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Introduction

The influence of prenatal and early developmental years on the onset of health conditions such as obesity and the impact of childhood health conditions on educational, socioeconomic and health outcomes later on in life are both underpinned by an increasing body of evidence. Children in poor health are more likely than those in good health to leave school early and achieve lower socioeconomic status and productivity as adults. Safeguarding health during childhood is thus far more crucial than at any other age.

Recognising that health promotion in early childhood is paramount for prevention of infectious diseases and development of good health habits, HPB's Pre-school Health Ambassador programme aims to nurture children to set good examples and take the lead in health promotion within their pre-schools. The Pre-School Health Ambassador (PSHA) kit contains this Teacher's Guide with suggested activities for the children to embark on. It also contains resources such as sashes and reward stickers to give recognition to the children.

Who are the Pre-School Health Ambassadors (PSHAs)?

The PSHAs (preferably K2 students) are role models who assist their teachers in advocating good health habits on a daily basis. They spread the health messages through fun activities that they lead, with assistance and guidance from their parents and teachers.

The roles of the PSHAs can be rotated every month, term (recommended) or half a year, to allow more pre-schoolers the opportunity to play a leadership role and cover different health topics.

How does this Teacher's Guide help?

This book provides teachers with a myriad of activities for each topic that can be customised to suit children's abilities, interests and needs. The activities are categorised into 3 groups:

- Daily / Ongoing Activities: These simple activities can be done on a daily basis, so that they become routine healthy habits in their lifestyle.
- Activities for Special Occasions: These activities can *also* be done during special occasions in the school, such as ethnic festivals, National Day and *other special days such as* Children's Day.
- 10-Week Plan Activities: It is recommended that the selected child play the role of a PSHA for at least 1 term (10 weeks). This 10-week plan lists activities that are done weekly to spread the key messages to fellow children progressively.

Mental Wellness

Mental wellness is core to living a fulfilling life. More than just an absence of mental illness, mental wellness also means building up a strong, positive and resilient mind that is ready to withstand future challenges. It is therefore crucial that a strong mental wellness foundation is built early for a healthy and rewarding life. Mental wellness is a dynamic and changing quality of any child, and can be built upon at any point in their lives.

HPB's mental wellness mascot, Colin Cool, will be helping you and your Mental Wellness PSHA to spread the message of "Stay Cool and Be Happy!" to the children. He recognises the importance of building self-esteem and confidence, developing positive social skills and managing his emotions. Understanding this has helped him become a cool and happy boy.

Here are some recommended activities that the Mental Wellness PSHA can lead the class in (with the teacher's guidance) to spread the message of a healthy mind.



Daily / Ongoing Activities



1. Pledge

Key Message / Concept: Stay cool and be happy!

Objective: To reiterate the key message for Mental Wellness.

Resource(s): Mental Wellness Pledge - We will stay cool and happy!

Time / Duration: Once every week / 2 minutes

Activity: On a designated time and day of the week (e.g. every Monday morning), the Mental Wellness PSHA will stand in front of the class to recite the Mental Wellness Pledge as the rest of the children chorus along or repeat after him/her.

Modifications: The Mental Wellness PSHA can recite the pledge and write it on the board. He/she can add actions to the pledge to help his/her classmates remember it better and make it fun.

2. Start the Day off Right!

Key Message / Concept: Be thankful!

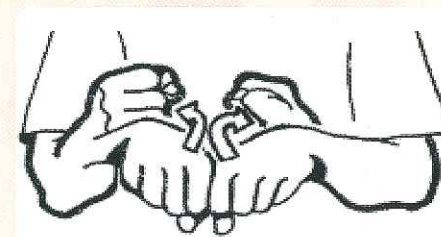
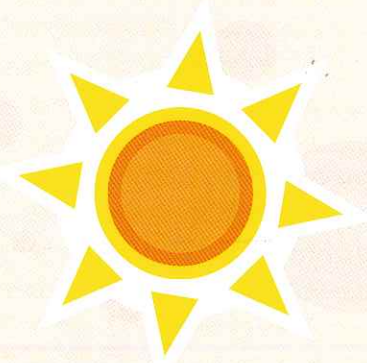
Objective: To instil the habit of positivity and gratitude.

Resource(s): -

Time / Duration: Beginning of every day

Activity: The Mental Wellness PSHA asks the class to think of some things they are thankful for, explaining that it should be something that they are happy about and doesn't necessarily have to be something big. The Mental Wellness PSHA then asks some classmates to share with the rest of the class.

Modifications: For variation, on some days, the Mental Wellness PSHA can ask the children to thank a fellow classmate for something nice they have done.



3. Sign It!

Key Message/Concept: Don't mope, learn to cope!

Objective: To equip children with coping strategies for times when they feel down.

Resource(s): Annex A

Time/Duration: Beginning of every day, duration of 3-4 minutes

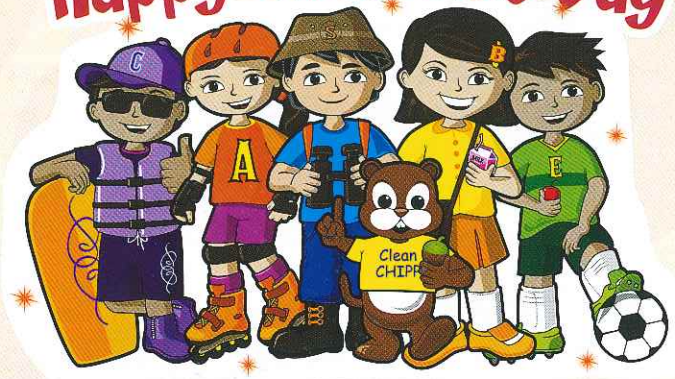
Activity: Once every day, the Mental Wellness PSHA leads the class in some hand signs (Annex A). The teacher can read out the accompanying phrase while the Mental Wellness PSHA leads the rest of the children in signing. He/she reminds the children to use these signs to cope when they feel down.

Modifications: If there is no time for all hand signs, the Mental Wellness PSHA can choose 2 to 3 hand signs they would like to lead the class in that day.



Activities for Special Occasions

Happy Children's Day



1. Children's Day

Key Message / Concept: I am glad to be me!

Objective: To reiterate that every child has strengths and can celebrate what they are good at.

Resource(s): Colourful art paper, colour markers/pencils

Time / Duration: 45 minutes

Activity: The Mental Wellness PSHA explains to the class that just like how soldiers use shields to protect themselves in battles, they can have their own personal shields too. Remembering what they are good at and things that make them happy will help protect them from bad things that can make them feel sad and down. With the teacher's help, the Mental Wellness PSHA draws a shield on the whiteboard/large piece of paper. He/she divides the shield into 4 quarters and then draws 4 good things about himself/herself in the shield. These can be activities he/she is good at, toys that make him/her happy, people that make him/her happy, things that he/she is proud of. He/she then explains what he/she has drawn to the rest of the class. Then, each child is given a paper to draw their own shields. At the end of the activity, the Mental Wellness PSHA helps the teacher paste all of these shields on the classroom wall.

2. Mother's/Father's Day

Key Message / Concept: Family and loved ones are important to me.

Objective: To reinforce that parents/caregivers are strong pillars of support, and to promote gratitude for them.

Resource(s): Art card (1 sheet per child), colour pencils/markers, suggested Mother's/Father's Day poems (e.g. below)

I'm Happy You're My Mum - Joanna Fuchs

I'm happy you're my mum,
'Cause you take good care of me.
You love me and you show it,
So I'm as happy as can be!

Source: <http://www.mothersdaycentral.com/verse/poems/kids/>



Time / Duration: 45 minutes

Activity: The Mental Wellness PSHA creates a card for his/her mother/father/caregiver and shares it with the class. He/she then reads out some poems that the other children can use in their card and writes them on the board. The rest of the children then decorate their own cards for their mums/dads/caregivers. The Mental Wellness PSHA then asks the children to pass their cards to their mummies/daddies and give them a hug to say thank you to them. (Please note that some children may not have parents as their main caregivers, but grandparents or other family members. Ensure they do not feel left out by explaining that a mother or father can be someone who looks after you and loves you).

Modifications: Children can choose to make other sorts of art and craft instead of a card (e.g. straw & paper flowers, handprint art and paper photo frames).



3. International Friendship Day/ Valentine's Day

Key Message / Concept: Giving to others makes me feel happy.

Objective: To encourage peer support and a spirit of giving.

Resource(s): A gift-wrapped box

Time / Duration: 10 minutes

Activity: The Mental Wellness PSHA explains

to the class that when they want to give a gift to their friends, they do not need to buy an expensive present, they can also give compliments. When we smile or say something nice to someone, it's like giving a gift to them. The Mental Wellness PSHA then asks the class to sit in a circle. He/she then starts the activity by passing the gift-wrapped box to a friend while saying something nice about that friend (e.g. "I'm glad Sarah is my friend because she sticks up for me"). His/her friend will then continue the activity by giving the box and a compliment to another friend. This activity continues until all the children have received a compliment each. At the end of the activity, the Mental Wellness PSHA reiterates that giving gifts to friends can be easy - just smile and say something nice about them!

Modifications: If children find it difficult to give specific compliments, the Mental Wellness PSHA can ask them to thank their friend for something nice they had done instead. With the teacher's help, the Mental Wellness PSHA can also put items in the gift box (e.g. cut-out hearts, stars and happy faces). The children can pick one of these items, give it to someone in class and say something related to the item [e.g. you make me smile (happy face); you are a star best friend (star); I love you because you are fun to play with (heart)].



10-Week Plan - Activities



Week 1: Just Relax!

Key Message / Concept: Learn to relax when you feel stressed!
Objective: To equip children with a fun way to relax when they feel tense.

Resource(s): Relaxation Script (See Annex B)

Time / Duration: 15 minutes

Activity: The Mental Wellness PSHA explains to the class that when we are stressed, our muscles in our body can feel very tight and that we can learn to loosen our muscles through these fun exercises. The Mental Wellness PSHA and children sit in their chairs or on the floor. He/she will then demonstrate the relaxation exercises while the

teacher reads the Relaxation Script. The teacher may provide a copy of the script to the Mental Wellness PSHA to give to his/her parents, so that he/she may learn the exercises with his/her parents at home before demonstrating to the class. To conclude, the Mental Wellness PSHA asks the children if they feel more relaxed now. He/she will remind children that they can use this exercise whenever they feel stressed or whenever their bodies feel tense.

Modifications: There is flexibility in the number of repeats per relaxation exercise. Certain muscle groups can be repeated more than others.

Week 2: I am a VIP (Very Important Person)!

Key Message / Concept: Everyone has something they're good at!

Objective: To inculcate an understanding that each child is important with their unique strengths.

Resource(s): None

Time / Duration: 5 minutes

Activity: The Mental Wellness PSHA will share with the class about what he/she is good at or is proud of. The teacher may help facilitate this activity by asking some questions

(What is something new you have learnt to do? What is something about yourself that you are proud of? What is something that you are good at? When do you feel strong/beautiful?). The Mental Wellness PSHA then asks the rest of the children what they are good at. He/she concludes the activity by telling everyone to remember what they are good at and to remember that each one of them is a VIP (Very Important Person).



Week 3: Sing About Your Feelings! (Part 1)

Key Message / Concept: How do you feel?
Tell someone how you're feeling!

Objective: To encourage children to identify and express emotions effectively.

Resource(s): "If You're Happy and You Know It" song lyrics (See Annex C)

Time / Duration: 10 minutes

Activity: With the teacher's guidance and parents' prior training and practice, the Mental Wellness PSHA leads the class in singing the song "If You're Happy and You Know It", demonstrating actions that accompany each emotion. He/she then tells everyone that if they ever feel happy, sad, angry or scared, they can tell their friend, parent or the teacher how they're feeling. Telling other people can help them celebrate with you when you're happy or can help you feel better when you're sad, angry or scared.

Modifications: As an extension to this activity, the Mental Wellness PSHA can divide the children into 2 groups. Group A will sing the song and do the actions. Group B can use simple instruments to correspond to each emotion (e.g. maracas to express happiness, drums to express anger, triangle to express sadness, castanets to express being scared). Repeat the song and swap the roles of the groups.

Week 4: Sing With Your Friends! (Part 2)

Key Message / Concept: Making friends is simple and fun!

Objective: To introduce positive social skills in a fun and interactive way

Resource(s): "If You're Friendly And You Know It" lyrics (See Annex D)

Time / Duration: 10 minutes

Activity: The Mental Wellness PSHA reminds the class of the song "If You're Happy And You Know It" from last week. Then, he/she tells the class that they are going to sing a similar song today, but it is about being friendly and making friends. The Mental Wellness PSHA then leads the class in singing "If You're Friendly and You Know It", demonstrating the actions that accompany the words (i.e. wave hello, give a smile, shake hands, give a high-five). The Mental Wellness PSHA concludes the activity by reminding everyone to give a big smile before they introduce themselves when they are making friends. They can also wave hello, shake hands or even give a high-five!

Modifications: The Mental Wellness PSHA can encourage the class to stand up and move around to different friends while doing the actions.





