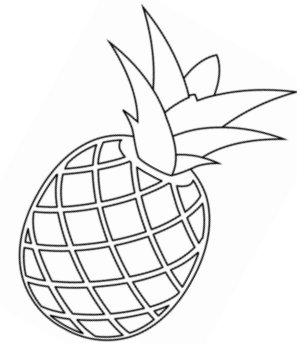
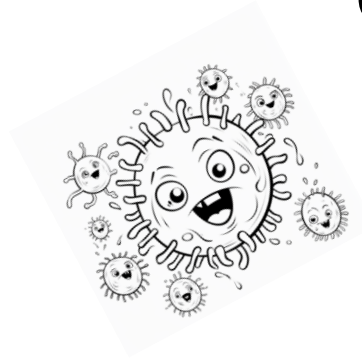


RECOMMENDED EARLY LEARNING ACTIVITIES ON HEALTH AND NUTRITION



**ALIGNED WITH
GHANA KINDERGARTEN CURRICULUM (2019)**

Developed with technical assistance from PATH for the Ghana Health Services and Ghana Education Services

October 2025 - Pilot version

TABLE OF CONTENTS

KG STRAND 1: ALL ABOUT ME

SUB-STRAND: I AM A WONDERFUL AND UNIQUE CREATION 3

ACTIVITY 1: How tall am I? 3

SUB-STRAND 3: CARING FOR THE PARTS OF MY BODY 4

ACTIVITY 2: WHY DO WE WASH OUR HANDS? 4

ACTIVITY 3: STICKY GERM GAME 5

ACTIVITY 4: WATER AND SOAP GAME 5

SUB-STRAND 4: KEEPING MY BODY HEALTHY BY EATING GOOD FOOD 6

ACTIVITY 5: BOOK “FOODS WITH SUPERPOWERS” 6

ACTIVITY 6: SONG ABOUT FOOD GROUPS 7

ACTIVITY 7: DRAWING SUPERHEROES AND THEIR SUPERFOODS 8

ACTIVITY 8: BOOK “WHICH FOOD DID YOU BRING TO SCHOOL TODAY?” 9

ACTIVITY 9: GUESSING GAME: WHAT FOOD IS THIS? 10

ACTIVITY 10: DRAWING FAVORITE FRUITS 10

CARD GAMES 11

GAME 1: WHICH FOOD GROUP? 11

GAME 2: SORT THE CARDS 14

GAME 3: TEAM SORTING 15

GAME 4: WHAT COULD THIS CARD BE? 16

GAME 5: FIND ALL THE FOODS THAT... 17

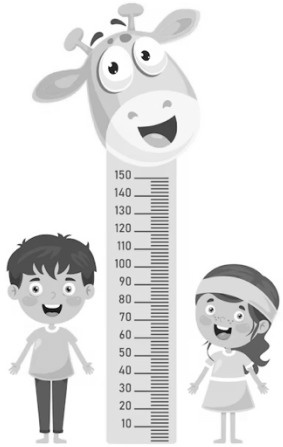
GAME 6: DO NOT EAT THESE TOO OFTEN! 18

GAME 7: WHAT CAN YOU EAT INSTEAD? 20

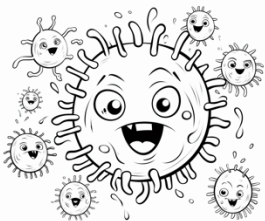
ANNEXES 21

STRAND 1: ALL ABOUT ME

SUB-STRAND: I AM A WONDERFUL AND UNIQUE CREATION

CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.1.1.1 Identify and talk in simple sentences about the features of the body that make us unique and different from other God's creation.	ACTIVITY 1: HOW TALL AM I? 1) Sit children in small groups. 2) Show them the measuring tape on the room wall. Ask what they think it's for. 3) Show them 1 meter on the measuring tape. 4) Ask children to show with their hands how long is 1 meter. 5) Then ask everyone to guess how tall they are. Are they half a meter, 1 meter, 2 or 3 meters tall? 6) Then invite 1 child from each group to come and measure themselves on the measuring tape (ask them to remove their shoes). Record their height. 7) As you measure, tell the child his/her height. Then ask: Are you the same, taller or shorter than you guessed before? BONUS TASK: In free time, encourage children to come and measure each other, measure their parents when they come to pick them up, and even their teachers!	★ Draw or glue the measuring tape on the wall in your classroom. 1.5 to 2 meters is good! ★ Make it fun by adding a head of an animal ☺. ★ Check that the measuring tape begins at 0 (ZERO) centimeters on the floor. 

SUB-STRAND 3: CARING FOR THE PARTS OF MY BODY

CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for the body parts, especially the hand, feet, finger nails and face	ACTIVITY 2: WHY DO WE WASH OUR HANDS? 1) Show the picture of the germ and ask: What is this? 2) After children share their ideas, tell that this is a germ. Explain: ★ <i>Germs are tiny living things that have very sticky fingers. They love sticking to our hands. But they are so tiny that we cannot see them with our eyes.</i> ★ <i>It is very easy to pick germs. We pick them when we touch things and people, when we play and when we go to the toilet.</i> ★ <i>Germs stick to our hands and enter our stomachs when we eat or touch our mouths .</i> ★ <i>Once they are inside us, they are very happy and start making themselves at home. They get busy building houses with many floors and having many, many children.</i> ★ <i>How do we know that the germs got inside us? Because we start getting a stomach ache and even diarrhea or cholera!</i> ★ <i>We can become really sick and some people even die when the germs get inside us and start taking over and making their homes there.</i> 3) Ask: So how can we keep the germs away from us and our stomachs? 4) Answer: We keep them away by washing our hands with water and soap every time we are done with the toilet or every time we are about to eat something. 5) Can someone show us how we wash hands to get the germs away? Very good! 6) BUT DID YOU KNOW... If we wash with SOAP and under RUNNING WATER, even the most stubborn germs unstick themselves and slide down with the dirty water.	★ A card with a picture of the germ (Annex 1), colored and glued on cardboard (15 x 15 cm) 

CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.3.1. (cont.)	ACTIVITY 3: STICKY GERM GAME (PLAY THIS GAME BEFORE MEALTIME) 1) Stand in a circle. Pass the germ picture around and say all together as the card “travels”: “1,2,3, 1,2,3, the sticky germ is stuck on me!” 2) The child who got the germ card (ME) has to drop it and quickly run to the HWS to wash his/her hands with soap and water. 3) Continue until all the children have washed their hands and are ready to eat! ACTIVITY 4: WATER AND SOAP GAME 1) Ask: What do we need to wash our hands? (Soap and water!) 2) Ask: Can we wash ONLY with soap, no water? (No!) Can we wash ONLY with water, without soap? (No!) Does running water remove the germs better than standing water? (YES). 3) Choose 2 children. One child will be “WATER” and another will be “SOAP”. Have the children repeat these names, pointing to each of the children. 4) Explain how we are going to play: “water” and “soap” must run and try to catch the other children. But they must catch each child together. 5) If they catch a child together, that child is “well washed”, and is out of the game. 6) If they catch a child separately, that child can still run away because he is still not “clean”! 7) The game continues until all the children are “clean”!	 

