



KaziBantu



Healthy Schools for Healthy Communities

GRADE 7 KAZIKIDZ TEACHING MATERIAL

Project management

- Prof. Dr. Uwe Pühse, Principal Investigator, University of Basel, Switzerland
 - Prof. Dr. Cheryl Walter, Principal Investigator, Nelson Mandela University, Port Elizabeth, South Africa
 - Prof. Dr. Jürg Utzinger, Director of the Swiss Tropical and Public Health Institute, Basel, Switzerland
 - Prof. Dr. Markus Gerber, University of Basel, Switzerland
 - Dr. des. Ivan Müller, Project Coordinator, University of Basel, Switzerland
 - Stefanie Gall, PhD student, University of Basel, Switzerland
-

Physical Education - Swiss and South African experts and advisors

- Melanie Glover, University of Basel, Switzerland
 - Roman Aebischer, University of Basel, Switzerland
 - Danielle Smith, Nelson Mandela University, Port Elizabeth, South Africa
 - Siphesihle Nqweniso, Nelson Mandela University, Port Elizabeth, South Africa
 - Larissa Adams, Nelson Mandela University, Port Elizabeth, South Africa
 - Nandi Joubert, Nelson Mandela University, Port Elizabeth, South Africa
 - Drusilla Deysel, Eastern Cape Department of Sport, Recreation, Arts and Culture (DSRAC), South Africa
 - Heather Gibbon, primary school physical education teacher, Port Elizabeth, South Africa
 - Margie Botha, primary school teacher, Port Elizabeth, South Africa
 - Prof. Dr. Rosa du Randt, Nelson Mandela University, Port Elizabeth, South Africa
 - Prof. Dr. Darelle van Greunen, Nelson Mandela University, Port Elizabeth, South Africa
 - Dr. Christian Herrmann, University of Basel, Switzerland
 - Dr. Harald Seelig, University of Basel, Switzerland
 - Marina Wälti, University of Basel, Switzerland
-

Moving-to-Music - Swiss and South African experts and advisors

- Chantal Brügger, University of Basel, Switzerland
 - Lize van der Walt, University of Basel, Switzerland
 - Dr. Marelize Marx, Nelson Mandela University, Port Elizabeth, South Africa
 - Beatrice Goetz, dance expert and lecturer, University of Basel, Switzerland
 - Gareth Williams, music producer, Nelson Mandela University, Port Elizabeth, South Africa
 - Christine Joubert, music therapist, Nelson Mandela University, Port Elizabeth, South Africa
 - Nicki-Ann Rayepen, choreographer, Port Elizabeth, South Africa
-

Health, Hygiene and Nutrition - Swiss and South African experts and advisors

- Nicola Hausner, University of Basel, Switzerland
 - Tracey Marais, Nelson Mandela University, Port Elizabeth, South Africa
 - Dorelle Isaacs, Department of Education, Port Elizabeth, South Africa
 - Dr. Peter Steinmann, public health specialist, Swiss Tropical and Public Health Institute, Basel, Switzerland
 - Dr. Bruce Damons, Nelson Mandela University, Port Elizabeth, South Africa
 - Prof. Dr. Annelie Gresse, Nelson Mandela University, Port Elizabeth, South Africa
-

Illustrations and design

- James Scholtz, director of Rooftop, Port Elizabeth, South Africa
- Kathryn Smith, project manager, Rooftop, Port Elizabeth, South Africa
- Sarah Jane Collins, Rooftop, Port Elizabeth, South Africa

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Novartis Foundation, Basel, Switzerland: Dr. Ann Aerts, Head of the Novartis Foundation, in collaboration with Christina Wadhwani (Head Incubator Models in Public Health) and Zaahira Gani (Project Manager)

Address

Novartis Foundation
Novartis Campus
Forum 1-3.97
4002 Basel
Switzerland
Phone: +41 61 696 23 00
info@novartisfoundation.org

Media

For media inquiries, please contact Nikolaus Guntrum
Phone: +41 61 696 57 62
nikolaus.guntrum@novartis.com

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NELSON MANDELA
UNIVERSITY

 **University
of Basel**

Swiss TPH 
Swiss Tropical and Public Health Institute
Associated Institute of the University of Basel

DSBG 
UNIVERSITY OF BASEL
Department of Sport, Exercise and Health

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LESSON PLANS FOR

Grade

7



***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 7



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

Component	Term	Lesson Number	Lesson Content	Date
Health and Hygiene		Lesson 1	Substance abuse	
		Lesson 2	Healthy lifestyles - project	
		Lesson 3	Health and hygiene	
		Assessment: Substance abuse		
		Assessment: Healthy lifestyle project		
		Assessment: Health and hygiene essay		
Nutrition		Lesson 4	Factors that influence the diet	
		Lesson 5	Food habits of religious groups	
		Lesson 6	Abnormal dietary patterns	
		Assessment: Nutrition		



Substance abuse

Health and hygiene: Senior phase

Materials

- Worksheet 7.1.1
- A3 paper

Aim

- Learn difference between physical and mental addiction.
- Increase knowledge about different drugs and their effects on body and mind.

Introduction

Introduction
Time: ~ 5 min

Welcome the learners and introduce the daily topic.

Write the word 'addiction' on the blackboard and ask the learners what they think of when they hear this word. Write all the mentioned words on the blackboard.

Ask the learners if they know a definition for 'addiction'.

Addiction

Somebody who uses drugs can become dependent on them, or addicted if he/she desires a drug all of the time. This means that the person's body or mind becomes so used to having this drug that he/she can't function well without it. Once someone is addicted, it's very hard to stop taking drugs.

Tell the *learners* that there are 2 types of addiction and write them on the blackboard so they can write it down in their textbooks.

Physical addiction

Physical addiction is when the body gets used to the effect of the drug and without the drug the body can't function properly. Once the body no longer has the substance in it, painful withdrawal symptoms begin. Unfortunately, the quickest way to get rid of the pain is to take more drugs.

Examples: Nicotine, alcohol

Mental addiction

Mental addiction is defined as a compulsion or supposed need to take the drug. Your body is not physically addicted but you think you need the drug to function properly.

