

Zambian Basic Education Course

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Government of the Republic of Zambia



Ministry of Education

# NUTRITION EDUCATION

Supplementary Material

## Teacher's Book Grade 4



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**Supplementary Material**

# **Teacher's Book**

# **Grade 4**

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Technical collaboration and  
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# FOREWORD

Good nutrition is an essential prerequisite for effective learning, as well as for normal growth and long-term health. Nevertheless, levels of chronic malnutrition among small and school-going children continue to be persistently high. In recognition of this problem and in response to the Ministry's National Education Policy (Educating Our Future, May 1996) on improvement of the nutritional status of schoolchildren, the Ministry of Education in collaboration with FAO has produced these action-oriented Grade 4 nutrition education materials to extend the Nutrition Education in Basic Schools (NEBS) initiative already developed for Grade 2 schoolchildren. As in Grade 2, these materials focus on building lifelong healthy practices and attitudes as well as on establishing basic knowledge of nutrition, health and hygiene. They aim to consolidate learning by involving children's families in the learning process and strengthening links between the school and the home, while raising consciousness of nutrition-related problems among teachers and in the school as a whole.

It is my belief that these materials will contribute to the improvement of the nutritional and health status of school children, not only in Luapula but also in the country as a whole. Furthermore, it is my sincere hope that these materials will, together with other interventions by collaborating partners, have a sustainable impact on the nutritional status of the community as a whole.



Lillian L. Kapulu (Mrs)  
Permanent Secretary  
Ministry of Education

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While the writers take full responsibility for these education materials, they would like to acknowledge the special contribution made by Jane Sherman, the International Education Consultant for the Nutrition Education in Primary Schools Project. She guided the authors not only in terms of content but also more importantly in terms of approach so that the materials might have a practical impact on the children and their families.

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Mr Flint Mutale	Deputy Principal, Mansa College of Education

We also thank the teachers from the pilot basic schools who pretested the materials in class and through peer teaching at workshops in Nchelenge district.

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# INTRODUCTION

These education materials are intended to help tackle the widespread problem of malnutrition among Zambian school children. They are based on the basic school classroom curriculum for nutrition education as identified by teachers, heads teachers, local nutritionists and education standards officers. The geographical area targeted was Luapula but most of the issues apply equally to other Zambian provinces.

Many school-age children in Zambia suffer from malnutrition. Particularly common problems are protein-energy malnutrition (PEM), vitamin A deficiency and iron deficiency. Children with these deficiencies are stunted (small for their age), do not grow well, are vulnerable to disease, are often listless and inattentive and do not do well at school. They may also have other more specific health problems, such as poor eyesight and anaemia.

The reason for these dietary deficiencies may be that children do not get enough to eat, but even more that their diet does not give them the *variety* of foods they need.

Another problem is that many schoolchildren do not eat frequently enough. Children need to eat often to maintain their energy levels, yet even when food is available in the home, many children go to school without breakfast; some eat only one meal a day<sup>1</sup>. This has a detrimental effect on their learning as well as on their long-term growth and health.

These nutritional conditions are aggravated by other health problems. Widespread diarrhoeal diseases contribute to malnutrition and put lives at risk; these infections (and others) are spread by poor personal and environmental hygiene and sanitation. Malaria, like other serious diseases, causes loss of appetite, weakens the body and can lead to protein-energy malnutrition. Malaria is also one of the major causes of anaemia in malaria-endemic areas such as Luapula. Prevention and correct treatment of these diseases can therefore improve nutritional well-being considerably.

All these problems can be tackled by natural means, with local resources, and are therefore priorities for education. In designing these materials it was also felt important to start from the positive idea of promoting good health rather than the negative idea of curing illness. These lessons encourage good dietary and hygiene practices which will help learners throughout their lives and benefit their children as well.

The materials are in two main parts. Chapters 1 to 3 on Food and Diet focus on specific foods, nutrients, diet and eating practices, while Chapters 4 to 6 on Health and Hygiene deal with keeping clean, diarrhoea and malaria.

