

**FACILITATORS' GUIDE**

# **THE SECRET POWER OF BALANCED NUTRITION**



**FOR PRIMARY SCHOOL CHILDREN**



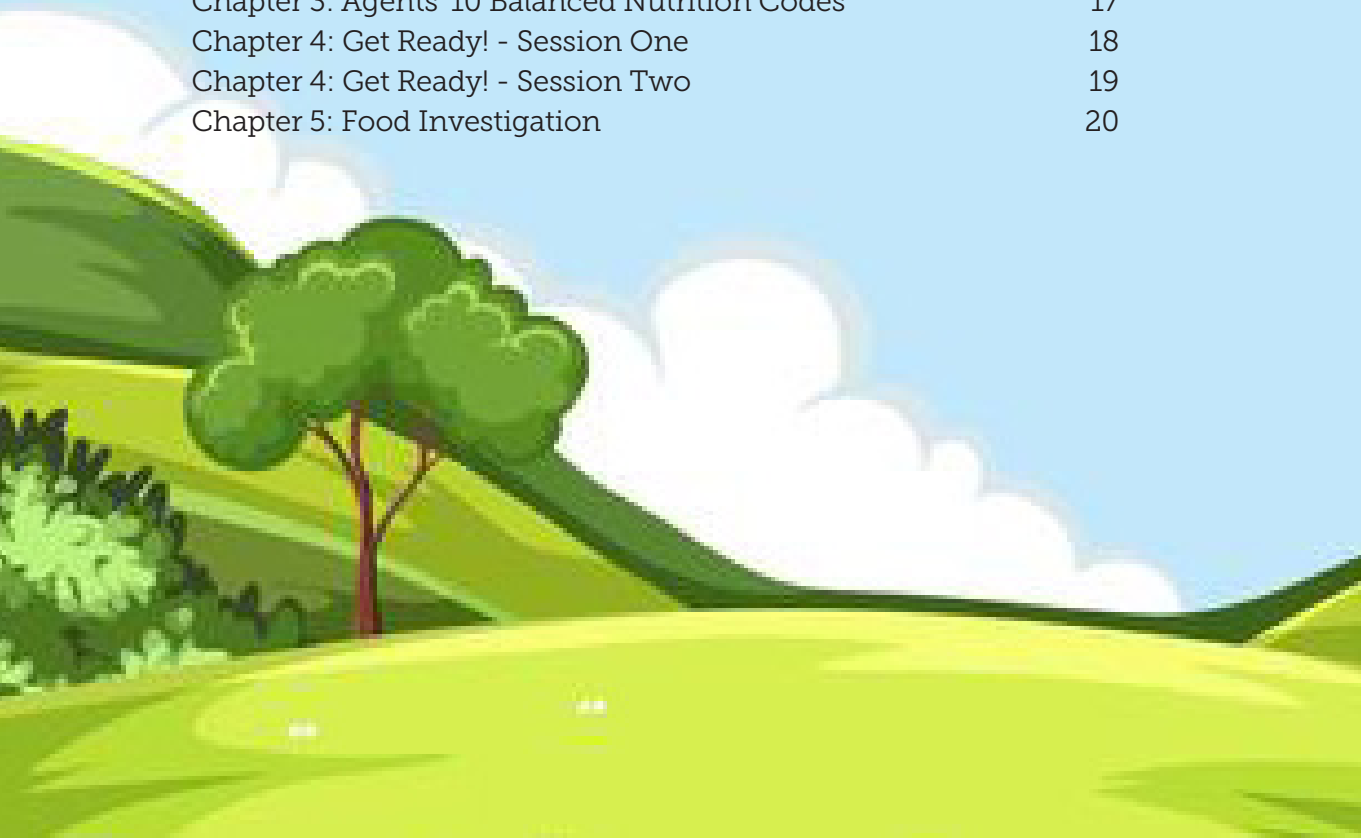
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Facilitators' Guide

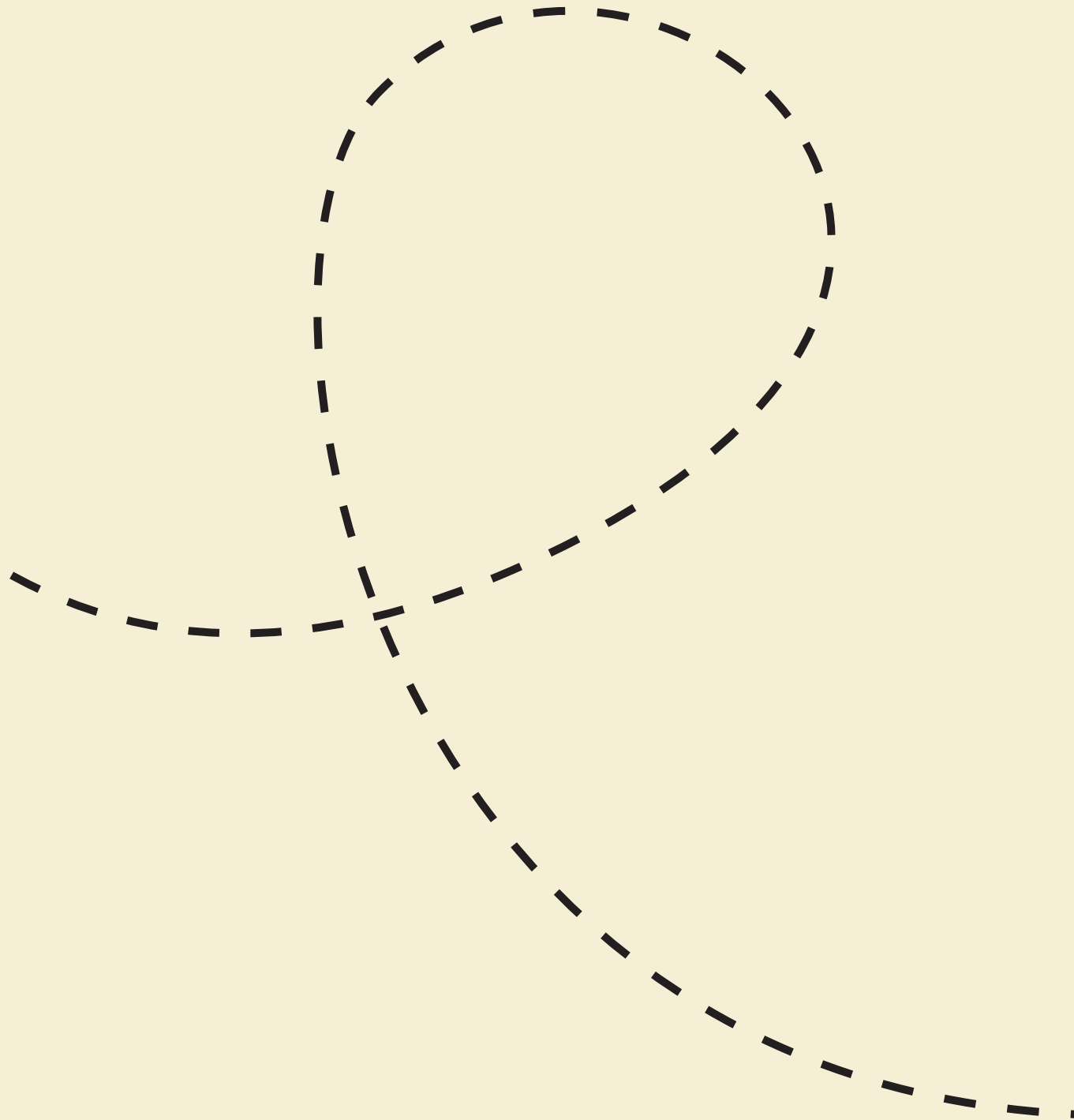
THE SECRET POWER  
OF BALANCED NUTRITION

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## Overview

# WHAT IS THE SECRET POWER OF BALANCED NUTRITION?

## WELCOME, FACILITATORS!

*The Secret Power of Balanced Nutrition* is a set of educational resources designed for trial with Indonesian children in their third and fourth year of primary school and Madrasah Ibtidayah. The resources aim to encourage positive attitudes among young children to a healthy lifestyle and balanced nutrition. The main resources are:

- 1) *The Secret Power of Balanced Nutrition Storybook*,
- 2) *The Secret Power of Balanced Nutrition Task Journal* and
- 3) *The Secret Power of Balanced Nutrition Facilitators' Guide*, which will assist in developing healthy habits that students can use at school and at home.

