



KaziBantu



Healthy Schools for Healthy Communities

GRADE 4

KAZIKIDZ TEACHING MATERIAL

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LESSON PLANS FOR

Grade

4



***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



	Foundation Phase	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
	Intermediate Phase	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
	Senior Phase	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 4



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	Germ	
		Lesson 3	Proper use of toilet	
		Assessment: Health and Hygiene		
Nutrition		Lesson 4	Diet and dental hygiene	
		Lesson 5	Balanced diet	
		Lesson 6	Food rights and responsibilities	
		Assessment: Nutrition		



Hand washing

Health and hygiene: Intermediate phase

Materials

- Glitter (or sand/flour) and lotion (or soap).
- Blank sheets and colored pencils.
- Worksheet 4.1.1 - Germs

Aim

- Make the learners aware of germs and the importance of washing hands.

Introduction

Introduction
Time: ~ 5 min

Introduce the daily topic about washing hands.

Ask the learners if they can repeat the **WHY**, **WHEN** and **HOW** to wash their hands.

WHY

- Hands are 'germ spreaders'.
- It is an effective way to prevent infections.

WHEN

- 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

- Demonstration.
- Sing the 'hand washing' song.

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.

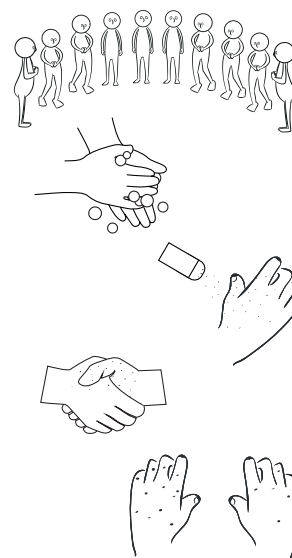
Activity 1: Germ spreading experiment

Main part
Time: ~ 10 min

How to conduct

Ask the learners to explain the term 'germ'. Ask them how big they are and if we can see them?

1. Make a half circle in front of the class with up to 10 learners.
2. Put a small amount of hand lotion/soap in each learner's hands. Let him/her rub it all over his/her hands.
3. Sprinkle a small amount of glitter/sand/flour into the hands of the learner on the right side (use a bucket underneath). Have him/her rub his/her hands to spread evenly.
4. Next, let the learners shake each other's hand. After the handshake, the teacher should look at how much sand/glitter/dirt was passed over. Repeat the handshakes until the last learner on the left of the half circle.
5. Compare the dirty hands. Look if the glitter/sand/flour reached the last learner?
6. Let the learners wash their hands with warm, soapy water.
7. Ask the learners what the glitter/sand/dust represents? --> Germs
8. Tell the learners that you pass over most of the germs by shaking hands. Instruct the learners that they can prevent the spreading of germs by washing their hands.



Activity 2: Germs sheet

Main part
Time: ~ 10 min

How to conduct

Hand out the worksheet about germs. Instruct the learners to read the different types of germs and give them some time to draw a germ for each type.

After that, ask the class where germs can occur. Write down all the correct answers on the blackboard, so the learners can write it down on the worksheet.

Ask the learners what conditions germs like and write their responses on the blackboard.

Possible answers where germs can occur:

- Work surface in the kitchen.
- Pet toys.
- Water tap.
- Pet bowls.
- Tooth mug.
- Sponge.
- Shower ceiling.
- Etc.

What conditions they do like:

- Dirty or unhygienic places.
- Humid places.
- Hot places.

Activity 3: Design your own hand washing guidance

Main part
Time: ~ 10 min

How to conduct

Make groups of 4 or 5 learners and give a blank sheet to each group. Instruct them to create a poster that will persuade other learners to wash their hands.

At the end of the lesson, let the class decide which are the best drawings/posters and ask them if it is okay to hang them up in the toilet as a reminder for other learners.

Summary

Wrap up
Time: ~ 5 min

Repeat of what you have learnt today.

Notes: Hang the posters up in the classroom or in the school toilets.



Germs

Worksheet 4.1.1

First and last name: _____

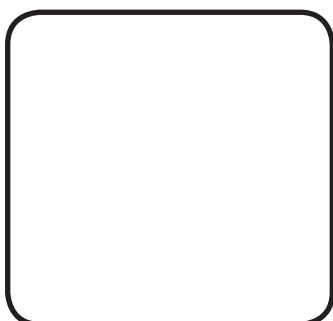
Date: _____

Class: _____

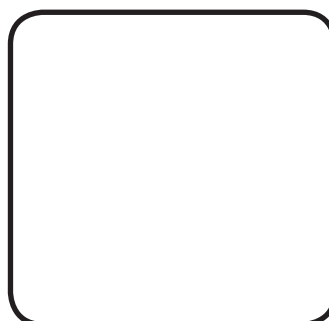
Mark: _____

What are germs?

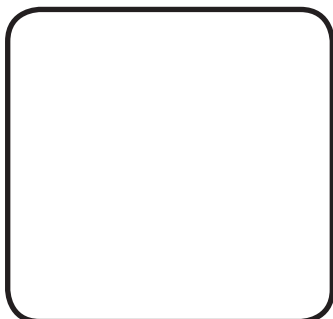
Germs are tiny organisms. Some of them can cause disease.



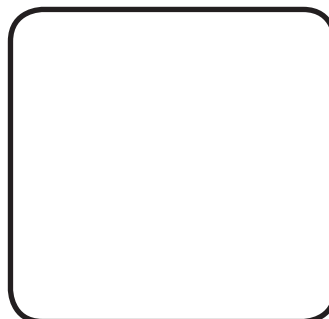
Basically, **bacteria** live everywhere. They can cause sore throat, fever and ear infections.



Viruses live within cells of plants, humans or animal. They can cause diseases such as chickenpox, which causes red and itchy patches on the skin.



Fungi are immobile like plants but need organic matter instead of light to grow. They preferentially multiply in moist, warm locations, e.g. in showers. Fungi can cause itching and bad smell.



Protozoa live in the water and bowels. If you are infected it is possible that you may get stomach aches, feel sick or need to go to the bathroom frequently.

Where are germs most likely to live?

Where germs can occur:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

What conditions they like:

- _____
- _____
- _____



Germs

Health and hygiene: Intermediate phase

Materials

- Some copies of the game board 'Beat off the germs' and the question cards

Aim

- Increase knowledge on how you can avoid germs.

Introduction

Introduction
Time: ~ 5 min

Welcome the learners and introduce the daily topic about germs and how to avoid them.

Write the word 'germ' on the blackboard and ask the class what they remember from the previous lessons? Write down the points mentioned. If they run out of ideas, give them some help.

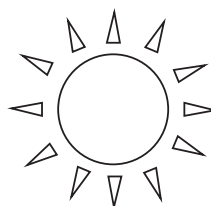
Repeat where germs can be found:

- Work surface in the kitchen
- Pet toys
- Water tap
- Pet bowls
- Tooth mug
- Sponge
- Shower ceiling
- Etc.

Dirty or unhygienic places



Hot places



Humid places



Repeat the conditions that germs like:

- Dirty or unhygienic places
- Humid places
- Hot places

Activity 1: How to get infected

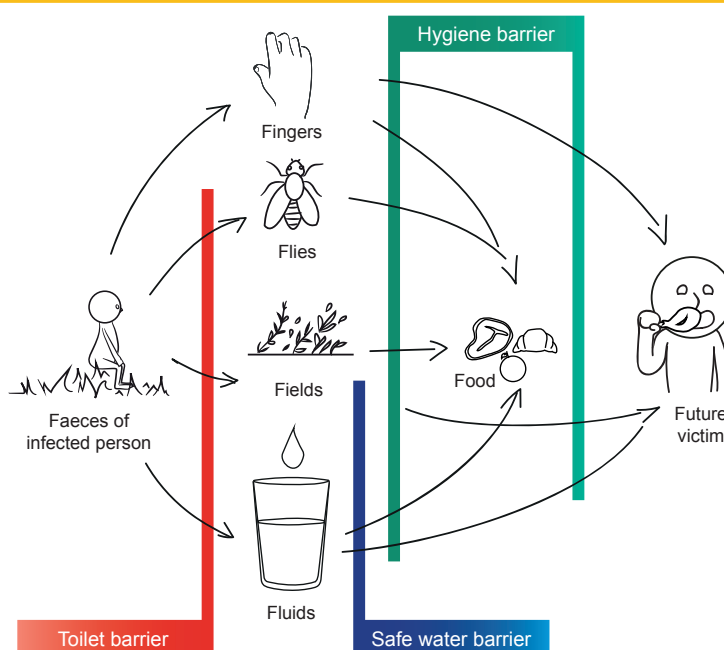
Main part
Time: ~ 15 min

How to conduct

Ask the learners how they can get infected with germs.

The picture below explains the contamination route of how you can get infected. It is called F-Diagram. Draw the single pictures with the arrows on the blackboard and write the correct words underneath. Explain to the learners how the germs get from the one person to another person.

Also, ask the learners if they know what can be done to stop it and write the solutions in the drawing.



