

The Learning Kid

Singapore Cultural Learning Kit

Teacher's Manual

Table of Contents

About the Teacher's Manual	3
A Letter from Singapore Chinese Cultural Centre	4
Lessons Overview	5
Lesson Plans & Resources	
- Lesson 1: Storytelling of Nian	6
- Lesson 2: Nursery Rhymes	12
- Lesson 3: Kiap Kiap	21
- Lesson 4: Lo Hei	27
- Lesson 5: Storytelling of Chinese Zodiac	34
- Lesson 6: Greeting	42
- Lesson 7: Festive Munch	55
Acknowledgements	62

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The Learning Kid

Singapore Cultural Learning Kit

About the Teacher's Manual

The purpose of this teacher's manual is to provide preschool educators with essential information and instructions on how to use "The Learning Kid".

"The Learning Kid" targets preschoolers aged 4 to 6 years old and aims to educate preschoolers mainly about the Chinese culture in Singapore. Not only that, this learning kit will also enrich preschoolers' knowledge in other ethnicities' cultures in Singapore, namely the Malays and Indians.

This booklet consists of:

1. Lesson plans for teachers' reference.
2. Annex for teachers' reference.
3. QR Code (For access to online materials)

Please refer to the following icons when using this book:



Duration (Minutes)



Resources/Materials



Steps/Description



Teacher's Manual



Resources

A Letter from Singapore Chinese Cultural Centre...

Dear educators,

The Singapore Chinese Cultural Centre is launching a permanent exhibition which explores the distinctiveness of Chinese culture in Singapore through food, language and customs.

Join the Centre for a **preview session for educators** and bring back a specially designed resource pack to prepare you to explore the exhibition independently with your students. Register your interest by scanning the QR code (Fig. 1).

Apart from **self-guided visits**, the Centre also offers **guided tours** led by the Centre's ambassadors. If you prefer to end the visit with a creative making process, then choose from the carefully designed array of **guided tours with workshops**.

This permanent exhibition will open from January 2020 through to December 2024.

Stay connected with the Centre's educational programmes by subscribing to our electronic newsletter. Join the **mailing list** by scanning the QR code (Fig. 2) to receive our emails and spread the word around to fellow educators.

For all enquiries, contact our education team at education@singaporeccc.org.sg.

Yours sincerely,
Singapore Chinese Cultural Centre
Education Team



Fig. 1



Fig. 2

Aesthetics & Creative Expression (A&C)

- Storytelling of Nian (Ages 4-5)

Learn about Chinese New Year with art & craft elements

Language & Literacy

- Storytelling of Nian (Ages 4-5)

Learn about the origins of Chinese New Year practices

- Nursery Rhymes (Ages 4-6)

Learn the significance of Chinese New Year food

- Storytelling of the Chinese Zodiac (Ages 4-5)

Learn how the Chinese Zodiac came about

- Festive Munch (Ages 5-6)

Learn the names of different festive foods

- Greetings (Ages 5-6)

Learn daily and festive greetings and gestures in different languages

- Lo Hei (Ages 5-6)

Learn the auspicious words associated with Lo Hei and its ingredients

Areas of Learning

Social & Emotional

- Greetings (Ages 5-6)

Learn how to interact with people from other races

Numeracy

- Storytelling of the Chinese Zodiac (Ages 4-5)

Learn about the sequence of the Chinese Zodiac

- Lo Hei (Ages 5-6)

Learn about the sequence of the Lo Hei ingredients

Discovery of World

- Festive Munch (Ages 5-6)

Learn about different and common festive foods

- Lo Hei (Ages 5-6)

Learn about a popular Chinese New Year practice

Fine Motor Skills

- Kiap Kiap (Ages 4-6)

Learn how to hold and be

proficient in the use of chopsticks

- Lo Hei (Ages 5-6)

Learn how to 'Lo Hei'

Lesson Plan 1: Storytelling of Nian

<p>Theme</p>	<p>Chinese New Year</p> <ul style="list-style-type: none"> • Myths & Legends • Practices
<p>Objectives</p>	<ul style="list-style-type: none"> • To be able to recount how Chinese New Year came about • To be able to list out 3 things commonly found during Chinese New Year • To be able to name 3 items that Nian is afraid of
<p>Level / Duration</p>	<ul style="list-style-type: none"> • 4 - 5 years old • 25 - 50 minutes
<p>Prior Knowledge</p>	<ul style="list-style-type: none"> • The existence of Chinese New Year
<p>Topics/Skills</p>	<ul style="list-style-type: none"> • Language & Literacy Skills • Art & Craft Skills
<p>Materials</p>	<ul style="list-style-type: none"> • A3 Story Cards [6 pcs] • Laminated materials [6 pcs] <ul style="list-style-type: none"> • Nian [3 pcs] • Firecrackers [1 pc] • Drum [1 pc] • Red Decoration [1 pc] • Magnets [9 pcs] • Crafting templates [30 pcs] • Guiding templates [5 pcs] • Colouring materials and pencils* <p>*Note: Teachers have to prepare these materials on his/her own.</p>

		
5	<p><u>Tune In</u> Teachers will get the preschoolers to share their experiences relating to Chinese New Year.</p>	
15	<p><u>Main Activity: Storytelling</u> After the preschoolers shared their experiences, teachers will begin telling the story of Nian.</p>	<ul style="list-style-type: none"> • Story Cards • Laminated materials • Magnets

During Storytelling...

Teachers are encouraged to bring concrete items (drums, firecrackers etc) for preschoolers to look and feel.

However, this should be done after the storytelling to avoid distractions.

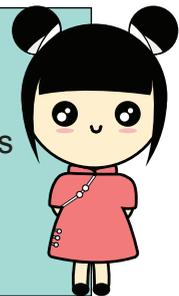
Teachers are also encouraged to use different voices/sound effects at different parts of the story to make storytelling more engaging (e.g. voice of the old man, the sound of drums and firecrackers).



5	<p><u>Closure</u> Teachers can ask simple questions such as:</p> <ul style="list-style-type: none">• Why are the clothings and decorations during Chinese New Year red in colour?• Why is Nian afraid of firecrackers?• Do you still see these practices nowadays? <p>The answers are all mentioned during the storytelling of Nian.</p>	
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Remarks

The questions asked during the Closure is to test preschoolers' understanding of the story, as well as Chinese New Year practices. They also serve to increase engagement and interactions between teachers and preschoolers.