Week 5: The Happy Corner

Key Message / Concept: Stay cool and be happy!

Objective: To create a safe place in the classroom for children to feel at ease and to go to when they feel down.

Resource(s): Ambience-setting items (e.g. cushions, colourful decorations, books, games, etc.) and resources from other activities.

Time / Duration: Hour to set up, weekly upkeep by the Mental Wellness PSHA

Activity: The Mental Wellness PSHA explains to the class that a happy corner is where they can go when they feel down. They can 'chill out' in the happy corner for a while until they feel better. The Mental Wellness PSHA helps the teacher create and upkeep a comfortable space in the corner of the classroom with cushions, colourful decorations, games, books and other items. Resources from other activities (e.g. "If You're Happy and You Know It" lyrics written on a poster) may be placed in this corner as a reminder.

Modifications: This can be used as a 'timeout' area sometimes, for children who are very upset. Children are not to be sent to the happy corner as a punishment as the teacher and PSHA should portray the happy corner as a safe place for them to calm down and feel better.



Week 6: Share The Good News

Key Message / Concept: Let's celebrate the good things!

Objective: To inspire children with stories of pro-social behaviour.

Resource(s): Bulletin board (optional)

Time / Duration: 10 minutes

Activity: The Mental Wellness PSHA explains to the class that they are going to celebrate the good things that happen around them and learn from the people in the story that he/she is going to share. With parents' help, the Mental Wellness PSHA finds a 'Good News' story (e.g. children who make a difference, saving animals, giving

to the poor or even their own personal story) and shares the story and/or an item related to the story with the class (e.g. newspaper cutting, drawing of animal that was saved, videos or photos). The Mental Wellness PSHA will then encourage the rest of the class to share their own good news too.

Modifications: The Good News items can be pinned on a bulletin board, named the "Good News" board. This can be placed in the Happy Corner (Week 5).



Week 7: What Are You Feeling? (Relay)

Key Message / Concept: Express yourself!

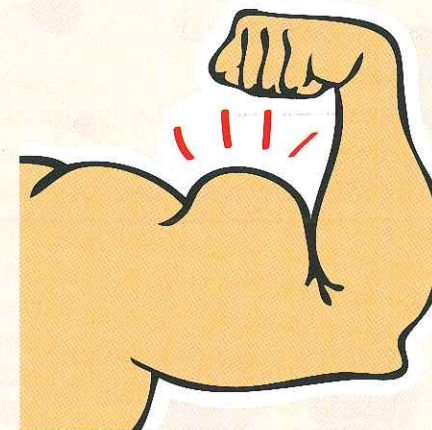
Objective: To foster the skills of recognising and expressing emotions.

Resource(s): 2 chairs, 2 empty picture frames or makeshift frames (e.g. cardboard cut-outs), emotion cards (paper slips with emotion words written on them).

Time / Duration: 20 mins

Activity: With the teacher's help, the Mental Wellness PSHA prepares emotion cards (slips of paper with an emotion written on it e.g. happy, sad, angry, scared and surprised). He/she then helps the teacher set up the playing area, divide the class into two teams and judge the winning team. At the signal, the Mental Wellness PSHA will show the first player from each team an emotion card. The players then run to their respective team's chair, picks up the picture frame, sits facing his team, to show them the emotion by making a face through the picture frame. The team must then guess which emotion is being acted out. The first team to guess the emotion correctly wins a point. Repeat until every player in the team gets a turn. The team with the most number of points wins.

Modifications: If there is limited space, this game can be played with less movement. Instead of having a competition, the Mental Wellness PSHA can ask the children to stand at the front of the classroom one by one to show emotions to the rest of the class, who will then try to guess the emotion they are portraying.



Week 8: Strengths Show-And-Tell

Key Message / Concept: I may not be good at everything, but I am good at some things!

Objective: To foster positive self-esteem and an understanding of personal strengths.

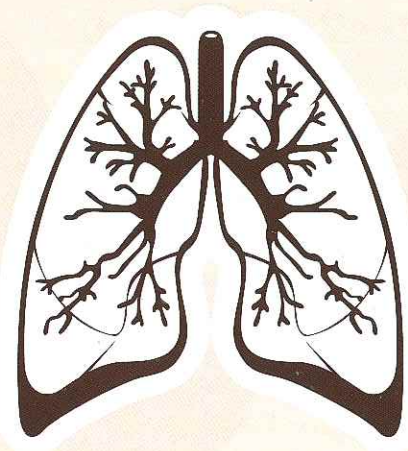
Resource(s): Show-and-tell item

Time / Duration: 10 minutes

Activity: The Mental Wellness PSHA will bring an item from home (e.g. toy, picture, drawing, video, book, sports equipment, etc.) that showcases what they are good at (e.g. painting, running, soccer, etc.). He/she will then present the item to the rest of the class, elaborating

on his/her strength. To conclude the session, the Mental Wellness PSHA encourages the class to also share their strengths and then reminds everyone that, "You may not be good at everything, but you are good at some things!"





Week 9: Belly Breathing

Key Message / Concept: I can learn to cheer myself up to feel right and bright!

Objective: To help children identify emotions and teach them deep breathing as a way to feel calmer.

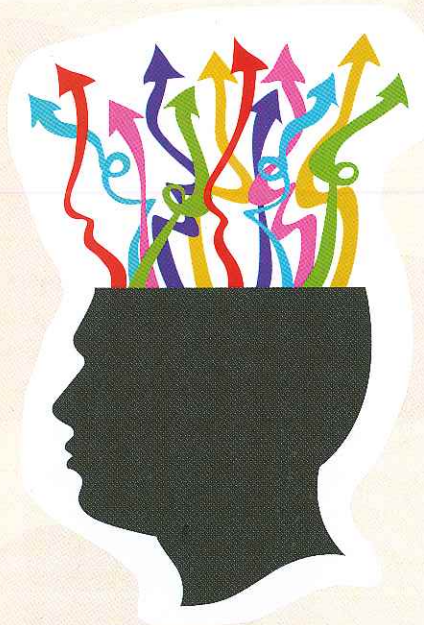
Resource(s): -

Time / Duration: 15 minutes

Activity: The Mental Wellness PSHA explains that at times, when we feel uneasy, we can calm ourselves down by doing belly breathing. He/she asks children to try out the following steps while sitting in their chairs. He/she will demonstrate at the front of the class. "Close your eyes. Imagine you have a balloon in your belly. Put your hand on

top of your belly. Breathe in slowly through your nose, counting to three and feeling the balloon expand. Breathe out slowly through your mouth, counting to five and feeling the air leave the balloon. Notice how your muscles relax as you breathe out." After repeating the steps a few times, the Mental Wellness PSHA concludes the activity by telling everyone that deep breathing helps them to feel calmer.

Modifications: The Mental Wellness PSHA can make Belly Breathing even more fun by incorporating a toy in the process (e.g. while exhaling, each child is to make a pinwheel spin for at least 3 seconds or to blow bubbles for 3 seconds).



Week 10: The Imagination Channel!

Key Message / Concept: Think happy, be happy!

Objective: To encourage children to remember things that make them feel happy, as a coping skill for times when they feel stressed (Learning to create pleasant images in the mind when stressed can help a child to calm down and feel better).

Resource(s): -

Time / Duration: 10 minutes

Activity: The Mental Wellness PSHA starts the activity by asking the rest of the class to close his/her eyes and imagine that their brain is a television (TV). They are their own movie directors and can change what their TV is showing. The Mental Wellness PSHA will ask the class to start by imagining their favourite food - How does it look? What does it smell like? He/she will then lead the class to imagine other happy images by calling out other categories (e.g. their favourite cartoon, brother, sister or friend who makes them happy, favourite song, favourite place, favourite sport, favourite

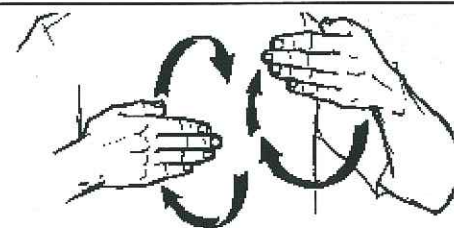
animal, etc). To conclude, the Mental Wellness PSHA will encourage the class to use this technique whenever they feel down or stressed to help them feel better.

Modifications: The same visualisation technique can be used to help children visualise situations that they can feel nervous or apprehensive about (e.g. going to a new place or meeting new people). Helping them to visualise going through the situation step-by-step will give them a greater sense of preparedness and help to calm their nerves.

ANNEX A

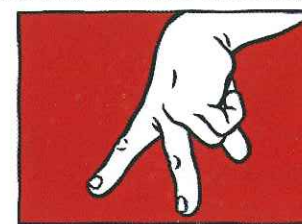
Don't Mope, Learn To Cope Hand Signs

Actions

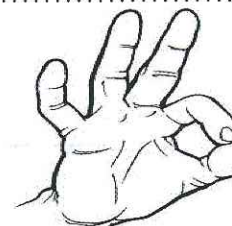


Accompanying Phrase

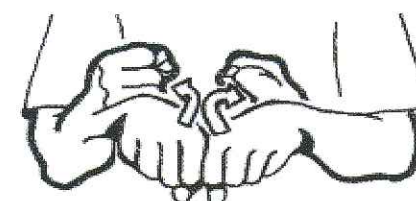
When you are sad or angry, think of something that makes you feel happy, e.g. your favourite toy



When you feel unhappy with a person, walk away



When you are sad, angry or frightened, tell yourself it is going to be okay



When you don't know how to solve a problem, take a break and try again later



When you're stuck, ask for help



When you are angry, calm down by taking in deep breaths



ANNEX B

Relaxation Script

Hands & Arms

Pretend that you are squeezing a whole lemon in your left hand. Squeeze it hard. Try to squeeze all the juice out. Feel the tightness in your hand and arm as you squeeze. Now drop the lemon and relax. See how much better your hand and arm feel when they are relaxed. Repeat with other hand.

Arms and Shoulders

Pretend that you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay kitten, stretch again. Repeat.

Shoulder and Neck

Now pretend you are a turtle. You're sitting out on a rock by a nice, peaceful pond, just relaxing in the warm sun. It feels nice and warm and safe here. Oh-Oh! You sense danger. Pull your head into your house. Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold it tight. It isn't easy to be a turtle in a shell. The danger is past now. You can come out into the warm sunshine and once again you can relax and feel the warm sunshine. Watch out now. More danger. Hurry and pull your head back into your house and hold it tight. Repeat.

Jaw

You have a huge piece of apple in your mouth. It's very hard to chew. Bite down on it. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice how good it feels just to let your jaw drop. Okay, let's tackle the apple again now. Repeat.

Face and Nose

Here comes a pesky old fly. He had landed on your nose. Try to get him off without using your hands. That's right, wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch your nose real hard. Good. You've chased him away. Now you can relax your nose. Oops here he comes back again. Repeat.

Stomach

Hey! Here comes a cute baby elephant. But he's not watching where he's going. He doesn't see you lying there in the grass, and he's about to step on your stomach. Don't move. You don't have time to get out of the way. Just get ready for him. Make your stomach very hard. Tighten up your stomach muscles real tight. Hold it. It looks like he is going the other way. You can relax now. Let your stomach go soft. Let it be relaxed as you can. That feels so much better. Oops, he's coming this way again. Get ready. Repeat.

Legs and Feet

Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep in to the mud. Try to get your feet down to the bottom of the mud puddle. Push down, spread your toes apart, and feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice that is. It feels good to be relaxed. Repeat.

Adapted from TF-CBT training by Dr Monica Fitzgerald.



ANNEX C

'If You're Happy and You Know It' Song Lyrics
(For Week 3: Sing About Your Feelings! Activity)

If You're Happy and You Know it, Clap your Hands (or shake the shakers)
If You're Happy and You Know it, Clap your Hands
If You're Happy and You Know it, then your face will surely show it
If You're Happy and You Know it, Clap your Hands

Variations:

Angry: Stomp your Feet (beat the drum)

Sad: Say boo hoo (clink the triangle)

Scared: Hug someone (clap the castanet)

ANNEX D

'If You're Friendly and You Know It' Song Lyrics
(For Week 4: Sing With Your Friends! Activity)

(Tune: If You're Happy and You Know It)

If you're friendly and you know it, wave hello.
If you're friendly and you know it, wave hello
If you're friendly and you know it, and you really want to show it,
If you're friendly and you know it, wave hello!

Variations:

Give a smile

Shake a hand

Give a high-five



Myopia

Singapore has one of the highest rates of myopia or short-sightedness in the world. Myopia is not only inconvenient but it can also lead to long term problems such as the development of severe complications like cataract and glaucoma.

While the causes of myopia are still unknown, research has shown that both genetic and environmental factors play a part in the development of myopia. While we cannot do much about the genetic component, there is increasing evidence which suggests that bringing changes in the environment like engaging in outdoor physical activities has a protective effect against myopia.

