



# KaziBantu

*Healthy Schools for Healthy Communities*

## **GRADE 1**

# **KAZIKIDZ TEACHING MATERIAL**



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**LESSON PLANS FOR**  
***Grade***

**1**



***Health & Hygiene  
and Nutrition***



***Physical  
Education***



***Moving to  
Music***



**KaziKidz**

Teaching Material for Schoolchildren



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## INSTRUCTIONS FOR HEALTH, HYGIENE AND NUTRITION CONTENT PILLAR

The *KaziKidz* toolkit is a holistic educational and instructional tool for primary school teachers and arose from the project *KaziBantu*. *Kazi* means “active” and *Bantu* means “people” in Swahili, one of the national languages of South Africa. The lessons have been designed in conjunction with South Africa’s Curriculum and Assessment Policy Statement (CAPS). Ready-to-use assessments 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, and conducted in a joyful manner that encourages and promotes a healthy lifestyle throughout childhood into adolescence. By using *KaziKidz* you will be contributing to the wellbeing and health of your learners.

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 behaviors 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.

Inadequate intake of nutritional foods may adversely affect the health and well-being of primary schoolchildren from disadvantaged areas. The limited dietary diversity is further influenced by the lack of nutritional options offered at the tuck shops and food vendors at the schools.





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 energy, protein and 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 HEALTH, HYGIENE AND NUTRITION CONTENT PILLAR AND ASSESSMENT STRUCTURE

## GRADES

## SCHOOL LEVELS



	<b>Foundation Phase</b>	Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
		Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
		Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
	<b>Intermediate Phase</b>	Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
		Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
		Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2
	<b>Senior Phase</b>	Health and hygiene lessons: 3 Nutrition lessons: 3 Assessments incl. solutions: 2



# HEALTH, HYGIENE AND NUTRITION



**KaziKidz**

Teaching Material for Schoolchildren







# Lesson tracker

Health, Hygiene and Nutrition - Grade 1



This overview table should facilitate the tracking of the lessons and assessments.

Component	Term	Lesson Number	Lesson Content	Date
Health and Hygiene		Lesson 1	Handwashing	
		Lesson 2	Proper use of toilet	
		Lesson 3	Body hygiene	
		Assessment: Health and Hygiene		
Nutrition		Lesson 4	What is nutrition	
		Lesson 5	The healthy lunchbox	
		Lesson 6	The five food groups	
		Assessment: Nutrition		





# Hand washing

Health and hygiene: Foundation phase

## Materials

- Hand washing poster 'Let us wash our hands!'
- Sink, soap and paper towels
- Worksheet 1.1.1 - When to wash your hands for demonstration

## Aim

- Understanding WHY it is important to wash our hands.
- Knowing WHEN we need to wash our hands.
- Learning HOW to wash our hands properly.

## Introduction

Introduction  
Time: ~ 5 min

Welcome the learners and introduce them to the daily topic.

### Group discussion

Ask the learners WHY it is important to wash their hands.

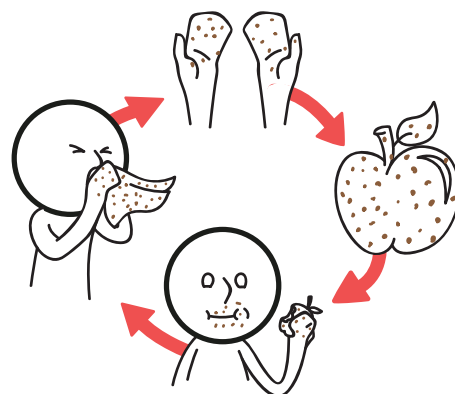
Possible answers:

- Hands are 'germ spreaders'.
  - Hands can spread germs from faces to food or water and these can be passed on to other people. These people can get infected by the germs and become ill.

Ask the learners HOW we can stop germs from spreading.

Possible answers:

- Better hygiene.
- Going to school and learning about how to look after our health.
- Washing our hands.



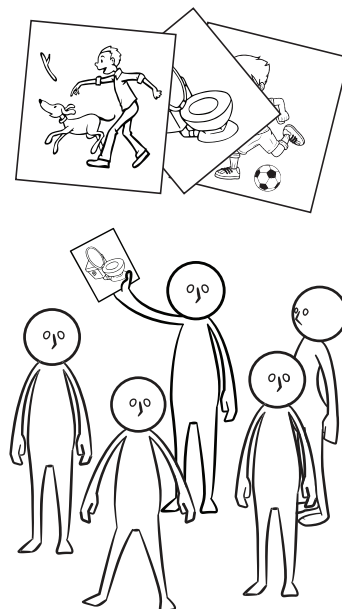
## 'Who is the fastest' competition

Main part  
Time: ~ 10 min

### How to play

- Divide the class into 5 or 6 groups depending on the class size.
- Give each group a set of the larger pictures from the 'When to wash your hands' worksheet. (The 7 pictures in the set of large pictures should be loose).
- Read out one of the answers from the list (in bold) below. The groups need to find the large picture that matches with the answer you have read.
- Once they have found the correct picture they hold it in the air.
- For every correct answer the group gets one point. The group that holds up the correct answer first gets 2 points. (Keep a record of each groups points on the board.)
- The group with the most points at the end wins the activity
- After they have chosen the correct picture, place a copy of it on the wall and repeat what is written underneath it.

ANSWERS: After using the toilet; after sneezing or coughing; after playing with pets; after sports or playing outside; after being with someone who is sick; before eating; before cooking.





# How to wash your hands properly

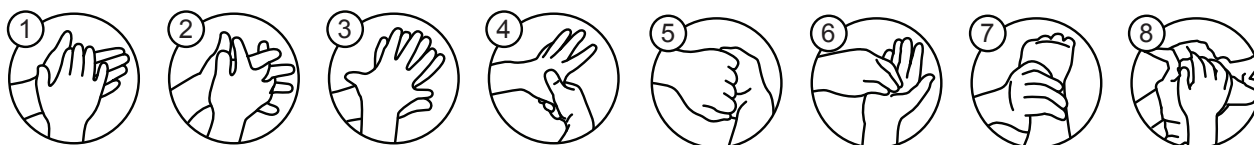
Main part  
Time: ~ 10 min

## Demonstration

Use the 'Let us wash our hands!' poster and go through the 8 steps that are shown.

Explanation:

- Ask each learner to put their hands out in front of themselves (allow them to copy you as you show them) and then read through the steps on the poster. Get them to practice the different rubbing motions as you go along. Try to repeat each step so that all the learners can follow.
- Finally use the picture at the bottom of the poster to remind the learners to wash the areas that are coloured in red and when they wash their hands. Allow the learners to copy you as you show them these areas on your own hand.



Now demonstrate correct hand-washing at any open sink (the school bathroom, kitchen or basin).

- Use soap and paper towels.
- After showing the learners how you wash your hands allow them to try washing their hands according to the steps. Move around to each learner to make sure they know how to wash their hands correctly.
- Make sure each learner gets a chance to wash their hands.

## “The hand washing song”

Main part  
Time: ~ 5 min

Ask the learners to sing 'The hand washing song' along with you. Tell them that it will remind them of the correct way to wash their hands. Repeat the song a few times.

### Lyrics

“This is the way we wash our hands,  
wash our hands, wash our hands.  
This is the way we wash our hands,  
wash them every day.  
Palm and back and in between,  
in between, in between.  
Palm and back and in between,  
wash the dirt away.”

## Worksheet and colouring-in activity

Main part  
Time: ~ 5 min

Hand out a copy of the 'When to wash your hands' worksheet 1.1.1 to each learner. Repeat the situations WHEN the learners should wash their hands. Allow them time to colour in the drawings.

## Summary

Wrap up  
Time: ~ 5 min

Ask the learners what they remember learning in the lesson. Encourage them to ask questions about what they have learnt in this module. Repeat the aims of the lesson by asking the learners:

- WHY
- WHEN
- HOW

Encourage the learners to share what they have learnt with their parents and friends in the community.

(Speak to the school principal about how the school can make sure that there is always soap in the school bathrooms for the learners.)

