



才德兼備理財學校計劃

The Chin Family Financially Literate Schools Programme

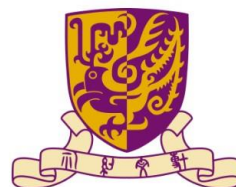
教學資源分享

Topic : Healthy Eating

The Salvation Army Centaline Charity Fund School

Primary Five

English Language



CENTRE FOR
UNIVERSITY & SCHOOL
PARTNERSHIP
大學與學校夥伴協作中心
香港中文大學教育學院 • FACULTY OF EDUCATION CUHK

The Salvation Army Centaline Charity Fund School

P.5 Lesson Plan 1

No. of teaching period: 1 (35 mins)

Unit 6: Healthy Eating

Students' previous knowledge:

1. They know the name of food and drink and the food pyramid.
2. They can use the quantifiers to talk about food and drinks.

Learning Objectives:

By the end of the lesson, students should be able to

1. discuss their own dishes in their groups.
2. list out the food items of the dishes.

Financial Competency Framework:

- 1) Compare the pros and cons of buying from different channels (including online shopping) (SC10)
- 2) Compare products and prices, and select the best purchase option (B12)

Virtues: Prudence

Teaching procedures:

Learning/Teaching activity	Progressive Competence elements	Estimated time	Resources (Remark)
<p>A) Motivation</p> <ol style="list-style-type: none"> 1. Teacher introduces the task. <ol style="list-style-type: none"> 1.1 Chinese New Year is coming. We are going to have a party to celebrate this festival. 1.2 We are going to prepare some dishes for the party. 1.3 What dishes would you like? 		5'	ppt blackboard chalk
<p>B) Development</p> <ol style="list-style-type: none"> 2. Teacher asks students to make some dishes in the party. 3. Teacher brainstorms some dishes with students. 4. Work in groups of four and discuss what dishes they are going to make. (Mainly focus on individual ws p.1) 5. Teacher reminds the students to concern about the 		5' 6'	activity ws1 individual

healthy eating.			
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Learning/Teaching activity	Progressive Competence elements	Estimated time	Resources (Remark)
<p>6. Invite the groups to share their work.</p> <p>6.1 What dish(es) do they want to make?</p> <p>6.2 Why do they choose the dish?</p> <p>7. Teacher demonstrates the individual ws p.2. Mainly focus on the food items and the estimated price.</p> <p>7.1 On p.2, you can buy the food at Welcome or Park'n supermarkets. Besides these, where do you buy the food? (Maybe you can write the names of the shops in the last column.)</p> <p>8. Students discuss with the groupmates.</p> <p>8.1 Please think about the brands, the weight, the quality of the food when you have discussion.</p> <p>9. Teacher reminds students to find out all the information in the ws.</p> <p>C) Conclusion</p> <p>10. Teacher asks the following questions:</p> <p>10.1 How many kinds of dishes do we have in the party?</p> <p>10.2 What are they?</p> <p>11. Teacher tells them to share their information next week.</p>	<p>SC10</p> <p>B12</p>	<p>6'</p> <p>2'</p> <p>6'</p> <p>5'</p>	

The Salvation Army Centaline Charity Fund School
P.5 Lesson Plan 2

No. of teaching period: 1 (35 mins)

Unit 6: Healthy Eating

Learning Objectives:

By the end of the lesson, students should be able to

1. compare products and prices and select the best purchase option.

Financial Competency Framework:

- 1) Compare products and prices, and select the best purchase option (B12)

Virtues: Prudence

Teaching procedures:

Learning/Teaching activity	Progressive Competence elements	Estimated time	Resources (Remark)
<p>A) Pre-task</p> <ol style="list-style-type: none"> 1. Ask students to finish the individual ws <p>B) Development</p> <ol style="list-style-type: none"> 2. Work in groups of four. Students need to compare products and prices and select the best purchase option. 3. Teacher demonstrates an example. 4. During the group discussion, students need to pay attention the following items: <ol style="list-style-type: none"> 4.1 What are the food items? 4.2 the prices of the food items 4.3 the weight / the quantities of the food items 4.4 What is the expiry date? 4.5 the total amount of the food items 4.6 Where do you buy the food? In the supermarkets or the online shops? Why? 5. Teacher invites some groups for sharing. 6. Teacher posts the activity group ws on the notice board for next lesson. 	B12	10' 15' 8'	<p>individual ws</p> <p>ppt</p> <p>activity ws 1</p> <p>group ws</p>

