

Schools may include nutritional topics in their curriculum and physical activity designs so that they can teach children the importance and practice of healthy diet and skills of choosing healthy foods. The teaching activities can involve topics like 'regular and balanced diet', 'drink more water', 'vegetables and fruit', all to be combined with physical activity elements, so that children can learn in a relaxed and pleasing atmosphere.



4. Active promotion of home-school collaboration

Parents or caregivers are often imitated by children, who regard them as role models. They exist in the family setting, where children learn and explore new things like they do at school. Therefore, parents should behave properly, encourage and teach their children patiently so that they all live healthily together. Teachers should also act as role models to show their pupils how healthy lifestyles should be practised.

Schools should refer to nutrition guidelines and resources compiled from reliable sources like the Department of Health, related academic or professional organisations, and then convey the information to parents through student handbooks, school circulars, intranet and bulletin board notices in order to promote the awareness of healthy diet and physical activity. Effective communication ensures home-school collaboration, which creates an ideal learning and living environment and facilitates our children's healthy diet and regular exercise.



The above are sheer theories. So what would it be like upon their implementation? Let us review the thirty pre-primary institutions that have participated in the StartSmart@school.hk Pilot Project, and see how these pilot schools designed their school-based

activities on health topics ('vegetables', 'fruit', 'balanced diet', 'drink more water' and 'regular meal time') assigned to them!

Vegetables

Vegetables that contain large amounts of dietary fibre are the best choice to promote intestinal health and prevent constipation, haemorrhoids, hypertension, colon cancer and other diseases. Vegetables contain an abundant amount of antioxidants, vitamins and minerals. Their nutritional values are very high and extremely beneficial to children's well-being. Moreover, with high water content, low fat and low calories, they are least likely to be associated with obesity. Both adults and children should eat vegetables often.

The seven participating schools

- Deborah Anglo-Chinese Kindergarten (Whampoa Garden)
- Faith Lutheran Church Kindergarten
- HKSPC Cheung Sha Wan Nursery School
- Lok Sin Tong Tang Tak Lim Kindergarten
- NTW & JWA Yuen Long Children Garden
- St Anthony's Anglo-Chinese Primary School and Kindergarten
- St Monica's Anglo-Chinese Kindergarten (Lei Tung)





StartSmart
★Pilot School★

Deborah Anglo-Chinese
Kindergarten
(Whampoa Garden)

《Harvest your Life》

Learn to treasure the vegetables on your plate



Music and fitness are the two major elements for the school to organise a variety of activities for children. Through these real-life sensory experiences, their children manage to build a sustainable healthy lifestyle.

In designing the activities, teachers bring real vegetables to classes. Children learn the names, characteristics, structures and tastes of different vegetables. They become more interested in eating vegetables. Pictures and vocabulary cards are also used as teaching aids to increase their knowledge of vocabulary. Through such an integrated approach of education, children understand the significance of vegetables and are able to identify healthy food items. They even bring the health message back home.

As a pilot school, Deborah Anglo-Chinese Kindergarten (Whampoa Garden) emphasises both cognitive and physical development of their students. Various activities simulating real-life experience are organised, like simulating as farmers and role-playing the purchase of vegetables in the market, to enhance children's knowledge of different vegetables.



Stage 1 : Introduction



Stage 2 : Start Smart!



Live : Eat the Greens, Know the Greens

Objective : To teach children the Chinese characters for 'gourd', 'leafy vegetable' and 'legume' and their pronunciation, and to deliver the message of the importance of eating vegetables.

Time : 30 minutes

Materials : Real samples of gourds, leafy vegetables and legumes, three bags, vocabulary cards and picture cards of vegetables, a music CD, a CD player, insulating tape, four baskets, toy food of different shapes, and a magnifying glass.

Let's GO!

Cognitive development

1. Children imagine that they are right in a plantation and that they see a vast vegetable field.
2. Everybody sits in a circle. The teacher shows the vegetable samples and asks the children if they have tried any of them before.
3. The teacher introduces the vegetables. He/she invites the children to observe the vegetables with a magnifying glass and feel the shapes.
4. The teacher puts each vegetable into a different bag. Children will have to put their hands inside and guess what kind of vegetable is.
5. The teacher shows the vocabulary cards and let the children read the characters.
6. The teacher explains the vegetables and their benefits, such as preventing constipation and certain diseases.
7. Divide the class into two groups. Place the picture cards on the ground randomly.
8. The teacher plays the music and says, 'Kids, let's buy vegetables together!' The children move around, pretending to be strolling in a market.
9. When the music stops, the teacher says, 'I want to buy xxx (name of a vegetable).' Then the children pick up the correct picture cards and yell: 'I have just bought xxx.'



Physical activity: Be the healthiest!

1. Mark the starting point and the destination on the floor with insulating tape. Place three baskets beyond the destination.
2. Divide the class into two groups. Give each group a basket of toy food.
3. The children take turns to pick healthy food items out of their given basket. Then they have to bypass the paper bricks and deliver the toy food to the basket at the destination. Afterwards, they run back to the starting point.

Cool-down exercise

Children have to imagine themselves as farmers who have worked hard in the field for the whole day. They are exhausted and now sauntering back home.



Five Learning Outcomes

1. Language development :
By telling what they have bought, children learn the Chinese vocabulary in question and make sentences by telling whether they have bought gourds, leafy vegetables or legumes.
2. Knowledge acquisition :
They can identify the types and the characteristics of vegetable and other healthy food items.
3. Real-life experience :
Role-play games are based on children's daily life to help them understand the benefits of vegetables more effectively.

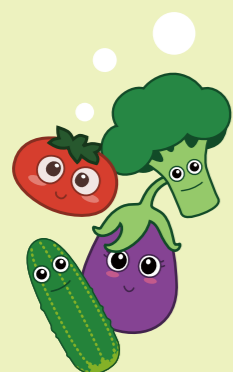


4. Daily application :
Children understand the benefit of eating vegetable and apply the knowledge to daily life. When they are doing role-play, some children even tell others that they should eat more vegetables to facilitate bowel movement.
5. Fitness training :
Through physical activity, children learn to be patient, encouraging and cooperating with each other. Their physical capabilities including sensitivity, coordination of limbs, speed and reaction are also enhanced.



Joyful Vegetable Reminder

1. Sweating causes loss of body fluid. Therefore, children should drink plenty of water after physical activities.
2. Teachers should measure the height and weight of children regularly with reference to the 'Weight-for-Height' chart so as to keep track of their growth.
3. Parents are encouraged to work out more with their kids, such as playing in parks, swimming, running or dancing.
4. Parents should refer to their children's learning profiles (which include the assessment and photo records) regularly and attend Parents' Days in order to understand more about their children's physical development.



Ms. Tam Kit Lai Kitt
Headmistress



Ms. Lui Tsui Shan
Teacher

Stage 3 : Sharing Platform



- Children shared with each other what they had learnt in class. They even brought fruit back to our birthday parties. Children not only ate fruit at school, but also brought the healthy eating messages back home and shared their fruit and vegetable eating experience at school.
- Parents said that the resources provided by the Department of Health were very comprehensive. They found themselves given a lot of useful information.
- After attending the workshop, I learnt that processed food items were bad for children's health. We replaced them with healthy food choices and adopted new recipes such as 'steamed minced pork and tofu', 'stir-fried chicken with sweet corn and yellow pepper' and 'soup of carrot and green turnip'.
- Now our food preparation staff take account of the quantity of salt and oil when planning menus and when cooking. I understand that we should use no more than two tablespoons of oil per person per meal. The sample demonstrations as in the nutrition guidelines are easy to understand and follow. Despite the tight schedule of class work, it is essential for children to learn the importance of a balanced diet. Therefore, we conduct lessons on this topic by making use of story-telling activities, worksheets and outdoor visits. Also, we find the leaflets and suggested activities provided by the Department of Health extremely useful for us to design our teaching activities.

Conclusion

Since the school signed up for the StartSmart@school.hk Pilot Project, their children have gained a deeper understanding of healthy diet. They have become more comfortable with eating vegetables and are more aware of their subsequent benefits. Since most of the vegetables are green, the school use those with other colours instead, such as yellow corn or red pepper, to attract the children and arouse their curiosity about vegetables and fruits. Now the children are more eager to learn and consume vegetables.





StartSmart
★Pilot School★

Faith Lutheran
Church Kindergarten

《Eggplant Juice is NOT Purple!》

Get to know a vegetable from its juice

Stage 1 : Introduction



Everybody knows that vegetables are good for health. Regular intake eases digestion and prevents diseases. However, children may not have a comprehensive concept of vegetables; worse still, they may regard vegetables as something disgusting and thus refuse to eat. In fact, vegetables exist in a wide variety of species; if both schools and parents manage to choose the proper cooking materials and be more creative with the cooking, children will certainly love eating vegetables. This is to foster a healthy lifestyle in a step-by-step approach.

With the aid of the StartSmart@school.hk Pilot Project, parents and children of Faith Lutheran Church Kindergarten successfully brushed up their knowledge of the nutritional values of vegetables, and made vegetable-eating a habit. The school used the resources offered by the Department of Health and carried out thematic learning activities. Through interacting with teachers, the children explored and grasped a clearer picture of the benefits of different vegetables, and no longer refuse to eat dishes of greens.



Stage 2 : Start Smart!



Live: Find Out the Colour of a Vegetable Juice

Objective: To reinforce knowledge of vegetables through exploring the natural colours of vegetables and their juices.

Time : 30 minutes

Materials : Vegetables (choy sum, yellow and red pepper, eggplant, beet), worksheets, wooden rods, napkins and colour pencils.

Let's GO!

1. First, children guess the colour of each vegetable juice and fill the worksheet with colour.
2. Distribute the vegetables. Children wrap the vegetables with napkins and pound wooden rods on them until juice comes out. Ask them to observe and record the colours. Then ask them to share their answers with each other.



Live: Shop for Vegetables (physical activity game)

Objective: To encourage a healthy and active lifestyle among children through playing games and creating their own body movement. Children can also brush up their vocabulary of vegetables.

Time : 30 minutes

Materials : A quantity of vocabulary cards (with words from vegetables), and the same quantity of hula hoops.

Let's GO!

1. First, do some stretching to warm up.
2. Then, put one vocabulary card, preferably one featuring common vegetables, inside each hula hoop.
3. Instruct the children to stand within the hula hoops randomly.
4. Invite one child to become the chef and ask him/her to buy vegetables with different gaits: for example, step-hopping, crabwise walking and single-leg hopping. If the chef shouts the name of a vegetable, such as 'lettuce', the children standing in the hula hoop of 'lettuce' will have to move around using the gait of the chef. If the chef says 'yummy', the children have to walk into any hula hoops. Whoever fails to do so will be caught by the chef, and that particular pupil will have to be the chef in the next round.
5. Cool-down exercise.



How to encourage children to eat more vegetables?

1. Give them the right messages:

Children are curious of new information. They are more willing to accept fresh ideas. In the activity, some children make the wrong guess of the colours of different vegetable juices. As eggplant is purple in colour, they think its juice is also purple until they pound on them and see the transparent juice flowing out. Such experience gives them a more comprehensive picture.



2. Keep their diet balanced:

Now children have learnt more about vegetables; they know more about the names, colours, shapes, tastes and characteristics of vegetables; this would also increase their interest in eating vegetables, and they would obtain enough dietary fibre as a result.



3. Start from small bites:

Children resist vegetables mostly because of the smell and the rough texture. Too much fibre makes them hard to swallow. Parents can try different cooking methods and ingredients; for example, they can cut the vegetables into threads, or choose those with softer textures, brighter colours and sweeter tastes. Serve veggie in small proportions at the beginning. If children are willing to try, praise them for encouragement. Never force them to eat vegetables or overcorrect their eating habits.

Stage 3 : Sharing Platform



Ms. Lee Sheung Man Headmistress

- It is difficult to encourage children to eat vegetables. Yet, if we help them make the move and try small bites at first, they can gradually adapt to eating vegetables. Children (especially the 3-year-olds) fear the smell and find it difficult to swallow the dietary fibre. After discussion with parents and food preparation staff, we made a change by cutting the vegetables into finer pieces. Now our children are no longer afraid of eating vegetables.
- By guessing the colours of vegetable juice, children became more curious and thus more willing to try.
- Our staff members learnt more about nutrition and proper cooking methods. They realised that it was useless to force pupils to eat. We served them macaroni with sliced and chopped vegetables during teatime so that they gradually got used to different vegetables.
- We also serve parents with monthly leaflets 'letter-to-parents' and the 'physical activity chart for child', both designed by the Department of Health. Teachers and students benefit from these resources about nutrition and physical activity.



Conclusion

Living in such a busy city as Hong Kong is, we find it extremely difficult to maintain a balanced diet and do enough exercise. However, healthy lifestyle should start in childhood and be promoted in families. This is the rationale behind the Campaign. Besides, strengthening home-school communication can raise the parents' awareness of child health.





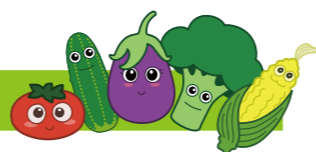
StartSmart
Pilot School

Lok Sin Tong
Tang Tak Lim
Kindergarten

《Lesson in the Supermarket》

Think and act in learning

Stage 1 : Introduction



Children will easily form the wrong eating habits if they are allowed to choose only food with high fat/sugar content, which may affect their health and lead to obesity. For the sake of health, they should adapt to a balanced diet.

In order to facilitate pupils' learning, schools may consider arranging supermarket visits for them so that children can be exposed to a variety of vegetables and observe their appearances and structures. Vegetables are natural; they have a high fibre content and exist in a wide variety. They can be leafy vegetables, mushrooms, gourds, fruits, roots and rhizomes. Children can pick up their favourites from such a great diversity.

The teaching staff in Lok Sin Tong Tang Tak Lim Kindergarten attended a number of workshops. They discussed, explored and learnt about some health issues together. Several actions were taken at school, among which the school found the change in menus and food portions most effective. To ensure the food supplied met the requirement of health and hygiene, the school oversaw that teachers, food preparation staff and children maintained contact all the time. The project has provided a solid foundation for children's health.

Stage 2 : Start Smart!



Live: Visit the Supermarket

Objective: To enhance children's knowledge of the names and the shapes of different vegetables, and to understand how people sell and buy vegetables.

Time : 30 minutes

Materials : A group list and worksheets. Each child should also bring a two-dollar coin and a reusable shopping bag.

*The activity may require prior permission from the supermarket.

Let's GO!

1. The class is divided into small groups. Pupils are taught to bring reusable bags for shopping.
2. At the vegetable stall in the supermarket, children attempt to tell the names of the vegetables and describe them. They also attempt to tell the quantity of each vegetable.
3. The teacher explains the characteristics of leafy vegetables, mushrooms, gourds, fruits, roots and rhizomes.
4. Children familiarise themselves with the procedures of shopping, shopping etiquette, classification of goods, as well as the job nature of shop assistants and cashiers.



Live: Know More About Vegetables

Objective: To strengthen children's understanding of the structure (including roots, rhizome and leaves) of the vegetables.

Time : 30 minutes

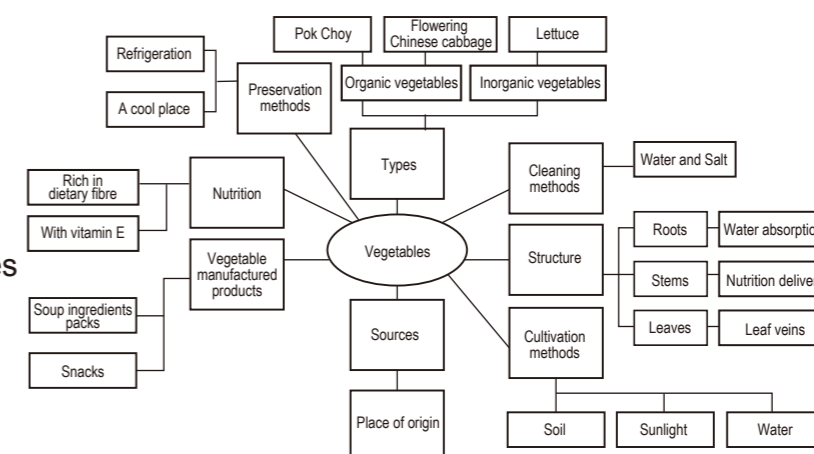
Materials : Vegetables with roots, rhizome and leaves (e.g. pak choy, choy sum and Chinese lettuce), plain sheets of paper and colour pencils.

Let's GO!

1. Each child holds a vegetable, draws it and labels each part.
2. To know the vegetables better, the children colour their drawings, and then make frottage graphics of the leaves carefully.
3. They halve the vegetables and observe the difference among them.
4. The teacher makes use of a specially designed 'mind map of vegetables' for teaching. The mind map starts with 'vegetables' and extends teaching to areas like preservation method, nutrients, structures and so on. By doing so, children are able to have a more thorough picture on the topic of vegetables.



Mind Map of Vegetables



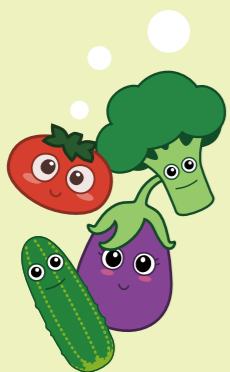
How to optimising your life with vegetables

1. Healthy teatime:
Children try vegetable soups in teatime. They learn the textures and tastes of different vegetables; at the same time they get vitamins A, B and C, dietary fibre, carbohydrates and minerals.
2. Low-fat cooking:
The school supplies healthy lunch and snack including fresh vegetables (like cucumbers, carrots, cherry tomatoes, etc.) and boiled corncobs. Also, the school uses healthy cooking methods like steaming, boiling and quick stir-frying (with less cooking oil) with less salt to make vegetable dishes and soup.



3. Table manners:
During lunchtime, children are reminded to maintain proper table manners. They are taught to chew gently and never scream or play when eating.
4. Be a role model:
Teachers are role models. They should set a good example of healthy eating.

Joyful Vegetable Reminder



1. Children should avoid snacks with high fat, sugar and salt contents or else they will suffer from excessive calorie intake, which may affect their appetite and lead to obesity. Worse still, it may cause malnutrition.
2. Traditional Chinese soups (slow-cooked soups) are usually made by chicken paws, pork spareribs and ox-tails stewed for a long time. Frequent intake of these soups are not recommended as children would absorb excessive saturated fats originated from the bone marrow within the soup, and in the long run would adversely affect heart health. Soups made with vegetables, fruit and lean meat are much healthier.



Stage 3 : Sharing Platform



- All teachers and parents of the school agree that childhood is the best time to develop the right eating habits. Such habits have an impact on the health and emotional stability of children.
- We hope to bring children to the food resource centres, and arrange for them to learn farming. Site visits and hands-on experience encourage children to treasure food and learn more about environmental protection.

Conclusion

Through visiting the supermarket, children directly experienced the procedures of selling and buying vegetables in reality. Personal observation, hands-on experience with vegetables and explanations by the teacher helped the children learn the names, shapes and types of vegetables. The understanding of vegetables is further strengthened with painting activities.





StartSmart
Pilot School

HKSPC
Cheung Sha Wan
Nursery School

《Vegetables Are My Friend》

Three weeks of topical study on vegetables

Stage 1 : Introduction



To act in line with the StartSmart@school.hk Pilot Project, the HKSPC Cheung Sha Wan Nursery School designed a three-week topical study on vegetables. The topical study aimed at covering each and every part of learning. Children learnt more about vegetables through different aspects including music, physical education, art and life experience. In the classroom, there were language, art and science corners to introduce children to vegetable-related knowledge, such as planting and growing of vegetables, and also their sources, types, structures and nutritional values.

Through storytelling, research, visit, performance sharing, discussion, vegetable painting and art work creation and so on, children's language, art and communication skills were strengthened. More importantly, children could establish a good eating habit of more vegetables and less meat afterward.



Stage 2 : Start Smart!



Live: Be a Farmer

Objective: To help children gain deeper understanding of vegetables, including different types and characteristics of vegetables, their use, growth process and planting methods. They will also understand the duties of a farmer.

Materials : Pictures, brushes, sketch paper, claves, a tambourine, pictures of labouring farmers, pictures of vegetables, egg shells, art & craft tools, bean bags and hula hoops.



Let's GO!

Section one:

1. The teacher tells the story 'The Growth of Little Bean' to the children. They learn about the favourable conditions of vegetable growth.
2. The teacher then discusses with children the favourable seasons and conditions for vegetable growth.
3. The children draw the vegetables.
4. The children play claves along the 'vegetable song'.
5. Children follow the rhythm produced by the tambourine and move along as if they were farmers ploughing the land and sowing the seeds.



Section two:

1. The teacher shows different vegetables and asks if they are grown by the children.
2. The teacher refers to the online game at the website of the Vegetable Marketing Organisation (VMO). He/she helps children learn the duties of a farmer.
3. Children learn the duties of a farmer from different pictures such as ploughing, sowing, irrigating, fertilising and harvesting.
4. Children imitate farmers' act of harvesting.
5. Putonghua activity: Children select some picture cards of vegetables and read out the words in Putonghua.
6. Art activity: Children paste the egg shells on vegetable pictures to form 'vegetable collage'.
7. Music activity: play the song 'Spring'. Children listen to the song and pretending themselves to be farmers and animals.
8. Physical activity: Children deliver the vegetables together to the hula hoop at the destination. They pretend to be farmers by placing the vegetables inside the bean bags.



Live: Buy Vegetables Together

Objective: To enhance children's knowledge of the types, nutritional values and benefits of vegetables with reference to the Food Pyramid.

Materials : Fresh vegetables, lyrics of the kids' song, online resources (pictures of places where we can or cannot buy vegetables, and nutritional information of vegetables), towels, the Food Pyramid, recipes and painting tools.



Let's GO!