Example: Marijuana



Different substances and drugs

Main part
Time: ~ 20 min

How to conduct

Instruct the learners to work in groups of 8. Every learner must get a sheet with one of the substances on it. Give the learners time to read through the drug information sheet. After a few minutes when they have finished reading, they will present 'their' drug to the other learners of the group.

Once the above is completed, discuss the following question with the learners:

- What do they all have in common?

Discuss the mentioned points.

Tell the learners that a lot more drug exists and every one of these drugs is harmful, illegal and dangerous.

Designing a prevention poster

Main part
Time: ~ 10 min

How to execute

Instruct the learners that in the middle of the poster they must write: 'SAY NO TO DRUGS', or 'GET HIGH ON GRADES, NOT ON DRUGS', or 'DRUGS AREN'T COOL, THEY MAKE YOU LOOK LIKE A FOOL'.

If they have other slogans or catchphrases, they are free to use it! The learners must be creative in designing the rest of the prevention poster.

At the end of the lesson, hang every poster on the blackboard and let the learners decide which one they preferred the most. Hang the one with the most votes on the wall.



Summary

Wrap up
Time: ~ 5 min

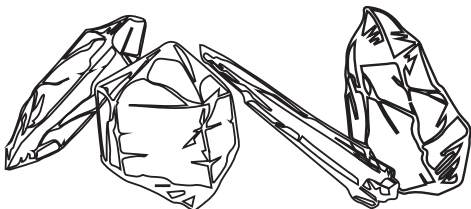
Repeat of what you have learnt today.

Notes:

The other posters you can hang up in the school or give it back to the learners if they want to take it home.

CRYSTAL METH

Active substance	Methamphetamine
Appearance and consumption	Crystal Meth was named of its form of a crystal. It can be sniffed through the nose, smoked or injected with a syringe.
Common effects	<p>In smaller quantities:</p> <ul style="list-style-type: none"> • Heightened self-esteem, euphoria • No hunger and no need to sleep • Aggressiveness • Stimulating and restlessness • Reduced pain sensation <p>In larger quantities/with frequent use:</p> <ul style="list-style-type: none"> • Unconsciousness • Circulatory failure • Heart failure possible <p>Aftermath:</p> <ul style="list-style-type: none"> • Irritability • Depressive mood • Difficulty concentrating
Long-term effects	<ul style="list-style-type: none"> • Sleep disorders • Weight loss physical decline • Depression and psychosis • Extremely nervousness • Skin problems and dental damage • Changes and damage in the brain

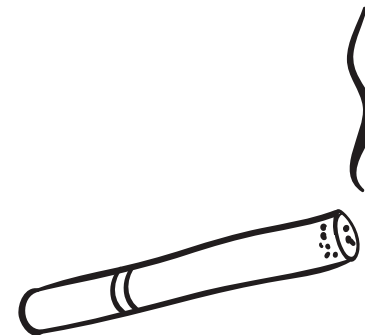


Substance abuse

Handout 7.1.1

TOBACCO

Active substance	Nicotine
Appearance and consumption	Tobacco is a product prepared from the leaves of the tobacco plant and is normally smoked as cigarettes.
Common effects	<ul style="list-style-type: none"> • Reduced appetite • Coughing • Bad smell in mouth • Bad breath • Smelly clothes • Nausea
Long-term effects	<ul style="list-style-type: none"> • Yellow teeth and fingers • Persistent coughing • Lung cancer • Loss of appetite • Heart disease • Impaired immune systems • Shorter lifespan



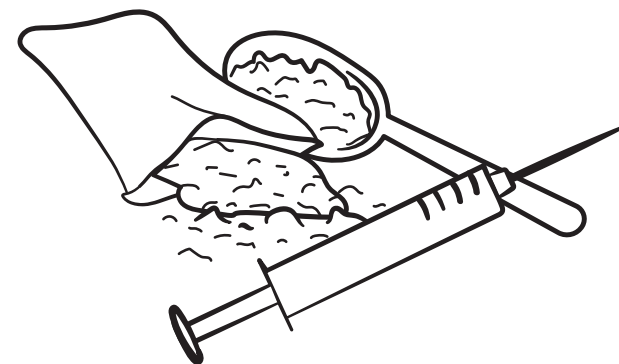
ALCOHOL

Active substance	Ethanol
Appearance and consumption	Beverages like beer, wine, drinks. Consumption depends on the dosage and frequency.
Common effects	<p>In smaller quantities:</p> <ul style="list-style-type: none"> • Stimulating and relaxing <p>In larger quantities/frequent use:</p> <ul style="list-style-type: none"> • Disorders of the ability to think, speak and react • Movement and balance disorders • Memory lapses • Lack of inhibition • Aggressiveness <p>Overdose:</p> <ul style="list-style-type: none"> • Nausea and vomiting • Cramps • Unconsciousness
Long-term effects	<ul style="list-style-type: none"> • Stomach and liver problems • High blood pressure • Nerve damage • Sleep disorders • Depression • Reduced mental capacity • Delirium, dementia



HEROIN

Active substance	Diacetylmorphine (opioid)
Appearance and consumption	There are different ways that heroin is consumed. Heroin gets injected with a syringe, gets inhaled or sniffed through the nose.
Common effects	<ul style="list-style-type: none"> • Warmth, relaxation, tiredness and slowness • Indifference • Reduction of sensory feeling and reduction of pain feeling • Slowing of breathing, overdose of respiratory paralysis and death
Long-term effects	<ul style="list-style-type: none"> • The development of tolerance soon requires a dose increase and rapidly leads to physical and psychological dependence • 8 to 12 hours after the last dose withdrawal symptoms (sweats, tremors, irritability, restlessness, convulsions and insomnia) • Confusion and disorientation



CRACK

Active substance	Cocaine
Appearance and consumption	Crack is made by cooking cocaine powder with baking soda, then breaking it into small pieces. It got its name because it 'crackles' when it is heated and smoked. Crack is smoked in a pipe.
Common effects	<p>Similar effect to cocaine but much more intense and direct effect after use (10 seconds).</p> <ul style="list-style-type: none"> • Euphoria and energetic • Higher attention • Overconfidence • Paranoia and delusions
Long-term effects	<ul style="list-style-type: none"> • Weakness and tiredness • Itching skin • Circulatory collapse • Tooth decay • Social isolation • Aggressiveness