Activity 2: Beat off the germs

Main part
Time: ~ 15 min

How to play

Instruct learners to make groups of 4-5 learners and give a copy of the game board to each group. Use a stone, coin or something similar as a playing piece. If there are no dice available, cut out the form and glue it together. Explain the rules and let the learners play. Let them play more than one round so that they will go through all the questions and have a higher learning experience.

Summary

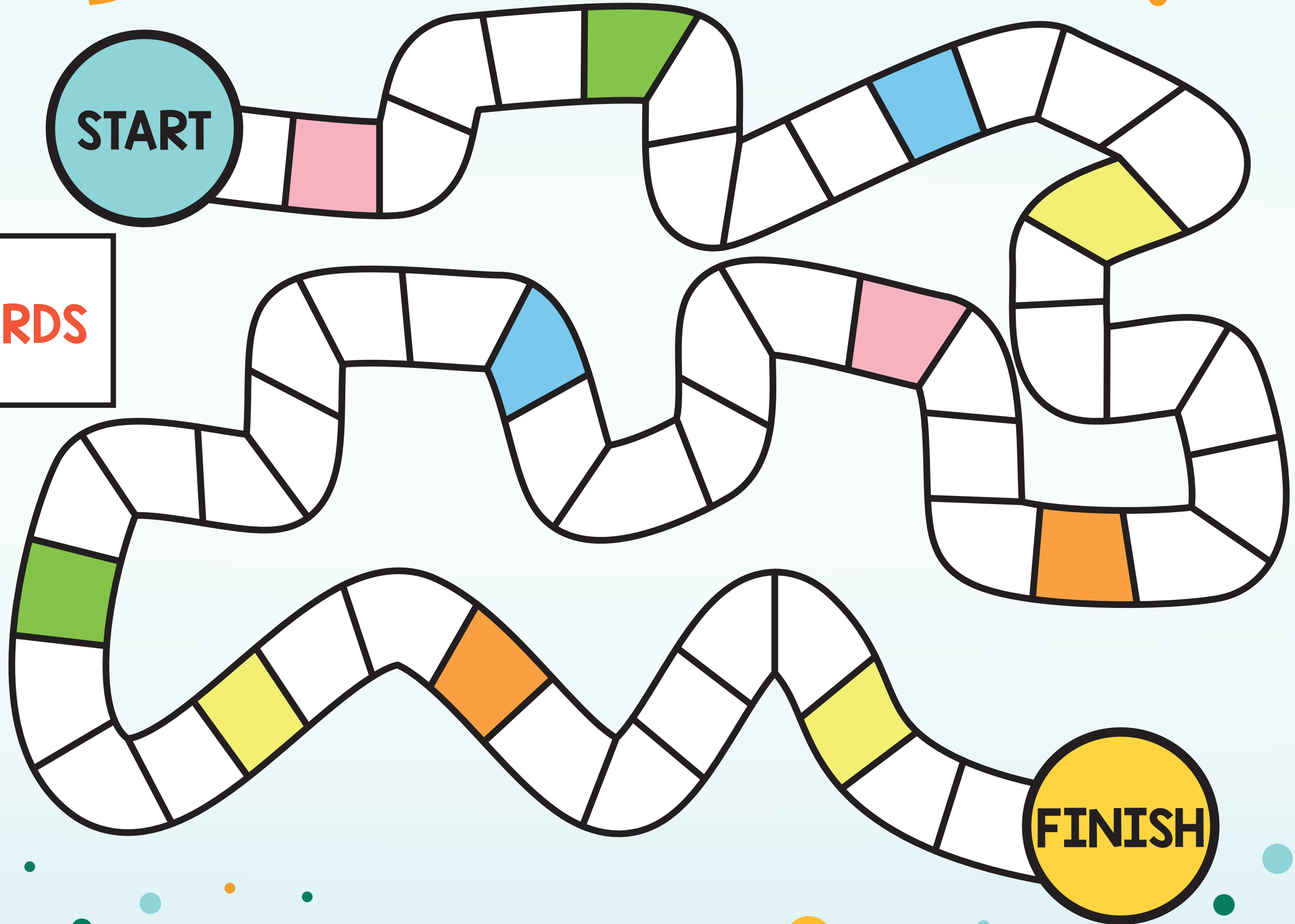
Wrap up
Time: ~ 5 min

Repeat of what you have learnt today.

Notes: You can play the game a number of times. The game can also be used in other Life Skills lessons.



BEAT OFF THE GERMS!

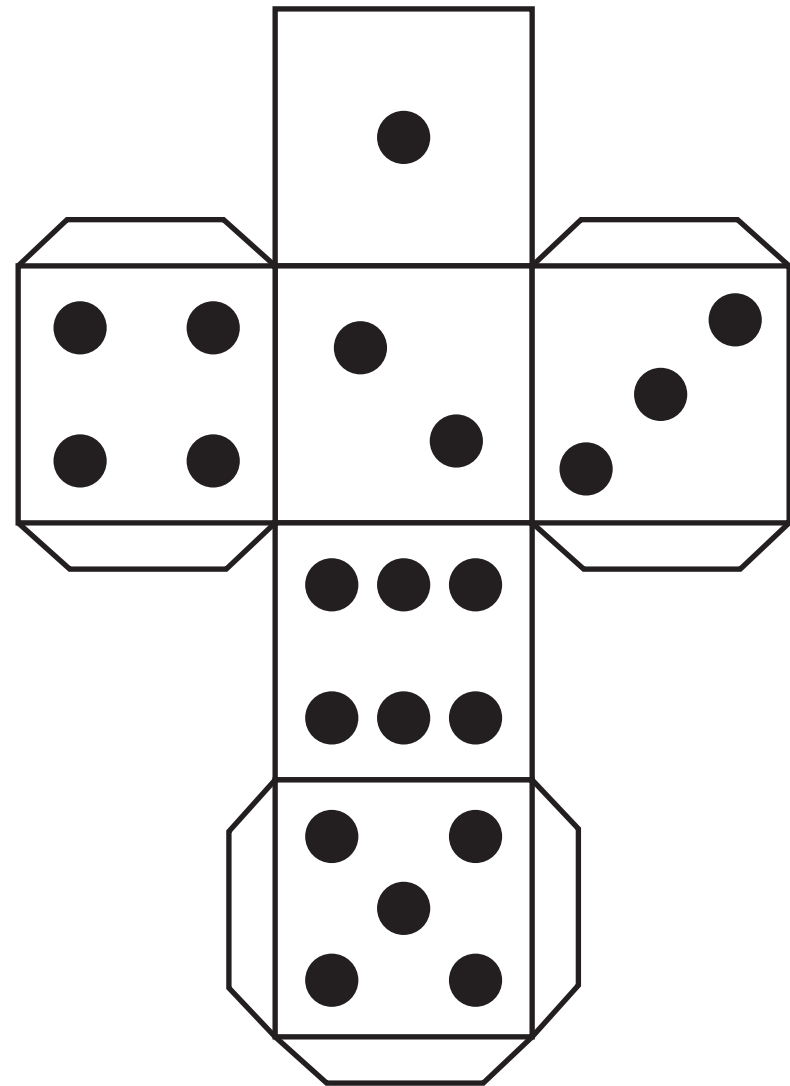
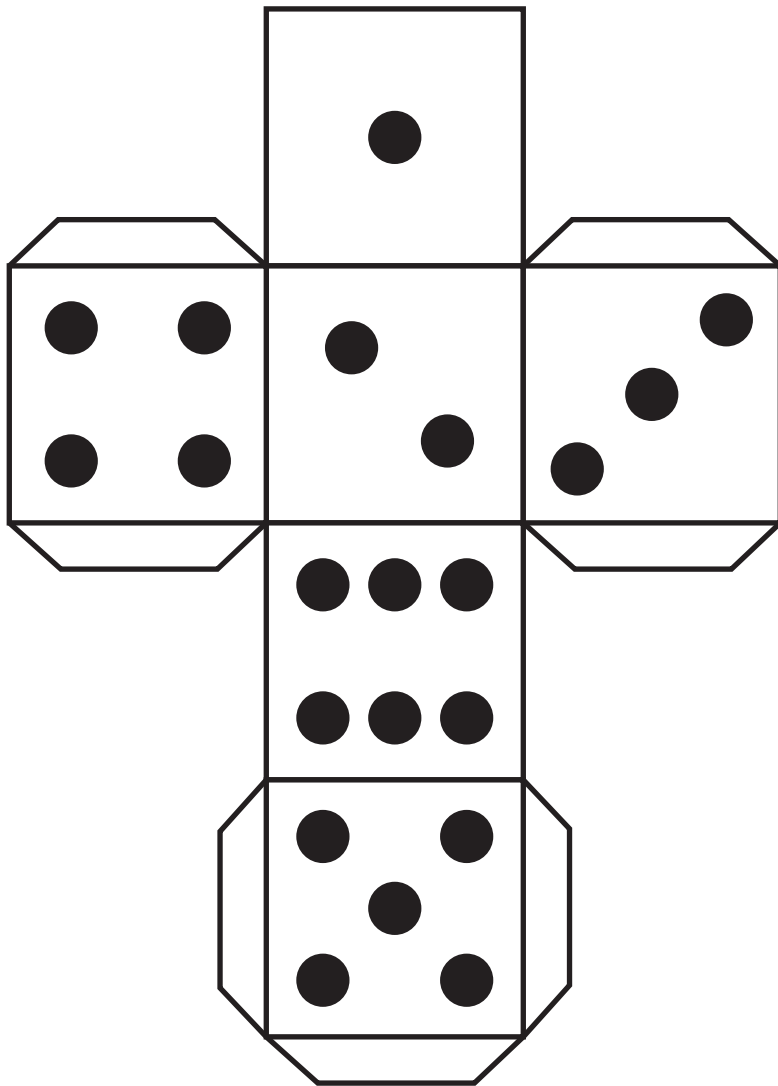


BEAT OFF THE GERMS!