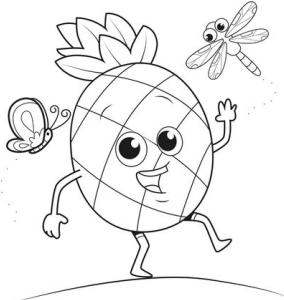
SUB-STRAND 4: KEEPING MY BODY HEALTHY BY EATING GOOD FOOD

CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.4.1.1 Learners talk about different types of food they eat at home and classify those that can make them grow healthy (body building food, energy giving food etc.)	ACTIVITY 5: BOOK “FOODS WITH SUPERPOWERS” 1) Read the book <u>Foods with Superpowers</u> to the children slowly and with expression. As you read, show the pictures to the children. 2) Let the children answer the questions by pointing to the foods in the book: ★ Which foods do you know that protect us from getting sick? (pp.8-9) ★ Which foods do you know that give us lots of energy and make us strong? (pp.14-15) ★ Which foods do you know that help us grow and become smart? (pp.20-21)	★ Book: Food with superpowers 

CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.4.1.1 (cont.)	ACTIVITY 6: SONG ABOUT FOOD GROUPS Make up a clapping song about the three main food groups, for example: <i>I want to stay healthy and not get sick, So I eat my fruits and my veggies every day.</i> <i>Oranges, bananas, pineapples and pawpaw. Watermelon, mango, star fruit and guava. Kontomire, okro, onions and tomatoes. Avocado, cabbage, cucumbers and carrots. These are my protectors and my best friends.</i> <i>I want to run and to play a lot, So I eat lots of foods that will make me strong.</i> <i>Porridge and banku, kenkey and fufu, Bread with some butter, rice and corn.</i> <i>I want to be smart and to grow tall, So I eat some foods that are best of all.</i> <i>Let me have some eggs, maybe boiled or fried. Let me eat wagashie and drink milk and yogurt. Groundnut paste or just crunchy nuts. Beans stew and koose, chicken and fish. And maybe some goat or beef at home. I will be so smart and will grow so tall.</i>	

CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.4.1.1 (cont.)	ACTIVITY 7: DRAWING SUPERHEROES AND THEIR SUPERFOODS 1) Invite a child to help you retell a few first pages from the book <u>Foods with superpowers</u>. For that, ask the child some questions, for example: <i>What did the teacher bring with her to school? (foods)</i> <i>What did the teacher say the foods have? (superpowers)</i> 2) Then invite another child and so on, until the story is finished. 3) Invite the children to do the first activity at the end of the book: ★ Draw your favorite superhero! ★ Then, all around the superhero, draw the foods the superhero needs to eat to be strong, smart and not get sick!	★ Paper and coloring pencils 

CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.4.1.3 Listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentence (orally) on how to keep healthy.	ACTIVITY 8: BOOK “WHICH FOOD DID YOU BRING TO SCHOOL TODAY?” 1) Ask children to name some foods they brought with them from home today or just foods they like to eat. 2) Then ask: Are all foods good to eat? Are there some foods that we should not eat too much or too often? 3) Read the book <u>What food did you bring to school today?</u> slowly and with expression. Show the pictures as you read. 4) After reading, ask the children and check the answers together: ★ Why did the teacher say cookies are not good to eat often? (p.4) ★ Why did the teacher say not to eat bofrot everyday? (p.6) ★ Why was the teacher not happy about sausage and noodles? (p.8) ★ What did the teacher say about the fizzy drink? (p.10) ★ What were some good foods that the children brought the next day?	★ Book: Which food did you bring to school today? 

CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.4.1.3 (cont.)	ACTIVITY 9: GUESSING GAME: WHAT FOOD IS THIS? Invite the children to do the activity at the end of the storybook: 1) Say: I am thinking of a food that is good to eat. It is round, it has a shell, it is yellow inside and white outside. What is it? (Egg) 2) Continue like this with 5-6 other healthy foods and snacks. ACTIVITY 10: DRAWING FAVORITE FRUITS Invite the children to do the activity at the end of the storybook: 1) Ask: How do fruits help us? (Answer: They protect us from getting sick.) 2) Ask each child to draw their favorite fruit. 3) Then invite children to tell others: ○ what fruit they drew ○ where it grows (on the tree, on the bush, in the ground) ○ and how they like to eat it (just like that, in a porridge, with milk or sugar...).	★ Paper and coloring pencils 

CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.4.1.7 Sort and classify different food items under the food groups 	CARD GAMES: ★ You can use the cards to play the alphabet games and to help children learn about good nutrition. ★ Note: Play card games AFTER the children have read story books several times. GAME 1: WHICH FOOD GROUP? 1. Put 3 sorting containers on the teacher's table. Explain that these will be the "houses" for the foods with superpowers. 2. Show each container and explain what the symbol on the container means. For example: This is the house for all the foods that make us strong. That is why we have a picture of the weights here. Can you show me how you lift the weights when you are strong? Which foods do you remember that make us strong? <i>(As children name the foods, show them the food cards and put them in the box.)</i> <i>(Ask children to name the foods that you still have in your hands that also make us strong.)</i> <i>(Show that all of these foods have weights on the back of the card, to help us remember that these foods make us strong.)</i>	★ Food card sets (Annex 2) ★ Steps for making cards and sorting containers (Annex 3) 



3. Do the same for the second food group:

This is the house for all the foods that make us **smart**.

That is why we have a lightbulb here. When we get a new idea in our brain, it is like someone turns the light on.

Can you show me how your brain lights up when you get a new idea? (do a gesture for the lightbulb lighting up, like opening your fingers)

Which foods do you remember that make us smart?

(As children name the foods, show them the food cards and put them in the box.)

(Ask children to name the foods that you still have in your hands that also make us smart)

(Show that all of these foods have the lightbulb on the back of the card, to help us remember that these foods make us smart.)

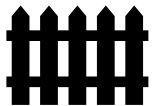


4. Do the same for the third food group:

This is the house for all the foods that **protect us from getting sick**.

That is why we have a picture of a fence here. The fence protects us from bad people who want to come into our house. And these foods protect us from germs that make us sick.