**Notes:** The 'Let us wash our hands!' poster can be stuck on the classroom wall as a reminder of the lesson.



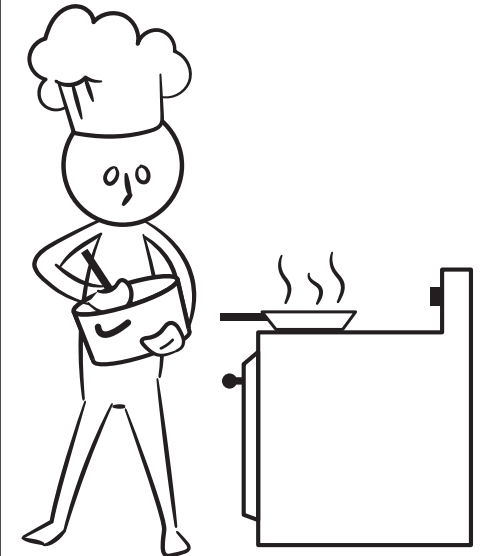
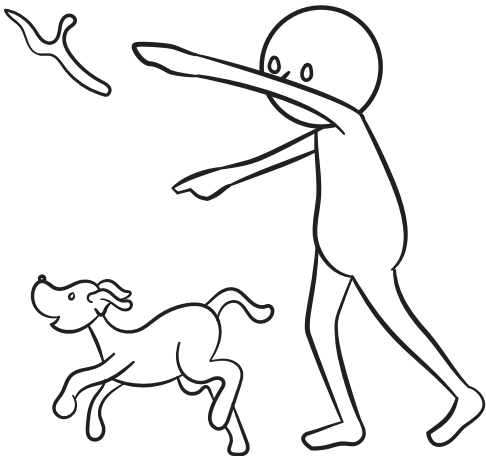
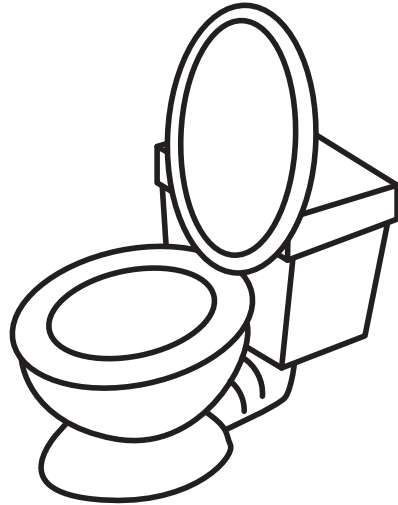


# When to wash your hands

Worksheet 1.1.1

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

**WHEN**  
to wash  
your  
hands





# LET'S WASH OUR HANDS!

## How to wash your hands

Wet your hands with water and use enough soap to cover the hands.

Rub soap over hands as shown:



## When to wash your hands



After using  
the toilet



After sneezing  
or coughing



After playing  
with pets

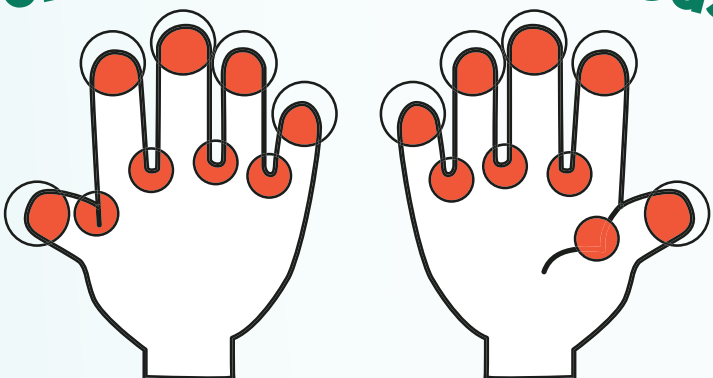


After sports or  
playing outside



Before  
eating

Don't miss the red areas!



## CLEAN HANDS

KEEP YOU  
HEALTHY AND STRONG!





# Proper use of toilet

Health and hygiene: Foundation phase

## Materials

- 1 big happy smiley face of 'Kazi' and 1 big sad face of 'Kazi'
- Dices
- 7 pictures of different toilet habits
- Photographed examples of different toilets from around the world

## Aim

- To see examples of different toilets around the world.
- To understand the difference between good and bad toilet habits.

## Introduction

Introduction  
Time: ~ 5 min

Introduce the learners to the daily topic: toilets. Show the learners pictures of different toilets and ask them which ones they already know. Ask them which type of toilet is the most common in their community?

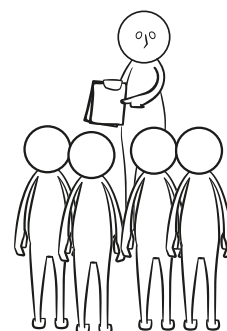
## Different toilets around the world

Main part  
Time: ~ 5 min

Tell the class that there are many types of toilets around the world. A toilet often shows how healthy the people are who are using it.

Go through the different examples of toilets with the learners. Tell them that all the toilets shown, except for the water flush toilet, can cause germs to be spread in the environment and are called unimproved toilets.

The learners will probably know the water flush toilet (also known as an improved toilet). Ask the learners to raise their hand if they have ever used any of the other types of toilets. Ask if any of them would like to tell the class their experience.



## Good and bad toilet habits

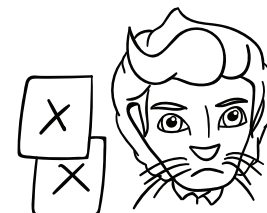
Main part  
Time: ~ 10 min

### How to execute

Divide the class into 7 groups. There are 7 toilet habit pictures. Give each group one picture. Give them some time to talk about if they think it shows a good or a bad toilet habit.

Stick the happy 'Kazi' face on one side of the board and the sad 'Kazi' face on the other. Allow the learners to stick their pictures under the happy 'Kazi' (if they show a good toilet habit) or under the sad 'Kazi' (if they show a bad toilet habit). Let each group explain why they think their picture is a good or bad habit.

- Good toilet habits
  - Wash hands with soap after using the toilet.
  - Clean the toilet bowl after use if necessary.
  - Flush the toilet.
  - Use toilet paper.
- Bad toilet habits
  - No washing of hands after using the toilet.
  - Leaving the toilet dirty and in a mess.



Allow each group to take their picture back and colour it in. Stick the coloured-in pictures on the wall.



# Toilet habit game

Main part  
Time: ~ 15 min

## How to play

If you have time left, you can play the 'toilet habit game'.

Make groups of 5 or 6 children and give each group a copy of the 'toilet habit game' worksheet.

Explain the rules:

- Tell the learners to choose a marker (the lid of a pen or a pencil crayon or pencil-sharpener etc) and place it at START on their worksheet.
- The first child throws the dice and moves his/her marker according to the number the dice landed on. Then it's the next child's turn.
- Tell them that they will see that if they land on a GOOD HABIT they should move forward to where the arrow points.
- If they land on a BAD HABIT, the arrow will move them backwards.
- Continue the game until one of the groups has reached the end.

## Summary

Wrap up  
Time: ~ 5 min

Let us repeat what we have learnt today.

Cover up the coloured-in pictures of toilet habits that were stuck on the wall. Ask the learners to tell you the good and bad habits they remember from the lesson. Uncover or show the picture/habit when it gets mentioned.

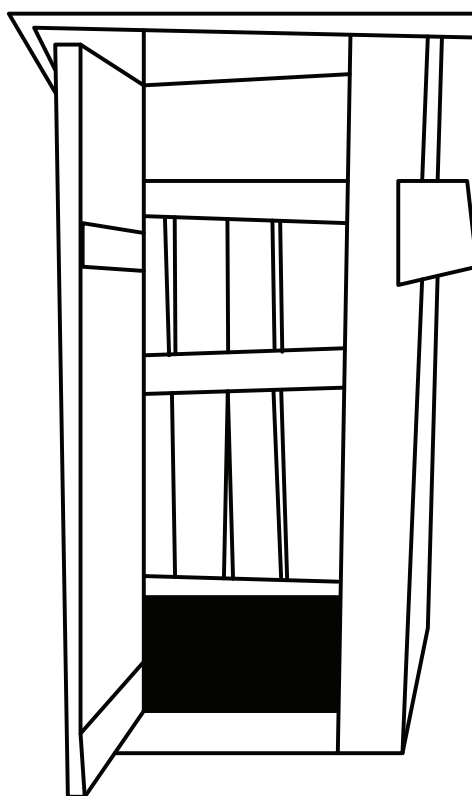
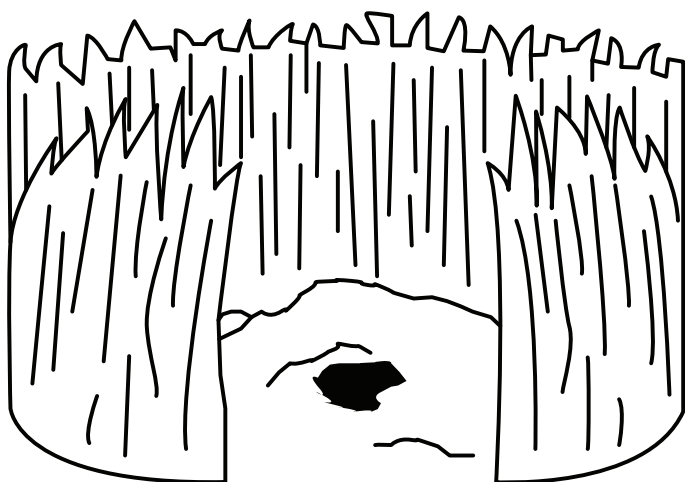
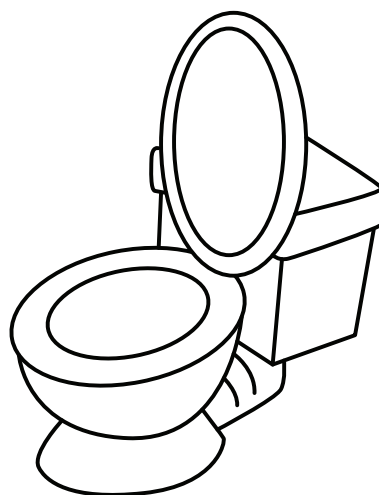
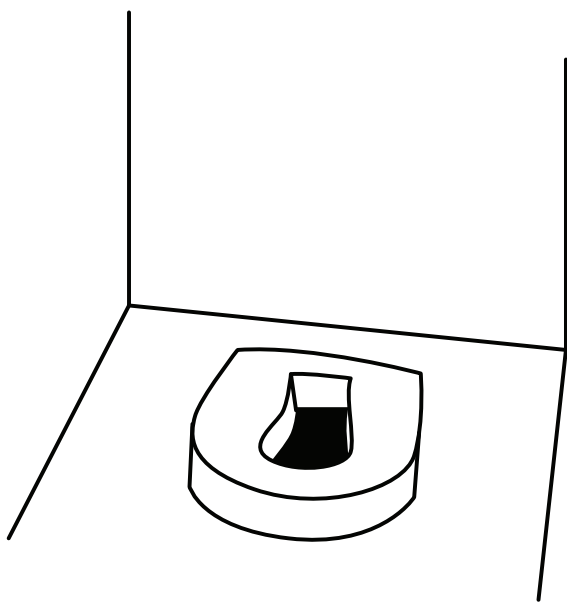
Ask the learners if they remember and can tell the class which habits are good, and which are bad.