MANUAL

- You are sick and to get healthy you need to beat off a lot of germs.
 - Roll the dice and move forward.
- If you stand on a coloured germ area, you need to answer a question.
 - If you know the correct answer you can move 2 steps forward.
 - If you do not know the question, you'll miss the next round.

You need to wash your hands with soap to avoid germs. RIGHT	Germs can get transmitted by shaking hands? YES	You get tummy pain from germs. RIGHT	Filtration is a method to clean water. RIGHT	You can get tummy pain if you eat something wrong. RIGHT	Germs like humid places. RIGHT
Looking at a dirty surface in the kitchen, can give you germs. WRONG	Clear water can also contain germs. RIGHT	Only dirty water contains germs. WRONG	Touching food without washing your hands is good. WRONG	Germs can occur on pet toys. RIGHT	Flies can bring germs to your food. RIGHT
It is not good to eat leftovers from 2 weeks ago. RIGHT	Bacteria is a common germ. RIGHT	Fungi is a common germ. RIGHT	Old and rotten food has germs. RIGHT	Germs like dirty places. RIGHT	You can get a fever because of germs. RIGHT
Virus and bacteria are the same. WRONG	You can get diarrhoea from germs. RIGHT	Hands spread germs. RIGHT	We can see germs. WRONG	Germs do not like hot places. WRONG	After playing outside, you need to wash your hands. RIGHT
You should wash your hands after playing with pets. RIGHT	You need to wash your hands after coughing or sneezing. RIGHT	You can have food poisoning because of germs. RIGHT	You get nausea and vomiting because of food poisoning. RIGHT	You need to wash your hands before eating? RIGHT	JOKER You can roll the dice again.





Proper use of toilet

Health and hygiene: Intermediate phase

Materials

- Worksheet 4.3.1 - Being a faecal detective

Aim

- Classify your school toilet.
- To name what is needed for a proper toilet.

Introduction

Introduction
Time: ~ 5 min

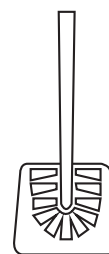
Introduce the daily topic. Ask the learners if they remember the different toilet habits.

Good habits

- Wash hands with soap after using the toilet.
- Clean the toilet bowl after use if necessary.
- Flush the toilet.
- Use toilet paper.

Bad habits

- Not washing hands after using the toilet.
- Leaving the toilet in a mess.



Activity 1: Being a faecal detective

Main part
Time: ~ 20 min

How to conduct

Make groups of 4 or 5 learners (boys and girls separated) and give them the worksheet 4.3.1 'being a faecal detective'. Let them name their group and assign one of the school toilets to each group. Be sure that the boy groups survey the boys' toilet and the girl groups the girls' toilets. Go through the worksheet and ask if there are any questions or words they don't understand.

Give them enough time to do it correctly.

When the learners are back, compare the different toilets to each other and discuss what could be better and why a clean toilet is important for hygiene.

Activity 2: A proper toilet

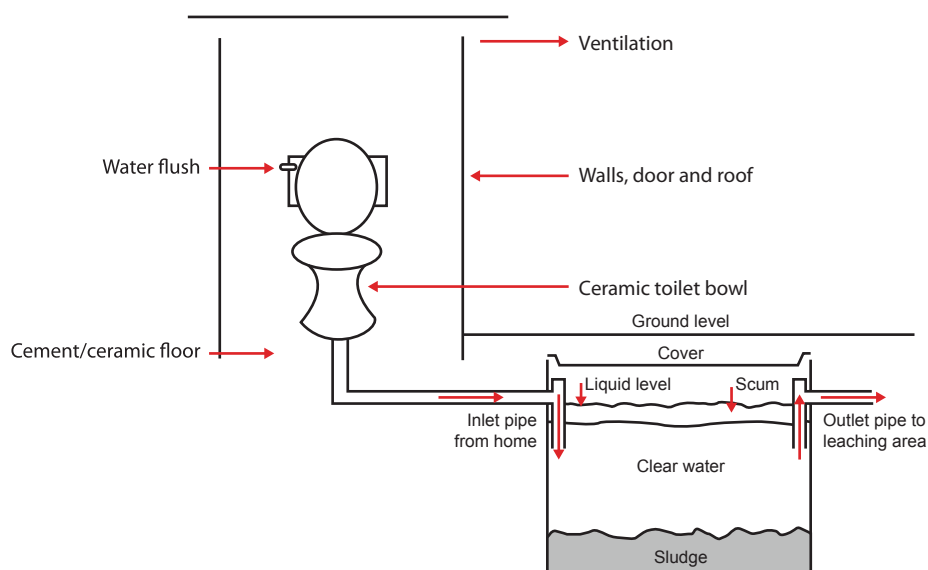
Main part
Time: ~ 10 min

How to conduct

Show the picture of the toilet to the learners and explain the most important items that a toilet should need.

Activity 2: A proper toilet

Continued



Summary

Wrap up
Time: ~ 5 min

Summarise the most important issues and tell the learners to look at the toilet at their home.

Notes: You can give copies of the 'being a faecal detective' sheet and let the learners examine their toilet at home as homework for the next lesson.



Being a faecal detective

Worksheet 4.3.1

Group name: _____

Date: _____ Class: _____

Classify your school toilet

	School toilet	
Number of toilet seats in the toilet		
This is a:		
- flush toilet inside or attached to the building		
- flush toilet outside the building		
- improved latrine		
- unimproved latrine		
- There is no latrine or toilet available in this building: shared latrine is used		
- There is no latrine or toilet available in this building: open defecation is practised		
	Yes	No
Is the latrine/toilet fully functional?		
Are there any signs of damage?		
Are surfaces of walls and floors smooth and easy to clean?		
Is a garbage bin present?		
Are there any leaks from the toilet bowl or pipes?		
Is there a comfortable temperature in the toilet room?		
For flush toilets: Does the toilet bowl flush easily?		
Is there any peeling paint or flaking plaster?		
Is the roof leaking?		
Does the light work properly?		
Are the walls clean?		
Is the floor clean?		
Is the toilet seat/slab clean?		
Is there a bad smell?		

	Yes	No
Are there any flies?		
Is sufficient toilet paper available?		
Is there a door to the toilet/latrine?		
If there is a door: can it be locked from inside?		
For outdoor toilets: is there a working light on the path to the toilet?		
For outdoor toilets: Is there a path to the toilet which can be conveniently used in any weather and season?		
Is there a hand washing station close by?		
Is there a permanent water supply (pipe) at the hand washing station?		
Is there soap at the hand washing station?		



Assessment: Handwashing II, germs & proper use of toilet

First and last name: _____

Date: _____

Class: _____ Mark: _____

1. Name two of the four major types of germs.

1. _____

2. _____

(1 mark)

2. When it is important to wash your hands? Fill in the gaps if it is necessary BEFORE or AFTER.

a) _____ eating

d) _____ using the toilet

b) _____ cooking

e) _____ playing outside

c) _____ sneezing/coughing

f) _____ being with someone who is sick

(3 marks)

3. Write down 2 places where germs can occur.

1. _____

2. _____

(1 mark)

4. Right or Wrong?

Germs like clean and hygienic conditions.

☐ Right

☐ Wrong

Germs like dirty places.

☐ Right

☐ Wrong

Germs like really cold places.

☐ Right

☐ Wrong

We can see germs.

☐ Right

☐ Wrong

Only dirty water contains germs.

