



# KaziBantu



*Healthy Schools for Healthy Communities*

## ***GRADE 2 KAZIKIDZ TEACHING MATERIAL***

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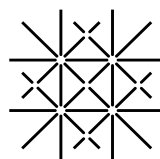
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**LESSON PLANS FOR**

***Grade***

**2**



***Health & Hygiene  
and Nutrition***



***Physical  
Education***



***Moving to  
Music***



**KaziKidz**

Teaching Material for Schoolchildren

## TABLE OF CONTENTS

## CONTENTS

<b>1</b>	<b>Instructions for Health, hygiene &amp; nutrition content pillar</b>	<b>1</b>
<b>2</b>	<b>Grade 2 Health, hygiene &amp; nutrition content</b>	<b>3</b>
<b>3</b>	<b>Health and hygiene</b>	
	<b>Lesson tracker</b>	<b>5</b>
	Lesson 1: Clean water and safe food	6
	Worksheet 2.1.1: Kazi has food poisoning	8
	Lesson 2: Healthy lifestyle - good habits	9
	Worksheet 2.2.1: Healthy lifestyle habits	11
	Lesson 3: Coughing and sneezing	13
	Game cards: Symptoms memory game	15
	Poster: Give your sneeze the sleeve	17
<b>4</b>	<b>Assessment: Health and hygiene: Clean water and food, good habits &amp; preventing colds and flu</b>	<b>18</b>
<b>5</b>	<b>Nutrition</b>	
	Lesson 4: The food plate	24
	Worksheet 2.4.1: Colour your plate crazy	26
	Poster: My food plate	29
	Lesson 5: Make good food choices	30
	Worksheet 2.5.1: My good food choices	32
	Poster: Eat smart play hard	33
	Lesson 6: Food hygiene: food safety	34
	Worksheet 2.6.1: Word finder game	36
	Worksheet 2.6.2: Food storage match-up	38
	Poster: Fight back	40
<b>6</b>	<b>Assessment: Nutrition</b>	<b>41</b>
<b>7</b>	<b>Exit</b>	<b>45</b>

## 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 2



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

Component	Term	Lesson Number	Lesson Content	Date
Health and Hygiene		Lesson 1	Clean water and safe food	
		Lesson 2	Healthy lifestyle – good habits	
		Lesson 3	Coughing and sneezing	
		Assessment: Health and Hygiene		
Nutrition		Lesson 4	The food plate	
		Lesson 5	Make good food choices	
		Lesson 6	Food hygiene: Food safety	
		Assessment: Nutrition		





# Clean water and safe food

Health and hygiene: Foundation phase

## Materials

- Worksheet 2.1.1 - Kazi has food poisoning
- A glass of clear/clean water and a glass of dirty water
- 'Make your own water filter' materials

## Aim

- To learn about the importance of clean water and safe food.
- To understand how to prevent food poisoning.
- To learn about the causes of food poisoning and what the signs and symptoms are.

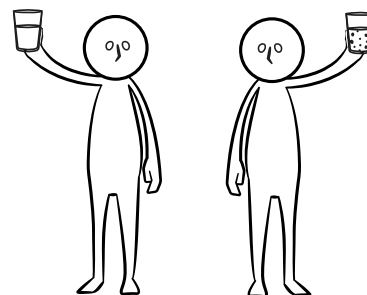
## Introduction

Introduction  
Time: ~ 5 min

Welcome the learners and introduce the daily topic: Clean water and safe food.

### Group discussion

- Show the learners a glass of clean water and a glass of dirty water. Ask them which glasses have germs in them.
- **Possible answer:** They normally say the one with the dirty water.
- Explain to the learners that both glasses can contain germs. Germs are sometimes too small to see.



## Safe and unsafe water to drink

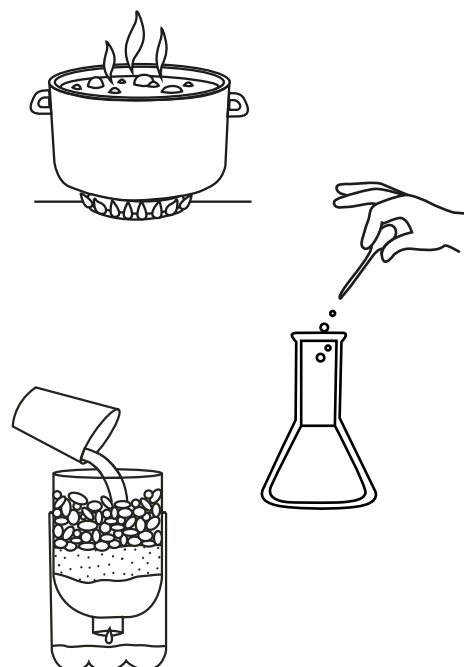
Main part  
Time: ~ 10 min

### How to discuss

- Tell the learners that not all water is safe for us to drink.
- Ask the learners to share with the class where they get their water from (e.g. a tap or a bottle).
- Tell the learners that it is very important to drink clean water to stay healthy. If water is dirty there are a few different ways to clean it and make it safe to drink.
- Ask the learners if they know of any ways to make dirty water safe.

Write the following methods on the board (even if they do not give you all these possible answers). Explain simply how each method works.

- Boiling
- Add chemicals
- Filtration (tell the learners that a filter will be built in class at the end if there is enough time.)



# Food poisoning

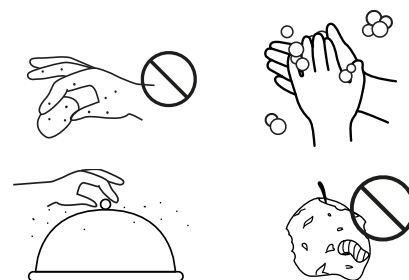
Main part  
Time: ~ 10 min

## How to implement

Tell the learners that the 'rules for good eating' are very important.

### Rules for good eating:

- Always wash your hands before eating or touching food
- Cover the food so no flies can land on it
- Don't eat old or rotten food



Tell the learners that without following these rules they could get sick with something called food poisoning.

Ask the learners if any one of them has ever had very bad tummy ache or a sickness called food poisoning. If anyone says 'yes' ask them how they felt and what kinds of things were wrong with them.

Tell the learners that the sickness caused by food poisoning normally lasts from a few hours up to several days and that if it gets worse, they should go to see a doctor.

Tell the learners that there are different signs or symptoms of food poisoning.

Hand out a copy of the 'Kazi has food poisoning' worksheet and tell the class the story of *Kazi* who has eaten old and rotten food and become very sick with food poisoning. Ask the learners if any of them know what the signs or symptoms might be and write the correct answers on the board for them to copy onto their worksheet. Let the learners colour-in the worksheet once they have filled out the answers.

### Symptoms/signs:

Nausea • Vomiting • Diarrhoea • Tummy pain • Fever

If you have enough time (at the end of the lesson or in the next lesson) you can make a homemade water filter with the class.

# Make your own water filter

Main part  
Time: ~ 10 min

## How to make

You will need:

- Plastic bottle cut in half (by the teacher).
- Dirty water (this you could create by adding food coloring, tiny pieces of paper or sand.)
- Serviettes or paper towels.
- Gravel, sand and cotton balls.

Method:

1. Place the top half of the bottle upside-down (so that it forms a funnel) inside the bottom half. The top half will be where you build your filter, the bottom half will hold the filtered water.
2. Layer the filter materials inside the top half of the bottle. Start with the cotton as the lowest layer. Add sand as the next layer and as the last layer add the gravel.
3. Pour the dirty water through the filter. What does the filtered water look like? Compare some of the original dirty water with the water that comes from the filter. Show the class this result.
4. Show the learners the different layers again. Ask them if they can tell what each layer removed from the dirty water.

Remind the learners that it is not possible to filter EVERYTHING out of the dirty water and that they might not be able to drink the filtered water at the end.

