



The Heartland Hero Way

Be Neighbourly

Be Responsible

Be Eco-Friendly



*Fostering Neighbourliness, Responsible Heartland Living
and Eco-friendliness in the Lower Primary Classrooms*

A Resource Book for Lower Primary Teachers



**HOUSING &
DEVELOPMENT
BOARD**

Contents

INTRODUCTION	1
THEMES	2
TEACHING APPROACH	3
THE LITTLE HEARTLAND BEANIES	4
THEME: NEIGHBOURLINESS	6
Lesson 1: The Heartland Hero Way: Be Friendly	6
Lesson 2: Let's Cooperate!	13
Lesson 3: Resolving Conflicts Amicably	17
Lesson 4: Keep Noise Level Low	24
Lesson 5: Winkie and Noise Pollution	27
Lesson 6: Planning Our Involvement	32
Lesson 7: A Visit to a Pre-school Centre	37
THEME: RESPONSIBLE HEARTLAND LIVING	39
Lesson 8: Killer Littering is Dangerous	39
Lesson 9: Prevent Killer Litter	43
Lesson 10: Clutter is Dangerous	47
Lesson 11: Beautiful Corridors	51
THEME: ECO-LIVING	58
Lesson 12: Recycling in Our Neighbourhood	58
Lesson 13: Energy Saving at Home	61
Lesson 14: Water-saving in Everyday Living	65
Lesson 15: Our Garden Homes	68

Introduction

Message From Housing & Development Board (HDB):

Our Heartland comes 'alive' when we come together to realise our common dreams and aspirations. Our towns are brought to 'life' when the physical landscape and buildings are complemented by the everyday touches of caring and considerate neighbours, familiar sounds, sights and people. Common interests and activities bring the community closer together, and make residents appreciate one another. All these bring vibrancy to the heartland.

The key objectives of this resource book are

- To convey the concept of responsible heartland living and how the Housing & Development Board has contributed towards community bonding in the heartland.
- To enable teachers to provide meaningful and engaging experiences that allow students to gain a better understanding towards:
 - The need to build active and cohesive heartland communities
 - Their roles and contributions towards responsible heartland living

Themes

Neighbourliness

1. Be friendly to our neighbours
2. Resolve differences amicably
3. Keep noise level low
4. Participate in community activities

Responsible Heartland Living

1. Prevent potential killer litter
2. Keep common areas/corridor free of clutter

Eco-living

1. Reduce, Reuse, Recycle
2. Use energy-saving appliances with 3 ticks or more
3. Water-saving methods in daily living
4. Use greenery to cool and beautify your home

Teaching Approach

There are 4 main components in the implementation of this programme, as illustrated in the diagram below:

Case Study Reviews and Short Stories

- challenge students' thinking about the key messages

Creative Expressions

- art/craft, creative writing activities and dramatisation provide opportunities for students to express their views

Classroom Group Activities and Indoor/Outdoor Games

- help students experience the skill and value of relationship-building

"Family-Friends Involvement" Activities

- students apply classroom learning in authentic contexts and understand how they can contribute positively to the community

1 Using Case Study Reviews and Short Stories: Teachers will use the case studies to help students identify with the behaviours and actions of the characters and review if they are appropriate. Discussions focusing on these case studies will enable students to decide how each scenario or situation could be improved.

2 Using Creative Expressions: Students will have opportunities to express their views through creative activities such as art and crafts, creative writing and dramatisation (speech & drama).

3 Using Classroom Group Activities and Indoor/Outdoor Games: Students will participate in group activities and play indoor/outdoor games which focus on the themes related to Responsible Heartland Living. At the end of each game, teachers will encourage students to reflect on how they can apply what they have learnt to different encounters on heartland living.

4 Involving Families and Friends: To reach out to the students' head, hands and heart, at the end of each unit, students will discuss and plan a mini "event" that enlist the help of the school and their families.

5 Achievement Awards: To motivate and recognise all efforts of the students, teachers may award students in the following ways:

- For every 12 neighbourly acts, students will receive a "Heartland Hero" gold star
- For every 8 neighbourly acts, students will receive a "Heartland Hero" silver star
- For every 4 neighbourly acts, students will receive a "Heartland Hero" bronze star
- At the end the programme, all participants will be given a "Heartland Hero" certificate that records the number and types of stars that the students have been awarded.

Within each lesson plan, teachers have the flexibility to select the activities that are most relevant and appropriate to the class needs and developmental abilities, in particular activities described in the Extension. Teachers should also modify instructions to match the student's cognitive abilities.

Teaching Approach (continued)

For more teaching resources, teachers can access www.hdb.gov.sg/heartlandbeat. Teachers can also register as a member of Heartland Buzz and be eligible to access the website to blog and share their experiences and views - <http://heartlandbuzz.hdb.gov.sg> (passcode **zvip010909**). Teachers can retrieve additional resources such as stories and visual aids from www.hdb.gov.sg/fi10/fi10333p.nsf/w/YOResources?OpenDocument or scan the QR code.



No fixed timeframes have been accorded to each lesson plan as completion of each lesson is dependent on the students' pace of learning. Objectives of some lessons can be attained within 45 minutes, but others might take more than a couple of hours, which can span a period of one or two weeks. Therefore, teachers are advised to constantly observe students' progress and assess how activities within the lessons should be introduced to facilitate effective implementation of "The Heartland Hero Way".

These lesson plans can be incorporated as part of the weekly Civics and Moral Education or Character and Citizenship Education lessons, integrated into one of the English Language lessons, infused into the National Education periods or events, or a specially planned school project or learning journey during the school holidays.

The Little Heartland Beanies

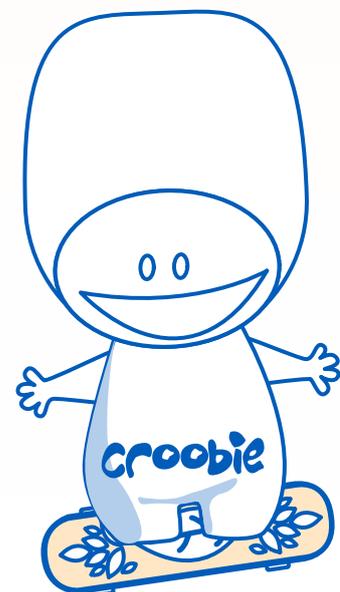
Greenie

Greenie absolutely loves gardening and is very careful about where he puts his beloved plants and belongings. No placing of any items on the ledges where they may fall and hit someone! Whenever he does gardening, he will grab a handful of seeds from his trademark sling bag and with a light touch of his magical fingers, plants will start sprouting and flowers will bloom.



Croobie

Always seen with his skateboard, Croobie detests air pollution and the exhaust fumes that come out of motor vehicles. That is because Croobie has weak lungs and impurities in the air make him choke easily. He is the most peace-loving Banie among his friends and does not like to see his friends quarrel. "We can always talk things out" is his motto.



Rubie

Rubie's handicraft skills are the finest in the universe, and she can make the most beautiful things out of seemingly unwanted items. Her philosophy is always to reduce first, before reusing and recycling. Rubie knows that leaving her items in common corridors and spaces will pose a fire hazard so she makes sure to put them away neatly so that no one will trip and fall. She is most easily recognised by her famous inverted saucepan-hat and unmistakable buttons made from bottle caps!



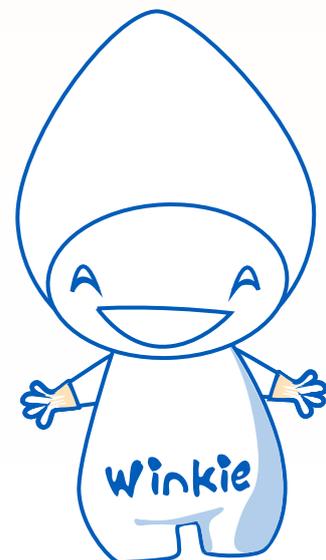
Ernie

Due to an accident that took place while he was a baby Beanie, Ernie is extremely sensitive to energy usage and will twitch uncontrollably whenever there is overusage of energy around him. This causes all appliances within 5 metres of him to shut down! He is very friendly and greets his friends and neighbours everyday with his megawatt smile and a cheerful "Hello!" He loves to have everyone play together and be happy.



Winkie

Since young, Winkie has always been drawn to water. He has the special power to freeze water flow from any water appliances whenever he detects that water is wasted! His ears are most sensitive and can detect the softest sound coming out from the deepest corner, such as a leaking pipe. Poor Winkie gets most upset whenever people shout or play too loudly because the loud noise will hurt his sensitive ears.



Lesson 1

Theme: Neighbourliness

The Heartland Hero Way: Be Friendly



Objectives:

Students will

- learn how to interact with their neighbours; and
- show care and consideration towards their neighbours through simple kind acts.



Resources / Preparation:

- Make a circle in the classroom with masking tape prior to the class
- Prepare mahjong paper (2-4 sheets) for classroom discussions
- Prepare mahjong paper for "Neighbour, Neighbour" activity. Draw a 2 or 3-storey HDB block and include a simple playground (See **Annex L1-A** for a rough template)
- Markers and coloured pencils
- An exercise book per student – a format for each page is suggested in **Annex L1-B**
- Design a reward system for Journal Achievements using the Heartland Journal Stars (**Annex L1-C**) and certificate (**Annex L1-D**)
- Construction paper or photocopying paper (for "Bookmark-making" activity) – cut each sheet into 5-6 pieces vertically
- Hole puncher and some strings or ribbons
- Laminator (optional)



Tuning In:

Greetings!

- Talk about how and why they should greet family members at home and people they meet at school such as principals, teachers and friends.
- Working in pairs, have students list some of the things they would say to their parents, grandparents or siblings when they meet them
 - In the morning
 - Before meals
 - Before going to sleep
- After they have shared their list of greetings, have students do up another list about what they would say
 - When they see the teachers and other staff members in the school
 - When they see the school principal
 - When they need to enter the staff room
 - When they need to speak to a friend in another classroom when the teacher is still in the room
- Discuss why it is important for them to be polite and courteous to family members, staff members at school and also to the people they meet in the neighbourhood.



Good Neighbours

- Discuss about how students should interact with their neighbours and how they can be good neighbours. Ask,
 - *How can a person be a good neighbour?*
 - *What are the important characteristics of a good neighbour?*
 - *What do good neighbours do?*
 - *How should neighbours talk to each other?*
- Divide class into groups of 5-6 students and give out a sheet of mahjong paper with the HDB template (**Annex L1-A**).
- Have the class write greetings and draw acts which good neighbours say and do to each other in their HDB scenes respectively. Demonstrate by using a couple of students' suggestions.
- Have each group decorate and add as many details as possible to their scenes.
- After the students have completed their tasks, each group will share with the class what they have drawn.
- Display the drawings in the classroom and encourage students to continue to add more details based on their personal experiences for the next one week.



Heartland Journals

(The aim of the heartland journal is to encourage students to use the knowledge gained during the lessons and apply it in real life.)

- Hand out the exercise books to students. This will be their "Heartland Journal". Give the class some time to decorate their journals.
- Explain what "Responsible Heartland living" is to students:
 - *Living in a safe environment*
 - *Living an eco-friendly lifestyle*
 - *Living in a cohesive and harmonious environment*
- Show them the format of each page (**Annex L1-B**) and have them rule in the lines on the first page of their journals
- Explain how to fill in their journals:
 - *Each day, they will try to do at least 2 kind acts to someone in the neighbourhood to show that they are responsible persons and care about the people in the neighbourhood and the environment. (Highlight some examples discussed in today's lesson which students can do.)*
 - *For a start, if they have done something to be a good neighbour in the last two days, they can record these acts/deeds into their heartland journals, then have a witness to their act/deed sign under the column "Witness' signature"*
- All journals will be handed in at the start of the day/week and the teacher will award them with Heartland Hero Journal Stars based on the number of deeds the student has done.

(The following is a suggestion that could be used to motivate and recognise the efforts of the students:

- For every **12 neighbourly acts**,
award the student with a "Heartland Hero" **gold star**
- For every **8 neighbourly acts**,
award the student with a "Heartland Hero" **silver star**
- For every **4 neighbourly acts**,
award the student with a "Heartland Hero" **bronze star**
- At the end the programme, all participants will be given a "Heartland Hero" certificate that records the number and types of stars that the students have been awarded.

Samples of the stars and certificate are provided in **Annex L1-C** and **Annex L1-D**.)