(Pre-nursery class)

Day One:

1. The teacher reads aloud the lyrics of 'Buying Vegetables' with the children.
2. Children fit different names of vegetables to the lyrics.
3. The teacher shows some pictures of places where we can or cannot buy vegetables.
4. Children then share their experience of buying vegetables.
5. Have the children pair up with each other. Ask them to deliver the vegetables to the destination with the use of towels or cloth. Then ask them to put the vegetables where vegetables are sold.
6. The teacher encourages the children to visit the market or supermarket together with their parents and buy vegetables. They have to share the experience the next day, when the class explore the nutritional values of vegetables.

Day Two:

1. Children share their experience of market/supermarket visit the day before.
2. Discuss with children the nutritional values of vegetable so that they learn the benefits of vegetables.
3. Ask children to think about what they can do with the vegetable they have brought back.
4. Divide the class into small groups. Each group choose their favourite vegetable recipe for lunch and discuss how to cook and what ingredients they should use.

(Kindergarten 1)

1. Divide the class into groups. The teacher then brings them to the market or supermarket to buy vegetables.
2. During the visit, the Putonghua teacher will invite the children to guess the names of vegetables in riddles.
3. When they are back in school again, the children will share in groups what they have bought.

Live: Who is the Little Chef?

Objective: To help children know better the benefits of eating vegetables and teach them the correct dietary attitude by making them prepare and cook a vegetable meal themselves.

Materials : Fresh vegetables, spaghetti, kitchenware, dining utensils and the vegetable mind map.

Let's GO!

1. Children sit in circle and play the game 'guess who's the chef' : the 'little chef' will engage in a body movement and the rest of the class will follow him/her. The rest of the kids, who pretend to be customers, will guess who the little chef is.
2. At the end of the game, children follow the teacher's instructions to clean and chop the vegetables.
3. A group of children put the vegetables into a pot and make a vegetable soup. Another group assist in cooking the spaghetti with tomato sauce.
4. The children taste the dishes and share with each other how they feel.
5. With the use of a mind map, the teacher rounds up what they have learnt in the vegetable topical study .



Live: Art, Music and Physical Activity Jam

Objective: To let children learn the structure of vegetables and build up an attitude of exploration.

Materials: fresh vegetables, art & craft tools.

Let's GO!

1. Children observe the structure of a tomato.
2. They learn the structure of vegetables through jigsaw puzzle.
3. Art activity: Ask children to stencil patterns on drawing paper using vegetables and then observe various parts of vegetables.
4. Music activity: Children accompany the song 'Vegetables are My Best Friend' with maracas.
5. Physical activity: Invite the children to pair up with each other. Some pretend to be vegetables using different body gestures while others pretend how vegetables look like when being cut up.



10 Missions of Vegetables

1. Enhance concentration:
Storytelling not only trains children's concentration, but also boosts their learning incentives and arouse their interest in the upcoming activities.

2. Enrich knowledge:
Apart from giving them dietary knowledge, children are also taught about vegetable farming through activities.

3. Experience sharing:
Children are invited to share their experience in buying vegetables with their family. Such sharing and discussion reinforce their interest in learning.



4. Teach the structure of vegetables:
Through the jigsaw puzzle game, children are guided to understand different parts of vegetables including root, stem and leaf.

5. Enrich vocabulary:
Teacher explains the use of adjectives such as 'sweet', 'sour' and 'bitter' so as to enrich expressions of the tastes of vegetables.

6. Strengthen language ability:
Apart from acquiring mere knowledge, children can enhance their ability of reading, writing, listening and speaking.

7. Science and technology:
Children can observe different kinds of vegetables and observe the pattern of a leaf.

8. Fitness and health:
Children comply with the instructions to create their own body gestures in order to express their emotion.

9. Arithmetics:
Children distinguish the concepts of 'empty' and 'full' by measuring the size of vegetables.

10. Individual vs group:
From activities, children gain confidence in speaking. They also learn to engage in division of labour.



Stage 3 : Sharing Platform



Ms. Li Man Yee
Headmistress

- We merged the health topic into our daily curriculum and developed a three-week vegetable topical study, in which the children explored related issues together with our teachers.
- Children liked this activity so much. For them it was more effective to learn through interactive activities such as outings and practical experiences, through which children learnt from their own observations and experiences. This stimulated their learning motivation and enhanced their cognitive development.

Ms. Tam Yuen Ching
Teacher

- Teachers and children designed 3D vegetable accessories and decorated the classroom together. All the children learnt in a 'vegetable garden' environment. Meanwhile, through storytelling, research, drawing, outing, online resources, physical games, discussion and sharing, children learnt pleasantly and understood that eating vegetables kept us healthy; this facilitated them to develop a healthy eating habit.
- Parents' cooperation is also important. In this activity, parents collected different information together with their children. This enhanced their interest in learning.
- Children began to master the technique and methods of discussion. They were enthusiastic in learning about the sources, types, colours, structure; growing condition and process of vegetables. They also reported in detail what they had discussed during the sharing session. We appreciated their good performance.

Ms. Wong Mi Yuk
Teacher

- Children devoted themselves to the all-fun physical activities. They understood that exercise and healthy eating habit were equally important.
- To conclude, this topical study went in line with the real-life experience of the children. As a result, they were completely concentrated and enthusiastic throughout the learning process. To enhance their interest and maximise performance, we introduced a wide range of learning methods to enable the children to acquire new knowledge in different approaches.



Conclusion

The vegetable topical study, which lasted three consecutive weeks, required the children to conduct research, and to create and share their own work with others. The aim was to stimulate their interest in eating vegetables and help them understand the benefits of eating vegetables. This was indeed a novel and unforgettable experience.





StartSmart
Pilot School

N.T. Women & Juveniles
Welfare Association Ltd.
Yuen Long
Children Garden

《Children Turning into Health Stars》

Apply what's learnt in class

Stage 1 : Introduction



To achieve an all-round preschool education, the school not only has to pass knowledge on to children, but also develop their self-care ability. Nutritional education and physical fitness are important as children can understand what they need for personal growth. They can also develop an appropriate dietary habit and foster a correct attitude towards a healthy lifestyle.

All members of New Territories Women & Juveniles Welfare Association Limited Yuen Long Children Garden embrace the idea that 'health is the principal wealth of human beings'. Therefore, the school joined the StartSmart@school.hk Pilot Project and organised activities based on the theme of vegetables. Related activities were divided into three stages between October 2010 and May 2011. These encouraged children to eat more vegetables and do more physical exercise in a progressive approach, so that children could maintain balanced development and grow happily.

Throughout the activities, the school regularly forwarded information from the Department of Health to parents. Both parents and children enjoyed the creative games and activities very much. Children who used to find vegetables offensive were willing to try and accept vegetables as a result.



Stage 2 : Start Smart!



Live: Spring is All Over the Campus

Objective : To help children understand the impact of global warming on the seasons; to enhance their knowledge of the importance of utilising resources with an eco-friendly purpose, and to enrich their knowledge of healthy eating.

Materials : Teaching materials (such as pictures, story books and online resources) and eco-friendly vegetable-shaped accessories.

Let's GO!

1. The activity is based on the theme 'spring'; it explores the causes of global warming, climatic changes and their influence on growth of plants.
2. Children are invited to use recycled materials to create their own eco-friendly vegetable-shaped accessories with their parents.
3. The above-mentioned accessories are used to decorate the school to liven up the atmosphere of the activity.



Live: EatSmart Vegetable Recipe Competition

Objective: To design creative, simple, healthy and delicious dishes within the principles of a balanced nutrition, and to turn ordinary vegetables into children's favourite food.

Materials : Recipe designing worksheets and ballot tickets.

Let's GO!

1. Parents are invited to join this EatSmart vegetable recipe competition and design healthy main courses, snacks or soups.
2. They can also vote for the best five recipes among all. The selected recipes will form the 'Vegetable Smart Healthy Lunch' menu for the 'Health Carnival'.
3. All of the participating recipes will be published into a cookbook which will be distributed to parents on Parents' Days, Open days and at schools' sharing sessions.



Live: Health Carnival

Objective: To remind children the importance of vegetables and exercise to their health.

Materials : A Powerpoint file which contains pictures, teaching materials, props, fruit-motif towels, vegetable-motif gloves, vegetables and other healthy food items.

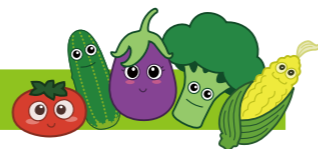


Menu		
Using a large number of vegetable ingredients		
Traffic Lights Buns	Assorted Mushroom and Broccoli Stir-fry	
Pumpkin Soup	Cucumber and Zucchini Roll	
Tomato Cup		



Ms. Wong Yuk Hing
Headmistress

Stage 3 : Sharing Platform



- For the StartSmart@school.hk Pilot Project, we re-designed our curriculum to include vegetable topics. We also held a lot of activities and encourage parents' participation. As a result, children experienced a lot at home and at school. They now understand more and live in favour of vegetables; for example, some two- or three-year olds have learnt more names of vegetables, and some older children have got to know the nutritional composition of vegetables. At the end of the project, they were willing to eat some of the food items they had used to dislike.
- Do not force vegetables on children. To encourage them to eat vegetables, we should rely on circumstances. Therefore, we included 'nutrition' and 'health messages' in our curriculum so as to gradually impart the messages to the children.
- Things don't change overnight. The end of an academic year does not necessarily mean our mission has accomplished. Health promotion should be reinforced and sustained. We will continue to include vegetables in our daily menu. Through the workshops organised by the Department of Health, our staff members can better follow the instruction on choosing ingredients and thus improve our school diet.
- We also strongly believe that children can develop a healthy eating habit and proper exercise pattern day by day throughout their school life.

Let's GO!

- Activity recap: Using the pictures in the Powerpoint file, the teacher reminds children of the importance of eating vegetables and doing exercise to their health. For their good performance throughout the entire project, the children get towels as a reward.
- 'The Crocodile Who Eats Vegetable' drama show: All children participate in a drama performance. According to their level, the children are assigned to do different movements which interpret the plot. For example, the age-two class perform simple physical actions, while the age-three class present the vegetable teaching materials and the age-four-to-six class present some more organised contents. The story begins with a farmer who works hard with a crocodile who loves vegetables. The crocodile eats vegetables every day and grows up healthily as a result. Some students play the role of doctors and villagers, who spread the message of healthy eating and active living to the rest of the children.
- 'Fitness Dance': Children wear the vegetable gloves and stand in a line. They perform a dance choreographed by the teachers.
- 'Vegetable Smart Healthy Lunch': Last but not least, parents and teachers prepare meals from the five winning recipes from the EatSmart Vegetable Recipe Competition.

Parent Blog



Mrs. So : The Department of Health's Parent Guide is very useful. I often refer to the diet ratio as shown by the Food Pyramid. Before that, I only knew about having more vegetables and less meat. Now I know I should have more grains and cereals as well, and use less oil and less sugar. I also prepare brown rice for my children. I follow the suggested menu quite often.



Mr. Chiu: Too much fish bores the children. I give them fish every other meal, or simply make a fish soup or tomato soup so as to maintain a balanced diet for them.



Eugenie : My kids like sushi but not cucumbers. So I put some cucumber inside sushi rolls and encourage them to try.



Dorothy : The project taught us how to choose nutritious food for children; it also changed the eating habit of my family. My chubby husband used to eat a lot a meat. For the sake of our children's health, we now eat more vegetables, and so we now visit the doctor less often.



Fanny : I encourage my kid to join me in cooking and tasting the vegetable dish right afterwards. We eat whatever is cooked with the kid's participation, even though it is something we don't like very much.

Conclusion

The school appreciates very much the StartSmart@school.hk Pilot Project organised by the Department of Health. Because of it, the curriculum is redesigned with addition of topics like nutrition, physical activity, health and environmental protection. Parents have been actively participating in the project. In a few months' time, from 'Spring Fair' to 'Health Carnival', children learnt much more about healthy diet and practised what they had learnt.





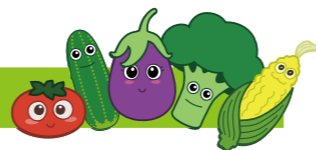
StartSmart
★Pilot School★

St Anthony's
Anglo-Chinese Primary
School and Kindergarten

《Time for Mixed Vegetable Soup》

Paint and cook : Have fun with eating

Stage 1 : Introduction



Vegetables are rich in dietary fibre, minerals as well as vitamin A and C; they improve our immunity and prevent constipation. Some children refuse to eat vegetables because of their taste and texture. As a result, they have inadequate dietary fibre intake and so suffer from constipation. In order to solve the problem, parents should be patient. They should not scold or punish their children or else kids would associate vegetables with negative feelings.

Children often take some time to adapt to new foods. To initiate them into new foods without pains, the school can arrange games and activities for them. Children can even take part in cooking with new food materials to increase their acceptance of the new food items.

Therefore, in accordance with the guidelines provided by the StartSmart@school.hk Pilot Project, the school encouraged children to experience the fun of cooking mixed vegetable soup through their own participation. Pupils took part in the cooking process, including washing and cutting the vegetables. The colourful soup aroused their interest in eating. Meanwhile, pupils learnt how to draw different vegetables during class. They learnt the colours, shapes, appearances and internal structure of the vegetables. The activity successfully consolidated their understanding of vegetables.



Stage 2 : Start Smart!



Live: Vegetable Jump

Objective: To enhance children's knowledge of different vegetables and fruits.

Time : 1 hour and 30 minutes

Materials : Pictures of vegetables and fruits, hula hoops, baskets, and a white board.

Let's GO!

1. Teacher shows children the pictures of vegetables and fruits and asks them to differentiate which are fruit and which are vegetables.
2. The teacher divides the class into 2 groups. In front of each group, he/she places a basket with pictures inside the 3 hula hoops.
3. The game starts. Children in each group take turns to pick up the pictures of vegetables from the basket, and jump over the hula hoops.
4. Each child runs to the whiteboard and posts the pictures on it.
5. In the end, the teacher announces that they will cook mixed vegetable soup using the vegetables as shown on the whiteboard.



Live: Mixed Vegetable Soup

Objective: To encourage children to eat vegetables in every meal.

Time : 1 hour and 30 minutes

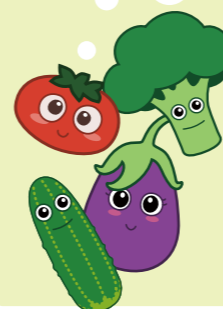
Materials : Painting tools, pictures of vegetables, and fresh vegetables brought by children.

Let's GO!

1. The teacher shows the pictures of vegetables and asks children what their favourite vegetables are.
2. Children describe the colours and shapes of the vegetables they have brought to school. The teacher explains the benefits of eating vegetables.
3. The teacher divides the class into small groups and helps children wash the vegetables.
4. The teacher puts plastic cover over the table. Children put on their aprons. Then the teacher instructs them to cut the vegetables into cubes with plastic knives.
5. The teacher prepares a pot of boiling water and assists the children to put the vegetable cubes into the pot.
6. The teacher instructs the children to draw different kinds of vegetables.
7. After 30 minutes, let the children share the delicious soup together.



Joyful Vegetable Reminder



1. Cook fresh vegetables such as pumpkins, tomatoes, carrots and eggplants. Steaming of roots and rhizomes is recommended for the preservation of vitamins which may dissolve in water.
2. When vegetables are being cooked, the water should be at boiling point and should just cover the vegetables. The time of cooking should be well controlled. To prevent the loss of nutrients, vegetable stems should be cooked first, and then the leaves.
3. No excess salt, oil or sugar. Avoid dried, canned or preserved vegetables and fruits.



4 Ways to Encourage Children to Eat Vegetables

1. Stimulate curiosity:

In the activity, children eagerly share the vegetables they have brought to school. They can even tell the colours and shapes of the vegetables. They are very enthusiastic in the preparation and cooking process.



2. Stimulate taste buds:

The cooking lesson encourages children to eat different vegetables. They learn that dietary fibre facilitates digestion and that it is good for health.



3. Prolong memory:

Through painting, children become more familiarised with the types, colours and shapes of vegetables.



4. Teach-and-play:

In-class physical games incorporating messages about vegetable intake not only increase children's activity level but also enhance their motivation of learning.



Ms. Yip Sau Ying
Headmistress

Stage 3 : Sharing Platform



- The StartSmart@school.hk Pilot Project was meaningful. It enriched children's understanding of food and nutrition.
- Children like sugary and greasy food such as candies and potato chips, yet over-consumption would affect their growth. We should encourage them to eat vegetables and fruits, which contain more nutrients. With teachers' instruction on top of this fundamental idea, pupils would make healthy food choice at home, at school or in restaurants.
- We invited the parents to join our activities and prepare vegetables and fruits for their children to bring to school.
- Some parents wanted to know more about the activity of 'cooking vegetable soup'. To raise their awareness on health issues, our teachers explained the vegetables to be used and their nutritional composition.
- The activity was a great success. Children learnt how to wash and cut the vegetables by themselves. The next day, the pupils were invited to share what they had eaten in the activity. This was to consolidate what they had learnt.

Conclusion

Children learnt the benefits of eating vegetables and drew their favourites in class. They found out more about the vegetables, including their appearances and internal structures. Throughout the project, the school helped spread the messages about the health benefits of vegetable intake such as easing constipation, improving immunity and preventing diseases.





StartSmart
Pilot School

St Monica's
Anglo-Chinese
Kindergarten (Lei Tung)

《Mom, I am Constipated》

Encourage children to eat vegetables through story-telling

Stage 1 : Introduction



Though vegetables are colourful, kids tend to resist them because of their special flavour. This may result in indigestion and constipation. To encourage children to eat vegetables, teachers and parents can cut them into pieces, or even grind them, and mix them with the rest of what's in a kids' meal. However, classroom lecture is not always enough to help kids understand that vegetables have rich dietary fibre, improve digestion and prevent constipation.

As a pioneer school, St Monica's Anglo-Chinese Kindergarten (Lei Tung) used the story 'Sasa Is Constipated' as a theme to launch the StartSmart@school.hk Pilot Project at school. Hand puppets were used to stimulate the kids' interest and help them associate constipation with inadequate vegetable intake. In the end, the kids learnt that vegetables are good to health as they aid defecation and prevent illness.

To encourage the kids to eat more vegetables, the school designed a 'Eat Vegetables Everyday' record sheet. On the sheet the kids recorded the vegetables that they eat every week. The teachers then reward those who complete the record sheet. Parents also took part in the activity as they helped develop their children's healthy eating habit. At the same time, when designing their nutritious menu for pupils, the school included steamed rice with minced vegetable or different kinds of vegetables. Besides, the kids were asked to bring fresh vegetables to school and made healthy vegetable soup at the teachers' instructions; this gave the kids a sense of accomplishment, and gradually changes those who refused to eat vegetables.



Stage 2 : Start Smart!



Live: Tell a story: Sasa Is Constipated

Objective: To help kids form a vegetable-eating habit, and to let them know that vegetables can prevent constipation.

Time : 30 minutes

Materials : Hand puppets, and the story book 'Sasa Is Constipated'.

Let's GO!

- The teacher tells the story 'Sasa Is Constipated' with the use of vegetable puppets.
Summary of the story: Mum is worried about Sasa's health as she hates vegetables. One day, Sasa feels sick in the tummy, and she has difficulty passing stool. Then Mum told Sasa to eat more fruit and vegetables because they contain rich fibre, which improves digestion. After that, Sasa eats vegetable every day, and she never feels pain in the tummy again.
- Discussion with the kids after the story-telling session:
 - What does Sasa usually like to eat? Why does she suffer from constipation?
 - What nutrients do vegetables contain?
 - What are the problems caused by chronic constipation? What kinds of food should be taken to tackle the problem?



Live: Yummy Vegetables

Objective: To let the kids find out more about vegetables and try them.

Time : 30 minutes

Materials : Fresh vegetables, a hand puppet, hula hoops, vegetable picture cards, and a tambourine.

Let's GO!

- The kids are asked to bring one vegetable to school.
- Using the vegetable puppet, the teacher tells the class that Sasa likes to eat vegetables now, and that there are different kinds of vegetables. The teacher talks about the colours, shapes and names of the vegetables brought back by the kids.
- Use the vegetable puppet to announce the start of the game 'Yummy Vegetables':
 - The teacher uses a few hula hoops to form a bigger circle on the floor.
 - A vegetable picture card is placed next to each hula hoop.
 - The kids stand outside the hula hoops while the teacher makes commands with a tambourine in the centre. When the teacher shakes the tambourine, the kids walk around the circle. They have to stop walking once the teacher strikes the tambourine.
 - When the teacher says 'yummy vegetables', the kids have to reply by saying, "Which vegetable is most delicious?"
 - The teacher will then tell his/her instruction by saying, for example, "Carrot is delicious." At that moment, the kids have to step inside the hula hoop with the carrot picture card aside. Once the teacher strikes the tambourine twice, the kids have to walk out of the hula hoop.
- After the game, the kids share about their favourite vegetables and the benefits. The teacher then encourages them to try different vegetable.



StartSmart
Pilot School
St Monica's
Anglo-Chinese
Kindergarten (Lei Tung)

Stage 3 : Sharing Platform



Ms. Yeung Lai Kwan Teacher



- Kids, especially those aged 4 to 5, like listening to stories. Teaching them the advantages of eating vegetables through story-telling can arouse their interest, as compared to sheer classroom lecture. It would be even better to tell them the story through the use of puppets.
- The kids would discuss what vegetables they should bring to school, and they would be interested in learning different vegetables. Some of them hated vegetables before, but now they change their mind and think vegetables are superb.
- Parents can record the kids' vegetable intake at home using the 'Eat Vegetables Everyday' record sheet designed by us. The kids are encouraged to eat more vegetables. Some parents recall that their children used to shun vegetables, but now they eat them more often.
- We learnt a lot from the lunch arrangements. For example, we can classify unhealthy food by reading the nutritional facts on food labels of pre-packaged food. We have also designed nutritious lunch menus for the pupils. By providing children with steamed rice with minced vegetable and different vegetables such as cabbage, pumpkin and tomato at lunch, the children will gradually get used to the taste of vegetables.
- My eating habits have changed after learning about the health hazards of frequent meals of greasy food. I have also become more careful in choosing what to eat.