# Summary

Wrap up  
Time: ~ 5 min

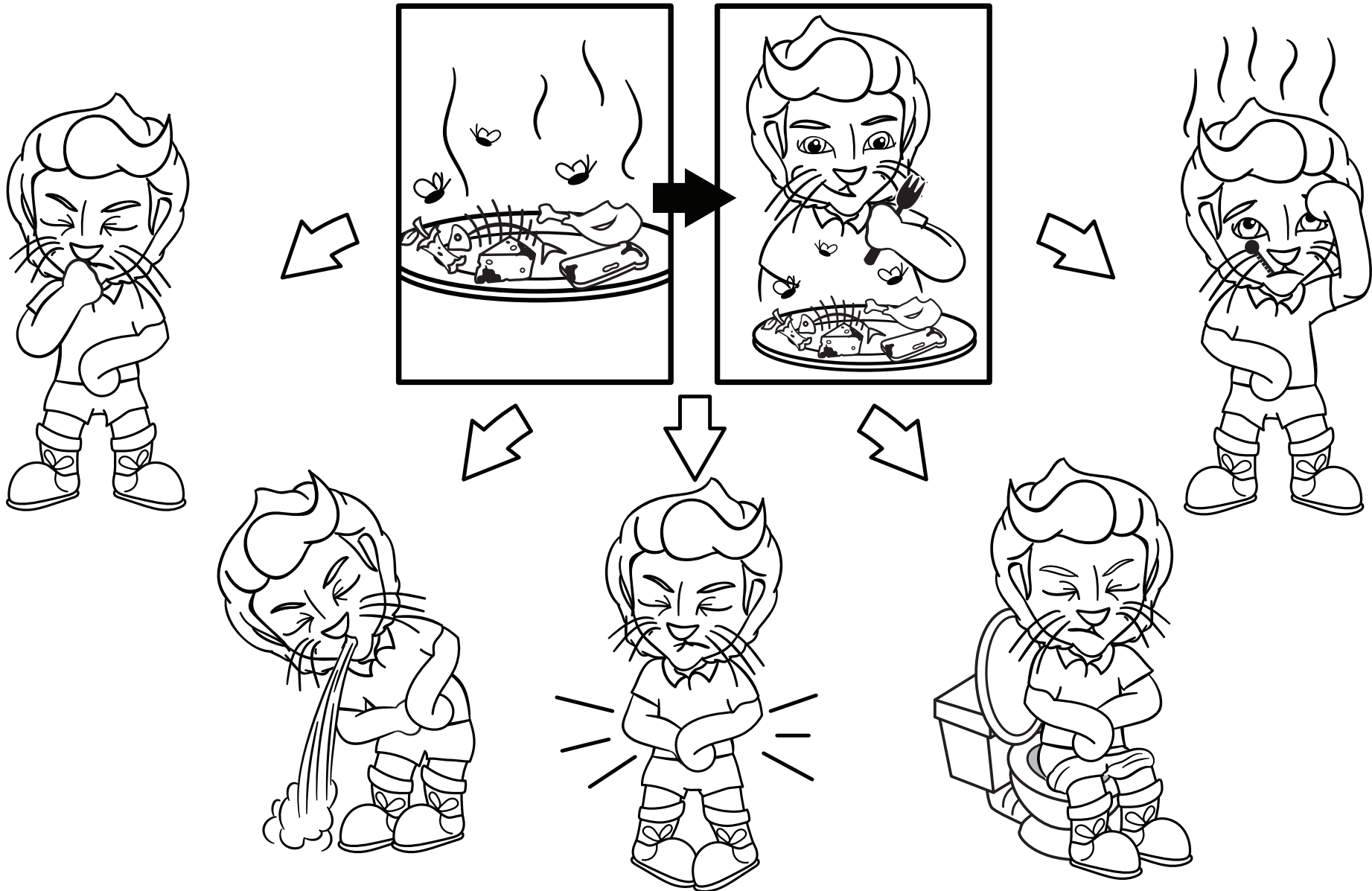
Ask the class what they remember from the lesson. Try to do a quick recap with the learners of the things they have learnt about food poisoning and clean water.



# Kazi has food poisoning

Worksheet 2.1.1

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





# Healthy lifestyle – good habits

Health and hygiene: Foundation phase

## Materials

- Worksheet 2.2.1 - Healthy lifestyle habits

## Aim

- To learn the meaning of a healthy lifestyle.
- To understand how a healthy lifestyle stops infections, getting sick and the spread of germs.

## Introduction

Introduction  
Time: ~ 5 min

Welcome the learners and introduce the daily topic: healthy lifestyles and good habits. Ask the learners what they think you mean when you say the words “healthy lifestyle”. Allow for some responses. Ask them to give you some examples of what they think are good habits when it comes to food.

## Find out the ‘Healthy lifestyle habits’

Introduction  
Time: ~ 15 min

## How to execute

Distribute the “Healthy lifestyle habits” worksheet and let the learners work out which pictures depict the healthy lifestyle habits. Give them some time and go through each picture afterwards.

Say to the learners that they need to care for their own bodies to stay healthy (according to each picture):

- Eat good food to grow healthy and strong.
- Drink clean water.
- Get enough sleep every night (8-9 hours a night).
- Clean and wash your body.
- Wash your hands regularly.
- Exercise to stay fit and strong.
- Get enough sunlight by being outside - playing and having fun.
- Do not watch too much television.
- Cover your mouth and nose when you cough or sneeze.
- Stay in bed and rest when you are sick.

# Keep the germs outside the body

Main part  
Time: ~ 15 min

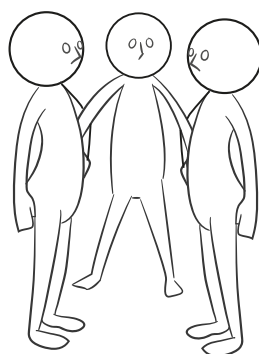
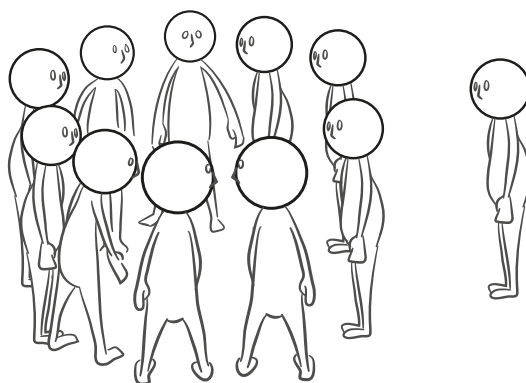
## How to play

Go outside with the learners or make some space in the classroom. Tell them that **10 good habits** that were mentioned in class will make them feel healthy. Tell them that the 10 good habits will stop germs from entering their bodies to make them feel sick.

Place the learners into groups of 11. In each group, 10 learners will form a very tight circle while the 11th learner will be the “germ” outside the circle. Let the 10 learners make an impenetrable circle by looping their arms. Tell them that the strong circle represents their own body. The germ tries to break into the circle as fast as possible. Tell the learners that they must hold each other’s arms closely so that the germ cannot get in.

Tell the learners that it is very important that they practice **all the good habits**; otherwise the germ/s can get into their bodies and make them sick.

Let the learners play the game a few times! Change the ‘germs’ after every round, so every learner can try to break into the circle.



## Summary

Wrap up  
Time: ~ 5 min

Allow the learners to tell you and the class what they remember from the lesson. Let them ask any questions they might have. Ask every group from the game if they can repeat any of the 10 good habits mentioned in the lesson. Let them chat in their group before you get each group to give you an answer.



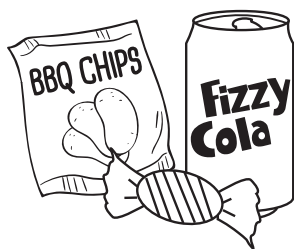
# Healthy lifestyle habits

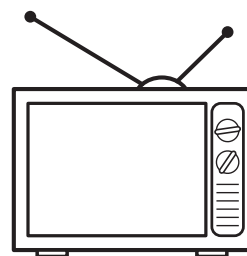
Worksheet 2.2.1

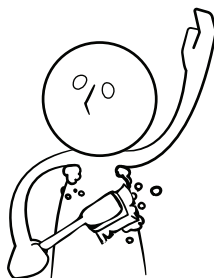
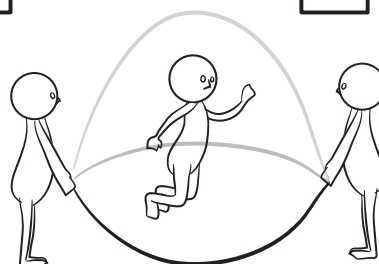
Name: \_\_\_\_\_

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

Make a tick (✓) in the box under a picture that shows a healthy (good) lifestyle habit and a cross (X) in the box if it shows an unhealthy (bad) habit.