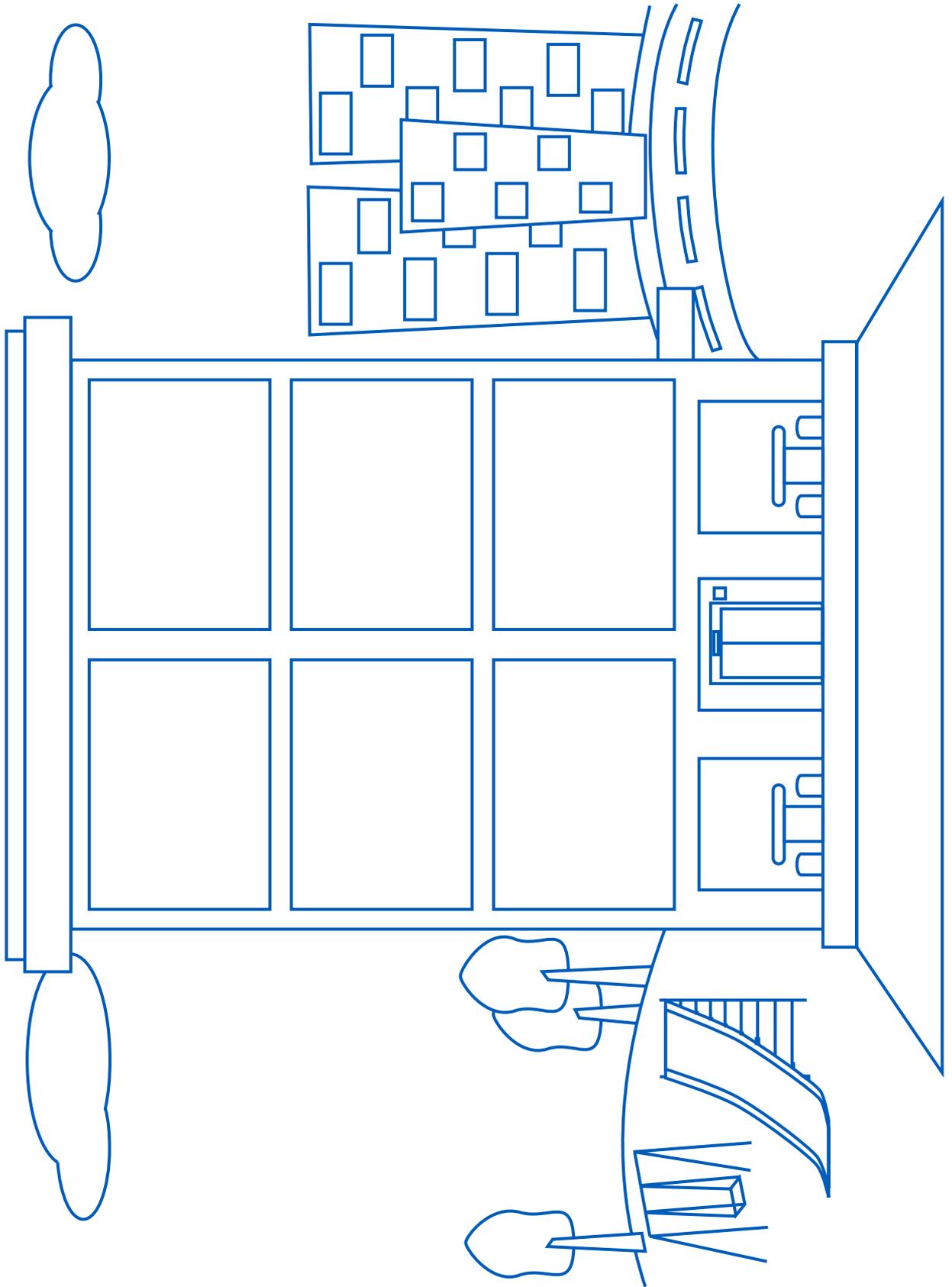
Bookmark Making

Purpose: To promote positive attitudes towards their friends and neighbours.

- Have students pick a strip of paper that you have prepared for this purpose.
- They are to write their names clearly on the strip of paper using a dark-coloured marker.
- Students can then decorate the side of the bookmark where they wrote their name and leave the other side blank.
- When everyone is done, divide class into groups of 8 – 10. Have each group gather in a circle.
- The students will pass the bookmarks around in a clockwise direction and each student will write a word that positively describes the person whom the bookmark belongs to. The words should be written on the blank side of the bookmark.
- Keep going round till the bookmark is returned to the student.
- Teacher can assist in laminating the bookmarks before punching a hole at the top and attaching a piece of coloured string or ribbon to it.



Annex L1-A
"NEIGHBOUR, NEIGHBOUR" ACTIVITY TEMPLATE



Annex L1-B
HEARTLAND JOURNAL PAGE FORMAT

Date	Heartland Deed	Witness' Signature	Star Award

Annex L1-C
HEARTLAND HERO STARS



Certificate of Achievement



This certificate is hereby awarded to



For his/her efforts in The Heartland Hero Way



Lesson 2

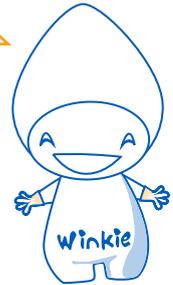
Theme: Neighbourliness *Let's Cooperate!*



Objectives:

Students will

- **become more aware of actions, behaviours and responses that lead to sustained and constructive friendships with people in their neighbourhood; and**
- **learn ways that they can show teamwork and cooperation in everyday life.**



Resources / Preparation:

- Stop watch, a sheet of mahjong paper
- Prepare pictures or take photographs of activities or events that happen in a HDB neighbourhood that depict friendliness, community participation, cooperation and teamwork - for example, playing in the playground, people walking their dogs in the park and roadshows. Otherwise, retrieve photographs of various community events held in HDB heartland from the following website: www.hdb.gov.sg/heartlandbeat
- A photograph of the classroom
- Construction paper of different colours (cut into four equal pieces) or sticky note pads
- Before the lesson, students need to be informed that they require a cereal box (10 oz.) each. Prepare a form or letter to inform parents a few days before on the need for their children to bring a cereal box to school. (Always bring a few spares just in case some students forgot to bring theirs)
- Art and craft supplies and materials (for example, coloured paper, markers, crayons, scissors, stickers and ribbons)
- Case Study Review Sheet "Xin Yin" (**Annex L2-A**)



Tuning In:

Tied in Knots

- Divide students into 2 groups (each group should have about 10-12 members).
- Instruct students to reach out with their left hands to hold another friend's left hand. They will do the same with their right hands, but with a different friend. As a result, they should be holding hands with two different people.
- Ask them to undo their "knot" without letting go of their hands.
- Use a stop watch to time how long it takes for them to undo their "knot".
- Challenge them in the 2nd round to beat the first timing that they have clocked. Give suggestions on how they may improve their timing.
- Talk about the challenges they faced when playing the game and how they overcame those challenges and how these can be relevant to neighbourly living – for example, how they cooperated with each other and helped their friends.



Lesson Proper

The Heartland Hero Way: Being Friendly

- Regroup students, and have them seated facing the board.
- Write in the middle of the board the words “Being Friendly”.
- Get students to take turns to draw pictures or write words on the board that are related to being friendly; ask:

For younger students:

- *What do you think being friendly means?*
- *What is something you can do to show someone that you like to be his/her friend?*

For older students, include the following questions:

- *What kind of person would you like to befriend?*
- *What are the things that you would do for a friend?*
- *Why is it important to be friendly to people in your neighbourhood?*
- *Why do you think that it is hard for some people to make friends, but easy for others?*

- After the discussion, show the class the different pictures/photographs depicting community participation, friendliness, teamwork and cooperation at work.
- Ask students how being friendly/cooperative is important in each scenario and what would happen if teamwork was not present in each.
- Show the photograph of the classroom and paste it in the middle of a large sheet of mahjong paper adhered against a wall/bulletin board.
- Hand out the coloured construction paper/sticky note pads and markers to each student.
- Encourage each student to write down 1-2 things that they can do to show friendliness, cooperation and teamwork in the classroom.
- They will paste their completed slips of paper onto the mahjong paper, around the photograph of their classroom, to form a web.
- Display the web in the classroom and remind students the need to practise what they have written.



Closure

A Story About Being Friendly

- Present the following scenario to the students:
“Xin Yin moved to your neighbourhood and started coming to your school. She has no friends and is very shy.”

Ask,

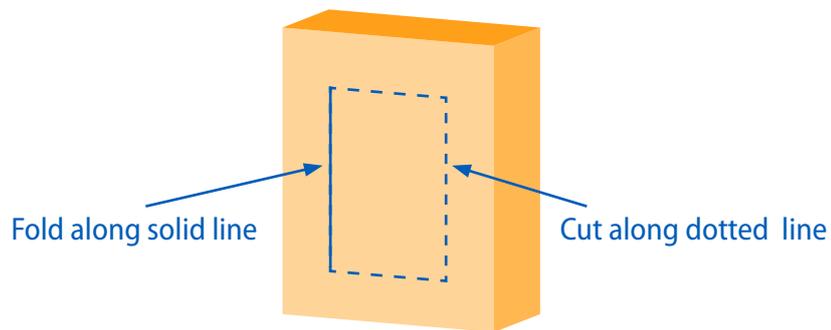
- *What are some things that you can do to show Xin Yin that you welcome her to your neighbourhood?*
- *What are some things that you can do to show Xin Yin that you welcome her to your school?*

- Have students complete the Case Study Review Sheet “Xin Yin” (**Annex L2-A**) in pairs.
- Older students can work in pairs or in small groups of 3 to 4 to write and illustrate another story about Xin Yin being new in the neighbourhood.



Boxes of Fame – Part 1 (Letter-box making)

- Assist students in cutting a rectangular opening on the cereal box as illustrated:



- Have each student wrap their cereal box with coloured paper and decorate with a variety of craft materials – for example, stickers and ribbons.
- Ensure their boxes are clearly named.
- When students have completed their “letter boxes”, assist them in attaching each cereal box to a wall space. Alternatively, arrange them on top of low shelves.

Boxes of Fame – Part 2 (Letter time!)

- Have little strips or a quarter of an A4 sized coloured paper ready for students to pen their thoughts about their friends.
- Students are to write a letter of encouragement in their best handwriting to 1-2 of their friends and drop it into the respective “letter boxes”.
- Show students some examples on what to write to each other:
 - “Dear Rou Bin, thank you for helping me sharpen my pencil yesterday.”
 - “Dear Sarah, it was fun playing with you in the playground!”
 - “Dear Ahmed, you are really good in math!”
- Encourage students to continue writing encouraging notes to their friends everyday and place them in the “letter boxes”. These notes can be written at home or when they arrive at school each day.
- Students can write notes of appreciation to their neighbours and put them in their letter boxes.
- Have them record these as one of the acts in their “Heartland Hero” Journals.

Annex L2-A
CASE STUDY REVIEW SHEET
Xin Yin



Xin Yin moved to your neighbourhood and started coming to your school. She has no friends and is very shy.

Answer the questions below:

1. If you were Xin Yin, how would you feel?

2. What are two things that you can do to show Xin Yin that you welcome her to your neighbourhood?

3. What are two things that you can do to show Xin Yin that you welcome her to your school?

Lesson 3

Theme: Neighbourliness

Resolving Conflicts Amicably



Objectives:

Students will

- learn to be considerate and cooperative;
- use friendly ways to negotiate with each other to resolve differences; and
- learn to respect others by listening to their views, sharing materials and practising taking turns.



Resources / Preparation:

- Print out pictures/photographs of a lion, koala bear, turtle, fox and owl for the story "Animals with an Attitude" (**Annex L3-A**). Teachers can print the pictures from the supplementary package available on www.hdb.gov.sg/heartlandbeat under 'Youth Engagement Initiatives' - 'Resources'
- Case studies where a conflict exists between children (**Annex L3-B**)
- Classroom Activity Record Sheet "Which Animal Am I?" (**Annex L3-C**)
- Case Study Review Sheet "What Should Be Done?" (**Annex L3-D**)
- A small beach ball for "Share and Ask"



Tuning In:

Animals with an Attitude

- Tell the story of "Animals with an Attitude" (**Annex L3-A**) using photographs or pictures of the respective animals to sustain students' curiosity and attention.
- Ask students to guess the answer at the end of each paragraph, after reading the phrase "Guess what he (she) would do if you step on his (her) toes accidentally."
- List the ways that each animal chose to solve the conflict on the board.



Lesson Proper

Solve the Problem

- Using the case studies suggested in **Annex L3-B**, ask children how they think each animal in the story "Animals with an Attitude" would solve the problem.
- Discuss which animal is best at resolving problems and why they thought so. Emphasise that by "resolving the problem" means EVERYONE in the scenario comes out happy.
- Encourage the class to think of more than one solution to the problem. Ask,
 - What's the problem?
 - What different ways can I solve it?
 - Which way is the best way?
 - If it doesn't work, what else can we do?