Learning/Teaching activity	Progressive Competence elements	Estimated time	Resources (Remark)
<p>C) Conclusion</p> <p>7. Students will make different kinds of food in the party. Some of the students like buying food at the supermarkets. Some of them like buying at the online shops.</p> <p>8. We are going to make the dish for 30 people. We will make the budget plan next lesson.</p>		2'	

The Salvation Army Centaline Charity Fund School
P.5 Lesson Plan 3-4

No. of teaching period: 2 (70 mins)

Unit 6: Healthy Eating

Learning Objectives:

By the end of the lesson, students should be able to

1. explain the function of budgeting and allocate money for different uses.
2. resist desires and control temptations to spend when shopping.

Financial Competency Framework:

- 1) Withstand the influence of peer pressure and promotional messages on spending (A9)
- 2) Recognise the value and price of a product/service (SC9)
- 3) Explain the function of budgeting, and allocate money for different uses (FP4)
- 4) Compare products and prices, and select the best purchase option (B12)
- 5) Set short-term financial goals (B13)

Virtues: Prudence, temperance and responsibility

Teaching procedures:

Learning/Teaching activity	Progressive Competence elements	Estimated time	Resources (Remark)
<p>A) Pre-task</p> <ol style="list-style-type: none"> 1. Introduce the task again. 2. Ask students to work in groups of four. 3. Teacher gives the group ws to groups. 4. Teacher asks the following questions: <ol style="list-style-type: none"> 3.1 What dishes do you make? 3.2 What is the total amount of the food items? 5. Teacher writes down the information on the white board. 		5'	ppt Class record sheet
<p>B) Development</p> <ol style="list-style-type: none"> 6. Teacher gives the envelopes to each group (7 groups). Each group will have different amount of fake money. (\$150, \$130, \$120, \$100 2groups, \$80 2groups). They need to discuss how to allocate money for different uses. Teacher needs to remind students to allocate their 	FP4 SC9 B12 B13	3'	envelopes with certain amount of

<p>roles in the groups such as one student has to count the amount of the money and the others have to take care of the money and check the amount of the money.</p> <p>7. Teacher asks the following question and encourages students to share their ideas.</p> <p>7.1 Why some of the groups get more money? Why some of the groups get less money?</p>		2'	fake money
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Learning/Teaching activity	Progressive Competence elements	Estimated time	Resources (Remark)
<p>8. Teacher displays the budget plan and explains the use of the budget plan.</p> <p>9. Teacher demonstrates and gives the budget plan to each group.</p> <p>10. Teacher reminds students to think about the following questions before finishing the budget plan:</p> <p>10.1 Do you have enough money? If yes, how much is left?</p> <p>10.2 What would you do with the rest of the money?</p> <p>10.3 Will you buy more food items?</p> <p>10.4 Will you give money to other groups?</p> <p>10.5 If you do not have enough money, what would you do? Will you ask other groups to give money to you?</p> <p>11. Group discussion</p> <p>12. Teachers ask some groups to share their ideas.</p> <p>13. If some of the groups have surplus money and they decide to buy more food items. Teacher can guide to allocate their money in a better way by asking them:</p> <p>13.1 Why do you want to buy more (food items)? If we are not hungry, will the food be wasted?</p> <p>13.2 Would you think about to buy other things? Why?</p> <p>14. Students finish the budget plan and prepare the presentation.</p> <p>15. Group presentation(3-4 groups)</p>	A9	<p>5'</p> <p>10'</p> <p>10'</p> <p>5'</p> <p>5'</p> <p>10'</p> <p>6'</p>	<p>budget plan discussion ws</p> <p>presentation ws</p>
C) Consolidation			