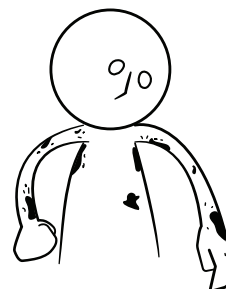

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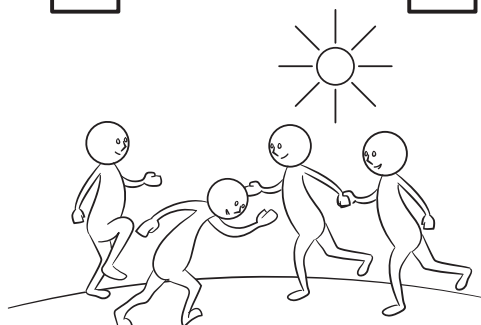
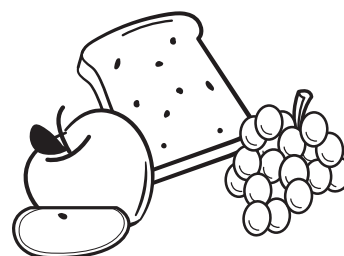
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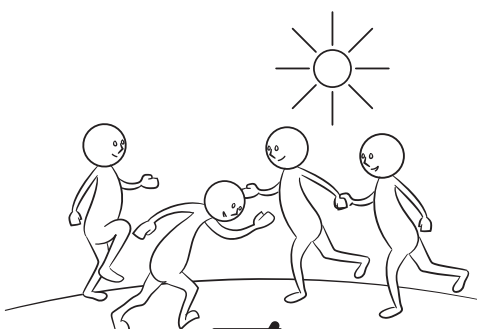
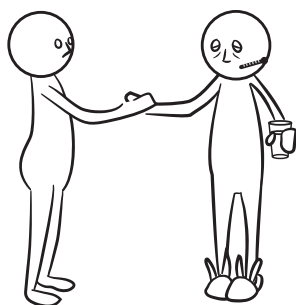
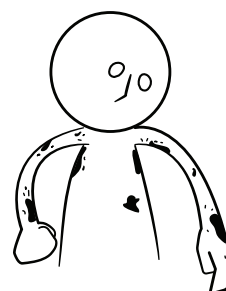
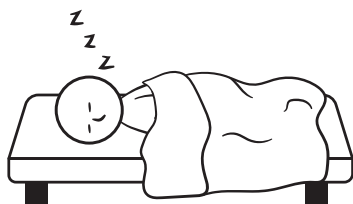
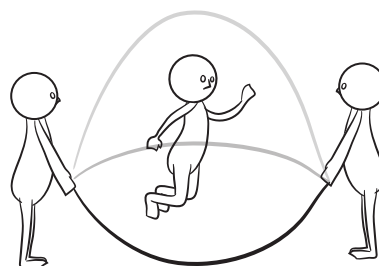
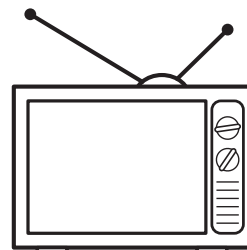
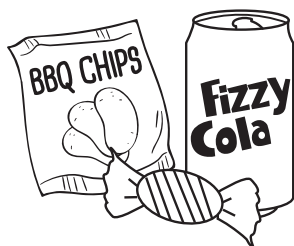
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# Healthy lifestyle habits

Worksheet 2.2.1 (Memo)

Make a tick (✓) in the box under a picture that shows a healthy (good) lifestyle habit and a cross (X) in the box if it shows an unhealthy (bad) habit.





# Coughing and sneezing

Health and hygiene: Foundation phase

## Materials

- 'Give your sneeze the sleeve' poster
- Cards - Symptoms memory game

## Aim

- To understand what it means to have the flu or a cold.
- To understand the symptoms of the flu.
- To learn what to do to treat the flu and feel better.
- To understand the difference between a cold and the flu.

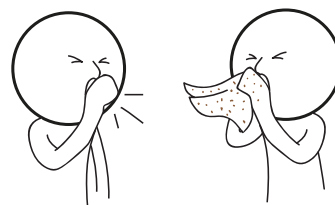
## Introduction

Introduction  
Time: ~ 5 min

Welcome the class and introduce the daily topic: **coughing and sneezing**. Tell the class that everybody occasionally needs to cough or sneeze. Explain that while people cough or sneeze, a lot of germs are set free into the air. These germs will look for someone else to land on and will infect them so that they will feel sick.

Ask the class if anybody has ever been sick before or had a cold/the flu. Allow the learners to raise their hands in response.

Now ask those who have been sick before if they can remember and would like to share how they felt. Before they answer tell the class that how each part of the body feels when it is sick can be called a symptom. Write this word on the board and write down some of their answers.



## Symptom memory game

Introduction  
Time: ~ 10 min

### How to play

Divide the class into groups of 4 or 5. Give each group a set of the symptom cards and picture cards from the '**Symptoms memory game**'. The aim of the game is for the cards to be turned over and for the learners to take turns choosing cards. They each start with one card and need to pick up a card to match with what they have. If the card they pick up does not match with the card they have they should put it back face-down and wait their turn again. Once they have a pair they should put it face-up so that the group can see the pair. They need to match the pictures and symptoms together until all the cards are paired. They can play it like a matching game or a memory.

When every group has finished, discuss the symptoms together as a class. Correct the learners if they have something wrong. Let them play the game again at the end of the lesson if there is time. Afterwards you can stick the pictures of the symptoms on the wall so the learners can see them.

## Do not get infected by the virus game

Main part  
Time: ~ 15 min

### How to play

One learner gets chosen as the virus. The 'virus' closes his or her eyes and walks around the classroom and tries to touch ('infect') the other learners. Every learner who gets touched by the virus mutates to another virus and tries to infect the other learners. The last learner standing who has not been 'infected' (touched by anyone) is the winner.

Get the learners to move their desks and chairs back and to sit down and look at the board.



# Difference between a cold and the 'flu'

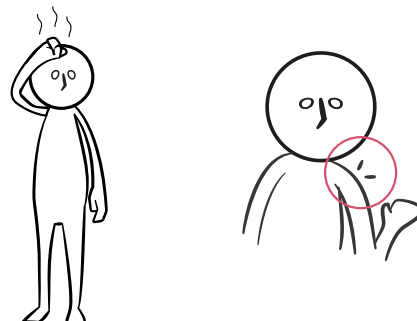
Main part  
Time: ~ 5 min

## How to discuss

Explain to the class that there is a difference between having a cold and having the 'flu'.

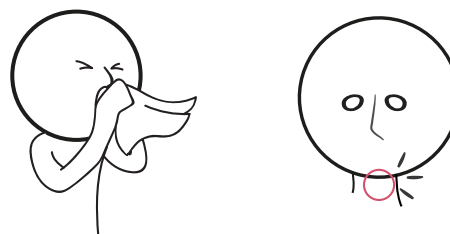
If you suffer from the '**flu**' you will feel sicker but will not have a runny nose. Explain that the flu comes quicker and includes fever and aching muscles. It will make you feel so bad that you cannot do your usual activities.

Tell them that a **cold**, on the other hand, will mainly affect the nose and the throat, and that people who have a cold are still able to do their usual activities. The symptoms of a cold come slowly without fever or chills.



### What to do to feel better

- Tell the class that it is important to: stay at home, so you cannot infect your friends
- Get enough sleep and rest
- Drink a lot of water or juice
- Eat healthy food
- Eat soft food if your throat is sore



### Tell them that they should not while they are sick:

- Sneeze or cough over people around them
- Visit their friends or have their friends come to visit them
- Do sports or play active games
- Wipe their nose on their sleeve (but rather on a tissue)

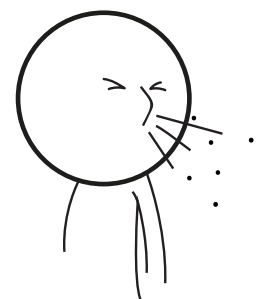
Tell the learners that this behaviour will help them to get better quickly. If they do not feel better after doing these things they should see a doctor.

