

# healthy body

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**Background Information for the teacher.**  
**Read over this information before teaching your class.**

## Introduction

### Foreword

Lucky Star in conjunction with the Pick n Pay School Club is proud to provide educators with free outcomes-based educational material. Lucky Star is passionate about improving the wellness of children in South Africa. With this in mind, this learning programme is designed to support teachers and learners concerning general well-being and encourages learners to be smart, safe and strong, building a Lucky Star body. Furthermore, with the bigger picture in mind, enjoyment in learning and a platform for awareness is essential to building a nation of healthy learners in South Africa.

### Background and context

Currently in its seventh year, the Pick n Pay School Club is enjoying success in schools across the country. Over the years it has provided a platform that delivers much-needed educational support in a meaningful and value-adding way. This year, the material will reach over 1.5 million learners and over 70 000 teachers. Lucky Star has been a part of this educational channel for two years.

This learning programme is aligned to the RNCS and is therefore outcomes-based. This adheres to the standards set by the Department of Education. The material is designed to facilitate a learning process that starts with teaching and learning which culminates in assessment of competency according to the standards set for that grade. The teacher is supported with the provision of researched learning content that is presented clearly, with easy to follow directions.

The learning programme mostly focuses on Life Orientation.

### Acronyms

AS	Assessment Standard
FET	Further Education and Training
GET	General Education and Training
LO	Learning Outcome
R	Reception
RNCS	Revised National Curriculum Statement

## 1. Foundation Phase

### A smart, strong and star body

#### 1.1. Grade R

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 3:</b>	Personal Development – The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world
<b>Assessment Standard 3.2:</b>	Describes what own body can do

#### Teaching Activity:

Make a list of all the possible actions a star body can execute. Make some word cards of these possible actions or use chalk to write these on a writing board for the learners to see. You may have to prompt them as you lead and direct the discussion with them. If they need prompting, ask questions e.g. What can your eyes, ears, teeth, mouth, mind, stomach, feet, elbows, lips, etc. do? They can also ask you what certain body parts do e.g., their ribs, skull, heart, etc. Be ready to explain these body functions in a simple, clear way so that they can learn the many actions that bodies can do. Support the learners in the learning activity and the assessment task. Use the assessment grid in the Assessment section to help you assess each learner while they speak to you.

Special Note: If you have physically disabled learners you should still encourage them to focus on the positive (e.g., I can push my wheelchair with my strong arms, I can lip-read and read people's facial expressions very well, etc.)

#### Resources:

- Word cards/chalk and writing board
- Learner workbooks
- Stationery: pencils and colour wax crayons