Through engaging lesson plans in this programme, students will learn about the importance of being active, eating well and developing healthy habits. Several lessons are integrated with other education activities to reinforce key health messages.

Inside the *Task Journal*, there's a section for parents that will help them to understand about what is being taught at school and how to assist students to complete their tasks of practicing a balanced nutrition and healthy lifestyle, and how to foster a healthy environment at home.

## Getting Started

# HOW TO USE THIS FACILITATORS' GUIDE

The purpose of this *Facilitators' Guide* is to assist you in implementing *The Secret Power of Balanced Nutrition* adventure in their classroom, for your students.

It is important to remember that this is a guide only. Each class is different, and you should adapt these lessons to best suit your students to make it as effective as possible. The length of the learning sessions can be adjusted as needed.

## Main Message

The main message is the focus of each chapter of *The Secret Power of Balanced Nutrition Storybook*, which all together emphasizes on the importance of improved knowledge and behaviour of the students toward making the right food choices and leading a clean and healthy lifestyle.

## Learning Outcomes

The learning outcomes stated at the beginning of each lesson are statements that the students will hope to achieve. It is beneficial to share these outcomes with the students at the beginning of the session to set expectations and to drive discussions about learnings.

## Introduction

The introduction is used as an engaging start to the concept the students will be taught. Depending on the class, it can be completed as a whole class or in smaller groups.

You will notice that some lessons require preparation. Teachers and students can prepare themselves in order to get the best out of each lesson.



**Activity**

The activities in the Task Journal are designed to reinforce the learning. They are a physical record of each student's learning which can be referred back to at any time. These activities can be completed independently, in pairs or in small groups.

**Learn More**

These ideas are suggestions that connect to the main message of the lesson and can be explored if time is available and the students need more detailed information.

**At Home**

Students are reminded to share what they learn at school and encouraged to put what they have learned into practice at home with their family members to reinforce their learning process.

## GOAL AND LEARNING OUTCOMES

The main goal of *The Secret Power of Balanced Nutrition* lesson is to engage students in fun learning activities while also encouraging positive attitudes toward balanced nutrition and a healthy lifestyle.

In addition, by the end of the programme, it is expected that students will:

- Understand there is a relationship between well-being and healthy food choices, and
- Have an interest in, and enthusiasm for, consuming healthy food.

# PROGRAMME OUTLINE

The purpose of this programme outline is to assist you in implementing *The Secret Power of Balanced Nutrition Storybook* in the classroom, for your students.

## The Alarming Broadcast

**Focus:**  
Introduction

01

**Main message:** Introduction to the story based around healthy lifestyles and good nutrition. Good nutrition is the foundation to be a healthy, strong and smart kid.

## Secret Agents' Training

**Focus:**  
Balanced Nutrition and Food Groups

02

**Main message:** A balanced diet is essential to my growth and development. Foods have different nutrients that can affect my growth and development.

## Agents' 10 Balanced Nutrition Codes

**Focus:**  
Nutrition Messages

03

**Main message:** There are ten balanced nutrition messages that can help me live a healthy life.

## Get Ready!

**Focus:**  
Isi Piringku and the Importance of Breakfast

04

**Main message:** Eating a healthy breakfast, lunch and dinner provides me with the energy and various nutrients needed to perform activities and maintain stamina.

## Food Investigation

**Focus:**  
Reading Food Labels

05

**Main message:** Reading food labels will help me make healthier food choices.

**The Testing Room**

**Focus:**  
Snacks at school

06

**Main message:** There are healthy choices I can make for healthy snacks at school.

**Chased!**

**Focus:**  
Physical Activity

07

**Main message:** Regular physical activity is essential for our growth and development.

**Clean Up!**

**Focus:**  
Clean Living

08

**Main message:** Staying clean and hygienic helps minimise the spread of illness and keeps me healthy.

**Losing Hope**

**Focus:**  
Caring for Ourselves and Others

09

**Main message:** Staying healthy means maintaining a healthy lifestyle, including emotional well-being.

**Cyber Fight!**

**Focus:**  
Healthy Habits

10

**Main message:** Creating healthy habits today will help maintain a healthy lifestyle for tomorrow.

**Mission Accomplished!**

**Focus:**  
Conclusion

11

**Main message:** To live a healthy life, I need to take care of the food I eat, my hygiene, ensure I exercise and keep positive relationships with others and the environment..

## **MATERIALS**

*The Secret Power of Balanced Nutrition Storybook*, and the accompanying Task Journal, have been designed to be used as a primary set of educational materials for students. The Facilitators' Guide is a tool to assist teachers in delivering the programme so that students can easily and effectively applied what they have learned. Therefore, teachers are expected to have a thorough understanding of the contents of the Storybook and the Task Journal.

## THE SECRET POWER OF BALANCED NUTRITION STORYBOOK

The Educational Storybook contains 11 chapters that cover 16 lessons. It is hoped that students will be able to explore different aspects of the story while learning about a healthy lifestyle.

## TASK JOURNAL

The Task Journal contains a variety of exercises that correspond to the story and lessons in *The Secret Power of Balanced Nutrition Storybook*.

These activities will assist students in comprehending the information presented in the Storybook as well as practicing balanced nutrition and leading a healthy lifestyle. It is also intended that your students will be able to take the Task Journal home so that parents can monitor their child's progress during the programme.

## **METHODS OF ASSESSMENT**

It is recommended that you encourage the students to complete their activities in the Task Journal. You then read their responses aloud in class so that all students benefit from the collaborative learning. This method is considered to be an effective way of correcting.

The assessment will be based on:

- Participation in group discussion
- Completion of Task Journal
- Students' notes

### **TEACHER PREPARATION**

*The Secret Power of Balanced Nutrition* is designed to be fun - for both students and teachers. To ensure you are prepared for the programme, it is recommended that you familiarise yourself (and enjoy!) *The Secret Power of Balanced Nutrition Storybook*, characters and concepts taught throughout the story.

Some of the key concepts include:

- Triguna makanan
- Tumpeng Gizi Seimbang
- Isi Piringku
- Agents' 10 Balanced Nutrition Codes

### **TEACHING NOTES**

This programme still requires feedback for future improvement. Therefore, in accordance with the teaching practices that have been applied thus far, teachers are encouraged to give remarks on the ideas and proposal for enhancing educational resources on *The Secret Power of Balanced Nutrition* at the end of this Guide.

It is hoped that you would also offer suggestions for incorporating these nutrition education materials into other disciplines and the school curriculum.

Example prompts (for students):

- What did students enjoy about this programme?
- Is there anything you would like to add or change?

Example prompts (for facilitators):

- Were there any difficulties in teaching this lesson?
- Is there anything you would like to add or change to make it easier to teach?

**PARTICIPATION**

Student participation is essential to the success of *The Secret Power of Balanced Nutrition*. In this section, we ask that you record each of your students' participation throughout the programme's lessons.