Suggested Activities

5	<p><u>Activity #1: Look for them</u> Teachers will point to different items and ask the preschoolers if Nian would be afraid of it.</p>	
20	<p><u>Activity #2:</u> <u>Colouring & Crafting</u> Teachers can distribute the crafting templates and let the preschoolers decorate them.</p> <p>Preschoolers are encouraged to colour and draw on the crafting templates. (Guiding templates can be given, depending on the abilities of the preschoolers).</p>	<ul style="list-style-type: none">• Crafting templates• Guiding templates• Colouring materials and pencils

Annex A

Storytelling of Chinese Legend, Nian

Script:

A long time ago, there was a monster named Nian. Nian had sharp teeth and giant claws. He also had a big mouth and liked to eat people. At the end of every year, he would come down from the mountains to look for food. The villagers would lock their doors and hide in their houses because they were afraid of Nian.

One day, an old man came to the village. He thought that the villagers' panic and fear made Nian powerful. He told the villagers, "You must not be scared of the monster. You must not hide in your houses. We can work together to scare the monster away."

The villagers asked, "But how?"

The old man told them three things that Nian was afraid of: loud noises, fire and the colour red. The old man continued, "First, you must decorate your windows and doors with red paper and lanterns. Next, you must make loud music with drums and gongs. Nian will be frightened and it will run away."

The villagers listened and agreed to work together. The night before New Year, the villagers made lanterns and decorated their houses with red paper. They had their musical instruments and firecrackers with them as they waited on the streets for Nian to appear. The hungry Nian came down from the mountains to the village, showing his big teeth and claws. However, he was scared when he saw the red windows and doors. Then...

"Bang!" went the drums.

"Gong!" went the gongs.

"Pop!" went the firecrackers.

Nian was so frightened that he ran away and never came back to the village.

Since then, it has been a Chinese New Year tradition for Chinese people to wear red clothes, decorate their houses in red, play drums and gongs, as well as set off fireworks.

Resources

Laminated materials



Online Resources

A3 Story Cards



Remarks

Teachers are to attach the magnets to the laminated materials and Nian, which will be used in the storytelling.



Lesson Plan 2: Nursery Rhymes

Theme	Chinese New Year <ul style="list-style-type: none">• Food
Objectives	<ul style="list-style-type: none">• To be able to name some commonly seen Chinese New Year food
Level / Duration	<ul style="list-style-type: none">• Nursery Rhyme 1: 4 - 5 years old• Nursery Rhyme 2: 5 - 6 years old• 35 - 45 minutes
Prior Knowledge	<ul style="list-style-type: none">• The presence of Chinese New Year
Topics/Skills	<ul style="list-style-type: none">• Language & Literacy Skills• Coordination Skills
Materials	<ul style="list-style-type: none">• A4 'Chinese New Year Food' cards [4 pcs]• A3 'Nursery Rhyme Lyrics' cards [12 pcs]

		
10	<p><u>Tune In</u> Teachers can ask preschoolers:</p> <ul style="list-style-type: none"> • What are some foods that you eat during Chinese New Year? • How does it taste? • Who do you eat it with? <p>After listening to the preschoolers' responses, teachers will then introduce the Chinese New Year foods to preschoolers using A4 'Chinese New Year Food' cards.</p>	<ul style="list-style-type: none"> • 'Chinese New Year Food' cards
20	<p><u>Main Activity: Learning Rhymes</u> Teachers will begin singing one of the nursery rhymes slowly.</p> <p>Teachers can decide whether to let preschoolers come up with their own actions or refer to the online resources for actions to go with the rhymes.</p>	<ul style="list-style-type: none"> • 'Nursery Rhyme Lyrics' cards

Remarks

It is recommended for teachers to bring in authentic materials for preschoolers to better relate to the lesson's content.

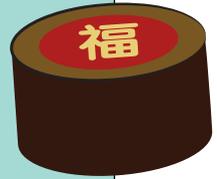
The nursery rhymes' lyrics consists of Chinese New Year foods and its symbolic meaning, explaining why those foods are eaten during the festival.



5	<p><u>Closure</u> Teachers can conclude by recapping the rhymes for each food. Depending on the preschoolers' progress, teachers can get them to sing the whole rhyme several more times.</p>	
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During closure...

If the teachers feel that the preschoolers are able to sing the rhymes without any problem, they can test the preschoolers on the symbolism of each Chinese New Year food instead.



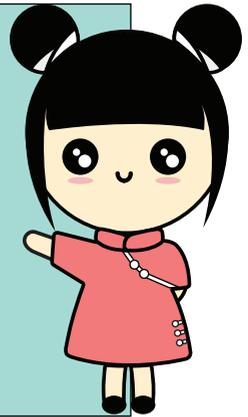
Suggested Activities

10	<p><u>Activity #1: Spot the food</u> Teachers are to paste the 4 different 'Chinese New Year Food' cards at different corners of the classroom.</p> <p>The activity will begin with teachers calling out the name of one food, and preschoolers will brisk walk to that particular food card.</p> <ul style="list-style-type: none"> • For example, if the teachers calls out "Ketupat", preschoolers will walk towards the 'Ketupat' food card. 	<ul style="list-style-type: none"> • 'Chinese New Year Food' cards
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To increase the level of difficulty...

After playing for several rounds, teachers are encouraged to tweak the game:

- Change the placement of food cards.
(Suggested for N2 preschoolers: To test if they recognise different foods and their names).
- Say out what each food symbolises.
(Suggested for K1 & K2: To test if preschoolers remembers what each of the food symbolises).



! Safety Reminder !

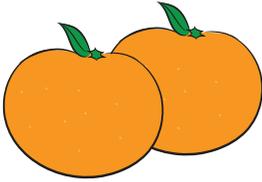
During 'Spot the food' activity, teachers are to frequently remind preschoolers to brisk walk to the food cards to prevent collision or falls.

It is important for teachers to set the following ground rules prior to the activity:

- No running and pushing
- Only brisk walking is allowed
- No shouting or screaming

Annex B

Descriptions of Chinese New Year Food



Mandarin Oranges

Mandarin Oranges (also known as tangerines) are called “柑”. Oranges are auspicious during Chinese New Year and is believed to bring success and good luck to people.



Bakkwa

As Chinese believe that the colour red is auspicious, Bakkwa is seen to bring good luck and ward off negativity.



Rice cake

Its sweetness represents a rich and prosperous year ahead, and its round shape symbolises family reunion. When rice cake (年糕) is read as a whole, it means soaring towards greater heights in the new year.



Rice balls

Chinese families eat rice balls (汤圆) together during the New Year. The round shape of the balls and the bowl it is served in symbolises family reunion, togetherness and unity.

Nursery Rhymes Lyrics

Rhyme #1

This is the song of Chinese New Year food,
Oranges! Oranges! Chinese New Year food.
Lucky! Lucky! It is lucky!
Oranges are lucky to you!