Can you show me how the fence protects us from the bad people? (do a gesture crossing your arms in front of you, to make a fence)



	Which foods do you remember that protect us from getting sick? <i>(As children name the foods, show them the food cards and put them in the box.)</i> <i>(Ask children to name the foods that you still have in your hands that also protect us)</i> <i>(Show that all of these cards have a fence on the back to help us remember that these foods protect us.)</i> 5. Take the cards out from their houses and mix them up. 6. Pick one card and ask: What is it? What superpower does this food have? Does it make us strong? Does it make us smart? Or does it protect us from sickness? Which “house” should I put it in? Let the children guess several times. If the children are unsure, check the sign on the back of the card together. 7. Continue in the same way with 5-10 other cards. If necessary, confirm the food group by checking the symbol on the back of the card.	
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GAME 2: SORT THE CARDS

1. Place 3 different food cards in front of the 3 “houses”. The cards should show foods from 3 different groups, but should be in mixed order.
2. Invite the children one by one to help you find the right houses for the cards.
3. As they come, the children should pick the card and say the name of the food on the card.
4. They should then point to the correct “house” of this food.
5. As they place the card in its “house”, they should say what this food does for us:

[FOOD NAME] will make us [SMART, STRONG, PROTECTS US FROM SICKNESS].
6. Show the card and its house to the other children: Is this the right house for the [FOOD NAME]? Let the other children correct their friend if needed.
7. Next time, have 6 different food cards placed on the table.
8. Invite children one by one to come and pick the card, and place it in the right “house”.
9. Finally, have 9 different food cards placed on the table. Give children the same task.



GAME 3: TEAM SORTING

1. Give 2-3 food cards to each group of children and ask the children to discover their superpowers.
2. Ask the groups to show everyone any foods that **make them smart and help them grow**.
3. Let everyone to look at the cards that the groups lift up in the air. Are they right?
4. Those who are right, can run and place their cards into the correct "house".
5. Continue in the same way with the other 2 food groups: *Have you found any foods that...*
6. You can then give new sets of 2-3 cards to each group and repeat the game one more time.
7. Celebrate how well the children know the food superpowers!



GAME 4: WHAT COULD THIS CARD BE?

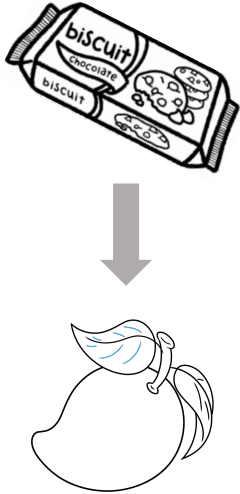
1. Pick one card and show **the symbol on the back** to the children.
2. Ask: What does this food do? (makes you strong, smart, etc.)
3. Then ask: Can you guess what this food is?
4. Let the children guess. If they are not sure, give them some hints, for example:
 - **(This food makes you smart.)** You can make them into a paste and spread it on your sandwich. Or you can roast them and eat them as snacks. (Groundnuts)
 - **(This food protects you from getting sick.)** You have to peel it first. It's round and juicy. (Orange)
 - **(This food gives you strength and lots of energy to run and to learn.)** You can eat it hot in the morning with koose or bofrot or bread. (Porridge)
 - **(This food makes you smart.)** It is something you use to make koose! (Beans!)
5. As children become familiar with the game, invite some volunteer children to pick and describe the card and let the others guess.



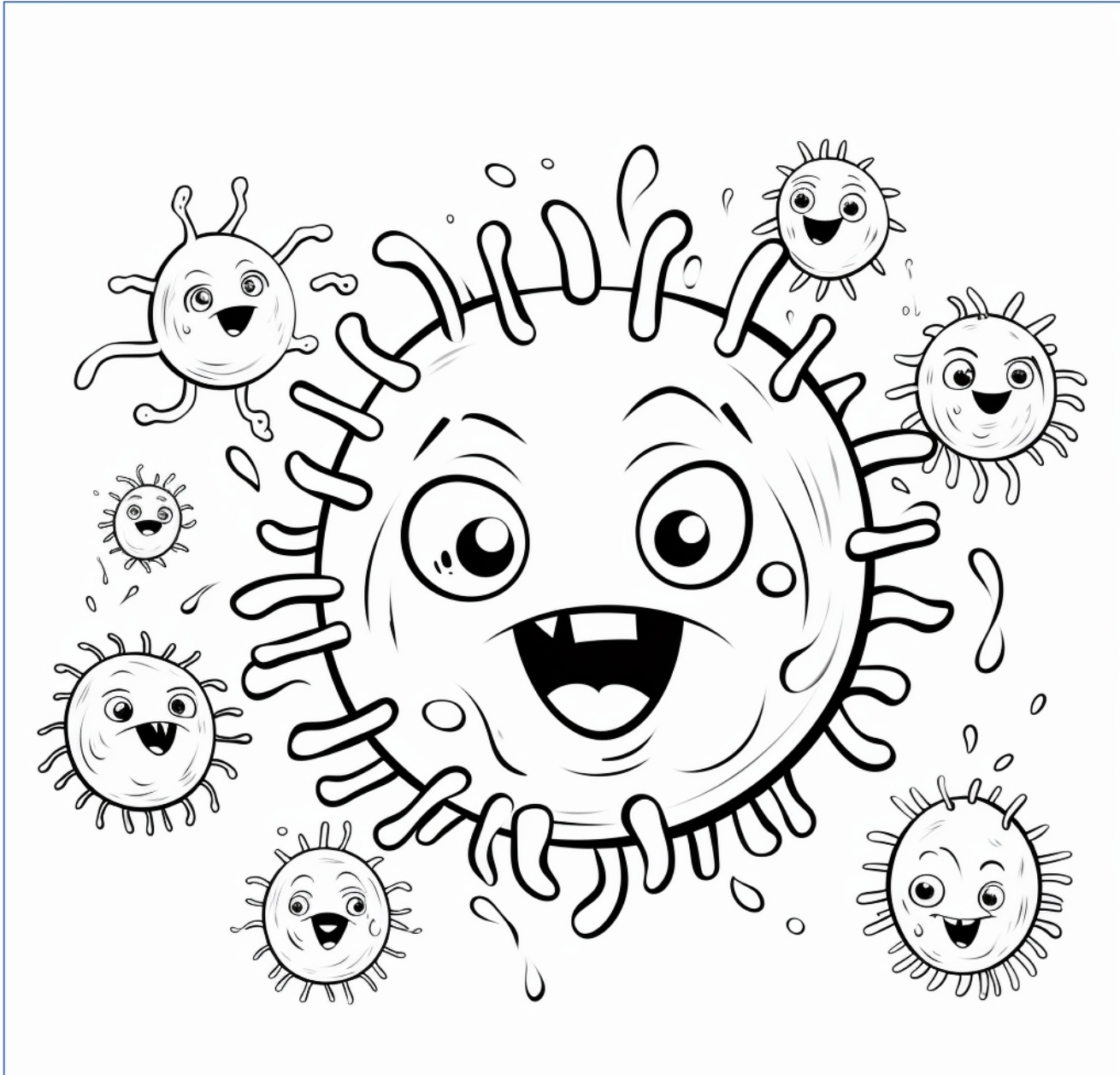
CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.4.1.7 (cont)	GAME 5: FIND ALL THE FOODS THAT... 1. Let the children sit in a large circle. 2. Spread 10-15 cards in the middle of the room (on the floor). Ask the children to find ALL THE FOODS THAT ... - Make you strong - Make you smart - Protect you from getting sick. 3. Check together each time if all the correct foods were found!	★ Food card sets

CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.4.1.7 (cont)	GAME 6: DO NOT EAT THESE TOO OFTEN! 1. Check with the children what they remember from the book <u>"What food did you bring to school today"</u>: ★ What were some foods that the teacher did not like the children to bring to school? Why? 2. Show the children cards with some of the unhealthy snacks and foods. 3. Show that all these foods have a red triangle sign on the back. Tell that red triangle can mean DANGER or STAY AWAY. 4. Ask: Why do you think these foods have such a sign? Listen carefully and add: - Because some of these foods have lots of sugar. Too much sugar makes holes in our teeth and can make us sick - Because some of these foods have too much fat, salt, or too many chemicals. <i>Chemicals are things that people add to food in the factory, to make them taste better, have bright colors or stay fresh longer.</i> - But such things that factories put into our food can make our heart sick and our brain - not so smart. - Often these foods are tasty. We can eat these foods sometimes, but not every day.	★ Food card sets: healthy and unhealthy foods (Annex 2) ★ How to make cards (Annex 3)

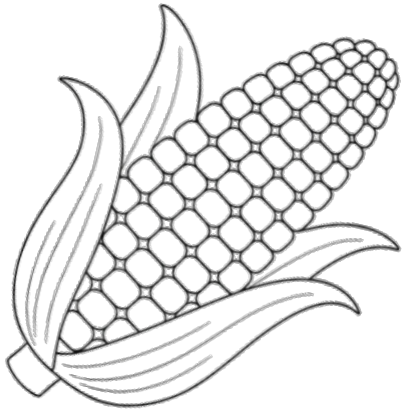
	5. Mix a few healthy and unhealthy food cards on each table where the children sit. 6. Invite children to work in teams and to sort the cards into 2 groups: Foods that are good for us and foods we should not eat too often. 7. After a few minutes, pass by each table and check the work together with the children. Invite other teams to help you check.	
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CURRICULUM INDICATOR	RECOMMENDED ACTIVITY	MATERIALS
K1.1.4.1.7 (cont)	GAME 7: WHAT CAN YOU EAT INSTEAD? 1. Show children some of the cards with unhealthy foods. 2. Explain: Many things that are NOT GOOD TO EAT are also very tasty. Hmm... what shall we do then? Who has ideas? 3. Discuss first idea with the children: <i>We can still eat these foods but maybe just on Saturday or Sunday.</i> 4. Discuss second idea with the children: <i>We can replace these foods with the others, which are both TASTY and GOOD FOR US.</i> 5. Brainstorm with the children and let them find the right cards or just use words to describe the foods: What can we eat instead of biscuits that is good for us AND tastes good? (<i>orange, banana, mango, star fruit...</i>) What can we drink instead of fizzy or sugary drinks? (<i>real juice we can squeeze from orange or watermelon or pineapple, sobolo, yogurt, milk, water</i>) What can we eat instead of noodles? (<i>rice and fish stew, jollof rice, kenkey with fish and pepper</i>).	★ Food card sets: healthy and unhealthy foods (Annex 2) 