# healthy body

Section B  
Foundation Phase  
Grade R

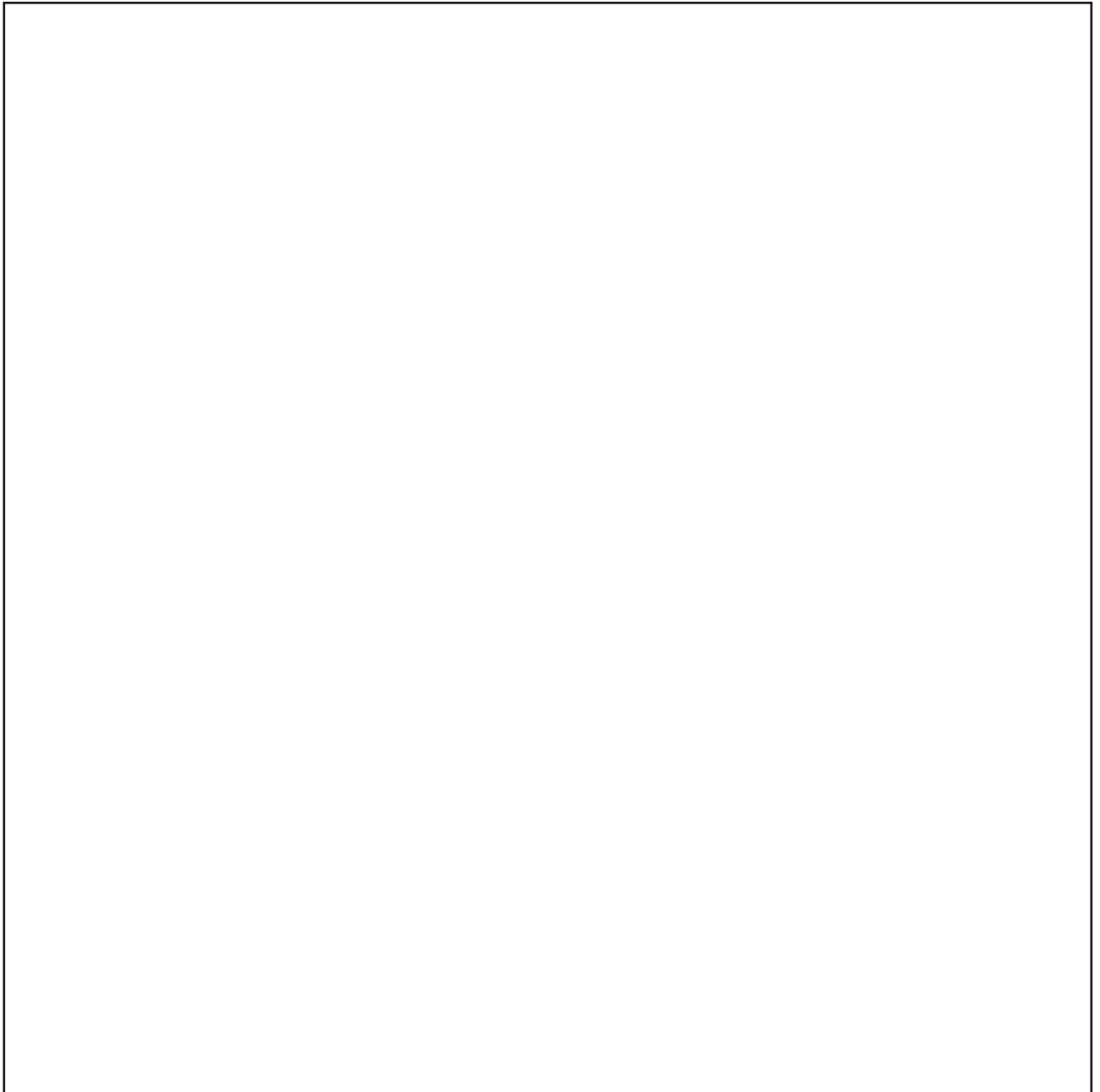
## Learning Activity

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

Grade: \_\_\_\_\_

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

Draw a picture of your star body doing something smart or fun in your workbook. Colour in your picture.



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## Assessment Task

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

Grade: \_\_\_\_\_

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

Give five things your star body can do. If you can, write these down:

1. My ears can \_\_\_\_\_
2. My eyes can \_\_\_\_\_
3. My mouth can \_\_\_\_\_
4. My \_\_\_\_\_ can walk.
5. My hands can \_\_\_\_\_

Parent / Guardian Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

**LUCKY STAR FUN FACT:**  
Lucky Star Canned Fish contains proteins that assist in building strong muscles.



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## 1.2. Grade 1

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 3:</b>	Personal Development – The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world
<b>Assessment Standard 3.2:</b>	Describes own body in a positive way

### Teaching Activity:

Make a list of all the possible positive ways the learners will describe their star bodies and star minds. You can make word cards and place these words on the board or wall for the learners to see. You can also write these words on a board using chalk. Describe your own body in a positive way so that they learn from your example. Let them have fun describing your star body and star mind. Make sure they learn many positive descriptive words for bodies and minds.

Support the learners in the learning activity and the assessment task. Use the assessment grid in the Assessment section to help you assess each learner while they speak to you.

Special Note: If you have physically disabled learners you should still encourage them to focus on the positive (e.g., I can push my wheelchair with my strong arms, I can lip-read and read people's facial expressions very well, etc.)

### Resources:

- Word cards/writing board and chalk
- Wall chart to measure height
- Scale to take learner's weight
- Dolls, puppets or pictures of different children (these can be cut out of newspapers and magazines)
- Stationery: pencils, colour pencils/wax crayons
- Copies of the assessment task

### Learning Activity:

Use a doll or puppet and let the learners describe the body in a positive way. If you do not have a doll or a puppet use pictures of different children that they can describe.