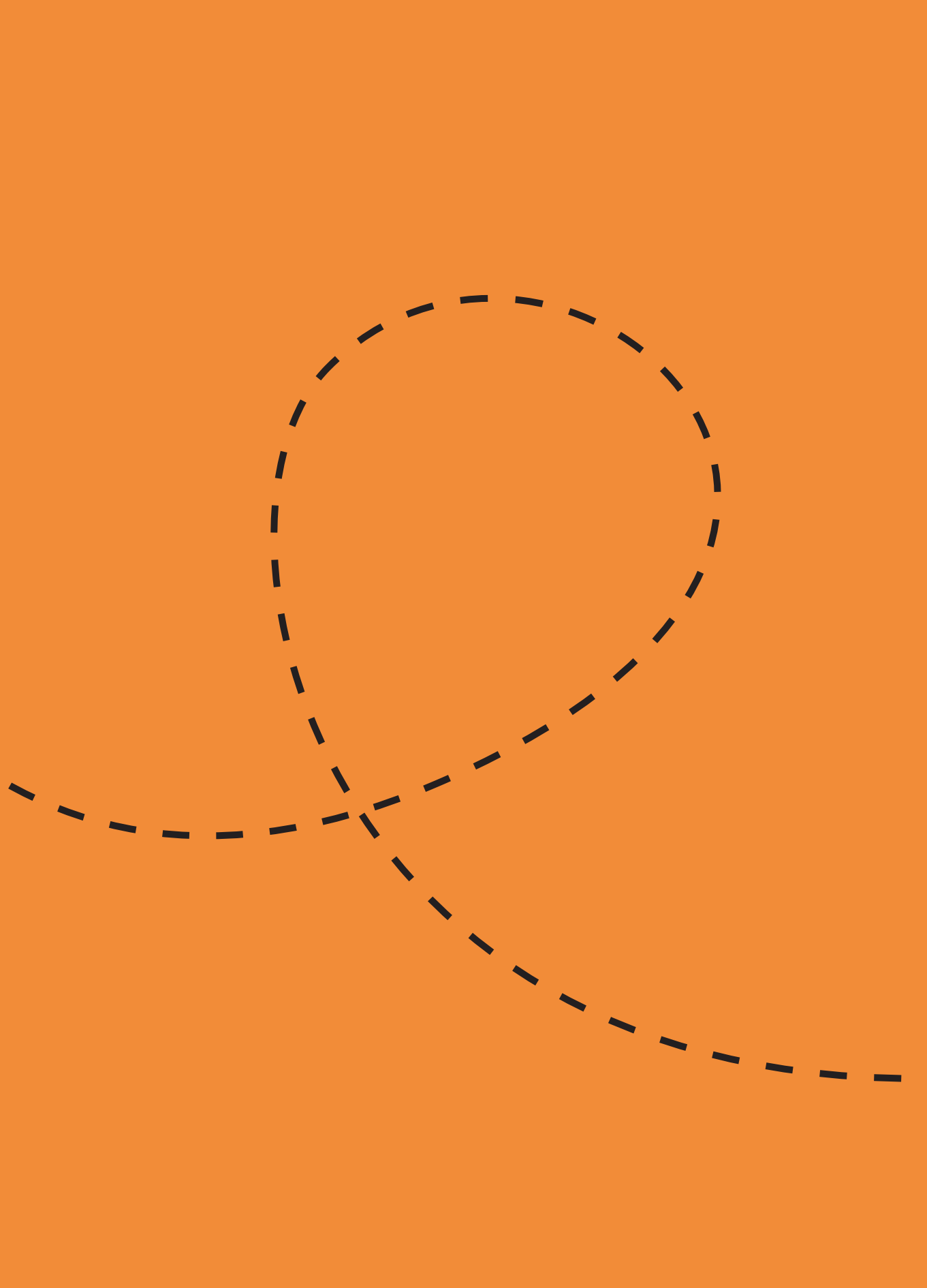
# STUDENT RECORD

You can use a similar sheet to the one below to record all participating students at the beginning of each lesson.

Lessons	1.1	2.1	2.2	2.3	3.1	4.1	
Student's Name							

**STUDENT RECORD SAMPLE**

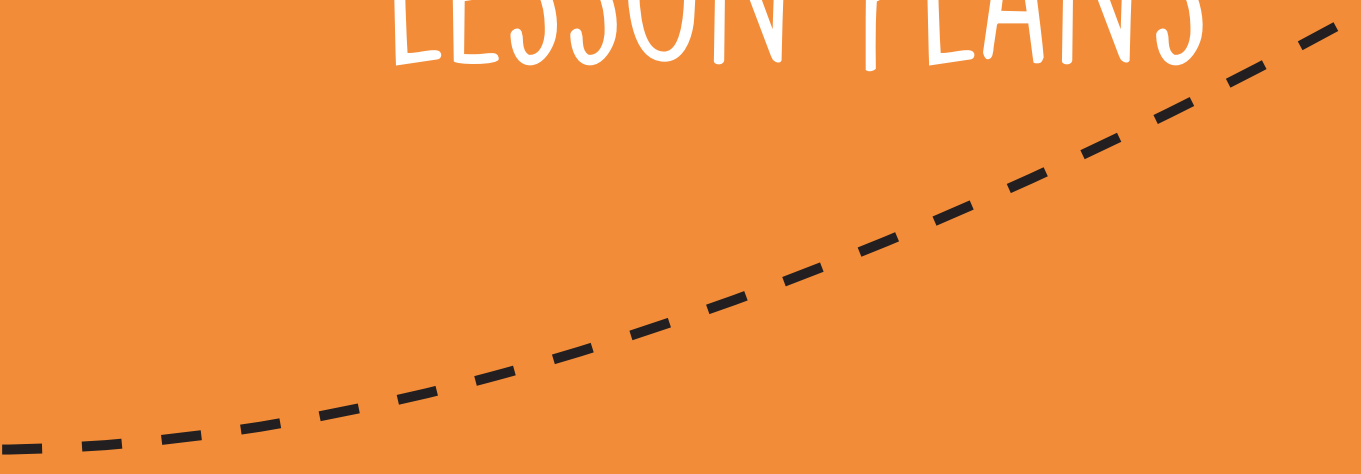
	4.2	5.1	6.1	6.2	7.1	8.1	9.1	10.1	10.2	11.1







# LESSON PLANS



# CHAPTERS

## CHAPTER 1.

### THE ALARMING BROADCAST

#### **Main Message**

*Healthy lifestyles mainly around good nutrition. Good nutrition is the foundation to be a healthy, strong and smart child.*

#### **Learning Outcome**

1. Students learn about the concept of healthy eating.

#### **Introduction - 15 mins**

*Preparation - Make sure that each student has their own copy of the Task Journal and The Secret Power of Balanced Nutrition Storybook.*

Introduce *The Secret Power of Balanced Nutrition Storybook* to the students and explain that they will be going on a spy mission with these characters to learn about how to live a healthy lifestyle.

Ask students what they know about the word 'healthy'. List these ideas on the board or on a piece of paper. This will help you understand and pre-assess your students' existing knowledge on this subject. You can also refer back to this brainstorm later on in the unit to see how much the class has learned.

*Read the first chapter of The Secret Power of Balanced Nutrition Storybook in class, inviting students to take turns to read.*

#### **Activity - 15 mins**

Introduce the Task Journal to the students and briefly show them that there are activities that need to be completed that demonstrate their learnings of each session.

In the Task Journal, students complete their Agent profile and write down what “healthy food” means to them and provide a few examples of healthy foods. Students read the statements listed on Page 4 of the Task Journal and circle “True (T)” or “False (F)” next to the statement.

### **Learn More**

Make a simple table with three columns and fill it in with the information on healthy eating: What do the students KNOW about healthy eating, what do they WANT to know about it and, in the last column, what have they LEARNED. This can be completed at the end of the programme.

### **At Home**

Ask students to discuss with their families what they think healthy living is.

## **CHAPTER 2.**

### **SECRET AGENTS' TRAINING – SESSION ONE**

#### **Main Message**

*A balanced diet is essential to my growth and development.  
Foods have different nutrients that can affect my growth and development.*

#### **Learning Outcome**

1. Students learn about Triguna Makanan.
2. Students understand the importance of each food group.

#### **Introduction - 15 mins**

Read the first six pages of Chapter 2 of *The Secret Power of Balanced Nutrition Storybook* in class.

Invite students to look at Triguna Makanan, food groups and their function on our body. Discuss what they had for breakfast, then categorize them based on their function in the body.

### **Activity - 15 mins**

In Task Journal, students will complete the labels on Triguna Makanan. This can be done in pairs for students to share ideas.

### **Learn More**

To learn about food groups in more detail, divide students into four groups, each named after a food group. As a team, students make a poster about their food group to present to their peers, explaining about the benefits, nutritional value and examples of their food group.

### **At Home**

Encourage students to practise identifying and sorting foods from different food groups at home.

## **CHAPTER 2.**

## **SECRET AGENTS' TRAINING – SESSION TWO**

### **Main Message**

*A balanced diet is essential to my growth and development.  
Foods have different nutrients that can affect my growth and development.*

### **Learning Outcome**

1. Students understand about Tumpeng Gizi Seimbang.

### **Introduction - 15 mins**

It is very important for us to consume a variety of foods in the right portions to keep our daily dietary needs. It is also good to

understand the right portion of each type of food. Encourage students to explain the purpose of Tumpeng Gizi Seimbang. *Have you seen this before? If yes, where? Why is the shape like that?* Tumpeng Gizi Seimbang is the perfect shape to remind us about which foods we need and in what daily quantities from each food group. Explain to students that the pyramid shape reminds us which part is the most important.

### **Activity - 15 mins**

In Task Journal, students will complete Tumpeng Gizi Seimbang. This can be done as a group for students to share their ideas.