ANNEX 1: A GERM



FOODS THAT MAKE US STRONG & GIVE US ENERGY



CORN



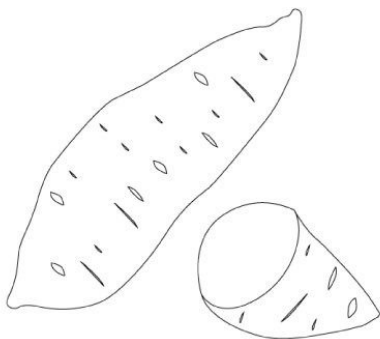
RICE



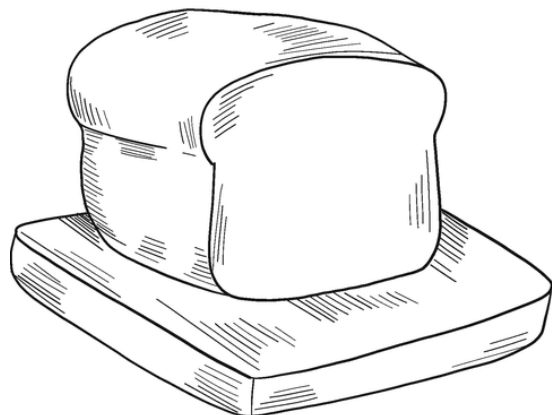
PORRIDGE



COCOYAM



SWEET POTATO

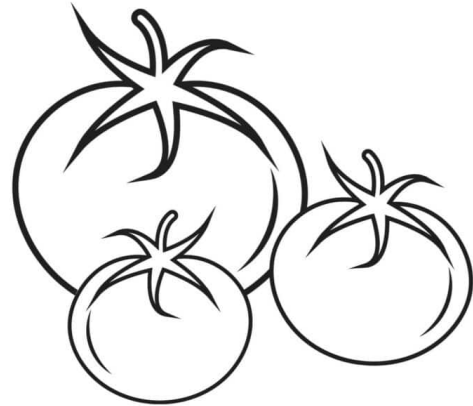


BREAD

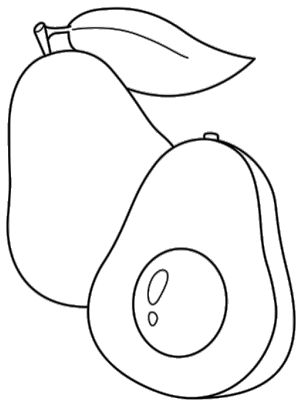
FOODS THAT PROTECT US FROM ILLNESSES



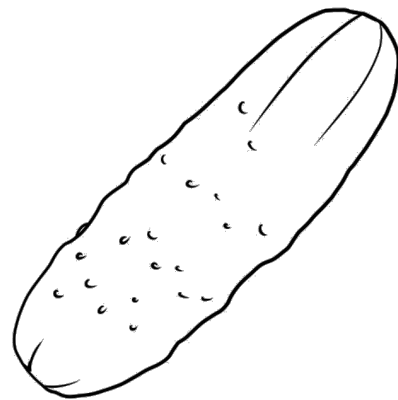
CARROTS



TOMATOES



AVOCADO



CUCUMBER



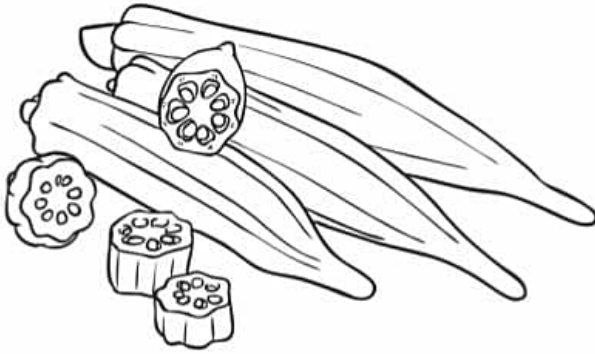
LETTUCE



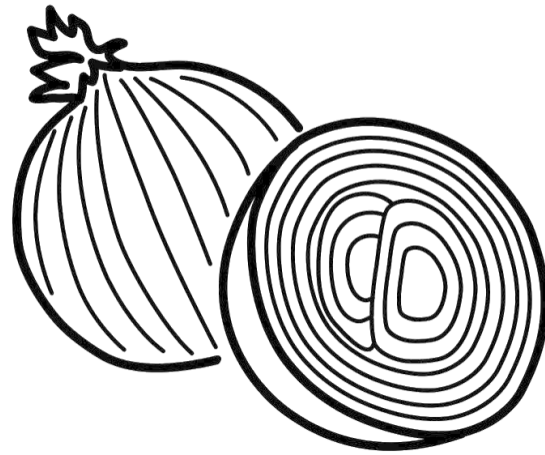
GARDEN EGGS



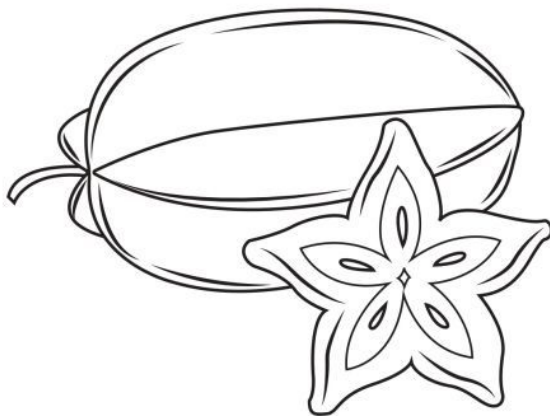
FOODS THAT PROTECT US FROM ILLNESSES



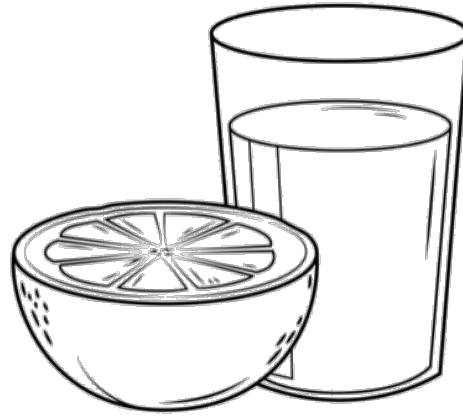
OKRO



ONION

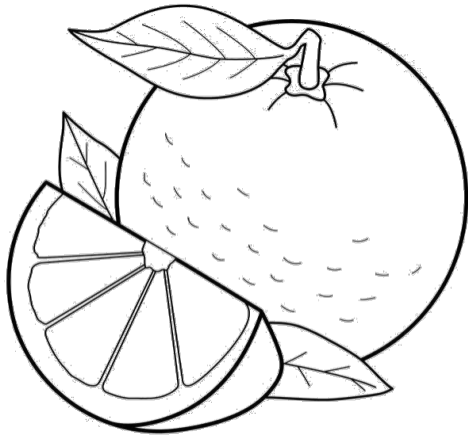