# healthy body

## Section B Foundation Phase Grade 1

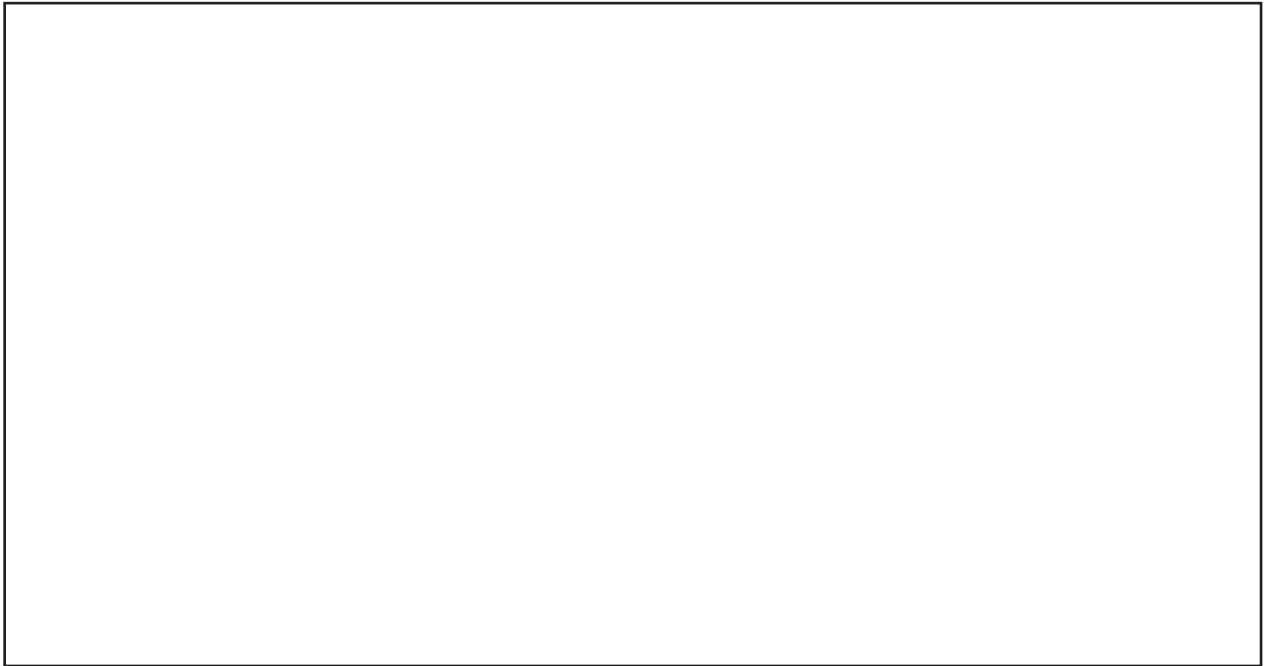
### Assessment Task

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

Grade: \_\_\_\_\_

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

1. Draw your star body and colour it in:



2. Describe your star body:

How tall are you? \_\_\_\_\_

How much do you weigh? \_\_\_\_\_

What colour is your hair? \_\_\_\_\_

What shape is your head? \_\_\_\_\_

Describe your hands: \_\_\_\_\_

Describe your feet: \_\_\_\_\_

**LUCKY STAR FUN FACT:**  
Lucky Star Canned  
Pilchards, Sardines and  
Mackerel contain calcium  
which assists in healthy  
bone development.

Parent / Guardian Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_



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## 1.3. Grade 2

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 3:</b>	Personal Development – The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world
<b>Assessment Standard 3.2:</b>	Describes what to do to treat own body well

### Teaching Activity:

Make a list of all the possible positive ways to take good care of your star body and star mind. You can make word cards and place these words on the board or wall for the learners to see. You can also write these words on a board using chalk. Describe how you take care of your own star body and star mind so that your learners can learn from your example. Let them have fun suggesting ways to take good care of your body. Make sure they learn as many ways as possible to treat a star body and star mind. Support the learners in the learning activity and the assessment task. Use the assessment grid in the Assessment section to help you assess each learner while they speak to you.

Special note: If you have ill or physically disabled learners, you should encourage them to suggest the ways in which they take care of their body (e.g., I never skip breakfast, I ensure that I give my body enough rest, I go to the doctor for check-ups and listen to the doctor, I ensure I take my medicine and vitamins etc.)