Conclusion

The pilot project spreads the message of healthy eating in school. The teachers have improved the menus by including more vegetables and providing fruits as refreshment. Besides, a daily 30-minute fitness exercise has been introduced for the children. The Parent-Child Activity Day was held twice in the year to encourage parent participation. The school has also signed up for the 'Joyful Fruit Day' and organised nutrition talks. These practices are effective in improving children's health.



Fruit

Fruit is not only colourful but also exists in a wide variety. It contains a rich content of dietary fibre, vitamins, minerals and water, which are all beneficial for health. Children aged from two to six are advised to consume half to one portion of fruit every day so as to improve their immunity, reduce their chance of chronic diseases, detoxify their body and prevent constipation.

Some children like to eat candy, potato chips and other unhealthy snacks. Parents can consider giving them fruit instead. This can avoid their children's intake of excess calories, sugar and fat.

The nine participating schools

- C&MA Church Tai Wo Kindergarten
- Christian Evangelical Centre Lok Fu Kindergarten
- Ho Tak Kindergarten and Child Care Centre (Sponsored by Sik Sik Yuen)
- HKFYG Ching Lok Kindergarten Ching Lok Nursery
- HKSPC Hong Kong Bank Foundation Nursery School
- HKSPC Park'N Shop Staff Charitable Fund Nursery School
- PLK Fung Leung Kit Memorial Kindergarten
- St Philip Lutheran Church Kindergarten
- Topkids Anglo-Chinese Kindergarten





《Begin Your Wonderful Journey with Fruit》

Parent participation is vital

Stage 1 : Introduction

Close companionship between school and family is important in enhancing children's academic performance and developing a healthy lifestyle.

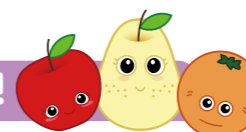
Christian And Missionary Alliance Church Tai Wo Kindergarten emphasises parent-school collaboration. Regular communication is maintained and the school encourages parents to participate in voluntary work. Between March and June in 2011, the school carried out a project on a 'fruit' theme. Parents were invited to visit the school and prepare fruit refreshments for the children. A recipe competition was also held to encourage parents to make fruit snacks for their kids. The school distributed newsletters regularly to brief parents on activities concerned.

Besides, children were given 'Joyful Fruit' towels as birthday presents at birthday parties. A 'Joyful Fruit Week' was organised as well to promote fruit and health. Fruit-theme activities took place in each grade to promote healthy dietary habits.

With a great variety of activities and active participation of parents, the project turned out to be a great success. Many children who used to shun fruits are now eating them together with other healthy foods.



Stage 2 : Start Smart!



Live: Joyful Moving Fruit

Objective: In this game, children roll the table tennis ball (each with a fruit print on the surface) along the correct path. They learn the names, colours and shapes of different fruits.

Time: 20-25 minutes

Materials: 10 table tennis balls (each with a fruit print), a colourful fruit tunnel made by polystyrene, 4 large pieces of coloured drawing paper, and 8 soft mattresses, and one 'mystery box'.

Let's GO!

- Children have to draw 2 table tennis balls, with fruit print on the surface, from the mystery box. Then they have to hop or jump with both feet over 4 mattresses.
- They arrive at the fruit tunnels on the table; there are 5 tunnels in 5 different colours: red, orange, yellow, green and purple.
- Each tunnel is marked by a black-and-white fruit print. Drop the table tennis ball in the matching tunnel, and the ball rolls down into the 'fruit hole'.
- Children open the answer sheet, and see if their table tennis is in the right hole or not. If it is all right, state the name of the fruit and describe its colour.



Live: The Wonderful Journey of Fruit

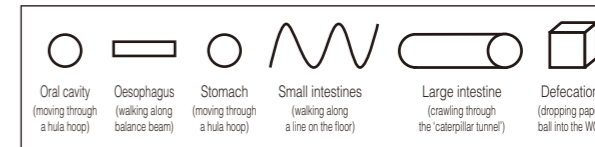
Objective: Children understand that fruits are nutritious, juicy and thirst-quenching. A diet with fruit every day maintains bowel regularity, prevents diseases and minimises the need for medication. The physical activity allows children to understand better the digestive process and thus encourages them to eat fruit more often.

Time: 25-30 minutes

Materials: Fruit-motif hair accessories, story cards with pictures, hula hoops, balance beam, traffic cones, 'caterpillar tunnel', paper balls, and vocabulary cards of human organs.

Let's GO!

- Stimulate motivation:
 - Through the story 'No Picky Eating', children understand that fruit helps bowel movement and is good to health.
 - The teacher asks questions about the story to help children learn.
- Physical activity:
 - The teacher presents a picture of the human body. Show the children how food enters the oral cavity, passes the oesophagus and goes through digestion in the stomach, small intestine, and the large intestine. Food will become excrement and leave the human body.
 - The teacher places different obstacles that represent different parts of the human digestive system.
 - Then the children, assuming the roles of different fruits, enter the simulated digestive system. In the end they have to put the paper balls into the basket that represents the release of excrement.



- End of activity:
 - After the physical game, the teacher asks whether the children are thirsty. Then they go back to the classroom and have fruit refreshments.
 - The teacher halves some pieces of fruit and tells the children that fruit contains a rich water content, which is thirst-quenching.



Creative Teaching Activity for Energetic Kids

1. Reinforce knowledge:
In the game 'Joyful Moving Fruit', children show active participation and they learn more about fruit, such as the names, colours and shapes of different fruits.
2. Learn the structure of human body:
Children gain a substantial understanding of digestion and are briefly introduced to the digestive system (which includes the oesophagus, small intestine, and the large intestine). They also learn that fruit eases bowel movement and aids digestion.
3. Observe the structure of fruit:
The school encourages children to eat fruit after physical activity. Children will then learn that fruits are rich in water and that they quench their thirst.



4. Raise the level of difficulty of activity:
Children in senior classes can be challenged with advanced physical movements such as bouncing and shooting balls. In a nutshell, physical exercise should be designed to enhance their physical ability, with special consideration for the participants' age.



5. Facilitate muscle development:
The physical ability of children can be raised by activities involving major muscles such as running, jumping and climbing. Exercise should be designed according to their age and the needs of their physical development. As such, the balanced beam, the caterpillar tunnel and road cones are recommended for frequent usage to train and develop children's physical fitness.



Stage 3 : Sharing Platform



Ms. Kwok Chor Kiu
Headmistress

- I think the StartSmart@school.hk Pilot Project was meaningful. I am most impressed by the fact that the parents did actively participate in the project. Nowadays there are often one to two kids in most families. Parents want to find out from the project how children learn at school. They want their kids to devote themselves to school life.
- Fruit is beneficial to our health; therefore, should be promoted among children. Those in the whole-day classes eat fruit after lunch every day. Some mothers used to say that their kids only ate a particular kind of food, yet every since the conclusion of the project all children in whole-day classes have been eating fruit and other types of food.
- Children tell us that they like eating fruit. They eat not only a single fruit but also dare to try new ones. They even say that fruit is delicious. When we ask them what the benefits of eating fruit are, they reply without hesitation. That is the most pleasing outcome.

Parent Blog



- Mrs. To :**
- My kid was so happy when he found that I took part in preparing the fruit refreshments, which was one of the duties of a parent volunteer.
 - I signed up for some parent-child activities and made fruit packs with my kid. By the end of the activity we were rewarded by enormous satisfaction and a great sense of accomplishment.
 - It will mean a lot more if the parents can attend school activities too. I think this is worth promoting as more people would understand that fruit is much more healthy than processed food and sugary items.



- Mrs. Ho :**
- I think the StartSmart@school.hk Pilot Project was awesome. It enabled parent-child interaction. Parents gained closer ties with the school. In a certain activity, I took my kid to the market, chose fruit together and designed our recipe. I even showed which had to be peeled before eaten. I also taught him how to cut fruit. I encouraged him to participate in the cooking process, provided it was done so in a safe environment. After we completed our 'masterwork', he was greatly satisfied and found the outcome typically mouth-watering. This activity was great fun.
 - I am glad to spread health messages to other parents. This project should go on. It encourages children to eat healthily and improve parent-child bonding.



- Mrs. She :**
- My kid disliked to eat fruit before. After the activity, they eat fruit more often now.
 - StartSmart@school.hk Pilot Project was about health. It gave us physical benefits. I hope it can go on.

Conclusion

Ever since the end of the StartSmart@school.hk Pilot Project, the school has worked in closer ties with parents to improve children's health. The school realised creativity learning and provided more physical activity. Parents were also invited to join the activities. As in the family aspect, parents were eager to impart health messages in their children in daily life. With the help of parent-school collaboration, children were able to manage health information and practised what they had learnt. A delightful outcome was seen from the project.

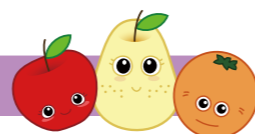




HKFYG Ching Lok
Kindergarten
Ching Lok Nursery

Replace party snacks with delicious healthy food

Stage 1 : Introduction



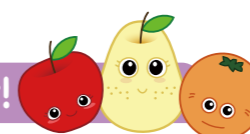
Children love birthday parties, where you can find all that fatty, salty or sugary party food with low dietary fibre. Why not celebrate such a precious moment with a wide range of nutritious food items that are attractive as well? Fruits would definitely be your choice.

If you know that one cream cake (around 100g) contains the equal amount of calories as 1½ bowl of rice, and that the amount of fat weighs 1/5 of the suggested daily fat intake of a child, you might wish the school to remedy the situation at once.

As a pilot school, HKFYG Ching Lok Kindergarten Ching Lok Nursery has acquired a great deal of health information and guidelines from seminars and workshops organised by the Department of Health. The school holds healthy birthday parties for children in which fruits and sponge replace unhealthy snacks. Moreover, the school arranges a series of physical activities with 'fruit' themes. This is to develop children's interest in fruit so that they will convey the idea back home.



Stage 2 : Start Smart!



Live: Bring Fruit Home

Objective: To introduce children to different fruits; to teach them how to share among themselves, and to enable them to develop a healthy eating habit and not to bring unhealthy snacks at birthday parties.

Materials : Fruit models (red, yellow and orange), 1 'mystery box', 3 hula hoops, 3 baskets (red, yellow and orange).

Let's GO!

1. Show children the 'mystery box'. Tell them it contains lots of fruits inside.
2. One by one, children reach for a fruit inside the box. They touch the fruit, guess and describe what it is. The teacher should encourage them to use as many adjectives as possible, e.g. 'round', 'hard', 'soft' or 'smooth'.
3. Take the fruit out. The whole class repeat the name aloud and name the characteristics of the fruit. Put it back into the box.
4. Place the 'mystery box' at the starting point. Place 3 baskets (one red, one yellow and one orange in colour) at the destination. Put 3 hula hoops between the starting and the finishing points.
5. Begin the activity: each child draws one piece of fruit out of the 'mystery box'. Jump over the three hula hoops and put the fruit into the basket of a matching colour. Run back to the starting point, touch the hand of the next one in the queue to pass it on.



Live: Shopping for Fruits

Objective: To familiarise children with various fruits and their names

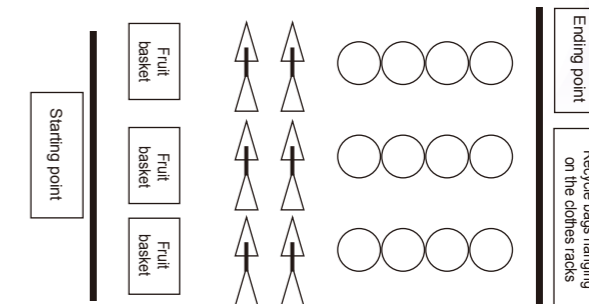
Time : 30-45 minutes

Materials : Fruit models, a basket, vocabulary cards (of fruits), hula hoops, traffic cones, rods and hangers (railings), eco shopping bags.



Let's GO!

1. Introduce the fruits inside the basket to the children.
2. Divide the 12 children into 3 groups of 4 each.
3. The teacher draws one vocabulary card, which reads, 'APPLE' for example; then he/she says, "Your teacher wants to buy an apple."
4. Children look for the fruit in the basket accordingly. They carry it while striding across the railings. They even jump over the hula hoops with both feet. Finally, they put the fruit into the eco shopping bag.



Seven Learning Outcomes

1. Early arithmetic development :
Children learnt the names and characteristics of fruits. They learnt to identify the basic colours, and they develop arithmetic ability.
2. Science and technology :
Children had the chance to explore shapes (such as long shape and circles) when groping for the fruits.
3. Physical fitness :
Actions such as running and jumping tested children's agility and stamina. They learnt to stride, leap and run.
4. Discipline training :
Children had to queue up and cooperate with each other in the activities. They also learnt to obey the teacher's instructions.



5. Going green :
In the shopping game, children needed to prepare an eco shopping bag themselves. It fostered their environmental protection awareness.

6. Sharing and bonding :
Children were asked to bring their favourite fruits to school and share with classmates. They learnt to share with others, and they might make fruit-eating a habit.



7. Changing for the better :
No more junk food for children at birthday celebrations. Parents prepared healthy snacks instead.

Stage 3 : Sharing Platform



Ms. So Shuk Fong
Headmistress

- When we attended the seminars and workshops in the StartSmart@school.hk Pilot Project, I found that it was an awesome idea to include health-related topics in the curriculum. Therefore, we began with the most popular activity at school – birthday party. A healthy birthday party was then initiated. At these parties we educated children on what kind of food was good for their health and what should be avoided.
- In the midst of the project, we foresaw certain difficulties. The menu was modified several times. Fortunately we had the support from a lot of parents. Both children and teachers were benefited.
- When an activity was being organised, we informed parents in detail by both email and printed notice so that they could be updated all the time. Regular communication enables cooperation between parents and us.
- The StartSmart@school.hk Pilot Project will definitely go on. Health messages have been conveyed to parents during celebrations and parent-child interactive activities. We encourage parents to engage in sports with children and maintain a balanced diet in daily life.



Ms. Kong Lai Fong
Teacher

- We put emphasis on balanced nutrition when designing children's diet. We used to have eggs, meat and vegetables only in the meal; now we refer to suggestions from the project, use menus of a more diversified nature, and do less meat. Children eat smarter and healthier.
- We have introduced new ingredients such as red beans (in soup), pumpkins and cabbage. Children like them very much.
- Some parents appreciate the new and diversified menus. They never expected their children to be so willing to eat something which they used to resist. Parents also cook new dishes for children to explore.

Conclusion

Only by collaborating with the school can parents improve children's health. They greatly support the project and hope it can revive to promote a better living style.





StartSmart
Pilot School

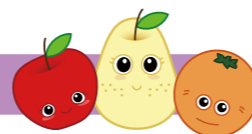
HKSPC Hong Kong Bank
Foundation
Nursery School

《Fresh Fruit Juice Is Not the Only Choice》

Start eating fruit with sensory experience



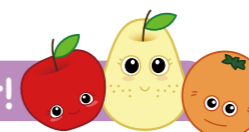
Stage 1 : Introduction



As some children either prefer only a few fruits or fail to chew fruit thoroughly, parents choose to feed them with freshly squeezed juice for more nutrition. However, this reduces their intake of dietary fibre from whole fruit.

Both family and school play an important role of fostering children's fruit-eating habit. The HKSPC Hong Kong Bank Foundation Nursery School participated in the StartSmart@school.hk Pilot Project and planned a number of fruit-themed activities: exploring the structure of fruits, making fruit salad, having physical activities, playing in sing-along groups, painting, and learning with themes. Through visual, olfactory, gustatory and sensory stimulation, children were encouraged to eat different fruits. Besides, children attempted to create fruit-themed lyrics. It reinforced their understanding of fruit and developed their artistic ability.

Stage 2 : Start Smart!



Live : Fruit Hunt

Objective : To learn the names of fruits and observe the appearance and internal structure of fruit.

Time : 30 minutes

Materials : An apple, a banana, an orange, a pitaya, a 'mystery bag', and a plastic knife.

Let's GO!

1. The teacher puts the apple, banana, orange and pitaya inside the 'mystery bag'.
2. Children have to describe the appearance and colour of the fruit. Then they draw the fruit out of the bag. They feel the fruit in their hands to understand their shapes.
3. The teacher then cuts up the fruit. The children observe their structure (e.g. seeds) and describe the differences between the outer and the inner side of the fruit, e.g. colours, etc.



Live : Fitness Game

Objective : Children can have at least 30 minutes of physical exercise.

Time : 30 minutes

Materials : A basket, different types of fruit models, hurdles, and a CD player.

Let's GO!

1. The whole class do some warm-up exercise together, like stretching, jogging and jumping.
2. Divide the class into four groups. One kid picks up a fruit model and leaps across the hurdles. Then he/she puts the fruit model into the basket at the destination.
3. The kid then walks back to the starting point and strikes the hand of the next kid in the queue, and so on. The group that first completes the game wins.
4. End the activity by some cool-down exercise.



Live: Draw and Count

Objective: Children can compile simple statistics of their favourite fruits and practise arithmetic.

Time : 30 minutes

Materials: Different types of fruit models, sketch paper, colour pencils, sheets for statistic purpose.

Let's GO!

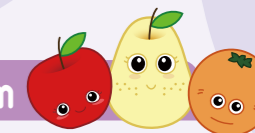
1. The teacher reminds pupils of the names of different fruits with the help of the fruit models.
2. Children have to draw their favourite fruit on the sketch paper.
3. Afterwards, children share their drawings and say, 'I like to eat... (name of fruit).'
4. Under the supervision of teacher, children compile simple statistics to find out the most popular fruit in class.



7 Reasons for Eating Fruit

1. Foundation of language knowledge :
Children learn to use quantifiers (a 'box' of strawberries, etc.) and adverbs/conjunctions ('firstly', 'then', 'after that', 'finally') correctly. Older pupils can also tell the names, characteristics and benefits of different fruits.
2. Mathematics and science knowledge :
Children learn to identify different fruits and compile simple statistics. What's more, they can observe the appearance and the structure of fruit and explore how the fruit changes after it has been squeezed for juice.
3. Individuality vs community :
Children play games with each other and obey rules. They learn to present and share their thoughts. They also know how to draw fruit.
4. Combat fussy eating :
Some children only like to eat one or two fruits, yet if they find their classmates enjoy eating other fruits and if their teacher encourages them to explore, they will be more willing to try other fruits.
5. Fruit provision at school lunch :
The school provides different fruits (e.g. apples, oranges, watermelons and pitayas) during lunch time and encourages children to develop a fruit-eating habit.
6. Health Fruit Day :
The school organises the Fruit Day and asks the pupils to bring a fruit back to school.
7. Daily exercise :
The project has raised the awareness of both children and parents. Pamphlets were distributed to remind children to do exercise every day (including the 30-minute round at school).

Stage 3 : Sharing Platform



Ms Yeung Ching Yi
Headmistress

- This project upgraded our professional knowledge and it helped our teachers design the daily menu as well as other supplementary activities. The kids can now hold in-depth discussions about the nutritional benefits of fruits, which highlights their fruit-eating experience.
- The school has always put emphasis on children's awareness of healthy food and balanced diet. Now we give them more classes to enable them to discuss related topics.
- We noted that some children used to drink fruit juice only. They didn't know how to chew fruit, and they had no idea what fruit was like before being peeled. We taught them to view fruit from within by cutting the fruit into four or five pieces, and we taught them what kind of peel can be eaten.
- Our teachers communicate with parents regularly and remind them of the significance of sensory development of children. We ask parents to encourage their children to explore fruits from different angles. We also let them know that children should learn chewing properly (esp. chewing fruit) to enable full development of oral muscles.



Conclusion

As a whole-day pre-primary institution, the school can arrange activities throughout the whole day. In different activities, including group learning, physical games, music, art and other activities, children are introduced to the colours, tastes and nutritional composition of fruits. As a result, some kids ask to eat fruit, and they can even tell the health benefits of fruit-eating.





StartSmart
Pilot School

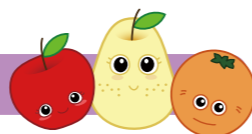
HKSPC
Park'N Shop Staff
Charitable Fund
Nursery School

《Fruit Party Time!》

Colours add fun to eating fruit



Stage 1 : Introduction

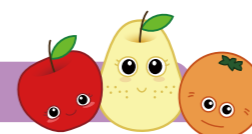


Fruit not only strengthens children's immunity but also aids the discharge of body waste. We should also replace unhealthy snacks and desserts with fruit to avoid excessive calorie and fat intake.

HKSPC Park'N Shop Staff Charitable Fund Nursery School has been promoting a balanced development for pupils. Parents receive regular news and publications that contain health messages with a will to increase their awareness about their children's health.

Based on the 'fruit' theme of the StartSmart@school.hk Pilot Project, the teachers created a story called 'Piggy's Fruit Party in the Jungle', and they designed an interesting fitness game for the children. Through role-playing Piggy and her mother, the main characters, children enjoyed the game very much and they learnt to tell the names, colours and shapes of each kind of fruit. Besides, children made fruit salad together so that they could experience the texture and taste of different fruits. This in turn reinforced what they had learnt.

Stage 2 : Start Smart!



Live: Piggy's Fruit Party in the Jungle

Objective : Children learn the names of fruits. They identify the colours and sort the fruits according to the colours. Meanwhile, the teacher explains the benefits of eating fruit.

Time : 30 minutes

Materials : A music CD, bean bags with pictures of fruits, plastic baskets, soft mattresses, hair bands (red, yellow, green).



Let's GO!

1. Induce motivation:
 - a. Children listen to the music and do warm-up exercise.
 - b. The teacher begins to tell the story of Piggy. 'Once upon a time, Piggy had a fruit party in the jungle. Her mother bought her a lot of fruit. Yet when Piggy's mother was carrying the fruit, she accidentally dropped some on the ground.' Children are then invited to pick up the pieces of dropped fruit and deliver each of them to a plastic basket of a matching colour.
2. Activity time:
 - a. The teacher explains the game's rules and explains how to help Piggy's mother pick up the fruit.
 - b. First, divide the class into three groups. Each child puts on a red, yellow or green hair band to indicate the colour of the group he/she belongs to.
 - c. The three groups then queue up in front of the soft mattresses. They take turns to crawl across the mattresses and look for the bean bags that match the colours of their hair bands.
 - d. Put the bean bag into a plastic basket of a matching colour.
 - e. When the entire group finish picking up all the bean bags of their group's colour, they can sit down and rest.
3. Cool-down exercise:
 - a. The teacher shows the fruit inside the basket. Children have to tell what fruit they have picked up in the game. They also have to share what their favourite fruit is.
 - b. The teacher thanks the whole class for helping Piggy's mother. Then he/she conveys the message that fruit is nutritious and that eating fruit improves our health. This activity is to encourage children to eat different fruits at home.