### **Learn More**

To learn more detail about Tumpeng Gizi Seimbang, let each of the groups present Tumpeng Gizi Seimbang, and the right amount that must be consumed daily. The bottom part that is the widest is consumed 3-4 portions daily, while the next layer, which is getting smaller, shows the corresponding number of portions needed daily. Tumpeng Gizi Seimbang shows diversity in the food we eat; more diverse dietary intake helps our bodies stay healthy.

In addition to eating the right portions, we also have to balance it with physical activity, clean and healthy living.

### **At Home**

Encourage students to practice and choose food from different food groups based on Tumpeng Gizi Seimbang.

## **CHAPTER 2.**

## **SECRET AGENTS' TRAINING – SESSION THREE**

### **Main Message**

*Apart from eating diverse foods in the right portions as shown in Tumpeng Gizi Seimbang, we also need to drink the right amount of safe and clean water daily, to keep our body healthy.*

### **Learning Outcome**

1. Students explain the importance of drinking water.

### **Introduction - 15 mins**

*Preparation - If possible, show students what eight glasses of water looks like as this is a great visual to children.*

*When you are thirsty, what is your favourite drink to quench your thirst? Ask students to share answers. What is the best drink to have? Explain to students how our bodies are made of 50-75 percent water, in fact our brain, blood and muscles are made of water too. You need to drink at least 6-8 glasses each day to stay hydrated. Drinking water is required to replace lost water for sweat, urine and breathing. Revisit the last page of Chapter 2 of *The Secret Power of Balanced Nutrition Storybook*. Emphasise the importance of drinking water in addition to eating a variety of foods from the Tumpeng Gizi Seimbang.*

### **Activity - 15 mins**

In class, students are instructed to read the Task Journal on The Importance of Drinking Water Every Day and fill in the blanks.

This activity provides students with additional information to help them comprehend the significance of drinking adequate water every day. Students utilize *The Secret Power of Balanced Nutrition Storybook* on Page 21 to fill in the blanks in the picture on Page 11 of the Task Journal.

### **Learn More**

Take your students on an investigation to find out where water comes from and how it ends up through the taps at school and at home. *How do we make sure the water we drink is clean?* If appropriate, discuss with students how water is a limited resource and how we can use it more wisely, for example by turning the tap off when brushing teeth, reusing water for the garden, etc.

**At Home**

Challenge students to drink 6-8 glasses of water each day and keep track of this.

**CHAPTER 3.****AGENTS' 10 BALANCED NUTRITION CODES****Main Message**

*There are ten balanced nutrition messages that can help me live a healthy life.*

**Learning Outcome**

1. Students learn about to the 10 Balanced Nutrition Messages.

**Introduction - 15 mins**

Enlarge the 10 Balanced Nutrition Messages on a poster, and display in the classroom as it will be referred to regularly throughout this programme. As a class, go through points, explaining that we will learn more about each of these within this programme.

**Activity - 15 mins**

In pairs, students use the cards to memorise the 10 Balanced Nutrition Messages by playing Memory or Snap to reinforce their learning.

*Memory:* Lay all the cards face down and each student takes turns to flip any two over. If they are the same card the students can keep them, if not, they are turned back over and the next student takes their turn. The player with the most matched pairs is the winner.

*Snap:* Combine two decks of cards and shuffle them. Divide them

evenly between the two players. They then take turns to flip a card over and if there is a pair, either player can snap their hand down. The first player to snap gets to keep the cards.

### **At Home**

Encourage students to teach family members about the card games, and play together at home.

## **CHAPTER 4.**

### **GET READY! – SESSION ONE**

#### **Main Message**

*Eating a healthy breakfast, lunch and dinner provides me with the energy to perform activities and keep my stamina up.*

#### **Learning Outcome**

1. Students can assemble a healthy, balanced meal using Isi Piringku.

#### **Introduction - 15 mins**

Display the Isi Piringku poster in front of the class for students to see. Read the first two pages of Chapter 4 of *The Secret Power of Balanced Nutrition Storybook*. *Who can remember the four food groups? Explain how Isi Piringku helps visualise what your plate should look like. You can use an example of a meal you have eaten recently. Together with the class, examine if it is balanced. What could I do to make this meal better? For example, add more vegetables, or a glass of water.*

#### **Activity - 15 mins**

Invite students to pay attention and understand the concept of Isi Piringku. In the Task Journal, students identify which of the three menu options is the healthiest and explain why.

Students create their own nutritionally balanced meal by



completing the Isi Piringku picture, using the options provided in the Task Journal.

### **Learn More**

As a class, discuss your favourite meals. Tell students that this can be a meal that is home cooked or even from a restaurant. What makes it delicious?

Compare these meals to the Isi Piringku. Remind students that moderation is key and that occasionally, you can have a meal that may not fit Isi Piringku perfectly. However eating unbalanced meals in the long term will result in under- or over-nutrition.

### **At Home**

Ask students to see if the meals prepared at home are nutritionally balanced meals. If not, what can they do to make them more nutritionally balanced?

## **CHAPTER 4.**

### **GET READY! – SESSION TWO**

#### **Main Message**

*Eating a healthy breakfast, lunch and dinner provides me with the energy to perform activities and keep my stamina up.*

#### **Learning Outcome**

1. *Students can explain the importance of eating a healthy breakfast.*
2. *Students understand the importance of eating balanced meals throughout the day (breakfast, lunch and dinner).*

#### **Introduction - 15 mins**

Before reading the next four pages of Chapter 4 of *The Secret Power of Balanced Nutrition Storybook* ask the students how many of them have eaten breakfast this morning. *What did you eat?* The word "breakfast" is exactly that, "breaking a fast." *How long does*

*your body go from dinner the night before, to breakfast?* Ask students to think about why breakfast is known as the “the most important meal of the day” and proceed to reading two more pages of Chapter 4.

### **Activity - 15 mins**

In the Task Journal, students provide several reasons why eating a healthy breakfast is important and then circle the appropriate breakfast options. Hint: See Page 30 of *The Secret Power of Balanced Nutrition Storybook*.

### **Learn More**

Brainstorm the reasons why some people may skip breakfast. As a class, come up with simple solutions to these. For example, if you skip breakfast because you’re in a rush, wake up 15 minutes earlier. If you skip breakfast because you’re not hungry, prepare and bring a healthy snack to eat along the way.

### **At Home**

Encourage students to keep track of their daily breakfast in a weekly diary. If possible, they can prepare or help a family member prepare a healthy breakfast to share.

## **CHAPTER 5.**

## **FOOD INVESTIGATION**

### **Main Message**

*Reading food labels will help me make healthier food choices.*

### **Learning Outcome**

1. Students learn about food labels.

2. Students can interpret a food label to make healthier food choices.

### **Introduction - 15 mins**

*Preparation - Ask students to bring in food packaging/labels to use as examples in class.*

*You know how books have a table of contents that explains what's inside? Or maybe you have a toy that came with a drawing that identified each piece. Food labels are similar in that they tell you what's inside the food you're eating, and other important information that we will learn together.*

If you have brought in any example food labels, pass them around and discuss what things you can see when examining the packaging.

Alternatively examine the Supa Space Pizza on Page 43 of *The Secret Power of Balanced Nutrition Storybook* and ask students to identify the ingredients in Ben Tajir's packaged food label.

### **Activity - 15 mins**

In the Task Journal, students justify two food items by looking closely at the packaging and making connections with what they have learned in Chapter 5 in *The Secret Power of Balanced Nutrition Storybook*.

Students will then recall the five key areas to identify food packaging to help make a healthy choice.

### **Learn More**

Students examine what healthy options they have to choose at their local vendors or school canteen.

Closely look at canteen/vendor menu and sort items into appropriate

food groups. Use data to make graphs. (This can be linked with Math subject.)

### **At Home**

Encourage students to accompany a family member to the nearby shops and look at the different ways food is packed.