### Resources:

- Word cards/writing board and chalk
- Dolls, puppets or pictures of neglected children (these can be cut out of newspapers and magazines)
- Stationery: pencils, colour pencils/wax crayons
- Copies of the assessment task

### Learning Activity:

Show the learners some dolls that have not been treated well. These must have unwashed bodies, untidy clothes, tangled hair, etc. If you cannot find dolls for this purpose, use pictures of neglected animals and/or children and let them learn from this regarding what care is needed for living bodies. Now have a discussion on what needs to be done to treat the dolls, animals or children well.

# healthy body

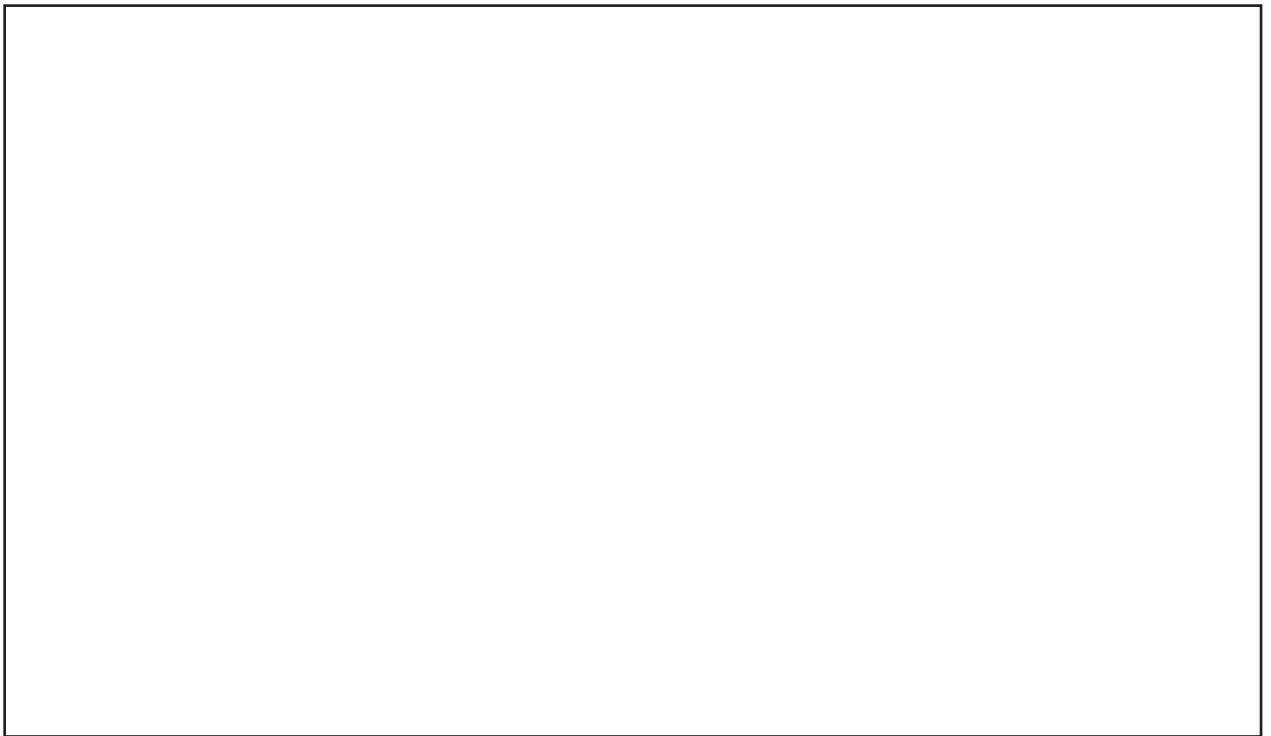
## Assessment Task

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

Grade: \_\_\_\_\_

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

1. Draw your star body:



2. What can you do to treat your star body well?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent / Guardian Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

**LUCKY STAR FUN FACT:**  
Lucky Star Canned Fish contains Omega 3 fatty acids which are good for your brain and assist in lowering cholesterol and help to reduce the risk of heart disease.



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## 1.4. Grade 3

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 3:</b>	Personal Development – The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world
<b>Assessment Standard 3.2:</b>	Describes why own body should be respected

### Teaching Activity:

Make a list of all the possible positive ways to treat your own star body and star mind with respect. You can make word cards and place these words on the board or wall for the learners to see. You can also write these words on a board using chalk. Describe how you would respect your own star body and star mind so that they learn from your example. Let them have fun suggesting ways to respect your body. Make sure they learn as many ways as possible to respect a body. Support the learners in the learning activity and the assessment task. Use the assessment grid in the Assessment section to help you assess each learner while they speak to you.