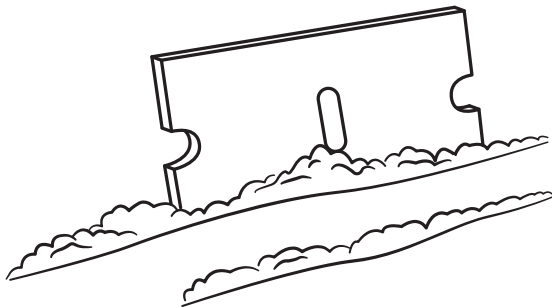
MARIJUANA

Active substance	Tetrahydrocannabinol (THC)
Appearance and consumption	The dried marijuana leaves are sold in bags ranging in size. Some dealers also sell "ready-made" marijuana which is already rolled for smoking.
Common effects	<p>In smaller quantities:</p> <ul style="list-style-type: none"> • Euphoria • Changed/more intense sensory perception • Appetite stimulation • Muscle relaxation, pain reduction • Increased heart work <p>In larger quantities/with frequent use:</p> <ul style="list-style-type: none"> • Disorders of short-term memory, attention and coordination • Hallucinations, delusions • Anxiety, panic • Nausea, vomiting
Long-term effects	<ul style="list-style-type: none"> • Personality and mood changes • Difficulty concentrating • Possible lesions to the brain and lungs



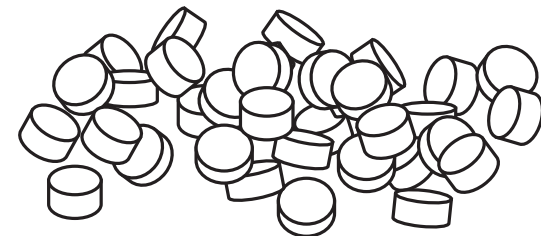
COCAINE

Active substance	Cocaine
Appearance and consumption	Cocaine can normally be found as a powder. The powder can be snorted or rubbed onto the gums.
Common effects	<ul style="list-style-type: none"> • Euphoria and feeling of strength • Increased risk-taking • Feeling of not needing to eat, drink and sleep • No pain feeling • Confusion <p>Aftermath:</p> <ul style="list-style-type: none"> • Exhaustion • Depression • Anxiety
Long-term effects	<ul style="list-style-type: none"> • Loss of sense of smell • Constant nosebleeds • Dramatic weight loss and loss of appetite • Personality changes • Depression and memory disorders



MANDRAX

Active substance	Methaqualone
Appearance and consumption	It is sold in pill form and often has a unique emblem. It also varies in color. The pill is usually crushed, mixed with Marijuana and smoked.
Common effects	<ul style="list-style-type: none"> • Relaxation, calmness • Dry mouth and no appetite • Nausea and vomiting • Stomach pain • Red, glazed or puffy eyes
Long-term effects	<ul style="list-style-type: none"> • Anemia • Poor liver function and stomach cramps • Chronic headaches • Poor vision • Depression • No sleep • Aggression • Emotional problems • Rotten teeth





Healthy lifestyle - project

Health and hygiene: Senior phase

Materials

- Worksheet 7.2.1 - My project

Aim

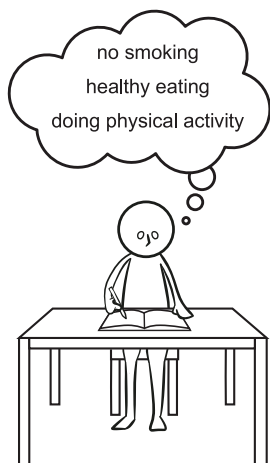
- Increase the learners' independence for a healthy lifestyle.
- Motivate the learners to create an individual project.

Introduction

Introduction
Time: ~ 5 min

Welcome the learners and introduce the topic.

Instruct the learners to write in their textbooks about their thoughts and the thing they are most interested in when they hear the term 'Healthy lifestyle'. Discuss the most important ones like 'no smoking', 'healthy eating' and 'doing physical activity'.



Activity

Main part
Time: ~ 30 min

How to implement

Hand out the worksheet 'My project' and introduce the topic.

Instruct the learners to do an individual project on a healthy lifestyle. They can choose whatever they want, as long as it relates to a healthy lifestyle. The time period will be 2 weeks. Instruct the learners that they need to write a diary entry where they explain how the project will work.

Example:

Project title: DRINK LESS SUGAR (e.g. Coke)

What will I do: Drink less Coke in the 2 weeks

How will I do it: I will replace the Coke with a drink that has less sugar (e.g. water) every time I feel the need to drink a Coke.

Long-term goal: Reduce the sugar I drink to stay healthy

Project title: INCREASING MY PHYSICAL ACTIVITY

What will I do: I will go running at least 3 times a week

How will I do it: I will write my training in my diary as a reminder

Long-term goal: Physical activity has a great benefit on health and I want to stay active and healthy

Give the learners enough time to plan their project. After 2 weeks, the learners must present their project to the class and tell the other learners what they have done.

At the end of the lesson, ask some learners what they are going to do in the next 2 weeks. If there are any questions, help them out or give them some ideas.

After 2 weeks

Let every learner present his/her project in a short presentation (2-3min.). The presentation must include the following:

What they have done in the last 2 weeks?

Did they succeed or not?

Why they succeeded or why not?

How did they experience the project?

Will they continue the new behaviours after the project?

Summary

Wrap up
Time: ~ 5 min

Ask the learners what they have learnt today.