<p>16. Teacher makes a survey.</p> <p>17. Teacher posts the students' presentation ws on the wall and gives students stickers to stick on their favourite group's work.</p> <p>17.1 Which group do you like the best? Why?</p>		5'	Survey stickers
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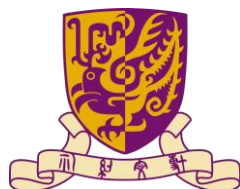
Learning/Teaching activity	Progressive Competence elements	Estimated time	Resources (Remark)
<p>18. Teacher asks students. What have you learnt in these lessons? Teacher also makes a conclusion. We can develop a budget plan and allocate money for different uses. We can also compare the products and prices and select the best purchase option. After the presentation, some of the groups have money left; they prefer give money to the groups which are quite poor. We can use the word “donate” instead of “give”. We can donate the surplus to the charity in reality.</p>		4'	

才德兼備理財學校計劃

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WORKSHEET



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Date: _____

Class: P.5 _____

Name: _____()

Unit 6: Healthy eating

A) What kinds of dishes do you want to make?

Dishes: _____

B) What are the food items?

The following words may help you.

Food			
ham	cheese	meat	egg
tomato	cucumber	seaweed	potato
spaghetti	bread	rice	buns
others:			

Quantifiers			
a bag of	a bottle of	a box of	a packet of
a can of	a carton of	a tub of	a loaf of
others:			

Food items

The Salvation Army Centaline Charity Fund School
2019 – 2020 1st Term Activity Worksheet (1) -Individual Ws

Date of the observation: _____.

Food items	quantities	Estimated price	Prices	Expiry date D/M/Y	Supermarkets / Shops ✓		
					Welcome	Park'n shop	others/ online shops
e.g a packet of ham 200g	1	\$ <u>25</u>	\$ <u>26.2</u>	3/2020		✓	
1. _____		\$ _____	\$ _____				
2. _____		\$ _____	\$ _____				
3. _____		\$ _____	\$ _____				
4. _____		\$ _____	\$ _____				
Total amount		\$ _____	\$ _____				

Date: _____

Class: P.5 _____

Group members: _____

Unit 6: Healthy eating

A) What kinds of dishes do you want to make?

Dishes: _____

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others:			

Food items

The Salvation Army Centaline Charity Fund School
 2019 – 2020 1st Term Activity Worksheet (1) -Group Ws

Food items	quantities	Estimated price	Prices	Expiry date	Supermarkets / Shops ✓		
					Welcome	Park'n shop	others/ online shops
1. _____ _____ _____		\$ _____	\$ _____				
2. _____ _____ _____		\$ _____	\$ _____				
3. _____ _____ _____		\$ _____	\$ _____				
4. _____ _____ _____		\$ _____	\$ _____				
5. _____ _____ _____		\$ _____	\$ _____				
Total amount		\$ _____	\$ _____				

The Salvation Army Centaline Charity Fund School

The budget plan

Group: _____

The dish: _____.

I have \$_____

Food items	Unit price	Quantities	Sub-total
1.	\$		\$
2.	\$		\$
3.	\$		\$
4.	\$		\$
5.	\$		\$
Total amount:			\$

Group: _____

The dish: _____.

*I have \$*_____

Group Discussion

1. Do you have enough money? If yes, how much is left?

We have _____

2. What would you do with the rest of the money? Will you buy more food items?

Will you give money to other groups?

We _____

3. If you do not have enough money, what would you do? Will you ask other groups to give money to you?

4. Do they give money to you? _____

The Salvation Army Centaline Charity Fund School

Group: _____

Please refer the group worksheet, the budget plan and the following questions to finish the presentation.

1. What is the dish?
2. What are the food items?
3. How many quantities of the food items do you need to buy?
4. What is the total amount of the food items?
5. Do you have enough money to buy the food items?
6. If no, what would you do?
7. Where do you like buying the food? In supermarkets or online shops? Why?

The Presentation

(1) Good _____. We are going to start the presentation. The presentation is about the dish that we are going to make.

(2) We are going to make _____ (name of the dish). We will buy _____

_____ (the quantifiers of the food). The total amount of the food items is _____ dollars. ★ We have enough money to buy the food items. Therefore, we _____

★ We do not have enough money. Therefore, _____

(3) We like buying the food at the _____ (supermarkets or online shops) because _____

Word banks:

The price / reasonable / service / environment / clean and comfortable / expiry date / convenience