**Special Note:** If you have ill or disabled learners you should still encourage them to focus on the positive (e.g., I respect my body by making sure that I exercise the strong parts of my body to help the weaker parts of my body, I listen to the instructions of my doctor and my parents concerning the taking of medication and special rules like a diet/eating plan I have to follow etc.)

### Resources:

- Word cards/writing board and chalk
- Stationery: pencils, colour pencils and/or wax crayons
- Copies of the assessment task
- Puppets or dolls or pictures of neglected animals and or children

### Learning Activity:

Show the learners some dolls that have not been treated well. These must have visible signs of abuse, neglect and have been hurt, they can have unwashed bodies, untidy clothes, tangled hair, etc. If you cannot find dolls for this purpose, use pictures of neglected animals or children and let them learn from this what care is needed for living bodies. You can also have a puppet show where two puppets verbally abuse each other so that this is covered as an issue. Now have a discussion on what needs to be done to treat the dolls, animals or children with respect. Courteousness, citizenship, looking after another person's property, honesty, caring and love are some ways we can respect others. Be prepared to address physical or sexual abuse as an issue as it may arise in this discussion with your learners. If anything concerns you, refer children to the relevant authority. Treat sensitive matters carefully.

# healthy body

## Section B Foundation Phase Grade 3

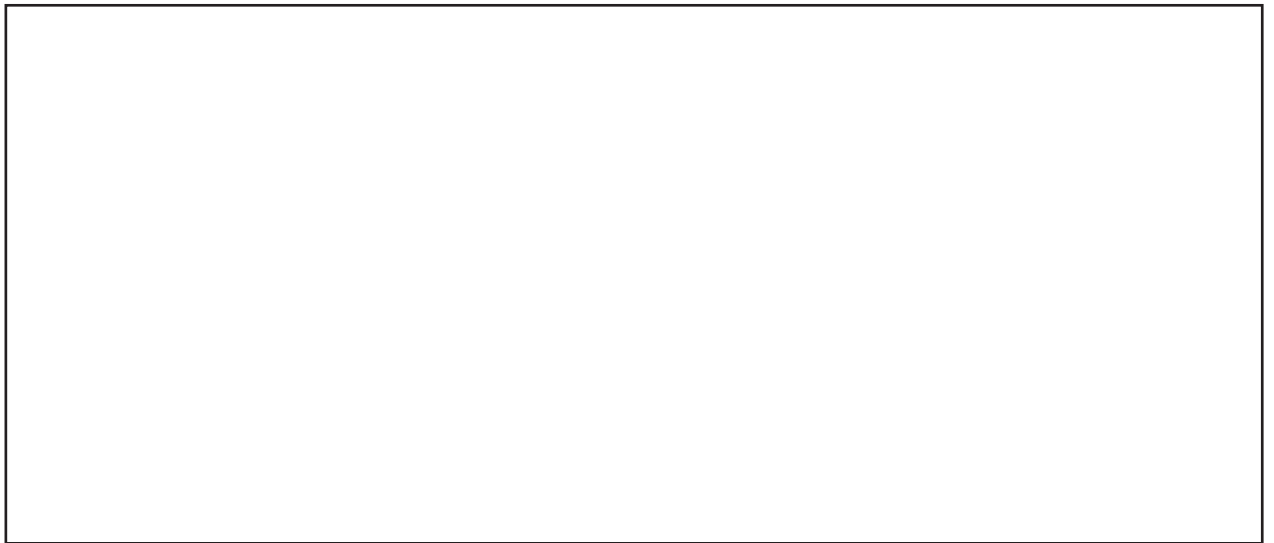
### Assessment Task

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

Grade: \_\_\_\_\_

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

1. Draw your star body:



2. How can you treat your star body and star mind with respect?

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3. Why should you treat your star body with respect?

