

healthy body

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

Foreword

“Good nutrition is linked to learning readiness and academic achievement, decreased discipline problems and decreased emotional problems. Participation in a healthy eating programme has demonstrated an improvement in test scores, composite maths and reading percentile scores, class participation and reduced absenteeism and tardiness.” (Journal of American Dietetic Association, 2003;103:505-514).

In the United States, schools reach over 95% of all children between the ages of 5 and 17, and meals and snacks at schools play a critical role in developing children’s eating patterns (Journal of American Dietetic Association, 2003;103:505-514). Sadly this is not the case in South Africa.

Pick n Pay believes that healthy eating is vitally important for children’s physical and mental development, and there is no doubt that good nutrition sets the foundation for better health throughout their lives. The reality is that the World Health Organisation estimates that some 200 million children under the age of 5 years around the world, fail to reach their full potential because of micronutrient (vitamin and mineral) deficiencies and inadequate stimulation. Pick n Pay is therefore proud to be involved in the nutrition education of school children, to help ensure that they learn how to make healthier food choices that will benefit them now and in the years to come.

Research is increasingly revealing that vegetables and fruit play a crucial role in helping children reach their maximum potential on all fronts, making eating plenty of vegetables and fruit the wisest food choice for optimal health. Therefore one of the key focuses of this learning material is to ensure that children learn to include plenty of vegetables and fruit (at least 5 portions daily or 5-a-Day), because they are the most vitamin and mineral dense of all foods.

For answers to nutrition and diet related questions, visit www.pnp.co.za or call the dietitian at the Pick n Pay Health Hotline on: 0800 11 22 88 or email healthhotline@pnp.co.za.



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

Background and Context

The Minister of Education, Naledi Pandor launched the Foundations for Learning Campaign in 2008 in response to the persistent poor performance in literacy and numeracy. The Department of Education have set goals to ensure that by 2011 all learners in SA schools demonstrate age and grade appropriate competencies in literacy and numeracy and that average learner performance in all primary schools is at least 50%. Pick n Pay recognises that these learning areas form the foundation of learning. Therefore Pick n Pay supports the Foundations for Learning Campaign by assisting teachers who belong to the Pick n Pay School Club by providing fun, interesting and well researched learning material.

In this Pick n Pay teaching and learning programme the area of focus is nutrition within the Life Orientation Learning Area. The healthy nutrition of children is a major challenge in many schools. This learning programme serves to educate teachers, learners and parents alike concerning the importance of making smart balanced meal options, using resources wisely and working towards a healthier lifestyle.

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. General Education and Training Band (GET)

Learning Area:
Life Orientation

Learning Support Material:
Balanced Lunch Box Poster

Links to Foundations for Learning LO:

After reading the teaching and learning activities and the assessment task for each grade find LOs and ASs that link with these so you can make sure that numeracy and literacy are intergrated in the learning experience of this learning programme. Here are some LO's to guide you.

Literacy

- LO 1:** Listening
- LO 2:** Speaking
- LO 3:** Reading and Viewing
- LO 4:** Writing
- LO 5:** Thinking and Reasoning
- LO 6:** Language Structure and Use

Numeracy

- LO 1:** Numbers, Operations and Relationships
- LO 2:** Patterns, Functions and Algebra
- LO 3:** Space and Shape
- LO 4:** Measurement
- LO 5:** Data Handling

1. Foundation Phase 1.1. Grade R

Learning Area:	Life Orientation
Learning Outcome 1:	Health Promotion: The learner will make informed decisions regarding personal, community and environmental health
Assessment Standard 1.1:	The learner should be able to explain the importance of drinking lots of clean, safe water and eating a balanced diet
Learning Support Material:	Balanced Lunch Box Poster

Teaching Activity:

Inform yourself on the issue of the importance of drinking lots of clean, safe water and eating a balanced diet that includes plenty of vegetables and fruit during the day at school. Also read through the teaching and learning activity and the assessment task so you are familiar with the process and the content. Use the poster of the balanced lunch box to explain this to the learners so they can understand how to fill a balanced lunch box.

Make sure the learners have copies of the Learning Activity Sheet and support them through the learning process. After the learning process is completed successfully and you are satisfied with the knowledge and understanding the learners demonstrate then start the assessment process. Facilitate the assessment process and conduct the assessment. Use the assessment tools given after the assessment task. Record achievement against the assessment standard which helps the learner to achieve the learning outcome.