## **CHAPTER 6.**

# **THE TESTING ROOM – SESSION ONE**

### **Main Message**

*There are healthy choices I can make for snacks at school.*

### **Learning Outcome**

1. Students can identify food that has excessive salt, sugar and fat.

### **Introduction - 15 mins**

*Preparation - Explain to students that a certain amount of sugar, salt and fat is very important for our bodies to function.*

Therefore we need to pay attention to food and drinks that we consume every day. *Just like 10 Balanced Nutrition Codes Number 2 that we have learned previously, we have to limit our daily intake of salt, sugar and fat so that we keep our body healthy and away from some diseases. What would happen if we consume too much sugar? Tooth decay and diabetes. What about too much salt? High blood pressure and overweight. Too much fat? Cardiac disease and high cholesterol. When we make our choice on snack, we need to make sure we don't consume too much sugar, salt and fat.*

### **Activity - 15 mins**

In the Task Journal, students list healthy and unhealthy snack

options. Share these as a class and if a student mentions snacks that have not been highlighted by any other classmates, ask them to justify their reasoning. It is important that students can have open discussions and different ideas, where appropriate, should be celebrated. Remind students that healthy food also means it's hygienic.

### **Learn More**

Start to investigate and compare labels from packaged food by reading the labels. *Ask students if the "healthy food" in the advertisement is really healthy. Discuss with students the other names for sugar, salt and fat they may see on food labels.*

### **At Home**

Ask students to try new recipes for healthy snack that they can make at home with their family.

## **CHAPTER 6.**

# THE TESTING ROOM – SESSION TWO

### **Main Message**

*There are healthy choices I can make for snacks at school.*

### **Learning Outcome**

1. Students can differentiate between healthy and unhealthy snacks.
2. Students can identify food that makes healthy snacks in school settings/at school

### **Introduction - 15 mins**

Ask the students to share their favourite snacks. *Where do they fit on the Tumpeng Gizi Seimbang? Snacks are foods or drinks that give us energy and nutrients between main meals.*

Sometimes we need healthy snacks throughout the day to satisfy our hunger, boost our concentration and energy levels for school work.

**Activity - 15 mins**

In the Task Journal, students select healthy and unhealthy snacks. Students discuss the excessive content in each of these unhealthy snacks. They also discuss healthy snack options from different parts of Indonesia so that they can recognize authentic Indonesian traditional snacks and replace unhealthy snack choices with healthy ones.

**Learn More**

Students explore “snacks from the past” and investigate what foods were eaten by their parents and grandparents. *What is similar? What is different?*

Discuss social and cultural differences and why things may have changed. (This can be linked with History curriculum.)

**At Home**

Encourage students to bring a healthy snack from home for tomorrow’s class. Share ideas if students need prompting.

**CHAPTER 7.**

**CHASED!**

**Main Message**

*Regular physical activity is essential for our growth and development.*

**Learning Outcome**

1. Students can provide examples of physical activity.
2. Students can identify ways to be in physically active in their everyday life.

3. Students can explain the importance of regular physical activity on the human body.

### **Introduction - 15 mins**

*Any physical activity that increases the heart rate or makes you sweaty can be considered exercise. To help maintain a healthy body weight, you should participate in physical activity for at least 30 minutes per day. It doesn't have to be a structured sport or game – anything that gets you moving will do.* Ask students to suggest types of physical activity that we do every day for example walking and cleaning.

Create stations around the class or outside where students participate in different exercises for 2-3 minutes, for example jog on the spot, jumping jacks, push ups. Discuss how they feel their heart rate increase and explain how the energy we put in our bodies (food) needs to be balanced with the energy we release (exercise!).

### **Activity - 15 mins**

In the Task Journal, students fill in crossword puzzles and list three examples of the benefits of physical activity.

### **Learn More**

As a class, create a brainstorm where students draw their favourite activities on poster paper. *Ask students if they have ever tried doing the activity they described and what do they like about it?* As the teacher, you should also participate in this discussion, encouraging those who seem to be willing to try something new. Where possible, refer back to this poster and try different exercises throughout the year.

### **At Home**

Encourage students to swap screen time with at least 30 minutes of exercise with a family member. This could be a walk or even gardening outside.

## **CHAPTER 8.**

## **CLEAN UP!**

### **Main Message**

*To minimise the spread of infections and stay healthy, I must stay clean and hygienic.*

### **Learning Outcome**

1. Students can demonstrate basic hygiene skills.
2. Students can explain how to minimise the spread of germs and infections.
3. Students can describe strategies for cleanliness at home and school.

### **Introduction - 15 mins**

Before reading *The Secret of Balanced Nutrition Storybook*, draw the outline of a body on the board or a piece of paper. Invite students to label body parts that need to be maintained for good hygiene, for example washing hands, cutting nails. *What happens when we don't keep clean?*

Read Chapter 8 from *The Secret of Balanced Nutrition Storybook* as a class. Make connections to the ideas discussed at the beginning of the class and revisit how there are ways to minimise infections.

### **Activity - 15 mins**

In the Task Journal, students identify the steps needed to keep the



body clean after every mission. Use the poster and display in the classroom.

Ask students to list ways that we keep the school and home clean. This can be done as a whole class.

### **Learn More**

Design a system of class jobs for organisation and cleaning of the classroom. *What areas do we need to take care of?* For example, table monitors, floor sweeper. Students can be paired up and can remind each other of their responsibilities.

Set a specific time aside each day to complete these jobs to establish expectations of care of the classroom.

### **At Home**

Encourage students to find something around the house that needs to be done or cleaned up and take care of it independently.

## **CHAPTER 9.**

### **LOSING HOPE**

#### **Main Message**

*To stay healthy, I must maintain a healthy lifestyle, including my mental well-being.*

#### **Learning Outcome**

1. Students can explain the importance of healthy relationships.
2. Students can describe actions that assist with good emotional well-being.

### **Introduction - 15 mins**

*To maintain a healthy lifestyle, we need to consider three aspects of our well-being. Draw three overlapping circles on the board with the words, "physical", "social" and "emotional" in each. What do you think these words mean in regards to our health?*

- *Physical (eating nutritious foods, regular exercise and personal hygiene)*
- *Social (developing self care and positive relationships)*
- *Emotional (understanding my emotions and a healthy mind)*

Read the first two pages of Chapter 9 from *The Secret Power of Balanced Nutrition Storybook*. Make connections to the ideas discussed at the beginning of the class and revisit how there are ways to take care of our mind as well as our bodies.

### **Activity - 15 mins**

In the Task Journal, students make a list of the people with whom they have important relationships. Emphasise positive relationships, that are built on respect and support and with people who treat you well.

*Remind them to refer to this list of people when they are going through challenging times. It is okay to not be okay, for example, we feel disappointed, hopeless, sad, angry, embarrassed, or depressed. Positive relationships with the people on this list are important to support one another.*

Students then complete a quick questionnaire in the second activity, which helps them reflect on their current mental health.

### **Learn More**

Students create their own personal profile to highlight their own strengths. If the students have challenges thinking of their own qualities, ask the students to suggest ideas for their classmates.

**At Home**

Encourage students to talk to their family members about their relationships at home.

**CHAPTER 10.****CYBER FIGHT! – SESSION ONE****Main Message**

*Creating healthy habits today will help maintain a healthy lifestyle for tomorrow.*

**Learning Outcome**

1. Students understand that a healthy lifestyle is better for them, their families and their communities.
2. Students begin to develop healthy habits.

**Introduction - 15 mins**

*Preparation - Score card for each student*

Read Chapter 10 and as a class, list the issues the agents faced during this mission. *Has anyone else had similar experiences?* If students are reluctant to share, as the teacher you should provide examples of when you have been stressed or felt uncertain, for example before a test or getting into an argument with a friend.

**Activity - 15 mins**

Introduce the score card on Pages 48-49 to the students. Explain each section and how to complete this daily. Express how this isn't a competition between students but rather with themselves - only they can set and achieve their own personal goals. By referring to score card, students are encouraged to set their personal goals based on the knowledge that they learned from *The Secret Power of Balanced Nutrition Storybook*.

As the teacher, model and demonstrate how to write goals. Make them specific and achievable. Remind students to frame these in a positive way rather than, "No eating candy or watching TV."

Here are some examples:

- I will try to drink more water instead of juice.
- I will try to do physical activity for a minimum of 30 minutes on the weekend with my family.
- I am going to speak to someone different in the class every day.

### **Learn More**

Explain to students that new habits can be challenging and will take time to create. As a class, open the discussion as to how we can replace a bad habit with a good one. These can be written up onto a poster and serve as a reminder for students.

### **At Home**

Encourage students to share the score card with their family and set a family goal they can work towards together.

## **CHAPTER 10.**

## **CYBER FIGHT! — SESSION TWO**

### **Main Message**

*Creating healthy habits today will help maintain a healthy lifestyle for tomorrow.*

### **Learning Outcome**

1. Students understand how healthy individuals contribute to a healthy community.
2. Students are able to locate where in the community to seek health information.