Each lesson contains activities aimed at promoting specific outcomes in behaviour,

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<sup>1</sup> Situation analysis on school health and nutrition in Mwense, Nchelenge and Chiengwe districts, Luapula Province, Zambia, prepared by Phoebe Bwembya for the FAO and the Ministry of Education, Government of Zambia, for Project TCP/2AY/8923, 2000



attitudes, knowledge and understanding. There is a short reading text, an “Ask Yourself” activity to allow for personal application of the message, a **Remember!** message (often to be taken home) and suggestions for homework and remedial work. Each chapter has an overall revision exercise and possible extra-curricular events are suggested. The Lesson Notes include briefing materials for teachers on health and nutrition issues and related learning challenges, as well as detailed suggestions for lesson implementation.

Within the classroom activities there is ample scope for individual and group assessment; overall assessment of learning is carried out by means of focus group discussions before and after the teaching programme.

The methodology aims to:

- encourage active participation by both learners and teachers
- build on the personal experience of both learners and teachers, including experience and practices at home
- build motivation and a sense of personal pride in one's own behaviour
- aid learners' cognitive development in the practical application of concepts, the understanding of abstract representation and the use of direct observation and exploration of the environment
- build life skills such as decision-making, educating others and working independently.

Classroom lessons are only a small part of what schools can do for children's learning about nutrition. The WHO concept of the “health-promoting school” sees health education as developing not only in the regular classroom curriculum, but also through action in the whole school environment and through contact with families and the community. This wider approach has the best hope of making a practical impact on daily practices. These materials therefore call on the family and community to reinforce the lessons of the classroom, and encourage teachers to extend nutrition and health messages beyond the classroom into the whole school and the home.

# GENERAL TEACHER'S NOTES

These Notes introduce the principles of the teaching programme, its content and methodology. They conclude with a checklist of decisions that teachers should make before starting the lessons. Please read the Notes carefully and then complete the checklist.

## The tripartite curriculum

Successful nutrition and health education must interact with the whole school, the community and the family. These materials help to promote these interactions.

### Whole-school involvement

Beyond the classroom, the school can promote good nutrition in many ways. For example it can:

- give educational back-up to interventions from the health services (e.g. deworming, food supplements)
- discuss and monitor food consumption on the premises (e.g. the school feeding programme, snacks brought by children, food vendors)
- set up hygiene rules, organize Open Days, exhibitions and demonstrations
- encourage school staff to act as role models for a healthy lifestyle
- establish a school garden and teach children to grow and prepare good food.

The Lesson Notes in this Teacher's Book therefore often advise teachers to discuss urgent issues with other school staff or the head teacher, or raise them at PTA meetings or in the school Health and Nutrition Committee.

### Involving the community

The community is automatically involved in informal nutrition education: it is a "living laboratory" where children observe and experience food production, distribution and consumption - in fields, shops, eating places and neighbours' homes. The school can extend and illuminate these contacts with trips, speakers and projects. It can call on local government services for their expertise, for example, health, sanitation, agricultural and community services. Local farmers, fishermen and factories may also have expert knowledge of aspects of nutrition. Local commerce, NGOs and community organizations can help with sponsorship, funding, publicity and practical help. Some suggestions for involving the community are given in the materials.

### Parents and families

Since the home is where children learn about nutrition and health every day, it is crucial to create a good partnership between school and family, so that what is learnt at school is reinforced at home. There are many ways of doing this. For example, families can be invited to Open Days and can contribute to them; health and nutrition questions can be discussed in the PTA; parents can come to the school to demonstrate or talk about food production and preparation.

In these materials, families are directly involved with the teaching through homework. Learners are expected to ask parents about health and nutrition questions, to talk at home about what they have learnt at school, and to take home messages for discussion with their families.

*Meetings with parents* In preparation for this role, it is advisable to call a meeting of parents and teachers before the start of these lessons so that parents will know what to expect and can be consulted on what the school is planning. At this meeting the head and teachers should:

- discuss topics and learning outcomes with the parents (the list of **Remember** messages in Appendix 2 makes a useful summary)
- outline the proposed curriculum content
- inform parents that they will be involved in the homework given to their children in order to reinforce learning.