What to do to not spread germs

Present the 'Give your sneeze the sleeve' poster to the class and attach it to the wall.

### Explain it to the learners that:

- If they have a cold or the flu and need to sneeze or cough they should cover their nose and mouth.
- When they sneeze without covering their mouth they will spread germs.
- They should sneeze into a tissue and put used tissues into the bin.
- Never cough into the hands but rather the elbow.
- They should always wash their hands after sneezing and coughing in case they have germs on them.
- If they sneeze a lot but do not have a cold or the flu they should go and see the doctor. It may be an allergic reaction to something.



## Summary

Wrap up  
Time: ~ 5 min

Briefly recap what you have taught the learners. Ask them if anybody remembers any of the symptoms they have learnt.

Tell the learners that if they ever feel sick, they should tell their mother, their father or a teacher.



# Symptoms memory game

Cards

**Fever**

**Feeling weak  
or tired**

**Coughing**

**Tummy pain  
(diarrhoea)**

**Runny or  
blocked nose**

**Sneezing**

**Vomiting**

**Sore throat**

**Headache**

**Chills**

**Body aches**



**KaziKidz**

Teaching Material for Schoolchildren



# Symptoms memory game

Cards



**Coughing**



**Sneezing**



**Headache**



**Chills**



**Feeling weak or tired**



**Runny or blocked nose**



**Sore throat**



**Body aches**



**Fever**



**Tummy pain  
(diarrhoea)**



**Vomiting**



**KaziKidz**

Teaching Material for Schoolchildren

# GIVE YOUR SNEEZE THE SLEEVE!

IF YOU DO NOT HAVE A **TISSUE**  
TO COVER YOUR  
**MOUTH AND NOSE,**  
COUGH OR SNEEZE INTO  
**YOUR ELBOW,**  
NOT YOUR HANDS!



Wrong



Wrong



Right

Do not share your germs  
with others!



The reason for not  
coughing into your hands:

It is easier for the germs to be spread onto  
other objects and people when they are found  
on your hands.

Use a tissue if you have one





## Assessment: Clean water and food, good habits & preventing colds and flu

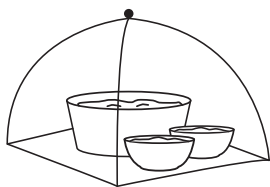
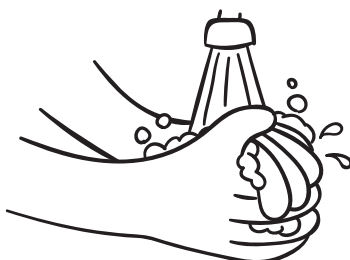
First and last name: \_\_\_\_\_

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

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

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

### 1. Which of these are rules for good eating?


☐

☐

☐

(1 mark)

### 2. Symptoms of food poisoning – write the symptom under the correct picture.

Word Bank:

Fever

Nausea

Diarrhoea

Tummy pain

Vomiting











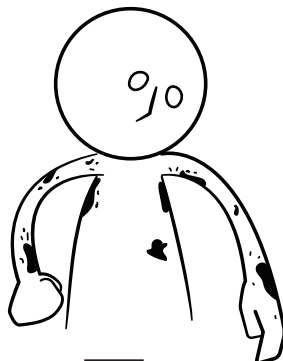
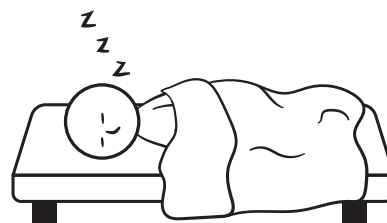

(2.5 marks)

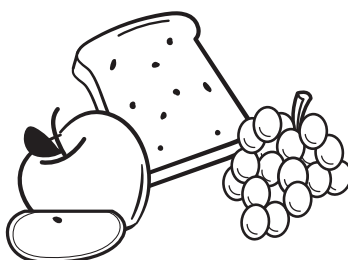
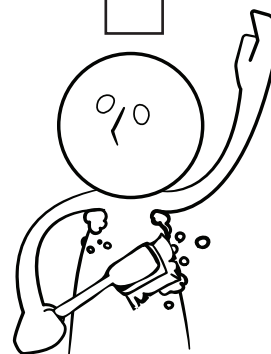
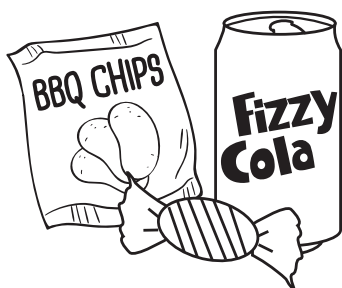


## Assessment: Clean water and food, good habits & preventing colds and flu

### 3. Which of these are healthy lifestyle habits?

Mark the correct box:


☐

☐

☐

☐

☐

☐

☐

☐

☐

(2.5 marks)

### 4. What is the correct way to sneeze?


☐

☐
☐

(1 mark)



## Assessment: Clean water and food, good habits & preventing colds and flu

### 5. Match the symptoms.


☐
☐

Headache


☐
☐

Sneezing


☐
☐

Chills


☐
☐

Fever


☐
☐

Vomiting


☐
☐

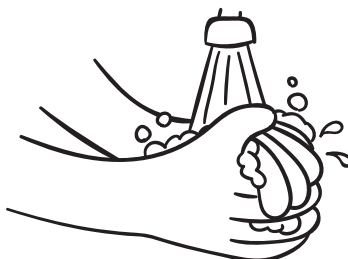
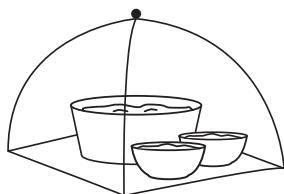
Feeling weak and tired

(3 marks)



## Assessment Memo: Clean water and food, good habits & preventing colds and flu

1. Which of these are rules for good eating?



(1 mark)

2. Symptoms of food poisoning – write the symptom under the correct picture.

Word Bank:

Fever

Nausea

Diarrhoea

Tummy pain

Vomiting



Diarrhoea



Vomiting



Fever



Tummy pain



Nausea

(2.5 marks)

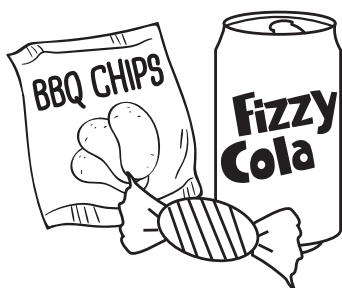
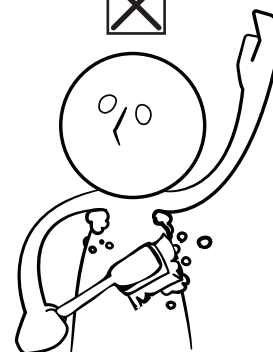
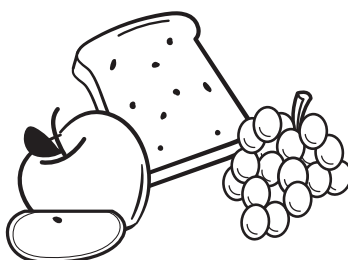
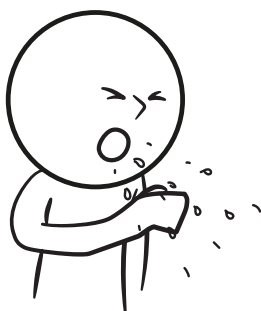
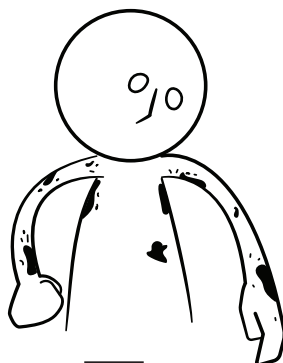




## Assessment Memo: Clean water and food, good habits & preventing colds and flu

### 3. Which of these are healthy lifestyle habits?

Mark the correct box:



(2.5 marks)

### 4. What is the correct way to sneeze?



(1 mark)



## Assessment Memo: Clean water and food, good habits & preventing colds and flu

### 5. Match the symptoms.

Headache

Sneezing

Chills

Fever

Vomiting

Feeling weak and tired

(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



# The food plate

Nutrition: Foundation phase

## Materials

- The Food Plate Poster
- Worksheet 2.4.1 - Colour Your Plate Crazy
- Board and Board Markers
- Large White Disposable Plates (as described in the activity below)
- Ruler
- Crayons

## Introduction

Introduction  
Time: ~ 2 min

To learn about and name the five food groups.