Rice cake! Rice cake! Chinese New Year food,
Grow! Grow! It means grow!
We grow taller together!

This is the song of Chinese New Year food,
Oranges! Rice cake! Chinese New Year food!

This is the song of Chinese New Year food,
Bakkwa! Bakkwa! Chinese New Year food.
Lucky! Lucky! It is lucky!
Lucky, Lucky, me and you!

Rice ball! Rice ball! Chinese New Year food,
Family! Family! It means family!
All of us are family!

This is the song of Chinese New Year food,
Bakkwa! Rice ball! Chinese New Year food!

Rhyme #2

Chinese New Year food they're all so good!
C'mon with me and have a look!

O R A N G E S

Oranges, Oranges, they're auspicious!
During Chinese New Year, it is not rare,
And it always comes in pairs!

B A K K W A

Bakkwa, Bakkwa, makes my day!
It is a lucky Chinese New Year food,
Savoury and salty, it tastes so good!

Chinese New Year food they're all so good!
Remember to try and not just look!

Chinese New Year food, they're all so good!
C'mon with me and have a look!

R I C E C A K E

Rice cake, Rice cake but it's not baked,
Sweet and chewy, it tastes so great!
It means growth in the year ahead!

R I C E B A L L

Rice ball, Rice ball, it's round and small!
Everyone everyone, come together,
And eat rice balls with one another!

Chinese New Year food, they're all so good!
Remember to try and not just look!

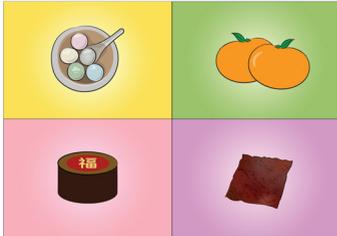
Resources

A3 'Nursery Rhyme Lyrics' cards



Online Resources

Rhyme #1

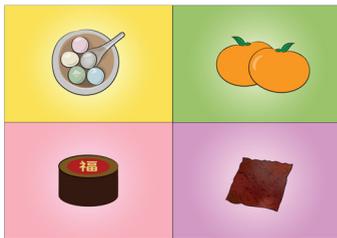


Front page



Back page

Rhyme #2



Front page



Back page

A4 'Chinese New Year food' cards



Lesson Plan 3: Kiap Kiap

Theme	<ul style="list-style-type: none">• Practices (Eating Methods)
Objectives	<ul style="list-style-type: none">• Learn how to hold and use chopsticks in the proper manner• To be proficient in the use of chopsticks
Level / Duration	<ul style="list-style-type: none">• 4 - 6 years old• 20 - 50 minutes
Prior Knowledge	-
Topics/Skills	<ul style="list-style-type: none">• Fine motor skills
Materials	<ul style="list-style-type: none">• Children Chopsticks [30 pairs]• Coloured pom poms [100 balls]• A3 'My Chopstick Song' lyrics card [1 pc]• Plastic bowls* <p>*Note: Teachers are to prepare the plastic bowls according to the class size. Each preschooler will get a bowl.</p>

		
5	<p><u>Tune In</u> Teachers can ask the preschoolers what utensils they normally use to eat their food, before teaching them about the different races' eating methods.</p> <p>For example, teachers can explain why Malays and Indians use their right hand to eat.</p>	<ul style="list-style-type: none"> • Utensils* (Fork & Spoon) • Different kinds of chopsticks* <p>*Refer to Remarks</p>
5	Teachers will then introduce chopsticks to the preschoolers.	<ul style="list-style-type: none"> • Children chopsticks
5	Teachers will then distribute children chopsticks to the preschoolers, before teaching them step-by-step how to hold and use the children chopsticks.	<ul style="list-style-type: none"> • Children chopsticks

Remarks

It is recommended that teachers prepare the forks, spoons and children chopsticks before the lesson.

It is also recommended to prepare different kinds of chopsticks, such as Korean chopsticks, to expose the preschoolers to different types of culture.



5	<p><u>Closure</u></p> <p>After the race, teachers will collect back all the chopsticks and sum up the lesson by repeating the steps of how to hold the children chopsticks, as well as recap the different eating methods used by different races.</p> <p>Suggested questions teachers can ask to test the preschoolers' understanding:</p> <ul style="list-style-type: none">• What do Malays and Indians use to eat their food?• How do they use their hands to eat their food?• Which race uses chopsticks to eat their food?	
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! Safety Reminder !

It is important that teachers walk around to guide and help the preschoolers, and ensure that they do not misuse the children chopsticks.

Teachers should frequently remind preschoolers that they are not supposed to play with their chopsticks during the activity.

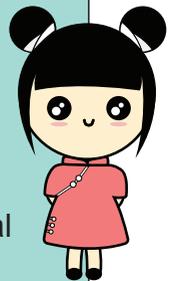
Suggested Activities

10	<p><u>Activity #1: Chopsticks Song</u> Teachers can choose to teach preschoolers the ‘Chopsticks Song’ to pique their interest before learning to use chopsticks.</p> <p>*Recommended for 4-years-old</p>	<ul style="list-style-type: none"> • ‘My Chopstick Song’ lyrics card
10	<p><u>Activity #2: Practice Time</u> Next, teachers will get the preschoolers to sit in a circle before distributing a bowl, containing 4 pom poms, to each preschooler. Preschoolers can practice using the children chopsticks to pick the pom poms up.</p>	<ul style="list-style-type: none"> • Children chopsticks • Pom poms • Plastic bowls
10	<p><u>Activity #3: Relay Race</u> After practicing, teachers will split the preschoolers into rows. The preschoolers will be tasked to transfer felt balls from one bowl to the other, down the row, in the form of a relay race.</p>	<ul style="list-style-type: none"> • Children chopsticks • Pom poms • Plastic bowls

Remarks

Before the lesson, it is recommended for teachers to prepare and place pom poms into the plastic bowls.

It is recommended to allocate 10 minutes for preschoolers to practice using the chopsticks. Additional time can be allocated if necessary.



Annex C

Different eating methods

How do people of different races eat?

Malays and Indians eat using their right hand. Malays eat with their thumb, index, and middle fingers and not their entire hands. Indians eat neatly by only using the tips of the fingers while Chinese uses chopsticks to eat.

Why do Malays and Indians use their right hand to eat?

Muslims and Hindus have traditionally used their left “dirty” hand to take care of wiping their dirty butt and other “unclean” bodily functions. As a result, they never eat or touch someone with their left hand. They always eat with their right hand even if they are left-handed. Their left hand remains dry and is only used for drinking water or passing dishes.