Resources:

- Balanced lunch box poster
- Clean, safe water and planning a healthy meal (pages 39 and 42 of resource section)
- Copies of activity sheets for each child, wax crayons, food and drinks for lunch box picnic

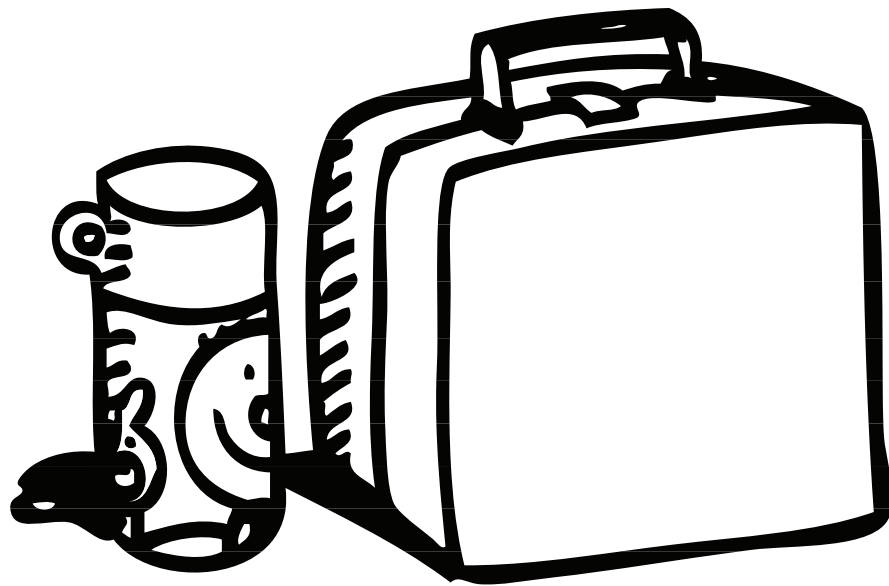
Learning Activity

Name: _____

Grade: _____

Age: _____

Listen to your teacher and follow the lesson. Ask as many questions as you need to help you understand. On the learning activity sheet there is an empty lunch box. Draw pictures to show what foods are the best choices to have in your lunch box. These foods must give you enough energy and all the good things you need so you can think, learn and play. Colour in the cup to show that there is clean, safe water in it.



You should drink a glass of clean safe water when you brush your teeth in the morning and evening . Remember to drink water with every meal.

Parent/Guardian Signature: _____

Teacher Signature: _____

Assessment Task

Every learner packs a picnic lunch box of water and food (e.g. nuts, vegetables and fruit, meat/chicken/fish/eggs, brown bread, yoghurt/cheese and fruit juice or clean safe water). The class can have a picnic on the school play-ground. The teacher must observe what the learners have chosen to include in their lunch boxes and they discuss why it's a healthy choice. The teacher will also discuss the contents of the lunch boxes and show and draw attention to healthy food choices. Encourage sharing and tasting, but be careful of food allergies and special dietary requirements e.g. children with diabetes or those who observe religious beliefs. The teacher will use the assessment grid to assess each learner in their level of achievement of the assessment standard.

Assessment Tools:

The teacher can use the following assessment rubric to score the learner's achievement against the assessment standard

DESCRIPTION OF ASSESSMENT CODE				
ASSESSMENT STANDARD	1. Has not satisfied the requirements	2. Partially satisfied the requirements	3. Satisfied the requirements	4. Exceeded the requirements
AS 1.1 How able is the learner to: explain the importance of drinking only clean, safe water and eating a balanced diet that includes plenty of vegetables and fruit.				

1.2. Grade 1

Learning Area:	Life Orientation
Learning Outcome 1:	Health Promotion: The learner will make informed decisions regarding personal, community and environmental health
Assessment Standard 1.1:	The learner should be able to identify nutritious choices from a range of commonly available foods and drinks
Learning Support Material:	Balanced Lunch Box Poster

Teaching Activity:

Inform yourself on the issue of some commonly available healthy foods and their names. Also read through the teaching and learning activity and the assessment task so you are familiar with the process and the content. Explain the balanced lunch box concept using the balanced lunch box poster and have a discussion on commonly available healthy foods. Make sure you add foods you know the learners can find and that they recognise instantly. Learners must say the names of the foods and the teacher must make sure the names are spelled out on word cards. The word cards must be placed next to the foods.

Make sure the learners have copies of the Learning Activity Sheet and support them through the learning process. After the learning process is completed successfully and you are satisfied with the knowledge and understanding the learners demonstrate then start the assessment process. Facilitate the group assessment process and conduct the group assessment. Use the assessment tools given after the assessment task. Record achievement against the assessment standard which helps the learner to achieve the learning outcome.

