



KaziBantu



Healthy Schools for Healthy Communities

KAZIKIDZ TEACHING MATERIAL

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South Africa faces significant health challenges. Lifestyle-related diseases and non-communicable diseases are continuously on the rise and the presence of communicable poverty-related diseases is still present, particularly in disadvantaged neighbourhoods. Infectious diseases cross cultures and geography. The combination of lifestyle diseases-, and poverty-related communicable diseases is referred to as the *double burden*.

Hubert Gijzen, Regional Director and Representative, UNESCO Regional Office for Southern Africa

UNESCO believes that healthy learners learn better, and that better educated learners will enjoy healthier lives. This is reflected in the UNESCO Strategy on Education for Health and Well-being, acknowledging the need to address the double burden of malnutrition as well as childhood obesity faced by a growing number of countries, including through an increase in physical activity and sports for all children and young people.

The *KaziKidz* curriculum and teaching materials make a significant contribution to such efforts. *KaziKidz* has all the hallmarks of a high quality education programme: it is grounded in evidence and

good practice, designed to be easily used and adapted by teachers for age-specific audiences, and encourages all learners to participate and have fun in any school context.

Within the context of overall school health programmes, materials such as those developed through *KaziKidz* are making a big and necessary improvement to the lives of all learners.

Dr. Ann Aerts, Head of the Novartis Foundation

At the Novartis Foundation, we realize that the complex nature of cardiovascular diseases make achieving impact, scale and sustainability extremely difficult. The burden of cardiovascular diseases, particularly in low- and middle-income countries like South Africa, means that no single organization can tackle hypertension alone, but also that we have no time to lose. To address hypertension and its complications, multisector action is needed. This is why we are excited to be part of the Healthy Schools for Healthy Communities – *KaziBantu* initiative, working with our partners to develop toolkits for students and teachers, including this *KaziKidz* curriculum. Thank you for being part of our efforts to ensure healthier schools and healthier communities in South Africa and beyond!

Zanele Mdodana, former Proteas Netball Captain and Laureus ambassador

My career in netball started at primary school and I value the important role my teachers played to instil a love for sport and exercise, especially netball. I have had the privilege to experience all aspects of sporting life in South Africa, and after retiring at the top of my game, Netball, I was able to follow a career aligned with my studies, working as a Sport Manager at the Nelson Mandela Metropolitan University. Later at the age of 33 I was appointed the first black head coach of the University of Stellenbosch ('Maties') Netball, a position I still hold.

Given my background I can truly support the value that regular physical activity, participating in sport and maintaining a healthy lifestyle has on one's wellbeing and your ability to actively and positively contribute towards society. I am very aware of the challenges that many communities still face post 1994. I, therefore, welcome all endeavours that aim to assist our South African community, particularly our young children, and would like to encourage teachers to use the information contained in the *KaziKidz* programme. With your kind assistance we can be a change agent and make a positive difference.

Prof. Dr. Uwe Pühse, principal investigator of Switzerland

'Children are our future' - this is a statement often heard in political speeches. But what does this future look like, especially for children living in poor and neglected areas of the world? How can we create a future for them which consists of hope, health, joy and wellbeing? The *KaziBantu* project - Healthy Schools for Healthy Communities - aims to make a difference and to contribute to a better life and education for marginalized and impoverished children. These intentions are closely connected to the sustainable development goals (SDGs) of UNESCO, namely 'good health and well-being' (SDG3), 'quality education' (4) and 'reduced inequalities' (10). No doubt; it takes a major joint effort to achieve these challenging goals. The aim of the *KaziKidz* Teaching Material is to influence children's wellbeing in a positive and sustainable way and, therefore, prevent lifestyle related non-communicable diseases. So, let's try and work together – teachers, parents, politicians and researchers - and make *KaziKidz* a success.

Prof. Dr. Cheryl Walter, principal investigator of South Africa

Schools have an important role to play in the health and well-being of children, especially those from our disadvantaged communities. Our research has highlighted health-related problems among schoolchildren, and we have worked towards finding practical solutions. We have devised a fun and informative toolkit which is a handy resource for teachers and enjoyable for the learners as well. This has been designed by South African and international specialists, in line with the Curriculum and Assessment Policy Statement (CAPS) requirements, and implementable in resource scarce schools. With the support of the Novartis Foundation we are able to share this resource with all schools. We encourage teachers to embrace the programmes offered. The material has been designed to encourage healthy active living for the promotion of the health and well-being of our children.

This *KaziKidz* teaching material has been funded by the Novartis Foundation, Basel, Switzerland. The authors are either members of the Nelson Mandela University, Port Elizabeth, South Africa, the University of Basel, Switzerland, or the Swiss Tropical and Public Health Institute, Basel, Switzerland. The transfer of innovation, knowledge and learning have been central elements to the *KaziKidz* toolkit presented here. In conclusion, we wish you a lot of fun with the implementation of the *KaziKidz* teaching material and many great experiences together with your schoolchildren.