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Parent / Guardian Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

**LUCKY STAR FUN FACT:**  
Selenium, a mineral found in Lucky Star Canned Fish helps to boost the immune system.



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## 2. Intermediate Phase

### Super star image

#### 2.1. Grade 4

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 3:</b>	Health Promotion The learner will make informed decisions regarding personal, community and environmental health
<b>Assessment Standard 3.2:</b>	Identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences

#### Teaching Activity:

Identify your own strengths and share it with the learners so you can teach by example. Share one or two less successful stories with them. These stories need to demonstrate that you have weaknesses too. Keep it simple, (e.g., you can't bake, or run very fast, or cut straight). Use these short stories to illustrate what you have learnt from this that helped you turn it into a positive learning experience (e.g. you make sure you follow a recipe or buy a cake, you rather walk fast and don't enter races).

#### Resources:

- Workbooks
- Stationery: pens

#### Learning Activity:

Explain your personal character in about 10 lines in your workbook. Make sure you tell us what you do well (strengths) and what you don't do well (weaknesses).

#### Assessment Activity:

Form a group of 4-5 learners. Choose a story about how a bad experience turned into a good experience. It may have been a bad experience that taught you something very important. Prepare to tell the story to the class in a creative way like a skit or a puppet show. Make sure the class and your teacher see clearly that your group understands bad things can turn out for the better.

#### LUCKY STAR FUN FACT:

Lucky Star Canned Pilchards, Sardines and Mackerel contain calcium which assists in healthy bone development.



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## 2.2. Grade 5

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 3:</b>	Personal Development – The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
<b>Assessment Standard 3.1:</b>	Identifies personal successes and develops an action plan for continued positive self-concept formation.

### Teaching Activity:

Instruct learners on what success is. Remember it is different things for different people, depending on what you value as an individual. You also need to have a guide for an action plan for aiding them in the process of positive self-concept formation. Make sure you can instruct the learners on the use of such an action plan and on the issue of positive self-concept formation.

### Resources:

- Workbooks
- Stationery: pens
- Copies of the assessment task

### Learning Activity:

Find someone you admire and write a 15-20 line story on why you think they are successful. It has to be a real person. You may have the same qualities they had, which helped them to achieve their success.

## Assessment Task

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

Grade: \_\_\_\_\_

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

What does success mean to you?	
I feel I am successful at:	
What are some of the things you dream of achieving?	
Dream Action Plan: How do you plan to achieve the most important one of those dreams? Give us a step by step breakdown of what you will do to make the dreams come true.	1. 2. 3. 4. 5. 6.

### LUCKY STAR FUN FACT:

Lucky Star Canned Pilchards, Sardines and Mackerel contain calcium which assists in healthy bone development. Did you know that your bones stop growing when you are 18 years old?



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## 2.3. Grade 6

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 3:</b>	Personal Development – The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world
<b>Assessment Standard 3.1:</b>	Reflects on own abilities, aptitudes, interests and strengths as well as body image

### Teaching Activity:

Instruct learners of the following concepts:

Abilities (what you are able to do from skills you have learnt), aptitudes (natural talent), interests (what you like to do and appeals to you), strengths (what you do well), and body image (how you see yourself). They have to understand the different concepts well. Have discussions with them around these concepts and come up with your own personal examples of your own abilities, interests, strengths and body image. Be honest so that the learners can learn to be honest too.

### Resources:

- Workbooks
- Stationery: pens

### Learning Activity:

Draw a class mate's name from a hat and interview them. You have to write down their:

1. Abilities
2. Aptitude
3. Interests
4. Strengths
5. Weaknesses
6. How they see themselves and how they feel about their body

Remember to offer them constructive advice about how you see them. It is important to not hurt each other's feelings.

## Assessment Task

In your workbook write down your own:

1. Abilities

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2. Aptitude

---

---

3. Interests

---

---

4. Strengths

---

---

5. Weaknesses

---

---

6. How you see yourself and how you feel about your body

---

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Parent / Guardian Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

**LUCKY STAR FUN FACT:**  
Lucky Star Canned Fish contains Omega 3 fatty acids which are good for your brain and assist in lowering cholesterol and help to reduce the risk of heart disease.



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## 3. Senior Phase

### Star moments

#### 3.1. Grade 7

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 3:</b>	Personal Development – The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world
<b>Assessment Standard 3.1:</b>	Reports on the implementation of strategies to enhance own and others' self-image through positive actions

#### Teaching Activity:

Instruct learners on the concept of star self-image (how one sees oneself). Let them share how they understand the concept. You may share your self-image with them in an honest way so they can understand what this is all about. If you do this, try to keep it very simple. Make sure you communicate all the positive things you do that make your life and the lives of other people better.