Resources:

- Balanced lunch box poster
- Information on some commonly available healthy foods – refer to “Planning a balanced diet” as the tables indicate healthier food choices (page 30-36 of resource section)
- Copies of activity sheets for each child
- Crayons or colour pencils
- Food contribution for picnic (learners can even bring money and then buy things together, or bring food, drinks and vegetables and fruit from home)

Learning Activity

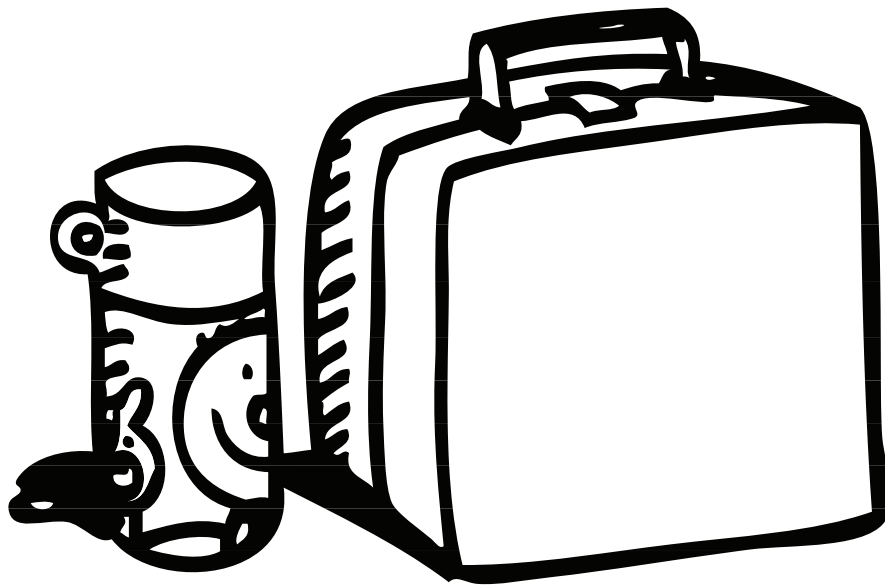
Name: _____

Grade: _____

Age: _____

Follow your teacher's lesson on commonly available, healthy foods and their names. Look at the poster of a balanced lunch box. Ask as many questions as you need to help you understand.

On the learning activity sheet there is an empty lunch box and you will use it to help you plan a healthy lunch box. In it draw pictures to show what foods are good choices to have in your lunch box. Also make sure clean, safe water accompanies your lunch box meal. Colour in your drawing with wax crayons or colour pencils if you can use these. These foods must give you enough energy and all the good things you need so you can think, learn and play.



Give your children a bottle of clean, safe water to take to school if drinking water is not readily available.

Parent/Guardian Signature: _____

Teacher Signature: _____

Assessment Task

Form groups of 4 – 5 learners. Your group can decide what food and/or drinks they will bring for a class picnic. Your teacher will guide you and help you make the best choices so that in the end we have a picnic that is balanced and healthy and you have enough food for the whole group. Remember you can share sandwiches, snacks, fruit and drinks.

On the picnic day your teacher will observe what each group has brought and ask the group to explain why they have made these food and drink choices. After the discussion, enjoy your group picnic. Share with other groups and taste what other groups have brought. Be careful of your food allergies and special dietary requirements (e.g. if you have diabetes and religious beliefs you observe). Use the assessment grid to assess the learners' achievement of the assessment standard.

Assessment Tools:

The teacher can use the following assessment rubric to score the learner's achievement against the assessment standard

Group Assessment				
Name of learners in the group:				
1. _____		4. _____		
2. _____		5. _____		
3. _____				
DESCRIPTION OF ASSESSMENT CODE				
ASSESSMENT STANDARD	1. Has not satisfied the requirements	2. Partially satisfied the requirements	3. Satisfied the requirements	4. Exceeded the requirements
AS 1.1 How able is the learner to: Identify healthy choices from a range of commonly available foods and drinks				

1.3. Grade 2

Learning Area:	Life Orientation
Learning Outcome 1:	Health Promotion The learner will make informed decisions regarding personal, community and environmental health
Assessment Standard 1.2:	The learner is able to suggest and investigate actions to make home and school environment healthier
Learning Support Material:	Balanced Lunch Box Poster

Teaching Activity:

Inform yourself on the issues that impact on or affect a healthy school (tuck shop) environment. Also read through the teaching and learning activity and the assessment task so you are familiar with the process and the content. Explain the balanced lunch box concept using the balanced lunch box poster and have a discussion on it.

Visit the school's tuck shop and find about 10 or more items that are sold to and purchased by the learners, make sure some are healthy and others less healthy. Also read through the teaching and learning activity and the assessment task so you are familiar with the process and the content. Explain the balanced lunch box concept using the balanced lunch box poster and discuss it.