Live: DIY! Mixed Fruit Salad

Objective: Children try different fruit, explore their colours, textures and tastes, and thus understand the benefits of eating fruit.

Time : 40 minutes

Materials : Fresh fruits, dining utensils and table cloth.

Let's GO!

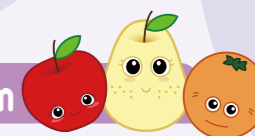
1. Reminder in advance: Parents should prepare a piece of fruit for their children to bring to school.
2. Induce motivation :
The teacher asks the children the names of the fruits which they have brought.
3. Activity time :
 - a. Ask the children to explore and tell the characteristics of different fruits using different senses, like sight, smell and touch.
 - b. Ask them to share their understanding of fruits in terms of colour, texture and appearance (e.g. whether it is spherical, curved or spiky) as well as their experience in eating fruit; for example, some may say that the seeds of apples are too hard to be chewed or swallowed.
 - c. Explain that fruit, which can be eaten raw, is convenient. Ask the children: what else can we do with fruit apart from eating it right away? Can we make other snacks with it?
 - d. Wash and peel the fruits. Instruct the children to cube the fruits using plastic knives. Then mix the fruit cubes into a mixed fruit salad.
 - e. Invite the children to try the salad and share how they feel when they eat fruit.
4. Dissemination of message :
Explains that fruit is the healthiest snack which quenches our thirst, provides us with vitamins and helps prevent diseases. Then encourage children to eat fruit every day.



Train the Kids Further

1. Better initiatives :
Some kids will ask for more fruit after they have finished their usual portion. This reflects that they can practise what they have learnt in the project.
2. Growth development :
The project promotes all-round development for children. They learn the colours of different fruits and sort them into corresponding baskets. As in the physical aspect, their motor coordination is being trained as they are asked to crawl across the soft mattresses. Also, the activity is conducted in the 'team-work' format, which encourages children to cooperate with each other and obey rules.
3. Food preparation :
The class cut the fruits and make the mixed fruit salad together. Colourful deliverable gives children a lot of good fun.

Stage 3 : Sharing Platform



Ms Cheng Yuet Far
Headmistress

- The project raises our concern for our pupils' daily diet and amount of physical exercise. Therefore, we merge the related topic into our daily curriculum so that children can learn from playing games. During lunch- and fruit-time, we supply different kinds of fruits to the pupils so as to improve their eating habit.
- We also give health messages to the parents after school and on Parents' Days. Periodicals and information from the Department of Health also facilitate our communication and cooperation with parents.



Conclusion

The activities teach children that fruit eating and regular exercise contribute to health. Besides, the school issues publications and newsletters to parents so that they know more about the topic and step up collaboration with the school. The school also invites parents to prepare fruit, instead of unhealthy snacks, for their children; this is how we help them practise healthy lifestyle and how we prevent the presence of bad examples in school.





StartSmart
Pilot School

PLK Fung Leung Kit
Memorial
Kindergarten

《Fruit: On Plates? On Trees?》

Change of mind, change of life

Stage 1: Introduction



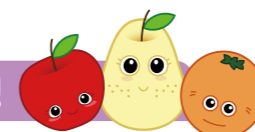
Some parents are not aware of the common misunderstandings among their children. This is an example: Some children have no idea that fruits actually grow on trees; they have no idea about peel, pulp and seeds. Instead, they think that fruits are in the shape of cubes or slices as served by their mothers or maids, without peel or seeds. They never have a full picture of how fruits look like.

In the StartSmart@school.hk Pilot Project, the kindergarten gave children the correct ideas about fruit. Through learning and playing, children learnt about the varieties, shapes and nutritional values of fruit; they liked fruit more and more and ended up eating fruit every day. To arouse their interest, the school organised a series of thematic activities including 'fruit rhythmic gymnastics' and physical games.

Family support is also important in fostering a healthy eating habit. The school played its role well too, providing ample opportunities of classroom interaction and handicraft making, which all reinforced children's understanding of fruit. Meanwhile, it also educated parents on related issues so that they could practise healthy eating with children at home.



Stage 2: Start Smart!



Live: Shall We Dance?

Objective: Children understand the benefits of eating fruit and doing exercise in a pleasant environment.

Time: 30 minutes

Materials: A CD player with music, fruit drawings, paper rings and glue stick.

Let's GO!

1. Teacher and children read aloud the text of 'Song of Fruits'. Draw children's attention to the part of the text about the benefits of fruit, and remind them how much fruit they should eat every day.
2. Show several fruits and ask children to tell which one they like most; ask them to say it in this pattern: 'I love eating xxx.'
3. Play 'Song of Fruits'. Ask children what kinds of fruits are mentioned in the lyrics and describe them. Children can use gestures to help themselves.
4. Make D.I.Y. 'fruit gloves': Show 4 different drawings of fruits. Let children choose their favourite and glue 5 to 6 paper rings to a larger piece of cardboard of a matching colour. Children sing 'Song of Fruits' and move around with the gloves.
5. Divide the children into 4 groups and continue with rhythmic gymnastics. Dance with the D.I.Y. gloves.



Live: Fruit Jump

Objective: Consolidate children's understanding of colours and shapes of fruits. Arouse their interest in eating different fruits.

Time: 30 minutes

Materials: Fruit models, baskets, paper bricks, a hula hoop, a sealed box and music

Let's GO!

1. Show pictures of fruits. Tell children that fruits contain a rich amount of vitamins and should be eaten every day.
2. Ask children to paint their favourite fruits. Then collect all paintings and compile them into a picture book. Ask children to talk to each other using this structure: 'I love eating xxx because ...'
3. Stimulate their learning motivation by presenting the picture book. Tell them that regular exercise is as important as eating fruit.
4. Ask each child to hold a basket and pretend to set off for the orchard to pick fruit. Play the pitches from d to d' at the piano. Ask children to stretch limbs and pretend to be climbing up the mountain.
5. Ask everyone to imagine that fruits are on the trees. Ask them what fruits are found and what their colours are. Ask everyone to jump high and pretend to be picking the fruits.
6. Ask children to sit down. Put the fruit models in the sealed box. Ask each child to draw one out and introduces its colour and shape.
7. Proceed to physical activity. Put all the fruit models in the hula hoop. Ask children to carry a fruit model one by one, jump over a stack of paper bricks, and then place the fruit model inside the basket.



StartSmart
Pilot School

PLK Fung Leung Kit
Memorial
Kindergarten



Learning Outcomes

1. Learning while playing :

Activities such as singing, handicraft making and rhythmic gymnastics can enrich children's knowledge of fruits and also increase their interest in eating them. Parents' participation is also sought.



2. Ability enhancement :

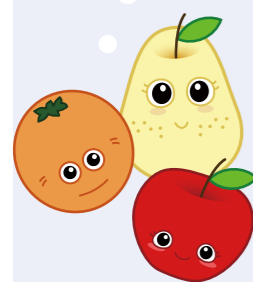
Children are asked to compose their own songs according to the colours of fruits. When playing, they learn the names, colours and the corresponding words. This may improve their span of concentration and listening skills.

3. Integrated development :

Children manage practical knowledge of fruits, as well as other aspects like arts, arithmetic and group work.



Joyful Fruit Reminder



1. Parents are advised to buy different fruits and place them in conspicuous corners. Fruits of different colours and species can be appetising for children.
2. Choose fruits according to the season, climate or children's preference. Kiwi fruits or pitayas would be an alternative if a child does not eat orange. These fruits also prevent diseases and ease constipation.
3. Parents can also do main courses with fruits, such as mixed fruit salad, soup with apples and pears, pan-fried chicken with mango, etc. The colourful dishes may lure children to fruits.



Ms. Yip Yuk Ping
Headmistress

Stage 3 : Sharing Platform

- We now teach about fruit in a more in-depth approach; for example, we cut up fruits in class. We also ask them to bring fruits to school and share with classmates how fruits look like outside and inside, whether they can be squeezed for juice, etc.
- A wide variety of fruits can attract children. We let children eat different fruits according to the season and their preferences; for example, those who don't like oranges or grapes can choose kiwi fruit or pitayas which are equally nourishing. Or we can consider making dishes with fruits, such as a soup with apple and pear, or pan-fried chicken with mango. These dishes, made with fruit, may attract children.
- Our food preparation staff attended the child nutrition workshops organised by the Department of Health and realised room for improvement in preparing children's meals. We are now modifying our menu.
- In designing daily meals and refreshments, we insist on the principle of 'less oil, less salt and less sugar'. Even my family, colleagues and I render our support for the cause. I encourage my parents to eat less greasy food, such as poached vegetables, and have a healthy diet.
- It is always important to persevere for a healthy lifestyle. Start eating fruit every day. Spread the message around, no matter if you are adult or child.

Parent Blog



Fiona : • Ever since the project concluded, my kid has liked fruit more; he has finally understood that fruit is good for health. We even have fruit after breakfast, lunch and dinner.



Mrs. Lau : • My son tells us that at school he is taught to eat fruit every day. He says we should do the same.
• What is taught in class, such as the Food Pyramid, is very useful. Now the children shun unhealthy food.



Mrs. Wu : • My husband does not like fruit, yet my kid would deliberately prepare a portion for him, as the project indicates that a portion of fruit is required every day. He brings this message home.
• Now we have fruit after dinner. Sometimes we go to the market with our kid and let him pick his favourite fruit himself.

Conclusion

The StartSmart@school.hk Pilot Project has raised teachers' awareness of children's dietary health. Meanwhile, new knowledge is incorporated into the curriculum so that children are gradually changing in a positive way. Teachers have also designed several aerobic exercises for children. Both teachers and pupils are encouraged to do exercise regularly and take the habit back home. After attending the nutrition workshops, the school has focused more on the nutritional values of food when designing the lunch and snack menu for whole-day classes. Ingredients are adapted to children's nutritional needs.





Ho Tak Kindergarten
and Child Care Centre
(Sponsored
by Sik Sik Yuen)

Design your creative fruit refreshments for an obese person



Eating an adequate amount of fruit every day is vital in maintaining a good dietary habit. Fruit contains rich dietary fibre, vitamin and other nutrients. Salty, greasy and sugary snacks can be replaced by fruits to avoid too much fats being stored in the body. Schools can create a joyful atmosphere where teachers and students can eat fruit together.

In addition, teachers have re-designed the lunch menu for whole-day classes according to the Nutrition Guidelines for Children Aged 2-6. Food is mostly steamed and baked to retain their freshness and reduce fat intake in human bodies. Meanwhile, the school provides fruit or vegetable as refreshments for half-day classes, and fruit is given at healthy birthday parties. To facilitate parents' collaboration, they are given brochures, and also invited to seminars on physical activity, with a view to soliciting their effort to encourage their children to do more exercise and eat fruit every day. The project concluded with enthusiastic support from devoted parents.

Objective: Children learn that fruit is vital for health.

Materials : A computer, a Powerpoint file of the story, an overhead projector, a music CD of 'fruit songs', a CD player, some plates, fruit models, other food models and a poster of the 'fruit songs'.

1. First, the teacher tells the story of the 'Obese King' with the aid of the computer and the projector.
2. Then, using the Powerpoint file, the teacher discusses with the children why the king became obese. Children should think about the reasons for that, and possible measures to combat it.
3. Children then design fruit refreshments for the king.
4. Physical game: the teacher places the fruit models and other food models on the table.
5. The teacher gives each child a plate and makes them stand around the table.
6. When the music begins, children walk around the table. When the music stops, each child grabs a fruit/food model from the table as healthy refreshment for the king. The game can repeat numerous times.
7. After the game, the children tell each other about the choices they have made.
8. In the end, the teacher presents the poster and reads aloud the song text of 'Yummy Fruits'. Children are also invited to insert the names of other fruits into the text to create their own songs.



Live : Be a Health Guard

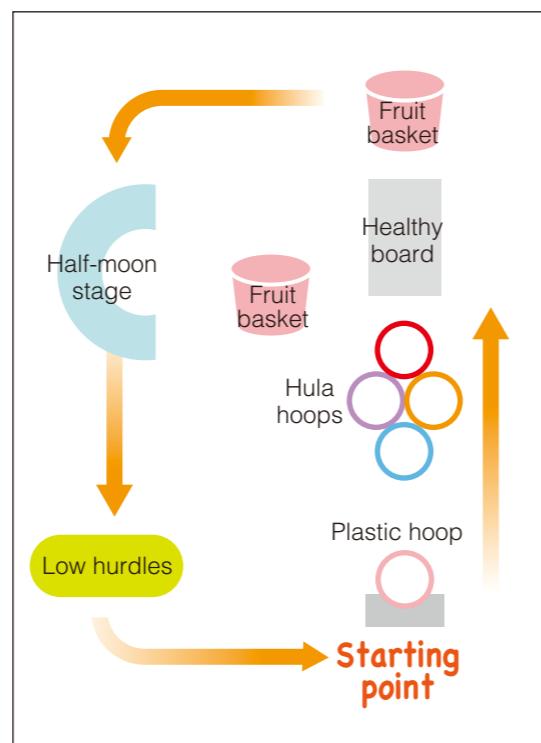
Objective: Let children engage in hurdling and jumping motions to strengthen their motor coordination and facilitate their physical development. This is also good training for building confidence and solving problem.

Time : 30 minutes

Materials : A CD of 'fruit songs', a CD player, hula hoops, plastic hoops, fruit models, baskets, a 'half-moon stage', low hurdles and a 'healthy board'.

Let's GO!

1. The teacher and children do warm-up exercise together.
2. This cyclical physical game is the extension of 'Transformation of the Obese King'. The teacher goes over the story first. Then he/she asks the children to act as health guards to choose healthy refreshments for the king.
3. The teacher plays the CD and the children jog and tiptoe in a circle.
4. The children have to pass through the plastic hoop and jump over the hula hoops. Then they have to pick some fruit models from the basket.
5. The children walk over the 'healthy board' and deliver the fruit models to another basket.
6. Finally, the children walk over the 'half-moon stage', hurdle over the low hurdles and run back to the queue.
7. The teacher plays some soft music. Everybody starts jogging in a circle; gradually they slow down to walking. Then the whole class sit down and relax.



Flow chart



Conclusion

The StartSmart@school.hk Pilot Project provided the school with sufficient resources, including clearly-instructed and easy-to-do recipes, detailed guidelines and reference materials. Health talks are also organised for schools, parents and children. The project has successfully encouraged children to maintain a healthy lifestyle. Teachers also exercise more than before, and eat more fruit at lunch!



Stage 3 : Sharing Platform



Teacher

- We found the StartSmart@school.hk Pilot Project suited the 'green campus' theme of our school very well. The entire project was launched smoothly with a high level of participation. We will retain the recipes for next year.
- Children received fresh fruit as presents at birthday parties. They liked fruit a lot.
- Children collected fruit-related information, and brought fruit to school. They also shared home experience about eating guavas or other unusual fruits. They had dropped their dislike for fruits, and they even learnt to identify fruit names.
- The teaching activities at K1 level were based on the 'fruit' theme while those at K2 level centred round the Food Pyramid. Meanwhile, we organised physical fitness seminars, parent-child athletic meets, and healthy birthday parties at which fruit presents were given out; these activities received enthusiastic participation from parents. We will keep organising them in the long run so as to promote a healthy lifestyle among our pupils.





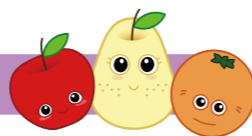
StartSmart
Pilot School

St Philip
Lutheran Church
Kindergarten

《Mysterious Fruit Jungle》

Creative thinking combined with life experience

Stage 1 : Introduction



For children, learning should not be confined to textbooks. The best way to explain to them the benefits of eating fruit is to encourage them to experience it in real life. They have to fully understand what fruit is before they can develop a habit of eating fruit.

St Philip Lutheran Church Kindergarten organised a series of games and thematic teaching programmes to promote eating fruit. To facilitate teaching, a 'fruit jungle' physical game was specially designed, and teachers cut fruit up in class to show it in greater detail. For those who resisted certain fruits, teachers first encouraged them to smell the fruits and observe the structure, and then they gradually develop up a fruit-eating habit. Besides, the school held sharing sessions and asked children to give fruit to their mothers as presents at the Mother's Day carnival.

The school launched the StartSmart@school.hk Pilot Project with full support from the parents.



Stage 2 : Start Smart!



Live : Fruit Jungle

Objective : To introduce children to fruits, and to train their motor co-ordination through running.

Time : 30 minutes

Materials : Fruit models, a tambourine, paper bricks, a balanced beam, fruit cards, traffic cones, a toy tunnel, and a music CD.

Let's GO!

- Warm-up exercise:
 - Using the theme from the story 'fruit jungle', the teacher leads the class to walk in a circle; children walk and describe what fruits they imagine themselves seeing.
 - When the teacher hits the tambourine once, children run forward and pretend to pick the fruits.
- Game: Children first draw out a fruit card at the starting point, then walk over the balanced beam and hurdle over the paper bricks. After that, they crawl across the tunnel, bypass the S-shaped array of traffic cones and arrive at the destination. Finally they find the fruit model that matches the fruit card and run back to the starting point.
- Cool-down exercise: Children sit on the ground and stretch their legs.



Live : Smell the Fruit

Objective : To introduce children to the smells of different fruits, and to train their balance.

Time : 30 minutes

Materials : Fresh fruits (mangoes, oranges, bananas and lemons), a music CD, 4 cups, a balanced beam, and colour cards.

Let's GO!

- Warm-up exercise: dance.
- Game:
 - The teacher halves 4 fruits and puts each fruit into one set of cups. Each cup is covered with perforated aluminium foil.
 - Children have to walk along the balanced beam to the destination. Then they pick one cup of fruit and smell and guess what is inside. Then they pick the colour card that matches the fruit's colour, put it on their chests, and queue up behind that cup of fruit.
 - In the end, uncover the cups and reveal the fruits.
- Cool-down exercise: stretching.



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Kindergarten



Live : Happy Shopping

Objective : To help children understand that fruit can be healthy snacks. The game also trains the children's jumping skill.

Time : 30 minutes

Materials : A music CD, paper bricks, soft mattresses, fruit models, shopping bags and fresh fruits.

Let's GO!

1. Warm-up exercise: Tell children a story. Take the lead and ask them to simulate the action of picking fruit.
2. Game:
 - a. Ask the children to pick up a fruit model at the starting point, and then jump over the paper bricks, run back to the starting point and put the fruit model into the shopping bag.
 - b. After the game, children count the number of fruit models in the shopping bag.
3. Cool-down exercise: everybody strolls.
4. Teatime: Children have fruit refreshments. The teacher explains the benefits of eating fruits.



Games to Develop Endurance

1. Train confidence :

The amusing games help children manage the skills of running and abrupt stopping. As they have been trained to hurdle over the paper bricks before, they look confident in the exercise.



2. Identify the smells of fruits :

Quite a lot of children confuse the smell of lemons with that of oranges. Therefore, the teacher asks children to smell the fruit and explore its shapes at teatime for a better understanding of fruit.



3. Take on new challenges :

For children who are familiar with running, jumping and walking over a balanced beam, they are particularly enthusiastic when being asked to overcome new challenges like crawling across the tunnel and bypassing the traffic cones.

Stage 3 : Sharing Platform

Ms. Ma Man Ki
Teacher

- The school has successfully extended the project to family level; as such, families are now more aware of the benefits of vegetables and fruit, and are more eager to support the cause. Some parents prepare unusual fruits for their children in sharing sessions so that pupils are introduced to more fruits.
- Life-based learning is important. Our teaching materials should be adapted from children's life experience in order to stimulate their learning motive. For example, we first aroused their curiosity in the activity 'smell the fruit' and then they became interested in fruit.

Ms. Chan Shuk Mui
Teacher

- Children usually have fruit already sliced by their mothers; they never have the chance to see what fruit looks like with peel or seeds. In the project, we encouraged children to try different fruits and conducted thematic activities. We also showed children how to dice fruit so that they could view fruits through their cross-section. They learnt what was inside a fruit and what its structure was. Besides, we encouraged them to try fruits which they had never seen so that they understood them better.

Ms. Leung Hoi Sum
Teacher

- What impressed me most in the workshop was when the dietitian showed a model of fats. I knew that people store fats inside their body, yet I had never imagined them to take up a volume of as much as 5 pounds in total. Besides, the instructor taught us how to calculate our optimal daily intake of energy. We now know how to maintain an appropriate meal portion. I have also learnt that eggs are regarded as meat; if a meal contains eggs, it should contain a reduced amount of meat.

Parent Blog



- Ms. Tsui Lin Ho : • The school has given us an abundant amount of resources, such as the 'Fruit Diary Card' of the Joyful Fruit Day. My kid asks me for stickers as reward for eating fruit. We both enjoyed the activity.



- Ms. Lee Chi Ling : • Teachers did not teach fruit-related nutrition at school in the past, so my daughter was not bothered to try fruit. After this project, she is more willing to try new fruits like kiwi fruit, watermelons and pears. Once she finds a fruit delicious, she will eat it again and again.



- Ms. Cheng Chau Har : • The teachers encouraged my daughter to eat fruits which she had never tried. She found them delicious and asked me to buy some next time.

Conclusion

Many parents think it is an unruly behaviour among kids to resist fruit. In fact, this is just an instinctive reaction against new food. The StartSmart@school.hk Pilot Project had a positive effect on kids as regards fruit-eating; they got a better understanding of the smell, the taste and other characteristics of fruits than before. Their attitude towards fruit has changed from defensive to agreeable. The project has contributed a lot to children's well-being, and it should go on.