**Introduction - 15 mins**

*Preparation - As each school is different, discuss with your colleagues the initiatives that are specific to your school.*

If there are any handouts or pamphlets, prepare them in advance to distribute to students. Where possible, invite the teacher in charge of school health and nutrition to speak to students. Discuss any government health initiatives with your class. This may be a deworming or immunization programme implemented by the local government. Together develop a list of health services that are local or nearby, for example primary health care, health posts, doctors, dentists, youth services.

**Activity - 15 mins**

In Task Journal, students create a map that is specific to their local area, with locations where they can do physical activities and be healthy indoors and outdoors.

To summarise the learnings from this programme, students create a poster about a healthy, balanced lifestyle. Encourage students to make the poster fun and interesting as it will be displayed in the school.

If time permits, students can present and share this with their classmates.

**At Home**

Encourage students to discuss with their family members how and where they may live a healthy lifestyle in their local community.

**CHAPTER 11.**

**MISSION ACCOMPLISHED!**

**Main Message**

*To live a healthy life, I must watch what I eat, maintain personal hygiene, exercise regularly and surround myself with positive relationships.*

**Learning Outcome**

1. Students can understand and explain the 10 Balanced Nutrition Messages.
2. Students can explain the importance of leading a healthy life.

**Introduction - 15 mins**

Begin the session with a quick game of Memory or Snap with the Agents' 10 Balanced Nutrition Codes. Ask the class if any students can remember the codes without any assistance.

*Explain to students that through this programme, we have learned about keeping our mind and body healthy. It is just as important to spread these true and essential messages throughout the community. What is a community? A community is a group of people that live in the same place or have similar interests. Being a part of a community teaches us about belonging, kindness and confidence as well as shared responsibilities.*

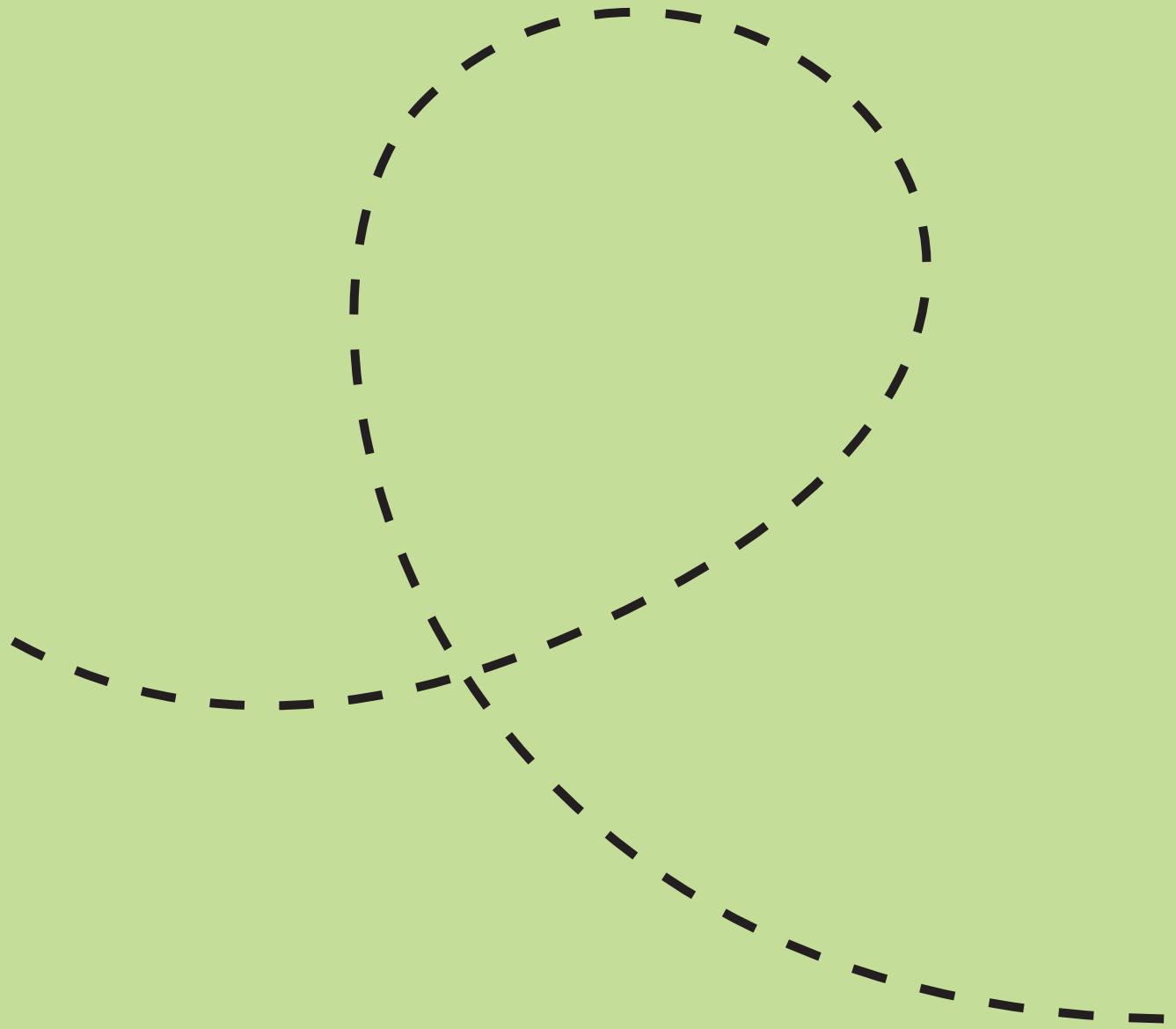
You can benefit the whole community when you share health information with your friends and family. By spreading this message, you have an opportunity to strengthen social connections and develop relationships with a variety of different people within your community, not just your friends.

**Activity - 15 mins**

Students complete the last page of the Task Journal, writing five actions that help keep a person healthy. Once finished, they read the scenario about the new agent, and provide their advice on how to promote a healthy lifestyle.

This will serve as a post-assessment piece for each student to determine if they can implement what they have learned during the programme. If sufficient time has passed, ask students to bring in their score card and celebrate any little positive change they have made.

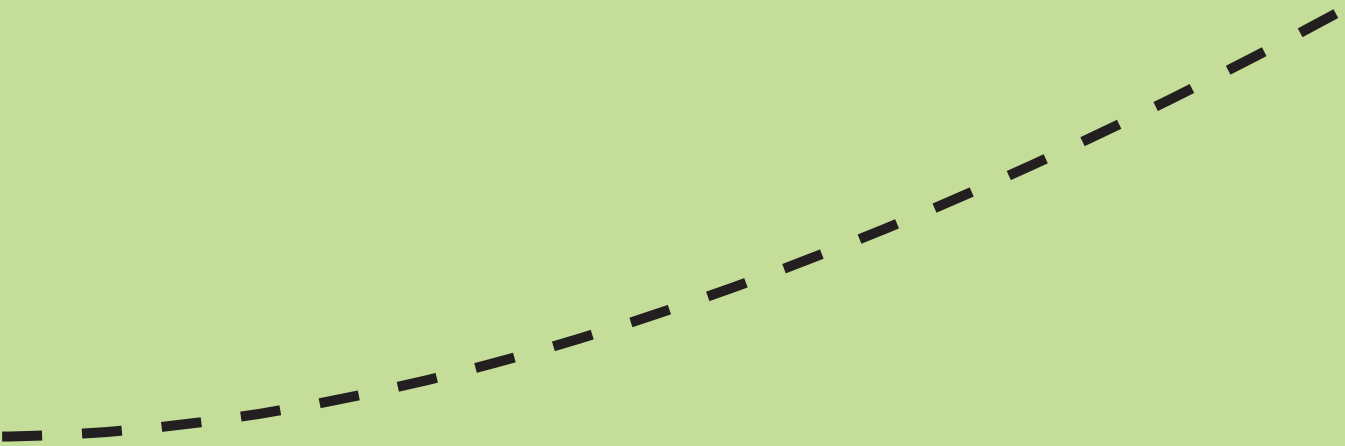
Teachers can include a discussion about community. Through this programme, we have learned about how we keep our mind and body healthy. It is just as important to spread this message throughout the community as well.