☐ Right

☐ Wrong

(2.5 marks)



Assessment: Handwashing II, germs & proper use of toilet

5. True or False? What can we do to prevent infections caused by germs?

Use clean toilets. ☐ True ☐ False

Cook your food with clean hands. ☐ True ☐ False

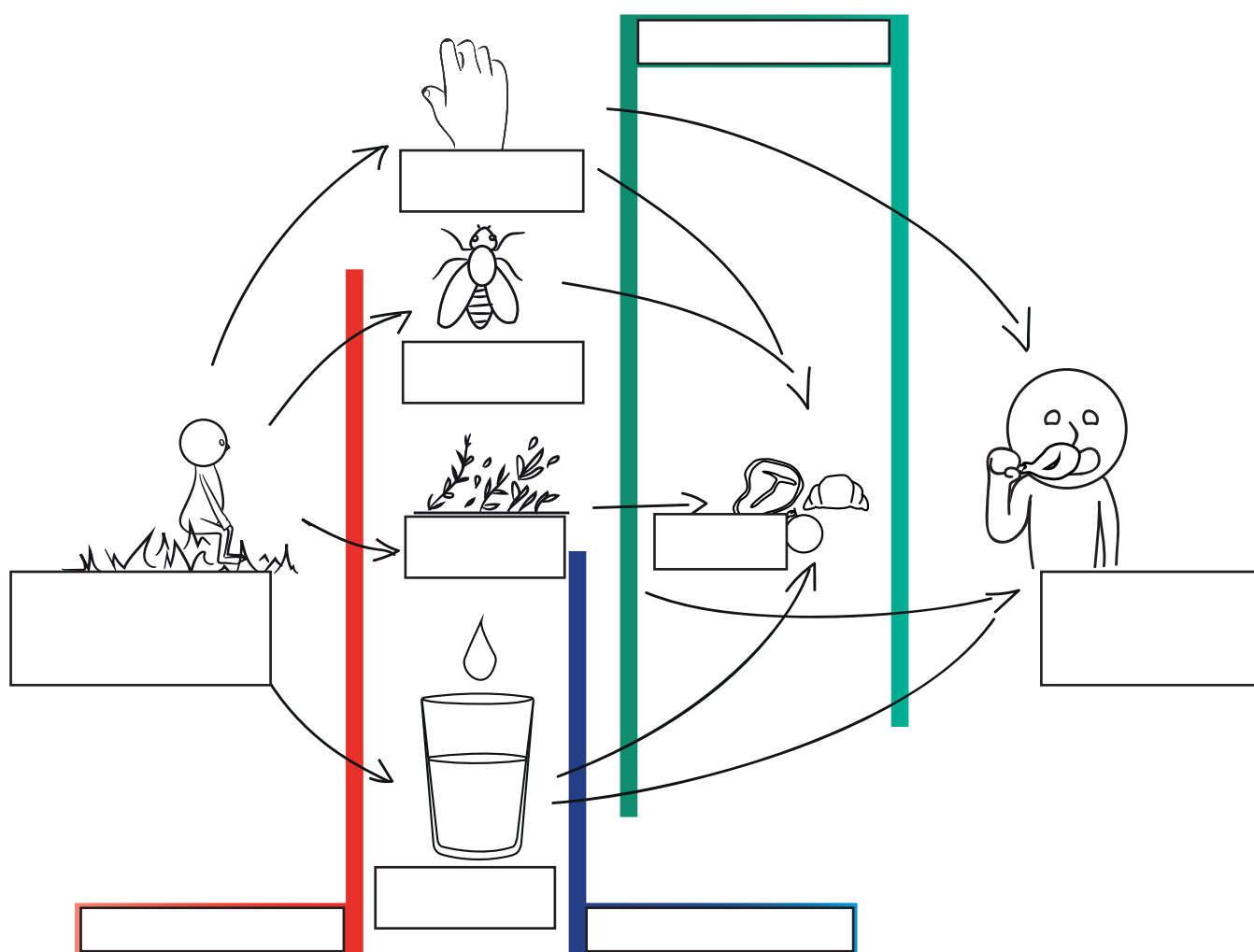
Watching television. ☐ True ☐ False

Eat old and rotten food. ☐ True ☐ False

Wash your hands after playing with pets. ☐ True ☐ False

(2.5 marks)

6. Contamination – fill in the boxes and draw the prevention barriers.



(5 marks)



Assessment: Handwashing II, germs & proper use of toilet

7. Write down 2 good toilet habits and 2 bad toilet habits.

Good habits

1. _____

2. _____

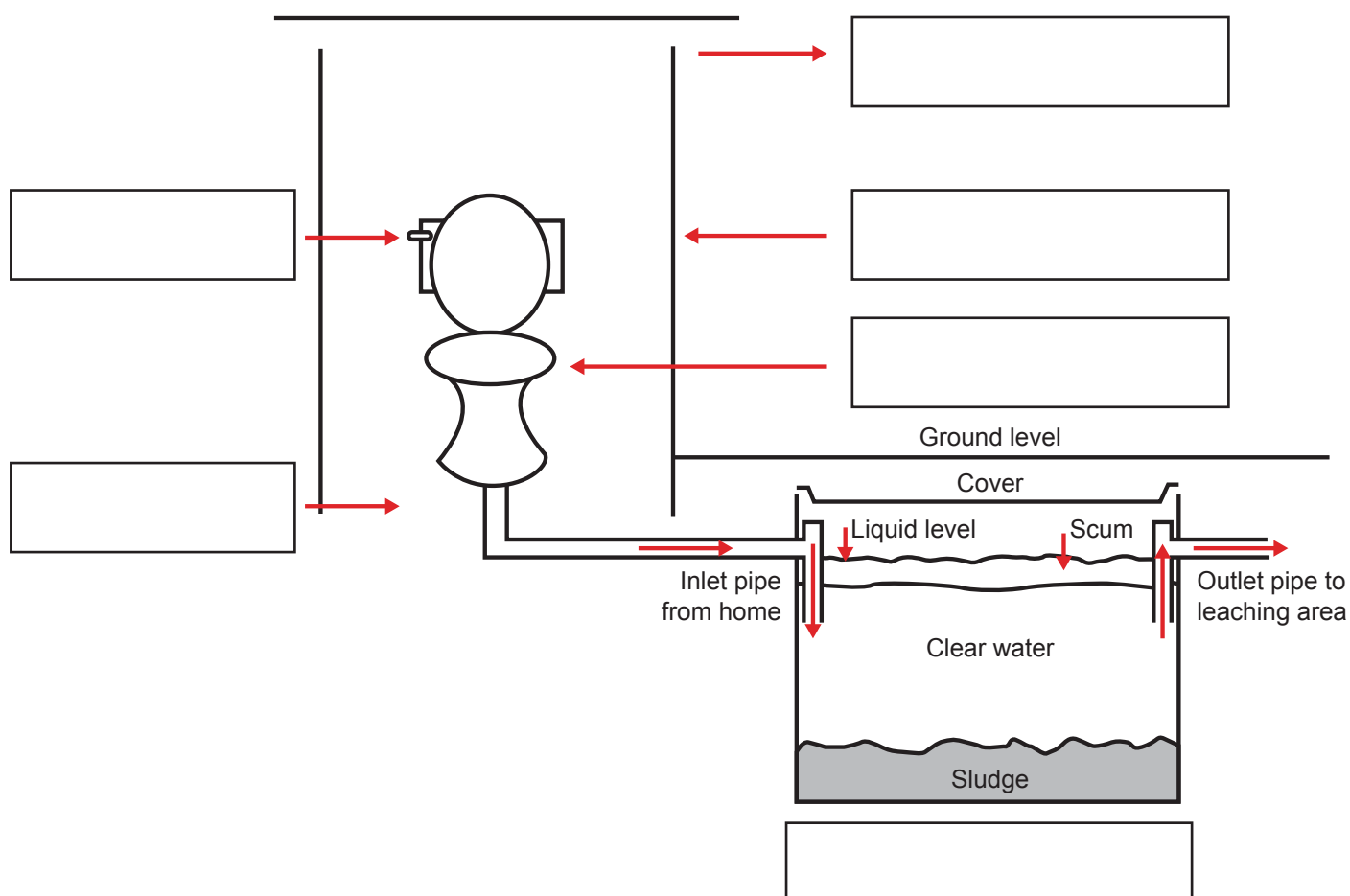
Bad habits

1. _____

2. _____

(2 marks)

8. Fill in the boxes with the correct term.



(3 marks)



Assessment Memo: Handwashing II, germs & proper use of toilet

1. Name two of the four major types of germs.

- Bacteria
- Virus
- Fungi
- Protozoa

(1 mark)

2. When it is important to wash your hands? Fill in the gaps if it is necessary BEFORE or AFTER.

- | | |
|-----------------------------------|------------------------------------------------|
| a) <u>Before</u> eating | d) <u>After</u> using the toilet |
| b) <u>Before</u> cooking | e) <u>After</u> playing outside |
| c) <u>After</u> sneezing/coughing | f) <u>After</u> being with someone who is sick |

(3 marks)

3. Write down 2 places where germs can occur.

Some examples:

- Work surface in the kitchen
- Pet toys
- Water tap
- Pet bowls
- Tooth mug
- Sponge
- Shower ceiling

(1 mark)

4. Right or Wrong?

Germs like clean and hygienic conditions.	<input type="checkbox"/> Right	<input checked="" type="checkbox"/> Wrong
Germs like dirty places.	<input checked="" type="checkbox"/> Right	<input type="checkbox"/> Wrong
Germs like really cold places.	<input type="checkbox"/> Right	<input checked="" type="checkbox"/> Wrong
We can see germs.	<input type="checkbox"/> Right	<input checked="" type="checkbox"/> Wrong
Only dirty water contains germs.	<input type="checkbox"/> Right	<input checked="" type="checkbox"/> Wrong

(2.5 marks)