# Different toilets from around the world

Handout 1.2.1





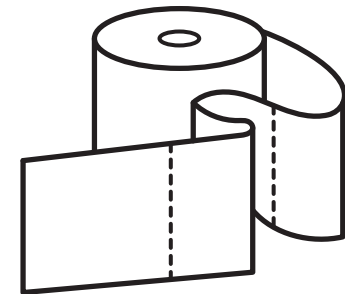






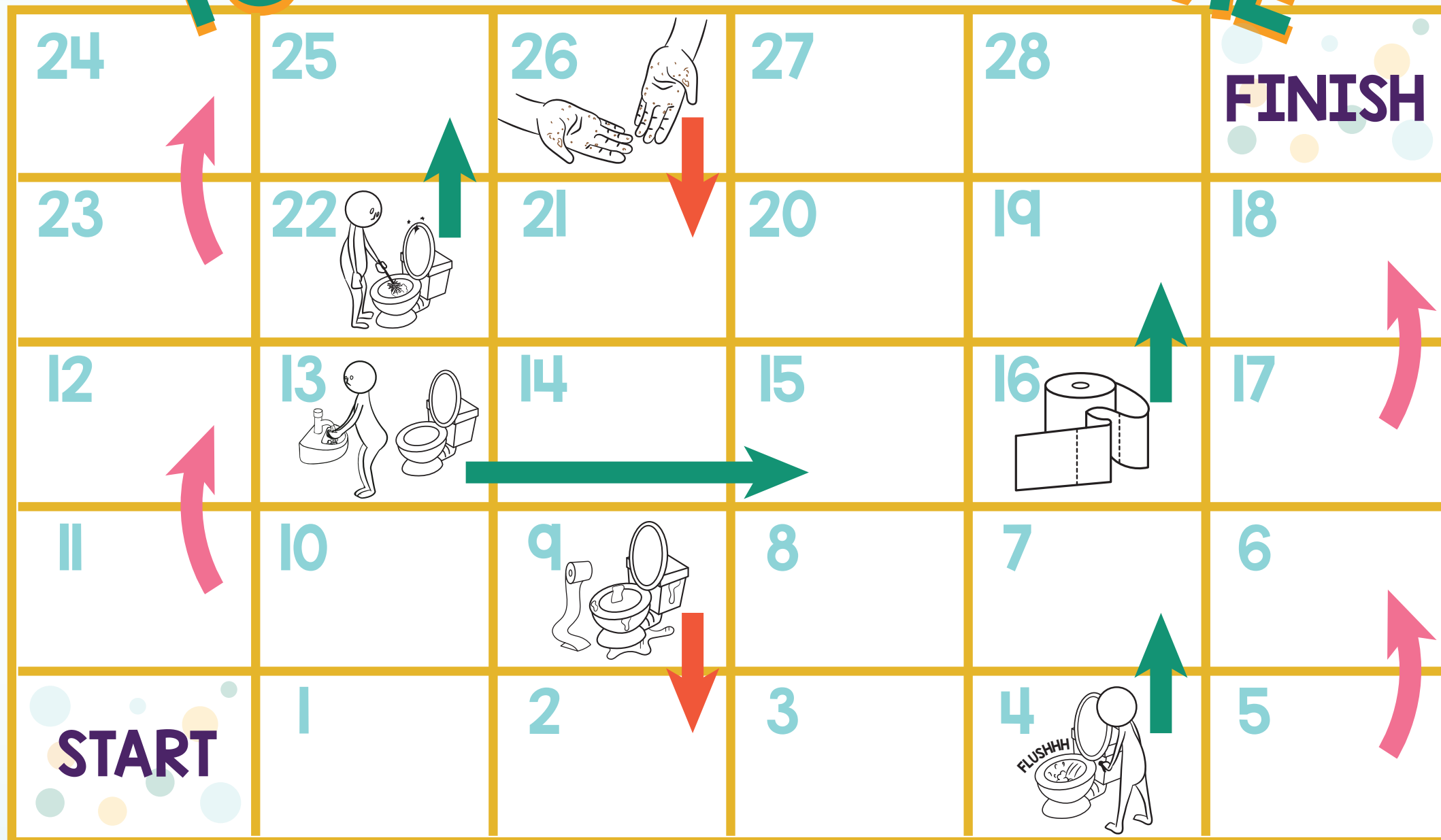
# Toilet habits

Cut-out pictures





# TOILET HABIT GAME







# Body hygiene

Health and hygiene: Foundation phase

## Materials

- 'Body hygiene' worksheet

## Aim

- Knowing HOW to keep myself clean to stay healthy.

## Introduction

Introduction  
Time: ~ 5 min

Welcome the learners and introduce the daily topic. Ask the learners what they do to keep themselves clean.

### Possible answers:

- Wash yourself regularly.
- Brush your teeth (twice a day).
- Brush your hair.
- Cut and clean your nails.
- Wash your hands after using a toilet.
- Use a tissue when you sneeze or cough.

## Body hygiene leaflet - matching

Main part  
Time: ~ 20 min

## How to implement

- Hand-out a 'body hygiene' worksheet 1.3.1 to each learner.
- Let them match the activities (on the left) to the correct items (on the right) and colour-in the drawings once they have finished. There can be more than one possible item to an activity.
- Walk around during the activity and fold each learner's sheet in half so that it makes a leaflet.
- The drawings will be on the inner side of the leaflet.
- Write BODY HYGIENE in capital letters on the cover of each learner's leaflet.
- Allow them to design the rest of the front page by themselves. (Give them enough time to draw.)
- Allow the learners to take their leaflets home as a reminder of how to keep themselves clean to stay healthy.

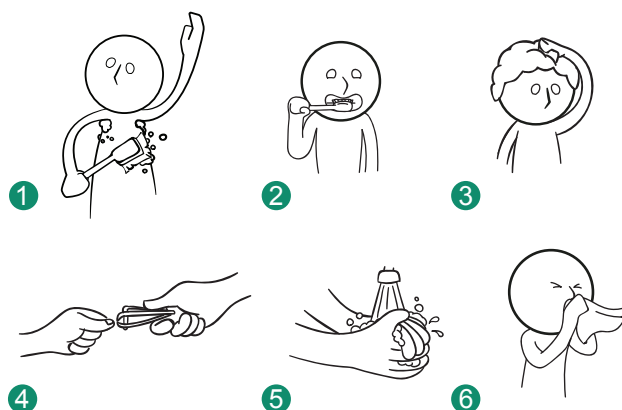
## Health rules

Main part  
Time: ~ 10 min

## How to sing

Teach the 'health rules' to the learners. To allow the learners to remember them try to create a song using these rules.

1. I wash myself regularly.
2. I brush my teeth in the morning and before the night, so that I can smile bright.
3. I brush my hair every morning before school.
4. I cut and clean my nails.
5. I wash my hands regularly, especially after using the toilet.
6. I use a tissue when I'm sneezing or coughing.





# Summary

Wrap up  
Time: ~ 5 min

Let us repeat what we have learnt today. (Allow the learners to raise their hands and tell the class what they remember from the lesson.)