How chopsticks came about / Why do Chinese use

Chopsticks to eat?

People in the past used their hands to pick up food and consume them as soon as they are cooked. However, after steaming, boiling, and roasting, the cooked food are often too hot to be picked up using their bare hands. Hence, people used bamboo, wood, or twigs as tools to help pick up the hot food. Since then, it has become a custom/practice for Chinese people to use chopsticks.

How to use and hold chopsticks



- Hold the upper chopstick like a pencil, about one-third of the way from its top.
- Place the second chopstick against your ring finger, holding it with the base of the thumb. It should be pointing the same way as the first chopstick.
- Move the upper chopstick with your thumb, index, and middle fingers.

Resources

'My Chopstick Song' Lyrics

(To the tune of "Wheels on the bus")



Online Resources

This is my chopsticks, I hold it in my hand,
With my fingers, all of them.
This is my chopsticks, I hold it in my hands,
Practice using them.

This is my chopsticks, I hold it in my hand,
With my fingers, all of them.
This is my chopsticks, I hold it in my hands,
Practise using them.

A3 'My Chopstick Song' Lyrics Card



Front page



Back page

Lesson Plan 4: Lo Hei

<p>Theme</p>	<p>Chinese New Year</p> <ul style="list-style-type: none"> • Practices
<p>Objectives</p>	<ul style="list-style-type: none"> • Learn about the practice of Lo Hei and the dish Yu Sheng • Be able to state the significance of each Yu Sheng ingredient • Practise using chopsticks
<p>Level / Duration</p>	<ul style="list-style-type: none"> • 5 - 6 years old • 50 minutes
<p>Prior Knowledge</p>	<ul style="list-style-type: none"> • The names of the ingredients • Able to use Chopsticks (Optional)
<p>Topics/Skills</p>	<ul style="list-style-type: none"> • Motor Skills • Numeracy • Language and Literacy Skills • Discovery of the world
<p>Materials</p>	<ul style="list-style-type: none"> • Children chopsticks [30 pairs] • A4 'Yu Sheng' cards [8 pcs] • A3 'Yu Sheng' picture [1 pc] • 'Yu Sheng models' <ul style="list-style-type: none"> • Plates and containers* • Coloured strings (orange for carrots, white for radish, green for cucumber) <ul style="list-style-type: none"> • Foam paper (orange for the salmon, yellow for the golden crackers, green for pomelo) • Coloured pom poms (Peanuts) • Rubber bands (Plum sauce) <p>*Note: Teachers are to prepare the number of plates and containers according to the class size.</p>

		
10	<p><u>Tune In</u> Teachers will introduce the origins, purpose and components of Yu Sheng to the preschoolers using the ‘Yu Sheng’ cards.</p> <p>Teachers are recommended to scan the QR code to play SCCC’s Lo Hei music video as an introduction to Lo Hei. (Refer to Online Resources)</p>	<ul style="list-style-type: none"> • ‘Yu Sheng’ cards • ‘Yu Sheng’ picture
10	<p>Teachers can use real ingredients to introduce the components of Yu Sheng by showing and passing it around to let the preschoolers feel, smell, and look at the individual ingredients.</p> <p>While the ingredients are being passed around, teachers can ask the children to describe the ingredients based on touch, smell and sight.</p>	<ul style="list-style-type: none"> • ‘Yu Sheng’ cards • Authentic materials* <p>*Refer to Remarks</p>

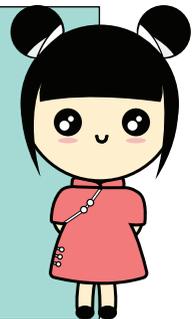
<p>10</p>	<p>Teachers will then split the preschoolers into groups and distribute one set of Yu Sheng model, along with the children chopsticks, to each group. Teachers are to remind preschoolers to always leave their chopsticks aside when not in use.</p> <p>Teachers will then teach the preschoolers how to prepare the Yu Sheng, as well as introduce the auspicious phrases that are said when putting in each ingredient.</p> <p>Teachers will demonstrate by adding in the ingredients and saying the auspicious phrases. The preschoolers will follow the teacher's example and repeat the steps and phrases.</p> <p>Teachers can also explain the meanings of the auspicious words with reference to the 'Yu Sheng' cards.</p>	<ul style="list-style-type: none"> • 'Yu Sheng models' • 'Yu Sheng' cards • Children chopsticks • Plates and bowls
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15	<p>After adding all the ingredients, teachers and preschoolers will then toss the Yu Sheng together using their chopsticks.</p> <p>Afterwards, teachers can allocate 10 minutes for preschoolers to clean up and sort the components of the Yu Sheng model back into the respective packaging, as well as return the chopsticks.</p>	<ul style="list-style-type: none"> • ‘Yu Sheng models’ • Children chopsticks • Plates and containers <p>*Refer to Remarks</p>
5	<p><u>Closure</u> After cleaning up, teachers will then sum up the lesson by recapping all the ingredients used in the Yu Sheng, as well as the auspicious phrases that the preschoolers have learnt.</p>	<ul style="list-style-type: none"> • ‘Yu Sheng’ cards

Remarks

Teachers will need to prepare the plates, containers, Yu Sheng models and children chopsticks before the start of the lesson.

It is recommended for teachers to bring along actual food items to show the preschoolers.



! Safety Reminder !

It is important that teachers walk around to guide and help the preschoolers, and ensure that they do not misuse the children chopsticks.

Teachers should frequently remind preschoolers that they are not supposed to play with their chopsticks during the activity.

Annex D

Introduction of Lo Hei

Yu Sheng (鱼生) is a popular dish eaten during Chinese New Year. It is a teochew-styled, raw fish salad dish that was brought to Singapore in the late 19th century by the Cantonese and Teochew migrants from China.

Yu Sheng means raw fish and sounds like abundance (余) and rise (升) in Chinese. Hence, it has come to symbolize an increase in prosperity and vigour.

In Cantonese, it is known as “lo sang” with 捞 (“lo”) also meaning “tossing up good fortune”. The tossing action is called “Lo Hei”, which means to “rise” (起 “hei”), a reference to thriving businesses. Thus it is popular among businessmen during the New Year. It is believed that the higher you toss the ingredients in the salad, the greater your fortunes will be.