# ANSWER GUIDE



## ANSWER GUIDE

Many of the questions in the Task Journal are open-ended so ask students to draw information from their personal experiences and knowledge. There may not be a definitive answer however it is expected that they use the storybook to guide them. Please use your judgement when correcting the Task Journal.

## CHAPTER 1.

## THE ALARMING BROADCAST

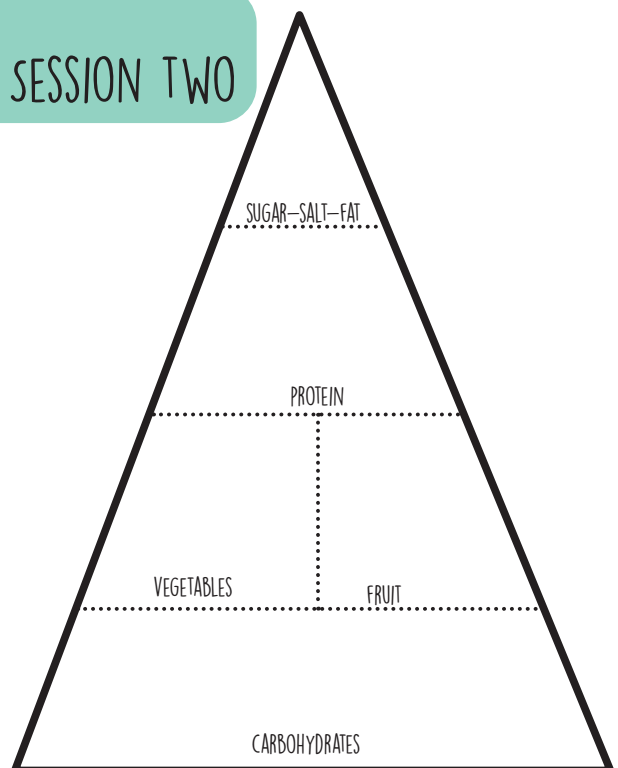
1	Foods have different functions that contribute to helping the body grow.	T
2	A healthy diet is only eating fruit and vegetables.	F
3	It is important to drink clean water regularly to ensure our body works efficiently.	T
4	Those who skip breakfast will have poor concentration and energy for the day.	T
5	Children need to exercise for only one hour every week.	F
6	Reading the label on a food item will help you make a healthy choice.	T
7	Physical activity can boost your immune system and brighten your mood.	T
8	All sugar, salt and fat is bad for you.	F
9	Snacks that smell good, and are bright and colourful are usually the healthiest.	F
10	Having good friends and family will support you during challenging times.	T
11	You only need to wash your hands when they look dirty.	F
12	A healthy lifestyle includes the foods you eat, the physical activities that you do and the relationships you have.	T

**CHAPTER 2.****SECRET AGENTS' TRAINING – SESSION ONE**

Triguna Makanan	Function	Food
Energy	Supplying energy for your activities, like playing and studying	Rice, cassava, corn, ubi, noodles, rice noodles, bread
Growth	Making sure your body can grow every bone, tooth, muscle and skin	Fish, egg, tempeh, tofu, beans, milk, chicken, meat
Regulation	Regulating every organ in your body to function well	Fruit and vegetables

**CHAPTER 2.****SECRET AGENTS' TRAINING – SESSION TWO**

Students can build Tumpeng Gizi Seimbang by sticking the right images from Page 7 or writing the food names on the right area of Tumpeng Gizi Seimbang.



## CHAPTER 2.

### SECRET AGENTS' TRAINING – SESSION THREE

#### **Drinking water is important for your body**

Water is **essential** for our bodies as they are made of **50-75 percent** water. In order to stay healthy, we need to drink at least **6-8** glasses each day. Water is important for us because it helps with **concentration** and prevents **headaches**. It also balances the **temperature** in our body and helps get rid of **waste** products. Water assists with moving **nutrients** around the body and keeping our body **fluids** normal.

If we do not get enough fluids, our body can get **dehydrated**.

**Dehydration** is when your body does not have enough water to keep it functioning well. You get water from food and drink however you lose water every day from **sweating**, **exercise** and **breathing**. To ensure your body is working properly, you need to replace the fluid you may have lost by drinking water **regularly**.

#### **Answers for the blanks on Page 11**

1. Water improves concentration in the brain.
2. Water helps your heart to be healthy.
3. Water improves muscle growth.
4. Water keeps skin moist.

## CHAPTER 3.

### AGENTS' 10 BALANCED NUTRITION CODES

Students to answer questions on the Memory playing card so they know how to implement Agents' 10 Balanced Nutrition Codes in their daily routine.

**CHAPTER 4.****GET READY! – SESSION ONE**

Plate **2** is the most balanced meal because it has a combination of all four food groups.

Assist students by giving them samples of food that belongs to the protein group, vegetables, fruit and carbohydrates to help them identify the food in Isi Piringku.

**CHAPTER 4.****GET READY! – SESSION TWO**

It is important for all agents to eat a healthy, balanced breakfast every morning because:

1. They are more likely to meet their daily nutrients requirements.
2. They can concentrate longer and feel more energised.
3. They can maintain healthy weight.

The healthiest breakfast is **meal C**.

**CHAPTER 5.****FOOD INVESTIGATION**

Help students to recognise five important information on the two packaged foods that they brought from home. Read Page 42 of *The Secret Power of Balanced Nutrition Storybook* and ask what they think about the two packaged foods.

**Reading Food Labels**

Students' answers will vary according to the labels they read from the packaged foods they brought from home.

The five answers students can get from Page 43 of *The Secret Power of Balanced Nutrition Storybook*:

## ANSWER GUIDE

1. Name or brand of the product
2. Nutritional information, which gives you information about what nutrients are in the food
3. Expiry date, the "use by" date
4. Ingredients list
5. Halal certification

### CHAPTER 6.

### THE TESTING ROOM – SESSION ONE

Healthy Snacks	Unhealthy Snacks
<ul style="list-style-type: none"> <li>- Tempeh</li> <li>- Bananas</li> <li>- Water</li> </ul>	<ul style="list-style-type: none"> <li>- Fried Food</li> <li>- Soda and coloured drinks</li> <li>- Deep fried corn starch</li> </ul>

Students' answers will vary. Refer to Page 19 in *The Secret Power of Balanced Nutrition Storybook* for the Tumpeng Gizi Seimbang. Students identify healthy and unhealthy food in the picture.

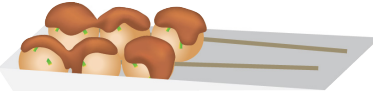
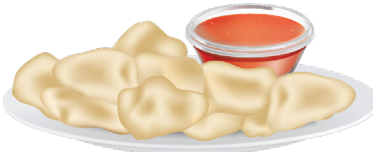




1. Boba drink
2. Burger
3. Fried Chicken
4. Powder drink
5. Ice Cream
6. Soda
7. Chips with MSG
8. Animal in food court
9. Cotton candy
10. Unhygienic food

## CHAPTER 6.





### THE TESTING ROOM – SESSION TWO

#### Unhealthy snacks

 <p>Fried meatballs</p>	<p>This snack contains too much:</p> <ul style="list-style-type: none"> <li><input type="radio"/> sugar</li> <li><input checked="" type="radio"/> salt</li> <li><input type="radio"/> fat</li> <li><input checked="" type="radio"/> artificial flavouring</li> </ul>
 <p>Cireng</p>	<p>This snack contains too much:</p> <ul style="list-style-type: none"> <li><input type="radio"/> sugar</li> <li><input checked="" type="radio"/> salt</li> <li><input checked="" type="radio"/> fat</li> <li><input checked="" type="radio"/> artificial flavouring</li> </ul>
 <p>Cotton candy</p>	<p>This snack contains too much:</p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> sugar</li> <li><input type="radio"/> salt</li> <li><input type="radio"/> fat</li> <li><input checked="" type="radio"/> artificial colouring</li> </ul>
 <p>Sweetened drink</p>	<p>This drink contains too much:</p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> sugar</li> <li><input type="radio"/> salt</li> <li><input type="radio"/> fat</li> <li><input checked="" type="radio"/> artificial colouring</li> </ul>



## ANSWER GUIDE

Students will find substitute for these unhealthy snacks below:

			
Fast food snack	Sugary cakes	Coloured drink	Boba drink



Chicken Siomay Vegetable fritter	Fresh fruit Potato donuts	Drinking water Fresh fruit juice	Warm milk Grass jelly drink
-------------------------------------	------------------------------	-------------------------------------	--------------------------------

	
Meals complete with vegetables and protein	Fresh and clean fruit

Students' answers will vary, from fruit, vegetables or healthy food that does not contain too much sugar, salt and fat.