STAR FRUIT



NATURAL FRUIT JUICE

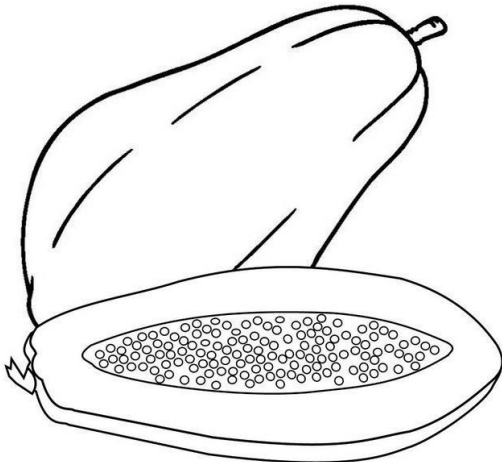
FOODS THAT PROTECT US FROM ILLNESSES



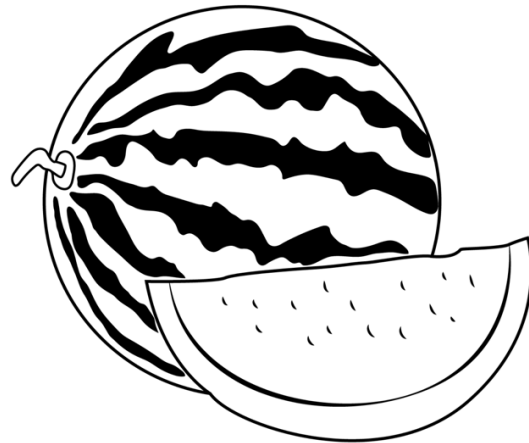
ORANGE



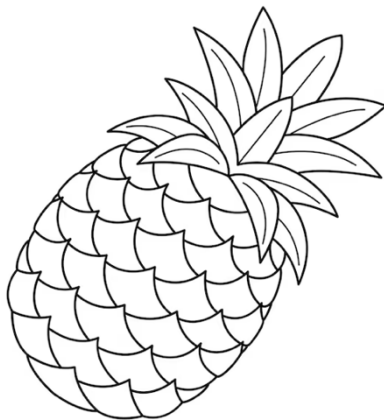
MANGO



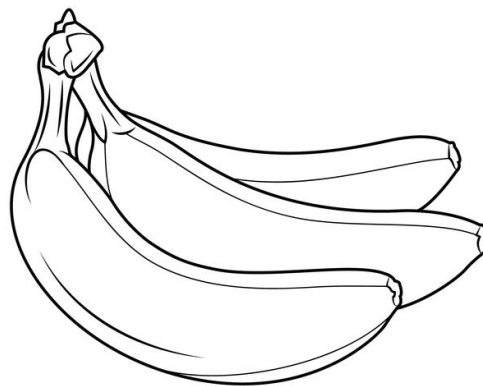
PAWPAW



WATERMELON



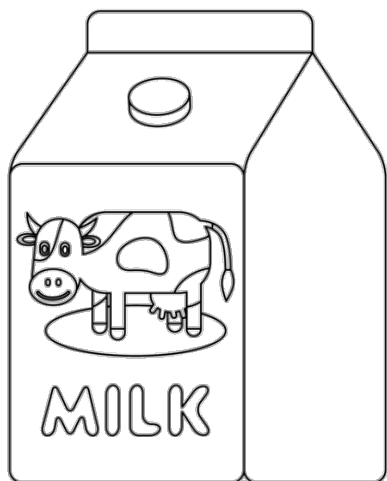
PINEAPPLE



BANANA



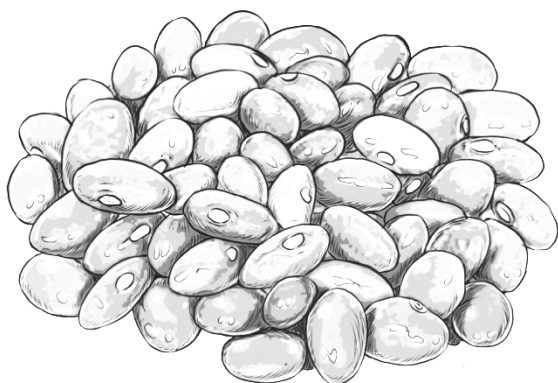
FOODS THAT MAKE US SMART AND HELP US GROW



MILK



WAGASHI



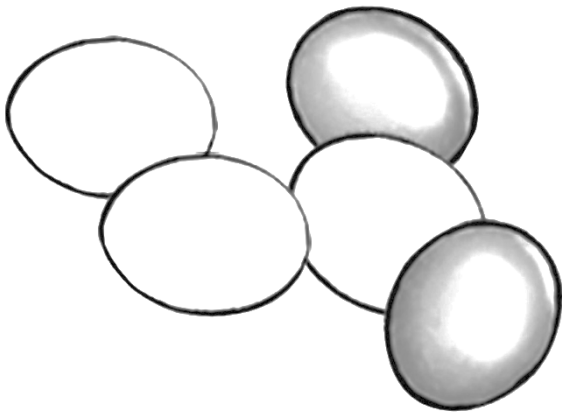
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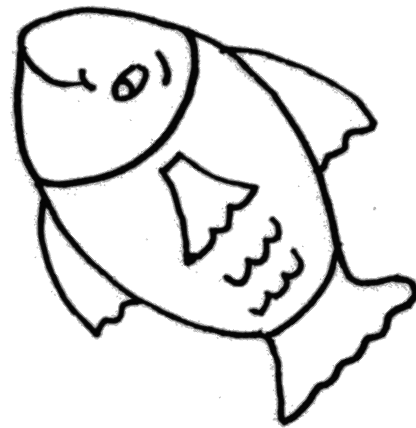
GROUNDNUTS



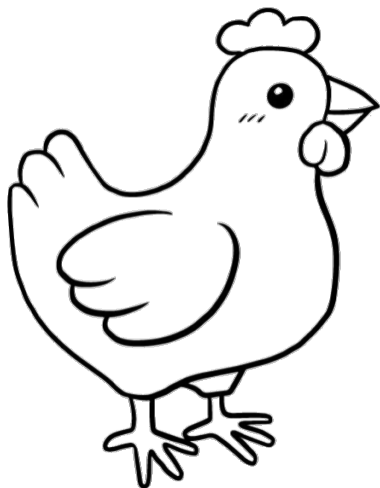
FOODS THAT MAKE US SMART AND HELP US GROW