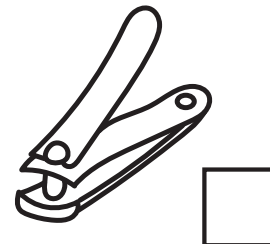
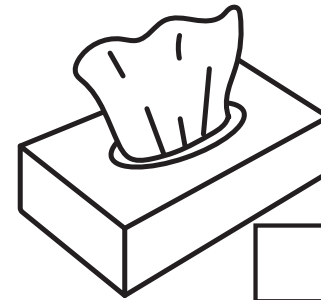
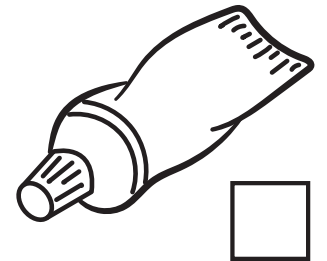
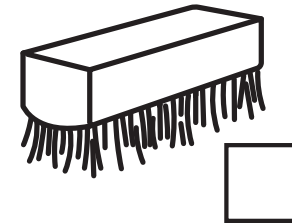
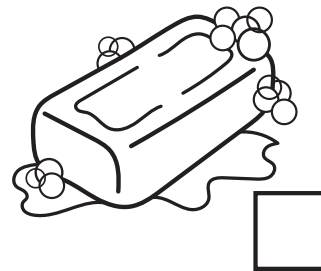
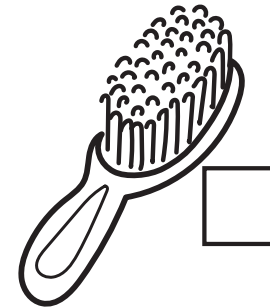
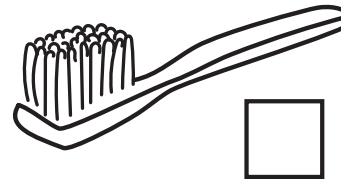
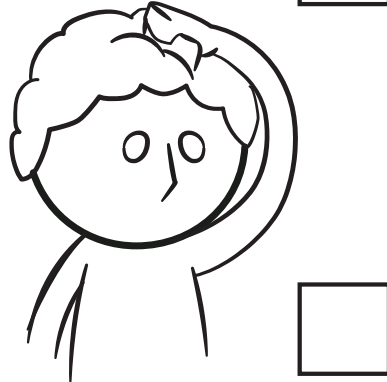
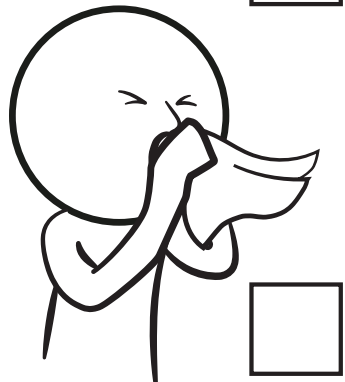
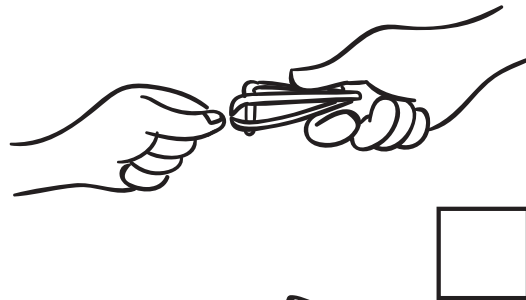
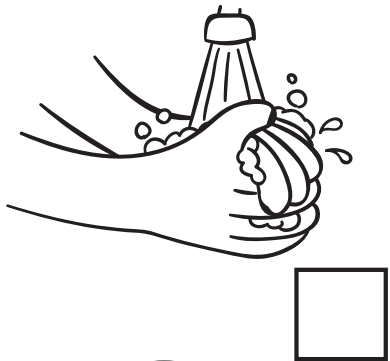
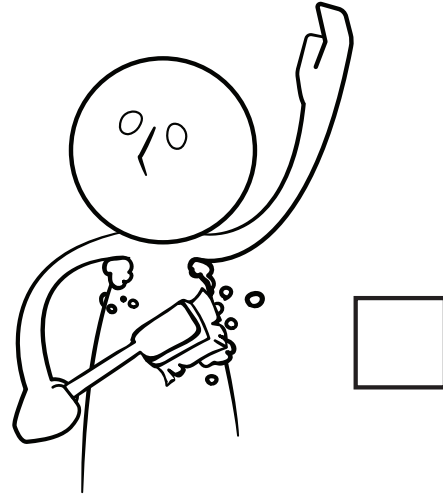
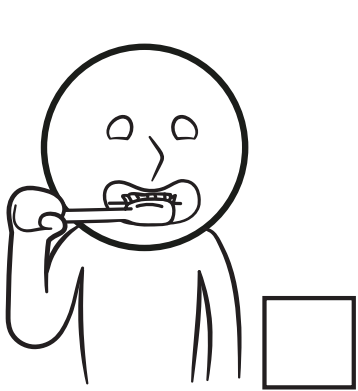


# Body hygiene

Worksheet 1.3.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_







## Assessment: Handwashing, proper use of toilet & body hygiene

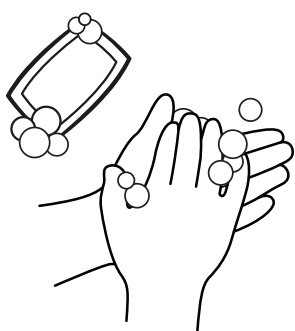
First and last name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Mark: \_\_\_\_\_

### 1. How should the hands being washed in a proper way?


☐

☐

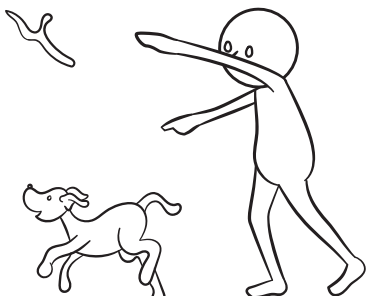
☐

(1 mark)

### 2. When do we need to wash our hands?


☐

☐

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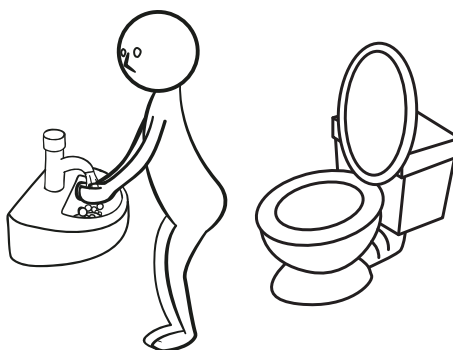
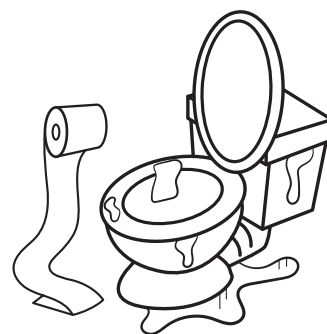
(3 marks)



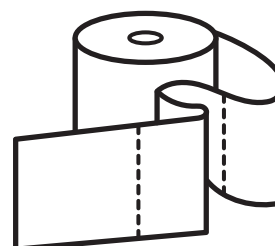


## Assessment: Handwashing, proper use of toilet & body hygiene

### 3. Which of these are good toilet habits?

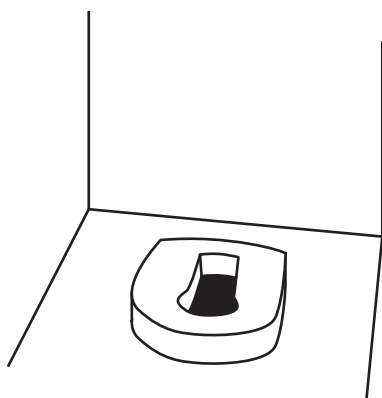

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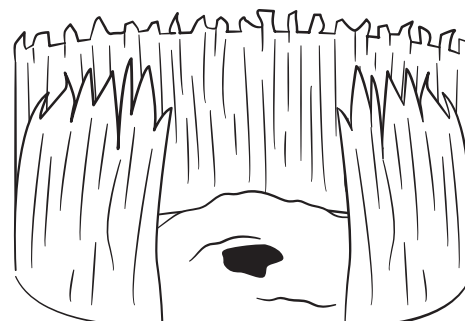
☐

☐

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(2 marks)

### 4. Which of these is a good and safe toilet?


☐

☐

☐

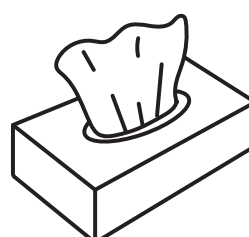
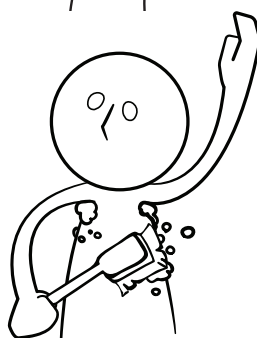
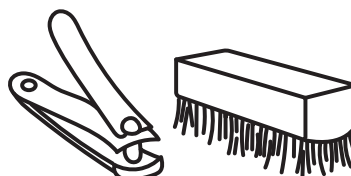
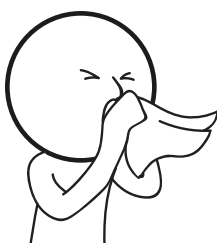
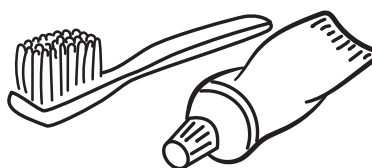
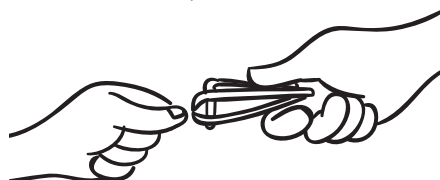
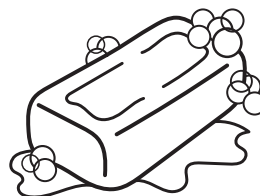
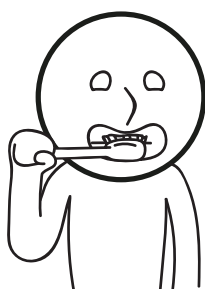
(1 mark)