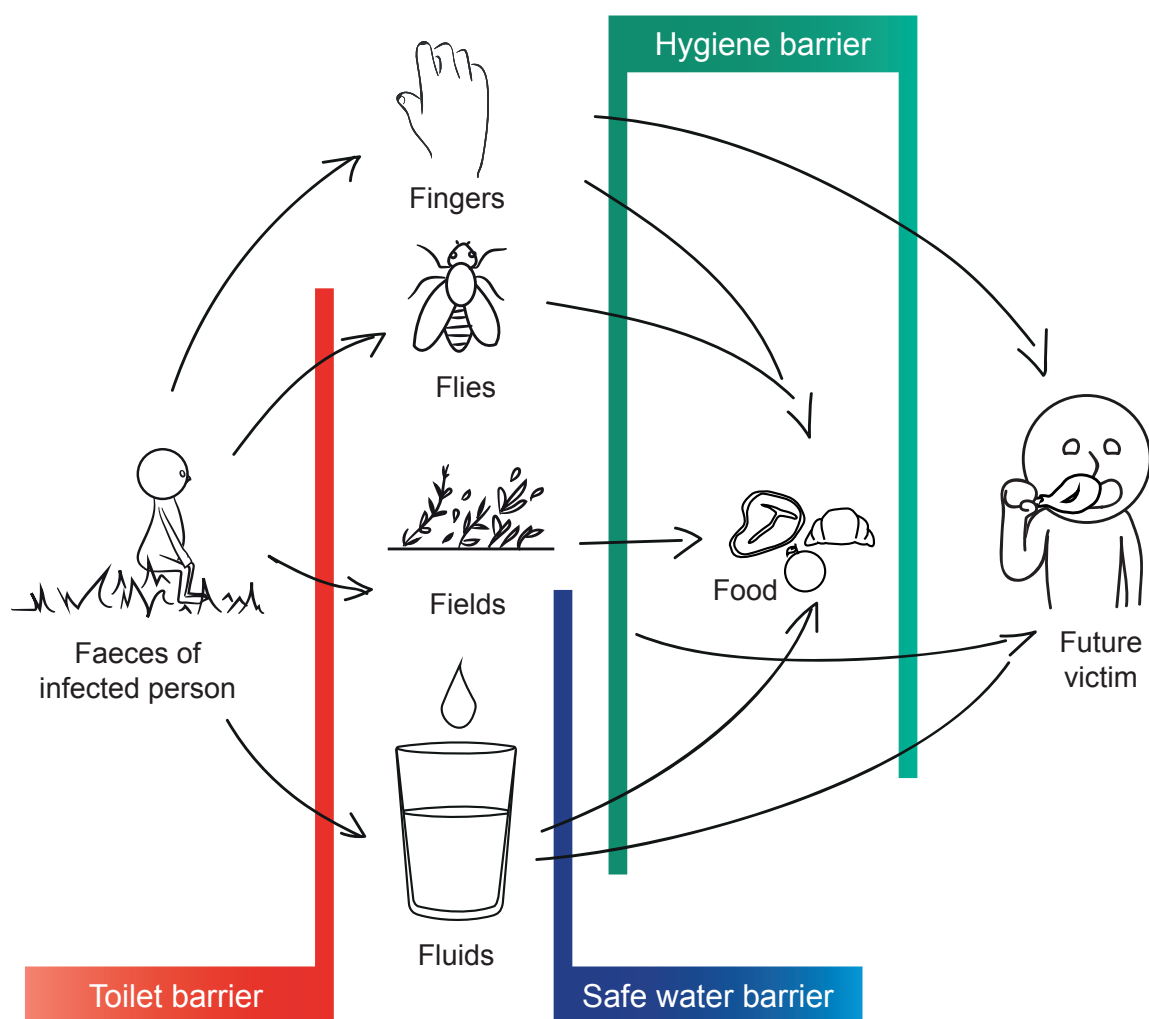
Assessment Memo: Handwashing II, germs & proper use of toilet

5. True or False? What can we do to prevent infections caused by germs?

Use clean toilets.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
Cook your food with clean hands.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
Watching television.	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False
Eat old and rotten food.	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False
Wash your hands after playing with pets.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False

(2.5 marks)

6. Contamination – fill in the boxes and draw the prevention barriers.



(5 marks)



Assessment Memo: Handwashing II, germs & proper use of toilet

7. Write down 2 good toilet habits and 2 bad toilet habits.

Good habits

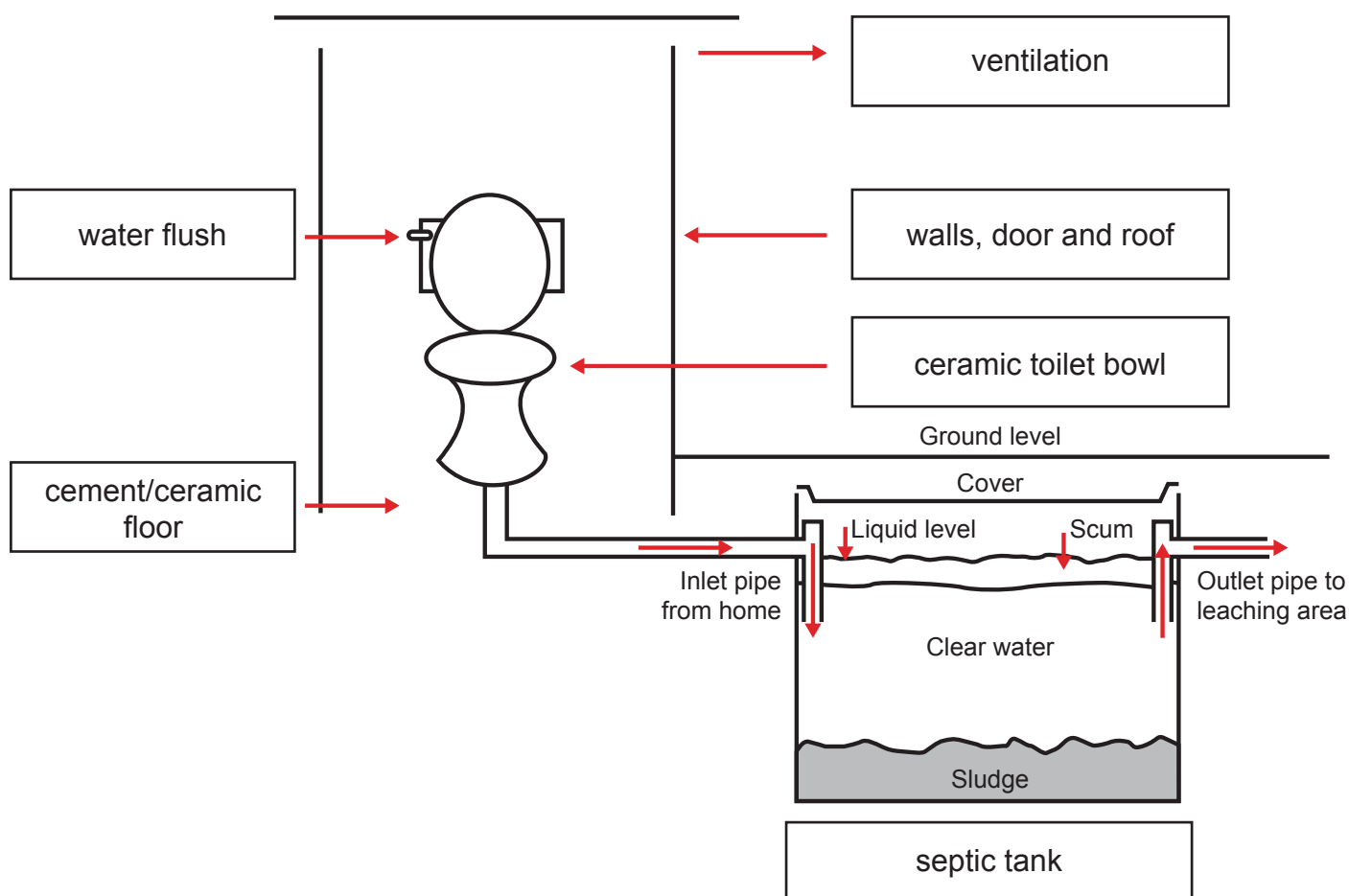
- Wash hands with soap after using the toilet
- Clean the toilet bowl after use if necessary
- Flush the toilet
- Use toilet paper

Bad habits

- No handwashing after use
- Leave the toilet in a mess

(2 marks)

8. Fill in the boxes with the correct term.



(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



Diet and dental hygiene

Nutrition: Intermediate phase

Materials

- Diet and dental hygiene poster.
- Board and board markers.
- Plastic bottle (500 ml).
- Warm water.
- 1 Sachet of instant yeast.
- Sugar.
- 1 Balloon (preferably red).
- Worksheet 4.4.1.

Aim

- Understand the importance of oral hygiene.
- Recognise that certain foods and practices lead to tooth decay and poor oral health e.g. sugary food.
- Identify foods and practices that support oral health.
- Understand the terms 'cavity', 'plaque' and 'tooth decay' and how they occur.

Introduction

Introduction
Time: ~ 2 min

Welcome the learners, introduce the daily topic and summarise the planned lesson.

Group discussion

Introduction
Time: ~ 10 min

Ask the learners: 'What happens to your teeth if you do not take care of them?' 'What is a cavity?'

Possible answers:

- Poor oral hygiene can cause bad breath, stains, cavities, swollen gums or tooth loss.
- A cavity is a little hole in your tooth. Cavities lead to tooth decay. When something decays, it rots, falls apart and loses strength.
- The tooth decay can spread through your whole tooth and eventually lead to tooth loss.

The teacher should write the word 'cavity' on the board.