To understand how much of each food group should be eaten using the picture of the food plate as an example.

To understand how important it is to eat different foods from each food group.

## Group discussion

Introduction  
Time: ~ 10 min

Ask the learners if they know that there are five food groups. Ask them if anyone can name any of the five food groups.

### Possible answers:

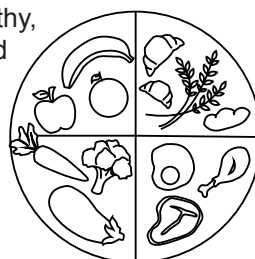
The 5 food groups are:

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

(Give the class healthy food examples from each group as each group is named.)

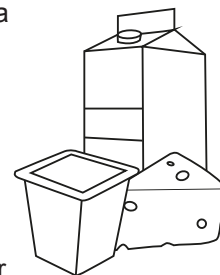
Explain to the learners that eating a variety of foods from each group helps us to stay healthy, grow, learn and play. Explain that the foods are divided into groups to help us to understand how to create a balanced meal.

Hold up one hand with your fingers spread and display your hand to the class. Ask the learners to follow suit. Explain that choosing a variety of food from each food group is important to stay healthy. Then call each food group out loud, bending each finger inwards as you go through the groups until eventually your hand is closed. Ask the learners to copy your actions and repeat each group after you.



Create a class discussion where you ask the learners what kinds of food should be on a healthy plate of food. Stick up the 'My food plate' poster and speak about the following points with the learners: Just an example how this plate would look:

- $\frac{1}{2}$  the plate is made up of the fruit and vegetable groups (enjoy a variety of colours on your plate).
- A  $\frac{1}{4}$  of the plate is made up of the bread, cereal, rice and pasta group (choose whole-grains wherever possible).
- A  $\frac{1}{4}$  of the plate is made up of the meat and meat substitutes group (highlight healthier choices such as chicken, fish, eggs, beans and lentils).
- Mention that dairy products such as yoghurt, cheese and low-fat milk can be included at meal times too.
- Mention that potatoes and sweet potatoes fall under the bread, cereal, rice and pasta group and not the fruit and vegetables group as one would think.



## 'Colour your plate crazy' game

Main part  
Time: ~ 10 min

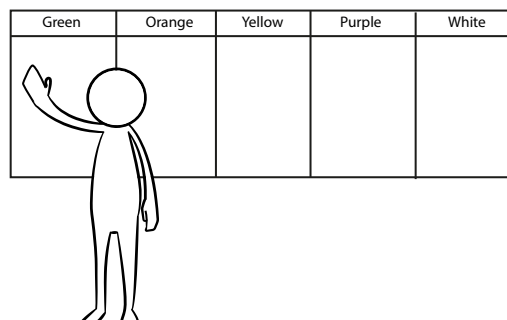
### How to play

#### 'Make half of your plate fruit and vegetables - Colour your plate crazy' game

Divide the learners into pairs. Give each learner a copy of 'Colour your plate crazy' worksheet 2.4.1. In pairs ask them to write down as many fruit and vegetables they can for each colour. Give the learners a short set amount of time to do this (e.g. 2 minutes).

On the board, create matching columns for each colour. Ask the learners to call out their answers and record each fruit and vegetable on the board under the corresponding colour.

Remember to use the catch phrase: 'colour your plate crazy' and encourage the class to eat brightly coloured fruit and vegetables where possible.



## Create your own plate

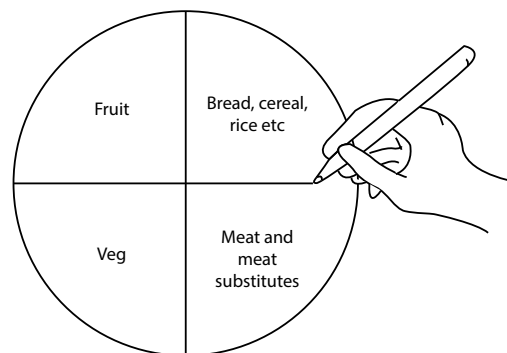
Main part  
Time: ~ 15 min

### How to execute

In preparation for the class: using a marker divide large paper (disposable) plates up into the 4 categories as per the food plate poster ( $\frac{1}{2}$  plate - fruit and vegetables,  $\frac{1}{4}$  plate - meat and meat substitutes,  $\frac{1}{4}$  - plate bread, cereal, rice and pasta). Label each section with the relevant heading. Ensure there are enough plates for each learner.

Hand out a plate to each learner. Ask the learners to plan and create/draw a healthy meal according to the food plate guidelines. Encourage the learners to include foods from each group and draw the corresponding food under each section. Highlight that these should be foods that they enjoy and a meal they would like to eat at home.

The plates can be displayed in the classroom once completed.



## Summary

Wrap up  
Time: ~ 3 min

Ask the learners what they remember from the lesson.

Create some time to allow the learners to ask any questions about the five food groups or the food plate guide.

Ask the learners how they might apply this at home.

Reflect on the importance of enjoying healthy, balanced meals that include a variety of foods from each group.



# Colour your plate crazy

Worksheet 2.4.1

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

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

Red	Green	Yellow or orange	White	Blue or purple

Red	Green	Yellow or orange	White	Blue or purple



# Colour your plate crazy

Worksheet 2.4.1 (Memo)

Red	Green	Yellow or orange	White	Blue or purple
Beetroot Blood oranges Cherries Cranberries Guava Papaya Pink grapefruit Red grapefruit Pomegranates Radishes Raspberries Red apples Red bell peppers Red chills Red chili peppers Red grapes Red onions Red pears Red peppers Red potatoes Rhubarb Strawberries Tomatoes Watermelon	Artichokes Asparagus Avocados Broccoli Broccoli Brussel sprouts Celery Cabbage Cucumbers Endive Green apples Green beans Green cabbage Green chilli Green grapes Green onion Green pears Green peppers Honeydew Kale Kiwifruit Leafy greens Leeks Lettuce Limes Peas Rocket Samphire Spinach Sugar snap peas Watercress Waterblommetjies Watermelon Zucchini	Apricots Bananas Butternut squash Cantaloupe Carrots Corn Golden Kiwifruit Gooseberries Grapefruit Lemon Mangoes Mandarins Nectarines Oranges Papayas Peaches Persimmons Pineapples Pumpkin Naartjies Sweet corn Sweet potatoes Tangerines Yellow apples Yellow figs Yellow pears Yellow peppers Yellow potatoes Yellow summer squash Yellow tomatoes Yellow winter squash	Apples Bananas Cauliflower Garlic Ginger Jerusalem artichoke Mushrooms Onions Parsnips Pears Potatoes Shallots Turnips White nectarines	Black currants Blackberries Blueberries Brinjals Eggplant Elderberries Grapes Plums Pomegranates Prunes Purple potatoes Purple cabbage Purple carrots Purple figs Purple grapes Raisins

# MY FOOD PLATE

How does your plate look?



**EAT SMART**  
**PLAY HARD**







# Make good food choices

Nutrition: Foundation phase

## Materials

- Make Good Food Choices Poster
- Worksheet 2.5.1 - My good food choice
- Crayons
- 2 Interest Tables
- Markers
- 2 Sheets of Cardboard (preferably one green and one red)
- Food Flash Cards and Food Packaging

## Aim

- To understand what the words 'nutrients' and 'nutrition' mean.
- To be able to tell the difference between healthy and unhealthy foods.
- To be able to tell the difference between 'everyday' and 'sometimes' foods.
- To understand how important it is to make good food choices to stay healthy.