## Assessment: Handwashing, proper use of toilet & body hygiene

5. Matching health rules. Connect the pictures which are related to each other.



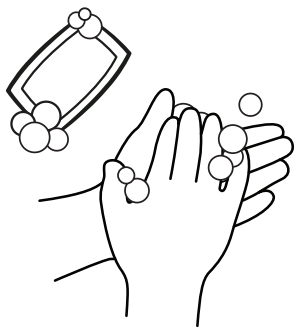
(3 marks)





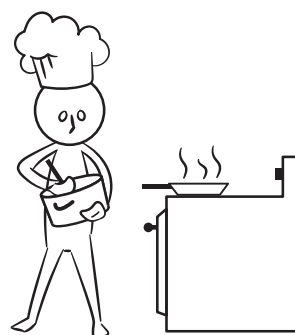
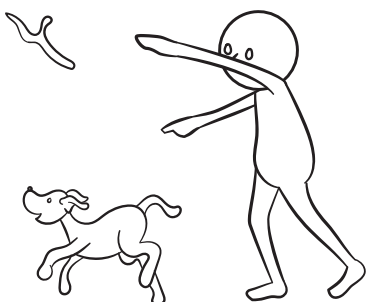
## Assessment Memo: Handwashing, proper use of toilet & body hygiene

1. How should the hands being washed in a proper way?



(1 mark)

2. When do we need to wash our hands?



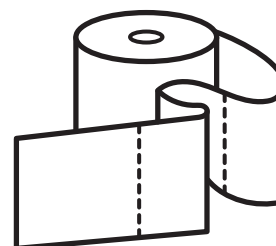
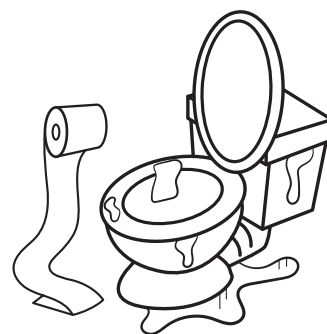
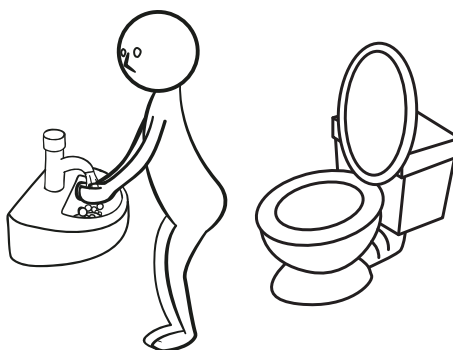
(3 marks)





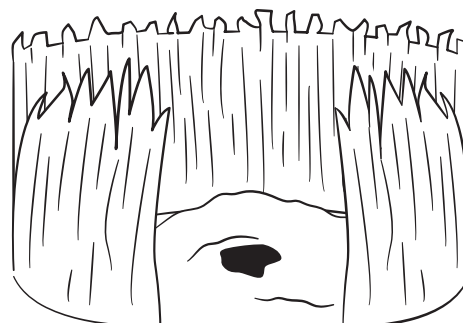
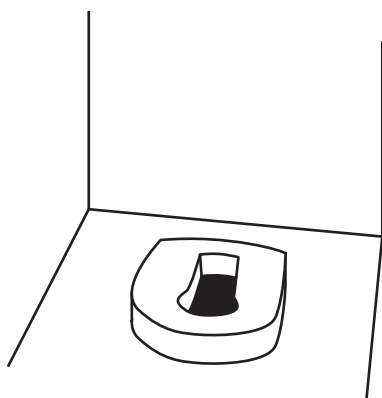
## Assessment Memo: Handwashing, proper use of toilet & body hygiene

### 3. Which of these are good toilet habits?



(2 marks)

### 4. Which of these is a good and safe toilet?



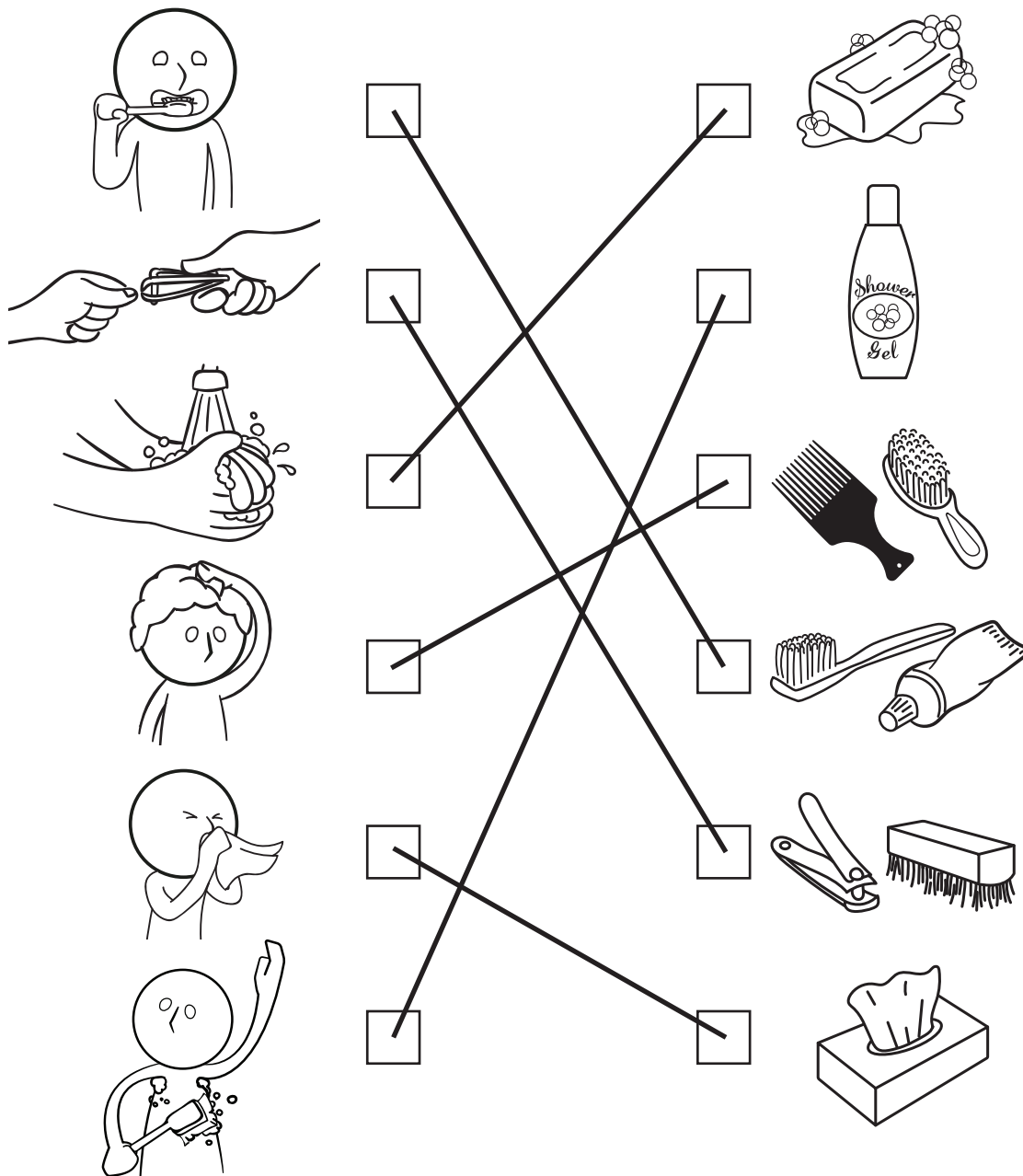
(1 mark)





## Assessment Memo: Handwashing, proper use of toilet & body hygiene

5. Matching health rules. Connect the pictures which are related to each other.



(3 marks)

Scale of achievement: Grading

Description of competence	Percentage	Final mark
Outstanding achievement	80-100	7
Meritorious achievement	70-79	6
Substantial achievement	60-69	5
Adequate achievement	50-59	4
Moderate achievement	40-49	3
Elementary achievement	30-39	2
Not achieved	0-29	1





# What is nutrition?

Nutrition: Foundation phase

## Materials

- Nutrition Poster
- Board and Board Markers
- Food Flash Cards (Healthy and Unhealthy Foods)
- Scissors
- Cardboard
- Food Magazines
- Markers
- Food Bingo Cards (as described in the activity below)

## Aim

- Understanding why we eat.
- Understanding the words 'nutrition' and 'nutrients'.
- Understanding the difference between healthy and unhealthy foods.

## Introduction

Introduction  
Time: ~ 2 min

Welcome the learners and introduce the daily topic: **nutrition**.

### Ice breaker

Ask the learners to share with the person next to them what their favourite meal time is and why. Afterwards allow some learners to share with the whole class if they would like to.

## Group discussion

Introduction  
Time: ~ 10 min

Ask the learners **WHEN** we normally eat food.