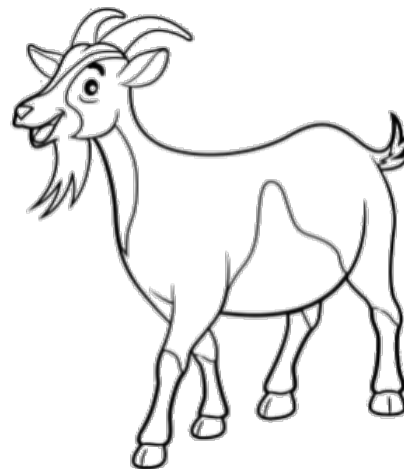
EGGS



FISH



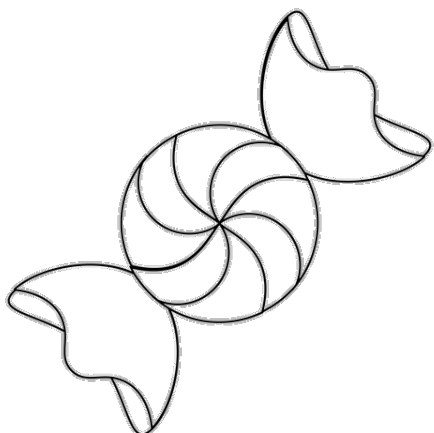
CHICKEN



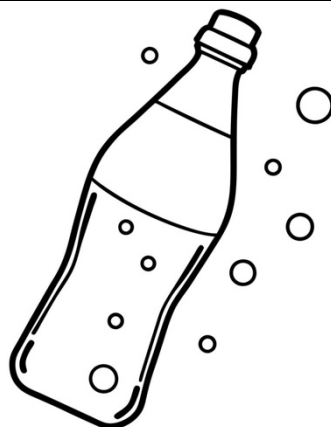
GOAT



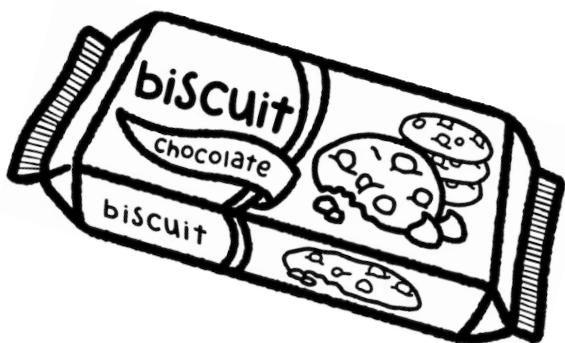
FOODS NOT TO EAT OR DRINK OFTEN



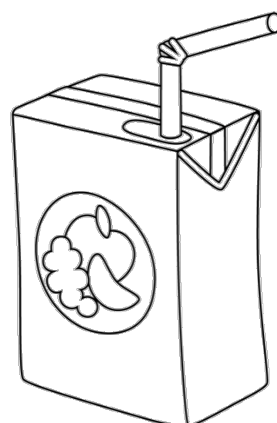
TOFFEES



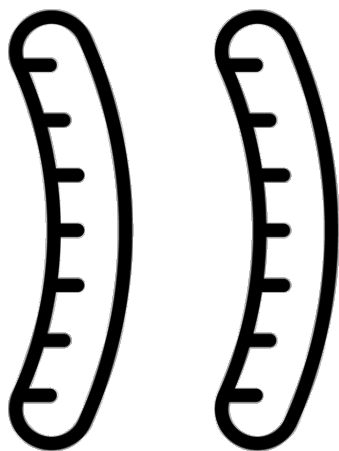
FIZZY DRINK



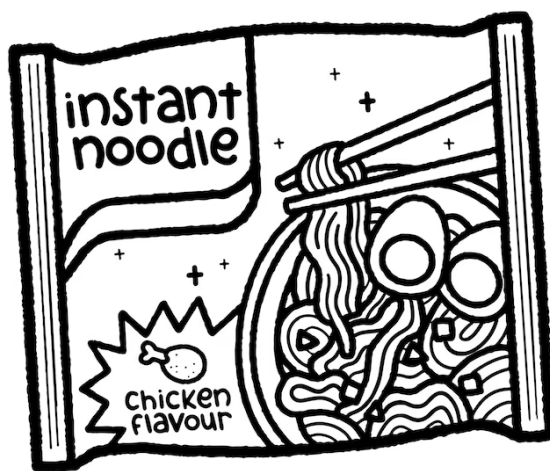
BISCUITS



SUGARY DRINK



SAUSAGES



INSTANT NOODLES

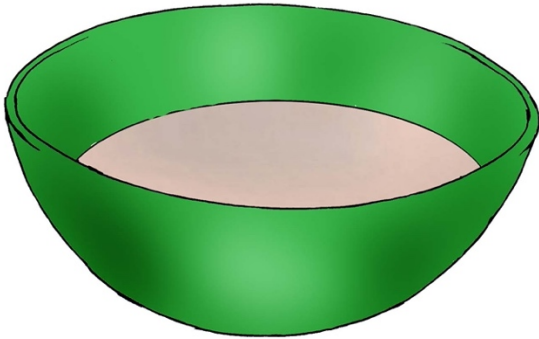
FOODS THAT MAKE US STRONG & GIVE US ENERGY