Which Animal Am I?

- Hand out Classroom Activity Record Sheet to students (**Annex L3-C**).
- Give an example on how to fill up the Classroom Activity Record Sheet.
 - *Which Animal am I? – I think I am a “Turtle”*
 - *“Why?” – I don’t like arguments. I just walk away when someone is angry at me*
 - *“Which Animal do I want to become?” – The “Owl”. I want to be able to sort out my problems wisely and try to make everyone happy!*
- Emphasise that there are NO wrong answers. There may seem to be a “right” answer but there isn’t. This activity will help the students and the teacher learn how to resolve differences in the classroom.



Closure

Conflicts in Everyday Life

- Regroup students for large group activity.
- Introduce the word “conflict” to the class. Teacher will explain the meaning of “conflict” to the students and share some examples of conflicts - for example, arguing over ownership of a plaything or material, calling one another names, wanting to be first, forcing others to do things their way, having differences over rules and preferences for games or activities.
- Have students identify their own experiences, and suggest examples of how conflicts can occur between and among people and how they could be avoided. List their suggestions on the board. Some examples could be:
 - *Share materials*
 - *Use alternative materials*
 - *Take turns to play or use materials*
 - *Learn to accept others’ views or ways of playing*
 - *Cooperate with each other*
 - *Find new ways by incorporating each other’s preferences*
- Hand out Case Study Review Sheet “What Should Be Done?” (**Annex L3-D**) and briefly review each case before having students answer the questions.



Extension:

Share and Ask

- Have everyone take out their journal.
 - Begin by sharing your own “Heartland Hero” act of the day/week.
 - Pass the ball to a volunteer who would like to share their “Heartland Hero” act with their classmates; he/she will pass it to another friend at the end of their sharing. The person holding the ball will share his/her “Heartland Hero” act.
 - Students may also share the difficulties that they have encountered and ask any questions that they might have.
- Throughout the process of the sharing, foster a safe and supportive environment in which students can honestly and openly share their thoughts and feelings.



Annex L3-A

STORY

Animals With an Attitude

(by Jason Shern-Ern Fan and Dr Melinda Eng)

*Somewhere, in an imaginary jungle, lived a lion called Roar.
This roaring lion would argue, yell, debate and threaten to show he is the authority,
the king of the jungle!
Guess what he would do if you step on his toes accidentally.*

*Somewhere, in an imaginary zoo, lived a koala called Selfless.
This selfless koala would do everything to prevent a fight.
He would make others happy even if it results in his own unhappiness.
Guess what he would do if you step on his toes accidentally.*

*Somewhere, in an imaginary sea, lived a turtle called Shy.
This shy turtle would avoid conflicts at all costs.
She would distract, walk away or change the subject.
Guess what she would do if you step on her toes accidentally.*

(for older students)

*Somewhere, on an imaginary hill, lived a fox called Negotiable.
This negotiable fox would try to find ways to compromise with other animals.
He was willing to give in partway if the opposite side was willing to give in as well.
Guess what he would do if you step on his toes accidentally.*

*Somewhere, on an imaginary tree, lived an owl called Wise.
This wise owl would sort out problems wisely.
She would think of ways to make sure everyone lived happily.
Guess what she would do if you step on her toes accidentally.*

Annex L3-B CASE STUDIES



I'm First

Pat and Min Min were riding their bicycles at Bishan Park. They arrived at a narrow path which allowed only one bicycle to pass through.

It Should Be Mine

Pat and Min Min were invited to their friend's birthday celebration. A buffet of food was served at the reception. Pat wanted to get some fish balls for her brother and herself. However, when she reached the buffet counter, there were only two fish balls left in the tray, and Min Min was already standing there, about to reach out for the two fish balls.

I Need to Rest

Pat was about to take an afternoon nap after her lunch. She was feeling very tired after her swimming lesson in the morning. Suddenly, there was a knock on the door. Pat's mother opened the door and saw Min Min. Min Min asked her if she could come in and play with Pat until dinner time.

Annex L3-C
CLASSROOM ACTIVITY RECORD SHEET
Which Animal Am I?

Date	Which Animal Am I?	Which Animal Do I want to be?
Draw!		
Why?		

Annex L3-D
CASE STUDY REVIEW SHEET
What Should Be Done?



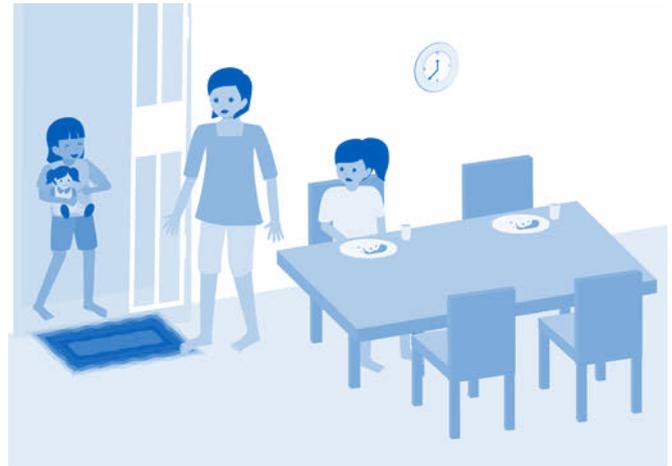
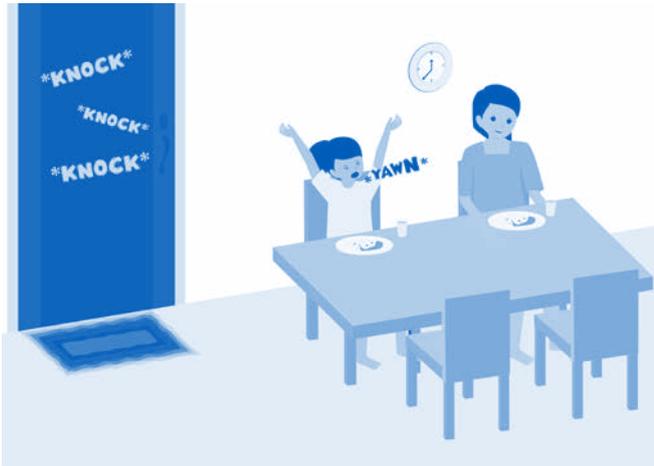
It Should Be Mine

Pat and Min Min were invited to their friend's birthday celebration. A buffet of food was served at the reception. Pat wanted to get some fish balls for her brother and herself. However, when she reached the buffet counter, there were only two fish balls left in the tray, and Min Min was already standing there, about to reach out for the two fish balls.

Answer the questions below:

1. What would you do if you were Pat?

2. What would you do if you were Min Min?



I Need to Rest

Pat was about to take an afternoon nap after her lunch. She was feeling very tired after her swimming lesson in the morning. Suddenly, there was a knock on the door. Pat's mother opened the door and saw Min Min. Min Min asked her if she could come in and play with Pat until dinner time.

Answer the questions below:

1. What would you say if you were Pat's mother?

2. What should Min Min have done before she went to Pat's house?

Lesson 4

Theme: Neighbourliness

Keep Noise Level Low



Objectives:

Students will

- understand that loud noises disturb others who might need rest; and
- learn ways to keep noise levels down in order not to disturb others in the neighbourhood.



Resources / Preparation:

- Notebooks or clipboard with paper and pencils
- Large sheets of mahjong paper
- 4 “noise” scenario pictures - Teacher-prepared photographs of scenes with high level of noise such as kicking balls along the common corridor, television turned on at high volume, a house party and crowded hawker centre.
- Art and craft materials such as newspapers, magazines, plastic bottles, disposable cups, scotch tape and glue.
- Small portable radios, mp3 players, alarm clocks, anything that makes a loud noise and can be switched on and off
- Case Study Review Sheet “How Can They Keep Noise Level Low” (**Annex L4-A**)



Tuning In:

Sound Investigation

- Take students for a walk around the school/HDB block.
- Provide each student with a notebook or clipboard with a piece of paper and a pencil.
- As they walk around the area, they will identify the sounds that they hear, describe them and note how they feel when they hear the sound - for example, if it is pleasant, unpleasant, good, bad, make them feel angry, sad and uncomfortable.
- At the end of the walk, give each group of 5-6 students a large piece of mahjong paper where they sort out the “good sounds” and “bad noises”
- Have a class discussion with each group sharing about the sounds they have identified and how they have classified them.



Lower the Noise, Please

- Show students the 4 “noise” scenario pictures.
- Talk about how the noise in each scenario affects others who are nearby. Ask,
 - *What is happening in the picture?*
 - *Have you seen this happen in and around your home/neighbourhood?*
 - *Do you think it is right to ...?*
 - *Why can't we ...?*
 - *Do you think people can hear loud noises from far away?*
 - *Instead of ... (e.g. speaking on our phone loudly), what should we do?*
 - *What is the proper way of doing these things?*
- Discuss the cases found in the Case Study Review Sheet “How Can They Keep Noise Level Low?” (**Annex L4-A**) and relate them to the students’ personal experiences or newspaper reports, if relevant. Talk about possible ways that each of the activities can be carried out with lower noise levels.



How Can They Keep Noise Level Low

- Students will complete the Case Study Review Sheet “How Can They Keep Noise Level Low?” (**Annex L4-A**) individually or in pairs by writing short sentences to describe how to keep the noise level low for each of the cases listed.



Kill the Noise

- Provide students with a small radio/mp3 player or anything that emits sound.
- Have various craft materials available such as newspapers, magazines, plastic bottles, disposable cups, scotch tape and glue.
- Students have 10-20 minutes to build a structure to cover the radio without touching the radio/mp3. This structure has to block out the sounds made by the radio/mp3.
- The team that builds a structure that blocks out the most noise wins.
- Have a discussion after the activity on what students can do at home to keep the noise level down when they have friends over for a birthday party:
 - *Close the doors and windows*
 - *Draw the curtains*
 - *Have rugs in the room*
 - *Play quiet games*
 - *Lower the volume of the music*
 - *Speak gently to one another*



Annex L4-A
CASE STUDY REVIEW SHEET
How Can They Keep Noise Level Low?

<p>1. Zul and his father are watching a football match on television at home.</p>	
<p>2. Krish is playing card games with three friends at home.</p>	
<p>3. Peng Im and her two friends are having skipping rope relay at the void deck.</p>	

Lesson 5

Theme: Neighbourliness

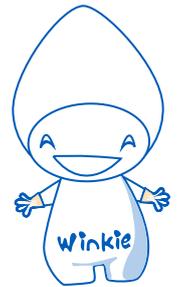
Winkie and Noise Pollution



Objectives:

Students will learn that

- loud noises upset others;
- some games should only be played outdoors where the higher noise levels will not disturb people in the neighbourhood; and
- they should refrain from making loud noises and keep the volume down at night.



Resources / Preparation:

- CD or music player for activity “Telephone”
- Classroom Activity Record Sheet/Story “Winkie and Noise Pollution” (**Annex L5-A**)
- Writing and drawing materials (pens, pencils, colour pencils, markers, crayons)
- Glue, outdated magazines and advertisements by supermarkets and other retailers
- Story “In Hope of a Peaceful Night” (**Annex L5-B**)
- Case Study Review Sheet “In Hope of a Peaceful Night” (**Annex L5-C**)



Tuning In:

Telephone

- Have students stand in rows of 6 to 8.
- The first student will be given a message to read and he/she will have to whisper it to the next person in the row.
- The next person will have to whisper what he/she heard to the next person until the message reaches the end of the row. The last student in the row will write out the message he heard.
- Compare the message with the original one and talk about the differences, if any, and the cause for the change.
- This activity will be repeated. For the first time, play a loud piece of music in the background. When repeated, reduce the volume of the music such that you can only hear it a few steps away.
- Talk about the differences between the 2 experiences.



Lesson Proper

Winkie and Noise Pollution

- Introduce students to Winkie, the Beanie with sensitive hearing who hates loud noises (refer to page 5 for a description of Winkie).
- Give each pair of students the Classroom Activity Record Sheet “Winkie and Noise Pollution” (**Annex L5-A**). They will read the passage and fill in the answer in the appropriate boxes.
- Have them present their answers to the class upon completion. Discuss the different ways Winkie would do to reduce noise pollution.

Winkie and Noise Pollution - The End

- In pairs, students brainstorm and write an ending to the story “Winkie and Noise Pollution”.
- Regroup students so that each pair can share their story with another pair of students.