StartSmart
Pilot School

Topkids
Anglo-Chinese
Kindergarten

《Learning out of Classroom》

Explore the fun of eating fruit in real life



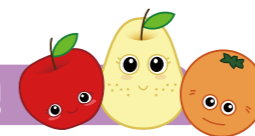
Stage 1 : Introduction

Fruit is rich in nutrition and essential for children's health. It is indispensable for a balanced diet. Therefore, the school helped children grasp a better understanding of fruit through real-life experiences, and made sure they had fun throughout.

Parents tended to give their children only one or two of their most favourite fruits to eat at school. In order to broaden pupils' experience and improve their learning motive, the school arranged supermarket visits for them; there, pupils viewed various fruits and even bought their favourite ones. Also, the school incorporated in the curriculum items like physical games and drawing lessons to help children develop a daily habit of eating fruit.

Through these interactive activities, children learnt more about fruits and started building a healthy lifestyle. Some of them even learnt to tell the names of uncommon fruits like loquat and durian. Back home, they volunteered to peel fruit; off school, they went for healthy food and even said 'no' to sweeties. This was quite a successful outcome of the StartSmart@school.hk Pilot Project.

Stage 2 : Start Smart!



Live : Visit the Supermarket

Objective: To enrich children's knowledge of fruits, including the names, types, colours and shapes of fruits, through real life experience.

Time : 1 hour and 15 minutes

Materials : Shopping bags, coins.

Let's GO!

1. The whole class visit the supermarket in the afternoon. They learn the names, types, colours and shapes of fruits.
2. Children select and buy their favourite fruits
3. They bring the fruits back to school for sharing.



Live : Make a Guess

Objective:

1. Language development: Allow active discussion and sharing among children.
2. Cognitive development: Consolidate children's knowledge of the names, types, colours and shapes of fruits. Let them experience the benefits of eating fruits in person and make it a daily habit.
3. Physical and visual development: Enhance creativity and facilitate the development of major and minor muscles.

Time : 30 minutes

Materials : Fresh fruits, a 'mystery box', plates.

Let's GO!

1. Divide the class into 2 groups. Each child takes turns to grope for the fruit inside the 'mystery box'.
2. The teacher has to give cues and ask the child to guess what fruit it is inside.
3. The teacher finally tells the class what fruit it is in the box, then takes it out, has the class pass it around. The teacher makes the children feel the fruit's texture and share their feelings about the properties of the fruit.



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Live : Fruity Painting

Objective: To promote children's interest in eating fruit.

Time : 30 minutes

Materials : Sketch paper, colouring pencils and pastel.

Let's GO!

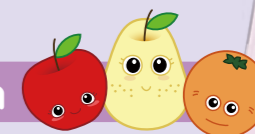
Children draw their favourite fruits with different colours.



Six Learning Outcomes

1. Interaction :
We observe that the children shared their daily experience during the visit to the supermarket, such as 'I like big watermelon instead of sour lemon'.
2. Understanding denomination of currency :
Children learnt about monetary matters when buying fruit.
3. Language development :
Children were made to tell others how they felt while groping for the fruits in the 'mystery box'.
4. Obedience :
Children learnt to respect each other and obey the teacher's instructions.
5. A caring atmosphere:
Children got along better with each other and thus created a caring learning environment.
6. Fostering a healthy lifestyle :
Parents were encouraged to learn more about fruit with their children and to cooperate with the school to foster healthy eating habits in children.

Stage 3 : Sharing Platform



StartSmart
Pilot School

Topkids
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Kindergarten

Ms. Chan Yuk Shan
Headmistress



- The StartSmart@school.hk Pilot Project has brought positive messages to our children. We have included health issues in our daily curriculum, and we found the pupils more appreciative of fruit. The project is worth retaining.
- In accordance with the 'Nutrition Guidelines for Children Aged 2-6 (For Pre-primary Institutions)' by the Department of Health, we have designed a more balanced diet. New attempts such as cheese sandwiches, oat congee and bean congee (including haricot beans, red kidney beans, peas, red beans and mung beans) have been introduced to meet the nutritional requirements. Children were curious as they had never tried haricot beans. They even shared with their mothers such experience.
- We have fruit parties and parent-child athletic meets. We encourage families to keep their healthy habits.
- Since most kids prefer only sedentary activities or an exclusively home-bound lifestyle, parents should take them outdoors for working out.

Ms. Lee Chi San
Teacher



- I was surprised at the how unusually experienced the children were at supermarket visits. Once I picked up a loquat there; one of the children told me, 'Miss Lee, it's a loquat!' They knew durians too. I was so pleased that they were much more knowledgeable than we thought. Their sharing of life experiences was very helpful to the coming teaching sessions.
- We have achieved our aims. Now children know perfectly what to eat. When I tried to reward them with sweets, they declined immediately and suggested having fruit instead. They can even tell that we should eat more fruit because of the rich nutritional value, especially the vitamin C.

Ms. Cheung Mei Ling
Teacher



- When we cut open the fruits in class, we discovered that some children were able to peel them. After the activity, they would ask their mothers to buy more fruit as they liked to peel it.
- Children ate fruit with enthusiasm during the project. They told us what kind of fruit they ate every day. Some of them thought it was a mission to eat fruit and the mission should be accomplished. They reminded their parents to prepare fruit for them.
- I was glad to see the changes in our students. They had never tried any fruit before. Then they began to try it in small pieces. Now they like eating fruit very much. Some parents witnessed these changes, which are inspiring for us.

Conclusion

The StartSmart@school.hk Pilot Project offered training workshops of different natures, which provided the school with practical guidelines. With reference to nutritional advice, breakfast, lunch and tea menus are improved. With the aid of the 'letter-to-parents' and the 'physical activity chart for child', health information is delivered to families. The school hopes that the children will grow up healthily by eating more fruit and engaging in a variety of physical activities.

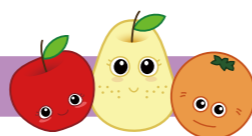




《Sing and Eat Fruit with 'Puppet'》

Encourage children to think and move

Stage 1 : Introduction

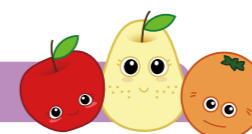


Encourage children to get in touch with music in daily life: it can enhance their sensory and rhythmic sensitivity. The school uses songs with healthy themes, together with interesting gestures and movements so as to instil the concepts of healthy living into the children.

Through puppet storytelling and fruit song, teachers in Christian Evangelical Centre Lok Fu Kindergarten introduced children to the names, colours and characteristics of fruits. Pupils were also shown how fruits were cut open so that they learnt more about their internal structures. They experienced the natural tastes (like 'sweet' and 'sour') and textures (like 'soft' and 'hard') as well. Meanwhile, through other learning activities, such as supermarket visits, the school hoped to reinforce in them the message 'fruit is healthy'.

Besides, the school distributed the 'Fruit Diary Card', published by the Department of Health, to pupils as homework. Children then brought their cards home and recorded their habit of eating fruit with family. This exercise motivated children to eat fruit every day. It also sent home the message about the benefits of eating fruit, and also about developing children's interest in fruit.

Stage 2 : Start Smart!



Live : Puppet Theatre

Objective: To teach children to tell the names, colours and characteristics of common fruits; to show children that fruit is good for health and to help them cultivate a habit of eating fruit.

Time : 20 minutes

Materials : Fresh fruits, and a puppet.

Let's GO!

1. The Puppet did not eat fruit before, yet the doctor has reminded him (or her) that fruit contains an abundant amount of vitamins, minerals and dietary fibre, and that an adequate daily intake of fruit may improve our immune system and prevent diseases. Therefore, the Puppet starts to eat fruit every day.
2. The Puppet shares some common fruits with the kids.
3. The Puppet takes out apples, oranges and bananas. He asks the kids about the colours, shapes, smells and other characteristics of the fruits.
4. Ask the kids how they usually eat these fruits.
5. The teacher peels and halves the fruits, and asks the kids to observe them and tell their names, colours and characteristics. Then the kids are asked to try the fruits. The teacher encourages them to describe the tastes and textures (that is, whether they are sweet, sour, soft, hard, etc.).
6. The kids then have to discuss what fruits they should bring to school the next day.
7. The teacher and the pupils sing the song 'Yummy Fruit', using the gestures and movements as suggested below:

Lyrics:	Actions:
Red apple	Children who have apples lift them up.
Yellow banana	Children who have bananas lift them up.
Fruit is sweet and delicious, Everybody likes to eat it.	Children who have other fruits should place them in front of their noses.

8. The teacher teaches the kids the word 'fruit'.



5 Highlights in Improving Children's Health

1. Long-term goal :
Apart from teaching children nutritional knowledge, the school also helps them develop a correct dietary attitude and healthy habits in the long run so that they can grow up healthily.
2. Have fun with songs :
When learning about the characteristics of different fruits, children may perform better if they are told stories or asked to sing.
3. Sensory experiences :
Children are asked to bring some fruits to school and share with their classmates. They have to tell the different tastes and textures of different fruits. These descriptions are recorded in pictures and texts on the 'record sheet for tastes of fruits'.
4. Daily record making :
The school gives the children the 'Fruit Diary Card'; once children eat fruit at home, they will put a sticker on the card. They are also encouraged to prepare and serve the fruits; if they do so, they colour the leaf of a fruit icon on the record sheet for record keeping.
5. Sustainable motivation :
One month later, the kids should return their 'Fruit Diary Cards'. The teacher will reward them so as to reinforce their habit of eating fruit.



Stage 3 : Sharing Platform



Ms. Lee Yuk Yee
Headmistress



- The StartSmart@school.hk Pilot Project was not just about teaching; it was also a comprehensive series of child-health improvement measures.
- Since we signed up with the project, we have reviewed our menu and supplied different types of food every day so as to attain a balanced diet for children; meanwhile, their preferences have been noted.



Conclusion

School is the best place for health education. Through the StartSmart@school.hk Pilot Project, the school successfully broadened the children's knowledge of fruit. They have also gradually developed a habit of eating fruit.



Balanced Diet

A balanced diet is the foundation of healthy lifestyle. Different foods we have every day have different nutritional values. Eating too much or too little will certainly affect our health. Nutritional values can be broadly divided into five categories, namely: carbohydrates, proteins, fats, minerals and vitamins. If you eat according to the Food Pyramid, you will obtain the right amount of nutrients to remain healthy and prevent diet-related diseases like hypertension, heart disease, stroke, osteoporosis, cancer, etc. Therefore, children should start from their age to develop a habit of a balanced diet, take regular meals at regular time, and be tolerant of all food items.

The six participating schools

- HKYWCA Athena Kindergarten
- Ho Yan Kindergarten (Sponsored by Sik Sik Yuen)
- May Nga Kindergarten (Branch)
- Spring View Kindergarten
- Tsui Lam Estate Baptist Kindergarten
- TWGHs Chan King Har Kindergarten





StartSmart
Pilot School

HKYWCA
Athena Kindergarten

《Children Like Eating Beans!》

Be a cook - no more fussy eating

Stage 1 : Introduction

Most children prefer savoury or sugary food such as chips, sweets, biscuits or sweet beverages. These wants are usually satisfied by their parents. Meanwhile, some kids refuse to eat certain types of food for a number of reasons, including personal preference, cooking method, taste and texture of the food, etc. That having been said, parents and teachers should never resort to draconian measures even if they want to correct the eating habits of their children as this may have adverse effects.

Fussy eating is common in early childhood. How shall we encourage children to eat something they don't like? The school can first teach pupils things like the different food types along the Food Pyramid. Then through interesting teaching activities and the healthy lunch menus at school, children can have the opportunities to try various kinds of healthy food. They will then bring the message home.

Teachers of HKYWCA Athena Kindergarten understand that they should practise what they preach. Since the implementation of the Pilot Project, the school has been providing interactive learning activities like cooking demonstration, in which teachers made healthy snacks together with pupils. They mix the 'unpopular' ingredients like vegetables with the more popular ones like eggs, in the hope that pupils would be interested in eating something which was not too appealing to them before. Some kids even ask their parents to cook vegetables at home. Besides, talks and parent-child activities are organised whereby parents and kids can practise health ideals together and achieve child health.



Stage 2 : Start Smart!

Live : Be a Smart Eater

Objective : To help children distinguish healthy foods from unhealthy ones during the game.

Time : 20 to 25 minutes

Materials : Obstacles (with consideration for children's age), different food models.

Let's GO!

1. Divide the class into 2 groups and do warm-up exercise.
2. One by one, have the children set off from the starting point and pick up models of healthy food while passing the obstacles. They place the models at the destination. The group which completes the game first wins.



Live : Be a Smart Cook

Objective : Children have to do simple cooking and try a variety of healthy foods; this is to help them develop an appropriate dietary habit.

Time : 20 minutes

Materials : Food Party Theme Book, a 'mystery bag', kitchenware and cooking utensils.

Ingredients : Raw eggs, boiled eggs, assorted beans and a little oil.

Let's GO!

1. The teacher first invites the children to touch the 'mystery bag' and guess what is inside.
2. Then the teacher takes the eggs out of the bag and asks the children: what is the shape of an egg? How do you feel when you touch it? What is inside an egg?
3. The teacher shells and cuts up the boiled egg. Children have to describe its shape.
4. Children are also asked to share their experience of eating eggs: Who does the cooking at home? How? And how do you eat them?
5. Afterwards, the teacher will break a raw egg. Children have to observe and tell the difference between a raw one and a boiled one.
6. The teacher shows the Food Party Theme Book and explains different cooking methods. Then he/she will demonstrate how to make stir-fried beans and eggs. Children can help whisk the eggs or sprinkle the beans into the mixture.
7. The teacher explains about the high nutritional values of eggs and warns about over-consumption.
8. Cook the dish with just a little oil. Children can try the dish later.



StartSmart
Pilot School

HKYWCA
Athena Kindergarten



Live : Design Your Own Bread Mask

Objective : To enhance children's creativity and aestheticism, show them the nutritional values of different types of food, and to encourage them to try food not within their preference for the sake of a balanced diet.

Time : 20 minutes

Materials : Sliced bread, mixed vegetables, low-fat cheese, raisins, etc.

Let's GO!

1. Teacher discusses with children the nutritional values of different types of food.
2. Children design their own masks by placing ingredients on bread slices.
3. In the end, they present their work and share the food.



Useful Ways to Combat Fussy Eating

1. Participate in cooking :
Many children did not like beans, yet they were willing to try the stir-fried beans and eggs because they took part in the cooking. They even asked their parents to cook the dish at home. Their parents were delighted.
2. Upgrade nutritional value :
Sausages were once used in the activity 'Design Your Own Bread Mask'. As soon as the staff members had learnt that sausages were processed food with high sodium content, they replaced them with cheese slices, which was more nutritious.
3. Enable home-school collaboration :
The teachers cooked vegetable soup together with the pupils. They encouraged the children to bring vegetables to school; they also invited the parents to help the food preparation staff out in the cooking. After the activity, children had more initiatives for eating vegetables.
4. Enable peer encouragement :
The pupils in the whole-day class now encourage each other to eat whatever is in their lunchboxes, including the less popular food items. They may say to each other: 'This item is nutritious and should be eaten as often as possible. No more fussy eating!'



Ms. Tam Siu Man
Headmistress



Ms. Lam Po See
Teacher



Ms. Leung Ka Lai
Teacher

Stage 3 : Sharing Platform



- A healthy eating habit stems from childhood and keeps us healthy all through adulthood. However, there are lots of obese boys and girls who have problems like hyperlipidemia and diabetes. The situation is worrying.
- I have learnt from the activity 'Be a Smart Cook' that many parents choose only foods which their children like and avoid those they don't, as adults think that kids are not willing to try new stuff. In the activity, however, both adults and children ate the beans happily because the dish was cooked by themselves. Some children even told their mothers that 'stir-fried beans and eggs' was very delicious and asked their mothers to do it at home.
- Parents now understand the importance of a balanced diet for their children. They have learnt more about nutrition from parent-child cooking competitions, snack-making competitions as well as other practical experiences.
- We brought kitchenware to class and turned the classroom into a kitchenette. Children were curious. We encouraged them to participate in the cooking such as whisking the eggs and spooning the beans. They enjoyed cooking with us together.
- Many parents overlook the importance of a healthy daily diet. They allow their children to eat a lot of unhealthy snacks as they have little understanding about what a balanced diet is. Therefore, we introduced healthy food to our pupils through thematic activities and cooking demonstrations. As time went by, they started asking their parents to buy healthy food more often, thus reminding their parents the importance of healthy eating.
- We hope the children can apply what they learn in real life. That's why we asked them to create the bread masks with 5 healthy ingredients. They were very enthusiastic in designing the masks. Children who used to dislike raisins are now willing to try them because they found the masks funny with the raisins, and they really appreciated their own work, which was full of creativity.

Conclusion

StartSmart@school.hk Pilot Project provided a number of workshops which consolidated teachers' understanding about a balanced diet. These workshops assisted the school in reviewing children's intake of nutrients and calculating the ideal food portion for them. The school also held the 'StartSmart birthday parties' and talks for parents, which heightened their awareness of healthy eating.





StartSmart
Pilot School

Ho Yan Kindergarten
(Sponsored by
Sik Sik Yuen)

《Understanding the Nutritional Values》

Food Pyramid is essential to our health

Stage 1 : Introduction

Some children may develop preference for certain foods. They often frown at vegetables but may grin at meat and snacks like sweets, cola drinks and potato chips. Even if some say that they like eating vegetables and fruits, often they are tongue-tied when being asked about the food's actual nutritional values.

In the StartSmart@school.hk Pilot Project, the Department of Health organised different talks and workshops for school staff and parents. Through various activities, children learnt about the Food Pyramid as well as the principles of healthy eating. They were encouraged to try a variety of foods to prepare for a healthy lifestyle.

Ho Yan Kindergarten made use of story-telling, cooking, discussion and physical activity sessions to teach children in details about a balanced diet. Large-scale campaigns, such as the Joyful Fruit Day, were held to promote various fruits to children. Besides, the 'dinner record sheets' were distributed to facilitate family participation; in this way, teaching and learning were not only confined to pupils, but their parents were also educated and benefited.

Stage 2 : Start Smart!

Live : Story-telling

Objective: To help children understand the significance of a balanced diet, to consolidate their knowledge of the Food Pyramid, and to let them know how much, in terms of proportion, of each kind of food they should eat.

Time : 30 minutes (plus another 30 minutes for physical activity)

Materials : The storybook 'No More Fussy Eating', the Food Pyramid for Children (aged 3-6), a puppet, a food basket, and toy food.

Let's GO!

1. The teacher tells the story 'No More Fussy Eating' and then the children discuss it with each other.
2. Then the teacher asks the children questions regarding the story, such as: Which character dislikes vegetables? Why does he/she go to see the doctor? As the character changes his/her habits after seeing the doctor, children will then review their eating habits too.
3. The teacher shows the Powerpoint file of the Food Pyramid for Children (aged 3-6). Children have to discuss the different categories of food and compare their positions and portions.
4. Children have to pick food items from the basket as food for the hungry puppet and discuss about whether they have made a healthy choice.



Live : Obstacle Course

Objective: To stimulate children's interest in physical activity, and to show them how to make healthy choice of food.

Time : 30 minutes

Materials : A balance beam, hula hoops, a basket, plastic toy food items, soft mattresses, and a 4-layer metal rack (to represent the Food Pyramid).

Let's GO!

1. Children have to crawl across the balance beam. Then they hop over the hula hoops, pick up a toy food in the basket, lie on the soft mattresses, roll over them all, and run to the destination.
2. After that, they have to place the plastic toy food at the correct place on the Food Pyramid. Run back to the starting point.
3. The teacher checks if all toy foods are categorised correctly along the Pyramid. Review the types of food and the recommended intake.



Balanced Diet 360°

1. Pick healthy food :

Children are taught to identify nutritious food such as vegetables and fruits, which are rich in vitamins and dietary fibre; they ease constipation and prevent diseases.



2. Record what you eat :

Children record their dinner food on the 'dinner record sheet' for two consecutive days. They discuss the record at school and check if they have had a balanced diet.



3. Hold cooking demonstration :

Compare cooking methods like frying, stir-frying, deep-frying and poaching so that the children understand the healthy ways of cooking with less oil, less sugar and less salt.



4. Promote healthy diet :

Breakfast and lunch menus are modelled on the 4-week menu as suggested by the Department of Health, and the modified recipes are provided to parents for their reference. The menus involve mostly steaming, poaching and quick stir-frying with a small amount of oil.

Stage 3 : Sharing Platform



Ms. Wong Wing Suet
Teacher

- We always talk to the parents after school about the kids and what they eat at teatime. We also encourage them to prepare healthy food for our birthday parties, such as salad and sandwiches, and not conventional party snacks like chocolate, potato chips and soft drinks.
- Children have looked healthier since the project was launched. They used to skip meals for snacks; now they eat more rice and vegetables. They even tell their parents how to eat healthy.



Conclusion

During the project period, Ho Yan Kindergarten (Sponsored by Sik Sik Yuen) organised individual and group activities featuring 'diet and nutrition'. Pupils were taught the nutritional composition of different types of food, what they mean to the body and the benefits of a balanced diet. They also learnt about the healthy ways of cooking.

It's impossible to adopt a healthy lifestyle just overnight. Therefore, the school emphasises cooperation with families. Letters and regular discussions are maintained to disseminate the message to parents.





StartSmart
Pilot School

Spring View
Kindergarten

《Pathway to Health: Obstacle-free》

A balanced diet stems from childhood



Stage 1 : Introduction

With the constant belief that a healthy lifestyle stems from childhood and that a pupil performs best with a healthy body, Spring View Kindergarten devotes herself to educating young children on a balanced diet, one of the things they need for a healthy growth, so that they can take good care of themselves. The school also arrange their children to exercise daily, which trains their stamina and leads to a healthy life.

With reference to the guidelines in the StartSmart@school.hk Pilot Project of the Department of Health, the school designed a special obstacle course and thoroughly reviewed the activities and menus within the academic year. For a balanced intake of each food type every day, each meal contained grains, vegetables and meat in the ratio of 3:2:1. The food was basically steamed, stewed, braised and poached with minimum amount of oil. To set a good example for pupils, teachers had meals that were cooked the same way. The school also re-designed birthday refreshments of various food items with different flavours in the hope of encouraging the fussy eaters to open up.