CORN



RICE



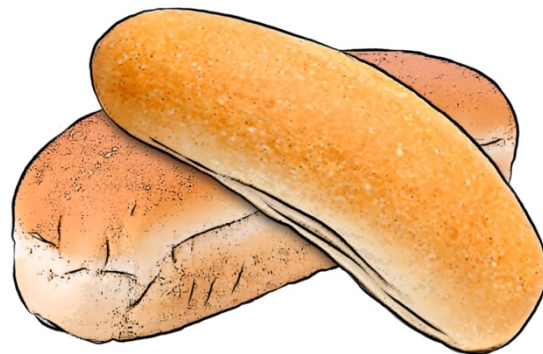
PORRIDGE



COCOYAM

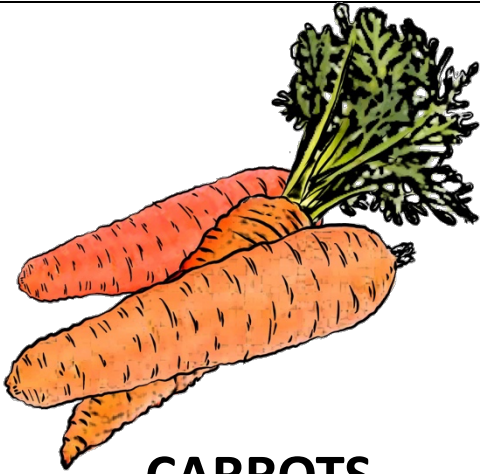


SWEET POTATO



BREAD

FOODS THAT PROTECT US FROM ILLNESSES



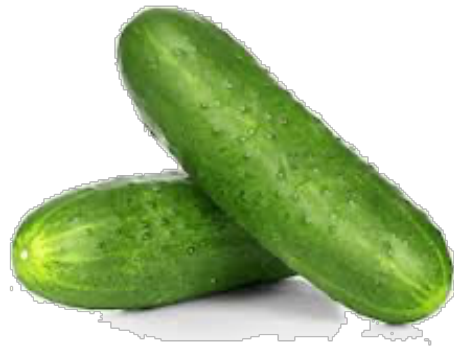
CARROTS



TOMATOES



AVOCADO



CUCUMBER



LETTUCE

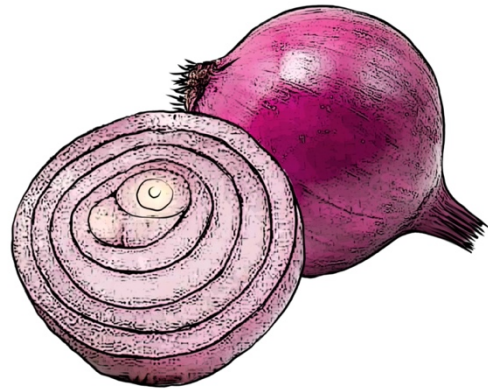


GARDEN EGGS

FOODS THAT PROTECT US FROM ILLNESSES



OKRO



ONION

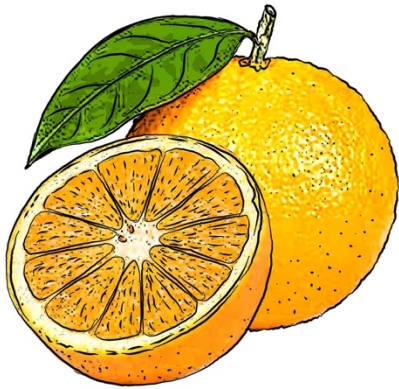


STAR FRUIT



NATURAL FRUIT JUICE

FOODS THAT PROTECT US FROM ILLNESSES



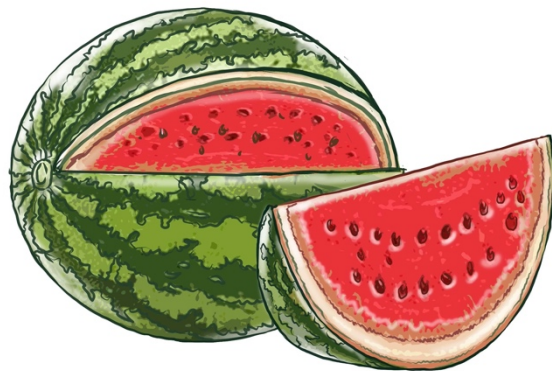
ORANGE



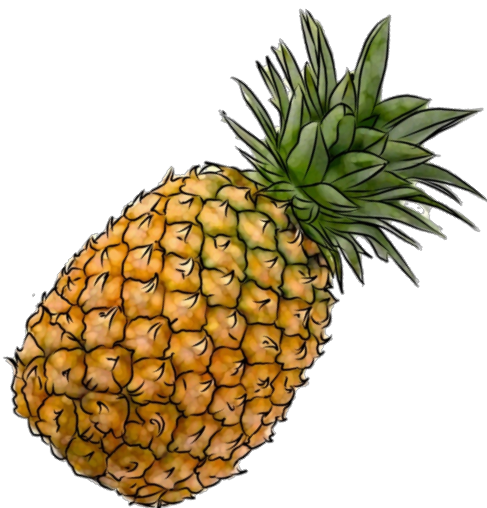
MANGO



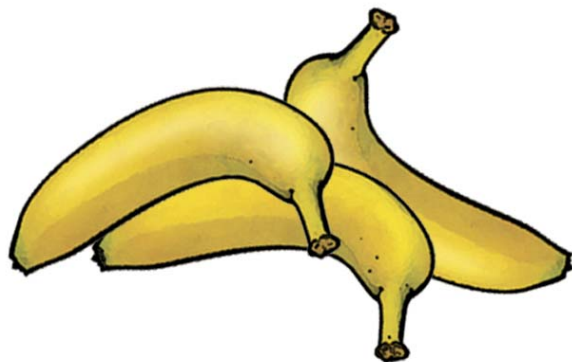
PAWPAW



WATERMELON



PINEAPPLE



BANANA



FOODS THAT MAKE US SMART AND HELP US GROW



MILK



WAGASHI



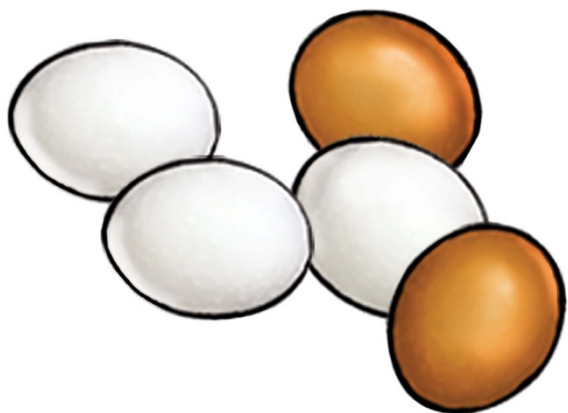
BEANS



GROUNDNUTS



FOODS THAT MAKE US SMART AND HELP US GROW



EGG



FISH



CHICKEN



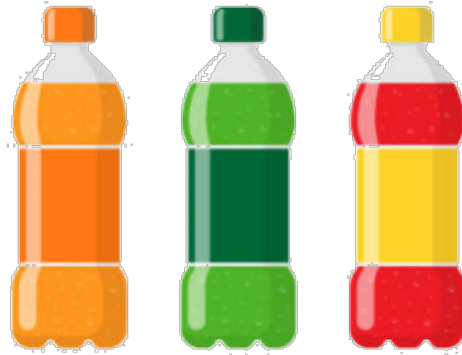
GOAT



FOODS NOT TO EAT OR DRINK OFTEN



TOFFEES



FIZZY DRINKS



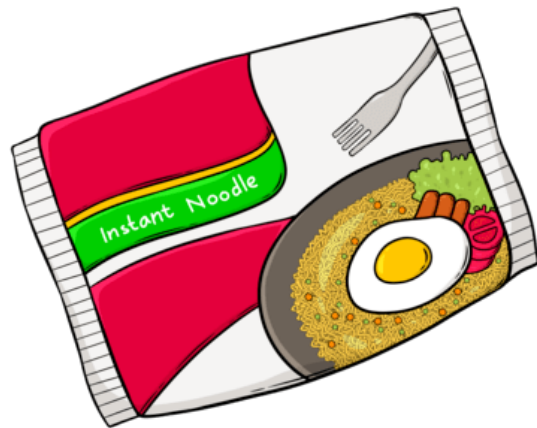
BISCUITS



SUGARY DRINK



SAUSAGES



INSTANT NOODLES

ANNEX 3. HOW TO MAKE FOOD CARDS

1. Find 2 or 3 clean cardboard boxes. 2. Measure and cut 10x10 cm cards. 3. You will need 36 cards.	
4. Cut the food pictures from Annex 2. Keep them in sets by food group. 5. Use color pencils to color the black and white pictures. Get the children to help! 6. Use natural colors for the foods. Add fun colors in the background. 7. Keep the food groups separate!	
8. On the back of the cardboard cards, draw symbols for each food group. 9. For example, you can draw:  WEIGHTS for the foods that make you strong	



FENCE for the foods that protect you from illness



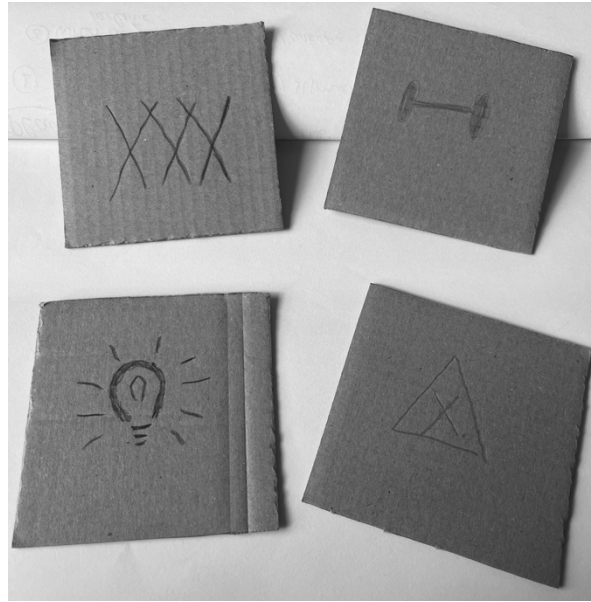
LIGHTBULB for the foods that make you smart



WARNING TRIANGLE for the foods that we should not eat often

These symbols will help the children check if they sorted the food card in the correct food group.

10. Draw a symbol on each cardboard card, according to the number of drawings in each food group.



11. Glue the colored pictures on the cardboard cards.
12. Pass the transparent packing tape over the front and the back of each card, to make them resistant to tear.



13. Prepare sorting containers for the card game.
14. These can be large plastic boxes, tin cans or shoe boxes.
15. Draw the same symbols on or inside the containers as you have on the back of the cards.
16. You can also add the names of groups, to make it easier.



WELL DONE! YOU ARE NOW READY TO PLAY THE GAMES!