A follow-up meeting at the end of the lessons is also desirable to get parents' views on the success of the programme.

*Relationships with parents/families* There may be a need for tact in dealing with families. Parents may not be pleased if (for example) their children are asked to report to the class on home practices, or if children start criticizing the family's customary behaviour. Teaching will not succeed if it is in conflict with the home.

Schools can on the other hand strengthen the bond with families by:

- looking for what is good in home practice and reinforcing it
- showing respect for established values, customs and beliefs
- asking parents to share their expertise in preparing and producing food
- calling on families to support the messages of the lessons.

### The materials: contents

The first three chapters are about food and diet.

- In Chapter 1 (OUR FOOD) learners extend their knowledge of sources of foods, food groups, availability and cost, and are expected to become "experts" on one or two specific foods.
- Chapter 2 (FOOD FOR LIVING) extends learners' understanding of nutrients and their functions and the nutritional profiles of particular foods, and raises the question of what is "good" food.
- Chapter 3 (OUR DIET) looks at meals and eating practices. The emphasis is on evaluating particular dishes as well as individual foods and on building up ideas of good food and good eating by which learners can evaluate their own diets.

Chapters 4 to 6 deal with some aspects of health and hygiene which have a particular impact on nutritional status. Overall, they try to show how reducing disease is in the power of the community, including the learners.

- In Chapter 4 (KEEPING CLEAN) learners look at the importance of good hygiene practices and assess their own behaviour in relation to themselves, their food and water, and their surroundings.
- Chapter 5 (DIARRHOEA) applies this learning to diarrhoeal diseases, which are both prevalent and dangerous.
- The final Chapter 6 (MALARIA) explains the dangers of malaria, its causes, how to treat it and above all how to prevent it.

### The materials: components and lesson elements

The materials consist of a Pupil's Book and a Teacher's Book with Lesson Notes. Background information in the Teacher's Book gives technical information for each

lesson and suggests some of the teaching challenges. It is only for the teacher and should not be given to learners as notes.

### Lesson elements

All the lessons follow approximately the same format. The lesson elements are:

- *Feedback on homework* At the beginning of the lesson, this calls for learners to report on homework done after the previous lesson.
- *Introduction* The Introduction leads into the lesson, using the pictures in the Pupil's Book, calling on learners' homework or discussing their personal experience.
- *Activities* The activities aim at direct practice of the intended lesson outcomes. Teachers may want to use other activities which they think are more suitable for their learners. They know their learners best. However, they should make sure that the activities do practise the lesson outcomes. Above all, learners should learn actively by doing, talking and thinking and not only passively, by being told.
- *Reading text* The Reading passage reinforces the rest of the lesson and sums up the essential points. Learners must therefore read it for meaning and not just as an exercise in turning letters into sounds.

Since there may be a wide range of literacy in the class, the Lesson Notes suggest many ways of helping all learners to arrive at the meaning. There is little new information or new vocabulary. Learners may be asked, for example, to pick out individual words, find ideas they have already expressed, read out a single sentence, complete a sentence, match words with pictures, and so on. Good readers may help weaker ones; teachers can discuss the meaning with the class.

The Reading is generally not essential to the classroom lesson. Teachers should assess the learners' ability to handle the reading task in the time available. Alternatives are to give the Reading for homework, ask learners to read it before class, or make it an optional extra for "high fliers".

- *Ask yourself* This activity is intended to develop in learners the capacity to evaluate their behaviour, knowledge or attitudes through self-questioning. Learners should write the truth about themselves. There is often no "right" or "wrong" answer and teachers should emphasize that the answer is personal. Teachers may demonstrate asking and answering the questions for themselves, to give learners the idea.

Ideally, learners write their answers in their exercise books in class or at home, following the example in the box on the right. In this way they build up a personal profile for themselves. If this will take too much time, an alternative is for learners to respond orally – in pairs or in small groups.

- *Remember!* The **Remember** messages focus on the essential point of the lesson. All the messages are listed together in the Teacher's Book in Appendix 2. In each lesson, a learner or the teacher should copy out the message large, hang it up and explain it, asking the class to give examples. The messages for each chapter should remain on display in the classroom while the class is doing the chapter, so that they can be used to revise the whole chapter at the end.