Closure

Story: In Hope of a Peaceful Night

- Read the story in **Annex L5-B**.
- Ask the class some questions to prompt further discussion:
 - *What do you think of ... ?*
 - *Is the noise in the story “acceptable” or “not acceptable”?*
 - *If not acceptable, what should be done instead?*
 - *Are there different things people do in the day and at night?*
 - *What do you think will happen to Mr Tan when he does not get a good night’s sleep?*
 - *Why is it important to be aware of what other people around you are trying to do?*
 - *What should Mr and Mrs Tan do so that they can both rest well at night?*
- Hand out Case Study Review Sheet “In Hope of a Peaceful Night” for students to complete (**Annex L5-C**)
- Older students can talk about their personal experiences in relation to noise pollution in the neighbourhood where they live and write a short story about it.



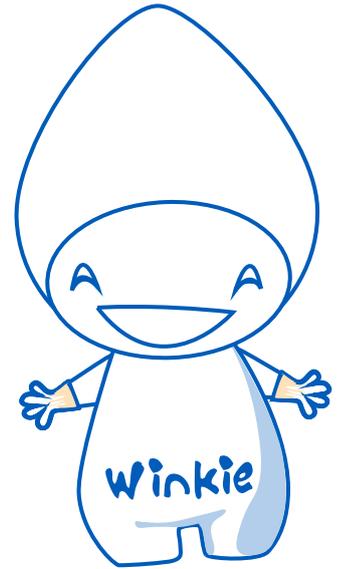
Extension:

Poster Designing: Scrap the Noise

- Provide students with glue and recyclable materials.
- Have students use the materials provided to design posters about the negative effects of loud noises to remind their friends to keep noise levels down both in school and at home.
- (Optional) Posters can be posted on the Heartland Buzz website (<http://heartlandbuzz.hdb.gov.sg>) as part of a photo album, and be shared with other schools. Teachers can also contact HDB for more information regarding the uploading of pictures under the Heartland Buzz website

Annex L5-A
CLASSROOM ACTIVITY RECORD SHEET
Winkie and Noise Pollution

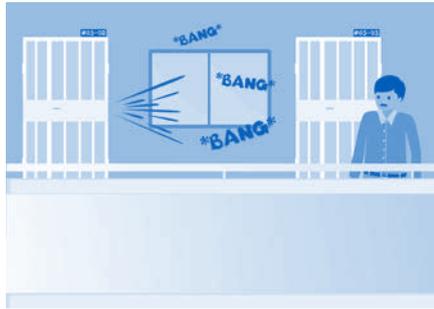
Since young, Winkie has always been drawn to water. He has the special power to freeze water flow from any water appliances whenever he detects that water is wasted! His ears are most sensitive and can detect the softest sound coming out from the deepest corner, such as a leaking pipe. Poor Winkie gets most upset whenever people shout or play too loudly because the loud noise will hurt his sensitive ears.



1. Sounds that Winkie dislikes	
2. What do you think he will do to reduce noise pollution?	

Write an ending to the story above.

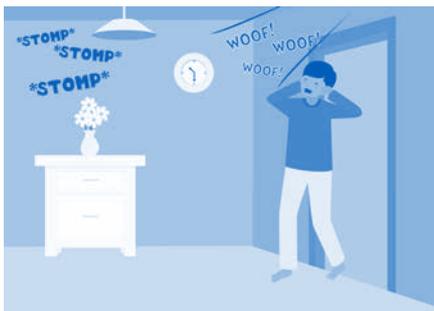
Annex L5-B
STORY
In Hope of a Peaceful Night
(by Melinda WY Eng)



"I can't wait to get home!" Mr Tan said to himself while driving home from work.

Mr Tan had a long day and was looking forward to the night's TV programme and have a good rest.

However, when he got home, all he could hear were screams of the children from next door. They were playing their army video game and every shot could be heard as well. Mrs Tan had gone over to ask them to lower the volume of their television, but they wouldn't listen. In fact, Mrs Tan was told to "mind her own business".



Mr Tan decided to increase the volume of his television as well so that he could hear what was going on. Even so, he did not enjoy it and felt even more tired than before.

When Mr Tan was about to go to sleep at 10.30 pm, all he could hear in his bedroom was the increasingly loud barks of the dog upstairs with occasional shuffling of heavy feet.

As he walked towards his bed, he could not help shaking his head with disapproval because he knew he was not going to get a good night's sleep again.

Annex L5-C
CASE STUDY REVIEW SHEET
In Hope of a Peaceful Night

<p>What were the sounds that prevented Mr Tan from having a good rest in the evening?</p>	
<p>Why did Mr Tan shake his head and think that he was not going to have a good sleep that night?</p>	
<p>What do you think Mr and Mrs Tan should do to help their neighbours be more considerate?</p>	

Lesson 6

Theme: Neighbourliness

Planning Our Involvement



Objectives:

Students will

- realise the value of their participation in community activities; and
- learn ways to contribute positively to these activities.



Resources / Preparation:

- Hand-prints (**Annex L6-A**) – photocopy the prints on different coloured papers
- Prepare a wall space in the classroom to paste the hand-prints; name the wall space “Hands that Help”
- Consent forms from parents; collate and arrange for transport (if necessary)
- A sample of a Family-Friends Involvement Sheet “A Visit to a Pre-school Centre” (**Annex L6-B1 and 2**); included are directions for making the flowers



Tuning In:

Helping Hands

- Give each student about 4 to 5 hand-print shapes (**Annex L6-A**).
- Keep a stack of these shapes in the classroom, accessible to the students.
- Before doing any writing, ask students to share incidents where someone has been kind to them and how it made them feel.
- On each “hand”, students will write an act of kindness that they had shown to someone or experience recently. They may use deeds from their Heartland Journal. Decorate the “hand” and paste them on the wall “Hands that Help” upon completion. They may complete 2 to 3 sets in class and do the remainder at home.



Lesson Proper

My Neighbours and Our Community

- Ask students if they and their families go out together with their neighbours. Talk about
 - How they get to know their neighbours better;
 - The types of activities that they do with their neighbours;
 - The activities organised in their neighbourhood – workshops, tours, New Year celebrations, block parties, art competitions or other special events organised by their community club; and
 - How they can be involved in community activities so that they can contribute to the good of the neighbourhood – for example, do something that is kind, helpful or cheer up a group of people.



Closure

A Visit to a Pre-school Centre: Plan

- Tell students that you would like them to be involved in doing something for the children in the kindergarten to help them get to know their school better.
- Students will:
 - *Decide which nearby pre-school centre they wish to visit;*
 - *Decide what they wish to do there – for example, teach the pre-school children to sing a song, teach them a craft and tell them about primary school so that they will look forward to going into a primary school. (Plan to involve families in some of these activities).*
 - *Write to the pre-school centre to seek permission and inform the principal what they want to do during the visit.*
- Inform them that you would like them to bring along a stalk of hand-made flower for each of the children at the pre-school centre as a gift. Their families will help to make them (**Annex L6-B1 and 2**).
- Divide class into 2 groups; one group (consisting 3 to 4 students) will write the letter to the pre-school centre while the other group will get ready the materials that they need and practise what they want to do at the centre.



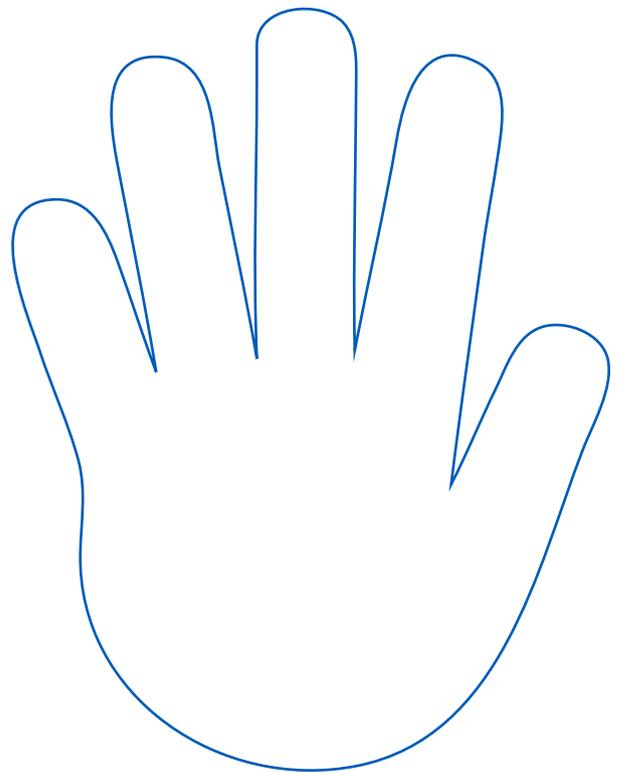
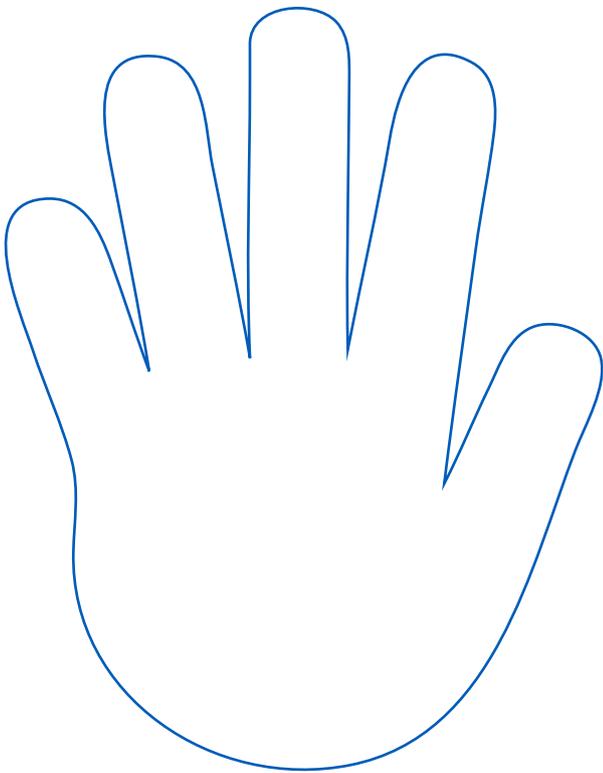
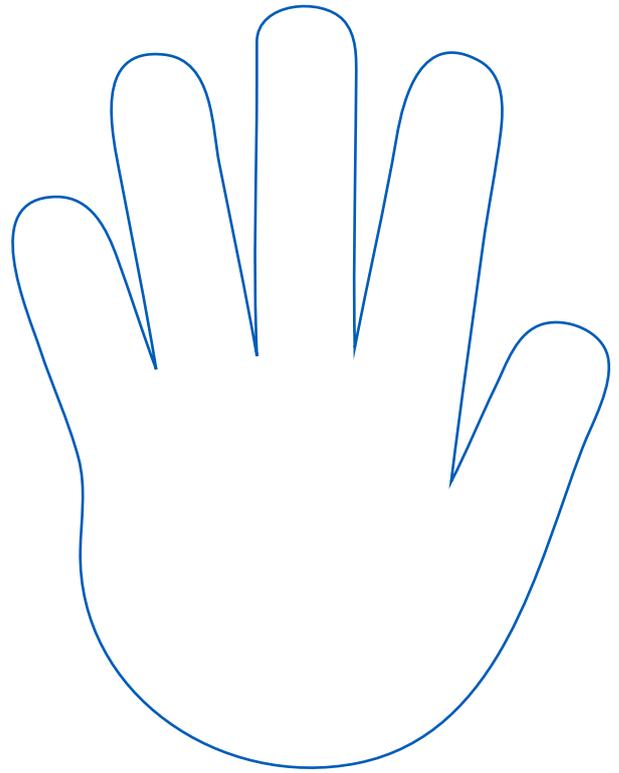
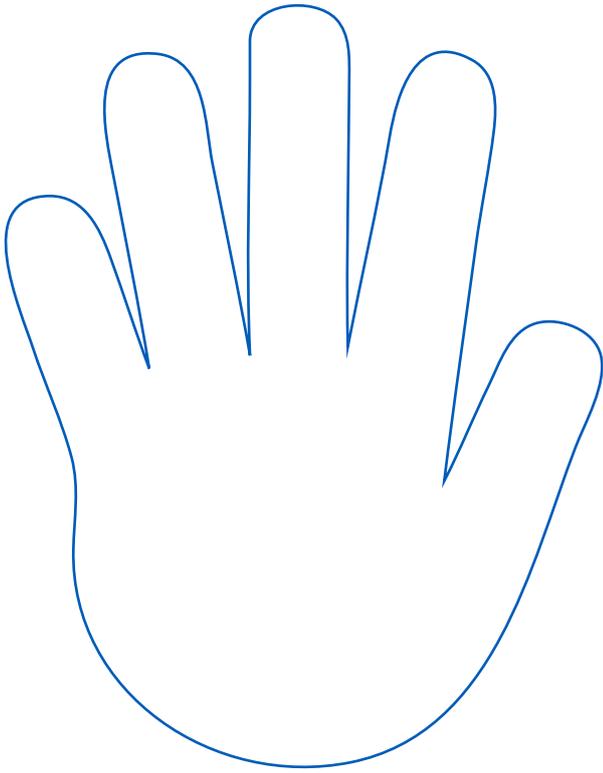
Extension:

“What Can I Do for Someone?” Flowers

- Talk about why the flower is named “What Can I Do for Someone?”:
 - *To remind everyone that we should always be thinking about what we can do for others rather than for ourselves or what others can do for us.*
 - *Ask students:*
 - > *What would the school be like if everyone is always thinking of themselves instead of others?*
 - > *What would the school be like if everyone is always thinking about doing something good to someone else instead of themselves?*
 - > *If you are nice to 2 people a day, and in turn they be nice to another 2 more people, how many acts of kindness will be done in a week? (Draw a diagram to help students see the impact.)*
- Demonstrate and teach students how to make the flower (follow instructions in the Family-Friends Involvement Sheet, **Annex L6-B1 and 2**). Inform students that you will be sending a Family-Friends Involvement Sheet to request their families to help make more flowers so that there will be enough for the children at the centre.
- Be sure to find out how many children are there in the pre-school centre and have families make enough for everyone.