There are many factors which influence pre-schoolers' participation in outdoor physical activity. These include setting up a supportive school environment that encourages preschoolers to be active (e.g. allowing preschoolers to play in an open, unconstrained and safe environment under supervision and providing sufficient play equipment) and having parents and teachers as positive role models to nurture positive habits from young.

HPB's eye care mascot, Scott See-Well embodies good eye care habits by spreading his message, "Keep Myopia Away, Go Outdoors and Play!" Children spend a majority of their waking hours each day in school. Scott helps children protect their eyes from myopia by spending more time on outdoor activities and less time on unnecessary near work (such as playing computer or hand phone games). Children should also refrain from engaging in continuous near work, so they should be encouraged to take a vision break after every 30 to 40 minutes of near work (like reading or using a computer).

Here are some recommended activities that the Myopia PSHA can lead the class in (with the teacher's guidance) to create awareness of the importance of going outdoors to play to keep myopia away.



Daily / Ongoing Activities



1. Pledge

Key Message / Concept: Keep Myopia away, go outdoors and play!

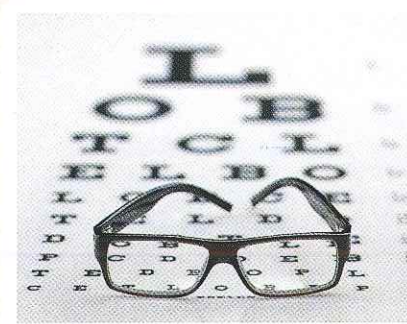
Objective: To reiterate the key message of spending time outdoors every day to keep Myopia away.

Resource(s): Myopia Pledge - We will go outdoors and play, to keep Myopia away!

Time / Duration: Once every week / 2 minutes

Activity: On a designated time and day of the week (e.g. every Monday morning), the Myopia PSHA will stand in front of the class to recite the Myopia Pledge as the rest of the children chorus along or repeat after him/her.

Modifications: The Myopia PSHA can recite the pledge and write it on the board. He/She can add actions to the pledge to help his/her classmates remember it better and make it fun.



2. Let's Take a Vision Break

Key Message / Concept: Take a vision break after 30-40 min of near work.

Objective: To instil the habit of taking vision breaks during long periods of near-work.

Resource(s): Timer

Time / Duration: After every 30 to 40 minutes of near work

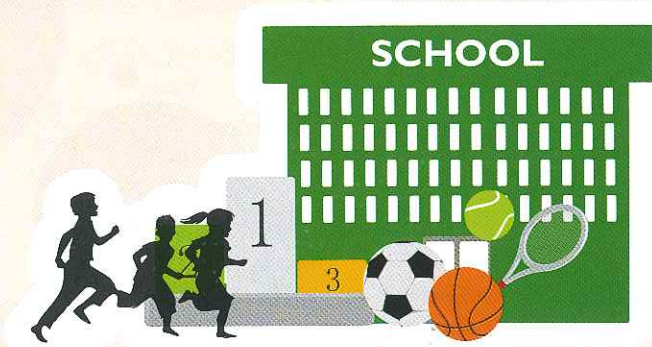
Activity: During classroom lessons which involve long periods of near work, the Myopia PSHA will be given a timer that will be set to

ring after 30 / 40 minutes. Once it rings, he/she will remind everyone in the class to take a vision break by looking at a distant object (e.g. looking out through the window).

Modifications: If the classroom does not have windows, children can take a vision break by closing their eyes and resting them. The teacher can read a short story or do a visualisation exercises while their eyes are closed.



Activities for Special Occasions



1. School Sports Day

Key Message / Concept: Staying active will keep our eyes and bodies healthy and fit.

Objective: To reinforce the importance and benefits of regular outdoor physical activity on eyes.

Resource(s): Cheer e.g.

Let's go outside,
Run, jump and play
This helps us to stay fit every day
Go outdoors and play
To keep myopia away
Go (class/student name). YAY! (claps)

Time / Duration: -

Activity: With the teacher's guidance, the Myopia PSHA creates a cheer for Sports Day that includes myopia prevention messages. During the event, he/she can lead the class to shout a cheer for a particular classmate or entire class before each competition starts. The rest of the class can chorus at the last sentence.

Modifications: Actions can be added to the cheer to help children understand the messages and make it fun for them.

2. Eye Care Week (End of March, Yearly)

Key Message / Concept: Going outdoors on an excursion is a fun way of keeping our eyes healthy.

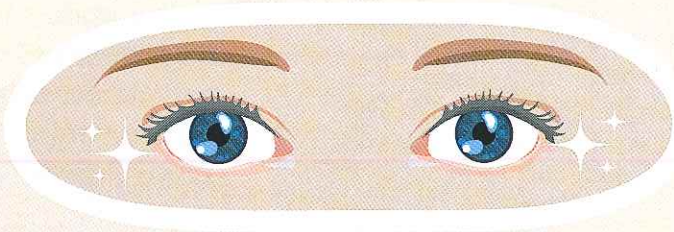
Objective: To provide an opportunity for children to be outdoors to reinforce the importance and benefits of regular outdoor activities on eyes.

Resource(s): -

Time / Duration: 1/2 day

Activity: After discussing with the Myopia PSHA for suggestions on places and activities to be done, the teacher organises an excursion / learning journey to an outdoor venue (e.g. Zoo, Bird Park, East Coast Park or HPB HealthZone) during the Eye Care Week. After the activity, the Myopia PSHA can remind everyone that outdoor activities help to keep myopia away and encourage everyone to engage in outdoor activities with their families.

Modifications: At the end of the Eye Care Week, the Myopia PSHA can ask everyone to share the outdoor activities they engaged in with their families.



10-Week Plan - Activities



Week 1: Our Eyes are Important!

Key Message / Concept: Our sense of sight is an essential part of our daily lives.

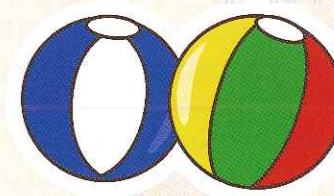
Objective: To create awareness of the importance of sight in daily life.

Resource(s): Blindfolds

Time / Duration: 20 minutes

Activity: The Myopia PSHA asks for 3 volunteers and blindfolds them, with the teacher's guidance. Then, he/she asks each one of them to complete simple tasks of daily life (e.g. writing his/her name on the board, washing his/her hands at the sink, drinking water, catching a ball thrown to him/her or putting on his/her socks and shoes) without being able to see (but under the teacher's close supervision). Once the volunteers have completed the tasks, the Myopia PSHA will ask them whether it was difficult for them. He/she concludes the activity by stating that eyesight is important for daily life and that good eye care habits must be practised to take good care of their eyes.

Modifications: Instead of completing activities, the blindfolded volunteers can be asked to identify mystery objects (e.g. eraser, water bottle, handkerchief, fruit, ball or leaf) without being able to see them.



Week 2: Sunshine Play Box

Key Message / Concept: Playing outdoors everyday is easy and fun!

Objective: To encourage outdoor play and enhance creativity among students.

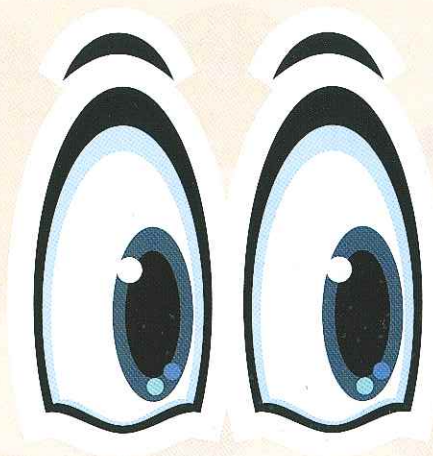
Resource(s): Play box with items that encourage movement and outdoor play

Time / Duration: 30 minutes

Activity: With the teacher's guidance, the Myopia PSHA creates an Outdoor Play Box that is filled with items that encourage movement and outdoor play (e.g. beach balls, frisbees, skipping ropes and hoops). On a designated outdoor play period, he/she will lead the students outdoors and give out items from the play box (items in the box shall be those) to each child, trying to make sure that everyone has a chance to play with a different item from the box each day. Once the activity ends, the Myopia PSHA helps to ensure that his/her classmates return the items back to the play box in an orderly manner.

Modifications: This activity can be continued as a daily or weekly activity. With the teacher's guidance, the Myopia PSHA can write out a schedule/chart for the distribution of the items so that everyone will have a chance to play with the different items in the box.





Week 3: Eye See! (I See!)

Key Message / Concept: Engage in outdoor activities to keep Myopia away.

Objective: To provide an opportunity for children to engage in an outdoor activity involving observation.

Resource(s): Paper and pencil

Time / Duration: 30 minutes

Activity: The Myopia PSHA hands out a piece of paper to each child in the class and asks them to draw an eye in the middle of the paper. He/she tells the class that they are going for a walk outside the school (e.g. to the playground, park or even void deck area) and during the walk, they need to use their eyes to observe the

interesting things they see around them (e.g. swing, slide, insect, bird, plant, flower or car). Then, they will need to choose 4 of those things and draw them around the eye in their paper. After returning to the classroom, the Myopia PSHA shares the things he/she saw and invites his/her classmates to share their drawings. He/she concludes the activity by emphasizing the importance of outdoor activities in keeping Myopia away.

Modifications: This activity can be done again during other excursions/visits.



Week 4: My Favourite Outdoors (Part 1)

Key Message / Concept: Keep Myopia away, go outdoors and play!

Objective: To encourage children to go outdoors more often.

Resource(s): Paper and pencil

Time / Duration: 20 minutes

Activity: Prior to the activity, the Myopia PSHA draws/prints out a picture of his/her favourite outdoors scene (e.g. playground, beach, park or field) and brings it to the class. He/she shares the picture

with his/her classmates and talks about his favourite outdoor scene (Where is it? Why does he/she like it?). Then, he/she asks the rest of the class to share their favourite outdoor scenes. Each child is then given a piece of paper to draw their favourite scene. All the drawings are collected and kept aside by the Myopia PSHA for next week's activity.



Week 5: My Favourite Outdoor Activity (Part 2)

Key Message / Concept: Keep Myopia away, go outdoors and play!

Objective: To encourage children to engage in outdoor activities.

Resource(s): Paper and pencil

Time / Duration: 20 minutes

Activity: The Myopia PSHA displays the drawings on the board/wall and leads a class discussion on the type of activities that can be done in each outdoor scene (e.g. in the park: frisbee, soccer, running, jogging, strolling and kite flying. At the beach: swimming, sandcastle building, running, beach volleyball and frisbee). The Myopia PSHA then encourages everyone to go outdoors with their families over the weekend and to take photos to be shared with the class during the next activity in Week 6.

Modifications: Children can bring drawings instead of photos of their family outdoor activity.



Week 6: Outdoors with my Family! (Part 3)

Key Message / Concept: Keep Myopia away, go outdoors and play!

Objective: To encourage children to engage in outdoor activities with their family.

Resource(s): Photos/drawings

Time / Duration: 20 minutes

Activity: The Myopia PSHA collects the photos/drawings from the children and puts them up on the wall/board to display. He/she shares his/her outdoor experience with his/her family and then encourages the rest of the children to share their experiences too. The Myopia PSHA then concludes the activity by encouraging everyone to engage in regular outdoor activity to keep Myopia away.

Modifications: The photos/drawings can be put together into a collage poster with the key message written on it. This can be displayed in the class as a reminder.



Week 7: I Spy

Key Message / Concept: Engage in outdoor activities to keep Myopia away.

Objective: To engage in an outdoor observation game.

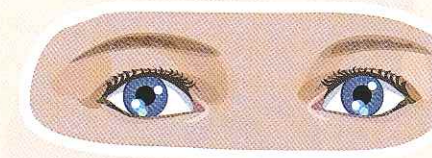
Resource(s): -

Time / Duration: 15 minutes

Activity: The teacher brings the children out for a walk (e.g. to the playground, park or even void deck area). During the walk, the

Myopia PSHA leads the game by describing an object he has seen while the other children guess what it is. For example, the Myopia PSHA says, "I spy, with my little eye, something small and yellow." The children will then look around them to find what he/she is describing and take turns to guess the object. The Myopia PSHA can give more clues to help his classmates. Children can then take turns to be the lead 'Spy'.

Modifications: This activity can be done again during other excursions/visits.



Week 8: Healthy Eye Care Habits

Key Message / Concept: Healthy eye care habits can help to keep Myopia away.

Objective: To create awareness of healthy eye care habits during near work.

Resource(s): -

Time / Duration: 30 minutes

Activity: With the teacher's guidance, the Myopia PSHA explains and demonstrates some healthy eye care habits that can be practised during near work. When reading, hold the book about 30 cm away from the eyes. Sit upright in a comfortable chair and make sure that the table height is at your waist level when standing. Ensure adequate lighting in the room. When using the computer, have the screen about 50 cm away from the eyes. Ensure adequate lighting in the room. When watching television (TV) programmes, make sure that the room light is switched on and the centre of the screen is at eye level or lower. The bigger the TV, the further away you need to sit. Try not to watch TV while lying down. Have at least 8 hours of sleep at night to adequately rest your eyes. The Myopia PSHA encourages everyone to practise these habits at home and share them with their family members too.