## CHAPTER 7. CHASED!

### Down

1. Gardening
2. Swimming
5. Soccer
6. Running
7. Walking

### Across

3. Warming up
4. Mopping
5. Stairs
8. Badminton
9. Dancing

Reasons why all agents need to undergo regular physical exercise include the following:

1. Help your body regulate the energy you get from your food and balance it with the energy you spend each day
2. Help circulate blood and keep your heart in good condition
3. Boost your immune system to help fight disease
4. Help maintain a normal body weight
5. Brighten your mood and make you feel happier

## CHAPTER 8. CLEAN UP!

### Answers about maintaining personal hygiene:

1. Cut fingernails weekly.
2. Brush your teeth and tongue in the morning and evening.
3. Cover your mouth when you cough/nose when you sneeze.
4. Wash and wear clean clothes regularly.
5. Wash and brush hair daily.

**Invite students to make a list of activities they can do to keep their environment clean and healthy.**

Students' answers may include but are not limited to:

School	Home
<ul style="list-style-type: none"><li>- Picking up rubbish around the school grounds</li><li>- Keeping the classroom clean</li><li>- Recycling paper</li></ul>	<ul style="list-style-type: none"><li>- Turning the tap off to not waste water</li><li>- Reusing plastic bags and containers</li><li>- Composting food waste</li></ul>

Question box: Ask students to answer why littering is a bad behaviour for personal hygiene and the environment.

### CHAPTER 9.

### LOSING HOPE

Students' answers will vary to suit their personal relationships. It may be beneficial to share these.

Question box: Explain to students why crying or feeling sad is normal and it can happen to anyone.

Explain to students the importance of things explained on Page 33 of the Task Journal to care for your well-being.

### CHAPTER 10.

### CYBER FIGHT! – SESSION ONE

Students will set their personal goals and their answers may vary. Here are some examples to help students fill in the answers:

**Physical:**

1. Cycling.
2. Gardening.

**Nutritional:**

1. Eat more fruit.
2. Drink 6-8 glasses of water daily.

**Emotional:**

1. I will not bully my little siblings.
2. I will not talk back to my parents.

**CHAPTER 10.****CYBER FIGHT! – SESSION TWO**

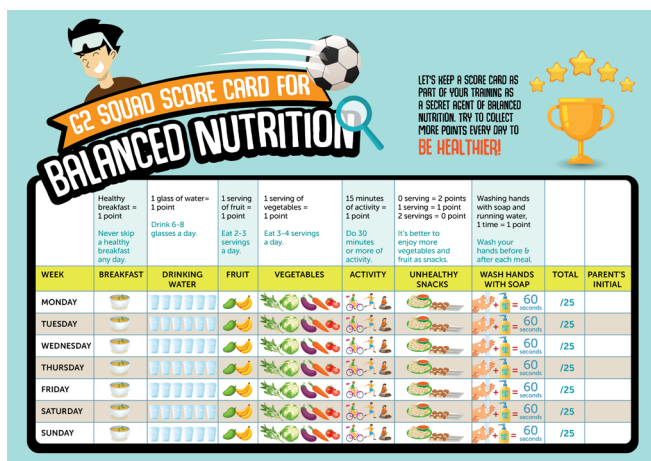
Students are expected to draw their imagination of a healthy and happy park, with activities and sports that people do in the park. Add some fun things to do, like playing with friends or their pets.



## SCORE CARD

The score card is used to encourage students to set their personal goal to practice living clean and healthy.

This card is not used to compete against each other, but for self-motivation, when the more points a student gets, the healthier life they lead.



### How to give points on score card

#### Week

This column is filled if the student is practicing a clean and healthy life every day of the week.

#### Breakfast

One (1) point earned when students have breakfast every day. Remind students the importance of breakfast in the morning before starting their activity. Explain to students that breakfast not only can be prepared by parents, but also themselves on a less busy days like the weekends.

#### Drinking water

One (1) point earned when students drink 1 glass of water daily. Remind students the importance of drinking 6-8 glasses of water daily.

**Fruit**

One (1) point earned when students eat a portion of fruit daily. Remind students the importance of consuming 2-3 portions of fruit daily.

**Vegetables**

One (1) point earned when students eat a portion of vegetables daily. Remind students the importance of consuming 3-4 portions of vegetables daily.

**Activity**

One (1) point earned when students do a physical activity for 15 minutes. Remind students the importance of doing physical activity for 30 minutes daily to keep their body healthy and watch their healthy weight.

**Unhealthy snacks**

Two (2) point earned when students do not eat unhealthy snack daily. One (1) point earned when students eat a portion of unhealthy snacks daily and zero (0) point when students eat two portions of unhealthy snacks. Remind students to substitute unhealthy snacks with fresh fruit and healthy snacks daily.

**Hand wash with soap**

One (1) point earned when students wash their hands with soap and running water for 60 seconds. Remind students the crucial times to wash your hands on Page 61 of *The Secret Power of Balanced Nutrition Storybook*.

**Total**

Add up the total points of students daily achievements.

**Parent's initial**

A parent or caregiver's initial is added daily so that parents can be involved in motivating students and the whole family members to practice clean and healthy life.



# G2 SQUAD SCORE CARD FOR BALANCED NUTRITION

	Healthy breakfast = 1 point Never skip a healthy breakfast any day.	1 glass of water = 1 point Drink 6-8 glasses a day.	1 serving of fruit = 1 point Eat 2-3 servings a day.	1 serving of vegetables = 1 point Eat 3-4 servings a day.	
WEEK	BREAKFAST	DRINKING WATER	FRUIT	VEGETABLES	
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
SUNDAY					

LET'S KEEP A SCORE CARD AS PART OF YOUR TRAINING AS A SECRET AGENT OF BALANCED NUTRITION. TRY TO COLLECT MORE POINTS EVERY DAY TO **BE HEALTHIER!**



	<p>15 minutes of activity = 1 point</p> <p>Do 30 minutes or more of activity.</p>	<p>0 serving = 2 points 1 serving = 1 point 2 servings = 0 point</p> <p>It's better to enjoy more vegetables and fruit as snacks.</p>	<p>Washing hands with soap and running water, 1 time = 1 point</p> <p>Wash your hands before and after each meal.</p>		
	<b>ACTIVITY</b>	<b>UNHEALTHY SNACKS</b>	<b>WASH HANDS WITH SOAP</b>	<b>TOTAL</b>	<b>PARENT'S INITIAL</b>
				60 seconds /25	
				60 seconds /25	
				60 seconds /25	
				60 seconds /25	
				60 seconds /25	
				60 seconds /25	
				60 seconds /25	

Each of the students may achieve different scores from one another, but they must be supported and celebrated for every progress they made, as long as it is in accordance to Agents' 10 Balanced Nutrition Codes that Max and Lisa learn in *The Secret Power of Balanced Nutrition Storybook*.

### CHAPTER 11:

### MISSION ACCOMPLISHED!

Students' answers may vary however should include several of the following:

#### **I stay healthy by:**

1. Drink 6-8 glasses of clean water each day.
2. Regularly exercise.
3. Monitor my weight.
4. Surround myself with positive relationships.
5. Keep clean and hygienic.
6. Eat a healthy breakfast daily.
7. Consume diverse foods from different food groups.
8. Eat lots of vegetables and fruit.
9. Read food labels to help make food choices.
10. Wash hands with soap and flowing water.
11. Pray before eating.
12. Dispose of garbage in the trash bin.
13. Brush teeth after meals.
14. Regular examination every six months, for example, eyes, mouth, ears.
15. Participate in immunization and deworming programmes.



AS A FULLY FLEDGED AGENT, WHAT ADVICE DO YOU HAVE FOR THE NEW AGENTS TO TRY TO KEEP THEIR ENERGY UP FOR THE DAY? WHAT SHOULD THEY DO?

The new agents should ensure that they eat a healthy breakfast each day so they have enough energy for the day. They should pick different foods from the Tumpeng Gizi Seimbang to ensure they get a diverse diet. They should also drink water regularly instead of energy drinks throughout the day to help with concentration. Energy drinks have too much sugar and do not provide any nutrients to the body.







World Food Programme