Annex L6-A
Helping Hands



Annex L6-B1
FAMILY-FRIENDS INVOLVEMENT SHEET

Dear families and friends,

We would like to invite you to participate in the community project for “The Heartland Hero” Programme to do something for the students of a pre-school centre in the neighbourhood.

To prepare for the visit, we would like to request your help in making the “What I Can Do for Someone” flowers so that we can give one to every teacher and student at the centre. Each family may wish to make 5 flowers. The instructions for making the flower is found in the attached.

Function:	A Visit to a Pre-school Centre
Date/Time:	
Address:	
Fee:	(if applicable)
Programme:	The students will visit ... to ...
Remarks:	
Teacher-in-Charge:	
Accompanying adults:	
REPLY SLIP	
Function:	A Visit to a Pre-school Centre
Date/Time:	
I would like to be involved in the following ways:	<ul style="list-style-type: none"> • • •

Annex L6-B2

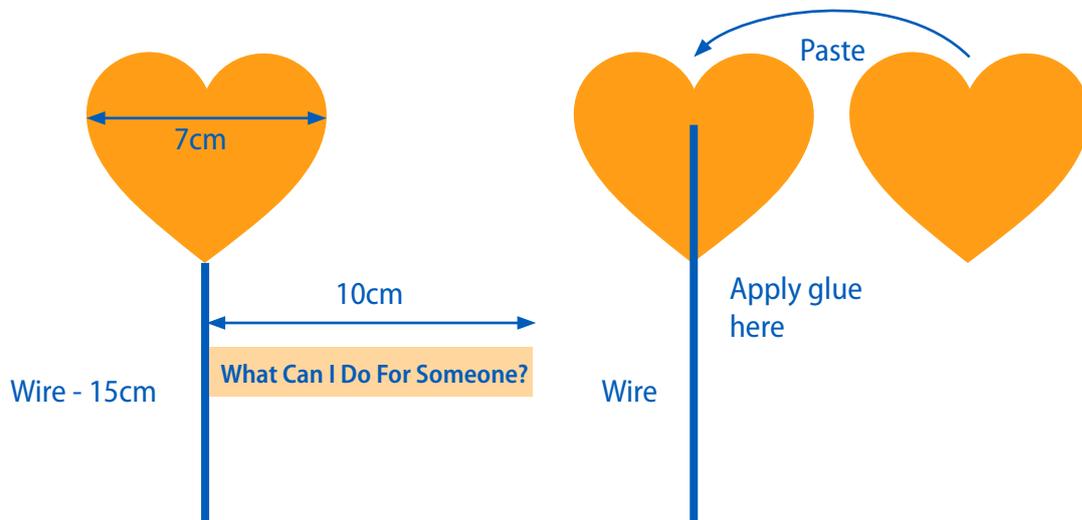
“What Can I Do for Someone?” Flowers

Materials for flower-making:

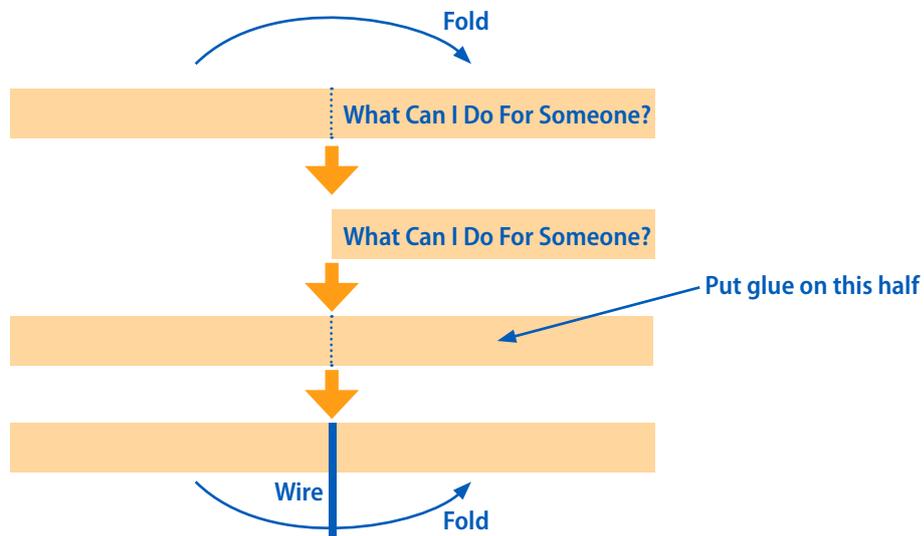
Green pipe-cleaners/wire for the stem, green strips of construction paper, red hearts cut from construction paper

Instructions for 1 flower

1. Cut out 2 red hearts
2. Cut 15cm of wire
3. Cut out a 20cm green strip of paper
4. Fold green strip into half and write “What Can I Do for Someone?” starting on the folded side
5. Put glue on one of the hearts and place one end of the wire in the middle
6. Paste the other heart over the heart with glue and wire. Press down and make sure wire and hearts are stuck together



7. Put glue on the underside of the folded green strip
8. Place wire where the fold-line is and fold green strip along the same line. Glue should stick the strips to the pipe-cleaners/wire
9. Done!



Lesson 7

Theme: Neighbourliness

A Visit to a Pre-school Centre



Objectives:

Students will

- participate in a community activity; and
- experience the value of being involved in such activities.



**Resources /
Preparation:**

- Ensure all preparations are in place (refer to Lesson 6) and students have rehearsed what they wish to do for/with the children at the pre-school centre; have enough flowers for each child at the centre
- Have a basket for every 4 students in the class
- Adhere to teacher-student ratio, all school policies and safety precautions for field trips



Activity Plan:

Pre-visit Discussion (Before Setting Off)

- Review the programme and what the students want to do at the pre-school centre and rehearse once before setting off. A sample programme could be:

Time	Activity
9.30 am – 10.00 am	Arrive at the pre-school centre. Meet and greet the principal, teachers and children (Explain the reason for the visit) Sing a welcome song
10.00 am – 11.00 am	Teach a song Play a game Tell a story Share about what they do at school
11.00am to 11.30 am	Give out flowers and say good-bye

- Remind students of the safety rules that they need to follow during the visit.
- Remind students to be courteous to everyone when they are at the centre and to respect their properties. Do not take things without adults' permission.

The Heartland Hero Way (At the Pre-school Centre)

Teacher's role:

- Coordinate with the Principal and teachers at the centre about the implementation of the programme.
- Remind students to cooperate with each other and carry out the activities as planned and with assistance from families and friends.
- Supervise the students, and if necessary, assist in managing the children during large group activities.
- Involve families in the activities where necessary as the programme progresses and in giving out the flowers.



Back in Class

- Students will reflect and write their thoughts about their visit to the pre-school centre in their "Heartland Hero" Journals – what the visit meant to them, how they felt about doing the activities with the children and if they think it is important to have such community activities to get to know their neighbours.
- Talk about how they cooperated and helped the children at the pre-school centre. List the different ways that they had cooperated and helped on the board.



Wrap Up and Awards (Back at School)

- Allow time for the students to record what they did at the pre-school centre in their Heartland Journals.
- Have them count and sum up the number of "Heartland Hero" acts they have done so far, and award the journal stars accordingly.



Lesson 8

Theme: Responsible Heartland Living

Killer Littering is Dangerous



Objectives:

Students will

- be aware of the dangers of killer litter; and
- recognise ways of preventing killer littering.



Resources / Preparation:

- Stopwatch
- Case studies – Preventing Potential Killer Litter (**Annex L8-A**)
- Classroom Activity Record Sheet “Killer Litter: Word Search and Warning” (**Annex L8-B**)
- Pictures/photographs of potential killer litter hazards such as dangerously placed flowerpots on ledges, cups and plates placed close to windows to dry, hanging of items outside the window or dangerously placed items near windows or ledges. (Teachers will be able to get the pictures from the supplementary package available on www.hdb.gov.sg/heartlandbeat under ‘Youth Engagement Initiatives’ - ‘Resources’)



Tuning In:

Killer Litter Hazards Around You

- Show students photographs of potential killer litter hazards. Ask,
 - What do you see in this picture?
 - What is not right? Why?
 - What do you think will happen?
 - What is the right thing to do?
- Introduce the term “killer litter” in response to students’ answers to the above questions. Have students explain what “killer litter” means. Ask students if they know what it means when someone comment that something is killer litter. (Killer litter is litter tossed from high-rise buildings which kills or injures people.)



Killer Litter Boggle

- Write the words “killer litter” on the board and ask groups of 4 to 5 students to form as many new words as possible using only letters in “killer litter” within 3 - 4 minutes. For example, kill, little, till, rill, lit, keel, tell, title, letter, tree and tilt.
- Explain the rules:
 - Words must contain 2 letters and above. For older students, increase the minimum number of letters to 3.
 - When time is up, stop the game.
- Ask them to use at least 3 of the words that they have in their list to form a short sentence about killer litter. They may add other words in their sentence to make it more meaningful.

Preventing Potential Killer Litter

- In the same group as “Killer Litter Boggle”, have each group examine the case studies about killer litters (**Annex L8-A**). They will discuss and propose how each case could be avoided.
- Each group presents their solutions for large group discussion.



DOs and DON'Ts of Killer Litter

- Talk about the DOs and DON'Ts about killer littering; ask,
 - What should we do or not do to ensure that our neighbourhood is safe at all times?
 - What should we do or not do to ensure that there is no killer litter in our neighbourhood at all times?
- Have students set some rules that people in the neighbourhood should follow in order to prevent killer littering. Assist by asking,
 - Where should flowerpots be placed?
 - How should unwanted things such as empty boxes and broken toys be put away?
 - Is it safe to throw garbage and broken furniture on lift landings?
- Encourage them to think of ways to convey the rules positively too. For example, instead of saying “Do not place flowerpot on the ledge”, they could say “flowerpots should be placed on the floor at all times.”



Killer Litter: Word Search and Warning

- Students will look for the words associated with killer litter in the word search in the Classroom Activity Record Sheet “Killer Litter: Word Search and Warning” (**Annex L8-B**) and write a warning message about killer littering using 2 of the words found in the word search. The message could either be a serious or humorous one.



Annex L8-A
CASE STUDY REVIEW SHEET
Preventing Potential Killer Litter

Case Study 1

A primary school pupil was hit on the head by a rock when he was chatting with his friends at a badminton court near their school. The rock was thrown from a nearby block of flats. The pupil suffered a cracked skull and needed an operation.

("Rock thrown from height cracks primary 6 boy's skull"; The New Paper, October 11, 2013)

Case Study 2

"... a woman threw a bottle of chilli sauce out of her 16th-floor flat in Compassvale, disrupting a wedding below her block and injuring a guest who had to be hospitalised."

("In Court over chilli sauce bottle"; Asiaone news, December 18, 2009)

Case Study 3

A 39-year-old man threw a mahjong table from the ninth storey of a HDB block in Ang Mo Kio when he got into an argument with his relatives.