Week 9: Let's Recap!

Key Message / Concept: Engage in outdoor activities and practise healthy eye care habits to keep Myopia away.

Objective: To recap and remember the messages for Myopia prevention.

Resource(s): Myopia Worksheet (Annex A)

Time / Duration: 30 minutes

Activity: The Myopia PSHA gives out a Myopia Worksheet to everyone (the Myopia Worksheet shows pictures of children engaging in different activities). He/she then tells everyone that he/she is going to read out the letters for each picture and instructs everyone in the class to put up their hands if they feel that it is a healthy eye care habit. As the Myopia PSHA goes through the pictures, he/she stops to explain what is a good or bad habit, with the teacher's guidance. Then, everyone returns to their seats to colour the pictures using green for good and red for bad eye care habits.



Week 10: Quiz Time!

Key Message / Concept: Engage in outdoor activities and practise healthy eye care habits to keep Myopia away.

Objective: To test children's knowledge of the messages for Myopia prevention.

Resource(s): Prizes for correct answers

Time / Duration: 20 minutes

Activity: The Myopia PSHA will highlight and go through the activities the class have done over the past 9 weeks and recap the messages by giving his/her classmates a quiz (e.g. how do you keep Myopia away? What are some activities you can do outdoors? How often do you need a vision break when doing near work? Can you

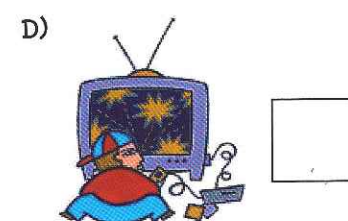
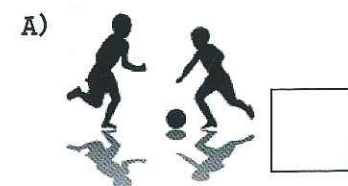
demonstrate how far the book must be from your eyes when you are reading? What must you try not do when watching TV?). Prizes are given out to the children with the correct answers.



ANNEX A

Myopia Worksheet

Put a ✓ for the activities which are good for the eyes and a ✗ for those which are not.



✓-A,B,C,E,F,G,I,J,K,L,N X-D,H,M,O



Nutrition

Healthy diet is a key tenet in the prevention of many chronic diseases. Nurturing healthy dietary habits is especially important in childhood as this is a critical period of growth and development. Furthermore, studies have shown that dietary habits are shaped from an early age with many of them forming even below the age of 5 years. These habits subsequently become more difficult to change after the age of 11 - 18 years. Therefore, the importance of nurturing healthy dietary habits during a child's formative years cannot be underestimated.

HPB's nutrition mascot, Eric Eat-Right, helps children learn how to eat healthily by disseminating the three following key messages:

- Fruit, vegetables and whole-grains are good for you
- Eat less salt, sugar and fat and stay healthy
- Choose food with the Healthier Choice Symbol (HCS)

Here are some recommended activities that the Nutrition PSHA can lead the class in (with the teacher's guidance) to spread the healthy eating messages.



Daily / Ongoing Activities



1. Pledge

Key Message / Concept: Fruit, vegetables and whole-grains are good for you.

Objective: To reiterate the key message of eating fruit, vegetables and whole-grains daily to stay healthy.

Resource(s): Nutrition Pledge - We will eat fruit, vegetables and whole-grains everyday to stay healthy!

Time / Duration: Once every week / 2 minutes

Activity: On a designated time and day of the week (e.g. every Monday morning), the Nutrition PSHA will stand in front of the class to recite the Nutrition Pledge as the rest of the children chorus along or repeat after him/her.

Modifications: The Nutrition PSHA can recite the pledge and write it on the board. He/She can add actions to the pledge to help his/her classmates remember it better and make it fun.



2. Food Diary

Key Message / Concept: Fruit, vegetables and whole-grains are good for you.

Objective: To encourage the children to eat fruit, vegetables and whole-grains.

Resource(s): -

Time / Duration: Before English or Chinese lesson / 2 minutes

Activity: The Nutrition PSHA will share about the fruit, vegetables and whole-grains that he/she has taken the day before and encourage the class to eat fruit, vegetables and whole-grains every day.

Modifications: The Nutrition PSHA can take note of the fruits and vegetables he/she has eaten in a month and present it in a calendar (month view) template that can be shared with the class.



Activities for Special Occasions



1. Chinese New Year / Hari Raya / Deepavali / Christmas

Key Message / Concept: Eat less sugar and stay healthy.

Objective: To encourage children to drink water instead of sweetened drinks during festive celebrations.

Resource(s): 1 packet of sweetened drink (without the Healthier Choice Symbol) (250ml), 1 bottle of water, sugar, a teaspoon and 2 test tubes.

Time / Duration: 15 minutes

Activity: The Nutrition PSHA will ask the children to guess the amount of sugar present in the sweetened drink and water. For each drink, the Nutrition PSHA will scoop the amount of sugar present into test tubes with the help of the teacher. (250ml of sweetened drink can contain about 7 teaspoons of sugar and water does not contain sugar). He/she will then pass the test tubes around for his/her classmates to see. To conclude the activity, the Nutrition PSHA will encourage his/her classmates to drink water instead of sweetened drinks to stay healthy.

Happy Children's Day



2. Children's Day

Key Message / Concept: Eat less sugar and stay healthy. Fruit is good for you.

Objective: To encourage children to eat more fruit and fewer sweets during Children's Day party celebrations.

Resource(s): Cutting board, knife, plates and forks, fruit and low-fat yoghurt with HCS (for the fruit salad)

Time / Duration: 20 minutes

Activity: Each child will bring a piece of fruit from home. The Nutrition PSHA will name the different types of fruit and then pass them to the teacher to prepare a mixed fruit platter or fruit salad for the whole class to share. As the children eat the fruit, the Nutrition PSHA will encourage his/her classmates to eat more fruit and fewer sweets at party celebrations to stay healthy.

3. School Sports Day

Key Message / Concept: Eat less salt, sugar and fat and stay healthy. Fruit, vegetables and whole-grains are good for you.

Objective: To identify healthy and unhealthy food.

Resource(s): A few sets of pictures of healthy and unhealthy food (e.g. healthy food: wholemeal bread, watermelon, spinach, fish and plain milk with HCS. Unhealthy food: lollipop, french fries, chocolate, cream cake and soft drink without HCS.)

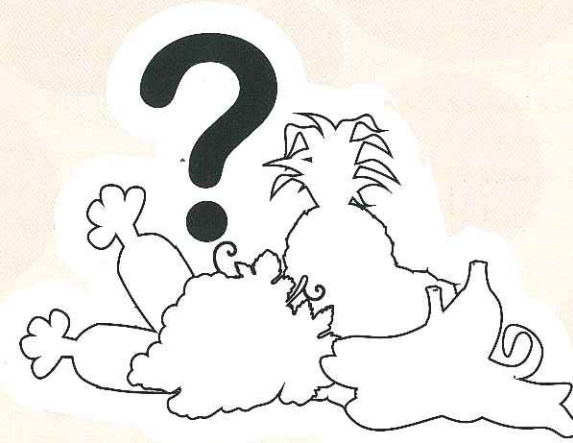
Time / Duration: 20 minutes

Activity: The teacher will place the pictures in random order along the running track. The Nutrition PSHA will instruct the children to collect pictures of healthy food placed on their lanes as they run towards the finishing line. The winner will be decided by the number of correct answers. If there is a tie, the faster child wins. At the end of the competition, the Nutrition PSHA will announce the answers and the winner will then encourage his/her classmates to consume healthy food more often.

Modifications: This can be done as a parent-child race or a group race.



10-Week Plan - Activities



Week 1: What Am I?

Key Message / Concept: Fruit and vegetables are good for you.

Objective: To introduce different kinds of fruit and vegetables and encourage children to eat a variety of them.

Resource(s): Fruit riddles e.g.

- I am white and I live in a yellow house. What am I? (Banana)
- I can be green and red. I will become raisin when I am dried. What am I? (Grape)
- I am good for your eyes. I grow under the ground and wear a green cap. What am I? (Carrot)
- I am crunchy and look like a little green tree. What am I? (Broccoli)
- I am very spiky on the outside but I am smooth inside. What am I? (Pineapple or Durian)

Time / Duration: 15 minutes

Activity: The Nutrition PSHA reads out fruit riddles to the children and encourages them to guess the answers. He/she may give additional clues to help his/her classmates guess the answer. The Nutrition PSHA will conclude the activity by encouraging his/her classmates to eat different types of fruit and vegetables to stay healthy.

Modifications: As a visual aid, the Nutrition PSHA can bring the fruit and vegetables or pictures of them to show to the children after they have guessed the correct answer.





Week 2: Healthy Eating Song

Key Message / Concept: Eat a variety of food to stay healthy.

Objective: To encourage the children to eat a variety of food.

Resource(s): Tunes of nursery rhymes (e.g. This Old Man and Row, Row, Row Your Boat)

- (Tune: This Old Man)
Rice and Bread
Milk and Cheese
Fruit and Veggies
Fish and Beans
They are healthy food for everyone, you see
Would you like to share with me?
- (Tune: Row, Row, Row Your Boat)
Rice, bread, milk and cheese
Would you like to eat?
Fruit and veg, fish and beans
They all keep us healthy

Time / Duration: 15 minutes

Activity: With parents' help, the Nutrition PSHA trains and practises to recite the lyrics of a Healthy Eating song. He/she will then stand in front of the class to sing the song as the rest of the class sings along or repeats after him/her.

Modifications: The Nutrition PSHA can add actions to the song to help his/her classmates remember it. He/she can create a Healthy Eating song on his/her own, with parents' guidance.



Week 3: Tossing Salad

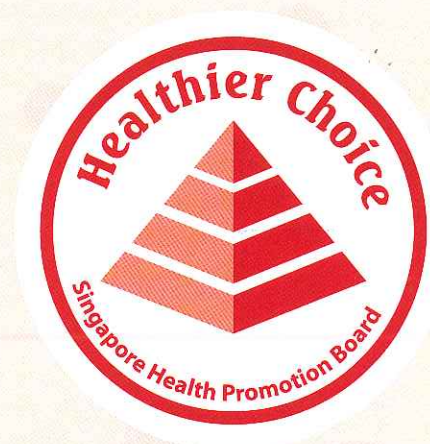
Key Message / Concept: Fruit and vegetables are good for you.

Objective: To introduce different types of fruit and vegetables and encourage children to eat a variety of them.

Resource(s): Pictures of different fruit and vegetables that are often added into a salad (e.g. lettuce, carrot, corn, cucumber, tomato, apple and pineapple).

Time / Duration: 20 minutes

Activity: The Nutrition PSHA gives out a picture of a fruit or a vegetable to each child to paste on their uniform. The children stand in a circle, facing each other. Then, as the Nutrition PSHA calls the names of the fruit and vegetables one by one, the respective child goes to the centre of the circle and repeats the name of the fruit or vegetable he or she is representing. When all the fruit and vegetables have been called, the children will be asked to jump and 'mix around' when the Nutrition PSHA shouts the word "Toss!" to represent the tossing of a salad. To conclude the activity, the Nutrition PSHA says, "Now, you are a healthy salad!" and encourages everyone to eat different types of fruit and vegetables to stay healthy.



Week 4: Healthier Choice Symbol

Key Message / Concept: Choose food with the HCS.

Objective: To introduce the HCS and encourage the children to choose products with this symbol.

Resource(s): Packaging of 2 food products of the same category (one with HCS and one without HCS) for five food items. (Symbols and examples in Annex A)

Time / Duration: 15 minutes

Activity: For each food category, the Nutrition PSHA will pass the two food packaging around for his/her classmates to guess which product is healthier. The Nutrition PSHA will then explain that the

products carrying the HCS are healthier and encourage the class to choose food products with HCS.

Modifications: Pictures of the food items (with the HCS visible) can be used instead of the packaging.





Week 5: I Love Whole-grains

Key Message / Concept: Whole-grains are good for you.

Objective: To give the children an opportunity to try wholemeal bread and encourage them to eat whole-grains.

Resource(s): White bread, wholemeal bread, cutting board, knife and blindfolds.

Time / Duration: 15 minutes

Activity: The Nutrition PSHA invites a few children to the front of the class and blindfolds

them. Then, each of them will be given a small piece of white bread and a small piece of wholemeal bread. The Nutrition PSHA tells them to eat the two pieces of bread, one by one, and then guess which one is the wholemeal bread. The Nutrition PSHA reveals the answer and removes their blindfolds after each guess. He/she will conclude the activity by telling the class that whole-grains are good for us and they taste good too and provides other examples of whole-grains/whole-grain food such as brown rice and oats.



Week 6: Can You Guess?

Key Message / Concept: Fruit and vegetables are good for you.

Objective: To introduce different types of fruit and vegetables and encourage the children to eat a variety of them.