Support the learners in the learning activity and the assessment task. Use the assessment grid in the Assessment section to help you assess each learner.

#### Resources:

- Workbook
- Stationery: pens

#### Learning Activity:

Select a star character that is famous or recognised within your community (e.g., a movie star, celebrity, politician, faith leader, community leader, etc.) and describe how they changed something around in their lives. Maybe they were a bully or thief etc. before but because they changed something around their lives took on a new meaning and they could also make the lives of other people better because of the change(s) they made. Write a five minute speech and present it to the class.



## 3.2. Grade 8

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 3:</b>	Personal Development – The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world
<b>Assessment Standard 3.1:</b>	Analyses and discusses factors which influence self-concept formation and self-motivation

### Teaching Activity:

Instruct learners on the concept of a star self-image (how one sees oneself), how one formulates this self-image and how one motivates oneself. Let them share how they understand the concept. You may share your self-image with them in an honest way so they can really understand what this is all about. If you do this, keep it very simple. Make sure you explain and analyse the factors which influence your self-concept and your self-motivation. Instruct them on how to do such analysis and to discuss these factors that influence self-concept formation and self-motivation.

Support the learners in the learning activity and the assessment task. Use the assessment grid in the Assessment section to help you assess each learner.

### Resources:

- Workbook
- Stationery: pens

### Learning Activity:

Select a star character that is famous or recognised within your community (e.g., a movie star, celebrity, politician, faith leader, community leader, etc.) and describe who they are as you see them. Explain what you notice about what motivates them and what you think influences how they see themselves. Write a five minute speech and present it to the class.

# healthy body

## Section B Senior Phase Grade 8

### Assessment Task

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

Grade: \_\_\_\_\_

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

Complete the following by answering the questions:

How do you know who you are?	
Who are you?	
What do you need to make you feel:	
Safe:	
Needed:	
Peaceful:	
Just okay:	
Wonderful:	
What motivates you to work and learn?	
What motivates you to have fun?	
What motivates you to do things for other people?	
Write five star moments in your life when you were very motivated because you understood exactly who you were and what you wanted.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

Parent / Guardian Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

#### LUCKY STAR FUN FACT:

Lucky Star Canned Fish contains Omega 3 fatty acids which are good for your brain and assist in lowering cholesterol and help to reduce the risk of heart disease and help combat depression.



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### 3.3. Grade 9

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 3:</b>	Personal Development - The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world
<b>Assessment Standard 3.1:</b>	Analyses and reflects on positive personal qualities in a range of contexts

#### Teaching Activity:

Instruct learners on the concept of star self-image (how one sees oneself). Teach them how to analyse and how to reflect on things that happen in their lives. You may share (analyse and reflect) your positive personal qualities with them honestly so they can really understand what it is all about. If you do this, keep it very simple.

Support the learners in the learning activity and the assessment task. Use the assessment grid in the Assessment section to help you assess each learner.

#### Resources:

- Workbook
- Stationery: pens

#### Learning Activity:

Select a star character that is famous or recognised within your community (e.g., a movie star, celebrity, politician, faith leader, community leader, etc.) and describe who they are as you see them. Explain all their positive personal qualities that you can see by the way they live, work and behave in public and private and what they do for others. Write a five minute speech and present it to the class.

## Assessment Task

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

Grade: \_\_\_\_\_

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

Complete the following by answering the questions:

Describe your positive qualities by telling us how you:	
Learn in a group	
Share something with others	
Contribute your share to an event or occasion	
Help protect something living	
Make your school a better place	
Fix something that is broken	
Give advice to family or friends that need it	
Share with us at least five star moments when your personal qualities shone through for you.	1. 2. 3. 4. 5.

Parent / Guardian Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

### LUCKY STAR FUN FACT:

Lucky Star Canned Fish contains Omega 3 fatty acids which are good for your brain and assist in lowering cholesterol and help to reduce the risk of heart disease and help combat depression.



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## 4. Further Education and Training (FET)

### Star future

#### 4.1 Grade 10

<b>Learning Area:</b>	Life Orientation
<b>Learning Outcome 1:</b>	Personal Well-being – The learner is able to achieve and maintain personal well-being
<b>Assessment Standard 1.1:</b>	Apply various strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others

#### Teaching Activity:

Familiarise yourself with the ways in which self-awareness and self-esteem can be enhanced. Instruct learners on the concept of self-awareness and self-esteem.