## Introduction

Introduction  
Time: ~ 5 min

Welcome the learners and introduce the daily topic: good food choices.

### Link with the previous lesson:

Provide a short recap of the previous lesson. Mention the five food groups and the plate model.

Remind the learners that enjoying different foods from all the food groups is important for good health.

## Group discussion

Introduction  
Time: ~ 10 min

Ask the learners if anyone knows what the word 'nutrition' means. Allow for responses. After this, ask the class if anyone knows what the word 'nutrient' means.

### Possible answers:

- Nutrition can be described as getting nutrients from the food we eat for our bodies to be healthy and grow well
- Nutrients are found in food and are needed for good health. The body can't make its own nutrients, so they must be supplied by the food we eat.

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

Ask the class if anyone knows why some foods are healthier than other foods.

Tell them:

- Healthy foods contain lots of nutrients to keep us healthy and strong. We call healthy foods nutritious foods as they are high in nutrients and keep us healthy and strong. We should try to eat healthy foods as often as possible.
- Unhealthy foods do not provide the proper nutrients for our bodies to stay strong and grow. We say these foods are non-nutritious foods. These foods can be eaten 'sometimes' and should not replace healthy foods. Sometimes foods are usually high in sugar, salt and unhealthy fats.
- Making good food choices means choosing a variety of nutritious, healthy foods as often as possible. (Highlight that these are 'everyday' foods that can be enjoyed at every meal.)



Provide examples of healthy and unhealthy foods as the discussion progresses. Avoid labelling food as good or bad, rather explain again that we have '**everyday**' healthy foods and 'sometimes' foods. Also, try to not talk about high sugar or high fat foods e.g. chocolates/sweets/ice-cream etc. as treats or reward foods.

Stick up the "Make good food choices" poster to remind the learners of the lesson while you are discussing healthy and unhealthy food choices.

During the discussion, try to link this lesson with the previous lesson. Allow the learners to see that when choosing food from the five food groups, nutritious and healthy foods are the best choices. These foods can be enjoyed '**everyday**' and they make sure that people stay healthy, grow and learn.

# My good food choice

Main part  
Time: ~ 8 min

## How to execute

Hand out a copy of the “My good food choice” worksheet to each learner. Ask them to complete the worksheet. (The worksheet requires the learners to mention a favourite healthy food item, identify which food group the food item belongs to, indicate which meal time they like to eat the food at and what they like to eat with the food item. The learners then draw a picture of the food item.)

# Healthy foods treasure hunt

Main part  
Time: ~ 15 min

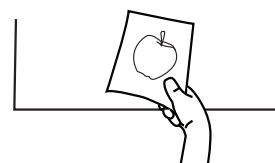
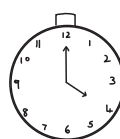
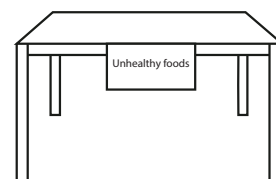
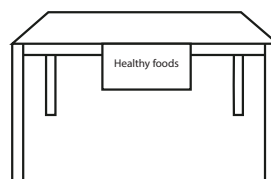
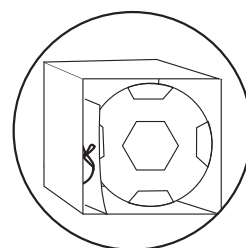
## How to play

In preparation for class, before the learners arrive, hide many food pictures or food package items around the class. Ensure that you have examples of both healthy and nutritious foods and unhealthy and non-nutritious foods. Keep in mind that this is a treasure hunt. Set up two interest tables. Using cardboard or colourful paper label one table ‘everyday/healthy foods’ – this could be written on green paper and the other table ‘sometimes/unhealthy foods’ – this can be written on red paper.

Give the learners some time to find as many food items in the class as they can.

Once all the items have been found, ask the learners to come up, one by one and place their healthy and unhealthy food items onto the right table.

(As the learners bring up each food item, call out each food and mention to the rest of the class why the food is an example of a healthy or unhealthy food choice. For example, jelly babies are high in sugar which is not a healthy choice but whole-wheat bread is a better choice than white bread.)



## Summary

Wrap up  
Time: ~ 2 min

Ask the learners what they remember learning in the lesson. Try to have a class discussion and encourage the learners to ask any questions they may still have. Ask the learners how the lesson might change what they do at home. Remind the learners again of the importance of making good food choices and enjoying healthy, balanced meals that include different foods from each group.



# My good food choice

Worksheet 2.5.1

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

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

Complete the sentences and then draw a picture of your favourite food item in the block below. Use the words in brackets under each line as a hint of what to fill-in.

I like to eat \_\_\_\_\_,

(My favourite food)

which is part of the \_\_\_\_\_,

(Food group)

at \_\_\_\_\_.

(Mealtime)

I like to eat it with \_\_\_\_\_.

(Other food items)

# EAT SMART PLAY HARD

Everyday foods



Sometimes foods





# Food hygiene: food safety

Nutrition: Foundation phase

## Materials

- Food Safety Poster
- Board and Board Markers
- Worksheet 2.6.1. – Word Finder Game, 4 Steps to Safer Food
- Worksheet 2.6.2. – Food Storage Match Up
- Crayons

## Aim

- To understand that poor food hygiene is linked to illness.
- To know what bacteria are and why they can be harmful.
- To learn four important ways to keep food safe for eating: clean; separate; cook and cool.
- Understand how to correctly store certain foods.

## Introduction

Introduction  
Time: ~ 3 min

Welcome the learners and introduce the daily topic: **food safety**.

**Link with the previous lesson:** Remind the learners how important it is to eat healthy food to grow and be well.

## Group discussion

Introduction  
Time: ~ 10 min

Tell the learners that they have learned that eating healthy food keeps them healthy and strong. Ask the learners if they think there is ever a time that food can be unsafe to eat and harmful to people.

### Possible answers:

- Certain foods may be poisonous and unsafe to eat.
- Food spoils over time and may become unsafe to eat (old, expired food for example).
- If we do not work with food in a safe way, the food may make us sick.

Ask the class if anyone knows why food becomes unsafe if it is not prepared correctly. Allow the learners to respond. Then ask them if there is anyone in the class who has hear the word 'bacteria' before. Allow them to respond.

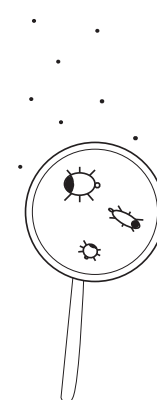
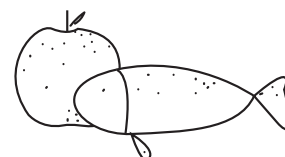
Tell the learners:

- Sometimes harmful germs grow on the food that we eat and cause us to become ill.
- These germs are called bacteria. There are good bacteria and bad bacteria. When the bad bacteria grow on food, the food becomes unsafe to eat and makes people sick.
- Food needs to be prepared in a safe way to stop bad bacteria from growing on it.

Write the word 'bacteria' on the board.

Explain to the learners that during the lesson they will do some fun things that will help them learn how to keep food safe. They will learn how to keep harmful bacteria out of food and prevent the food from becoming unsafe for them to eat.

Highlight that germs and bacteria are too small to see and that the best way to protect themselves from getting sick is to prepare food in a safe way.

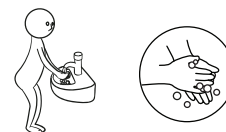


# Word finder game

Main part  
Time: ~ 15 min

## How to play

Hand-out a copy of the “**Word finder game**” worksheet 2.6.1 to each learner. Explain to the learners that they need to choose a word from the word bank that best fits in the blank space at the start of each sentence. Each word can only be chosen once.



Give the class some time to do this. When everyone is finished go through the answers with them.

Answers:

**Wash** your hands by rubbing them together using soap and warm running water. Always do this before you touch food.

**Clean** kitchen counters before you make food on them.

**Rinse** fruits and veggies before you eat them.

**Chill** foods like milk, eggs and meats by keeping them in the refrigerator.

Keep cold foods **cold**.