My project

Worksheet 7.2.1

First and last name: _____

Date: _____

Class: _____

Project title:	
What will I do:	
How will I do it:	
Long-term goal:	



My project

Worksheet 7.2.1

2 weeks later:

<p>Did you achieve your goal?</p>	
<p>Why did you succeed or why not?</p>	
<p>How did you experience the project?</p>	
<p>Will you continue the new behaviours after the project?</p>	



Health and hygiene

Health and hygiene: Senior phase

Materials

- Paper and pencil

Aim

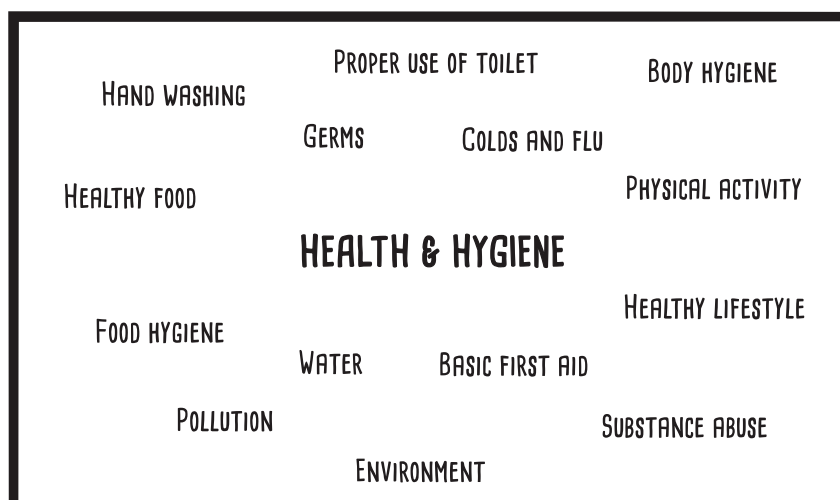
- To deal with the topic 'Health and hygiene'.
- To improve skills by writing an individual essay.

Introduction

Introduction
Time: ~ 5 min

Welcome the learners and introduce the daily topic.

Instruct the learners to mention some important words about **health and hygiene** and write them on the blackboard.



Activity

Main part
Time: ~ 30 min

How to implement

Instruct the learners to choose between one of the following essays. Tell them that the essays will be scored. Give the learners a mark for their essays.

1. Choose 3 terms from the written words on the blackboard. With the 3 chosen words, write an essay about the 3 terms and explain how they fit together.
2. Write a story about an experience/incident you had which links with at least one of the terms on the blackboard
3. Write about the importance of health and hygiene. What makes you healthy and how do you stay healthy?

After the lesson, the teacher should collect all the essays.

Summary

Wrap up
Time: ~ 5 min

Ask the learners what they have learnt today.



Assessment: Substance abuse

First and last name: _____

Date: _____

Class: _____

Mark: _____

1. Write down the difference between *Physical* and *Mental* addiction.

(2 marks)

2. True or False?

Nicotine is the active substance of tobacco.	<input type="checkbox"/> True	<input type="checkbox"/> False
Alcohol can cause nausea and vomiting.	<input type="checkbox"/> True	<input type="checkbox"/> False
Marijuana is legal to purchase.	<input type="checkbox"/> True	<input type="checkbox"/> False
Cocaine can cause loss of sense of smell.	<input type="checkbox"/> True	<input type="checkbox"/> False
Mandrax can cause rotten teeth.	<input type="checkbox"/> True	<input type="checkbox"/> False
Crystal Meth is named after its form of a crystal.	<input type="checkbox"/> True	<input type="checkbox"/> False
Heroin is a harmless drug.	<input type="checkbox"/> True	<input type="checkbox"/> False
Crack can cause paranoia and delusions.	<input type="checkbox"/> True	<input type="checkbox"/> False

(8 marks)



Assessment Memo: Substance abuse

1. Write down the difference between *Physical* and *Mental* addiction.

Physical addiction:

Physical addiction is when the body gets used to the effect of the drug and without the drug your body can't function properly anymore. Once the body starts to become depleted of the substance, painful withdrawal symptoms kick in.

Mental addiction:

Mental addiction is defined as a compulsion or perceived need to take the drug. Your body is not physically addicted but you think you need the drug to function properly.

(2 marks)

2. True or False?

Nicotine is the active substance of tobacco.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
Alcohol can cause nausea and vomiting.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
Marijuana is legal to purchase.	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False
Cocaine can cause loss of sense of smell.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
Mandrax can cause rotten teeth.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
Crystal Meth is named after its form of a crystal.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
Heroin is a harmless drug.	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False
Crack can cause paranoia and delusions.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False

(8 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



Assessment: Healthy lifestyle project

First and last name: _____

Date: _____

Class: _____ Mark: _____

	--	-	- / +	+	++
Idea					
Design / planning					
Realisation					
Project presentation					

Final score: _____ of 20 points

Final mark: _____

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



Assessment: Health and hygiene essay

First and last name: _____

Date: _____

Class: _____

Mark: _____

	--	-	- / +	+	++
Ideas and content					
Organisation					
Orthography					
Language and writing style					

Final score: _____ of 20 points

Final mark: _____

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



Factors that influence the diet

Nutrition: Senior phase

Materials

- Factors that Influence the Diet Poster
- Board and Board Markers
- Cardboard sheets (enough for each group)
- Scissors
- Glue
- Magazines
- Crayons or pencils
- Breakfast Cue Cards
- Sheets of paper for the pairs to record their answers on
- Pens and pencils

Aim

- Define 'eating habits'.
- Name and explain the factors that influence eating habits.
- Allow the learners to apply this knowledge to everyday life.
- Understand that our eating habits have a large impact on our health and well-being.

Introduction

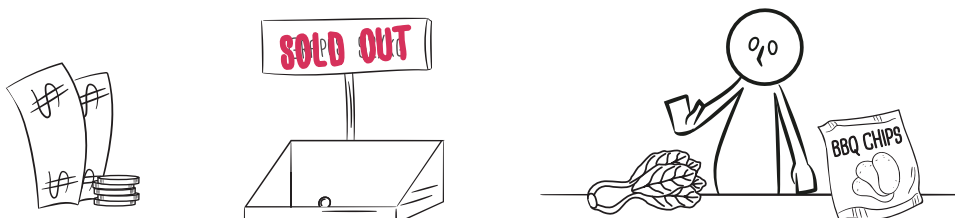
Introduction
Time: ~ 3 min

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

Ice breaker

Ask the learners: 'We all know that fruit and vegetables are good for us and that we should eat at least 5 fruit and vegetables per day. Why do you think many of us don't manage to meet this guideline?'

Topics such as affordability, availability and food tastes and preferences may come up. Link this with the group discussion below.



Group discussion

Main part
Time: ~ 10 min

Ask the learners: 'Why do we eat the food that we do? We know that we need food to survive, but is this the only reason we eat?'

- Accept responses from the learners. The learners can begin to identify that there are many reasons why we eat the food that we do.
- Another key idea to grasp is that what we eat is a choice. However, there are several factors that influence that choice.