Take-home messages Some of the **Remember** messages have a label in the Pupil's Book saying "Take this message home!" These "take-home messages"

are also listed at the end of the Pupil's Book, with a translation in the familiar language and a decorative border which learners can copy. If the lesson has a "take-home" message, ask learners to copy it out large at home or at school, take it home, explain it to the family and pin it up. To make their messages more impressive they can make a decorative border. N.B. Copying the messages in class is time-consuming and should be avoided.

- *Homework* Two or three homework activities are given for each lesson, including one small writing exercise. Some kinds of homework revise the lesson and some prepare for the next lesson. They may involve individual research, discussion with families, self-observation or actual actions. Teachers should decide which exercises they want learners to do and how much they can cope with. They may also give learners a choice.

Homework is used to involve families in lessons and is part of the dialogue between school and home. Parents should be expected to contribute comments and information, but also practical responses such as giving children breakfast and snacks to carry to school. Teachers should think carefully about possible reactions in the home when deciding what homework to give.

- *Remedial work* There is a remedial activity at the end of every lesson for learners whose learning needs reinforcement. This may involve talking with other learners, observing, enquiring, demonstrating or studying pictures, but seldom demands much reading or writing. The teacher may monitor discussion between learners, or the learners may report their activities to the teacher.

Other programme components are:

### Event Track

A chapter can culminate in a special event involving teachers, learners and parents and even the public at large. Such events can enhance parents' interest in health and nutrition questions, and show them what their children have learnt. They may take place at PTA meetings, Open Days and other public gatherings. They may include, for example, plays or sketches, songs and dances, posters, models, maps, surveys, presentations and so on. There are ideas in the Lesson Notes at the end of many of the lessons.

### Revision

Revision and recycling are built into the materials. Learners prepare for the lesson by raising questions at home. The Reading text, the Ask Yourself activity and the **Remember** message repeat the main points of each lesson in both general and personal ways, and the homework reinforces these points through communication with families or written work. The optional "event track" activities (see above) can be used to recycle lesson content. In the "Revision" section at the end of each chapter, all the **Remember** messages are recalled in order to review the whole chapter.

### Continuous assessment

The purpose of these materials is not to bring every learner to the same level, but to move individuals forward from their personal starting points and improve the

overall “class culture”. Opportunities for monitoring individual progress are created by the Ask Yourself activity, written homework and small-group work, by asking open questions and encouraging learners to answer freely. Peer evaluation is suggested for Chapter 4 (Keeping Clean). Above all, teachers should listen as much as they talk, to find out what learners think, feel and know.

### **Final assessment**

There is no formal test with these lessons. The group's overall progress is assessed informally through focus group discussions before and after the lessons (pre-assessment and post-assessment). Guidelines, questionnaires and evaluation criteria for these assessment discussions are given in Appendix 1, Assessing Learning.

It is best to evaluate the food and nutrition lessons (Chapters 1 to 3: Appendix 1A) separately from the health and hygiene chapters (Chapters 4 to 6: Appendix 1B). This gives a total of four discussions, two before and two after. Teachers should leave time in their programme for these extra sessions.

### **The classroom approach**

The materials aim not only to improve learners' knowledge, but also to have a practical impact in terms of behaviour and attitudes. At the same time they try to take account of children's development. For example, at Grade 4 learners have a fairly developed sense of self, and many already have family responsibilities. They still respond strongly to direct experience but are beginning to get used to forms of abstract representation. The general approach reflects these considerations.

### **Experience, participation, communication**

As far as possible the messages of the lessons are related to learners' own previous experience and reinforced by hands-on experience in the classroom and by observation and discussion at home. Teachers' own experience is frequently called on.

### **Finding out**

Learners are expected to ask and discover whatever they can. Teachers are also urged to find out how learners and their families think, behave and feel about each topic, and this process is built into every lesson. This will show them more clearly what needs to be learnt and what points need particular emphasis.