#### Resources:

- Workbooks
- Stationery: Pens
- Copies of assessment task

#### Learning Activity:

Do a study on yourself and discover what makes you unique and describe this uniqueness in a two-page essay in your workbook. You may ask your parents or friends to assist by communicating their perceptions of you.

#### Assessment Task:

Complete a journal (create one in your workbook by making dated pages) with entries at the end of every day for a 12-day period. Become aware of an aspect about your own character every day. Explain how you feel about yourself as you experience different things happening to you on each day. Make sure that you are also able to tell us how you notice the people around you in a positive way while you are consciously noticing your own behaviour. Most importantly every journal entry must show that you have plans in place to help you become more aware of your actions and how you feel about yourself.

#### Use the following as a guide:

I became aware that I...

I feel like this about myself when...

I acknowledge and respect (friends, family, etc) because they are...

I should do the following things if I want to enhance my awareness:



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## 4.2 Grade 11

<b>Learning Outcome 1:</b>	Personal Well-being – The learner is able to achieve and maintain personal well-being
<b>Assessment Standard 1.1:</b>	Apply various life skills to provide evidence of an ability to plan and achieve life goals

### Teaching Activity:

Familiarise yourself around planning and how to set life goals. Instruct learners on planning and on how to set life goals. Discuss aspirations, dreams and achievable goals over set periods of time.

### Resources:

- Information on fitness and health
- Goal setting template
- Reporting template

### Learning Activity:

Form a group of 4–5 learners and pick a well-known sports personality. Imagine you are their life coach. Set some achievable life goals for them and draw up a plan to help them achieve it.

### Assessment Task:

Plan your star future! Set out your life goals over the next five years. Make sure these are achievable. Design a plan to show how you are going to achieve these goals.

#### LUCKY STAR FUN FACT:

Lucky Star Canned Fish contains Omega 3 fatty acids which are good for your brain and assist in lowering cholesterol and help to reduce the risk of heart disease and help combat depression.



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## 4.3 Grade 12

<b>Learning Outcome: 1</b>	Personal Well-being – The learner is able to achieve and maintain personal well-being
<b>Assessment Standard: 1.1</b>	Apply a range of life skills, evaluate own ability to prevent and manage stress, and adapt to change as part of an ongoing healthy lifestyle choice

### Teaching Activity:

Look at the impact of stress on your life and find out how you can manage it. Instruct learners on the prevention and management of stress. Look at causes and healthy ways of handling and coping with stress.

### Resources:

- Workbooks
- Stationery: Pens

### Learning Activity:

Do some research on stress and ways that you can reduce it. While you research the topic, find healthy methods used in stress prevention, coping and handling it. Write up a full report in your workbook.

### Assessment Task:

In your workbook describe the most stressful situation you have encountered. Give all the details about how you got through it and if it happened again how you would do things differently. Apply some of the knowledge and understanding you have gained in the learning activity.

#### LUCKY STAR FUN FACT:

Lucky Star Canned Pilchards, Sardines and Mackerel contain calcium which assists in healthy bone development. Did you know that your bones stop growing when you are 18 years old?

# healthy body

## Competition

**Enter the Lucky Star Competition and stand the chance to win money towards furthering your education.**

Here's how you enter:

**Foundation Phase:**

Using the timeline template provided, show us all the "star body" highlights you had last year.

**Intermediate Phase:**

Using the timeline template provided, show us all your "star images" over the last two years.

**Senior Phase:**

Using the timeline template provided, show us your "star moments" over the last five years.

**FET:**

Using the timeline template provided, show us your "star future" over the next five years.

**The winner in each phase will win R10 000 towards their education.**

**Send your entries to:**

2010 Pick n Pay School Club  
Postnet Suite 331  
Private Bag X51  
Bryanston  
2021

**All entries to arrive no later than 21 June 2010.**



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### Suggested Scoring Rubric

Use the following Assessment Codes for the assessment of competency of learners.

#### GET BAND

Senior Phase (grade 8 and 9)

CODE	DESCRIPTION OF ASSESSMENT CODE
4	Exceeded the requirements
3	Satisfied requirements
2	Partially satisfied requirements
1	Has not satisfied requirements

#### FET BAND

Further Education and Training

RATING SCALE	DESCRIPTION OF COMPETENCE	MARKS (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29