Steps of Lo Hei

Step	Description	Greetings
1	Put in the raw fish. • Symbolizes a surplus of wealth through the new year.	年年有余
2	Put in the pomelo or lime. • Symbolizes good fortune and luck.	大吉大利
3	Put in the carrots. • Symbolizes good luck is right at your doorsteps.	鸿运当头
4	Put in the shredded cucumber on the raw fish. • Symbolizes eternal youth.	青春常驻
5	Put in the shredded white radish. • Symbolizes prosperity in businesses and promotion at work.	风生水起
6	Put in the finely chopped peanuts. • Symbolizes a household filled with gold and silver. (As an icon of longevity, peanuts also symbolise eternal youth.)	金银满屋
7	Put in the golden crackers. • Symbolizes hope of riches that literally fill the whole floor with gold.	遍地黄金
8	Put in the plum sauce. • Symbolizes sweet and loving relationships with everyone.	甜甜蜜蜜
9	Toss the Yu Sheng. Toss the salad 7 times for great luck and wealth in the new year.	发啊! “Huat Ah!”

Resources

A5 'Yu Sheng' card



Online Resources

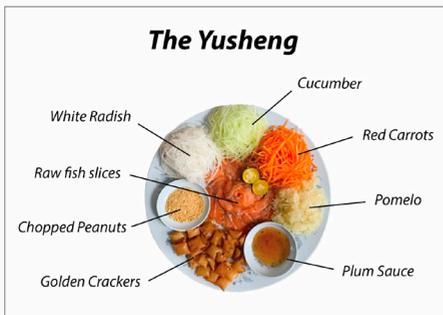


Front page



Back page

A3 'Yu Sheng' picture



'Yu Sheng models'



Lesson Plan 5:

Storytelling of Chinese Zodiac

Theme	Chinese New Year • Myths & Legends
Objectives	• To be able to recall how many animals are there in the Chinese Zodiac • To be able to name the 12 animals in sequence of the Chinese Zodiac
Level / Duration	• 4 - 5 years old • 20 - 40 minutes
Prior Knowledge	-
Topics/Skills	• Language & Literacy Skills • Numeracy
Materials	<ul style="list-style-type: none"> • 'Chinese Zodiac' Puppets [12 pcs] • A3 'River background & story' card [1 pc] • Laminated log and raft • A5 'Chinese Zodiac' Cards [12 pcs] • Ice-cream sticks [12 sticks] • Paper lots printed with images of the 12 zodiac animals* • A box to draw out the animal lots* <p>*Note: Teachers have to prepare these materials on their own.</p>

		
5	<p><u>Tune In</u> Teachers are to tell the preschoolers that they will be sharing the story of the Chinese Zodiac. They will then ask preschoolers questions regarding the Chinese Zodiac such as:</p> <ul style="list-style-type: none"> • How many animals are there in the Chinese Zodiac? • Which animals are part of the Chinese Zodiac? • In a race between all the animals, which animal do they think will come in first/last? <p>Teachers can then reveal the 12 animals that will appear in the story individually.</p>	<ul style="list-style-type: none"> • ‘Chinese Zodiac’ Cards

Remarks

As the story is being told, teachers can ask the preschoolers which place the animal came in, to ensure that they are paying attention.



10	<p><u>Main Activity: Storytelling</u> Teachers will begin telling the story of the Chinese Zodiac.</p> <p>Teachers can ask preschoolers what they think will happen next in the story, keeping them in suspense and engaged in the story.</p>	<ul style="list-style-type: none"> • ‘Chinese Zodiac’ Puppets • Ice-cream sticks • ‘River background & story’ card • Laminated log and raft
5	<p><u>Closure</u> Teachers will recap the 12 animals and their sequence in the Chinese Zodiac. Teachers can ask questions such as:</p> <p>Level 1</p> <ul style="list-style-type: none"> • How many animals are there in the Chinese Zodiac? • Which animal came in first/last in the race? • Why did the Pig come in last? • How did the Sheep, Monkey and Rooster cross the river together? <p>Level 2</p> <ul style="list-style-type: none"> • List out the sequence of the animals in the Chinese Zodiac • List out the sequence of the Chinese Zodiac in reverse <p>Teachers can even raise up a A5 card at random, testing preschoolers which place did that animal come in at.</p>	<ul style="list-style-type: none"> • ‘Chinese Zodiac’ Cards

Suggested Activities

10	<p><u>Activity #1 (Charades)</u></p> <p>This activity is recommended for 5-years-old.</p> <p>Teachers can play a game of charades with the preschoolers.</p> <p>One volunteer will be chosen to draw a lot from the box, act out the animal to the class and have the class guess which animal it is.</p> <p>After guessing the animal correctly, the volunteer will then choose another friend, who will go up and act out another animal drawn from the lot. The game goes on until all 12 animals have been acted out.</p>	<ul style="list-style-type: none">• Paper lots printed with images of the 12 zodiac animals• A box for the animal lots
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During Charades...

If the preschooler is unable to act out the animal, teachers can prompt the preschooler to mimic the sound that the animal makes.



<p>10</p>	<p><u>Activity #2 (What's the sequence?)</u> This activity will help preschoolers to better remember the sequence of the Chinese Zodiac.</p> <p>Teachers are to get the preschoolers to line up to draw lots. The animal printed on the chosen paper lots will be the preschooler's "identity".</p> <p>Preschoolers are to find other preschooler(s) that are holding the same animal identity.</p> <p>Preschoolers will then arrange themselves according to the sequence. After the preschoolers have arranged themselves, teachers will end the activity and will collect the materials (the lots and zodiac cards / puppets) back.</p>	<ul style="list-style-type: none"> • 'Chinese Zodiac' Puppets • Paper lots printed with images of the 12 zodiac animals • A box to draw out the animal lots
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Remarks

Teachers may place the A5 'Chinese Zodiac' Cards / 'Chinese Zodiac' Puppets on the floor as a guide for the preschoolers in figuring out the sequence of the Chinese Zodiac.

To increase level of difficulty...

If the preschoolers are already familiar with the sequence, teachers can increase the level of difficulty by getting the preschoolers to list the sequence of the Chinese Zodiac in reverse.



Annex E

Storytelling of 12 Chinese Zodiac Script

Script:

A long time ago, there was a race where all the animals in the jungle were invited. The first 12 animals to arrive will be one of the Chinese Zodiacs. The arrangement will be according to when they arrive.

Before the finishing line, there was a wide and long river. The Rat saw that other animals were already in front of him and they were all much faster. As the Rat is a poor swimmer, he was already feeling tired and there was still a long way to go. So in order to not fall behind in the race, the Rat came up with a good idea.

He knew that the Ox was the best swimmer and a very kind animal who would believe in anything that anyone said. So he pleaded with the Ox to let him ride on its head by convincing him that being a small animal, he would not be able to run faster than the Ox.

The Ox, being a kind animal, agreed to let the Rat ride on its head and swim across the river. As they were reaching, the Rat jumped off Ox's and sprinted to the finishing line. Hence, the Rat was the first to arrive, followed by the Ox.