### **Motivation**

A sense of pride in one's own behaviour needs to be built up. The lessons suggest several ways – e.g. a focus on improving one's own performance, recognition for achievements, opportunities for demonstrating knowledge and skills, even inexpensive prizes. Teachers may have other successful strategies.

### **Abstract representation**

Many devices assist the transition to abstract representation: for example, cards representing particular foods; pictures; representative stories; stick figures and models; walking through processes; physical metaphors. Very basic tables, diagrams and graphics are part of the reading load, with simple tasks and back-up from classroom activities.



### Individualization

Learners are expected to be able to undertake small tasks on their own, for example finding out and informing the class about particular foods, or being responsible for specific “**Remember** messages”. They are also expected to be able to reflect on their own practices, describe their own attitudes and undertake some new behaviour on their own initiative. There is scope for different individual learning styles in the variety of modalities (verbal, visual, kinaesthetic).

### Vocabulary

Very little technical vocabulary is used (terms like *protein* and *vitamin* are introduced at Grade 6). However, standard terms for talking about diet and health are emphasized (e.g. energy, growth, health, ingredients, well-balanced meals, symptoms, fever) and some special concepts like bacteria are given extensive attention. If there are other words new to the learners, the teacher will have to teach them as well, using the local language where necessary. Local names (for example, for foods or diseases) should be used alongside standard names.

### Taking the book home

It is essential that learners can take the learners' book home with them. On a practical level, this saves class time spent copying out homework and messages, and allows learners to review what they have learnt in class. Even more importantly, it helps to take nutrition and health messages out of the classroom into the community: it is much easier for learners to discuss lesson topics with their families if they can show the pictures and read out the messages.

### Language

Learning through English is good for second-language development and is a worldwide trend at all levels of education. However, teachers should use the familiar language wherever necessary.

## Notes on methodology for Chapters 1 to 3 (the “Food Chapters”)

There are many ways of talking about diet. We can discuss, for example:

- the nutritional value of the particular foods we eat (e.g. Are oranges a good food?)
- the nutrients in foods, what they do for us and how much we need (e.g. What does vitamin C do? Is it in oranges?)
- the particular kinds of food we should eat (e.g. Should we eat lots of fruit?)
- how these kinds of food should be combined in meals or eaten as snacks (e.g. Is it good to eat fruit with meals? Or as snacks?)
- when we eat and how often (e.g. How often should we eat in a day?).

The “food chapters” look at all these aspects of food, but keep coming back to the main practical questions *What do we eat? Can we eat better in order to be healthy?*

### Food cards

Nutrition is best learnt with real foods and real meals. In these chapters it is often suggested that real food samples are brought into class. However, it is not practical

to do this all the time. Often pictures are used in the Pupil's Book. Using written names of foods is another alternative, but these are not as recognizable as real foods and they cannot be moved around easily to make food groups, meals and food combinations.

We suggest that pupils make individual cards for each common food, with a picture and the name of the food. These can be handed out, put on display and moved around. Pupils should adopt these cards individually: in this way each food is represented by a particular pupil, who can speak on its behalf. Pupils can collect information on their particular foods and write it on their food cards.

### **Food tables**

Food tables are introduced in Chapter 2. These illustrate the idea of nutrients. They show that some foods are richer in some nutrients than in others, and that all foods have a combination of nutrients. The tables also introduce learners to the idea of finding out for themselves and help them to "read" graphic information.

All tables show the same foods. This means that in each table there are some foods which do not have a value. For example, the table in Lesson 2.4 shows foods with a high protein content: in this table vegetable oil has no stars because it has very little protein. In this way children can see that each food has a different "nutrient profile": it is good for some things and not so good for others.

The tables are only a very rough guide to the nutritional value of foods. Many aspects are not shown. For example, some nutrients are more easily absorbed from some kinds of food; dried foods have higher concentrations of some nutrients; some nutrients are destroyed in cooking. It is also not possible to show in a table that nutrients do not act alone, but depend on each other to be effective.



## Before you start: an action checklist

Before you start teaching, check through the ten points below and decide what to do. Tick (✓) the appropriate boxes

1. *Contacts with parents/caregivers* are essential to the success of the programme.
  - a) Before starting, you should meet parents/caregivers to:
    - explain what the lessons are aiming to do
    - present the "take-home" messages (at the end of the Pupil's Book)
    - explain how families can be involved through the learners' homework
    - ask parents to show interest and encourage learners in new behaviour.