Ask the learners: 'If you do not brush your teeth before going to bed at night, how does your mouth feel when you wake up in the morning?' 'What is plaque?' 'Does anyone know what causes plaque?'

Possible answers:

- If you do not brush your teeth at night, your teeth could feel sticky or 'furry'. You could have bad breath, or your mouth could taste 'funny'.
- Plaque is a sticky, clear film that builds up on your teeth 24 hours a day.
- When we don't look after our teeth properly (e.g. brushing twice a day, flossing and going to the dentist), plaque builds up on our teeth over time.
- Plaque causes cavities and after a period of time, it can cause tooth decay.

The teacher should write the word 'plaque' on the board.

Activity 1: Sugar attack

Main part
Time: ~ 15 min

How to conduct

Sugar attack – why do sugary foods cause cavities?

Before the class, get the following items:

- 1 x plastic bottle.
- Lukewarm water (not hot).
- 1 x packet of instant yeast.
- 3 x tsp of sugar.
- 1 balloon (preferably red).

Activity 1: Sugar attack

Continued

- Fill the bottle with about 2 cm of warm water (not hot).
- Add the yeast packet (which represents the bacteria in mouth) and swirl gently to set off and dissolve the yeast.
- Add the sugar and swirl again to dissolve.
- Loosen the balloon (represents the mouth) by stretching or blowing it up before placing it over the top of the bottle.
- Place the bottle in a warm place (sunny if possible) for approximately 20 minutes and watch what happens.



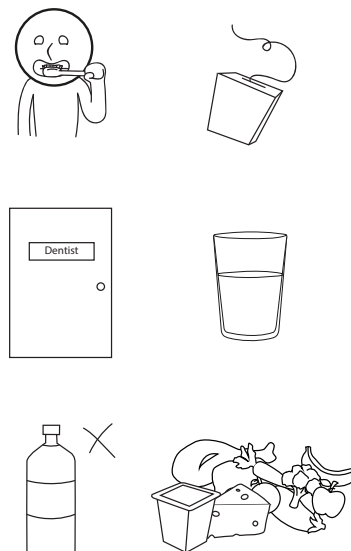
Once the display is complete:

Explain that plaque has acid producing bacteria in it that eats the sugar on your teeth. When this happens, acid is formed (as the gas is a by-product of the yeast eating the sugar). Explain that as the balloon grew over time and the yeast continued to eat the sugar, the bacteria continues to eat the sugar in our mouths (causing acid production). The acid eats away at the teeth over time and causes cavities and tooth decay.

Ask the learners, what they can do to plaque build up and cavities:

Possible answers include:

- Brushing your teeth for at least 2 minutes, twice a day.
- Daily flossing.
- Regular dental visits/check-ups.
- Drink plenty of water.
- Limit sugary and sweetened soft drinks and beverages.
- Eating a healthy, varied diet with lots of vegetables. Dairy products such as milk and yoghurt are also important.



Teacher's top tip: while you are waiting for the balloon to expand, instruct the learners to continue with activity 2.

Activity 2

Main part
Time: ~ 10 min

How to conduct

Review what you know – fill in the blanks.

Instruct the learners to complete worksheet 4.1.1.

The worksheet instructs the learners to fill in the missing words. The sentences support the core messages of the lesson.

Summary

Wrap up
Time: ~ 3 min

Highlight to the learners that their teeth must last many years. When they lose one of their permanent teeth, it does not grow back. Looking after their teeth involves a mixture of many daily practices. Eating a variety of nutritious foods, brushing and flossing often and visiting the dentist for check-ups will ensure shining smiles.



Dental health

Worksheet 4.4.1

First and last name: _____

Date: _____

Class: _____

Use the word bank to fill in the blank spaces in the sentences below.

Word bank:

dentist

twice

sugary

decay

plaque

day

cavity

variety

minutes

water

1. Aim to brush your teeth _____ a day.
2. Try to floss your teeth every _____ .
3. A _____ is a little hole in your teeth that causes tooth _____ .
4. _____ food and drink can cause cavities to develop.
5. Drink plenty of _____ throughout the day.
6. Visit your _____ regularly for check-ups.
7. Brush your teeth for about two _____ .
8. Eat a _____ of healthy foods to keep your teeth strong.
9. _____ is a sticky, clear film that continuously builds up on your teeth.



Dental health

Worksheet 4.4.1 (Memo)

Use the word bank to fill in the blank spaces in the sentences below.

Word bank:

dentist

twice

sugary

decay

plaque

day

cavity

variety

minutes

water

1. Aim to brush your teeth twice a day.
2. Try to floss your teeth every day.
3. A cavity is a little hole in your teeth that causes tooth decay.
4. Sugary food and drink can cause cavities to develop.
5. Drink plenty of water throughout the day.
6. Visit your dentist regularly for check-ups.
7. Brush your teeth for about two minutes.
8. Eat a variety of healthy foods to keep your teeth strong.
9. Plaque is a sticky, clear film that continuously builds up on your teeth.

SHINE THAT SMILE



BRUSH twice a day

FLOSS daily



Limit SUGARY foods

Enjoy a VARIETY of foods



Drink plenty of WATER

Visit the DENTIST regularly





Dietary habits: Balanced diet

Nutrition: Intermediate phase

Materials

- Balanced diets poster
- Board and board markers
- Food cards
- Prestick
- Worksheet 4.5.1 - 5 Food groups, 6 nutrients
- Worksheet 4.5.2 - Meal plan

Aim

- Allow learners to assess their own food choices and dietary habits.
- Organise foods according to their food groups and based on their nutrients.
- Define 'carbohydrates', 'proteins', 'fat' and 'fibre' and mention their core functions in the body.
- Define 'vitamins and minerals' and the role they play in the body.
- Show how dietary habits and patterns have an impact on health and wellness.

Introduction

Introduction
Time: ~ 3 min

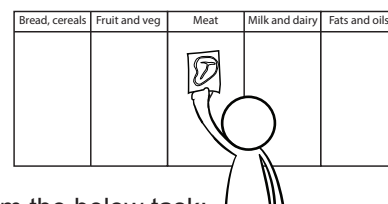
Welcome the learners, introduce the daily topic and summarise the planned lesson.

Revision

Introduction
Time: ~ 5 min

Before the class, draw 5 columns on the board. Each column must represent the 5 foods groups:

- Bread, cereals, rice and pasta.
- Fruit and vegetables.
- Meat and meat substitutes.
- Milk and dairy products.
- Fats and oils.



Leave 3 spaces below the headings of each column. Allow the learners to perform the below task:

Print and cut each food card out. Hand out a food card to each learner. Take turns and ask each learner to call out the food to the class. The learner should then point out which group the food belongs to. The learner can stick the card under the correct heading on the board.

Teacher's top tip: It is important for the learners to develop a basic understanding of the food groups. Highlight that in order to have a balanced diet, everyone should eat a range of healthy food from each group. Foods are grouped based to their main nutrients and functions within the body. Link this to the group discussion below.

Teacher's top tip: The 3 spaces are for you to link the food groups with the main nutrients that they contain during the group discussion. See below.

Group discussion

Introduction
Time: ~ 10 min

Ask the learners the following questions:

'Do all foods have the same function in the body?'

'Does anyone know what carbohydrates are?' 'And protein?' 'And fat?'

Possible answers:

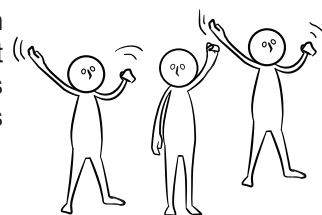
- Different foods have different nutrients. Our body needs a range of nutrients from a selection of foods to stay healthy and grow.
- Carbohydrates are nutrients found in food. They provide the body with a quick source of energy (fuel). Carbohydrate foods also supply the body with fibre.
- Proteins are also nutrients found in the food. Proteins act as building blocks in the body and are important for growth and muscle development. They are also important for the repair (healing) of wounds.
- Fats are a concentrated source of energy. They act as an energy reserve and are an important source of vitamins.



Group discussion

Continued

Teacher's top tip: Ask the learners to lift their hands in the air and wriggle them about. Explain that moving your arms or walking around requires energy. We get that energy from foods that contain carbohydrate. Also, explain that carbohydrate foods also supply the body with fibre. Fibre is important for digestive health and it stops constipation.



Teacher's top tip: Ask the learners to flex their arms and feel the muscles move. Explain that proteins are the building blocks of our bodies. They are important for growth and muscle development. Compare proteins to a brick wall. Just as bricks were required to build the wall, our bodies are made up of proteins.

Teacher's top tip: Ask the learners what happens if we do not eat for a long time. Ask them where our body gets energy. Explain that fats are a concentrated source of energy that is stored in our body when we need it. Fats also contain essential vitamins.

Ask the learners:

'Has anyone heard of vitamins and minerals?' 'What are they?'

Possible answers:

- Vitamins are nutrients found in food and that protect our bodies from illnesses such as the flu or diarrhoea.
- Minerals are nutrients which help our bodies to work properly.
- Fruit and vegetables are especially high in vitamins and minerals and that is why we should aim to eat these foods every day.