**Possible answers:**

- When it is time to eat (breakfast, lunch and supper).
- When we are hungry.
- When we feel like it.
- At school break times.
- At celebrations.
- When we like the food (tastes good).
- When our parents/caregivers give us food.

Ask the learners **WHY** it is so important to eat.

**Possible answers:**

- To keep us healthy.
- To help us grow.
- To give us energy to work and play.

Write the words 'nutrients' and 'nutritious' on the board.

1. Ask the learners if anyone knows what the word "nutrient" means.

**Answer:** Nutrients are found in food and are important for us to stay healthy. The body cannot make its own nutrients, so we must get them from the food we eat.

2. Ask the learners what the difference is between healthy and unhealthy food.

**Answer:** Healthy food contains nutrients that keep us healthy and strong. Unhealthy foods do not give us proper nutrients. We call these foods non-nutritious foods as they do not contain enough nutrients to keep us healthy.

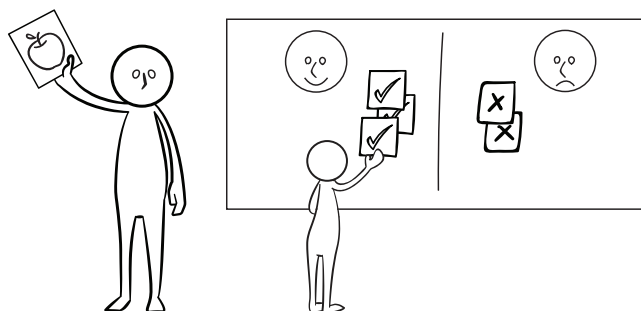


## Activity 1

Main part  
Time: ~ 10 min

### How to execute

Draw 2 columns on the board. Label one column HEALTHY FOODS with a happy face and label the other column UNHEALTHY FOODS with a sad face. Using the food flashcards, show the learners each card and ask them to divide the cards into examples of healthy and unhealthy food. Place each card under the correct heading on the board using some Prestik. Explain why each food is a healthy or a non-healthy option as you go.



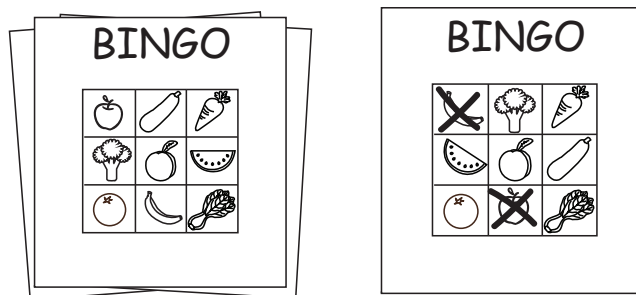
## Food bingo

Main part  
Time: ~ 15 min

### How to implement

Before the lesson: cut out a variety of fruits and vegetables from magazines and glue them onto sections of cardboard to make Bingo cards. Make enough cards for each learner. Create call out cards with the names of fruits and vegetables for the caller to call out.

When a learner gets a row of fruit and vegetables, they call Bingo. You can include a few benefits of fruit and vegetables in your conversation and discussion during the activity, to remind the learners of healthy food choices.



## Summary

Wrap up  
Time: ~ 3 min

Ask the learners what they remember from the lesson. Ask if any of them can tell you what the word nutrient means or what the difference between healthy and unhealthy food is. Allow the class to ask any questions.

Remind the learners why they should choose healthy foods and encourage them to make healthy food choices when they are at home.



# EAT WELL!



EAT WELL TO **PLAY**

EAT WELL TO **LEARN**

EAT WELL TO **GROW**





# The healthy lunchbox

Nutrition: Foundation phase

## Materials

- Healthy Lunch Box Poster
- Board and Board Markers
- Worksheet 1.5.1 – image of packed lunchboxes
- Worksheet 1.2.2 – build your own healthy lunchbox
- Scissors
- Glue

## Aim

- Understanding what is meant by a healthy lunch.
- Recognising what a healthy lunchbox looks like.
- Being able to name foods that could be part of a healthy lunchbox.

## Introduction

Introduction  
Time: ~ 2 min

Welcome the learners and introduce the daily topic: the healthy lunchbox.

### Ice breaker

Ask each learner to tell the person closest to them what their favourite lunchbox item is and why. Give them about 3 minutes to do this. Ask the class if anyone would like to share their favourite lunch food item with the whole class. Allow some learners to share.

**Link with the previous lesson:** Ask the class what they remember from lesson 1 (the five food groups). Allow for some answers and then remind the learners of words like: nutrition, healthy foods and unhealthy foods. Explain to them again how good healthy eating will keep them healthy and strong.

## Group discussion

Introduction  
Time: ~ 10 min

Ask the learners which foods might be included in a healthy lunchbox.

Possible answers:

- Healthy starches e.g. brown/whole-wheat bread.
- Healthy proteins e.g. cheese, egg, tuna etc.
- Healthy fats e.g. peanut butter, avocado, mayonnaise, soft tub margarine.
- Fruit and vegetables e.g. tomato, lettuce, cucumber, orange, apple etc.
- Dairy products e.g. milk, yoghurt, cheese.
- Beverages e.g. milk, water, fruit juice.

During the discussion, ask the learners to give their ideas of healthy foods. If, for example, a learner says bread, expand on the answer and mention that whole-grain, such as whole-wheat bread, is best.

Ask the learners why it is important to enjoy a healthy lunch every day.

Possible answers:

- To keep us healthy.
- To help us grow.
- To give us energy to work and play.
- To help us concentrate in class and learn.



## Group activity

Main part  
Time: ~ 10 min

### How to implement

- Divide the class into small groups (of 2 or 3).
- Give each group a copy of the 'Which lunchbox' worksheet 1.5.1.
- Give the learners 5-10 minutes to discuss each lunchbox. For each lunchbox they need to find:
  1. The healthy food options.
  2. The unhealthy food options
  3. Finally, each group needs to decide which lunchbox they would choose and say why.
- After 5-10 minutes of discussion let each group give their ideas to the rest of the class.

## Build your own healthy lunchbox

Main part  
Time: ~ 15 min

### How to execute

Hand out a copy of the 'Healthy lunchbox ideas' worksheet to each learner. The learners should use scissors and glue to carefully cut out and make their boxes. You will need to walk around the class and help them to do this.

Then ask the learners to choose and cut out the food items they would use to make a healthy lunchbox. These items can be put in their box. Remind the learners that they should choose items from all the different food groups and that they should choose food that they would like to try, eat and enjoy.

Invite the learners to share and explain to the person next to them why they chose those items for their lunchbox. The learners can take their lunchboxes home to remind them to make healthy food choices.



## Summary

Wrap up  
Time: ~ 3 min

Ask the class what they remember from the lesson. Allow the learners to ask any questions they may have about healthy lunchbox choices. Remind the learners why they should bring a healthy lunchbox to school every day. Try to end the lesson by encouraging them, when they are home, to ask for healthy lunchboxes to bring to school every day.