Write the learners' responses on the board and create a discussion about the topic, 'Why we eat the way we do'.

Give each learner the handout. Go through the factors that influence the way we eat with the learners. Try to provide practical examples that the learners may experience at home.

Teacher's top tip: sensitive topics such as food affordability and food security may come up. Try to create a non-judgemental and safe environment for the learners.

Why we eat the way we do

Main part
Time: ~ 15 min

How to execute

Divide the learners into groups. Give each group a factor that is discussed in the handout.

Ask each group to create a poster to describe how their assigned factor plays a role in people's everyday lives. Persuade the learners to be practical and think creatively. Learners can either express their ideas by drawing pictures or cutting out pictures from magazines.

The learners can present their ideas to the class and the posters can be displayed in class.

Skipping breakfast

Main part
Time: ~ 10 min

How to implement

Before the class, the teacher should print and cut out the breakfast cue cards.

Skipping breakfast is a part of many people's eating habits. Enjoying a daily breakfast has many benefits.

Handout the breakfast cue cards detailing reasons why a person may skip breakfast. Instruct the learners to work in pairs to come up with solutions to the problem presented on each card. The learners can present their ideas to the class.

Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Touch on the fact that our eating habits have a big impact on our health. If we practice unhealthy eating patterns we may be damaging our health. We should aim to change our eating habits for the better. Remember, what we eat is our own choice. In the end, we are responsible for our own food choices.



Factors that influence eating habits

Handout 7.4.1

What are eating habits?

Eating habits are the routine decisions of people about the food that they eat. Eating habits refer to why and how people eat, what foods they choose to eat, how they choose to prepare the food and throw away food. Dietary habits are a huge factor in the health and well-being of people.

Cultural, religious, economic, environmental, political, individual and social factors influence our food habits.

Cultural factors

Cultural influences play a role in the foods we choose to eat, how we prepare the food and how we use foods to celebrate special occasions. Eating and drinking are a part of our cultural identity.

Foods can also have a symbolic meaning in different cultures and can also be a sign of social status. Cultural factors can also have an influence in how much and often we eat. Certain foods or food combinations may be unacceptable in certain cultures.

Religious factors and ethics

Religion may affect people's food choices and behaviours. Certain foods are not allowed to be eaten in some religions. Other religions observe periods of fasting. Pork, for example, is not allowed in the Jewish or Muslim religions. Some people may choose not to eat certain foods for ethical reasons (e.g. people who follow vegan diets).

Economic factors

People's food choices are affected by how much they can or are willing to spend on food. Other complex issues such as food availability, food prices and food demand play a role.

Ecological and agricultural factors

Farming methods have evolved (changed) over time. In a bid to yield higher returns, farming methods have caused ecological and health-related problems. The concentrated production of food has sometimes led to a decrease in the quality of food that is available. The time of year and seasonal availability also influence the quality and availability of food (some foods are only grown a certain time of the year).

Political factors

Government (food) laws and trade agreements (between countries) effect what food is available and the price of food. Food labelling laws also play a role in consumer knowledge and influence the food they buy.



Factors that influence eating habits

Handout 7.4.1

Individual factors

Every person has his/her own personal food likes and dislikes. His/her food preferences develop over time and are influenced by many factors (such as family eating habits, customs, personal values, knowledge and experiences). Individual preferences are also influenced by food advertisements. Certain health concerns may also prevent people from eating a food (e.g. a person with diabetes may limit their sugar intake).

Psychological and emotional factors

Psychological factors play an important role in our dietary habits. Our eating behaviour may change according to our mood (sad, happy, anxious or stressed). People may also eat out of boredom. People also celebrate an occasion by eating large amounts of unhealthy food.

Social factors

People's lifestyle plays a big role on dietary habits. Convenience foods, fast food establishments and restaurants offer easy and convenient choices. However, these foods may not always be the healthiest choice. People's friends or groups that they identify with also play a role in food choice.

Obtaining, storing and cooking food

People may have limited access to food (e.g. an elderly person may find it difficult to travel to a grocery store). People may also have limited equipment to store or prepare food.

If we understand why we eat the food we do, we can make conscious decisions to make healthier choices every day.



Breakfast cue cards

Why I skip breakfast

We have heard the phrase 'breakfast is the most important meal of the day'. Eating breakfast in the morning has many benefits. Studies have shown that eating breakfast helps us concentrate and learn better in class. Eating breakfast also provides us with an opportunity to get plenty of healthy nutrients into our diets.

Even though it is important to start your day off with a breakfast, many people decide to skip this meal for a variety of reasons. This becomes a part of their eating habits.

I don't feel hungry in the mornings.

I don't like the taste of cereal.

**I don't tolerate milk very well.
It makes me feel ill.**



Breakfast cue cards

**I don't have time to eat
breakfast in the mornings.**

**I would rather sleep for an
extra 15 minutes.**

Breakfast is boring!

**I'm trying to lose weight,
so I skip breakfast.**



Breakfast cue cards

I prefer a snack at break time instead.

I don't like the taste of cereal.

I have never bothered with breakfast before. Why should I be bothered with it now?

I play sport early in the morning. I can't exercise on a full stomach.



Breakfast cue cards

I prefer to drink something in the morning. Like tea or coffee.

Chewing on cereal in the morning is too much effort!

Breakfast is way too much effort!

WHY WE EAT THE FOOD WE DO



Cultural factors

Foods have a symbolic meaning in different cultures and can also be a sign of social status. Cultural factors can also have an influence in how much and often we eat. Certain foods or food combinations may be unacceptable in certain cultures.

Religious factors & ethics

Religion may affect people's food choices and behaviours. Certain foods are not allowed to be eaten in some religions. Other religions observe periods of fasting. Pork, for example, is not allowed in the Jewish or Muslim religions. Some people may choose not to eat certain foods for ethical reasons (e.g. people who follow vegan diets)

Political factors

Food Legislation and trade agreements influence what food is available and the price of food. Food labelling laws also play a role in consumer knowledge and affect the food they buy.

Individual factors

Every person has their own personal food likes and dislikes. Their food preferences develop over time and are influenced by many factors (such as family eating habits, customs, personal values, knowledge and experiences). Individual preferences are also influenced by food advertisements.