The school hopes to convey such message to families so as to facilitate a sustainable healthy lifestyle. Therefore, parents are asked to cook healthy food together with their children. This not only encourages parent-child interaction but also can provide them with health information about the Food Pyramid and so on.

Stage 2 : Start Smart!



LIVE : Health Run

Objective: Before the activity, teach children about the significance of a balanced diet. Familiarise them with the types of food in the Food Pyramid and the recommended portion of intake. Then reinforce their concepts through major-muscle activity.

Time : 45 minutes

Materials : Insulating tape, soft mattresses, hula hoops, traffic cones, pictures of food, paper bricks, bean bags, and a toy tunnel.

Let's GO!

1. The teacher shows a dying plant. Children observe it and discuss among themselves. The teacher explains that human beings are like plants which need food for energy in daily life.
2. Do warm-up exercise with children. Instruct them to imitate the characteristics of different kinds of food using their limbs.
3. Children walk in short steps along a straight or curved line marked by insulating tapes. Do not let them cross over the boundary.
4. Have children jump or hop over the hula hoops.
5. While moving along, they can land on pictures which show healthy foods but definitely not the unhealthy ones
6. Have children lie straight on the soft mattresses. Ask them to put their hands over their ears while keeping legs tight together, and then roll to the other side.
7. Make them crawl through the tunnel, along which were posted pictures of unhealthy food. Ask them to avoid body contact with these pictures.
8. Ask children to take out a bean bag that represents any of the four types of food in the Food Pyramid. (A red bean bag represents a cereal/grain, a blue one a vegetable/fruit, etc.) Then throw the bean bag into the plastic box marked by the right label.
9. Have children bypass the array of paper bricks and return to the starting point. Repeat the game until all bean bags are sorted into the plastic boxes.
10. Finally, ask children to compare the amount of bean bags in each plastic box to check if they have attained the recommended 3:2:1 ratio for a balanced intake of each food type every day.



StartSmart
Pilot School

Spring View
Kindergarten



3 Major Developments of Children

1. Creativity :
During the activity, children follow the instruction to imitate the shapes of various kinds of food with their bodies. Such gestural expressions enhance their creativity.
2. Arithmetic training :
When throwing bean bags into plastic boxes with matching labels, children manage the concept of space and direction. Counting the number of bean bags trains their ability of matching and comparison.
3. Common sense :
Children understand different kinds of food and identify the healthy ones.



Guess what kind of vegetable the children were pretending?

Other 'StartSmart' Measures

1. Eat healthily :
Throughout activities like 'making healthy snacks', 'healthy birthday party' and 'refreshments for whole-day classes', children are able to try food of various categories and tastes. It is hoped that they will develop a healthy dietary habit and stay away from fussy eating. As the school uses electrical cooking, our food is mostly cooking with steaming, stewing, poaching and braising. Pupils' diet also follows the Healthy Lunch 321 principle so that the ratio among grains/cereals, vegetables and meat is 3:2:1.
2. Parent-child interaction :
In 'Be a Smart & Healthy Chef - Healthy Recipes Design Competition', children and their parents cook healthy dishes together. It is an interactive occasion which could instil messages, such as the Food Pyramid and the proper portion of each meal .
3. Physical activity :
Begin a school day with gymnastics. Let children read aloud in Mandarin or English while doing gymnastics so that learning is incorporated in physical activity. Also, distribute the 'My Physical Activity Diary' from the Department of Health and encourage families to do daily exercise together.



Stage 3 : Sharing Platform



Ms. Leung Yuk Yee
Headmistress



Ms. Liu Yim
Teacher



Ms. Tam Mei Chun
Cook

- With the resources provided by the Department of Health, our school organised several workshops and video screenings for parents. Apart from the daily 45 minutes of P.E. lesson at school, we encouraged parents to grab every minute they can to exercise with their children, for example, while engaging in a conversation. As a result, children found the determination to kick bad habits.
- The StartSmart@school.hk Pilot Project reminded us to make a concerted effort among all school staff to draft a blueprint of balanced diet and physical activity. We also need parents' help in fostering a healthy lifestyle for children. I think the project was worth our participation.
- Nowadays most parents have to work and leave their children to grandparents or domestic helpers. Sometimes when kids fall into a foul temper, their caregivers will appease them with fast food. By giving them an unhealthy diet, the caregivers give them an unhealthy lifestyle as well without being noticed. Therefore, we hope to broaden the children's knowledge of healthy eating through a variety of education programmes.
- Children now discuss what they should eat more and what food is bad for their health. When some kids say soft drinks should be avoided, some others agree and explain that soft drinks are sweetened and that we should not drink too much of it. This kind of interaction delights me most.
- After receiving the training offered by the Department of Health, I am more aware of the nutritional values of food. I used to give children chicken wings in Swiss sauce for as they liked it very much; I don't do this any more because I know the marinade and chicken wings are both unhealthy.

Conclusion

During the project period, the school revised the menus and successfully put the concepts of a balanced diet into teaching activities. A variety of activities were launched to help children develop healthy eating habits. As good eating habits should always be complemented by regular exercise, the school also designed some activities for major muscles of children. Engaging children in regular exercise required the cooperation of parents, hence the school stepped up communication with parents. Parents should also set good examples for their children in order to make the positive effects of the Project sustainable.





StartSmart
Pilot School

Tsui Lam Estate
Baptist Kindergarten

《Family Day, Sports Day!》

Develop a sustainable healthy lifestyle

Stage 1 : Introduction

Ever since the StartSmart@school.hk Pilot Project was launched, the school has improved the daily diet and the design of physical activity. Much effort has been taken to consolidate children's understanding of a balanced diet, physical fitness and healthy lifestyle. This has become a major teaching topic in the school year.

The workshops organised by the Department of Health provided extensive nutritional information to the school. The food preparation staff learnt to read the nutrition labels and became more careful about choosing cooking methods, choice of ingredients and meal portions. Besides, the school also focused on the physical development of children as it enhanced their cognitive ability and concentration in class, thus improving their school performance. Teachers organised physical activity and distributed Department of Health's published 'My Physical Activity Diary' to encourage children to do more exercise daily.

The World Health Organization points out that a lack of physical activity and excessive energy intake may lead to obesity and other chronic diseases. So, take action now!



Stage 2 : Start Smart!

Live : Rhythmic Sports Day - Bouncing Fun

Objective: Allow parents to do exercise with their children and deepen their understanding of the Food Pyramid.

Materials : A music CD, a ball, a cardboard case, picture cards of food, and the Food Pyramid.

Let's GO!

1. All parents stand face-to-face with the children, forming two queues.
2. When the music begins, the first adult in the queue passes the ball to the opposite child.
3. Then the child bounce-passes the ball to the second adult and so on.
4. The last parent and child put the ball down, draw out one picture card from the cardboard case and put it at the right place along the Food Pyramid. When the music stops, the game comes to a pause.



Live: Rhythmic Sports Day - Nutrition Path

Objective: To facilitate interaction among families, and to reinforce their understanding of what a balanced diet is about.

Materials : A4 cardboards, a basket, picture cards of food, and a giant cardboard.

Let's GO!

1. A child holds an A4 cardboard while his/her parent is standing on another A4 cardboard.
2. Then the child puts his/her cardboard on the ground and the parent steps on it.
3. The child picks up the first cardboard used and places it in front of the parent again. The parent moves on to it. Repeat steps 1 and 2.
4. Continue the game with the child paving a way for the parent with the A4 cardboards.
5. When they reach the basket, the child has to pick up a picture card of a nutritious food item. The child walks crabwise with the parent and delivers the picture card to the destination.
6. Finally, post the picture card on the giant cardboard.



A Healthy Foundation

1. Fruity recipe:

Every year, the school organises a recipe competition for parents to learn different recipes with the use of fruit.



2. Energetic life :

Most people think that physical activity is all about swimming or ball games. In fact, physical activity also means things like racing with your kids on the way home from the market place!

3. Healthy diet :

School and family are both important in providing a sustainable healthy diet of children.



Ms. Chan Kwok Po
Teacher



Ms. Ng Yuk Man
Chef

Stage 3 : Sharing Platform



- I think the activities were meaningful. Our school has reviewed and improved the daily menus and fitness programme.
- The workshops held by the Department of Health gave our food preparation staff, teachers and parents substantial advice regarding nutritious diet and physical activity. Now our food preparation staff know how to read nutrition labels and choose the proper ingredients. We have improved greatly in buying, cooking and quantity controlling.
- Children were encouraged to do exercise not only at school but also at home. The result was good. Some parents said that their children asked them to time their sessions and even invited them to do exercise together.
- The parent guide of the StartSmart@school.hk Pilot Project include detailed contents of the workshop curriculum in relation to healthy eating and active living. Parents have a solid concept of what type of food is the best for their children.
- We took some time to adapt to new practices introduced in the project. We encouraged our food preparation staff to read the nutrition labels and compare them. At first it was difficult, yet they gradually got used to it. I believe that we can do our best if we persevere.
- As society advances, so should we. Our school cares about people most. We hope our children and all others will be healthy.
- Nutrition workshops gave me a lot of dietary information. Now I understand the difference between saturated fat and unsaturated fat. We should compare the nutritional composition per 100g of each food item.

Conclusion

After entering high school or college, most people begin an exclusively sedentary lifestyle, they spend all the time surfing the net, playing video games, watching television, etc. To change all these, it may not be enough by just asking them to do work out. Teaching them the right concepts is more important. Preschoolers are like a piece of plain paper; they absorb whatever they are taught by their parents and teachers. Therefore, it is important to give them the correct values and a good foundation of healthy lifestyle; otherwise it would be very difficult for them to go back to the right track in adulthood.





StartSmart
Pilot School

TWGHs Chan King Har
Kindergarten

《Activity Learning》

Learning nutritional values with great fun



Stage 1 : Introduction

A balanced diet is a good companion for children's physical development and knowledge acquisition. If children overeat without sufficient exercises, fat will store up in the body, leading to obesity and other chronic diseases. Pupils in TWGHs Chan King Har Kindergarten learnt about the importance of maintaining a balanced diet through story-telling. In the story 'The Witch Who Can't Fly', the witch is overweight and children suggest her to exercise more and have less meat. Learning through stories therefore helps children learn about healthy lifestyles in an interesting and effective way.

Apart from story-telling, group discussions and physical activities are included during the day as an extension on health education. Children are taught to distinguish healthy food items from unhealthy ones. Through competitions in physical activities, children are introduced to the types of food and their importance as indicated by the Food Pyramid.

Some other measures are carried out to arouse children's interest. 'Fruit Theatre' is conducted to familiarise them with the variety of fruit. Children also make nutrition snacks and edible masks with bread during class. These activities serve as reminders of the importance of maintaining a healthy eating habit in the long run. The school hopes to send the message not only to children but also to their families.

Stage 2 : Start Smart!

LIVE : Balanced Diet GOGOGO

Objective : To teach children the types of food in the Food Pyramid, and to encourage them to exercise more.

Time : 30 minutes

Materials : Round soft platforms, hula hoops, floor mats, the Food Pyramid model, picture cards of food, and 2 baskets.

Let's GO!

1. Put children into two groups.
2. A child from each group takes a picture card from the basket. He/she lies on one end of the floor mat and rolls to the other end.
3. The child runs through the sequence of hula hoops and platforms. He/she then runs to the destination and puts the picture card on the correct place of the Food Pyramid model.
4. He/she runs back to the starting point and the next spot in queue continues.



Live: Fruit Theatre

Objective : To allow children to learn the importance of a balanced diet. To teach them the different shapes of fruits.

Time : 30 minutes

Materials : Fresh fruit (apples, oranges, pitayas and pineapples) and a mini-stage

Let's GO!

1. Prepare a variety of fruit (i.e. apples, oranges, pitayas and pineapples) and glue fake eyes on them. Through role-playing, the fruit will introduce themselves.
2. Ask children to describe what fruit they like to eat and the features of the fruit.



Live : 'Edible Mask'

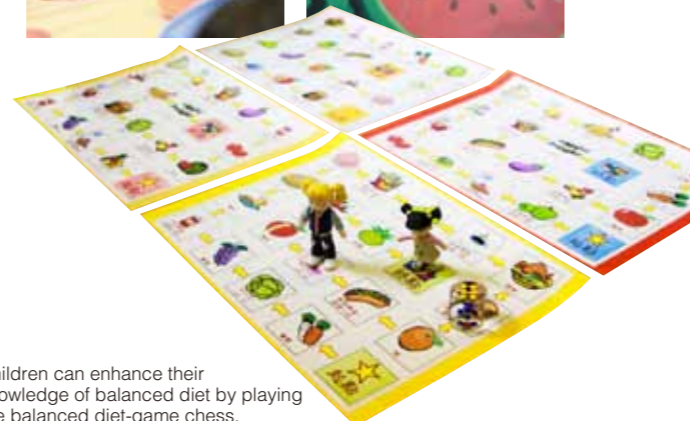
Objective: To allow children to use different types, colours, shapes, and textures of ingredients to design their own fruit masks, arousing their curiosity and interest in fruit.

Time: 30 minutes

Materials: Bread, fresh fruit (strawberries, oranges, pineapples, etc.), vegetables, dried fruit and biscuits.

Let's GO!

1. Teacher demonstrates the way to spread ingredients on bread, with each ingredient representing one facial feature, .
2. Children create their own masks. They share with one another after completion.



Children can enhance their knowledge of balanced diet by playing the balanced diet-game chess.

Learning with fun

1. Ability to identify different types of food :
Through the activities, children know what to eat more and learn the fundamental concept about the Food Pyramid.
2. Early arithmetic development :
Children learn to develop arithmetic skills through counting fruit.
3. Artistic creativity :
In designing the fruit mask, children utilise their artistic potential as they need to mould different ingredients into facial features.
4. Better communication skills :
Through interaction with the others in the activities, children are exposed to a wider range of vocabulary; thus, enhancing their communication skills.

Stage 3 : Sharing Platform



Ms. Wong Sin Wan
Headmistress

*"300 families, not only
300 children, will be benefited."*

- This is a 'win-win-win' situation: the children, our school and even the families are benefited. Now children understand what food to choose for a healthy diet. They can even advise their mothers to stay away from deep-fried food of high-fat content and low nutritional values.
- After knowing the importance of a balanced diet, actions should then be taken. This will benefit not only 300 children but in fact 300 families.
- The project enables children to learn through daily lives. For example: When they suffer from constipation, that's the best time to let them know why they should eat more fruit and vegetables.
- In designing the daily menu, teachers become more careful when choosing food for the children and will put more consideration in whether or not the ingredients are nutritious. Traditional Chinese dishes are often cooked with a lot of oil; now our food preparation staff use less oil and seasonings.
- One of the children at our school used to refuse to have vegetables. However, after hearing from teachers that the lack of fibre in take causes constipation, he then went home to ask his family for more vegetables in meals. This has not only surprised his family, but also allows the family to maintain a healthier diet.

Conclusion

Information of healthy eating from the Department of Health encourages the school to design nutritious recipes for children. As a result, the school manage to pay more attention to children's diet and create healthy dishes using ingredients of different types and colours. Therefore, both children and their families are benefited.





StartSmart
Pilot School

May Nga Kindergarten
(Branch)

《Healthy Friday》

All-rounded strategies towards healthy life

Stage 1 : Introduction

With the execution of the StartSmart@school.hk Pilot Project, 'balanced diet' and other health-related topics became the major themes of each 'Friday activities' in May Nga Kindergarten. Children are taught the concepts about having regular meals, eating healthily, and replenishing water every now and then.

After attending the workshops and talks, teachers realised that healthy food could be delicious and easy to be made, and that children would learn to appreciate the food in fun. Therefore, interesting games and fitness activities were arranged to familiarise children with the Food Pyramid and the benefits of healthy diet and regular exercise.

The school encouraged children to work out with family together more often, avoid greasy food and get enough sleep so that children could live a healthy lifestyle. Meanwhile, the teachers themselves served as role models for children.



Stage 2 : Start Smart!

Live : Balanced Diet 1+2+3

Objective : To familiarise children with the concept of a balanced diet and the 'Healthy Lunch 3-2-1' formula.

Time : 35 minutes

Materials : Hula hoops (which represent lunch boxes), a music CD, stickers, and picture cards (of Chinese cabbage, choy sum, beef, chicken, spaghetti, etc.).

Let's GO!

1. The teacher shows the picture cards and asks the children to identify the names of the food featured.
2. The teacher explains the Healthy Lunch 3-2-1 formula. If a healthy lunch box is divided into six parts, grains and cereals should take three, vegetables two, and meat one. As such, the ratio among grains/cereals, vegetables and meat is 3:2:1.
3. Each child puts on a picture card that represents a kind of food. The teacher will act as fruits.
4. Play some music. Children move around freely. When the music stops, children have to form themselves into a combination of a healthy lunch and stand inside the hula hoops, i.e. one child representing meat, 2 kids representing vegetable and 3 kids representing grains/cereals.
5. The teacher will spot the 2 fastest groups with the correct combination, walk into their rattan hoops and form a complete Healthy Lunch. Children will be awarded with stickers.



Together We Win!

Family support was essential in facilitating the project. Senior pupils were asked to design their own healthy diet with their parents. They researched on the internet, bought ingredients and cooked the dishes together. The pupils had to interview their parents too. At the end of the project, a talk was hosted by children to share with each other their progress. Thirty children and half the number of their parents attended the talk, which was indeed a great success.





Stage 3 : Sharing Platform



Miss Chung
Teacher

- The most inspiring thing was that children learnt to analyse the nutritional composition of their lunch boxes. They even told us what kind of healthy food they ate the night before and what kind of exercise they did over the weekend.
- Some children rejected sweets as reward. They even said that sweets should be avoided as excess sugar intake will lead to tooth decay.
- Teachers attended workshops and talks organised by the Department of Health and shared what they had learnt with each other afterwards. The information helped them become aware of the types of food and suggested portions for senior pupils. Also, the teachers realised that healthy food items are not necessarily unpalatable, and that they are in fact easy to prepare.

Conclusion

A healthy lifestyle has to root in childhood. The project brought life-long benefits to children. The teachers also learnt a lot about their own well-being.



Regular Meal Time

Eating regularly helps maintain a high level of metabolism and prevent overeating. This is particularly important for pre-school children. For regular meals, they should be 4 to 6 hours apart from each other; snacks are allowed if necessary, but they should be at least 1.5 hours away from any main meal. To reduce the risk of tooth decay, allow only one serving of refreshments between any two meals. If children eat frequently, they are more likely to overeat and go for unhealthy food, hence they are more prone to obesity and chronic diseases in the long run.

The three participating schools

- Ching Chung Hing Tung Kindergarten
- MCC Little Angel (Tin Shing) Kindergarten
- Mink International Pre-School



StartSmart
★Pilot School★

Ching Chung Hing Tung
Kindergarten



《Omni-Directional Chess Game》

Train your children with physical exercises and healthy eating

Stage 1 : Introduction

To maintain a healthy life, an appropriate eating habit is essential. Therefore, children should have regular and balanced diet. Punctual meals and refreshments are conducive to the proper absorption of nutrients; if we skip meals, we will be starved and then we will overeat later. Eating too frequently is also a problem; it may cause tooth decay. Children should learn that punctuality and a regular lifestyle are equally important.

In order to supply children with sufficient energy and nutrients, we should give them breakfast, lunch and dinner at an interval of 4 to 6 hours. Between meals, refreshment can only be provided once and should be at least 1.5 to 2 hours away from meals. Also, meals and refreshments should be complementary in terms of variety and quantity; this is to ensure an adequate supply of nutrients.

Ching Chung Hing Tung Kindergarten has been teaching a 'healthy campus' curriculum. With the implementation of the StartSmart@school.hk Pilot Project, the original curriculum was merged with other class activities which in turn brought about a greater learning outcome. The school designed a creative chess game to teach children the importance of regular diet. The game helped them practise a healthy diet and trained their motor coordination at the same time.

Stage 2 : Start Smart!

Live : Regular Diet Chess

Objective : Children learn how often they should eat so as to attain a regular diet. In the physical activity, children are instructed to do certain actions such as hopping or jumping, climbing, crawling through a hula hoop, etc. These body movements train the motor coordination of children's major and minor muscles.

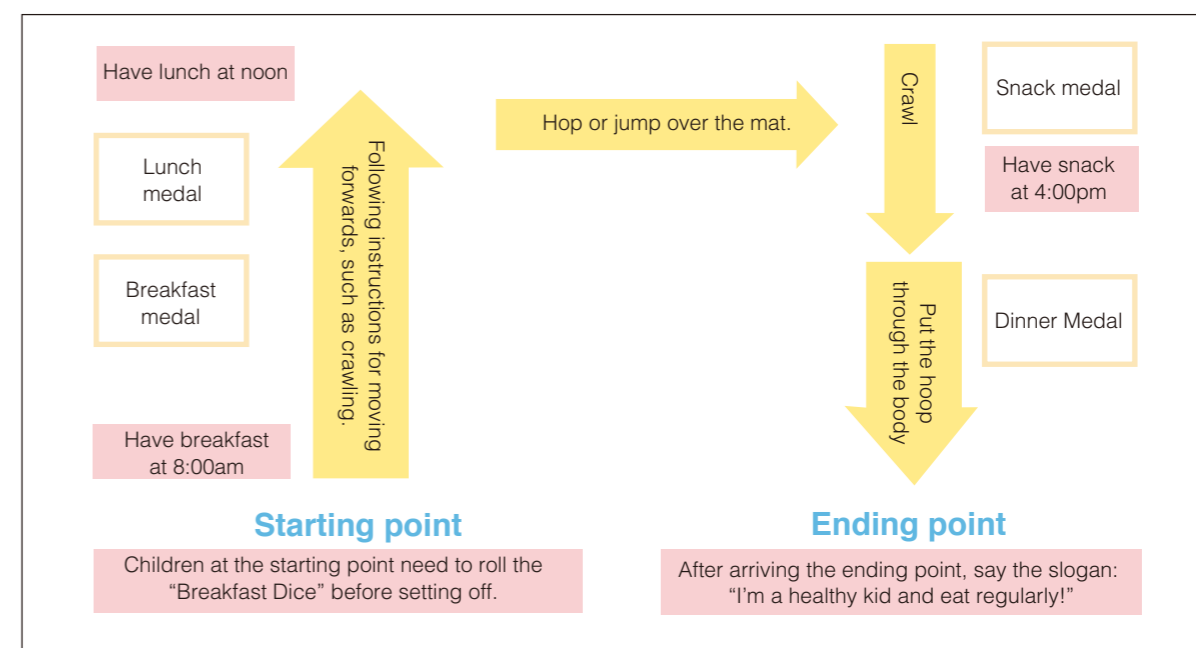
Time : 30 minutes

Materials : 36 pieces of soft mattresses (topped with pictures of breakfast, lunch and dinner), a dice (each face indicating a time and what we eat by then, e.g. 8 a.m. - breakfast), a plastic basket, coloured straps, 'food medals', hula hoops, a music CD, and a CD player.