# Which lunchbox?

Worksheet 1.5.1



**Lunchbox 1**



**Lunchbox 2**



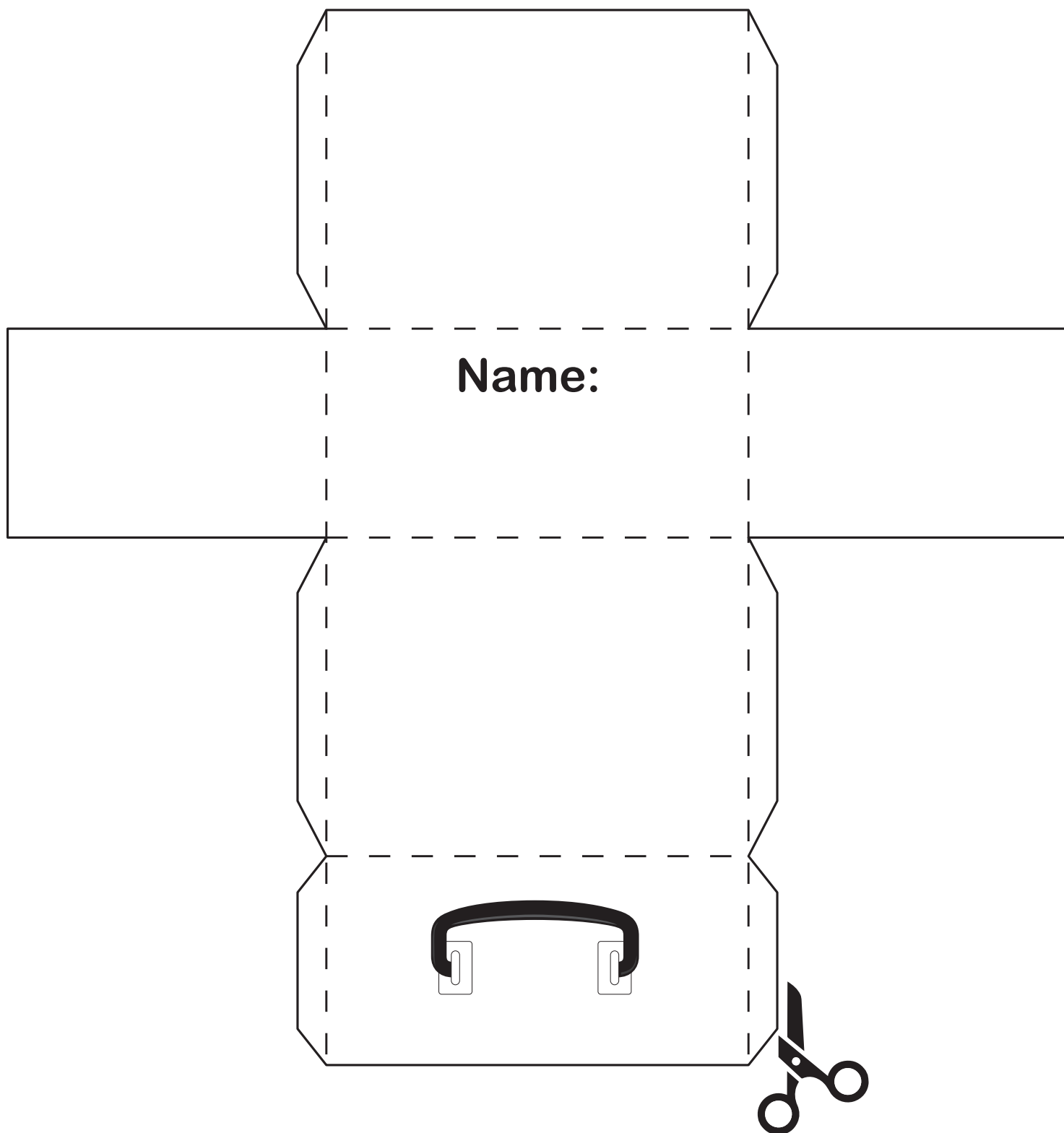
**Lunchbox 3**





# Healthy lunchbox ideas

Worksheet 1.5.2



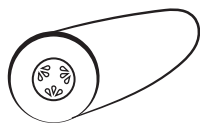




# Healthy lunchbox ideas

Worksheet 1.5.2

## Vegetables



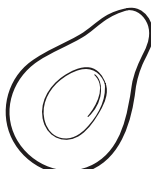
Cucumber



Tomato



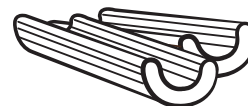
Lettuce



Avocado



Carrot sticks



Celery sticks



Bean sprouts



Green beans

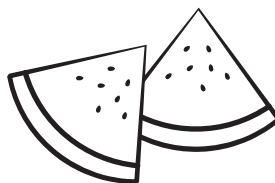


Sweet peppers

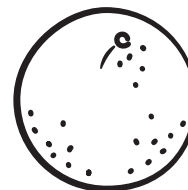
## Fruits



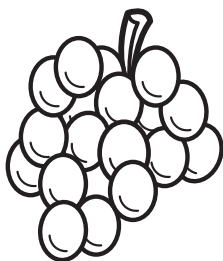
Apple



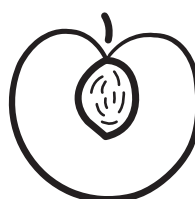
Watermelon



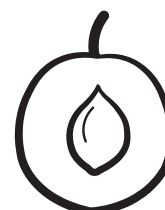
Orange



Grapes

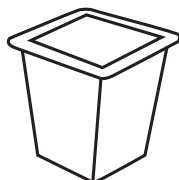


Peach



Plum

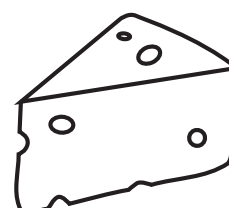
## Dairy



Yoghurt



Reduced fat  
milk



Cheese

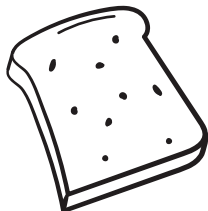




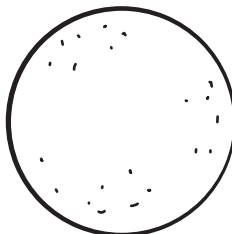
# Healthy lunchbox ideas

Worksheet 1.5.2

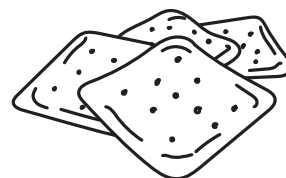
## Grains and breads



**Bread**  
(Wholemeal,  
wholegrain,  
high fibre)



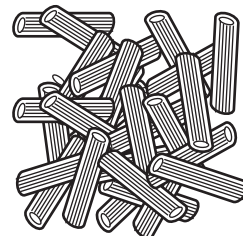
**Wraps**



**Crackers**



**Pita bread**



**Pasta**

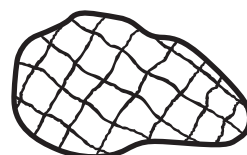
## Lean meats, poultry, and legumes



**Boiled eggs**



**Baked beans**



**Cooked lean  
beef/lamb**



**Cooked  
chicken**



**Tinned tuna**



**Peanut butter**

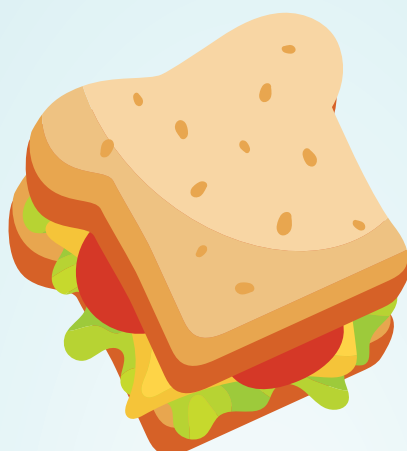


# A HEALTHY LUNCHBOX

= HEALTHY PLAY



Water



Whole-grains



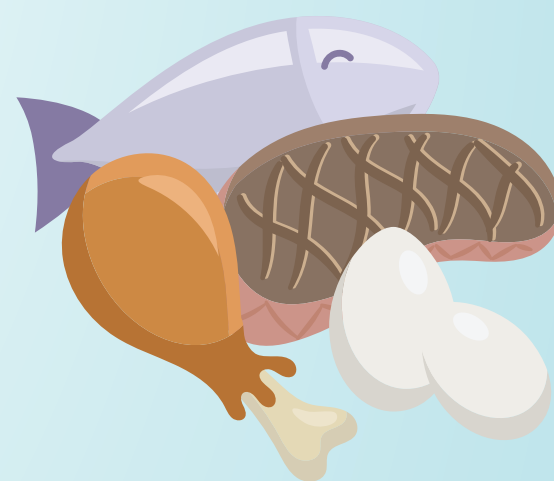
Vegetables



Dairy products



Fruit



Proteins







# The five food groups

Nutrition: Foundation phase

## Materials

- 'The Five Food Groups Poster
- Board and Board Markers
- Cardboard (5 colours)
- Food Flash Cards (depicting foods from each of the 5 food groups)
- Worksheet 1.6.1. – Food Group
- Matching Game
- Prestik
- Crayons
- Scissors
- Glue

## Aim

- To learn about and be able to name the five food groups.
- To learn which foods fit into which food groups.
- Understanding the importance of eating different foods from all the different food groups.

## Introduction

Introduction  
Time: ~ 2 min

Welcome the learners and introduce them to the daily topic.

## Group discussion

Introduction  
Time: ~ 10 min

Ask the learners whether they know how many food groups there are. Tell them (if no one has given the correct number) that there are five food groups. Ask the class whether anyone can name any one of the five food groups.

### Possible answers:

1. Bread, cereals, rice and pasta.
2. Fruit and vegetables.
3. Meat and meat substitutes.
4. Milk and dairy products.
5. Fats and oils.

Name healthy food examples from each food group as each group is named. Explain to the class that the foods are divided into groups to allow us to understand how to create a balanced meal.

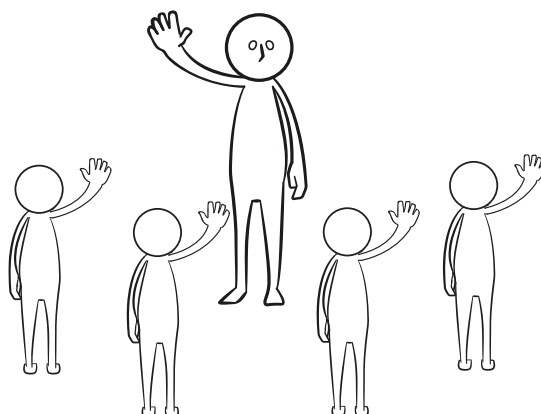


Ask the learners why it is important to eat different foods from each of the different food groups.

### Possible answers:

- To keep us healthy.
- To help us grow.
- To give us energy to work and play.
- To help us concentrate in class and learn.

Hold up one hand with your fingers spread and display your hand to the class. Ask the learners to copy you. Explain that choosing different food from each of the five food groups is important to stay healthy. Then call out each food group to the class, bending each finger towards the inside of your hand as you call out each group. Ask the learners to copy this action and repeat each food group after you.