("Man allegedly throws mahjong table down nine storeys"; The New Paper, September 8, 2012)

Case Study 4 (for older students)

"... a woman who was believed to be mentally unsound, was arrested after she went on a five-hour rampage and threw her personal belongings like photographs, boxes, files, certificates, books and an alarm clock, out of her eighth-storey flat at... Hougang ..."

("NEA received 5,200 complaints about high rise litter last year"; The New Paper, Thursday, May 10, 2012)

How can each of the above incidents be avoided?

Annex L8-B
CLASSROOM ACTIVITY RECORD SHEET
Killer Litter: Word Search and Warning

k	z	u	c	l	e	a	n	b	p
l	i	x	i	o	c	h	v	w	e
i	c	l	o	t	h	e	s	i	o
t	u	y	l	m	n	i	b	n	p
t	l	l	q	e	p	g	q	d	l
e	e	z	k	n	r	h	p	o	e
r	e	y	q	r	j	t	p	w	e
d	a	n	g	e	r	o	u	s	e
l	n	e	i	g	h	b	o	u	r
e	f	l	o	w	e	r	p	o	t
d	r	t	q	p	s	d	a	f	r
g	p	r	e	v	e	n	t	g	t
e	e	t	w	s	a	f	e	k	h
c	a	r	i	n	g	h	d	b	y

Find these Words!

killer	litter	flowerpot	window	safe
caring	ledge	clothes	height	dangerous
people	clean	neighbour	prevent	

Write a warning for 'killer litterers' in the box below.
You must use at least 2 of the words found in the word search above.

Lesson 9

Theme: Responsible Heartland Living **Prevent Killer Litter**



Objective:

Students will learn that there are some things that they can do to help prevent killer littering in the neighbourhood.



Resources / Preparation:

- Case studies (**Annex L9-A**)
- Case Study Review Sheet "Sumei" (**Annex L9-B**)
- A4 paper



Tuning In:

Warnings for 'Killer Litterer'

- Review the 'DOs and DON'Ts of Killer Litter' that the students have developed in Lesson 8 and talk about the implications.
- Have students share the warning that they have written at the end of the activity "Killer Litter: Word Search and Warning" (**Annex L8-B**) and discuss about how people will react or respond to their messages.



Lesson Proper

Why Do People Commit Killer Littering?

- Have students read the 2 case studies found in **Annex L9-A**. Ask students a few questions to reflect on the consequences of killer littering and find solutions to prevent them from happening. For example:
 - What may happen?
 - Why did this happen?
 - What is the main problem?
 - How can we stop this from happening? – As students mention the different ways to stop killer littering, write them on the board using a mind map:





Closure

Sumei

- Complete Case Study Review Sheet “Sumei” (**Annex L9-B**).
- Discuss their answers to emphasise how the neighbourhood can be safer without killer litter.



Extension:

Dear Neighbours

- Students will write a letter telling their neighbours what they have been learning in school about the dangers of killer litters and suggest ways for everyone to prevent killer litter from occurring in the neighbourhood.
- These letters could be photocopied and handed to family, friends or neighbours whom they know well.



Annex L9-A
CASE STUDIES
Killer Litter

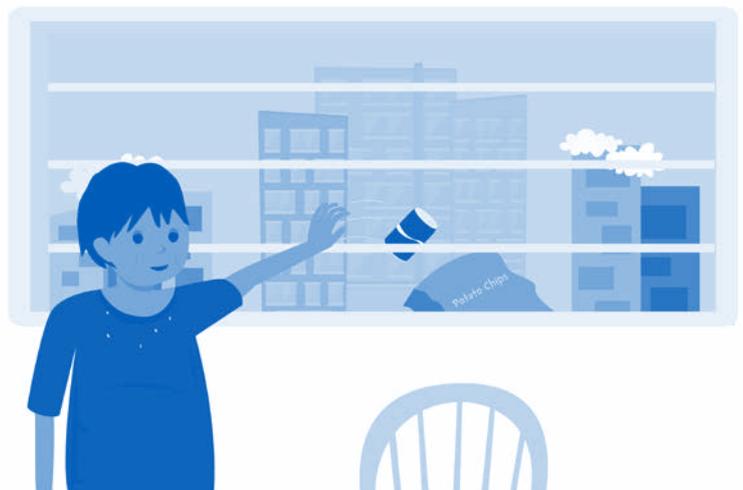
Case Study 1

Mrs Oma loves plants. She loves watching them grow and taking care of them. She has many potted plants in her house. "Plants need lots of sunlight to grow well," Mrs Oma says to herself. She looks around her house, then decides to place her favourite plants on the window ledge in the kitchen where they would get the most sunlight. She lines all of her potted plants on the ledge and secures them with a string.



Case Study 2

Thomas enjoys drinking canned drinks and munching potato chips when he is doing his homework. One afternoon, he had so much homework to complete that he did not want to get out of his room. When he had emptied the canned drink and potato chips, he conveniently threw the empty can and bag out of the window and continued with his homework.



Annex L9-B
CASE STUDY REVIEW SHEET
Sumei



One day, Sumei was walking home from school. As she arrived at the void deck, she heard a loud crash. A few metres to her right she saw a broken glass bottle on the ground. As she looked up, she saw another bottle flying down. Sumei screamed and ran as fast as her legs could carry her.

Answer the questions below:

1. What do you think would have happened to Sumei if the glass bottle had hit her?

2. How should you get rid of unwanted glass bottles?

3. What do you think you can do to help people in the neighbourhood understand the dangers of killer litter?

Lesson 10

Theme: Responsible Heartland Living **Clutter is Dangerous**



Objectives:

Students will

- understand that cluttered common areas in the neighbourhood are potential dangers to people living there; and
- recognise the need to keep common areas tidy, clean and pleasant for people to use and visit.



Resources / Preparation:

- For “Walkthrough” activity, use masking tape to mark 3 lanes of 1m width and 5m length
 - In the first lane, clutter it up with objects you find in the classroom
 - In the 2nd lane, arrange some obstacles along the lane
 - In the 3rd lane, keep it free from any obstacles
- Prepare pictures/photographs of common areas in the HDB or home that is messy and cluttered - for example, the playground, common corridors, walkways and living room
- Classroom Activity Record Sheet “No Clutter in Common Areas” in **Annex L10-A**
- Classroom Activity Record Sheet “Walk Around the Block Report” in **Annex L10-B**



Tuning In:

Walkthrough 1 (To be played outdoors)

- Divide the students into 3 teams.
- Line them up behind each lane, as marked.
- Each team has to walk through the lanes as fast as possible.
- All the students are to brisk walk.
- Students will have to get back to the start again if they:
 - Run instead of walk
 - Touch any of the obstacles placed along the lanes
- All the teams will have to go through the three lanes.
- Discuss the challenges they face as they walk through the first 2 lanes and reflect on the potential dangers that might occur.



Lesson Proper

What are Common Areas?

- Bring students to a space near the area that you have set up for “Walkthrough 1”.
- Ask them to identify some common areas in their neighbourhood.
- Show them pictures/photographs of “cluttered” common areas. Talk about the dangers and inconvenience caused by the clutter in these areas. Ask them for their thoughts and discuss how they might clear up these common areas to make them safe and comfortable.

Walkthrough 2

- Return to the 3 lanes and have the students observe how the clutter has hindered them from walking through lanes 1 and 2.
- Discuss how they should de-clutter them and get them to re-arrange the objects to make a clear and convenient walkway.
- Have a walking race among the 3 teams. The team that clears all 3 lanes in the shortest time will be the winner.



Closure

No Clutter in Common Areas

- Hand out Classroom Activity Record Sheets “No Clutter in Common Areas” to students (**Annex L10-A**).
- They are to fill in column 1 with items that can be placed in the respective common areas. In the 2nd column, they will list items that should not be left in the respective areas.



Extension:

Walk Around the Block

- With reference to the Classroom Activity Record Sheet (**Annex L10-B**), explain to students that for this activity, they need to work with one of their friends and a family member to:
 - Survey the ground floor of a block of flats near the school to check out the common areas
 - List all the common areas around the block and note down on the record sheet what they observe about each common area – for example, whether the area is cluttered or clean and tidy, what objects or items are found left there, whether the things are placed in a safe or dangerous manner and whether the place is safe for people to use.
- They will write down everything they see in this report. They can take photographs of these places and include them in their report. They should also include things they did to make things right, if appropriate.
- On returning to school, have students share what they have observed during their survey and suggest solutions to the problems they noted.



Annex L10-A
CLASSROOM ACTIVITY RECORD SHEET
No Clutter in Common Areas

Common Area	What should be there	What shouldn't be there
<p style="text-align: center;">Common Corridor</p> 		
<p style="text-align: center;">Home Living Room</p> 		
<p style="text-align: center;">Staircase and Lift Landing</p> 		

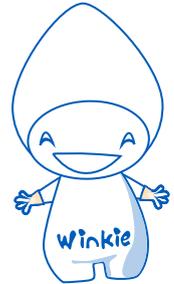
Lesson 11

Theme: Responsible Heartland Living *Beautiful Corridors*



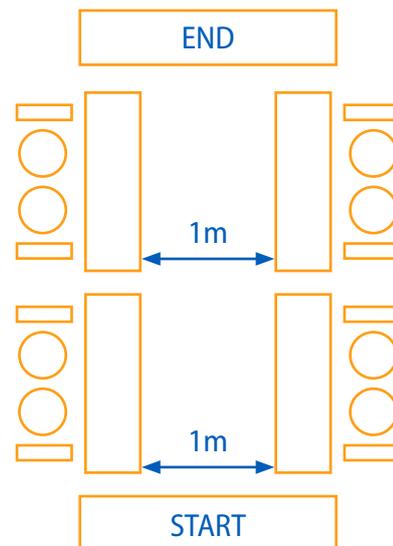
Objective:

Students will learn ways to keep common areas and corridors free of clutter.



Resources / Preparation:

- For “Corridor Race”, set up classroom or outdoor space prior to students’ arrival. Turn tables sideways to form a mock “corridor”. See illustration below:



- Objects for “Corridor Race” - 2 waste paper baskets, 4 1.5- litre empty plastic bottles, 2 cardboard boxes (photocopying paper size), 2 chairs, 2 ring files, 2 rubber balls (those that don’t bounce)
- Stopwatch, pencil and paper
- Case Study Review Sheet “Granny Hong” ([Annex L11-A](#))
- Case Study Review Sheet “Granny Hong, Version 2” ([Annex L11-B](#))
- Family-Friends Involvement Sheet “What a Beautiful Corridor!” ([Annex L11-C](#))



Corridor Race 1

- The aim of race 1 is to keep the ball in the corridor for as long as possible.
- Divide class into 2 teams. Each team will use the same objects to arrange along the “corridor”. They will need to find the best way to try and obstruct and prevent the ball from reaching the end zone.
- One member of the opposing team (the kicker) will try to kick and dribble the ball on the ground through the obstacles to reach the end zone.
- Rules:
 - Both teams will plan how they want to arrange the objects before the race. Once the race commenced, they are not allowed to change their plans.
 - The ball must be on the ground at all times.
 - The ball must not knock down anything placed along the “corridor”; if anything falls, the race starts all over again from the starting point.
 - No one is allowed to use their hands to touch the ball; if the ball is stuck in a corner, the kicker will need to use his/her legs to manoeuvre the ball out of the corner.
 - The team that is able to keep the kicker from the opposing team at bay for the longer time will win.
- Provide each team with pen and paper to plan where they wish to place their obstacles.
- Toss a coin to see which team goes first.
- Use the stopwatch to time the races.



Corridor Race 2

- The aim of race 2 is to make it as easy as possible for the ball to reach the end zone. Same rules apply.
- This time, the kicker will be from the same team that arranges the obstacles.
- Teams will be given a pencil, paper and time to plan where they wish to arrange the obstacles, so that a clear pathway is provided for the kicker to send the ball to the end zone at the shortest time.

Clear the Clutter

- Talk about the need to keep corridors and other common areas (for example, lift landings, void decks, passage ways to main roads and parks) around their neighbourhood clear of clutter:
 - They become obstacles to traffic flow
 - The elderly and young children may have difficulties walking through the clutter and may trip and fall
 - They can be fire hazards
 - They slow down a person walking through them and may cause delay during an emergency

Clear Corridors Can Save Lives 1

- Present the following case study:

Granny Hong had a heart attack at home. Her daughter-in-law called for an ambulance to send her to the hospital. When the paramedics arrived, they had difficulties pushing their stretcher to Granny Hong's doorsteps. At the lift landing, there were two bags of garbage and an unwanted chair. In addition, there were piles of old newspapers and large pots of plants along the corridor leading to Granny Hong's house.