Let's GO!

1. Setting: Place the mattresses on the floor and form a Flying Chess board. Put the pictures of breakfast, lunch and dinner as well as the dice on the mattresses.
2. The teacher starts the activity by telling the story 'Ching Ching and Liang Liang'. He/she asks the class to think about the adverse effects of eating irregularly, such as losing appetite for meals and higher chances of tooth decay.
3. Children become the chessmen. They take turns to throw the dice at the starting point. If they get 'breakfast' in three dice rolls, they can move forward.
4. When a child gets the 'breakfast - 8 a.m.' face, he/she has to put on the coloured strap and clip the breakfast medal on the strap. Then he/she has to crawl to the lunch mattress and throw the dice. They will have to get a 'lunch' face and so on.
5. Once the child arrives at the destination, he/she has to shout the slogan: 'I am a healthy kid and eat regularly' with creative gestures.



StartSmart
★Pilot School★
Ching Chung Hing Tung
Kindergarten

Reflection: Ancillary Measures and Parent-school Cooperation

1. Learning amid activities :

As the chess game showed the recommended times for meals, the children might think about whether they observed these meal times at home. The picture story showed the adverse effects of an irregular diet to health.

2. Improve the competition system :

To speed up the game, teachers agreed to abandon the use of dice. Pupils took turns to participate so as to save time queuing up to throw the dice. A 'Snack Wall' could be built along the two sides of the mattresses; children would then wear elbow guards with Velcro fasteners, and try to avoid contact with the unhealthy snacks on the wall while crawling through the tunnel.

3. Cooperation :

Children actively assisted each other in the game, thus being trained to cooperate with each other.



4. Creativity :

Children's creativity was engaged as they had to make up a gesture for themselves when they shouted the slogan by the end of the activity.



5. Healthy birthday party :

Apart from providing the imaginative chess game, the school also introduced healthy diet topics in the usual classroom activities. For example, cream cakes and party snacks were replaced by sponge cakes and fresh fruits at birthday parties. Teachers also made healthy food together with the pupils.



6. Parent-child interaction :

The school invited parents to physical activity events like game workshops and sports galas. These events improved family ties as well as children's health.

7. Active family participation :

The school organised parent-child activities, including nutrition talks, visits to farms and vegetable markets, healthy snack making, etc. The activities improved parents' understanding of nutrition and helped them pave way for their children's healthy eating habit.



Ms. Chan Shuk Wai
Headmistress



Ms. Lee Lin Fan
Teacher



Ms. Chu Siu Mei
Teacher

Stage 3 : Sharing Platform

- Although there was a 'Healthy Campus' curriculum in place within our school, the addition of StartSmart@school.hk Pilot Project sophisticated our teaching in this aspect. We used to think it would be adequate so long as we paid attention to nutrition; the project made us realise that physical activity is equally important and that the two are in fact complementary in nature.
- As a participating school of the pilot project, we benefited a lot. If the project is to be launched territory-wide, we will be a devote supporter for this initiative.
- Kids found it hard to manage the concept of time. Therefore, we first carried out the chess game in class K3; the result was good. Pupils were enthusiastic in the activity and they learnt more about regular diet.
- We discovered that some parents were not concerned about children's breakfast. Some children even skipped breakfast when they woke up late or when they were in a hurry for school. We hope to instil the message of punctual eating into our pupils. We hope the parents will get the messages and information, whether they are available in pamphlets or other formats.
- Story-telling was effective in getting the message of punctual eating across to children. Now they watch the time at home and tell their parents when they should eat. As a result, the dietary habit of the entire family has improved gradually and meals are served on time.

Conclusion

After the StartSmart@school.hk Pilot Project, the entire school, including the headmistress, the teachers and the food preparation staff, found themselves benefited. They have known more about food and nutrition; they have learnt more about how to organise physical activities for children. Such information is useful in future teaching. As for children, the pilot project reinforced their understanding of a healthy life, which laid a good foundation for their future learning.





StartSmart
Pilot School

Mink International
Pre-School

《Be a Smart Journalist》

Discover the secret keys to health

Stage 1 : Introduction

A regular diet of the right portion is vital to our health. Breakfast is the most important of the three daily meals as proper meal in the morning provides energy to refresh children's mind after a long night of starving during sleep.

Based on the information provided by the StartSmart@school.hk Pilot Project, the school designed various activities to reinforce children's basic knowledge about diet, in particular regular meal time.

Some creative games were provided for children. The school asked the children to act as reporters and interview each other on their eating habits. Teachers also staged drama shows using puppets and toy clocks to deliver health messages. During teatime, children became little cooks and created refreshments with fruits. These activities successfully broadened pupils' knowledge of regular diet.

Realising the importance of whole-person development, the school organised an athletic meet for parents and children. It facilitated parent-child interaction, and promoted to families the importance of physical activities.



Stage 2 : Start Smart!

Live : Be a Smart Reporter

Objective : To help children understand that breakfast, lunch and dinner are essential; to teach them the fundamentals of diet.

Time : 30 minutes

Materials : Questionnaires, and copies of the 'I Can Make It' pledge.

Let's GO!

1. Boost the learning motive: The teacher first interviews children about their eating habits.
2. Children take up the role of reporters, and then conduct interviews in pairs.
3. Teacher explains the importance of the three meals.
4. Then the teacher lists the rules for children to follow, such as: sit calmly when eating; eat less snacks; eat regularly in the right portions; and eat more vegetables and less meat.
5. Post the 'I Can Make It' pledge in the classroom as a reminder for the children.



Live : Be a Little Cook

Objective : To help children understand the importance of breakfast; to encourage the children to foster such a habit and eat only healthy snacks between meals if necessary.

Time : 30 minutes

Materials : Apples, carrots, bananas, grapes; disposable knives and meal record sheets.

Let's GO!

1. Boost the learning motive: The teacher shows the meal record sheet and asks the children: What are the necessary meals in a day?
2. The teacher asks the children again: What should you do if you are hungry between meals? Tell them to take snack once only between main meals and that the snacks should be low fat, low sugar, low salt, high in dietary fibres, rich in nutrients, natural and barely processed.
3. Children make their own healthy snacks (like fruit skewers).
4. They eat the fruit skewers between breakfast and lunch.
5. Extended activity: Ask the 'reporters' to give the record sheets to their interviewees, who will complete them at home. The record sheets will be reviewed one week later.



7 Learning Outcomes

1. Boost learning motive :
When acting as reporters, children even asked questions which were not shown in the survey; for example: 'I can see you've eaten a lot of vegetables; what are they?'
2. Improve daily diet :
Children now eat breakfast every day. They know how to calculate the eating portions and the relative ratio in the Food Pyramid. They also know the 2+3 formula (2 portions of fruits and 3 portions of vegetables).
3. Boost creativity :
Children had satisfaction in making their own snacks and thus gained hands-on experience, which in turn got the health messages across to others.



4. Have fun :
The school asked children to bring some food packaging and see if the corresponding foodstuffs were healthy. Such activity was interesting for them.
5. Enable parent-child interaction :
Parents were encouraged to participate in the Joyful Fruit Day and familiarise themselves with the benefits of eating fruits. This also improved family ties.
6. Organise a 'healthy birthday party' :
Following the 'Nutrition Guidelines for Children Aged 2-6 (For Pre-primary Institutions)', the school replaced party snacks with healthy ones. To prepare them, teachers use wholesome ingredients in the right amount and cooked in the recommended ways. From now on, only non-greasy food of low-salt and -sugar content is served at such parties.
7. Enjoy refreshments :
Children enjoy healthy snacks at school, such as the 'fruit-skewers'.



Conclusion

The StartSmart@school.hk Pilot Project has brought about a very positive impact on the school. The 'Nutrition Guidelines for Children Aged 2-6 (For Pre-primary Institutions)' and the 'Physical Activity Guide for Children Aged 2-6 (For Pre-primary Institutions)' are extremely useful for the school when it is organising related activities. The school hopes to get the health message across to the community for the sake of a healthy new generation.



Stage 3 : Sharing Platform

Ms. Chan Lai Yee
Headmistress

- We used to see that many elders or maids bought the children unhealthy snacks such as siu mai or 'fishballs' after school. These snacks contained high level of salt and fat, which ruin the children's appetite for dinner. This affected their intake of nutrients. Therefore, we kept explaining to parents that fruits and plain crackers were healthier choices. We saw improvement.
- Some children may need more food owing to physical development. Therefore, we used to let them eat as much as they want at teatime. After the project, however, we realise that it is essential not to overeat, and that too much snack reduces their appetite for proper meals. Now children eat regularly and maintain a healthy diet without overeating.
- The project supplies practical guidance for the school and parents. We make good use of the resources; for example, we make print-outs of the Food Pyramid and other nutritional information as leaflets for parents.

StartSmart
Pilot School

MCC Little Angel
(Tin Shing)
Kindergarten



《Passing through the Dietary Time Tunnel》

Beware of irregular and unbalanced diet

Stage 1 : Introduction

Children have faster metabolism but smaller stomachs. They usually don't eat much in every meal yet they lose much energy and water during lessons, then they feel hungry again soon. However, eating too frequently will probably result into overeating, so it is essential to have breakfast, lunch and dinner at regular intervals and in proper portions. If necessary, children can have some healthy snacks in between, i.e. 1.5 to 2 hours before or after the meals. They should not have their meals spoiled by playing or too much snack.

MCC Little Angel (Tin Shing) Kindergarten designed a special 'dietary time tunnel' according to the designated topic of 'regular meal time'. Children had to hurdle the low fence and pass through the time tunnels (which represent the 3 meals every day) and lift certain objects. Through these physical exercises, the health messages were disseminated.

The school has always been playing the roles of an educationist and also a caregiver. Since children need sufficient energy and nutrients for their growth, it is vital for them to establish a regular diet. In designing the diet, the school referred to the recommendations from the nutrition guidelines of the StartSmart@school.hk Pilot Project. Food items of the proper types in the right amount were given to pupils to satisfy their nutritional needs.

Stage 2 : Start Smart!

Live : Dietary Time Tunnel

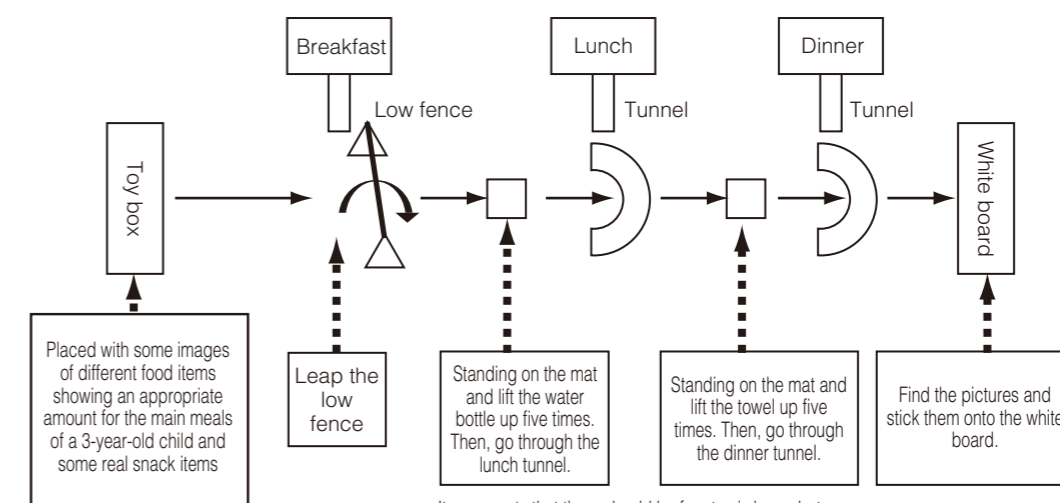
Objective : To teach children the concept of regular diet, and to show them that the 3 meals (breakfast, lunch and dinner) in appropriate portions are essential.

Time : 30 minutes

Materials : A toy box, pictures of food in meals, real objects of unhealthy snacks, water bottles, towels, soft mattresses, a toy tunnel, low fence, and a whiteboard.

Let's GO!

1. The toy box contains pictures of meal food and actual objects of unhealthy snacks. Ask the children to find the portion table from inside the box.
2. They carry the pictures and hurdle over the breakfast fence (meaning that they have had breakfast); then they stand on the mattresses and lift the water bottles 5 times (meaning that there should be 4 to 6 hours between two meals). Afterwards, they pass through the lunch tunnel and lift the towels 5 times (meaning that there should be 4 to 6 hours between two meals).
3. Finally they have to post the pictures on the whiteboard.



It represents that there should be four to six hours between meals and need to do regular exercise.

Eat Regularly, Exercise Regularly

1. Exercise every day :
The project raised the school's concern about children's diet as well as their physical activity. The teachers danced with the children every morning and afternoon, hoping to arrange for them 25 minutes of major muscle activity every day.
2. Exercise at home :
Balancing, bending and stretching are actions that children have to do at school for the development of the agility and flexibility of their major muscles. Children were encouraged to do simple exercise at home too, such as lifting water bottles and towels.
3. Family-school collaboration :
Parents are mostly in charge of providing food to their children. Yet some parents neglect the importance of a diversified diet. Therefore, the school also informed the parents of what a balanced diet was, in the hope that they would observe it at home.
4. Healthy cooking class :
The school organised 'healthy cooking classes' in order to get the message of healthy diet across to families.

StartSmart
Pilot School

MCC Little Angel
(Tin Shing)
Kindergarten



Stage 3 : Sharing Platform



Ms. Tang Po Chu
Headmistress

- It is difficult for children to truly understand what regular meal time is. Therefore, we organised games to teach children the importance of regular meal time; we also taught them that meals should be separated by intervals of certain duration. Throughout the project, the students were devoted.
- Our diet should be regular and with appropriate amount. The 'Nutrition Guidelines for Children Aged 2-6 (For Pre-primary Institutions)' issued by the Department of Health explains that children at different ages require different amount of food. For example, half a bowl of rice is already enough for children aged 2 to 4. Yet some parents may give their children a big bowl of rice plus other dishes because traditional Chinese people think that it's not healthy to eat too little. Therefore, it is also essential to educate parents on eating the right amount.



Conclusion

Young children got a basic understanding of regular meal time through the game 'dietary time tunnel'. The school also shared health information with parents. Through participation in the activities, parents learnt a lot about healthy diet of children.



Drink More Water

An intake of six to eight cups of fluid every day can supply our body with enough water. Odourless, colourless water is the healthiest choice. Water quenches thirst, does not cause tooth decay and prevents/relieves constipation. In addition, drinking plenty of water can prevent heat stroke, dilute the concentration of urine and help expel bacteria out of the body through urination. Furthermore, adequate fluid intake can lower the risks of urinary tract stones and kidney stones. Therefore, starting from a young age, children should develop a good habit of drinking enough water every day.

The five participating schools

- C&MA Church Verbena Kindergarten
- ELCHK Cheung Wah Kindergarten
- Semple Kindergarten
- STFA Tuen Mun Leung Lee Sau Yu Kindergarten
- Telford Garden Kindergarten





StartSmart
★Pilot School★

ELCHK Cheung Wah
Kindergarten

《Powerful Water Elf》

Prince and Princess encourage children to drink water

Stage 1 : Introduction

About 70% of our body consists of water. A lack in water affects our motor activity or even threatens our life. Therefore, we need to drink more water in daily life. Apart from water, low-fat milk, low-sugar soya milk and soup are also preferred.

In order to encourage children to drink more water, ELCHK Cheung Wah Kindergarten conducts lively storytelling sessions and creative puppet theatre in class. Children take turns to dress as the Prince and the Princess of Water Elves so as to encourage others to drink more water. The 'prince' and 'princess' will randomly enter the classroom and play games with the children. This activity aims at reinforcing their understanding of drinking water and the importance of such a habit.

Parent-school collaboration is extremely important in building a healthy lifestyle. To encourage parents and children to live a healthy life, the school organised 'Parent-Child StartSmart Game' and distributed the 'Water Cup Award Cards' and '1-week Water-drinking Record Cards' from March to April 2011.



Stage 2 : Start Smart!

Live : The Magic Wand of Water Elf

Objective: To tell the children that water is a colourless and odourless beverage which does not cause tooth decay.

Time : 20 minutes

Materials : A4 pictures of bottled water and other beverages, bottled water, a 'magic book', and the 'taste of water' record sheet.

Let's GO!

1. The teacher presents a picture of bottled water. Children have to describe the objects. Then the teacher asks questions like 'what is this?', 'have you ever drunk any of it?' and 'what is its taste?'
2. The teacher puts the picture inside 'magic book' and teaches the children to read the spell, 'drink more water and become healthy'. Afterwards, the teacher will turn the picture into a real bottle of water.
3. The teacher shows the 'taste of water' record sheet. Children will have to guess the taste of water and write the answer on the sheet. Then the class will drink water together. In the end, the teacher brings out the message that water is tasteless and odorless, and will not cause tooth decay.



Live : The princess and prince of water elves visiting children in class

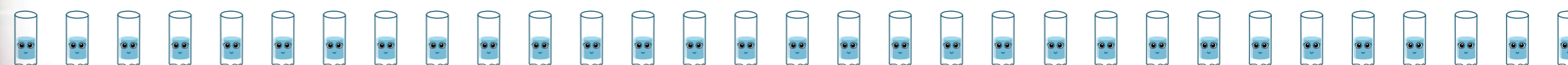
Objective: To remind the children again to drink more water.

Time : No fixed time

Materials : Costumes for the 'prince' and 'princess' of water elves, and a set of magic props.

Let's GO!

1. The teacher assigns a boy and a girl to play the roles of the prince and the princess of the water elves.
2. The prince and the princess lose their power because children do not drink water. Therefore they visit different classrooms and ask children to help restore their power.
3. The prince and princess will bring water to the classroom. Then they will ask the pupils how many glasses of water they need every day.
4. If the pupils give all correct answers, the prince of water elves will perform a magic.
5. The prince and the princess deliver water to the class in the end. Everybody drinks water together.



Live : Help Dai Bo and Siu Kan

Objective: Help children learn the facts about drinking water, such as 'water is more healthy than other beverages' and 'we should drink 8 glasses of water every day'.

Time : 25 minutes

Materials : Puppets of the main characters, 'Dai Bo' and 'Siu Kan', coloured pictures of water and other unhealthy beverages, the 'magic bag', and soft mattresses.

Let's GO!

1. The teacher becomes the princess of water elves and introduces to children the two main characters, Dai Bo and Siu Kan. They like sweetened drinks and snacks and they drink only a little water every day. So one is fat while the other has serious tooth decay.
2. The princess of water elves (the teacher) asks children to think of how to improve the lifestyle of Dai Bo and Siu Kan. The teacher first posts the pictures of unhealthy drinks on the bean bags.
3. Divide the class into two groups. A child from each group jumps forward along the mattresses. Each of the children picks up one bean bag (with unhealthy pictures) and jumps back to the starting point.
4. The child then puts the bean bag inside the hula hoop, and then the next one in queue will continue.
5. In the end of the game, children have to take the pictures out of the bean bags.
6. They have to put the pictures into the 'magic bag' of the princess.
7. The princess (the teacher) asks the children to design a spell which encourages others to drink more water and avoid sweetened drinks (such as 'be healthy and happy by drinking eight glasses of water every day'); then the class read aloud the spell.
8. The class repeat the spell several times. Then the teacher asks the children to get the pictures of water bottles out of the magic bag one by one, until the 8 pictures are all taken out.
9. Children have to tell their habit of drinking water. The teacher puts the pictures of water bottles beside Dai Bo and Siu Kan and asks the children to think about how to encourage Dai Bo and Siu Kan to drink more water, e.g. 'drinking water is good for our teeth, our body and health'; 'we will become obese if we drink too many sweetened beverages'.
10. The teacher says to everybody, 'It's great that we've turned the sweetened drinks into water. To appreciate your effort, I would like you all to drink more water every day.' Then the teacher asks the children to take their cups out and drink water together.



Stage 3 : Sharing Platform



Ms. Lau kit Yee
Teacher

- 'Drinking water' sounds like an abstract concept, yet it is real in life. We hope to deepening children's understanding of it through role play. As we did not find any materials concerning the topic 'drink more water', we specially designed two roles – the Prince and the Princess of Water Elves – for the children to play. They were asked to participate in a drama show, where they were also reminded to drink more water.
- The Prince and the Princess of Water Elves visited the class randomly. At first the children were curious. After they got used to it, they prepared their cups for the prince and the princess to come and deliver water. This was how they started the habit of drinking water.



Ms. Wong Hoi Yee
Teacher

- Some kids like sweetened beverages and have 'fussy eating' problems. We referred to the guidelines provided by the Department of Health and organised different types of parental activities. Apart from asking the children to drink more water, we also taught them to eat more fruit and the importance of a balanced diet. We hoped parents could participate in the activities to promote a healthy lifestyle. Since the project began, our school has distributed notices and pamphlets to spread health messages and step up the promotion of such ideas, hoping to improve children's eating habit. Now whenever children are offered sugary beverages, they will go for water instead because they know that water is more healthy.
- We prepared a 'Water Cup Award Card' for each pupil and displayed them in a conspicuous place in the classroom so as to encourage them to drink more water every day. If the children said: 'I drank 6-8 glasses of water yesterday', they would be awarded with stickers on their 'Water Cup Award Card'. Witnessing this, the whole class are motivated to improve.