Resource(s): Paper bags and different types of fruit and vegetables (e.g. carrot, broccoli, cucumber, corn, orange and apple)

Time / Duration: 20 minutes

Activity: With parents' and teacher's help, the Nutrition PSHA will gather and put the different fruit and vegetables into individual paper bags. He/she will lead the guessing game by passing the paper bags around, one by one, for his/her classmates to touch and feel the item inside the bag, without looking at it. As the children make their guesses, the Nutrition PSHA will reveal the answers and then encourage the class to eat different kinds of fruit and vegetables to stay healthy.

Modifications: Children can also smell or taste the fruit, while being blind-folded, to guess the fruit.



Week 7: My Favourite Fruit or Vegetable

Key Message / Concept: Fruit and vegetables are good for you.

Objective: To role model healthy eating habits to other children.

Resource(s): Paper and colouring stationery

Time / Duration: 5 minutes

Activity: The Nutrition PSHA will write about or draw his/her favourite fruit or vegetable and why he/she likes it. Then, he/she will share it with the class and encourage the rest of the children to share with the class what their favourite fruit or vegetable is. To conclude the activity, the Nutrition PSHA will encourage the class to eat different kinds of fruit and vegetables to stay healthy.

Modifications: The rest of the children can also draw their favourite fruit and vegetables onto small pieces of paper, which can be displayed together in the class, in the shape of a tree.



Week 8: Healthy Food Basket

Key Message / Concept: Eat less salt, sugar and fat and stay healthy. Fruit, vegetables and whole-grains are good for you.

Objective: To identify healthy food.

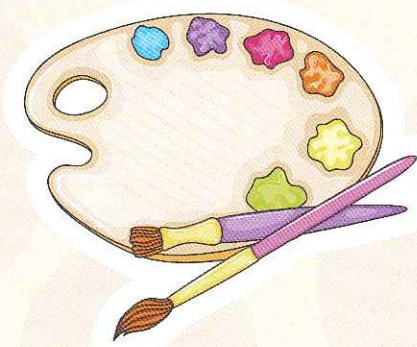
Resource(s): 2 baskets and 2 sets of pictures of healthy and unhealthy food (e.g. healthy food: wholemeal bread, watermelon, spinach, fish and plain milk with HCS. Unhealthy food: lollipop, french fries, chocolate, cream cake and soft drink without HCS symbol).

Time / Duration: 10 minutes

Activity: Divide the children into 2 groups. The Nutrition PSHA gives each group a set of food pictures and instructs them to identify the healthy food and put them into the basket. The winning team will be decided by the number of correct answers. If there is a tie, the faster team wins. The Nutrition PSHA will announce the answers and the winning team, as well as encourage the class to eat healthy food more often.

Modification: -





Week 9: Little Artist

Key Message / Concept: Fruit and vegetables are good for you.

Objective: To introduce different kinds of fruit and vegetables and encourage the children to eat a variety of them.

Resource(s): 10 cards with the names of different fruit and vegetables written on them by the Nutrition PSHA.

Time / Duration: 15 minutes

Activity: With the teacher's guidance, the Nutrition PSHA will divide the class into two teams and assign one child per group to be the artist. Each artist will randomly choose 5 cards without letting

the other children see them. The artists will take turns to draw the fruit/vegetable written on the cards for their team to guess. The team that has the most number of correct guesses will win. The Nutrition PSHA acts as the timekeeper and scorekeeper and also provides clues to the children when they need it. To conclude the activity, the Nutrition PSHA will encourage his/her classmates to eat different types of fruit and vegetables to stay healthy.

Modification: Children in each team can take turns to be the artist.



Week 10: Eat a Rainbow

Key Message / Concept: Fruit and vegetables are good for you

Objective: To introduce different types of fruit and vegetables and encourage the children to eat a variety of them.

Resource(s): Pictures of fruit and vegetables of different colours from newspapers, magazines, print-outs, drawings, etc. (e.g. red: tomato, red capsicum, watermelon. Yellow and orange: papaya, carrot, orange, rock melon. Green: green leafy vegetables, honeydew melon, kiwi fruit, broccoli. Purple: plum, purple grapes, eggplant).

Time / Duration: 10 minutes

Activity: The Nutrition PSHA will prepare pictures of fruits and vegetables of different colours. He/she will divide a large piece of paper into four arcs (to represent a rainbow) and colour them red, yellow and orange, green and purple, to represent colours of the rainbow. Children will be given the pictures by Nutrition PSHA to paste them onto the corresponding colours of the rainbow. The Nutrition PSHA will conclude the activity by encouraging the class to eat different types of fruit and vegetables to stay healthy.



ANNEX A

Item	Product 1	Product 2	Healthier Choice Symbol (HCS)
1	Sweetened drink with "Lower in sugar" HCS	Sweetened drink without "Lower in sugar" HCS	
2	Cheese with 'Lower in saturated fat' HCS	Cheese without 'Lower in saturated fat' HCS	
3	Tomato sauce with 'Lower in sodium' HCS	Tomato sauce without 'Lower in sodium' HCS	
4	Bread with 'Higher in whole-grains' HCS	Bread without 'Higher in whole-grains' HCS	
5	Soymilk with "Higher in calcium" HCS	Soymilk without 'Higher in calcium' HCS	



Oral Health

Tooth decay is a common dental problem among the young. It can cause pain, discomfort and anxiety in the young. However, tooth decay is largely preventable.

It is important to enhance the children's Oral Health knowledge and also develop positive oral care habits in them. This will, in turn, empower them to take greater control of their oral health and prevent the onset of oral disease from an early age.

HPB's Oral Health mascot, Betty Bright Smile wants to spread her message, "We will brush our teeth in the morning and at night before sleeping". Children spend a majority of their waking hours each day in school. Betty helps children keep their teeth clean by reminding them to brush after meals and she will be a role model by not bringing and eating sweets and chocolate for snacks. She reminds children to visit the dentist at least once a year.

Here are some recommended activities that the Oral Health PSHA can lead the class in (with the teacher's guidance) to spread the message of brushing well.



Daily / Ongoing Activities



1. Pledge

Key Message / Concept: Brush your teeth at least two times a day.

Objective: To reiterate the key message of brushing our teeth at least two times a day, once in morning and once before sleeping at night.

Resource(s): Oral Health Pledge - We will brush our teeth in the morning and at night before sleeping!

Time / Duration: Once every week / 2 minutes

Activity: On a designated time and day of the week (e.g. every Monday morning), the Oral Health PSHA will stand in front of the class to recite the Oral Health Pledge as the rest of the children chorus along or repeat after him/her.

Modifications: The Oral Health PSHA can recite the pledge and write it on the board. He/she can add actions to the pledge to help his/her classmates remember it better and make it fun.

2. Tooth Brushing

Key Message / Concept: Brush your teeth at least two times a day - once in the morning and once before sleeping at night to help prevent tooth decay and gum disease.

Objective: To instil the habit of brushing at least two times a day from young.

Resource(s): PowerPoint slides on tooth brushing method (OralH PSHA TBM slides from HPB PSHA website: <http://www.hpb.gov.sg/HOPPortal/health-article/HPBO40609>), toothbrushes, mugs and tooth brushing diary (Annex A in OralH PSHA Annexes slides from HPB PSHA website)

Time / Duration: 10 minutes

Activity: The Oral Health PSHA will go through the steps of brushing their teeth, using the slides on tooth brushing method, to familiarise children with the steps. Then, he/she leads the children to the brushing area to brush their teeth after meal time. After brushing, the Oral Health PSHA will mark on the class tooth brushing diary to indicate that brushing has been done.

Modifications: The Oral Health PSHA can play their favourite piece of music while brushing. It will add fun and help to create a routine for tooth brushing. Children can also have their own individual tooth brushing diaries.



Activities for Special Occasions



1. Chinese New Year / Hari Raya / Deepavali / Christmas

Key Message / Concept: Eat healthy food for healthy teeth.

Objective: To identify snacks / food which are good for the teeth.

Resource(s): Samples of food/snacks (linked to their festival)

Time / Duration: 30 minutes

Activity: Children will be instructed to bring their favourite food/snacks (linked to their festival) to school. The teacher displays all their food items on a mat/table. With the teacher's guidance, the Oral Health PSHA identifies food / snacks which are good for their teeth. He/she then groups the foods in two groups - Healthy and Unhealthy. The Oral Health PSHA reinforces the message of choosing the food items from the Healthy group for healthy teeth.

Modifications: Children can bring pictures/photos of the food items if it is difficult to bring samples of the food.

2. Earth Day

Key Message / Concept: Toothbrushes are not to be shared. After brushing teeth, keep toothbrushes in open air to dry them out. Toothbrush bristles must not touch or drip on each other.

Objective: To learn the importance of using their own toothbrush and keeping them clean and dry and to use recycled items to make a toothbrush holder.

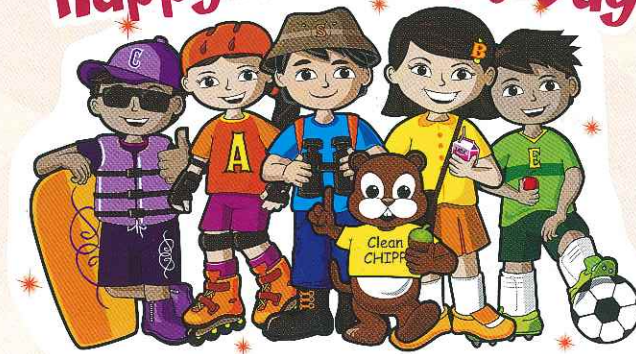
Resource(s): Small empty milk cartons, scissors, markers and guide on making the toothbrush holders (Annex B in OralH PSHA Annexes slides from HPB PSHA website: <http://www.hpb.gov.sg/HOPPortal/health-article/HPBO40609>).

Time / Duration: 30 minutes

Activity: With the teacher's guidance, the Oral Health PSHA demonstrates how to make a toothbrush holder from a recycled empty milk carton. He/she cuts a square hole of about 1 inch on the milk carton and then writes his/her name on the box. He/she may also choose to draw or design their personal toothbrush holder. As the rest of the children create their toothbrush holders, The teacher and the Oral Health PSHA will guide them. Then, the children will place their toothbrush holders at a designated area in the classroom.



Happy Children's Day



3. Children's Day

Key Message / Concept: Good teeth, bright smile!

Objective: To understand that healthy teeth gives us bright smiles.

Resource(s): Photos / drawings

Time / Duration: 30 minutes

Activity: Children will be instructed to bring photos of them smiling. With the teacher's guidance, the Oral Health PSHA collects them and creates a collage with all the pictures, with the caption: Good Teeth, Bright Smile! Happy Children's Day! It is then displayed at a prominent place in the classroom.

Modifications: Children can draw a picture of themselves smiling if they do not have photos to bring along.



10-Week Plan - Activities



Week 1: Our Teeth

Key Message / Concept: We need a good set of teeth to eat, talk and look good.

Objective: To understand the importance of having a good set of teeth.

Resource(s): -

Time / Duration: 15 minutes

Activity: With the teacher's guidance, the Oral Health PSHA asks the children for reasons why their teeth are important and writes/draws them on the board (e.g. teeth are important as they help a person chew food, eat, drink, speak and smile pleasantly). He/she will add on to the children's responses if necessary and then explain to everyone that the lips, tongue and muscles are also important and that they work together with their teeth to carry out simple tasks.

Modifications: The Oral Health PSHA can include a Smile competition to find the nicest smile among the children (Criteria: good teeth and clean mouth).

Week 2: Know Your Teeth: Incisor, Canine & Molar Teeth (Part 1)

Key Message / Concept: Teeth have different functions: cutting, tearing and chewing food.

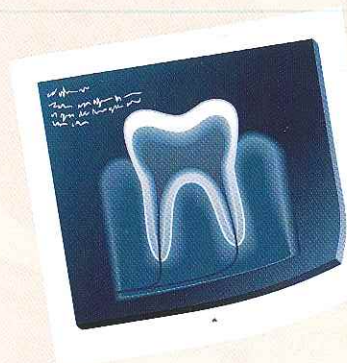
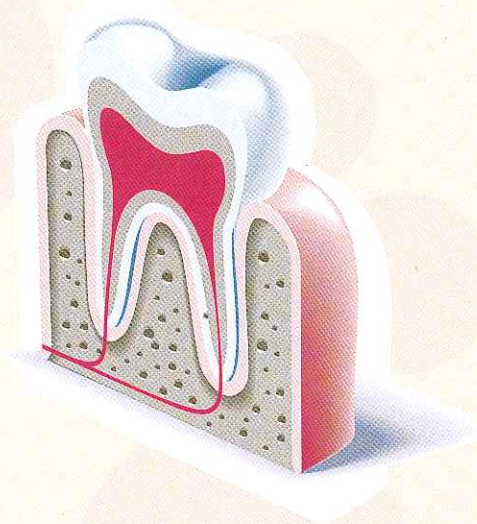
Objective: To identify different types and functions of teeth.

Resource(s): Pictures/printouts (Annex C1 and C2 in OralH PSHA Annexes slides from HPB PSHA website: <http://www.hpb.gov.sg/HOPPortal/health-article/HPBO40609>).

