

PROJECT TITLE: CREATE A FOOD PYRAMID

Module	Module 5 Eating Right
Content standard	1.1 By the end of the 6- year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation. 3.3 By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style.
Learning standard	1.2.2 Able to listen, follow, and give instructions. 1.2.4 Able to participate in conversations with peers. 3.3.1 Able to create simple texts using a variety of media with guidance: (a) non-linear (b) linear
STEAM Integration	Science - Learn about food nutrition. Technology - Create a food pyramid creatively. Engineering - To create the food pyramid using fun materials. Art - Design the food pyramid creatively. Mathematics - Determine the nutrition of each food.
Equipment and materials	• Cardboard • Scissors • Ruler • Coloured papers • Marker pens or coloured pens • Glue • Picture of food (Provided by teachers)
Resources	• A sample video of how to make the food pyramid. • Website or articles related to the food pyramid.
Summary of activity	1. Students will watch videos and read detailed instructions on how to build a food pyramid. For example:- - https://www.youtube.com/watch?v=VbEiEYI7HxQ - https://www.stem.org.uk/elibrary/resource/31867#&gid=undefined&pid=1 2. Students will be separated into a few groups. 3. Each group will construct a food pyramid to represent the food groups in a healthy and balanced diet. 4. Pupils must take note on how many portions are needed in a day. 5. Calculate the number of nutrition of each food in the pyramid. Pictures of the food will be provided by the teacher. 6. Once done, the teacher will determine which group has the healthiest and balanced diet.
Knowledge, skills and values	• Learn how to create a healthy and balanced diet. • Improve the student's science and mathematics skills. • Learn the importance of teamwork. • Listen, respond and follow instructions appropriately.
Experience acquired by students	• Design and build a food pyramid creatively. • Improve their creativity skills. • The importance of food nutrition. • The importance of having a balanced diet.

PROJECT TITLE: MAKE A 3-D VIRUS MODEL

Unit	Module 10 What's the Matter?
Content standard	1.2 Will be able to listen and respond appropriately in formal and informal situations for a variety of purposes. 4.3 Will be able to plan, organise and produce creative works for enjoyment
Learning standard	1.2.2 Able to listen to, follow and give simple instructions. 1.2.4 Able to participate in conversations with peers. 1.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance.
STEAM Integration	Science - Develop and use a model to describe the function of a plant cell. Technology - Use digital technology to research, document learning, and support inquiry and solution based learning. Engineering - Use creative expression to design, develop and construct a 3-D plant cell model. Arts - Creatively design the model. Mathematics - Measure and design of the shapes of the organelles.
Equipment and materials	• Thermocol/Styrofoam sheet (1 inch thick) • German white glue • Cutting blades • Tissue • Colours (poster or acrylic paint) • Water • Brushes
Resources	• A Youtube video on how to make a virus model using Thermocol/Styrofoam sheet from the video. • Website or articles related to 3-D parts of a plant cell.
Summary of activity	1. Pupils will watch a video and read detailed instructions on how to make a virus model. For example:- https://www.youtube.com/watch?v=bwJ_wD69BfU 2. Teacher will show pupils through hands-on creation of a virus model. 3. Pupils will be separated into a few groups. 4. When the pupils have completed the models, switch the models and verbally explain the function they serve in the model.
Knowledge, skills and values	• Improve the student's creativity and innovative skills. • Each model will be unique and knowledge will be enhanced through sensory (tactile and visual) creation. • Listen, respond, and follow instructions appropriately.
Experience acquired by students	• Design and make a 3-D virus model using styrofoam sheet. • Learning through the use of digital cameras to take photographs of the finished project.