Due to the incident, Granny Hong was not able to walk anymore and had to move around in a wheelchair. The doctor told her family that if she had been sent to the hospital just five minutes earlier, she might still be able to walk today.

- Discuss about the causes for Granny Hong's inability to walk – her heart attack and the paramedics' inability to reach her fast enough due to the cluttered corridor that obstructed the stretcher.
- Talk about how people should dispose of their unwanted things and the safe ways for people to keep plants in common areas.
- Work in pairs to answer the questions on Classroom Activity Record Sheet "Granny Hong" (**Annex L11-A**).



Closure

Clear Corridors Can Save Lives 2

- Have students write another version of the story "Granny Hong" with the ending given in Classroom Activity Record Sheet "Granny Hong, Version 2" (**Annex L11-B**). Students may work in pairs or groups of 3 or 4.
- Conduct a story-telling session after they have completed their stories.



Extension:

Family-Friends Involvement: Beautiful Corridor Day

- Explain how students can carry out this project:
 - They will need to enlist the help of their parent/families using the Family-Friends Involvement Sheet "Beautiful Corridor Day" (**Annex L11-C**);
 - Their parents/family will need to help them talk to neighbours and friends about this project;
 - Together with their parents/family, neighbours and friends, they will reflect on what they can do about the corridor just outside their homes and decide how they wish to take action to prevent clutter; and
 - Then, organise a "Beautiful Corridor" Day with the help of their parents/family.

- Discuss the possible actions that they need to take to ensure the success of the project:
 - *Talk politely to their family, friends and neighbours and invite them to cooperate; and*
 - *With their parents/family's help, design a programme for the day and discuss with friends and neighbours what to do, what they should bring and their special duties for that day.*
- Take pictures of the corridor before and on "Beautiful Corridor Day" and make a scrapbook to show
 - *the difference between the "old" corridor and the "new" corridor; and*
 - *what their families, neighbours and the students did to make that difference.*

Wrap Up and Awards

- Students will reflect and write their thoughts about their involvement in the Beautiful Corridor Day in their "Heartland Hero" Journals.
- Have them count and sum up the number of "Heartland Hero" acts they have done so far and award the journal stars accordingly.



Annex L11-A
CASE STUDY REVIEW SHEET
Granny Hong

1. Why did the paramedics have difficulty reaching Granny Hong's house at the shortest time possible?

2. Where should old furniture such as the chair at the lift landing be discarded?

3. How did the large potted plants obstruct the passage way to Granny Hong's house?

4. What is the moral of Granny Hong's story?

Annex L11-B
CASE STUDY REVIEW SHEET
Granny Hong, Version 2

Granny Hong had a heart attack at home. Her daughter-in-law called for an ambulance to send her to the hospital.

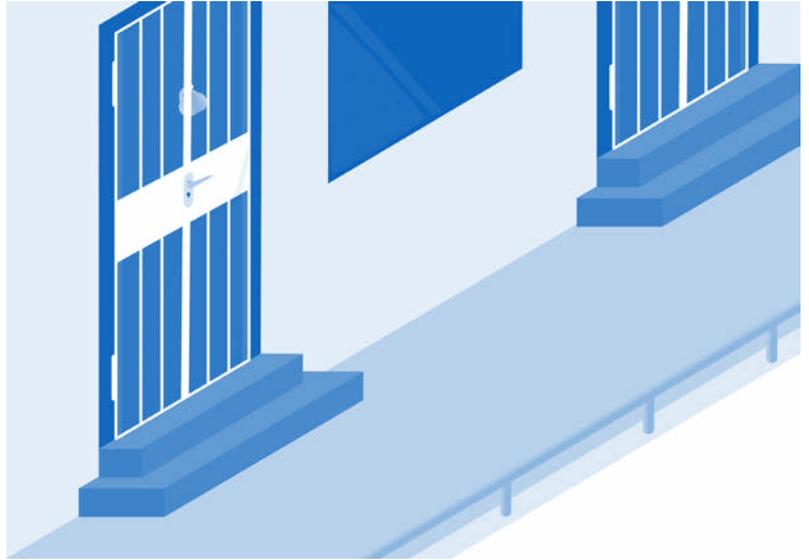
Today, Granny Hong remains strong and walks to the nearby park every morning to exercise with her elderly neighbours.

Annex L11-C
FAMILY-FRIENDS INVOLVEMENT SHEET
Beautiful Corridor Day

Dear families and friends,

Corridors are provided at every level of HDB flats to give residents space to move in and out of their homes comfortably. Common spaces and facilities were created to provide opportunities for interaction and bonding amongst residents.

Your children have been learning about different ways that they can keep corridors clear of clutter and how plants in corridors should be arranged to prevent killer litter. As such, we would like to encourage you to organise a **Beautiful Corridor Day** with your children and neighbours to come together and transform your existing corridor to one that is bright, clean and that you will look forward to come home to everyday.



Before **Beautiful Corridor Day**, together with your child,

- Decide on a convenient date and how you wish to campaign for participation – e.g. Simple brochures to be given to neighbours
- Speak with neighbours and friends to invite them to participate
- Inform them of how they can prepare themselves for the day
- Highlight to them about the consequences of placing objects in a hazardous manner (e.g. on the corridor ledge)

On **Beautiful Corridor Day**, everyone can

- Encourage everyone to remove any objects that they have placed in a hazardous manner or ways that may endanger the safety of the general public
- Remove plants that have withered
- Get rid of stagnant water
- Turn flower pot trays over
- Sweep away dusts and fallen leaves
- Re-arrange plants to ensure that they receive sufficient sunlight
- Re-arrange plants in an orderly manner to create a clear pathway for residents to walk through
- Clear clutter and unwanted things and get rid of them in an appropriate manner
- Other tasks that are necessary to clean up the corridor

You can also mobilise neighbours to contribute food for morning/afternoon tea to create a festive and enjoyable atmosphere on that day.

Thank you.

Lesson 12

Theme: Eco-living

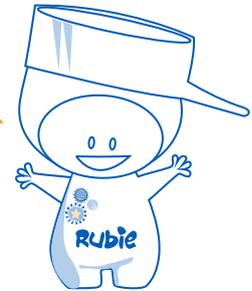
Recycling in Our Neighbourhood



Objectives:

Students will

- identify ways they can reduce, reuse and recycle waste materials; and
- learn and practise being eco-friendly.



Resources / Preparation:

- Print and cut out about 40 pictures of things that are to be discarded after use - for example, empty cans, bottles, old newspapers, sweet wrappers, leftover food, plastic bags and rotten fruit.
- 5 small boxes – for sorting. Label them “plastics”, “paper”, “glass”, “metals” and “food waste”
- Classroom Activity Record Sheet “3Rs Wordplay” ([Annex L12-A](#))
- Before class, pin or tack pictures onto surfaces in and around the class for “*Hunt Down the Recyclables*” activity
- Different kinds of everyday recyclables such as empty cans, bottles, old newspapers, sweet wrappers and plastic bags. Students can be instructed to bring in recyclables as well. Bring as many as possible. It would make the activity “*Recycling Frames*” more fun!
- Scissors, glue, scotch tape – 1 per group



Tuning In:

Hunt Down the Recyclables

- Divide students into 5 groups and give each group one of the “*sorting boxes*”.
- Tell students that you have pictures of everyday things which are to be discarded after use pinned all over the classroom. They will need to find them and collect those that match the label on their box. The aim of the game is to find 8 relevant pictures and to put them in their boxes.
- Before students start the hunt, have them show the label on their box and describe what recyclables they should be collecting for their box.
- Give students about 2 to 3 minutes to hunt down the recyclables.
- At the end of the activity, discuss what the students have found and talk about how the items were grouped.



3Rs Wordplay

- Working in pairs, students will use the Classroom Activity Record Sheet “3Rs Wordplay” and form as many nouns as possible from the letters found in the words “reduce”, “reuse” and “recycle” - example, for the word “REUSE”, R – rubber bands, E – empty bottles, U – unused paper bits, S – small boxes, E – egg cartons.
- Allow 5 to 6 minutes for students to complete the activity.
- From their list of words, have them circle the names of things that are recyclable. Discuss why they think the objects/items are recyclable and if they know how they are being recycled.

Giant Frames

- In the same groups, students will make a giant frame for the pictures they have collected during “Hunt Down the Recyclables” and write a 2 – 5-word message that reminds people to reduce, reuse and recycle. Younger students can use phrases such as “Reduce, Reuse and Recycle” or “Don’t waste”.
- They will use the recycled materials brought to class to construct their giant frames.
- Allot about 30-40mins for the activity.



Group Reflection

- Talk about the materials they used for the giant frames and reflect on
 - *The meaning of the message that they have identified;*
 - *What would happen if we do not reduce, reuse or recycle; and*
 - *Their responsibilities at home, in the neighbourhood and at school with regard to the 3Rs.*
- Discuss about the things that they can do for the next 2 weeks to help reduce, reuse or recycle. These acts can be added to their “Heartland Hero” journals.
- Display the picture frames with the slogan in different parts of the room or school corridors to remind everyone to reduce, reuse and recycle.



Recycling in our Neighbourhood

- There are several recycling programmes that promote waste minimisation and recycling in the homes and schools organised by the National Environment Agency, Singapore.
- Ask students to check out the following in the neighbourhood where they live with their parents:
 - *When do door-to-door collections of recycling materials take place and how are they collected; and*
 - *Where the recycling bins are located; how they look like.*
- They can also find the details at National Environment Agency’s website
- Show and share what they have found out in the next “The Heartland Hero Way” lesson.



Annex L12-A
CLASSROOM ACTIVITY RECORD SHEET
3Rs Wordplay

R		
E		
U	D	C
S	U	Y
E	C	C
	E	L
		E

Lesson 13

Theme: Eco-living

Energy Saving at Home



Objectives:

Students will

- be aware of the importance of saving energy and electricity; and
- be able to identify labels on lamps and appliances that indicate they are energy-saving.



Resources / Preparation:

- Classroom Activity Record Sheet "Energy Saving in the Classroom" (**Annex L13-A**)
- Classroom Activity Record Sheet "Energy Saving at Home" (**Annex L13-B**)
- Retrieve the Energy Efficiency label and its Label Factsheet from the National Environment Agency's website, enlarge and make more copies for students to read and identify information written on it



Tuning In:

Energy Saving 1

- Ask students questions to elicit discussion on the importance of saving energy and electricity:
 - Where does energy/electricity come from? Are these sources unlimited? What happens when we run out of energy/electricity?
 - What are the concerns about wasting energy and electricity? (Energy costs money, causes pollution, leads to depletion of the ozone layer and global warming.)
 - What are sources of energy/electricity that do not cause pollution?
 - Why is it important to protect the earth?
- Have students work in pairs on the Classroom Activity Record Sheet "Energy Saving in the Classroom" (**Annex L13-A**).
- Give each pair about 15-20 minutes to go around the classroom to find ways which they can save energy in the classroom. They will record their suggestions on their Classroom Activity Record Sheet.



Lesson Proper

Energy Saving 2

- Regroup students to discuss the students' findings in "Energy Saving 1". List all the measures mentioned.
- Some examples of energy saving methods:
 - *Switching off the light when not in use;*
 - *Switching off appliances after use;*
 - *Using the fan instead of air-conditioner when alone or when the weather is cool;*
 - *Replacing an incandescent lamp with a compact fluorescent lamp (which uses much less energy to produce the same amount of light);*
 - *Unplugging devices (handphones, tablets, handheld gaming devices) when they are fully charged; and*
 - *Switch off power sockets.*
- Show students the energy efficiency label and explain what the ticks and some of the other information on the label mean (information obtainable from <http://nea.gov.sg>)
- Have students think of different ways they can save energy/electricity at home and record the information in the Classroom Activity Record Sheet "Energy Saving at Home" (**Annex L13-B**).



Closure

Energy Use Journal Entry

- Explain how students will use their "Heartland Hero" journals to record their energy usage at home and do this for a week:
 - *Record the activity or what they were doing and how they conserved energy during that period of time; and*
 - *Record what electrical appliance they used or switched on and what they did to conserve energy.*



Extension:

Where does Electricity come from?

- In pairs, have students go online to find out where electricity comes from.
- They will use a mind map to record their findings (Show them mind map from Lesson 9).



Annex L13-A
CLASSROOM ACTIVITY RECORD SHEET
Energy Saving in the Classroom

Classroom Area	How Can I Save Electricity/Energy?	

Annex L13-B
CLASSROOM ACTIVITY RECORD SHEET
Energy Saving at Home

Rooms/Areas at Home	How Can I Save Electricity/Energy?	