Time / Duration: 30 minutes

Activity: With the teacher's guidance, the Oral Health PSHA uses the printouts to teach the children the different types and functions of teeth (incisors for cutting food, canines for tearing food and molars for grinding food). On the printout, he/she identifies the different types of teeth and their location in the mouth and mimes how he/she cuts, tears and chews food.

Modifications: To reiterate, the Oral Health PSHA can bring different types of food that requires different teeth to break them down (e.g. incisor for cutting fruits/vegetables, canine to tear meat and molar to grind nuts).



Week 3: Know Your Teeth: Surfaces of Teeth: Outer, Inner and Biting (Part 2)

Key Message / Concept: Each tooth has three surfaces.

Objective: To know the three surfaces of teeth and the importance of brushing them.

Resource(s): Printout (Annex D in OralH PSHA Annexes slides from HPB PSHA website: <http://www.hpb.gov.sg/HOPPortal/health-article/HPBO40609>).

Time / Duration: 30 minutes

Activity: With the teacher's guidance, the Oral Health PSHA shows (using his/her own teeth or the printout) and identifies the three surfaces of teeth. After giving out the printouts to everyone, he/she instructs everyone to colour the different surfaces of teeth on the printouts accordingly (Outer - Blue, Inner - Yellow and Biting - Green).

Modifications: To reiterate the importance of brushing the three surfaces, the slides on Tooth Brushing Method (Daily Activity 2) can be shown.



Week 4: A Visit to the Dentist (Part 1)

Key Message / Concept: Visit your dentist regularly.

Objective: To understand the importance of visiting the dentist regularly.

Resource(s): -

Time / Duration: 20 minutes

Activity: Prior to this activity, the Oral Health PSHA will visit a dentist with his/her parents. After the visit, he/she will share his/her experience visiting the dentist with the class by describing what he/she saw in the dental clinic, what the dentist did for him/her and how he/she felt during the visit. Children who have also been to the dentist before can be asked to share their experiences too. The Oral Health PSHA concludes the activity by reminding everyone to visit the dentist regularly.

Modifications: If the Oral Health PSHA is not able to visit the dentist, he/she can share his sibling's or parent's recount of his/her experience instead.

Week 5: A Visit to the Dentist (Part 2)

Key Message / Concept: Visit your dentist regularly.

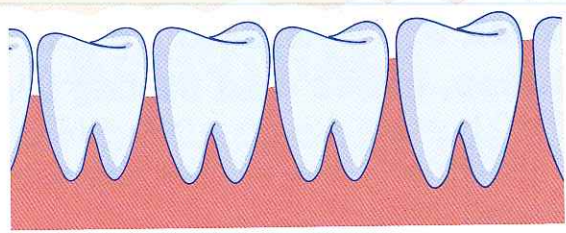
Objective: To identify the common dental instruments used during routine check-ups and to alleviate unnecessary anxiety in them.

Resource(s): Printouts (Annex E1 and E2 in OralH PSHA Annexes slides from HPB PSHA website: <http://www.hpb.gov.sg/HOPPortal/health-article/HPBO40609>).

Time / Duration: 20 minutes

Activity: The Oral Health PSHA shows Annex E1 (slide or printout) to the class and asks them to identify the instruments that are used in the dental clinic. Based on his/her prior experience (Week 4), he/she assures everyone that the dentist uses the instruments gently and carefully. With the teacher's guidance, he/she asks everyone if they are still afraid of visiting the dentist and tries to discuss any fears that are mentioned. To conclude the activity, children engage in a colouring activity (Annex E2).





Week 6: Build a Mouth (Part 1)

Key Message / Concept: Brush your teeth at least two times a day - once in the morning and once before sleeping at night to help prevent tooth decay and gum disease.

Objective: To create a teeth and gum set for learning and practice.

Resource(s): Colouring pencils and printouts (Annex F1 in OralH PSHA Annexes slides from HPB PSHA website: <http://www.hpb.gov.sg/HOPPortal/health-article/HPBO40609>).

Time / Duration: 10 minutes

Activity: The Oral Health PSHA informs everyone that they will each be building a 'mouth' (teeth and gum set) to practise brushing over the next 2 weeks. He/she hands out the printouts of Annex F1 to everyone and instructs them to write their names at the top of the paper. Recalling Week 2 activity, he/she instructs them to colour the molars blue, the canines yellow and leave the incisors white. Then, they are told to colour the rectangular box (representing the gums) pink. The Oral Health PSHA collects the printouts and keeps them aside for next week's activity.

Week 8: Build a Mouth (Part 3)

Key Message / Concept: Brush your teeth at least two times a day - once in the morning and once before sleeping at night to help prevent tooth decay and gum disease.

Objective: To practise the correct tooth brushing method.

Resource(s): PowerPoint slides on tooth brushing method (OralH PSHA TBM slides from HPB PSHA website: <http://www.hpb.gov.sg/HOPPortal/health-article/HPBO40609>)

Time / Duration: 20 minutes

Activity: The teacher shows the slides on tooth brushing method to help children remember the correct way to brush their teeth. The Oral Health PSHA then uses his completed 'mouth' from Week 7 and a toothbrush to demonstrate the tooth brushing method as each child follows the steps with their completed 'mouths'. With the teacher's guidance, the Oral Health PSHA will test everyone's brushing method and praise them for doing it correctly.

Week 7: Build a Mouth (Part 2)

Key Message / Concept: Brush your teeth at least two times a day - once in the morning and once before sleeping at night to help prevent tooth decay and gum disease.

Objective: To create a teeth and gum set for learning and practice.

Resource(s): Paper plates (about 23cm diameter), scissors, elastic bands, glue, printouts from Week 6, Instructions (Annex F2 in OralH PSHA Annexes slides from HPB PSHA website: <http://www.hpb.gov.sg/HOPPortal/health-article/HPBO40609>).

Time / Duration: 30 minutes

Activity: The teacher uses the Instructions listed in Annex F2 to guide the Oral Health PSHA in demonstrating to the class how to build a 'mouth'. With the teacher's guidance, the Oral Health PSHA uses a paper plate, a pair of scissors, 2 elastic bands, glue and his coloured printout from Week 7 (Annex F1) to create a teeth and gum set in front of the children. Then, the rest of the children build their individual 'mouths' as the teacher and the Oral Health PSHA guide and help them. The completed 'mouths' will be kept aside for next week's activity.

Modifications: This activity can be done in pairs or groups instead.

Week 9: Make a Poster (Part 1)

Key Message / Concept: We will brush our teeth in the morning and at night before sleeping. Avoid sweet foods and drinks between meals. Visit your dentist regularly.

Objective: To reinforce the dental health messages.

Resource(s): A3 paper, colour pencils, pictures.

Time / Duration: 30 minutes

Activity: With the teacher's guidance, the Oral Health PSHA writes the 3 dental health messages on the board and explains what they mean. He/she then divides the class into 3 groups and gives each group a piece of A3 paper. The children are assigned a message per group and are instructed to create a poster for their message. They may draw, write or paste pictures on their poster. As children work on their posters, the Oral Health PSHA visits each group to give them suggestions on what they could draw or write.

Modifications: This activity can also be in pairs, instead of groups.



Week 10: Make a Poster (Part 2)

Key Message / Concept: We will brush our teeth in the morning and at night before sleeping. Avoid sweet foods and drinks between meals. Visit your dentist regularly.

Objective: To reinforce the dental health messages.

Resource(s): Completed posters from Week 9.

Time / Duration: 20 minutes

Activity: Each group will present their completed posters to the rest of the class, reading out their key message and explaining the pictures they have drawn or pasted. The Oral Health PSHA will collate the posters and paste them together on a wall/board to remind everyone to practise good dental habits.



Physical Activity

Physical activity plays an important role in influencing the growth and development of young children. Regular daily physical activity helps in the development of important brain structures, aids learning and forms the foundation for an active lifestyle in adulthood. The benefits extend beyond physical health (e.g. maintain healthy weight, build strong bones and muscles and develop motor skills). It also improves children's self-confidence and their communication and social skills. Therefore, it is important to find ways to encourage children to be active from an early age.

There are many factors that influence children's participation in physical activity. These include setting up a supportive school environment that encourages them to be active (e.g. allowing them to play in an unconstrained and safe environment under supervision, and providing sufficient play equipment) and having parents and teachers as role models to nurture positive habits from young.

Amber Active embodies the positive habits of staying active regularly and encourages all children to move and play every day. When children move and play, they are having fun while being active. She also encourages children to limit their sedentary entertainment screen time (activities such as watching TV, playing handheld or computer games while sitting or lying down) to less than 2 hours each day.

Here are some recommended activities that the Physical Activity PSHA can lead the class in (with the teacher's guidance) to encourage engagement in physical activity every day.



Daily / Ongoing Activities



1. Pledge

Key Message / Concept: Stay active every day!

Objective: To reinforce the importance of being physically active every day.

Resource(s): Physical Activity Pledge - We will move and play every day so that we will be healthy.

Time / Duration: Once every week / 2 minutes

Activity: On a designated time and day of the week (e.g. every Monday morning), the Physical Activity PSHA will stand in front of the class to recite the Physical Activity Pledge as the rest of the children chorus along or repeat after him/her.

Modifications: The Physical Activity PSHA can recite the pledge and write it on the board. He/she can add actions to the pledge to help his/her classmates remember it better and make it fun.



2. Let's Take an Activity Break

Key Message / Concept: Staying active throughout the day is easy and fun.

Objective: To provide an opportunity for children to be active indoors.

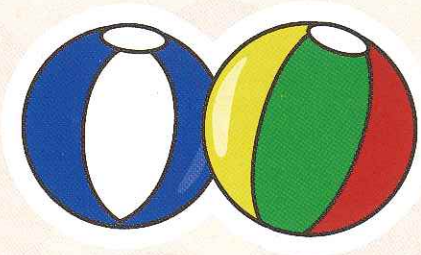
Resource(s): -

Time / Duration: At least once a day / 5 to 10 minutes

Activity: The teacher can introduce activity breaks in-between different activities/lessons. During the break, the teacher will allow the Physical Activity PSHA to choose a theme and give him/her instructions on what actions to do accordingly. For example, if the theme is 'Animals', the Physical Activity PSHA will lead the class in simple actions which show how animals move (e.g. monkey - The Physical Activity PSHA will jump on the spot with swinging arms and the classmates can repeat the action. Elephant - The Physical Activity PSHA will bend forward and swing his/her arms to portray the trunk). If the theme is 'Weather', the Physical Activity PSHA can lead his/her classmates in simple actions to signify aspects of weather (e.g. breezy day - swing slowly from left to right, sunny day - stand straight and tall with outstretched arms, raining day - bend your knees and arms to cover head, strong wind - twirl around the classroom).

Modifications: The Physical Activity PSHA can conduct the game "Simon Says..." to execute the activity breaks which will involve his/her classmates to get up on their feet and do the different actions (movement-oriented) as instructed by him/her.





3. Play Box

Key Message / Concept: Staying active throughout the day is easy and fun.

Objective: To encourage active play and enhance creativity among children.

Resource(s): Play box with items that encourage movement and active play

Time / Duration: 20 minutes

Activity: The Physical Activity PSHA will take charge of a play box and make sure everyone has a chance to play with the different items in the box each day. The items in the box shall be those that encourage movement and play (e.g. beach balls, bean bags and hoops). Once the activity ends, the Physical Activity PSHA will take charge and make sure his/her classmates return the items to the play box in an orderly manner.

Modifications: With the teacher's help, the Physical Activity PSHA can write out a schedule for the distribution of the items so that everyone will have a chance to play with the different items in the box.



Activities for Special Occasions

1. School Sports Day

Key Message / Concept: Staying active will keep us healthy and fit.

Objective: To reinforce the importance and benefits of regular physical activity.

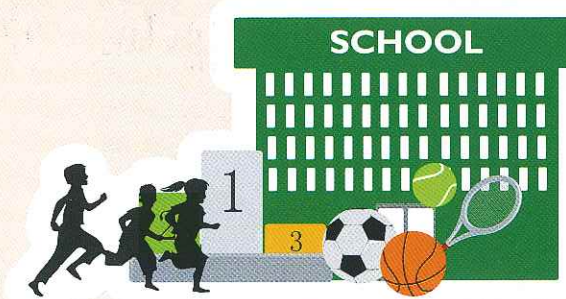
Resource(s): Cheer e.g.

Let's run, jump and play. This helps us stay fit every day.
We aim to be the best. And we can win the rest
Go (class/student name). YAY! (claps)

Time / Duration: -

Activity: With the teacher's guidance, the Physical Activity PSHA creates a cheer for Sports Day that includes physical activity messages. During the event, he/she can lead the class to shout a cheer for a particular classmate or entire class before each competition starts. The rest of the class can chorus at the last sentence.

Modifications: Actions can be added to the cheer to help children understand the messages and make it fun for them.