Psychological & emotional factors

Psychological factors play an important role in our dietary habits. Our eating behaviour may change according to our mood (sad, happy, anxious or stressed). People may also eat out of boredom. People also celebrate an occasion by eating large amounts of unhealthy food.

Social factors

People's lifestyle plays a big role on dietary habits. Convenience foods, fast food establishments & restaurants offer easy and convenient choices. However, these foods may not always be the healthiest choice. People's friends or social groups they identify with also plays a role in their food choice.

Economic factors

People's food choices are affected by how much they can or are willing to spend on food. Other complex issues such as food availability, food prices and food demand play a role.





Food habits of religious groups

Nutrition: Senior phase

Materials

- Food habits of different religious groups poster
- Handout 7.5.1
- Board and board markers
- Worksheet 7.5.2

Aim

- Be aware of the food practices of different religions.
- Understand different cultures in South Africa and their eating habits.
- Recognize that a healthy diet can fit into many different cultures and religions.
- Apply the knowledge and create menus for different religious groups.
- Identify favourite, uniquely South African dishes.

Introduction

Introduction
Time: ~ 3 min

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

Link with the previous lesson:

Create a discussion about how religions influence the food that we eat. Then ask the learners what influence our culture can have on our dietary habits? Create a discussion about the different religious or cultural food practices that the learners come across in their daily lives.

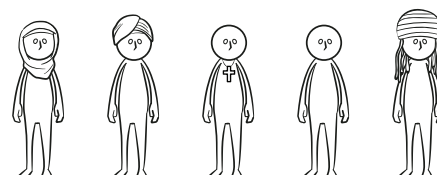
Group discussion

Main part
Time: ~ 10 min

Ask the learners: 'What role does food play in religion? Why do people follow certain rules or traditions regarding food in different religions?'

Possible Answers:

- To communicate with God or Deity (as thanksgiving).
- To show faith through religious rites.
- To show discipline or personal sacrifice through fasting.
- To celebrate a festival or hero of that religion.



'What role does culture play in eating habits? Why do people from different cultures enjoy foods in different ways?'

- A person's culture influences his/her practices, attitude and beliefs around food.
- Often, the way we eat and enjoy food comes from our forefathers who came from different countries such as Italy, China, France and Portugal. People have followed these traditions through the years.
- In South Africa, we have many uniquely South African Dishes that reflect a diverse cultural population.
- Many indigenous African people still follow a traditional diet (however this is changing over time to a more Westernised way of eating).

'Can anyone name religions that include aspects of food in their teachings?'

- Islam, Hinduism, Judaism, Sikhism, Buddhism (strict), Seventh-day Adventist Church and Rastafarian movement.
- Accept any appropriate answers

Teacher's top tip: some of these topics may be sensitive in nature. Explain to the class that everyone needs to respect each other's beliefs. Try to create an open, non-judgemental environment.

Start a discussion around the following topic:

Ask the learners whether they think a healthy diet can fit into different religions and cultural food habits? Persuade the learners to be aware that healthy choices can fit into all religious and cultural groups.

Give the handout to the learners. This handout summarises some of the food practices observed by different religious groups. Go through the key points with the class.

Plan my day

Main part
Time: ~ 15 min

How to execute

Instruct the learners to work individually or in pairs. Give each learner or pair a religion based on handout 7.2.1.

Give worksheet 7.5.2. to the class.

The learners need to come up with a menu for a day. They must consider religious requirements.

Teacher's top tip: remind the learners to include appropriate snacks and beverage items throughout the day. Also, remind the learners that the meals should be healthy and balanced.

Cultural day

Main part
Time: ~ 10 min

How to implement

South Africans love eating and enjoy many types of foods from a variety of cultures. A lot of these foods are unique to South Africa.

Working in groups, ask the learners to list as many South African foods they can think of. Each group can then present its list to the class.

Foods that can be included:

Amasi

Mageu

Bobotie

Sosaties

Boerewors

Biltong and droëwors

Bokkoms (dried and salted fish)

Bunny chow

Potjiekos

Gatsby

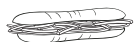
Snoek

Vetkoek

Braai broodjies/

roosterkoek

Rusk



Hertzoggie

Chutney

Achaar

Chakalaka

Samoosas

Frikkadel

Milktart

Melkkos

Malva pudding

Boeber (sweet milk and vermicelli dessert)

Peppermint crisp tart

Koeksisters

Rooibos tea

Waterblommetjie bredie



Cabbage bredie

Lamb bredie

Butternut bredie

Umnqusho (samp and beans)

Mogodu (tripe)

Skop (cow, sheep or goat's head)

Maotwana (chicken legs)

Mashonzha (worm found in Mopani trees)

Morogo (wild spinach)

Pap (mielie-meal) and phutu

Umphokoqo



Teacher's top tip: In South Africa, for indigenous African people, meat and especially beef was rare. Cattle were a symbol of wealth and status and not a source of food. When beef was eaten, no part of the animal was wasted. From the head to the tail.

Teacher's top tip: the Cape Malay Indians use a lot of different spices in their foods. Spicy dishes such as samoosas, curries and bobotie are eaten. Another popular practice, among many cultural groups, is to braai the food by cooking on an open fire (meat cooked on an open fire is called shisa nyama or braaivleis).

After the activity, ask the learners to present a few of their ideas to the class. Highlight that as South Africans, we are fortunate to have such a large variety of different, delicious foods from such a wide range of cultures.

Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Repeat that healthy eating can fit in any cultural or religious diet. Also, that food is an important aspect of many religions and that people should respect everyone's beliefs and practices.



Food habits of different religious groups and cultures

Handout 7.5.1

Around the world, people choose to eat or avoid certain foods according to their religion or culture. Some of these beliefs have been practised for many centuries and are an established part of life.