Parent Blog



Ms. Koo Chun Wah :
Parent

- Nowadays most parents only give birth to one to two kids. The kids are abundantly nourished yet their physical health and volume of exercise are ignored. In the StartSmart@school.hk Pilot Project, we arranged our pupils to play games in the community centre. They played hula hoops, did aerobics along music and played simple ball games with each other.
- My child used to consume soft drinks and unhealthy snacks. With the organisation of healthy birthday parties, and provision of fruit by the school, my child understands that drinking water and eating fruit are good for their health. Since then, my child takes the initiative to ask us for water and fruit at home.

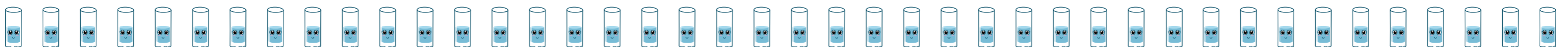


Ms. Pang Kam Mei
Parent

- The school encourages children to drink more water, eat more fruit and have fewer unhealthy snacks. Now there are no longer junk food on children's birthday party.
- After the project, my son once showed me the healthy diet information pamphlet with much enthusiasm when he got home. I think it's good. He did not eat fruit or drink water at home before. Now he asks me to give him fruit and water regularly every day.

Conclusion

The school has successfully designed the roles of Water Elves to remind children to drink more water. Together with interesting water magic and the creative spell of 'Drink More Water', the children were guided to build a proper habit of drinking water and avoiding sugary beverages. Besides, the school has also set up a 'healthy diet' corner which displays information and newspaper clippings related to healthy diet. These measures encourage both parents and children to pay attention to healthy diet.





StartSmart
★Pilot School★

STFA Tuen Mun
Leung Lee Sau Yu
Kindergarten

《Family Fun with Water》

Water is the best thirst quencher

Stage 1 : Introduction



Children are energetic. Some parents may buy their kids sports drinks to help them replenish electrolyte and water. The truth is, most sports drinks contain sugar and even caffeine. Replacing water with sports drinks will only supply children with excess sugar and calories. They may also get addicted to sugary food and beverages as time goes by. In addition, caffeine will even affect their quality of sleep. Therefore, children should drink water, which is the most proper and convenient choice, during and between meals.

Believing that a good habit stems from childhood, the school organised health-promotion classes and physical games including puppet drama shows and obstacle games, all based on the theme of 'drink more water'. Children acquired solid knowledge of the benefits of drinking water while they had fun. Moreover, athletic meets, healthy birthday parties and the Joyful Fruit Day were organised to encourage children and their parents to practise what they had learnt. They exercised and sweated together, and then drank water afterwards. Only by collaboration between schools and families can a healthy lifestyle be successfully built.

Stage 2 : Start Smart!



Live : The Story of a Thirsty Puppet

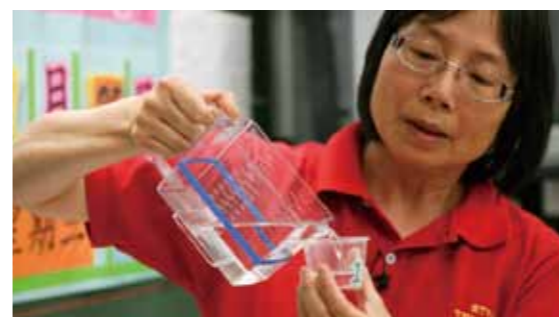
Objective: To help children understand that our body needs water, i.e. 6-8 cups of fluid each day. Water is the best option.

Time : 1.5 hour in total (The Story of a Thirsty Puppet and the Aqua Obstacle Course)

Materials : Puppets, a computer, worksheets, and containers of different sizes.

Let's GO!

1. The teacher introduces the puppet to stimulate the learning motive. Ask children to suggest how to quench the thirst of the puppets.
2. The teacher shows pictures of different beverages. He/she invites children to pick their favourite one and explain the choice.
3. Play the video 'Discovering Beverages'. Discuss with children which kind of drinks is the best and why. Tell them that water can quench thirst and will not lead to obesity or tooth decay.
4. Children guess how many glasses of water we need every day. The teacher pours water into different containers to show the size of each glass. Then children are asked to look for the answer in the video "8 Glasses Every Day".



Live : Aqua Obstacle Course

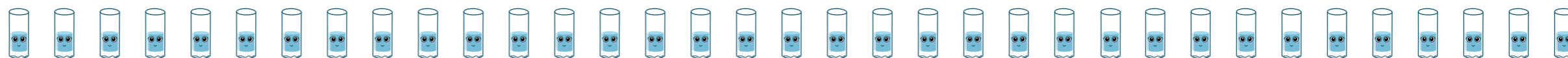
Objective: To conduct major muscle activity for children; and to brief them on the benefits of drinking water.

Time : 1.5 hour in total (The Story of a Thirsty Puppet and the Aqua Obstacle Course)

Materials : A plastic box (as the chest), hula hoops and 8 bottles of water.

Let's GO!

1. Divide the class into 3 groups.
2. Children hop and jump over the hula hoops one by one, and then run to the chest and look for the 8 bottles of water. They put them on the stage. The fastest group win.
3. Drink water together after the game.



6 Major Learning Areas

1. Foster adequate daily water intake :
To encourage students to drink 6 to 8 glasses of water every day, teachers distributed record sheets to the children and awarded them with stickers afterwards. Parents had to keep track of how much water their children drank every day.
2. Language development :
In the story-telling activity, children retold the story using their own words. This in turn facilitated their language development.
3. Early arithmetic development :
Children learnt the concept of counting as they had to look for the 8 bottles of water in the Aqua Obstacle Course.



4. Science knowledge :
Sweating in physical games caused loss of water, thus thirst. The children were made to drink water immediately so that they understood that water was what they needed.
5. Healthy parties :
The school organised healthy birthday parties that provided sponge cakes and fruit salad. Parents were asked to prepare healthy food for their children.
6. Joyful Fruit Day :
Fruit Diary Card was distributed to children. Parents had to award them with stickers for eating fruit every day. After 8 weeks, the teacher would present certificates to those who had completed the record.



Stage 3 : Sharing Platform

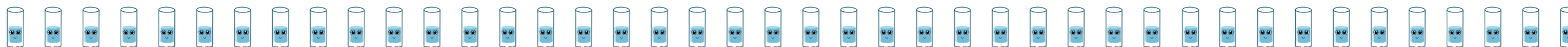
Ms. Kwok Kwai Mui Headmistress

- Teachers used to preach in the class the importance of drinking more water, yet most children still preferred sugary beverages. Now we have conveyed such messages through games, award schemes and competitions. Children can directly experience the benefits of water to their body.
- We found the advice from the Department of Health very useful. Now parents pay greater attention to healthy diet and the amount of physical exercise of their children. Parents cook healthy food for their children with reference to internet resources, which in turn broaden their knowledge of health.
- My colleagues and I have also changed; now we care more about healthy diet. For example, now there are more vegetables and soup for lunch. Some colleagues even say that their eating habits have improved a lot!



Conclusion

After the launch of the StartSmart@school.hk Pilot Project, children have understood the importance of healthy diet and regular exercises. The activities enabled children to directly experience the benefits of drinking more water in daily life. Parents were invited to participate in the project; their understanding of health issues was deepened.





StartSmart
★Pilot School★

C&MA
Church Verbena
Kindergarten

《Little Raindrop Pouring Down》

Encourage children to treasure water



Stage 1 : Introduction

Apart from daily diet, preprimary institutions are responsible for supplying children with clean water. The children, like everyone, need 6-8 cups of fluid every day; the amount is subject to climate and the amount of physical activity we perform.

Centring on the theme 'Drink More Water', Christian And Missionary Alliance Church Verbena Kindergarten organised various activities to train its pupils. It designed a game in which children pretended to be raindrops to experience the water sanitisation process; they passed through the treatment plant, the pipes and the service reservoir. By then they learnt to treasure tap water.

The school also distributed worksheets for children to carry on with the good habit at home. Through completing the water drinking record sheets, parents can contribute to their children's development of the habit of drinking water. The activity successfully facilitated family interaction.



Stage 2 : Start Smart!



Live : Where do the raindrops go?

Objective : To show the children that our body needs water. Every day we should drink 6-8 cups of fluid, of which water is the best option.

Time : 25 minutes

Materials : Picture cards or video clip of water treatment process; 3 balance beams, 2 soft mattresses, a kid tunnel, tap-shaped stickers, drinking glass-shaped stickers (8 pieces), hula hoops, and worksheets.

Let's GO!

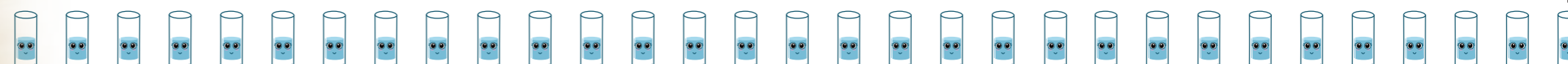
1. The teacher presents the picture cards or video clip. He/she explains to the children the water treatment process; he/she also reminds them that they should treasure water and drink water more often.
2. Begin the 4-step 'round-robin tournament':
 - Checkpoint ONE: Children pretend to be raindrops. They stretch their arms to maintain balance and walk along the balance beam.
 - Checkpoint TWO: Children lie on the soft mat. They roll forward to checkpoint THREE. This represents the raindrops undergoing the filtration and purification processes.
 - Checkpoint THREE: Children crawl through the tunnel. This represents the raindrops flowing to the service reservoir through a pipe.
 - Checkpoint FOUR: After passing through the tunnel, children will see a tap-shaped sticker and 8 hula hoops, each attached to a drinking glass-shaped sticker. They should jump through all hula hoops with both feet. This means we need 8 glasses (cups) of water every day.
3. Cool-down exercise; and debriefing of messages: We need 8 cups of water a day to supply the body with what it needs. Reiterate the concept that 'water is good for health'.
4. Drink water together in the classroom.
5. Distribute worksheets for children to record their water-drinking pattern in one week.



Together We Win!



1. Low-fat milk, calcium-added soy milk with low sugar content, and high fat ingredient-free soup with low salt content are some alternatives to water.
2. We should be careful when choosing beverages. Most fruit juices are actually sugary water in fruity flavour and thus should be avoided. Besides, fruits in their original form are better than fruit juice since they contain less sugar yet more dietary fibre.



Health Tetralogy

1. Children learnt the concepts of health in games or other activities. They also developed certain skills such as arithmetic and simple reading. They showed great enthusiasm.
2. The school organised healthy birthday parties for the pupils, and asked their parents to prepare nutritious snacks like fruit.
3. After physical activity, children drank water together to directly experience the benefits of it.
4. Nutritious refreshments such as water, bread, fruit, vegetables, oatmeal and grains were provided. Parent-child athletic meets, gymnastics activities and outings were also held.



Stage 3 : Sharing Platform

Ms Yeung Ka Ming
Teacher

- Apart from games, we focused on our children's mental well being. We strived for a healthy learning environment for them by employing a variety of measures. Through the StartSmart@school.hk Pilot Project, we successfully conveyed the message to the families of our pupils and helped them develop a better lifestyle.



Conclusion

School and family influence children most. The project has given useful information to teachers and parents, who are role models of children. Through the innovative physical games and teaching activities, they have made great effort to help children understand the importance of water in daily life.



StartSmart
★Pilot School★
Semple Kindergarten

《Four-Week Fight in Drinking Water》

Children begin to like water

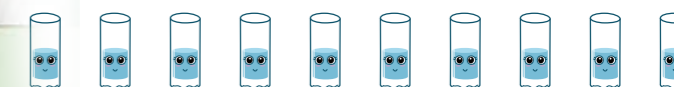
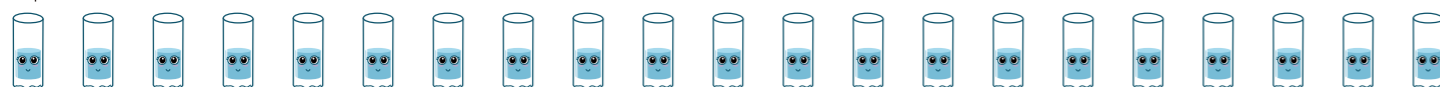
Stage 1 : Introduction



Water is essential to life. It contains no sugar and fats; thus no calorie is absorbed and no possibility of obesity is involved when water is drunk. Yet water is colourless and odourless; it is hard to persuade children to drink water regularly and stay away from sugary beverages; to achieve this, we need to make more effort. Fortunately, children are like a piece of plain paper and they take every word from us. If they can develop a habit of drinking water at school, they may even educate their parents in return.

The Semple Kindergarten joined the StartSmart@school.hk Pilot Project and distributed the water drinking record sheets to the students. They were encouraged to drink more water every day and record their doing so in four consecutive weeks. Parents were enthusiastic in this activity. Children who had used to resist water now understood its benefits and even asked to drink water.

Other aspects of a healthy diet were also explored; for example, talking to the caterers about reducing the supply of sauces and increasing the amount of vegetables in lunchboxes. The school also organised activities to improve the health awareness of teachers and parents.



Stage 2 : Start Smart!



Live : Drink Water Movement

Objective : To encourage children to drink 6-8 cups of water every day.

Time : 4 weeks

Materials : Water-drinking record sheets.

Let's GO!

1. The teacher explains the importance of drinking water to our health.
2. Each child receives a water drinking record sheet. Parents are asked to mark it to record the amount of water their children drink every day.
3. If they drink a glass of water, they can colour one glass-icon on the record sheet.
4. During teatime, the whole class will drink water and mark on their record sheet.
5. According to the record, the teacher will stamp the record sheets of the children as a reward.
6. To complete the record each day, the children have to colour at least six glass-icons on their record sheet.



Water Colours Our Lives

1. Health improvement :
Children learnt the benefits of drinking water and they no longer resisted it. They even asked to drink water at home or at school.
2. Arithmetic development :
In the activity, children managed to learn about things other than health. They counted the number of glasses of water they drank every day; hence, they learnt arithmetic.
3. Active performance :
Children like colouring on the record sheet, so they became more enthusiastic in the activities.



Stage 3 : Sharing Platform

Ms Wong Yuet Lai
Headmistress

- Some kids in class K1 had never drunk any plain water except baby drinks. The activity helped them develop a habit of drinking water.
- After attending the workshops and talks organised by the Department of Health, the school learnt about the difference between water and other fluids. Teachers used to think that soup was healthy, especially the traditional Chinese soup. After the explanation by the instructor, they now understand that traditional Chinese soup usually contains high-fat ingredients, which increase the amount of fat in the soup. If children drink too much of it, they will be prone to obesity.

Parent Blog

Yip Yu Yan's Parent : Water is tasteless, thus it is not appetising for children. It was difficult to make them drink water. Yet, children were happy to participate in this activity, and they finally started a healthy habit of drinking water. Therefore, I hope the activity can be launched again.

Ng Tung Shan's Parent : Ever since the 'Drink Water Campaign', my daughter has drunk more water apparently, and she has learnt that water is essential to the human body. Even though the project has come to an end, she still insists on drinking 6-8 glasses of water every day.

Lee Ying Tung's Parent : Before the project, my daughter had no incentive to drink water unless we asked her to. After this activity, she asks to drink water every day and avoids soft drinks.

Mok Yu Hin's Parent : The project encourages my kid to drink water on his own initiative and he indeed learns the importance of drinking water to our health. He even reminds me, saying, 'Mom, you should drink more water! In order to supply our body with enough water, we better drink 8 glasses every day.'

Lam Ming Yat's Parent : This activity reinforces my son's understanding of the use of water in daily life. Now he drinks more water, and does it more often. It is of utmost importance that children become aware of environmental protection: 'love the earth, treasure the environment, save water and recycle waste'.

Conclusion

The 'Drink Water Campaign' successfully helped children develop the habit of drinking 6-8 glasses of water every day. Parent used to think that it would be a miracle if their kids took the initiative to drink water. However, children have more incentive to drink water now, and often do so on their own initiative, all because of this activity and the teachers' teachings. As the project was so successful, most parents hope the school can organise similar activities related to healthy diet so that children can develop the right attitudes towards diet.





StartSmart
Pilot School

Telford Garden
Kindergarten

《The Magical Aqua Formula of the Witch》

Drink water instead of chemical beverages



Stage 1 : Introduction

Most people like buying beverages in convenience stores or beverage chains when they are thirsty. In fact, has it ever come to your mind that most beverages are merely composed of water, sugar and other chemicals, and that they will affect the health of children and even adults?

Children need 6 to 8 cups of fluid every day. Water is the best choice while low-fat milk, low-fat soya milk and soup are also preferred. A lot of people think that fruit juices are healthy and can replace fruit. Yet drinking too much fruit juices will easily cause tooth decay and might as well lead to obesity. Therefore, eating the whole fruit is recommended.

Teachers in Telford Garden Kindergarten first conducted outdoor games with the pupils. They felt thirsty and were encouraged to drink water together. In this way, they could directly experience the benefits of drinking water and practise what they had learnt. Also, through the 'Magical Aqua Formula of the Witch' story-telling session, children learnt that soft drinks and other sugary beverages (like fruit juices) have adverse effect on our body. They realised that a healthy eating habit begins with drinking water and eating fresh fruit.

Stage 2 : Start Smart!



Live: The Witch's Harmful Beverage

Objective: As water is the most convenient and preferred choice of drinks, children should learn the benefits of drinking water to the human body and hence its importance, then they can develop a regular habit of drinking 6 to 8 cups of water every day.

Time : 30 minutes

Materials : Balloon parachutes, pictures of the story 'The Magical Aqua Formula of the Witch'.



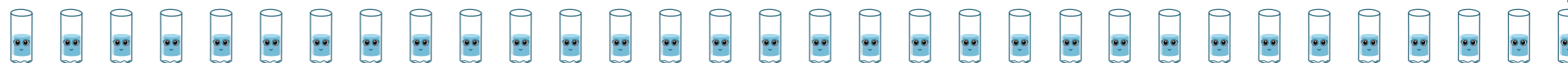
Conclusion

Throughout the activity, children drank water more frequently and succeeded in building a habit of drinking 6 to 8 cups of water every day. They can now tell the benefits of such a habit and, and they understand that water is more healthy than other sugary beverages such as fruit juices and soft drinks. Water contains no sugar, fats or calories and will not cause tooth decay.



Let's GO!

1. Stimulate motivation: The teacher first set off the balloon parachute with the children in an outdoor area. Children will then feel thirsty after the game and drink water together in the classroom.
2. Activity time:
 - a. Ask children what they want when they feel thirsty. How do they feel after drinking water?
 - b. The teacher shows the pictures and tells the story 'The Magical Aqua Formula of the Witch'. Children learn from the story that water is a thirst quencher, and that they should drink enough water and eat fresh fruit every day.
 - c. The teacher then discusses with the kids: When should we drink water every day? How many cups of water do we need? Apart from quenching thirst, what are the benefits of drinking water? The teacher should also explain that soft drinks and tetra-pak fruit juices have high sugar content, which may cause tooth decay. Fresh fruits contain more dietary fibre and less sugar than fruit juices. Therefore, whole fruit is more recommended.
 - d. The teacher continues to explain that water is the best option. He/she also reminds the pupils that we should drink boiled water only and that water not boiled contains bacteria and germs, which can lead to illnesses.



StartSmart : Review and Share

We are grateful for the participation of our thirty pilot schools. Without their participation, their valuable information and sharing, we might not be able to assess the feasibility of interventions, which aimed at promoting healthy eating and physical activity in the preschool setting, nor could we compile the thirty cases into this book to share with joy with our readers.

We have found that the pre-primary institutions that joined the StartSmart@school.hk Pilot Project have all been enthusiastically cultivating among their pupils the habit of eating healthily and exercising regularly. Making use of the school-based experience of the pilot schools, these institutions conducted different kinds of educational activities that helped children live out certain health messages in a vivid way.

We are glad to see that the pilot schools have implemented the necessary administrative/ ancillary measures and realised the importance of parent-school collaboration; as a result, the knowledge in question transformed into children's good daily habits of healthy diet and physical activity. In formulating the healthy school policy, some schools even set up sustainable objectives which cover the curriculum, administrative operation, etc. in order to promote a multifaceted healthy lifestyle promotion among their pupils. Examples include: arranging topic studies that last several weeks, re-designing the menus, and organising healthy birthday parties that offer fruit and healthy sponge cakes.

As for the schools' ancillary measures, the pilot schools were able to make use of the community resources effectively; some of them even rented facilities in community centres nearby to enable children and parents to exercise together after school. In such a way, they made good use of time and facilitated the formation of regular exercise at the family level.

As for parent-school collaboration, the pilot schools distributed news regularly to parents, and posted the learning experience of the children on internet websites for sharing. Moreover, some schools invited parents to participate in voluntary work within the schools. Some also organised seminars for parents. All these measures encouraged parents to get the messages of healthy diet and regular physical exercise across to other families. Results were successful.

We hope this book can be a good reference for all staff of pre-primary institutions. Teachers can adapt the sharing, comments and advice of the pilot schools to their own circumstances in order to work towards a healthy campus.

We hope this book can help parents understand and appreciate the effort made by the schools in educating young children. Through parent-school collaboration and examples as set by school staff themselves, a supportive environment is constructed for children to cultivate a habit of healthy eating and regular exercise. With healthy dietary habits and an active lifestyle, they will become more resistant to diseases and lead a healthy life hopefully for the rest of adulthood.

We also hope that this book can call for the awareness of healthy and active lifestyle for children.

Let us strive for the health of our future pillars of society!

The Central Health Education Unit
Spring, 2012

If you want to know more about children's health, please visit the website of the 'StartSmart@school.hk' Campaign of the Department of Health at <http://www.startsmart.gov.hk/>.

Department of Health

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