**Separate** raw and cooked foods.

When you cook foods like meats, poultry and eggs, **cook** them well to kill the bad bacteria.

Link each key word with one of the four steps to safer food – ‘Clean’, ‘Separate’, ‘Cook’ and ‘Cool’. Write these words on the board under the heading “Four Steps to Safer Food” and point to each word as you call each word out. As each word is mentioned, try to provide examples for the learners of what each one would look like in their everyday lives.

Teach the learners that each of these four steps stop harmful bacteria from growing on our foods. Remind the learners that harmful bacteria can make them sick.



# Food storage match-up

Main part  
Time: ~ 10 min

## How to play

Hand-out a copy of the “Food storage match-up” worksheet 2.6.2 to each learner. The worksheet directs the learners to match up a food item with its correct storage method.

Give the learners some time to do this. Remind them that cold items need to be stored in a refrigerator always.

Explain to the class that just like food helps us grow, bad bacteria also need food to grow and multiply (to make more of itself). **Bad bacteria love wet, nutritious foods like milk, eggs, and meats.** If these foods are not kept cold, bacteria can move-in and multiply. Bad bacteria hate cold temperatures, so to help keep food safe it needs to be chilled.



Ask the learners where canned/tinned food should be kept.

Answer: In the cupboard. Cans of food can be safely stored in the cupboard because they have been heated in a special way to get rid of the bad bacteria and can now be kept at room temperature.

Tell the class that whole fruit like apples, pears, bananas, naartjies and oranges can be stored on the counter. Bad bacteria do not grow well on these kinds of fruit because they have a skin to protect themselves. Remind the learners that once fruit has been cut it should be stored in the fridge.

# Summary

Wrap up  
Time: ~ 2 min

Ask the learners what they remember from the lesson. Try to start a class discussion where you allow the learners to ask any questions they may have about food and food safety. Try to encourage them to take what they have learnt and practice it at home.



# Word finder game

Worksheet 2.6.1

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

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

Choose a word from the word bank below that best completes each sentence. Fill your chosen word in the blank space provided. Each word should only be chosen once.

Word Bank:

rinse

separate

wash

cold

clean

chill

cook

1. \_\_\_\_\_ your hands by rubbing them together using soap and warm running water. Always do this before you touch food.
2. \_\_\_\_\_ kitchen counters before you make food on them.
3. \_\_\_\_\_ fruits and veggies before you eat them.
4. \_\_\_\_\_ foods like milk, eggs and meats by keeping them in the refrigerator.
5. Keep cold foods \_\_\_\_\_.
6. \_\_\_\_\_ raw and cooked foods.
7. When you \_\_\_\_\_ foods like meats, poultry and eggs, cook them well to kill the bad bacteria.





# Word finder game

Worksheet 2.6.1 (Memo)

Choose a word from the word bank below that best completes each sentence. Fill your chosen word in the blank space provided. Each word should only be chosen once.

## Word Bank:

rinse

separate

wash

cold

clean

chill

cook

1. Wash your hands by rubbing them together using soap and warm running water. Always do this before you touch food.
2. Clean kitchen counters before you make food on them.
3. Rinse fruits and veggies before you eat them.
4. Chill foods like milk, eggs and meats by keeping them in the refrigerator.
5. Keep cold foods cold.
6. Separate raw and cooked foods.
7. When you cook foods like meats, poultry and eggs, cook them well to kill the bad bacteria.





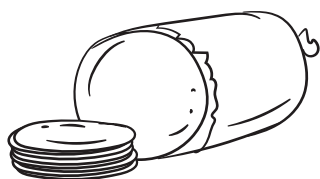
# Food storage match-up

Worksheet 2.6.2

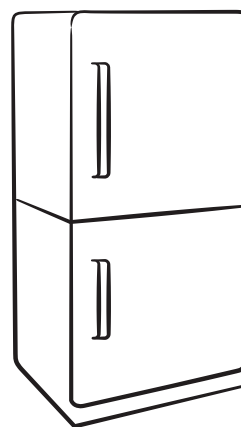
Name: \_\_\_\_\_

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

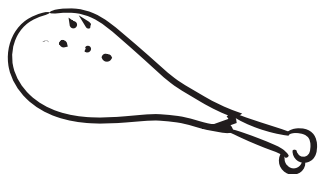
Draw a line to match each food item with the place it should be stored:



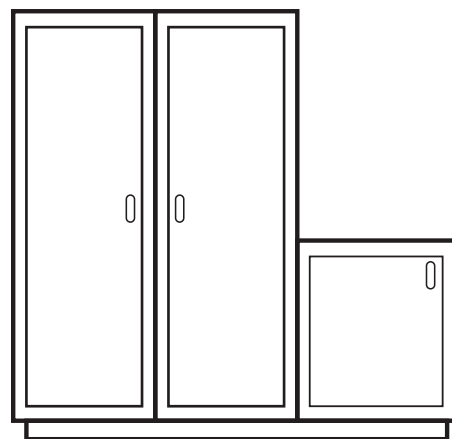
Polony



Canned food



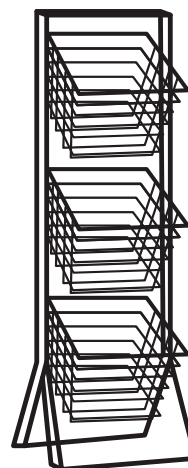
Chicken drumstick



Eggs



Apple

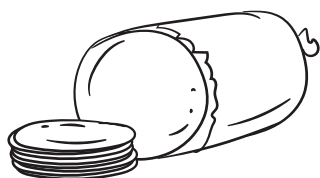




# Food storage match-up

Worksheet 2.6.2 (Memo)

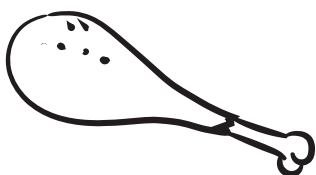
Draw a line to match each food item with the place it should be stored:



Polony



Canned food



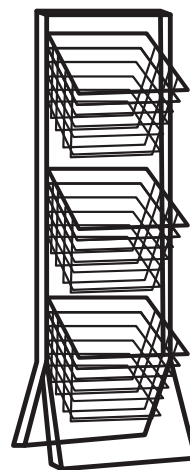
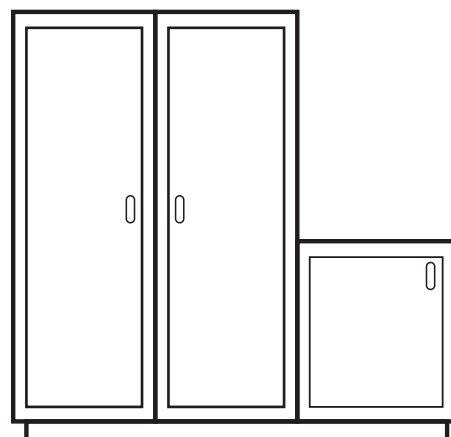
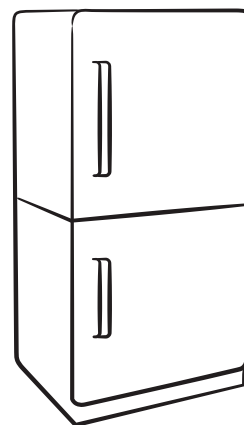
Chicken drumstick



Eggs



Apple



# FLIGHT BACK!

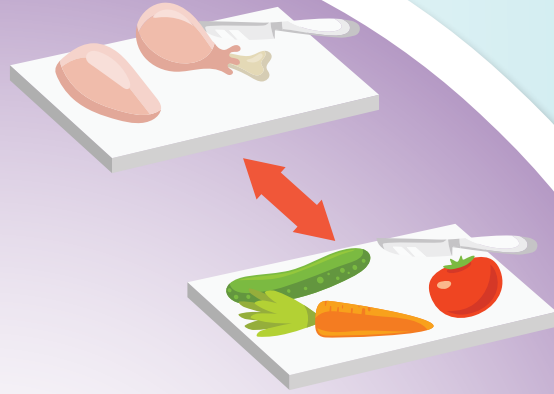
## CLEAN

Wash hands and surfaces often.