Religions	Food habits
Islam	<ul style="list-style-type: none"> Pork is prohibited. The Koran outlines foods that are allowed (halal) and haram (forbidden). Beef, lamb and chicken can be eaten only if the animal has been slaughtered in a certain way. The animal must be killed by slitting its throat to allow the blood to be drained from the animal's body. Examples of haram food are pork, blood and alcohol. During the month of Ramadan, Muslims observe a period of fasting and refrain from eating, drinking and smoking from sunrise to sunset.
Hinduism	<ul style="list-style-type: none"> Strict Hindus are vegetarian and do not eat any animal flesh (meat, chicken or fish) – however this is not compulsory. The cow is held in high regard and is a symbol of abundance, therefore beef is not eaten. Some Hindu people observe certain fast days and avoid alcohol.
Judaism	<ul style="list-style-type: none"> Pork is prohibited. Foods are divided into kosher (allowed) or trefa (forbidden). Food must be prepared in the correct manner for the food to be considered Kosher. For example, meat must be slaughtered correctly. Certain foods should not be eaten together e.g. dairy products with meat. Jewish people observe periods of fasting e.g. Yom Kippur (the Day of Atonement) is a Jewish fast that lasts from approximately dusk till dusk.
Christianity	<ul style="list-style-type: none"> Some Catholic and Orthodox Christians partake in various feasts and fast days throughout the year. For example, some Catholics may avoid meat on Fridays or fast during Lent and on Good Friday. Most Protestants observe only Easter and Christmas as feast days and do not generally observe other fast periods. The ritual of communion is celebrated by many Christians. This is where bread and wine symbolise the Body and Blood of Christ. Some Christians abstain from alcohol. Mormons and Seventh Day Adventists generally avoid caffeinated and alcoholic beverages. Many Seventh Day Adventists also do not eat meat and dairy products.
Buddhism	<ul style="list-style-type: none"> The Buddhist people believe that Buddha took the form of several animals before attaining his form as a human being. Therefore, most Buddhists choose to be vegetarian to avoid killing animals. Some Buddhists avoid dairy products whereas others avoid only beef. Religious dates and celebration days vary from region to region.
Rastafari	<ul style="list-style-type: none"> Most Rastafarians are vegetarians or vegan. Some Rastafarians do eat fish. Approved foods are called I-tal, which are natural or pure, without the addition of artificial colorants, flavourants or preservatives. Rastafarians usually avoid alcohol and caffeinated tea or coffee.



Plan my day

Worksheet 7.5.2

First and last name: _____

Date: _____

Class: _____

Religion:

Plan a healthy, balanced meal for each meal time. Remember to consider all the dietary requirements of the religion that you have been assigned. Don't forget to include snacks and beverages!

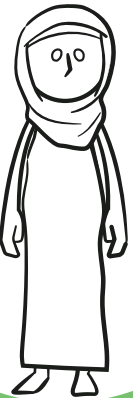
Time	Meal
Breakfast	
Lunch	
Supper	

FOOD HABITS OF DIFFERENT RELIGIONS



Judaism

- Foods are divided into kosher (allowed) or trefa (forbidden).
- Pork is forbidden.
- My food must be prepared in the correct manner.
- I do not eat certain foods together e.g. beef and milk.



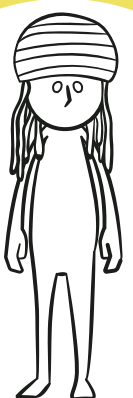
Islam

- The Koran outlines foods that are allowed (halal) and forbidden (haram).
- Pork and alcohol is forbidden.
- I only eat meat, chicken and lamb if it is slaughtered in a particular way.
- During the month of Ramadan, I fast between sunrise and sunset.



Hinduism

- I am vegetarian as I do not eat animal flesh.
- The cow is a symbol of abundance.
- I do not drink alcohol.
- I observe different days of fasting.



Rastafari

- I am vegetarian.
- I only eat I-tal foods that are natural and pure and free from food additives.
- I do not drink caffeinated beverages.



Buddhism

- Because I believe that Buddha took the form of several animals before attaining his form as a human being, I do not eat animal flesh.
- I also avoid dairy products.



Abnormal dietary patterns

Nutrition: Senior phase

Materials

- Abnormal dietary patterns poster
- Board and board markers
- Food habits cue cards
- Prestik
- Sheets of paper
- Pen and pencils

Aim

- Define 'dietary patterns'.
- Explain the difference between healthy and unhealthy dietary patterns.
- Understand how dietary patterns influence health and well-being.

Introduction

Introduction
Time: ~ 3 min

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

Group discussion

Main part
Time: ~ 10 min

Ask the learners:

'What are dietary patterns? What role do dietary patterns play on people's health and well-being?'

Possible Answers:

- A dietary pattern can be defined as the amount, size, variety and combinations of different food that a person eats. It also includes how often the person eats the food.
- Dietary patterns are based on your food habits. For example, maybe you buy a vetkoek and soft drink at the shop every day. This is an example of a less healthy dietary pattern or habit.
- If we include unhealthy foods in our dietary pattern too often, this may lead to unhealthy conditions such as obesity, diabetes, heart disease and stroke.
- We should aim to have healthy eating habits. This means including healthy foods in our dietary pattern. This also means eating a variety of healthy foods every day.
- Sometimes we don't even realise that our food habits and dietary patterns are unhealthy. We don't realise that we are harming our health.

'Do you think we give much thought to the amount of food and the type of food that we eat?'

- Often, we don't put much thought into the food we eat. We eat for many reasons, not just because we are hungry. We may eat due to boredom, stress or simply because the food is available.

Create a discussion with the learners about the topic of dietary patterns and unhealthy food habits. Ask the learners for examples of when they eat when they are not hungry or when they choose an unhealthy food above a healthy food. Ask the learners when they deprive themselves of food, even though they may be hungry or when they are not meeting their nutritional requirements.

Examples include eating unhealthy food (chocolate, chips) in front of the television at night, eating a packet of crisps on the way to school, drinking a sugary drink or soft drink instead of water, skipping breakfast, eating when we are sad (emotional eating).

After the learners have come up with suitable situations, remind the learners that they should be mindful of their decision to eat something or not (rather than eating a food on impulse). People are in control of what they choose to eat. Remind the learners that they need to take on healthier food habits. Remember food habits are the basis of our dietary patterns! One you start making better food choices, it becomes easier. Our bad habits change to good habits!



Changing our dietary habits

Main part
Time: ~ 15 min

How to execute

The teacher should draw two columns on the board with the headings 'healthy food habits' and 'unhealthy food habits'.

Divide the learners into pairs. Handout the dietary habits cue cards to each of the pairs. The cue cards list everyday habits of people. The pair must decide whether they think the habit is healthy and if not, how can they change the habit into a healthy habit. If the pair thinks the habit is healthy, they must explain why.