Behind them was the tiger. Even though the Tiger was fast, it was difficult for him to cross the river. He had to use a lot of strength to swim onto the land and was the third to arrive.

Not long after, the Rabbit appeared. He was all wet and looked very tired. He tried to cross the river by jumping from stone to stone, but lost his balance and almost drowned. Luckily, he managed to hold onto a piece of floating wood and floated onto the shore.

Then came the Dragon. The Dragon came in fifth because he had to make rain for all living things on Earth. He came across the Rabbit holding onto the floating wood, and he used his breath to push the log onto the shore.

Next, the Horse came charging in. The Horse did not know that the Snake was holding onto his leg. Just as the Horse was about to cross the finishing line, the Snake jumped forward. The Horse was taken by surprise and lost to the Snake. Hence, the Snake came in number six while the Horse came in number seven.

Not long after, Sheep, Monkey, and Rooster came together. Just before the Rooster crossed the river, he saw the Monkey and the Sheep. The Rooster convinced them to work together and help each other to cross the river. They made a small raft together and finally crossed the river after much effort. The Sheep crossed the finishing line and came in eighth place, followed by the Monkey, and the Rooster.

Although the Dog was a good swimmer, he came in eleventh place because he was playful and played in the water too much. The other animals all overtook him and went past the finishing line.

Long after the first eleven animals arrived, the Pig finally appeared. During the race, the Pig was hungry so he decided to look for food to eat. However, he ate too much and fell asleep. He was lucky to wake up in time to come in the last position.

Hence, the order of Chinese Zodiac is Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Sheep, Monkey, Rooster, Dog and Pig.

The End

Resources

'Chinese Zodiac' Puppets



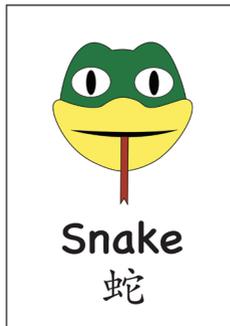
Online Resources



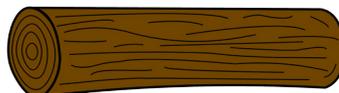
A3 'Laminated River Background & Story' card



A5 'Chinese Zodiac' cards



Laminated Log and Raft



Lesson Plan 6: Greetings

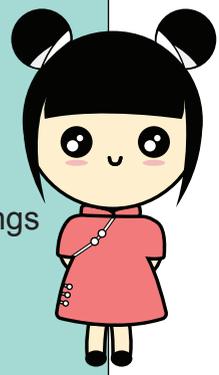
Theme	<ul style="list-style-type: none">• Greetings
Objectives	<ul style="list-style-type: none">• To be able to greet in different languages• To learn more about the different festivals• To be able to identify each race's greeting gestures and festivals (Chinese, Malay & Indian)
Level / Duration	<ul style="list-style-type: none">• 5 - 6 years old• 35 - 45 minutes
Prior Knowledge	<ul style="list-style-type: none">• Simple daily greetings
Topics/Skills	<ul style="list-style-type: none">• Social & Emotional
Materials	<ul style="list-style-type: none">• A4 'Greeting Gestures' guide [3 pcs]• A4 'Festive Greetings' guide [3 pcs]• A3 'Daily Greetings' guide [2 pcs]

		
5	<p><u>Tune In (Daily Greetings)</u></p> <p>Teachers are to introduce everyday greetings phrases to the preschoolers:</p> <ul style="list-style-type: none"> • Good Morning • Good Afternoon • Good Night • How Are You? • I Am Fine • Thank You <p>Then, teachers will teach preschoolers these greetings in different languages such as Chinese, Malay and Tamil using the A3 ‘Daily Greetings’ guide.</p> <p>After teaching the greeting phrases, teachers can recap the lesson before giving a simple test to check their understanding.</p>	<ul style="list-style-type: none"> • ‘Daily Greetings’ guide

Remarks

Teachers can greet the preschoolers in different languages on a daily basis to reinforce the learning.

It is recommended to teach 5-years-old simpler greetings such as “Good Morning”, “Good Afternoon” and “Good Night”. On the other hand, it is recommended to teach 6-years-old all 6 greetings.

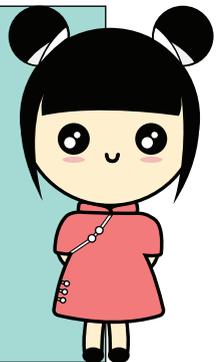


5	<p><u>Festive Greetings</u></p> <p>Teachers will introduce the 3 different festivals (Chinese New Year, Hari Raya, Deepavali) of the different races by showing them images related to the festivals.</p> <p>Teachers can get the preschoolers to identify which image(s) correspond to the festival.</p> <p>Teachers can then follow up by asking simple questions:</p> <ul style="list-style-type: none"> • Who celebrates this festival? • Is it the Chinese/Malay/Indian that celebrates this festival? • What do you normally see/do during the festival? • How do you greet them during festival? • What will you say to your friends and family members? 	<ul style="list-style-type: none"> • Festive pictures* <p>*Refer to Remarks</p>
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Remarks

Before the lesson, it is recommended for teachers to prepare images related to Chinese New Year, Hari Raya and Deepavali.

Teachers are also encouraged to bring authentic items of different festivals, such as food or festive decorations.



5	<p><u>Festive Greetings</u> Teachers will use the ‘Festive Greetings’ guide to teach preschoolers on the different greetings used during each festival.</p> <p>Teachers will start from teaching the different festive greetings:</p> <p>Chinese New Year: 新年快乐 (Happy Chinese New Year)</p> <p>Hari Raya: Selamat Hari Raya Aidilfitri</p> <p>Deepavali: Deepavali Valthukkal (Happy Deepavali)</p> <p>Teachers will get the preschoolers to repeat after them.</p>	<ul style="list-style-type: none"> • ‘Festive Greetings’ guide
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5	<p>Teachers will then show the preschoolers the different greeting gestures printed on the 'Greeting Gestures' guide.</p> <p>Teachers can get the preschoolers to identify which race each greeting gesture corresponds to.</p> <p>Teachers can follow up by asking questions such as:</p> <ul style="list-style-type: none"> • Has anyone used any of these greeting gestures before? • Which race uses this greeting gesture to greet? Chinese, Malays or Indians? • During which occasion have you used this greeting gesture? (Allow preschoolers to demonstrate the gestures) • Who has seen this greeting gesture before? 	<ul style="list-style-type: none"> • 'Greeting Gestures' guide
5	<p>Teachers will then demonstrate and teach the preschoolers how to greet using the 3 different greeting gestures.</p> <p>Preschoolers will be paired up to perform the greeting gestures with one another.</p>	<ul style="list-style-type: none"> • 'Greeting Gestures' guide