Lesson 14

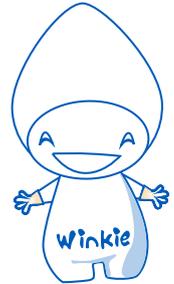
Theme: Eco-living

Water-saving in Everyday Living



Objective:

Students will know various ways of saving water in their daily lives.



**Resources /
Preparation:**

- Classroom Activity Record Sheet “Water Walk” (**Annex L14-A**)
- Clipboards for each student for “Water Walk”
- Craft equipment and materials for “Water-Wise Signs” activities
- Video “Water is Precious” retrievable from <http://www.youtube.com/watch?v=4Xk6ilbn3TQ> (or search under “Water is precious by Melinda Eng youtube”)
- A Laminator



Tuning In:

Importance of Clean Water

- Watch the video “Water is Precious”. Discuss the uses of water and why water is important to us, especially clean water, and list some of the ways we use water. Emphasise that clean water is essential in everyday life and the negative effects if there is a lack of clean water – for example, unhygienic environment, poor personal hygiene which may result in diseases and illnesses.
- Discuss how Singapore obtains its water - from reservoirs and buy from neighbouring countries (and why the need to do so).
- Talk about the different types of water available around us (for example, sea water, rain water, and water in the pond) and ask how they are different from the water we obtain from taps at home.



Lesson Proper

Neighbourhood “Water Walk”

- Gather students and hand each student the Classroom Activity Record Sheet “Water Walk” (Annex L14-A).
- Have them form 2 rows before setting out for the “Water Walk”.
- Have students observe and record how people around them use water or how water is being used in everyday life. Start with key areas in the school - canteen and toilets before leaving to go around the neighbourhood.
- Return to the classroom to discuss what they have recorded in their Classroom Activity Record Sheets.
- Have students identify the acts of people that they have observed during the “Water Walk” which, if done differently, can prevent wastage of water.

The Heartland Hero Way

- Divide students into groups of 3 or 4 and give each group a large sheet of mahjong paper.
- Students will choose one of the ways that they had observed people using water during their “Water Walk” and talk (or do an online search) about at least one alternative way of water usage so that there is no water wastage. For example, turn off the tap tightly, flush once, do not leave the tap on while washing hands, use a watering can and not a hose, check for leaks and do not play with water in the toilet.
- They will record their findings on a piece of paper and design an A4 poster to advise people of these alternative ways of water usage.



Closure

Presentation

- Students will present the outcomes of their projects and explain what they have drawn or written on their A4 posters.
- Laminate and display their posters near water sources around the school.



Extension:

Water-efficiency Logo Competition

- In the same group as the “Water Walk”, students will design logos to remind their schoolmates, teachers and employees of the school to use water efficiently.
- Logos should be A4-size.
- On completion, display them on one of the walls in the classroom and invite 3 to 5 teachers to vote for the best 3 logos during the week. Members of these groups will each earn an additional “Heartland Hero” star for their journal.

This activity may be completed after school hours



Lesson 15

Theme: Eco-Living

Our Garden Homes



Objectives:

Students will understand that

- plants benefit people in many ways; and
- having plants indoors will not only brighten up the place but improve air quality and can contribute to better health.



Resources / Preparation:

- Photographs of Singapore to illustrate why it has been nicknamed “Our Garden City”
- Read “Garden City to City in a Garden” (retrievable from <http://www.mnd.gov.sg/MNDAPPIimages/About%20Us/From%20Garden%20City%20to%20City%20in%20a%20Garden.pdf>)
- Classroom Activity Record Sheet “Plants Give Back” (**Annex L15-A**)
- Materials for experiment – a clear plastic bag, scissors, magnifying glasses, a leafy plant, measuring cup
- Family-Friends Involvement Sheet “Plants for our Home” (**Annex L15-B**)
- “Heartland Hero” certificates (**Annex L1-D**)



Tuning In:

How Can Plants Benefit People

- In groups of 4 or 5s, have students list how plants can benefit human beings and in their everyday lives:
 - Give shade;
 - Provide food to nourish our bodies;
 - Beautify the environment and homes; and
 - Provide green cover to the earth.
- Have each group draw a plant, showing its roots, stem, leaves and fruit/flowers and write on each part of the plant one way that particular part can be used to benefit people. Display the drawings and take turn to share their ideas.



Lesson Proper

Singapore, Our Garden City

- Write the words “Our Garden City” on the board; ask if students know what the name refers to, and why.
- Show students photographs of Singapore (retrievable from online searches) and talk about why Singapore has become known by many tourists as a garden city.
- Discuss the efforts of the Singapore government, through National Parks, in planning for lush, landscaped spaces all around Singapore to “develop and enhance Singapore’s greenery and create a city that is nestled in an environment of trees, flowers, parks and rich bio-diversity.” (Retrieved from “From Garden City to City in a Garden”, <http://www.mnd.gov.sg/MNDAPPIimages/About%20Us/From%20Garden%20City%20to%20City%20in%20a%20Garden.pdf>). Ask,
 - *How has the government turned Singapore into a garden city?*
 - > *Planting of more trees;*
 - > *Building rooftop gardens in HDB buildings (e.g. multi-storey car parks);*
 - > *Landscaping in the estates; and*
 - > *Building of Gardens By The Bay.*
 - *What are the benefits of becoming a garden city?*
 - > *Provides shade from the sun*
 - > *Cools down the environment*
 - > *Contributes to biodiversity and supports the life of many living creatures*

Benefits of Having Plants in the Home

- Ask, “Can the same benefits of plants be enjoyed in our homes?”
- Brainstorm with students the benefits of having plants at home:
 - *Flowers can make those who like them happy and be used as decorations – for example, given as gifts; use for decorating homes and balconies; used to create cheerful atmosphere in parties, festivals and celebrations; and*
 - *Plants can make rooms look livelier and help people feel relaxed.*



Closure

Plants Give Back

- Have students complete the Classroom Activity Record Sheet “Plants Give Back” (**Annex L15-A**).

Family-Friends Involvement: Plants for our Homes

- Give out the Family-Friends Involvement letter (**Annex L15-B**) and explain how the activity can be done:
 - Obtain your family and a neighbour's help to decide on:
 - > How you would like to beautify your home with non-poisonous plants
 - > The type of plants are needed for your home
 - > Where you would like to place these plants (not on ledges, but neatly along the walls of the corridor)
- Organise a trip with a neighbour to a nursery nearby to select the plants for your home.
- Take photographs of your home before and after you have beautified it with the plants.
- Take photographs of your trip and make a scrapbook on how the trip has helped you become better friends with your neighbour/s and how he/she/they have contributed to your decision.



An Experiment: Plants Give Out Water

- Together with the students, conduct the following experiment to prove that plants give out a large amount of moisture.
 - Use a clear plastic bag to completely cover all the leaves of a leafy plant. Tie the bottom of the plastic bag around the main stem of the plant, leaving an opening at the bottom to collect the water given out by the plant. The plastic bag must be big enough to give ample room for the leaves to remain naturally spread out.
 - The best time to bag the plant is early in the morning. Leave the plant indoors for 4 to 6 hours.
 - Check the bags at the end of 4 or 6 hours for signs of water droplets inside. Remove the bag carefully and gently shake the drops of water to the bottom of the bag and pour the water into the measuring cup.
 - Before the experiment, have students predict how much water could be collected. Compare their results with the amount of water collected from the experiment.

(Note: Plants produce moisture through a process called transpiration. It is the process of water movement through a plant and its evaporation from its leaves, stems and flowers.)

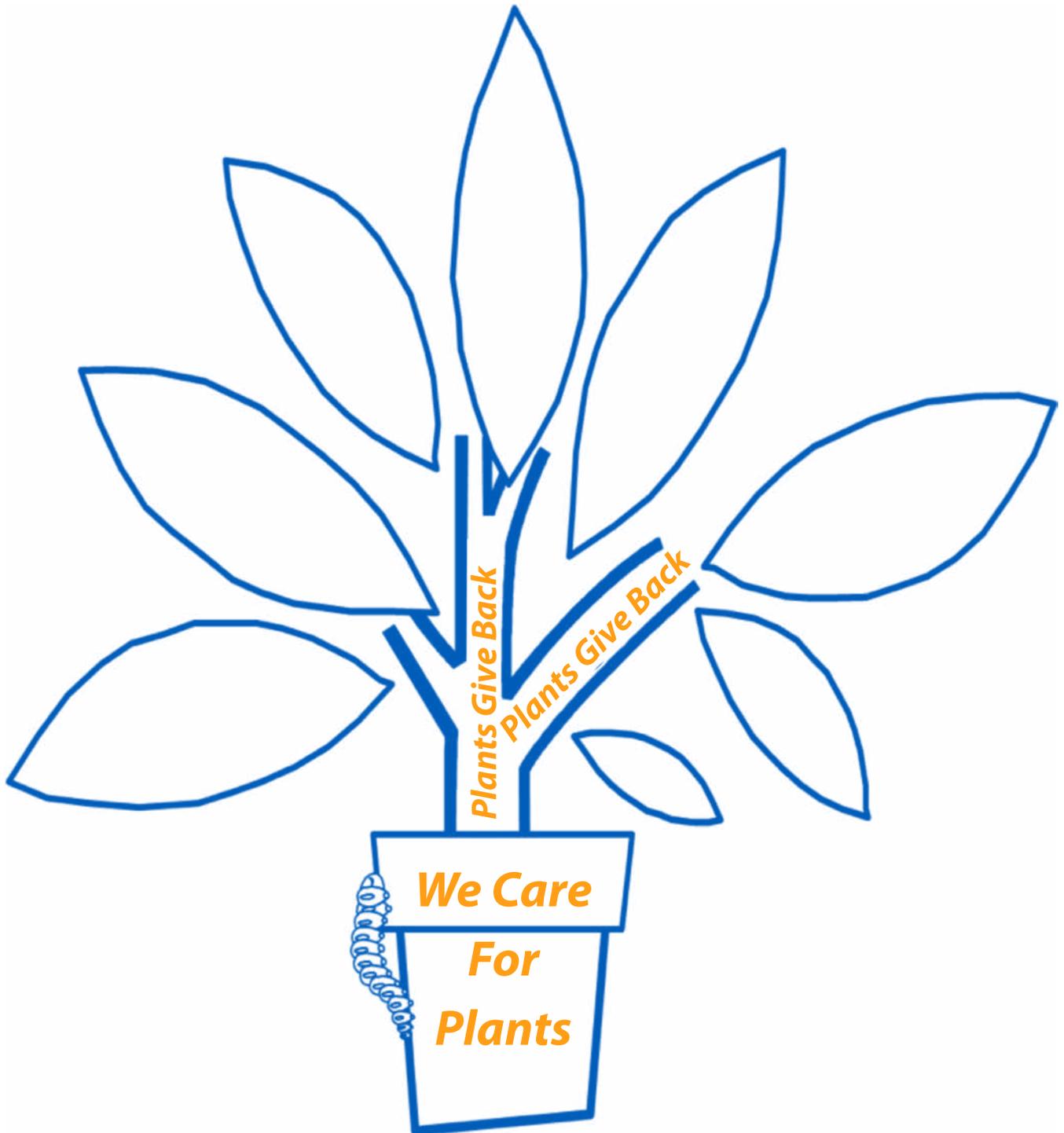
Wrap Up and Awards

- Facilitate a session where students will reflect and write their thoughts about their trips to the nursery with their neighbour/s in their "Heartland Hero" Journals.
- Have them count and sum up the number of "Heartland Hero" journal stars they have and give them each a "Heartland Hero" certificate to fill in the number of stars for each category of awards. They will return the certificates which will be formally given out during the official ceremony.
- Have a Heartland Hero Awards Ceremony and give out the Heartland Hero certificates (**Annex L1-D**).



Annex L15-A
CLASSROOM ACTIVITY RECORD SHEET
Plants Make Us Smile

For each leaf, write ONE benefit for having plants in the home.



Annex L15-B
FAMILY-FRIENDS INVOLVEMENT SHEET
Plants for our Homes

Dear families and friends,

There are many benefits for us to have plants in our homes. In “The Heartland Hero Way” programme, the students have been discussing about how plants give back to the environment so that we can all breathe in purer air and have a cooler environment.

We would like to encourage you to work with your children to do the following:

- Decide how you would like to beautify your home with plants and the type of plants you need;
- Organise a trip with a neighbour to a nursery nearby to select the plants for your home;
- Take photographs of your home before and after you have beautified it with the plants; and
- Take photographs of your trip with your neighbour/s and make a scrapbook on how the trip has helped you become better friends with your neighbour/s and how he/she/they have contributed to your decision.