The habits should be placed under the relevant column

HEALTHY FOOD HABITS	UNHEALTHY FOOD HABITS
WHOLE-GRAIN BREAKFASTS	EATING TREATS IN FRONT OF TV
EATING FRUIT EVERYDAY	SKIPPING MEALS
WATER IS THE DRINK OF CHOICE	SUGARY DRINKS WITH MEALS
EATING GREEN AND YELLOW VEG	EATING TREATS WHEN STRESSED



Choosing to make better choices

Main part
Time: ~ 10 min

How to implement

Ask the learners to choose the cue cards that they identify with the most. Get them to formulate strategies on how they can make better choices at home.

Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Highlight the fact that there are no good or bad foods. All foods fit in a healthy dietary pattern. Our aim should be to include a variety of healthy foods as often as possible. That is why we call healthy foods 'everyday foods' as we should enjoy these foods every day. Unhealthy foods are called 'sometime foods' as we should eat these foods less often.



Food habits cue cards

I enjoy eating green and yellow vegetables often!

I love to have a glass of milk with my toast in the morning.

When I watch TV, I can't resist a yummy treat!

Sometimes I skip breakfast.



Food habits cue cards

I am trying to lose weight, so I eat only once a day.

A fruit and some yoghurt is my favourite snack.

On my way to school, a packet of chips is my favourite snack.

**Chocolate for breakfast?
Yes please!**



Food habits cue cards

**I always drink a sugary drink
with my meals.**

Water is my drink of choice.

I enjoy eating fish often.

**My lunch is usually vetkoek or
a pie from the tuckshop.**



Food habits cue cards

**I enjoy fried foods!
Especially 'slap' chips with salt
and vinegar.**

I play sport three times a week.

I eat fruit everyday.

**I don't bother eating anything
the whole day!**



Food habits cue cards

**Breakfast, no thanks! I'm
happy with a packet of chips
on the way to school!**

**Most days of the week, I have
a Russian sausage or sliced
polony for lunch.**

**When I am stressed during
exams, I stock up on
sugary treats!**

HEALTHY DIETARY PATTERNS

We are in control of what we **CHOOSE** to eat and we should aim to **CHOOSE** healthier **FOOD HABITS**.

Remember food habits are the basis of our dietary pattern!
Once we start making better food choices, it **BECOMES EASIER**



The South African Government formulated the South African Food-Based Dietary Guidelines to encourage people to follow healthy dietary patterns:

1. Enjoy a variety of foods.
2. Be active!
3. Make starchy food part of most meals.
4. Eat plenty of vegetables and fruit every day.
5. Eat dry beans, split peas, lentils and soya regularly.
6. Have milk, maas or yoghurt every day.
7. Fish, chicken, lean meat or eggs may be eaten daily.
8. Drink lots of clean, safe water.
9. Use fats sparingly. Choose vegetable oils, rather than hard fats.
10. Use sugar, and foods and drinks high in sugar, sparingly.
11. Use salt, and food high in salt, sparingly.



Assessment: Nutrition

First and last name: _____

Date: _____

Class: _____

Mark: _____

1. Describe how eating habits influence our health.

(3 marks)

2. Discuss five factors that influence our eating habits. Explain how each factor has an influence on the food that we eat.

Factor: _____

How the factor influences our eating habits: _____

Factor: _____

How the factor influences our eating habits: _____

Factor: _____

How the factor influences our eating habits: _____

Factor: _____

How the factor influences our eating habits: _____

Factor: _____

How the factor influences our eating habits: _____

(10 marks)



Assessment: Nutrition

3. True or False?

The Koran outlines food that are allowed (halal) and forbidden (haram). ☐ True ☐ False

Pork is halal in the Islam religion. ☐ True ☐ False

Strict Hindu's are vegetarian and do not eat animal flesh. ☐ True ☐ False

It is our responsibility not to waste food and to eat healthily ☐ True ☐ False

Enjoying a healthy breakfast every morning is an example of a good eating habit. ☐ True ☐ False

(5 marks)

4. Name any two traditional South African food or meals.

1. _____
2. _____

(2 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. Describe how eating habits influence our health.

- Unhealthy eating habits may be damaging to our health and may lead to various harmful conditions and diseases.
- Healthy eating habits help us stay healthy and grow well.
- The choices we make everyday has an influence on our overall health.
- We should adopt good food habits for good health.

(3 marks)

2. Discuss five factors that influence our eating habits. Explain how each factor has an influence on the food that we eat.

Refer to Handout 7.4.1. - Factors that Influence Eating Habits

(10 marks)

3. True or False?

The Koran outlines food that are allowed (halal) and forbidden (haram).	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
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Pork is halal in the Islam religion.	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False
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Strict Hindu's are vegetarian and do not eat animal flesh.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
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It is our responsibility not to waste food and to eat healthily	<input type="checkbox"/> True	<input checked="" type="checkbox"/> False
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Enjoying a healthy breakfast every morning is an example of a good eating habit.	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
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(5 marks)



Assessment Memo: Nutrition

4. Name any two traditional South African food or meals.

Any suitable food such as:

- Amasi
- Mageu
- Babotie
- Sosaties
- Boerewors
- Biltong and droewors
- Bokkoms (dried and salted fish)
- Bunny Chow
- Poetjiekos
- Gatsby
- Snoek
- Vetkoek
- Braaibroodjies/Roosterkoek
- Rusk
- Hertzoggie
- Chutney
- Achaar
- Chakalaka
- Samoosas
- Frikkadel
- Milktart
- Melkkos
- Malva Pudding
- Boeber (sweet milk and vermicelli dessert)
- Peppermint Crisp Tart
- Koeksisters
- Rooibos Tea
- Waterblommetjie Bredie
- Cabbage Bredie
- Lamb Bredie
- Butternut Bredie
- Umnqusho: Samp and Beans
- Mogodu (tripe)
- Skop (cow, sheep or goat's head)
- Maotwana (chicken legs)
- Mashonzha (worm found in Mopani trees)
- Morogo: (wild spinach)
- Pap (mealie meal) and Phutu
- Umphokoq

(2 marks)

GOOD LUCK!