Teacher's top tip: Link the nutrients with the food groups. Write the main nutrient linked with each food group under each of the headings you created for the revision:

Bread, cereals, rice and pasta	Fruit and vegetables	Meat and meat substitutes	Milk and dairy products	Fats and oils
Carbohydrates	Carbohydrates	Proteins	Proteins	Fats
Fibre	Fibre			
	Vitamins and minerals	Vitamins and minerals	Vitamins and minerals	Vitamins and minerals
Food cards	Food cards	Food cards	Food cards	Food cards

Explain to the learners that the foods are grouped in line with their main nutrients and the role that they play in the body. That is why it is important to eat a variety of foods from the different groups.

Activity 1

Main part
Time: ~ 10 min

How to conduct

5 Food groups, 6 nutrients.

Tell the learners to complete worksheet 4.5.1.

The worksheet helps the learners make the link between the major nutrients found in the food and the food groups. The worksheet also gives examples of each food group.

Teacher's top tip: After the activity has been completed, go through the answers of with the learners. Point out each food group on the board. This will create a visual reinforcement.

Activity 2

Main part
Time: ~ 10 min

How to conduct

My balanced day.

Tell the learners to complete worksheet 4.5.2.

This worksheet guides the learners to plan a healthy, balanced diet for the day.

Teacher's top tip: This activity aims to highlight that our everyday food choices determine how healthy our diets are. These daily choices are called our dietary habits. We should aim to make better decisions about the food we eat daily. Sometimes we don't put much thought into the food we eat. We need to decide to practice good, healthy dietary habits every day.

Summary

Cool down
Time: ~ 2 min

Ask the learners what they have learnt today. Try to create an open discussion around making healthier choices everyday and making mindful choices to choose healthier foods every day and to make good dietary habits.

Bread, cereals, rice and pasta:	TOAST	MASHED POTATOES	BREAD ROLL	RICE	CEREAL
CRACKERS	MUFFIN	TORTILLA WRAP	OATS	MAIZE MEAL	BAGELS
Fruit and vegetables:	BANANA	TOMATO	LETTUCE	CUCUMBER	SPINACH
BEETROOT	CARROTS	DRIED FRUIT	APPLE JUICE	PEACHES	WATER- BLOMMETJIES
APPLE	BROCOLLI	WATERMELON	SPANSPEK		

Milk and dairy products:	YOGHURT	CHEESE	AMASI	CUSTARD	COTTAGE CHEESE
FROZEN YOGHURT	MILK				
Meat and meat substitutes:	ROAST BEEF	CHICKEN	FISH	LENTILS	SOYA MINCE
EGGS	TOFU	BAKED BEANS	CHICK PEAS	PEANUT BUTTER	PORK CHOP



5 Food groups, 6 nutrients

Worksheet 4.5.1

Name: _____

Date: _____

Class: _____

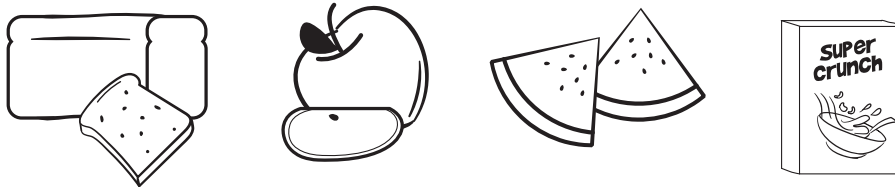
Foods contain nutrients that are essential for good health. The pictures below show foods that are high in the specific nutrient. Match these foods to the food group using the abbreviation provided:

Abbreviations: Bread, cereals, rice and pasta: BCRP
Milk and dairy products: MDP

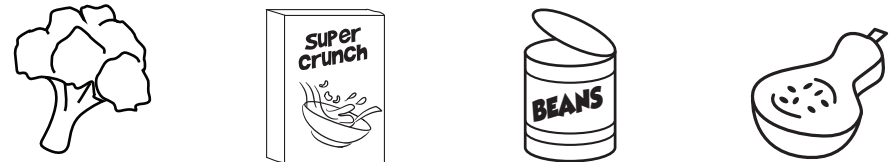
Fruit and vegetables: FV
Fats and oils: FO

Meat and meat substitutes: MMS

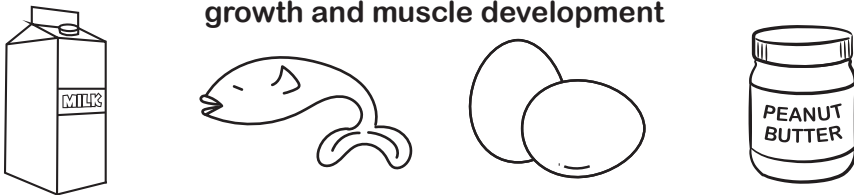
Carbohydrates: source of readily available energy



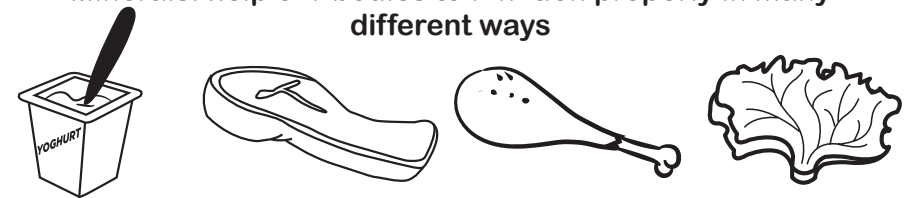
Vitamins: important for a strong immune system to fight disease and illnesses



Proteins: building blocks of the protein that is important for growth and muscle development



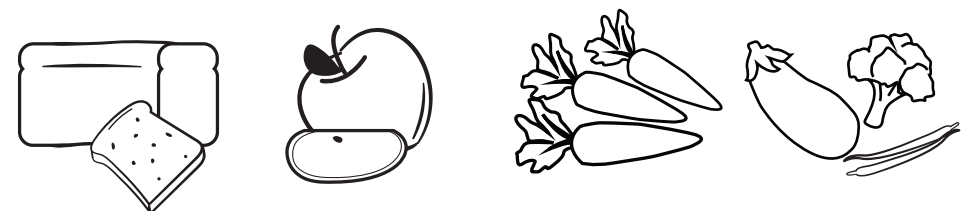
Minerals: help our bodies to function properly in many different ways



Fats: concentrated source of energy and contains important vitamins



Fibre: important for digestive health and keep us regular





Meal plan

Worksheet 4.5.2

First and last name: _____

Date: _____

Class: _____

Plan your balanced meals for the day

Plan healthy, balanced meals for each meal time. You can either write down or draw a picture of your meal. Remember to include at least one food from each food group for each meal.

Time	Meal
Breakfast	
Lunch	
Supper	

NUTRIENTS

FIND YOUR BALANCE WITH GOOD DIETARY HABITS

Carbohydrates

are an important ready-to-use energy source for the body



Proteins

are the building blocks of our bodies. Protein foods help our bodies grow and repair



Fats

are a concentrated source of energy



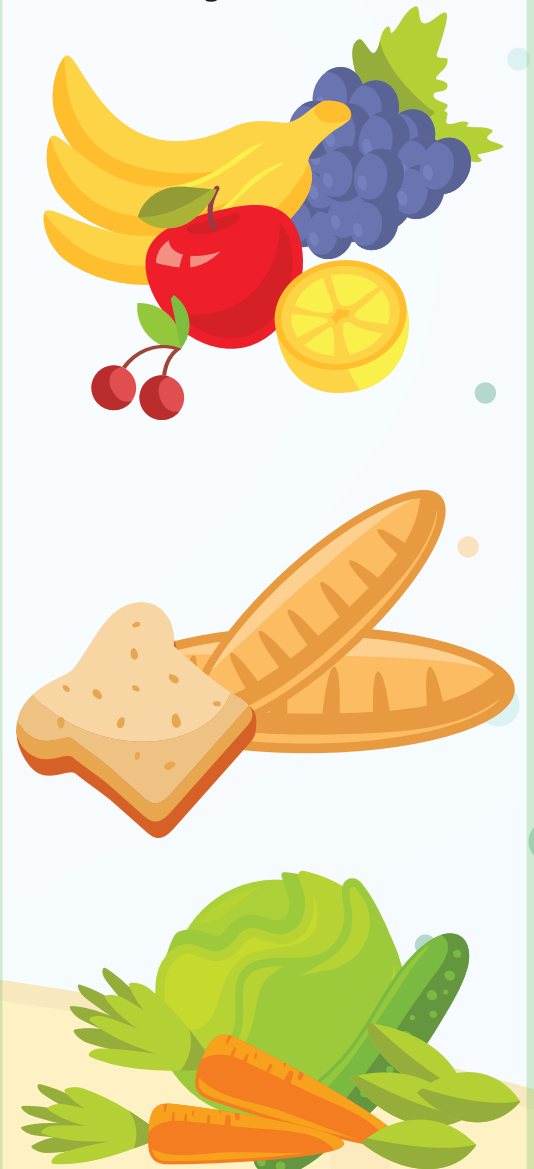
Vitamins and minerals

keep the body healthy and functioning as it should



Fibre

is important for a healthy digestive system





Food rights and responsibilities

Nutrition: Intermediate phase

Materials

- Food rights and responsibilities poster.
- Board and board markers.
- Larger cardboard – for activity 1.
- Cardboard for the posters – activity 2 (enough for each pair or group).
- Crayons or markers.
- Magazines.
- Scissors.
- Glue.