## Pin the food

Main part  
Time: ~ 15 min

### How to play

Using Prestik, attach 5 large pieces of coloured cardboard (each should be a different colour) onto the board. Label each sheet, using a cardboard marker/khoki pen, with one of the 5 food group headings:

1. Bread, cereals, rice and pasta
2. Fruit and vegetables
3. Meat and meat substitutes
4. Milk and dairy products
5. Fats and oils

Show the learners the food flash cards (one at a time) and ask the learners to volunteer to come up and glue the food flashcard underneath the correct food group heading. (Spread some glue on the reverse of each flashcard before the learners come up to attach the cards to the correct posters.) Try to allow each learner to have a turn. The posters can then be displayed in the classroom.



## Food group matching game

Main part  
Time: ~ 10 min

### How to execute

Hand out a copy of the 'Food group match-up activity' worksheet 1.6.1 to each learner.

Ask the learners to draw a line to match the correct food (on the left) with the correct food group (on the right). Using the answer key, walk around the classroom and check to see that all the learners have the correct answers. Allow the learners some time, using the crayons, to colour-in the drawings.

## Summary

Wrap up  
Time: ~ 3 min

Ask the learners what they remember from the lesson. Try to have a class discussion and encourage the learners to ask questions about the five food groups. Ask the learners how they will use what they have learnt at home. Remind them of how important it is to choose different foods from each food group to stay healthy and happy.





# The five food groups match-up

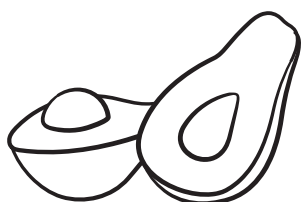
Worksheet 1.6.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

1. Match the right food with the right food group.

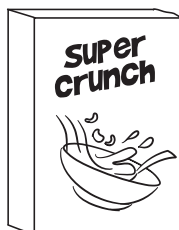
Draw a line from the food (on the left) to its correct food group (on the right)



Avocado

☐
☐

**Meat and  
meat substitutes**



Cereal

☐
☐

**Fruit and  
vegetables**



Yoghurt

☐
☐

**Fats and oils**



Eggs

☐
☐

**Bread, cereals,  
rice and pasta**



Apple

☐
☐

**Milk and  
dairy products**



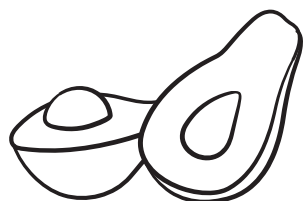


# The five food groups match-up

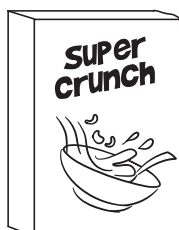
Worksheet 1.6.1 (Memo)

1. Match the right food with the right food group.

Draw a line from the food (on the left) to its correct food group (on the right)



Avocado



Cereal



Yoghurt



Eggs



Apple



**Meat and  
meat substitutes**

**Fruit and  
vegetables**

**Fats and oils**

**Bread, cereals,  
rice and pasta**

**Milk and  
dairy products**



# THE FIVE FOOD GROUPS



CHOOSE A **VARIETY**  
OF **FOODS** FROM EACH FOOD GROUP  
FOR **GOOD HEALTH**







# Assessment: Nutrition

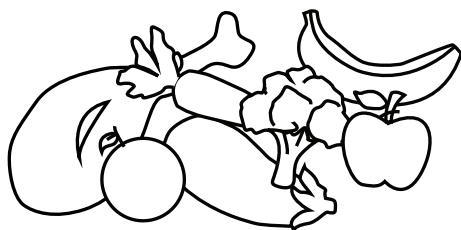
First and last name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Mark: \_\_\_\_\_

1. Choose the healthiest foods which will help you grow and be healthy:

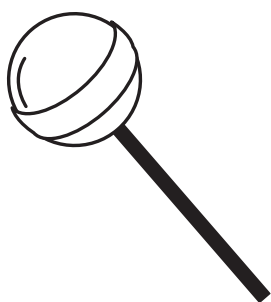
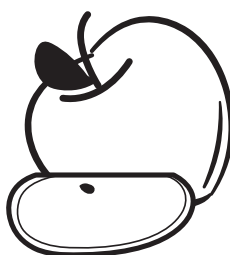

☐

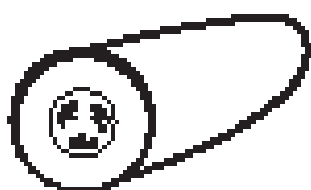
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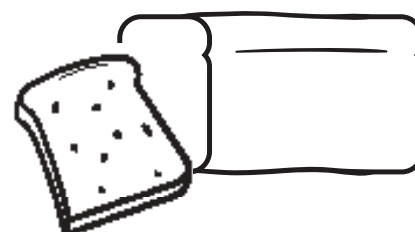
☐

(2 marks)

2. Choose 3 healthy foods that you can pack in your lunchbox:


☐

☐

☐

☐

☐

☐

(3 marks)

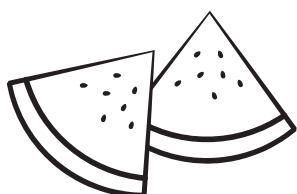




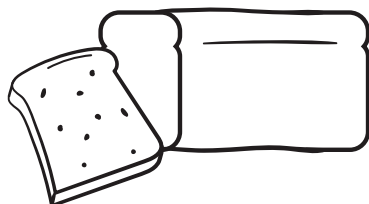
# Assessment: Nutrition

## 2. Match the Food Groups

Match the right foods with the right food group.


☐
☐

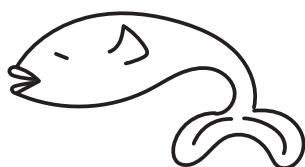
**Meat and meat substitutes**


☐
☐

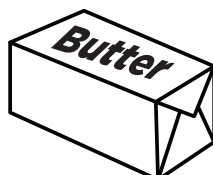
**Fruit and vegetables**


☐
☐

**Fats and oils**


☐
☐

**Bread, cereals, rice and pasta**


☐
☐

**Milk and dairy products**

(5 marks)

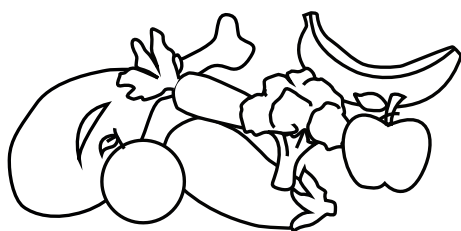
Description of competence	Percentage	Final mark
Outstanding achievement	80-100	7
Meritorious achievement	70-79	6
Substantial achievement	60-69	5
Adequate achievement	50-59	4
Moderate achievement	40-49	3
Elementary achievement	30-39	2
Not achieved	0-29	1





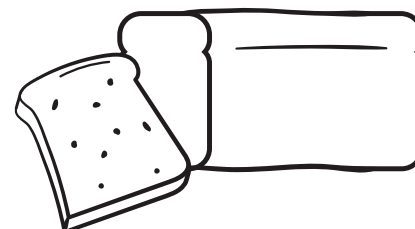
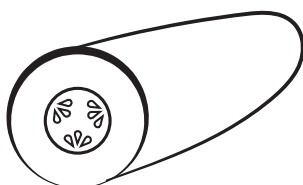
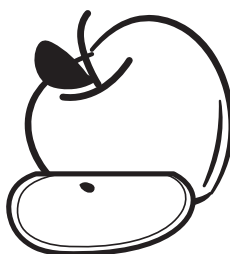
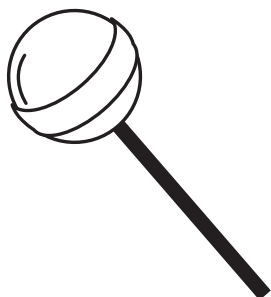
# Assessment Memo: Nutrition

1. Choose the healthiest foods which will help you grow and be healthy:



(2 marks)

2. Choose 3 healthy foods that you can pack in your lunchbox:



(3 marks)

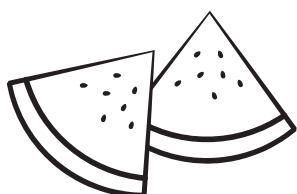




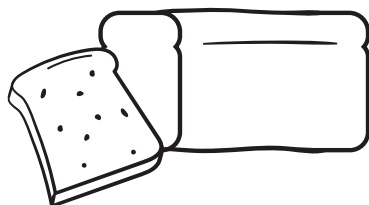
# Assessment Memo: Nutrition

## 2. Match the Food Groups

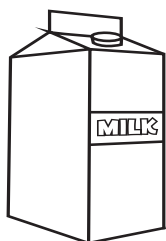
Match the right foods with the right food group.



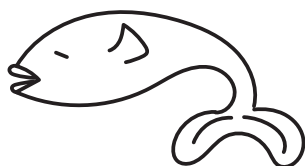
Meat and meat substitutes



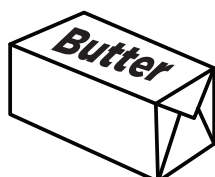
Fruit and vegetables



Fats and oils



Bread, cereals, rice and pasta



Milk and dairy products

(5 marks)



# GOOD LUCK!