*Can you arrange a meeting before the lessons?*
  - b) During the lessons you should learn about families' ideas and practices through discussion and feedback on homework. But frequent personal contact is even better.
 

*Can you encourage parents to visit and discuss?*

*Could parents sit in on some lessons?*
  - c) After the lessons you need to hear from families about the effect of the lessons, problems and so on. You can use the take-home messages as a basis for discussion.
 

*Can you arrange a meeting after the lessons?*
  
2. *Group assessment* There should be focus group discussions with the learners before and after the course to find out what they have learnt. Guidelines, questionnaires and evaluation criteria are in Appendix 1: Assessing Learning. It's best to have separate discussions for Chapters 1 to 3 (food/nutrition) and Chapters 4 to 6 (health/hygiene). This will mean four sessions in all.
 

It's advisable to have two people: one to lead the discussion and the other to take notes.

*Can you set aside time for the four extra sessions?*

*Can you get a helper (e.g. a teacher or PTA member)?*
  
3. *Taking books home* Learners should be able to take books home.
 

*Can you make sure this happens?*

*Can the books be protected (e.g. with a plastic cover)?*
  
4. *Reading passages* The Reading passages are not essential to the lesson, but they reinforce the points well. Moreover, learners take pride in reading them, and it impresses parents too. Consult the teaching notes for some of the Reading tasks before answering these questions.
 

*Will your class be able to manage the Reading tasks in class?*

*If not, will you ask them to*

- a) *look at the Reading before coming to the lesson?*
- b) *look at the Reading at home after the lesson?*

  


5. **Food cards** For the “food chapters” (1 to 3) learners should make “food cards” from card or paper. They should be about half the size of this page. You will need about 80 cards.

*Have you got enough card/paper for the food cards?  
If not, can you find an alternative?*

  


6. **Ask yourself** Learners generally ask and answer these questions mentally and then write their own personal answers. But the writing may be too much for some of your learners, or take up too much of the lesson. Take a look at a few of the Ask Yourself activities.

*What will you do?*

- a) *Do the writing in class?*
- b) *Give the writing for homework (make it optional)?*
- c) *Let learners tell each other – in pairs or small groups?*
- d) *Discuss learners' answers in the whole class?*
- e) *Choose different solutions according to the lesson?*

  
  
  
  


7. **Remember** messages There is a message (or two) for each lesson. Each message should be written out large, held up so learners can give examples, and then hung up next to the other messages for the chapter. The messages should remain on display until the end of the chapter.

*Do you have enough card/paper?  
Will you use the border (end of Pupil's Book)?  
Can you display these messages in the classroom?*

  
  


Take-home messages Fifteen of the lessons have messages which are specially for taking home. Learners should copy the messages on card or paper in class or at home, explain them to their families and pin them up on the wall at home.

*Will learners be able to find card or paper  
to copy the messages?  
Can you suggest possible sources (e.g. calendars,  
cardboard boxes)?*



8. **Homework** The speaking homework should generally have priority. Can your learners manage the written homework as well, if they write in the familiar language? Take a look at the homework for one or two lessons.

*What do you plan to do?*

- a) *Give only the speaking homework?*
- b) *Give both pieces of homework?*
- c) *Give both pieces of homework to a pair  
of learners?*
- d) *Give different homework depending  
on the lesson?*

9. *Event track* You should choose one “event track” project for each chapter. There are ideas at the end of some of the lessons. Look through the first chapter and choose one you like.

Where will you find the time for the “event track” project?

- a) An extra lesson?
- b) A little time from several lessons?
- c) Extra-curricular time?

  
  

10. *Language* Although the materials are in English, it is important to use the familiar language as far as possible. What you do depends on what your class can manage.

What approach will you use?

- a) Will you use some English?
- b) Will you translate the Reading?
- c) Will you ask learners to write in English?
- d) Will you ask learners to write in the familiar language?

  
  
  