INTRODUCTION

The *KaziKidz* teaching material – a holistic educational and instructional tool for primary school teachers – aims to contribute to the reduction of the double burden that schoolchildren are facing. It arose from the project *KaziBantu*. *Kazi* means “active” in Swahili and *Bantu* means “people” in Xhosa, two of the national languages of South Africa. Through the implementation of Physical Education (PE), Moving-to-music, Health-and-hygiene, and Nutrition education lessons the toolkit aims to enhance children’s overall health in disadvantaged South African primary schools. This *KaziKidz* teaching material consists of lesson plans within each of the afore-mentioned content pillars. The lessons have been designed in conjunction with South Africa’s Curriculum and Assessment Policy Statement (CAPS). Ready-to-use exams can be found at the end of each section which may be integrated into formal assessments of learner performance and can supplement the school academic curricula. The aim is to lead learners through content, games and activities, partly supported by music, and conducted in a joyful manner that encourages and promotes a healthy lifestyle throughout childhood into adolescence. By using the *KaziKidz* teaching material, teachers contribute to the wellbeing and health of the learners.

Physical Education plays a critical role in the education of the child as a whole. To be physically active contributes to the development of physical competence and fitness, as well as to the cognitive, social and emotional development of the child. Children should undertake 60 minutes or more of moderate-to-vigorous physical activity (MVPA) daily. The Healthy Active Kids South Africa Report Card (2016) has shown that children, particularly from marginalized communities, do not achieve the minimal daily requirements of MVPA. Schools play an important role in making a meaningful contribution to the goal of achieving the recommended daily physical activity guidelines by incorporating PE lessons into the school curriculum.

To make a meaningful contribution to health at schools, it is important for PE classes to be conducted at least twice a week: in our case 1 PE lesson (40 minutes) and 1 Moving-to-music lesson (40 minutes) during the 32 weeks of the school year ranging from grade 1 to grade 7. Establishing class procedures and routines at the beginning of the programme may encourage order in your class. This may take some time at first, but will prove helpful in ensuring an enjoyable class. The moving-to-music classes have options for creating your own music through drums or any other form of percussion or clapping. For schools or teachers that have a sound system available, there are songs with movement cues specifically tailored for the lessons. But these songs are optional and the lessons will still work without them. Within the lessons, direct speech is used to address the learners for easy application. *Kazi* and lesson plans in red will guide you through the Moving-to-music teaching material. *Kazi* and lesson plans in blue will guide you through the Physical education teaching material.

While neglected tropical diseases (NTDs) do not feature prominently in the burden of disease statistics of South Africa, some NTDs are common in disadvantaged populations, especially in children growing up in poor neighborhoods. Chronic helminth infections (worms) not only cause morbidity, but also negatively affect the cognitive and physical development and school performance of children. By addressing these conditions through education about appropriate health and hygiene behaviours for your school child (3 x 40 minute lessons per grade for grades 1 to 7), both you and the school child are at a reduced risk for infectious communicable diseases.



The general wellbeing of primary schoolchildren from poor neighbourhoods may also be affected by lack of nutritional value, since schoolchildren usually eat food served by tuck shops and vendors during school hours. The South African National School Nutrition Programme (NSNP) attempts to address micronutrient deficiencies and alleviate short-term hunger by providing food that supplies 30% of the daily energy requirements of a child. In order to complement this, the nutritional education lessons (3 x 40 minute lessons per grade for grades 1 to 7) should bring dietetics closer to the learners in a playful way. Furthermore, it aims to encourage sustainable healthy eating habits throughout their life. *Kazi* and lesson plans in green will guide you through the Health, hygiene and Nutrition teaching materials.

Now, we wish you a lot of fun with the implementation of the *KaziKidz* teaching material and many great experiences with your schoolchildren.

OVERVIEW OF THE KAZIKIDZ TEACHING MATERIAL AND ASSESSMENT STRUCTURE OF THE 3 PILLARS

GRADES	SCHOOL LEVELS	PHYSICAL-EDUCATION	MOVING-TO-MUSIC	HEALTH-AND-HYGIENE AND NUTRITION
				
	Foundation Phase	Lessons: 32 Assessment: 1	Lessons: 32 Assessment: 1	Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
		Lessons: 32 Assessment: 1	Lessons: 32 Assessment: 1	Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
		Lessons: 32 Assessment: 1	Lessons: 32 Assessment: 1	Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
	Intermediate Phase	Lessons: 32 Assessments: 4	Lessons: 32 Assessment: 1	Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
		Lessons: 32 Assessments: 4	Lessons: 32 Assessment: 1	Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
		Lessons: 32 Assessments: 4	Lessons: 32 Assessment: 1	Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
	Senior Phase	Lessons: 32 Assessments: 4	Lessons: 32 Assessment: 1	Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2

DIMENSIONS OF TEACHING QUALITY

Characteristics of good teaching have been identified in general educational research. These characteristics promote the acquisition of competencies and the development of motivation among students independent of the subject. Good teaching that promotes student performance as well as motivation is characterized by the following features:

- Classroom organization, for instance binding rules and targets, the clarity and structure of the teaching process, decreased waste of time;
- Student orientation, for instance individual learning support, a positive teacher-student relationship, positive teacher feedback; and
- Cognitive activation, for instance the genetic-Socratic approach, avoidance of repetitive exercises.



Table 1: Basic dimensions of teaching quality in Physical Education (PE)