2. National Day

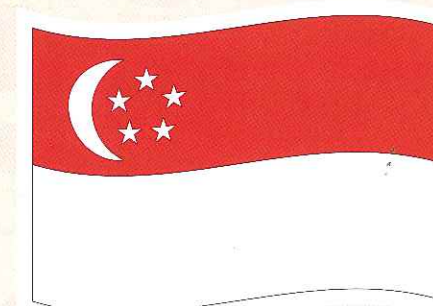
Key Message / Concept: Dancing is a fun way of staying active.

Objective: To provide an opportunity for children to be active.

Resource(s): Music and dance moves

Time / Duration: 5 minutes

Activity: With the teacher's guidance, the Physical Activity PSHA leads the class in a simple fun dance to one of the National Day songs which can be showcased as one of the activities for National Day. With the teacher's guidance, the Physical Activity PSHA demonstrates the right moves and keeps his/her classmates in the right position during the rehearsals.



3. Chinese New Year / Hari Raya / Deepavali / Christmas

Key Message / Concept: There are different ways to stay active at home.

Objective: To encourage children to be active during holidays.

Resource(s): -

Time / Duration: 10 minutes

Activity: With the teacher's guidance, the Physical Activity PSHA engages fellow children in a discussion on what they are going to do during the festive holiday break. He/she then suggests some fun physical activities they can do at home (e.g. playing with hula hoops at home, kicking a ball, throwing and catching balloons), instead of spending their time watching TV or playing handheld games. The Physical Activity PSHA can also ask his/her classmates for more suggestions.



10-Week Plan - Activities



Week 1: 1, 2, 3! Let's Have Fun!

Key Message / Concept: Doing household chores daily helps us stay active and build bonds with our family.

Objective: To encourage children to be active indoors.

Resource(s): -

Time / Duration: 10 minutes

Activity: With parents' help, the Physical Activity PSHA will try out some simple household chores that he/she can help daddy or mummy with over a week. Then, he/she will share the list of chores that he/she has done in the past week with the class. The rest of the class will be encouraged to share some of the chores that they are already helping their parents with. The Physical Activity PSHA will then encourage his/her classmates to stay active at home by doing some of the household chores listed.

Week 2: Active Weekend

Key Message / Concept: It is easy to engage in physical activity as a family.

Objective: To reinforce the importance of being active on weekends.

Resource(s): -

Time / Duration: 10 minutes

Activity: The Physical Activity PSHA plans a calendar of activities together with his/her parents. The calendar shall illustrate how

they can stay active together as a family on weekends through simple activities (e.g. taking a walk after a meal or cycling in East Coast Park). The Physical Activity PSHA shares this calendar with his/her classmates. The rest of the class can use the calendar as an example and do a similar one for themselves with their parents' help.

Modifications: The Physical Activity PSHA can give praises or rewards to the children who have managed to do the activities in the calendar.



Week 3: Ready, Get Set, Go!

Key Message / Concept: Staying active is about having fun with my friends.

Objective: To provide an opportunity for children to be active.

Resource(s): Equipment (e.g. balls, bean bags and hula hoops) needed for simple competitions

Time / Duration: 10 minutes

Activity: The teacher groups the class into 2 teams and organises a competition. The competition will require the 2 teams to complete different tasks. The teacher shows each group the tasks they need to complete by demonstrating how they should be done (e.g. throw a ball into a basket, balance a bean bag on his/her head). Then, the second demonstration will be done by the Physical Activity PSHA. When the competition commences, the Physical Activity PSHA shall lead and show encouragement (i.e. by cheering) for his/her classmates. The rest of the class can take the lead from the Physical Activity PSHA and cheer for one another. It is important to reinforce the fun element during the competition.

Modifications: The teacher can set up a special category to acknowledge the child who cheers the 'loudest' for his/her classmates and the Physical Activity PSHA can help to pick out the winner.



Week 4: Show-and-Tell (Part 1)

Key Message / Concept: Moving and playing is fun and good for our bodies.

Objective: To raise awareness of the benefits of staying active.

Resource(s): Pictures and/or photos

Time / Duration: 30 minutes

Activity: The Physical Activity PSHA gathers pictures / photos which show happy children playing different games and sports outdoors and shares what he/she observes from the pictures with the class. The teacher can then direct the discussion to reinforce the benefits of playing sports and staying active.

Modifications: The Physical Activity PSHA can instruct everyone to draw a portrait of themselves playing a sport or game. Each of them can also share what they have drawn with the rest of the class.

Week 5: Show-and-Tell (Part 2)

Key Message / Concept: Active play is a way of being active.

Objective: To reinforce the importance of active play and enhance creativity.

Resource(s): A toy that encourages physical activity (e.g. ball, kite or frisbee)

Time / Duration: 5 minutes

Activity: The Physical Activity PSHA brings a toy that encourages physical activity to school and shares with his/her classmates why he/she likes to play with it. He/she demonstrates to the class the different ways that he/she can play with the toy (e.g. if the toy is a ball, he/she can throw, catch and kick it with his/her classmates). The Physical Activity PSHA concludes the activity by encouraging everyone to engage in active play.

Modifications: The rest of the class can follow his/her lead and take turns to bring their favourite toy to school.





Week 6: Warm Up and Cool Down!

Key Message / Concept: Active play is a way of being active.

Objective: To reinforce the importance of warming up and cooling down before and after an exercise.

Resource(s): -

Time / Duration: 20 minutes

Activity: Before the start of physical education or exercise session, the Physical Activity PSHA leads the pupils in simple warm up stretches, with the teacher's guidance. At the end of the session, the Physical Activity PSHA leads pupils in simple cool down exercises, with the teacher's guidance. To conclude the activity, The teacher explains the importance of warming up and cooling down before and

after an exercise session as the Physical Activity PSHA demonstrates the stretches again. Doing warm-up before an exercise session is important to prevent injury as it wakes up your body and prepares it for more action. This will help raise your heart beat and warm up your muscles. A simple way of warming up can be jogging on the spot for a few minutes and moving your arms in small circles at the same time in one direction and then the other. When you get your heart rate up, you can start doing some stretching for your neck, shoulders, arms and legs. The stretches can also be done for cool-down.

Week 7: Get Up and Move!

Key Message / Concept: Limit the time spent on sedentary activities each day.

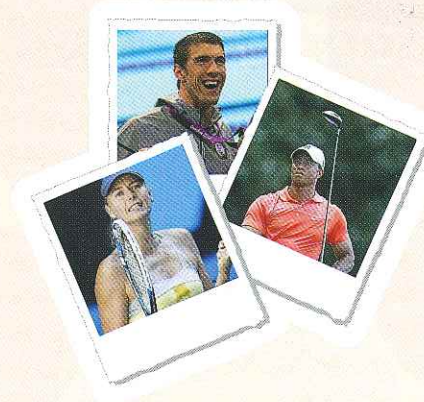
Objective: To raise awareness on limiting sedentary activities.

Resource(s): -

Time / Duration: 10 minutes

Activity: The Physical Activity PSHA demonstrates 2 actions - 1 action (e.g. jog on the spot) to represent activities which they should do more of and 1 action (e.g. stand still) to represent activities which they should do less of. As the teacher reads out a list of activities, the Physical Activity PSHA demonstrates the right actions so that the rest of pupils can follow (e.g. playing computer game - stand still, playing game on tablets - stand still, watching TV - stand still, playing video games - stand still, dancing to music - jog on the spot, playing ball - jog on the spot, running - jog on the spot, jumping/hopping - jog on the spot)

Modifications: The teacher can start the game by calling out the activities slowly and then increase the pace gradually. The actions can be changed to make the activity more fun.



Week 8: This is What I Want to Be

Key Message / Concept: Staying active is good for body and well-being.

Objective: To reinforce the positive effect of being active through role models.

Resource(s): Photo or picture

Time / Duration: 30 minutes

Activity: With parents' help, the Physical Activity PSHA brings a photo or picture of a role model whom he/she looks up to. This role model should preferably be someone who is a sportsman or sportswoman or even relatives (e.g. grandpa is disciplined and

exercises every day. He does not exercise when he is unwell). The Physical Activity PSHA shares the good traits which he/she would like to copy from the role model. Then, the rest of the class is encouraged to give examples of their own role models whom they look up to and the positive traits they display (e.g. discipline, honesty, fair play, and teamwork). To conclude the activity, the Physical Activity PSHA and the class recite the Physical Activity pledge.



different action words/phrases, the Physical Activity PSHA demonstrates the actions (e.g. jump like a frog, throw and catch a balloon in the air, walk tall like a giraffe, run heavily like an elephant, leap and clap in the air).

Week 9: Let's Move!

Key Message / Concept: Staying active is about having fun with my friends.

Objective: To provide an opportunity for children to be active.

Resource(s): -

Time / Duration: 20 minutes

Activity: With the teacher's guidance, the Physical Activity PSHA leads the class in a simple workout consisting of basic skills (e.g. run, jump, walk, throw, leap, catch) that the children can do together. As the teacher calls out

Week 10: I Can Be a Role Model

Key Message / Concept: Staying active is good for the body.

Objective: To reinforce habits that support regular engagement in physical activity.

Resource(s): -

Time / Duration: -

Activity: The Physical Activity PSHA shares some of the positive habits he/she has learnt from being in that role (e.g. warming up and cooling down, staying active at home by doing household chores, drinking water regularly during exercise) with the rest of the class. He/she then encourages his classmates to pick up these good habits.

Modifications: To reinforce the key messages, the Physical Activity PSHA can conduct a quiz on the key messages learned over the past weeks and give rewards to those who answer correctly.



Hygiene & Safety

Hygiene habits, such as frequent hand washing with soap and water, can improve cleanliness and lead to good health. According to Centres of Disease Control and Prevention (US), one of three people do not wash their hands after using the bathroom and only one in three people wash their hands after coughing and sneezing. Proper hand washing can prevent the spread of germs and illnesses.

As for safety, it is good to give children every opportunity to explore and learn new things in their environment while making sure that they are safe. Children are slower to realize dangerous situations and are more likely to take risks. This makes them more prone to injuries. Remember accidents can be prevented just by taking more precautions.

Clean CHIPP believes it is important to keep our hands clean before and after meals and after visiting the toilet. This will prevent us from falling sick because he knows being sick is not fun. He has to stay at home and rest and can't play with his friends. He also reminds his friends to cover their mouths and noses with a piece of tissue when they cough and sneeze so that they won't spread the germs.

Clean CHIPP also says, "Childhood injury is no small matter." There should always be adult supervision around children. Simple preventive measures such as childproofing their environment and equipping themselves with the knowledge of safe play in water and playgrounds can help to maintain a safe, child-friendly environment in the preschool.

Here are some recommended activities that the Hygiene and Safety PSHA can lead the class in (with the teacher's guidance) to create awareness of the importance of clean hands to keep the diseases away and of being safe to keep injuries away.



Daily / Ongoing Activities



1. Pledge

Key Message / Concept: We will wash our hands with soap and water! Be safe to avoid injuries!

Objective: To reiterate the key message on hygiene and to reinforce the importance of safety every day.

Resource(s): Hygiene and Safety Pledge - We will wash our hands with soap and water and be safe while having fun!

Time / Duration: Once every week / 2 minutes

Activity: On a designated time and day of the week (e.g. every Monday morning), the Hygiene and Safety PSHA will stand in front of the class to recite the Hygiene and Safety Pledge as the rest of the children chorus along or repeat after him/her.

Modifications: The Hygiene and Safety PSHA can recite the pledge and write it on the board. He/She can add actions to the pledge to help his/her classmates remember it better and make it fun.



2. Hand washing

Key Message / Concept: Wash hands with soap and water before and after meals and after visiting the toilet.

Objective: To reinforce washing of hands using the 8-step process.

Resource(s): Hand washing poster/decal.

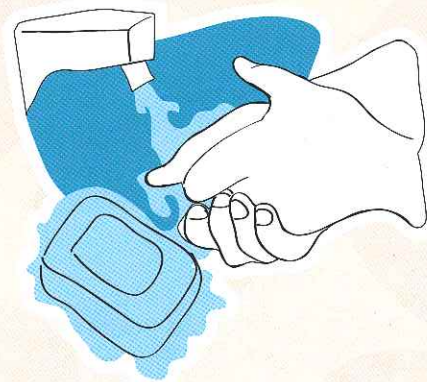
Time / Duration: Before and after meals and after visiting the toilet

Activity: Before and after meals, the Hygiene and Safety PSHA will be tasked to lead the class to the washbasins / toilets to wash their hands. After a child has visited the toilet, the Hygiene and Safety PSHA will remind the child to wash their hands.

Modifications: If it is difficult for the Hygiene and Safety PSHA to say, "Have you washed your hands?" he/she can create a sign that he/she can use instead.



Activities for Special Occasions



1. World Hand Hygiene Day (5 May)

Key Message / Concept: Let's wash our hands!

Objective: To commemorate World Hand Hygiene Day

Resource(s): Paper, crayons, pencils

Time / Duration: 30 minutes

Activity: The Hygiene and Safety PSHA will design a poster on the different scenarios where hands have to be washed (e.g. after visiting the toilet, after playing with your pet, after coughing and sneezing into a piece of tissue). The Hygiene and Safety PSHA will then share the poster with the class and encourage them to practise good hand hygiene habits.