5	<p>After demonstrating, teachers can recap by asking the preschoolers:</p> <ul style="list-style-type: none"> • Does anyone know when people will greet with the greeting gestures? <p>Teachers can reveal the answer after listening to the preschoolers' responses: Chinese New Year, Hari Raya Puasa and Deepavali.</p> <p>Teachers are recommended to further elaborate that the greeting gestures used by Malays and Indians are not only for festive occasions, but also in their everyday lives.</p>	<ul style="list-style-type: none"> • 'Greeting Gestures' guide
5	<p><u>Closure</u> Teachers will recap the daily and festive greetings that they have learnt from the activity.</p>	

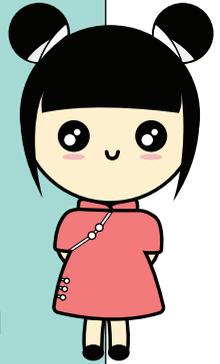
Suggested Activities

10	<p><u>Activity #1: House Visiting</u></p> <p>Teachers are to set up ‘houses’ belonging to the 3 different races (Chinese, Malay, Indian) by placing the different greeting gestures cards at different corners of the classrooms.</p> <p>The activity will begin with teachers naming a race (Chinese, Malay or Indian). The preschoolers will have to identify and brisk walk towards the particular ‘house’.</p> <p>Upon reaching the ‘house’, the preschoolers will have to perform the greeting gesture of that race.</p> <ul style="list-style-type: none">• For example, if teachers call out the race “Malay”, preschoolers will walk towards the Malay ‘house’ and perform Malay greeting gesture, Salam. <p>Teachers will then recap the greeting gestures and festive greetings with the preschoolers.</p>	<ul style="list-style-type: none">• ‘Greeting Gestures’ guide• ‘Festive Greetings’ guide
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Remarks

It is suggested that teachers demonstrate the game while explaining the rules.

Teachers are also encouraged to change the placement of the cards to test if the preschoolers can link the greeting gestures and greetings to their respective race. Alternatively, teachers can also change between using 'Greeting Gesture' cards and 'Festive Greeting' cards.



⚠️ Safety Reminder ⚠️

During the 'House Visiting' activity, teachers are to frequently remind preschoolers to brisk walk to the cards to prevent collision or falls.

It is important for teachers to set the following ground rules prior to the activity:

- No running and pushing
- Only brisk walking is allowed
- No shouting or screaming
- No shouting or screaming

Annex F

Daily greetings in different languages

1. Good Morning

早安 Selamat pagi

நல்ல காலடை Nalla kaalai

2. Good afternoon

午安 Selamat tengah hari

நல்ல மதியம் Nalla mathiyam

3. Good night

晚安 Selamat malam

நல்ல இரவு Nalla iravu

4. How are you

你好吗 Apa kabar

ஂப்படி இருக்கீங்க Eppati irukkinga

5. I am fine

我很好 Saya Baik

நான் நல்லா இருக்கனே Naan nalla iruken

6. Thank you

谢谢 Terimah Kasih

நன்றி Nandri

Festive greetings

Chinese New Year

新年快乐 (Happy Chinese New Year)

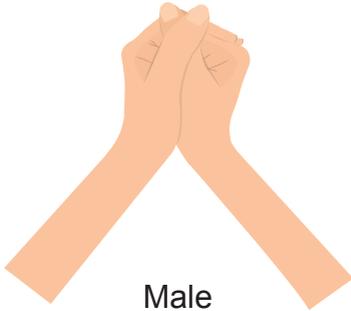
Hari Raya

Selamat Hari Raya Aidilfitri (Happy Hari Raya)

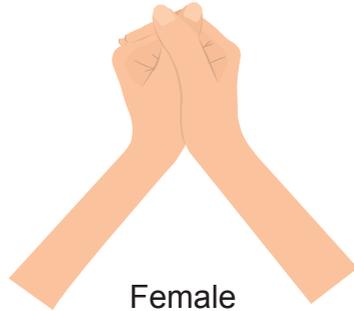
Deepavali

Deepavali Valthukkal (Happy Deepavali)

Greeting Gestures



Male



Female

Chinese (The gesture of fist and palm salute)

Firstly, stand at attention. If you are male, shape your right-hand into a fist, and use your left hand to wrap around the right fist. Looking at each other in the eyes, raise both hands to chest level, bow slightly and gently shake both hands to and fro three times.

Auspicious greetings can also be used in conjunction with the fist and palm salute on different occasions. Some examples are “gōng xī fā cái” (wishing you great wealth), “nî hâu” (hello), “xìng huì” (Nice to meet you) and “xīn nián kuài lè” (happy new year).



Malay (The handshake 'Salam')

The Malay handshake is known as a 'salam', a touching of palms. This handshake is usually light and loose without a grasp and involve only slight touching of the hands. Avoid strong, firm handshakes, even between men.

When greeting, one will bow to the waist level of the other person while touching one's own forehead (or nose tip) to the back of the other party's hand. One's right palm should meet the other person's right palm.

If greeting is done with both hands, both parties will place their left and right palms alternately, underneath each other. (the other party will place his/ her left palm beneath one's right palm, then followed by one's left palm underneath the other party's left palm.)

After which one will then bring his/her right hand (or both hands) back to touch the chest for few seconds to mean, ' I greet you from my heart'. This gesture completes the body movement signifying a receipt of thanks and acceptance.



Indian (Namaste)

During formal occasions, it is common for people to greet with the traditional Hindu greeting, “Namaste” (‘I greet the divine within you’).

A common gesture when greeting is pressing the palms together with the fingertips facing upwards (i.e. in a prayer position) and touching the forehead as a sign of respect. This is accompanied with a nod of the head or a bow depending on the status of the person you are greeting.