Aim

- Explain the terms 'rights', 'responsibilities', 'bill of rights' and 'human rights'.
- Accept the relationship between rights and responsibilities.
- Allow the learners to recognise their own food rights and responsibilities
- Link the idea of food responsibilities with dietary habits and balanced eating (previous lesson).

Introduction

Introduction
Time: ~ 3 min

Welcome the learners, introduce the daily topic and summarise the planned lesson.

Link with previous lesson: Begin a discussion about the topics of good dietary habits and balanced diets. Ask the learners what they remember from the previous lesson and how they applied the previous lesson's knowledge. Highlight that creating good dietary habits is done by making good food choices every day.

Group discussion

Introduction
Time: ~ 10 min

Ask the learners:

'Has anyone heard of the Bill of Rights?' 'What does the bill of rights say about your rights and food?' 'What are human rights?'

Possible answers:

- The Bill of Rights is a section of the Constitution that lists the rights of all South African citizens.
- The Bill of Rights states that every learner has the right to basic nutrition (food).
- This means that you have the right to enough food to make sure that you stay healthy and grow properly.
- Human rights are the basic rights we have as human beings. Human rights belong to everyone, regardless of whom he/she is or where he/she lives. Human Rights cannot be taken away.

Ask the learners:

'What is the definition of responsibilities?'

'What responsibilities do you think you have when it comes to food?'

Possible answers:

- Responsibilities are duties that we are expected to perform. Remember rights and responsibilities go together.
- When you have rights, you also have a responsibility to respect that others have rights too.
- You have a responsibility not to waste food and to eat healthily.
- You can eat healthily by eating a balanced diet and follow good dietary habits.

Teacher's top tip: help the learners understand the difference between rights and responsibilities. A right is a freedom that must be protected (e.g. right to religion). A responsibility is a duty or something you should plan to do (e.g. recycling and not littering). Some things such as voting for example, is both a right and responsibility.

Activity 1: Bill of food rights and responsibilities

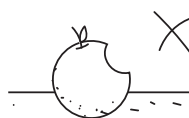
Main part
Time: ~ 10 min

How to conduct

Together as a class, draw up a bill of food rights for the classroom. As each idea comes up, create a discussion around the subject. In the discussion, highlight practical ways to apply each suggestion. Write the rights on a large cardboard sheet.

Some of the ideas the learners come up with may be as follows:

- Do not waste food.
- Eat a healthy, balanced diet for health and growth.
- Take on good dietary habits (conscious choices every day).
- Limit foods and drinks that are high in sugar, salt and bad fats as much as possible.
- Follow good dental healthy practices such as brushing your teeth twice a day and drinking plenty of clean water.
- Try to keep fit and active.
- Choose foods high in vitamins, minerals and fibre.
- Try to eat breakfast every day.
- Be considerate to each other's cultures, religions and food preferences.
- Persuade each other to eat healthily and follow good dietary practices.
- Once the activity is complete, the poster can be displayed in the classroom.



Teacher's top tip: some of these topics may be sensitive as it deals with topics such as food security and availability. It is important to create a safe and positive classroom environment and be especially sensitive around these topics.

Activity 2: Take responsibility for your health

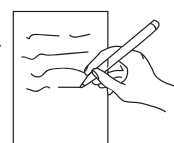
Main part
Time: ~ 15 min

How to conduct

Instruct the learners to work in pairs or groups and ask them to create a poster on which dietary habits they can change to achieve a healthy, balanced diet.



The learners can either draw pictures to show the changes they will make or write down their ideas. The learners can also use pictures from old magazines.



Encourage the learners to think of their own dietary habits at home and at school. Instruct the learners to think about the following: do they drink water or a sweetened drink? Would they rather have a bag of crisps or a fresh fruit? Do they brush their teeth often? Could they persuade their care-giver to buy whole-wheat bread instead of white?

Teacher's top tip: repeat that each person is responsible for his/her own health. We have a responsibility to ourselves to look after our bodies by eating healthily and practicing good dietary habits. Remind the learners, that you can achieve a healthy, balanced diet by making mindful decisions about what they are going to eat every day.

Teacher's top tip: make sure that the discussion around healthy eating remains non-judgemental and positive. Rather focus on how the learners can make their diets better. Do not focus on what the learners should not be doing.

Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Try to create an open discussion with the learners and persuade the learners to ask questions. Remind the learners that eating too much fatty, salty and sugary foods lead to illness. Remind the learners that they have a responsibility to make sure they feed their bodies the right foods, so they can grow strong and healthy.

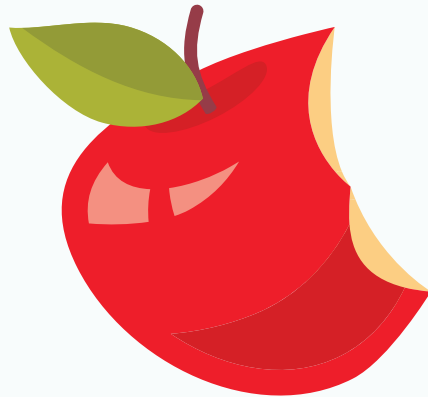
FOOD RIGHTS AND RESPONSIBILITIES

I have the **RIGHT** to
BASIC NUTRITION

I have a
RESPONSIBILITY to...



**Eat as healthily
as possible**



Not waste food



**Practise good
oral hygiene**



**Practise good
dietary habits**



Keep active



**Drink plenty of
clean water**



Assessment: Nutrition

First and last name: _____

Date: _____

Class: _____

Mark: _____

1. List three things you can do to keep your teeth healthy.

1. _____
2. _____
3. _____

(3 marks)

2. Define vitamins and minerals.

Vitamins:

Minerals:

(2 marks)

3. True or False?

Eating and drinking sugary foods and beverages can cause tooth decay.

☐ True

☐ False

Protein (a type of nutrient found in foods) is important for growth and muscle development.

☐ True

☐ False



Assessment: Nutrition

Bread and potatoes are example of foods which belong to the meat and meat substitutes food group.

☐ True

☐ False

It is our responsibility not to waste food and to eat healthily

☐ True

☐ False

A build-up of plaque on our teeth prevents or stops tooth decay

☐ True

☐ False

(5 marks)

4. Write two examples of healthy foods that are high in carbohydrates and two foods that are high in protein below the relevant headings.

Carbohydrate foods

1. _____

2. _____

Protein foods

1. _____

2. _____

(4 marks)

5. Plan your menu for the day. Be sure to include a variety of healthy foods from the different food groups at each mealtime. Plan a breakfast, lunch and supper.

Breakfast
Lunch
Supper

(6 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. List three things you can do to keep your teeth healthy.

- Brushing your teeth
- Flossing
- Regular dental visits/check-ups
- Drink plenty of water
- Limiting sugary and sweetened soft drinks and beverages
- Eating a healthy varied diet with lots of vegetables. Dairy products such as milk and yoghurt are also important.

(3 marks)

2. Define vitamins and minerals.

- Vitamins are nutrients found in food that protect our bodies from illnesses such as the flu or diarrhoea.
- Minerals are nutrients which help our bodies to work properly.
- Fruit and vegetables are especially high in vitamins and minerals and that is why we should aim to eat these foods every day.

(2 marks)

3. True or False?

Eating and drinking sugary foods and beverages can cause tooth decay.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
Protein (a type of nutrient found in foods) is important for growth and muscle development.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
Bread and potatoes are example of foods which belong to the meat and meat substitutes food group.	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False
It is our responsibility not to waste food and to eat healthily	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
A build-up of plaque on our teeth prevents or stops tooth decay	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False

(5 marks)



Assessment Memo: Nutrition

4. Write two examples of healthy foods that are high in carbohydrates and two foods that are high in protein below the relevant headings.

Carbohydrate foods:

Bread, bread rolls, pitas, wraps etc., cereal, pasta, rice, mealie meal, porridges, cereals, potatoes, sweet potato, fruit and starchy vegetables, crackers etc.

Proteins foods:

Meat, chicken, fish, chicken livers, liver, eggs, beans, lentils/legumes, dairy products such as cheese, yoghurt, milk, amasi, peanut butter, nuts etc.

(4 marks)

5. Plan your menu for the day. Be sure to include a variety of healthy foods from the different food groups at each mealtime. Plan a breakfast, lunch and supper.

<p>Breakfast</p> <p>Any suitable carbohydrate food – whole-grain/brown bread or cereal, porridge such as sorghum or maize meal porridge, oats etc.</p> <p>Any suitable protein food – milk, yoghurt, amasi, egg, cheese, meat, chicken or fish, peanut butter etc.</p> <p>Any fruit or vegetable</p>
<p>Lunch</p> <p>Any suitable carbohydrate food – rice, potato, sweet potato, brown or whole-wheat bread or rolls etc.</p> <p>Any suitable protein food – as above</p> <p>Any fruit or vegetables</p> <p>Healthy fats such as avocado, mayonnaise</p>
<p>Supper</p> <p>As for lunch</p>

(6 marks)

GOOD LUCK!