Modifications: The task can be given to all the children with the Hygiene and Safety PSHA and the teacher as the judge for the best poster.

2. Chinese New Year / Hari Raya / Deepavali / Christmas

Key Message / Concept: It is important to wash your hands regularly

Objective: To list when your hands should be washed and to be aware of the importance of good personal hygiene.

Resource(s): Paper, scissors, crayons and pencils



Time / Duration: 20 minutes

Activity: The Hygiene and Safety PSHA gives everyone a piece of paper and asks them to trace the outline of their hand on the paper and then cut it out. He/she then asks everyone when they should wash their hands and writes their responses on the board, with the teacher's help (e.g. after touching a pet, before eating a cookie, after a meal, after using the toilet, after helping my parents with spring cleaning, after sneezing or coughing into your hands, etc.). The Hygiene and Safety PSHA explains to everyone the consequences of poor personal hygiene, such as falling ill and not being able to visit their relatives. Then, everyone is told to write 5 of the responses on the board onto the 5 fingers of their cut-out and to keep it with them to remind them when to wash their hands.

Modifications: The Hygiene and Safety PSHA can write the responses into a big hand drawn on the board, to guide the children in writing their responses onto their cut-outs.

3. School Sports Day

Key Message / Concept: Queuing up is an important safety measure

Objective: To reinforce the importance and benefits of queuing up to avoid injury

Resource(s): -

Time / Duration: -

Activity: During the sports events, the Hygiene and Safety PSHA can assist the teacher to line the children up.

He/she can ensure safety when lining up by encouraging everyone to wait for their turn patiently.



10-Week Plan - Activities



Week 1: Let's Sing!

Key Message / Concept: It is important to wash your hands regularly to prevent infectious diseases such as HFMD.

Objective: To create awareness of the importance of regular hand washing in the 8-step process.

Resource(s): Washy Washy Clean video:

<http://www.youtube.com/watch?v=zxlQn7KaCNU>

Time / Duration: 20 minutes

Activity: The Hygiene and Safety PSHA demonstrates and teaches the 8 steps to rest of the class. As the teacher plays the Washy Washy Clean video, he/she then leads the class in singing 'Washy Washy Clean' song and doing the 8 steps accordingly.

Modifications: The Hygiene and Safety PSHA can suggest other hand washing songs that he/she has found on the Internet and share it with his/her classmates.



Week 2: Class Hand Washing Collage

Key Message / Concept: It is important to wash your hands regularly to prevent infectious diseases such as HFMD.

Objective: To reiterate the importance of regular hand washing in the 8-step process.

Resource(s): Drawing paper and colouring material,

Time / Duration: 30 minutes

Activity: The Hygiene and Safety PSHA groups the class into 8 groups/pairs. Then, he/she hands out a drawing paper to each group and assigns them one of the 8 steps to draw and colour. When all the drawings are done, the Hygiene and Safety PSHA will arrange them in order on the board and go through the steps and when to wash their hands.

Modifications: The drawings can be pasted on a big piece of paper to be displayed in the classroom as a reminder to the children. The teacher can prepare the outlines of the hands for children to colour.





Week 3: Hygiene Etiquette

Key Message / Concept: We must cover our mouths and noses with a tissue when we cough or sneeze.

Objective: To understand how necessary it is to use a piece of tissue when you cough or sneeze and how important it is to wash your hands after coughing or sneezing.

Resource(s): Paper plate, scissors, spray bottle filled with water

Time / Duration: 20 minutes

Activity: The Hygiene and Safety PSHA draws a face on a paper plate and cuts a small hole to represent the mouth. While the teacher holds the paper plate, he/she places a spray bottle filled with water into the hole and sprays to mimic sneezing. The Hygiene and Safety PSHA then explains to the class what happens when

they sneeze and how germs are spread if they do not cover their mouths and noses. He/she then repeats the sneezing action, but with a tissue to cover the 'mouth'. The Hygiene and Safety PSHA concludes the activity by explaining the importance of covering their mouths and noses when they cough or sneeze in order to avoid the spread of germs.



Week 4: The Glitter Experiment

Key Message / Concept: It is important to wash our hands regularly.

Objective: To understand the principle of cross-contamination from one person to another by touch.

Resource(s): Glue and glitter

Time / Duration: 30 minutes

Activity: The Hygiene and Safety PSHA covers 5 markers (or any other common objects found in classroom) with glue and glitter. He/she then selects 5 children to take a marker each and then pass it around to everyone in the classroom till everyone has held at least one marker. With the teacher's guidance, the Hygiene and Safety PSHA will then ask questions about the experiment (Where on our body can we see glitter? How did it get there? What does the glitter remind us of? What does the spread of glitter remind us of?) and explain how germs can also spread to everyone, just like the glitter. To wrap up the activity, with the teacher's guidance, the Hygiene and Safety PSHA will reiterate the importance of washing their hands regularly by going through the 8 steps and singing the song as everyone washes the glitter off their hands.

Modifications: Instead of glitter, watercolour paint can be used.



Week 5: Even When I Go Home (Part 1)

Key Message / Concept: It is important to practise hygiene habits at home to prevent the spread of infectious diseases.

Objective: To understand that hygiene habits need to be practised at home too, not just at school.

Resource(s): Paper, pencil, crayons

Time / Duration: 1/2 day

Activity: The Hygiene and Safety PSHA creates a simple check-list poster with the help of his/her parents on the prevention of infectious diseases at home (e.g. wash your hands before and after meals, routinely clean and disinfect surfaces like table tops and kitchen tops, do not share food and eating utensils when sick). The Hygiene and Safety PSHA then shares their checklist with his/her classmates and invites them to add on to the list. He/she reminds everyone that hygiene habits do not stop when you leave the school; they need to be practised at home too.

Modifications: The Hygiene and Safety PSHA can draw out the habits instead of writing them in a checklist.





Week 6: Even When I Go Out (Part 2)

Key Message / Concept: It is important to practise hygiene habits outdoors (during trips, visits and excursions) to prevent the spread of infectious diseases.

Objective: To understand that hygiene habits need to be practised at all times, that is, even when you are outdoors, not just at school or at home.

Resource(s): Paper, pencil, crayons

Time / Duration: 1/2 day

Activity: The Hygiene and Safety PSHA creates

another simple check-list poster with the help of his/her parents on the prevention of infectious diseases when they are outdoors (e.g. do not go to crowded places when you are sick, stay home and rest, wash your hands before and after meals at the sink or toilet or use hand sanitizer if there is no water and soap available, do not share food and eating utensils when sick). The Hygiene and Safety PSHA then shares their checklist with his/her classmates and invites them to add on to the list. He/she reminds everyone that hygiene habits need to be practised when you are at school, at home and even when you go outdoors. In other words, everyone needs to practise hygiene habits at all times to prevent the spread of infectious diseases.

Modifications: The Hygiene and Safety PSHA can draw out the habits instead of writing them in a checklist.

Week 7: Take a Bow

Key Message / Concept: We have to observe high standards of hygiene at all times to prevent infectious diseases.

Objective: To recap and reiterate the importance of observing high standards of hygiene at all times.

Resource(s): Prizes for correct answers

Time / Duration: 10 minutes

Activity: The Hygiene and Safety PSHA will highlight and go through the activities the class have done over the past 6 weeks and recap the messages by giving his/her classmates a quiz (e.g. what are the 8-steps of hand washing? What should we do when we cough and sneeze? What are the common areas at home that need regular cleaning and disinfecting?). Prizes are given out to the children with the correct answers.



Week 8: Ensuring Playground Safety (Part 1)

Key Message / Concept: We must ensure safety while playing in the playground.

Objective: To reinforce the importance of safety rules in the playground.

Resource(s): -

Time / Duration: 30 minutes

Activity: With the teacher's

guidance, the Hygiene and Safety PSHA organises a walk to the play area/playground or visit a park in the vicinity of the school or neighbourhood. Before the visit, the Hygiene and Safety PSHA goes through the playground safety messages with the class by demonstrating (role-play) the actions: do not walk across a moving swing or seesaw, slide down feet first and sit up, wait for your turn, no pushing or rough play and hold on with both hands when swinging or climbing. During the visit, the Hygiene and Safety PSHA assists the teacher in keeping his/her classmates in queue and repeating the playground safety messages to remind his/her classmates.

Modifications: After the playground visit, The Hygiene and Safety PSHA can ask his classmates to share more ways to practise safety while playing in a playground.



Week 9: Ensuring Home Safety (Part 2)

Key Message / Concept: We must ensure safety while playing at home.

Objective: To reinforce the importance of safety rules at home.

Resource(s): Picture/drawing of the interior of a house

Time / Duration: 20 minutes

Activity: With the teacher's guidance, the Hygiene and Safety PSHA brings/draws a picture of the interior of a house and shows it to the class. He/she asks his/her classmates to share some safety measures they must take at home and writes it on the board. Then, he/she will add on (if any) and then go through the home safety messages with the class by demonstrating (role-play) the actions: Ask for an adult's help to reach for things in high places, keep your toys away after playing and do not jump on sofas and other furniture.



Week 10: Ensuring Water Safety (Part 3)

Key Message / Concept: We must ensure safety while playing in water.

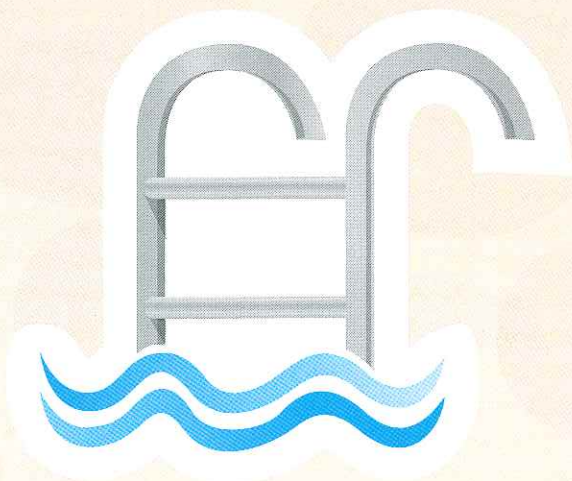
Objective: To reinforce the importance of safety rules while playing in water.

Resource(s): -

Time / Duration: 20 minutes

Activity: With the teacher's guidance, the Hygiene and Safety PSHA organises a water play activity (e.g. a portable wading pool). Before the activity, the Hygiene and Safety PSHA goes through the water safety messages with the class by demonstrating the actions: remain close to an adult while in water, always jump feet first into the water to avoid hitting your head at the bottom of the pool and do not play or run near the pool as you may slip and fall. During the activity, the Hygiene and Safety PSHA assists the teacher in keeping his/her classmates in queue (if need be) and repeating the water safety messages to remind his/her classmates.

Modifications: After the activity, The Hygiene and Safety PSHA can ask his classmates to share more ways to practise safety while playing in water. If a water play activity cannot be arranged, the Hygiene and Safety PSHA can show his/her classmates a picture / photo of a swimming pool or a beach and discuss various water play activities they engage in before he/she goes through the water safety messages.



EVALUATION

Dear Teacher,

Thank you for your support for our Pre-school Health Ambassador Programme. We hope that you have successfully run the programme for at least one semester. To help us improve the programme further, we would appreciate valuable feedback from you and the PSHAs. Please make a copy of the evaluation forms on page 60 and 61 (also available in soft-copy in our HPB PSHA website: <http://www.hpb.gov.sg/HOPPortal/health-article/HPBO40609>) and email, fax or mail the completed forms to:

Email address: hpb_yhp@hpb.gov.sg

Fax: 6438 8226

Address: Health Promotion Board, Level 4

3 Second Hospital Avenue

Educational Institution Outreach Department

Youth Health Division

Singapore 168937



Pre-school Health Ambassador Programme Teacher's Evaluation Form

Name: _____ School: _____

Date: _____

On a scale of 1 to 4, please circle your responses to the questions.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1) The Teacher's Guide is user-friendly and easy to read.	1	2	3	4
2) The sashes and stickers were useful in giving recognition to the PSHAs.	1	2	3	4
3) The activities were suitable for the children's ability level.	1	2	3	4
4) The PSHAs were able to take the lead, as stated in the activities.	1	2	3	4
5) The activities were useful in imparting health knowledge and skills.	1	2	3	4
6) The activities were interesting and engaging for the children.	1	2	3	4
7) I would recommend the PSHA Programme to other colleagues /schools.	1	2	3	4

8) How did you conduct the PSHA programme?
(e.g. 1 PSHA per topic, for 1st 10 weeks and then another set of PSHAs per topic, for the next 10 weeks.)

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9) What did you like about the PSHA programme?

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10) What improvements do you think could be made to the PSHA Programme?

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Pre-school Health Ambassador Programme PSHA's Evaluation Form

Name: _____ School: _____

Date: _____ Topic: _____

1) Do you like being a PSHA? (Yes / No)

.....

2) What did you learn from being a PSHA? You can draw or write it out below.

3) What is your favourite activity? You can draw or write it out below.