Resources

A4 'Greeting Gestures' guide



Online Resources



Front page



Back page

A4 'Festive Greetings' guide



Front page



Back page

A3 'Simple Greetings' guide

Daily Greetings
How are you
你好吗 Apa kabar
எப்படி இருக்கீங்க Eppati irukkinga

I am fine
我很好 Saya Baik
நான் நல்லா இருக்கனே
Naan nalla iruken

Thank you
谢谢 Terimah Kasih
நன்றி Nandri



Daily Greetings
Good morning
早安 Selamat pagi
நல்ல காலன Nalla kaalai

Good afternoon
午安 Selamat tengah hari
நல்ல மதியம் Nalla mathiyam

Good night
晚安 Selamat malam
நல்ல இரவு Nalla iravu



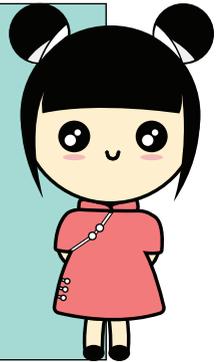
Lesson Plan 7: Festive Munch

Theme	<ul style="list-style-type: none"> • Food
Objectives	<ul style="list-style-type: none"> • To be able to name each race's (Chinese, Malay & Indian) traditional snacks • To be able to name one traditional snack that is common between two or more races
Level / Duration	<ul style="list-style-type: none"> • 5 - 6 years old • 35 - 40 minutes
Prior Knowledge	-
Topics/Skills	<ul style="list-style-type: none"> • Language & Literacy Skills • Discovering of the world
Materials	<ul style="list-style-type: none"> • 4 B6 'Festive Munch' Cards [4 sets of 6 pcs] • A4 'Festive Munch' Cards [1 set of 18 pcs] - Word cards [Chinese and English, 12 pcs] - Picture cards [6 pcs]

Remarks

Each set of cards consist of the following designs :

- Mandarin Oranges
- Ketupat
- Jalebi
- Pineapple Tarts
- Murukku
- Kueh Bahulu

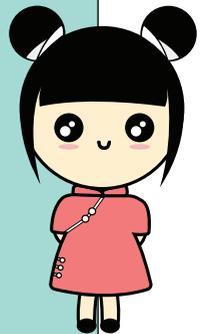


		
10	<p><u>Tune in</u> Teachers will first introduce the theme (Food) for this lesson. Teachers can then ask preschoolers what are some of their favourite foods, before introducing the names of the six different festive foods using the A4 'Festive Munch' cards.</p>	<ul style="list-style-type: none"> • 'Festive Munch' cards
10	<p><u>Hide and Seek</u> After introducing the festive foods, teachers can ask preschoolers to search for the 24 B6 'Festive Munch' cards hidden around the classroom.</p> <p>Whenever the preschoolers find a card, teachers can ask them to name the food printed on the card before the preschoolers return the card back to the teachers.</p>	<ul style="list-style-type: none"> • 'Festive Munch' cards

Remarks

Teachers are recommended to hide 4 sets of B6 'Festive Munch' cards around the classroom before the lesson begins.

During the 'Hide and Seek' activity, hints can be given if the preschoolers are unable to find the cards.



10	<p><u>Main Activity: Common festive food</u> At the end of the 'Hide and Seek' activity, teachers will gather the preschoolers. Teachers will then spell and pronounce the name of the foods with the preschoolers.</p> <p>Foods that various races eat during their festive season will also be introduced. Teachers will also teach preschoolers which foods are common between the different races (Murukku, Kuih Bahulu, Pineapple Tarts).</p>	<ul style="list-style-type: none"> • 'Festive Munch' cards
5	<p><u>Closure</u> Teachers can recap with the preschoolers the 6 foods that were introduced, as well as at which festivals are the different foods eaten.</p>	<ul style="list-style-type: none"> • 'Festive Munch' cards

During Main Activity...

Teachers are encouraged to bring actual food for the preschoolers to taste so that they can better relate to them.



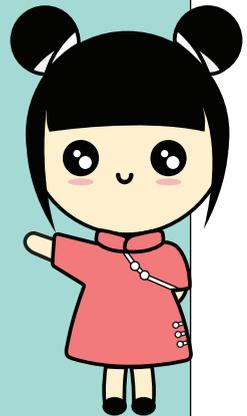
Suggested Activities

5	<p><u>Suggested Activity #1:</u> <u>Spot the food</u></p> <p>Teachers are to place the different food cards at different corners of the classroom.</p> <p>The activity will begin with teachers calling out the name of the food, and preschoolers will have to brisk walk towards that particular food's card.</p> <p>For example, if the teacher calls out "Ketupat", preschoolers will then walk towards the 'Ketupat' food card.</p>	<ul style="list-style-type: none">• 'Festive Munch' cards
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To increase the level of difficulty...

After playing for several rounds, it is encouraged for teachers to tweak the game:

- Changing the placement of food cards
- Calling out the festival name instead of the food name (For example, the teacher can ask "Which foods are eaten during Deepavali?" Preschoolers would then have to walk towards foods such as Jalebi, Murukku and Pineapple Tarts)
- Changing from 'food cards' with images to 'food cards' with names



⚠️ Safety Reminder ⚠️

During 'Spot the food activity, teachers are to frequently remind preschoolers to brisk walk to the cards to prevent collision or falls.

It is important for teachers to set the following ground rules prior to the activity:

- No running and pushing
- Only brisk walking is allowed
- No shouting or screaming

Annex F

Description of Festive Foods



Chinese New Year Food **Mandarin Oranges**

Mandarin Oranges (also known as tangerines) are called “柑”.

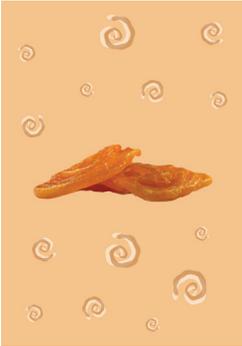
Oranges are auspicious during Chinese New Year and is believed to bring success and good luck to people.



Hari Raya Puasa Food **Ketupat**

The Ketupat is made up of rice boiled in a diamond-shaped pack of handwoven palm leaf strips.

“Ketupat” is believed to mean “forgiveness, to admit one’s mistakes”.



Deepavali

Jalebi

Jalebi is a popular Indian snack that is eaten during weddings, festivals and other important occasions.

Common Festive Food



Chinese New Year, Hari Raya Puasa & Deepavali

Pineapple Tart

The pineapple tart is a popular snack during Chinese New Year and is also consumed during festivals such as Hari Raya as well as Deepavali.



Hari Raya Puasa & Deepavali

Murukku

This savoury, crunchy Indian snack is enjoyed by the young and old alike.



Chinese New Year & Hari Raya Puasa **Kueh Bahulu**

Kueh Bahulu are mini egg sponge cakes commonly eaten during Chinese New Year and Hari Raya. Kueh Bahulu comes in different shapes and sizes depending on the type of mould used, but it is commonly seen in a flower-like shape.

Resources

'Festive Munch' cards



Online Resources



Front page



Back page

- The End -

Acknowledgements

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PCF Sparkletots Preschool
@ Taman Jurong

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Prinsep

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Centre (Mcnair Road)

Pat’s Schoolhouse @
Ridgewood

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