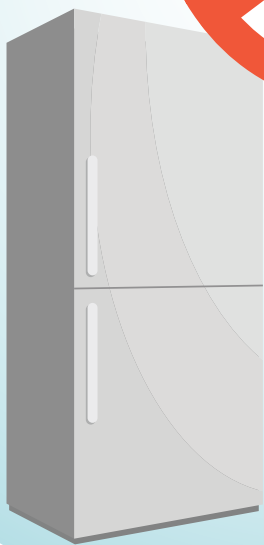
## SEPARATE

Don't cross-contaminate.



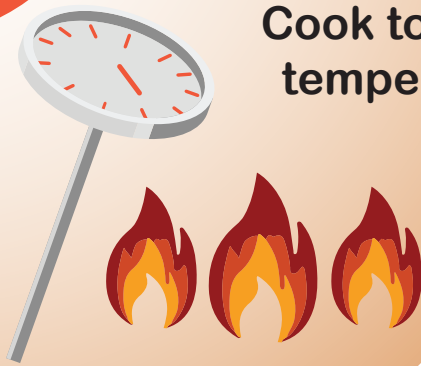
## CHILL

Refrigerate promptly.



## COOK

Cook to proper temperatures.



# KEEP FOOD SAFE FROM BACTERIA





# Assessment: Nutrition

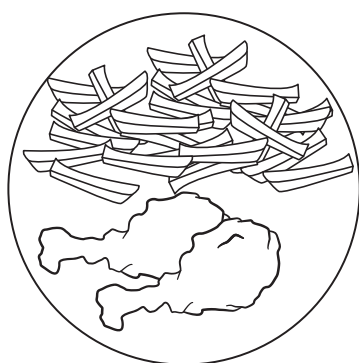
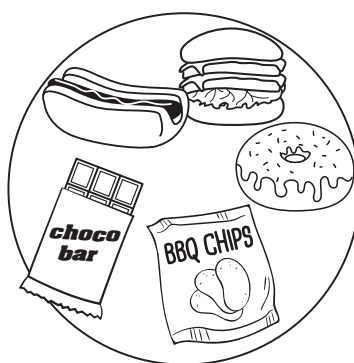
First and last name: \_\_\_\_\_

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

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

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

## 1. Which is the healthy plate of food?


☐

☐

☐

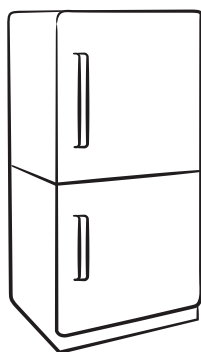
(2 marks)

## 2. Steps to safer food

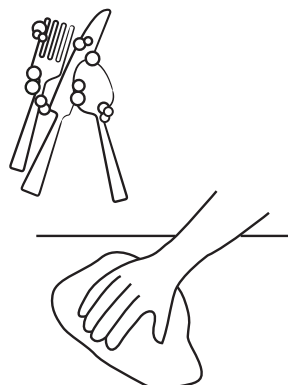
Using the letter clues provided, write the steps under the correct picture:



W \_ S \_



C \_ I \_ L



CL \_ \_ N



C \_ \_ K

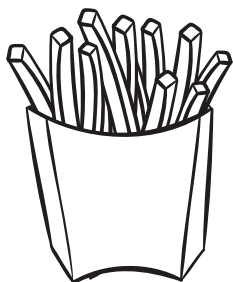
(4 marks)



# Assessment: Nutrition

## 3. Which are the healthy 'everyday' foods?

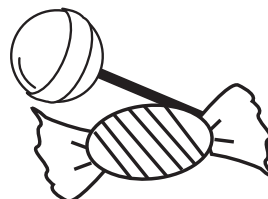
Mark the correct box:



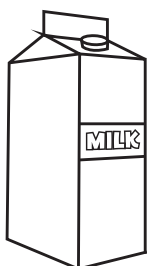
**Chips**

☐

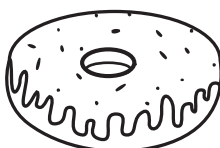

**Beans**

☐


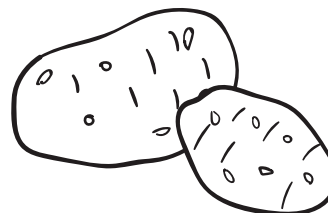
**Sweets**

☐


**Milk**

☐


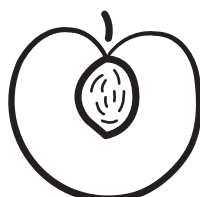
**Doughnut**

☐


**Sweet potato**

☐


**Carrots**

☐


**Peaches**

☐


**Soda/Cooldrink**

☐

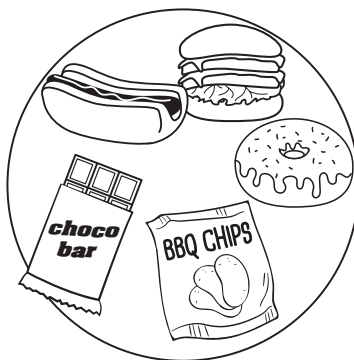
(5 marks)

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. Which is the healthy plate of food?

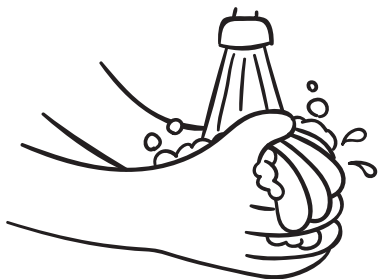

☐

☐

☒

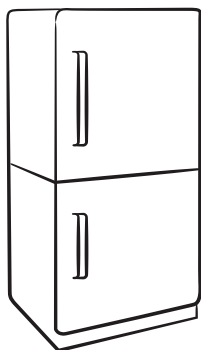
(2 marks)

2. Steps to safer food

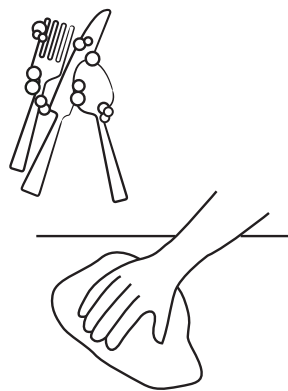
Using the letter clues provided, write the steps under the correct picture:



**WASH**



**CHILL**



**CLEAN**



**COOK**

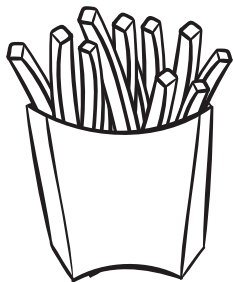
(4 marks)



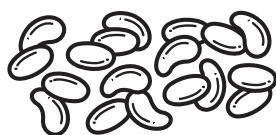
# Assessment Memo: Nutrition

3. Which are the healthy 'everyday' foods?

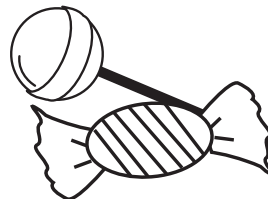
Mark the correct box:



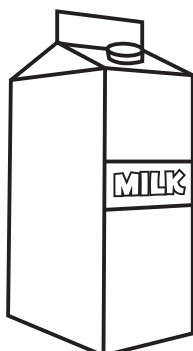
**Chips**

☐


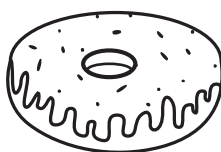
**Beans**

☒


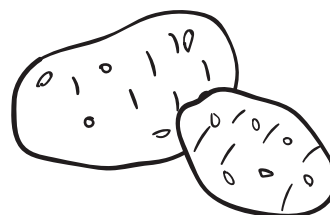
**Sweets**

☐


**Milk**

☒


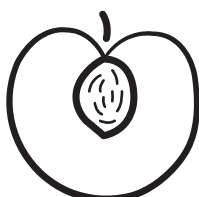
**Doughnut**

☐


**Sweet potato**

☒


**Carrots**

☒


**Peaches**

☒


**Soda/Cooldrink**

☐

(5 marks)

# GOOD LUCK!