Arrange for the learners to visit the tuck shop during class time. The break times will be too busy. If the school has no tuck shop, make sure the vendors who sell to the children know you are going to visit their stalls (even if these are informal). Make sure the learners know how to behave in the tuck shop. Once you have them there, control the situation by displaying some items that you can comment on one at a time, but let them decide what is healthier and what is less healthy. Give them a copy of the learning activity worksheets. If the learners can take something hard to press on they can write the answers down on their worksheet as you go. If this is a challenge, then take the items back to the class so they can do the writing there. Mark their worksheets to check for understanding.

After the learning process is completed successfully and you are satisfied with the knowledge and understanding the learners demonstrate then start the assessment process. Facilitate the group assessment process and conduct the group assessment. Use the assessment tools given after the assessment task. Record achievement against the assessment standard which helps the learner to achieve the learning outcome.

Resources:

- Balanced lunch box poster
- Tuck shop and vendor guidelines (page 40 of resource section)
- Copies of activity sheets
- Pencils

PLEASE NOTE: If your school does not have a tuck shop operating on the school premises, you should approach one of the visiting vendor or visit a café nearby to do this activity.

healthy body

Learning Activity

Name: _____

Age: _____

Visit the school tuck shop with your teacher during class time not break time. Study all the items available. Listen to your teacher as she tells you information about some of the items. Maybe you can even speak to the people who work in the tuck shop and ask them questions. Identify the healthier and less healthy tuck shop items on the list provided and write these down in the appropriate column.

Number of item	Tuck shop item name	
	Healthy tuck shop item	Less healthy tuck shop item
1		
2		
3		
4		
5		

Parent/Guardian Signature: _____

Teacher Signature: _____

healthy body

Assessment Task

Name: _____

Age: _____

Come up with ideas to make the tuck shop healthier.

Number of idea	Healthy tuck shop ideas
1	
2	
3	
4	
5	

Assessment Tools:

The teacher can use the following assessment rubric to score the learner's achievement against the assessment standard

DESCRIPTION OF ASSESSMENT CODE				
ASSESSMENT STANDARD	1. Has not satisfied the requirements	2. Partially satisfied the requirements	3. Satisfied the requirements	4. Exceeded the requirements
AS 1.2 How able is the learner to: suggest and investigate actions to make home and school environment healthier				

1.4. Grade 3

Learning Area:	Life Orientation
Learning Outcome 1:	Health Promotion The learner will make informed decisions regarding personal, community and environmental health
Assessment Standard 1.1:	The learner is able to compare healthy and unhealthy dietary habits and describe the effects of such habits on personal health
Learning Support Material:	Balanced Lunch Box Poster

Teaching Activity:

Inform yourself on the issue of healthy and less healthy lunch box habits. Also read through the teaching and learning activity and the assessment task so you are familiar with the process and the content. Explain the balanced lunch box concept using the balanced lunch box poster and have a discussion on it.

After the learning process is completed successfully and you are satisfied with the knowledge and understanding the learners demonstrate then start the assessment process. Facilitate the assessment process and conduct the assessment. Use the assessment tools given after the assessment task. Record achievement against the assessment standard which helps the learner to achieve the learning outcome.

Resources:

- Balanced lunch box poster
- Planning a meal (page 39 of resource section)
- Copies of activity sheets and assessment sheets for each child
- Pencils
- Diseases linked to poor eating habits (pages 41-42 of resource section)

healthy body

Learning Activity

Name: _____

Age: _____

Learn all about creating a healthy, balanced lunch box and ask as many questions as you need to. Study the lunch box options given below. Organise these into healthy and less healthy food choices in the table below.

Lunch box options:
1.
2.
3.
4.
5.

Number of item	Tuck shop item name	
	Healthy tuck shop item	Less healthy tuck shop item
1		
2		
3		
4		
5		

Parent/Guardian Signature: _____

Teacher Signature: _____

Name: _____

Age: _____

Study the food ideas below. Provide each food idea with a healthier suggestion for the meal/snack.

Number of item	Tuck shop item name	
	Healthy tuck shop item	Less healthy tuck shop item
1		
2		
3		
4		
5		

Assessment Tools:

The teacher can use the following assessment rubric to score the learner's achievement against the assessment standard.

DESCRIPTION OF ASSESSMENT CODE				
ASSESSMENT STANDARD	1. Has not satisfied the requirements	2. Partially satisfied the requirements	3. Satisfied the requirements	4. Exceeded the requirements
AS 1.1 How able is the learner to: compare healthy and less healthy dietary habits and describes the effects of such habits on personal health				

2. Intermediate Phase

2.1. Grade 4

Learning Area:	Life Orientation
Learning Outcome 3:	Health Promotion The learner will make informed decisions regarding personal, community and environmental health
Assessment Standard 1.1:	The learner is able to investigate menus and suggest plans for healthy meals
Learning Support Material:	Balanced Lunch Box Poster

Teaching Activity:

Inform yourself on the issue of 5-a-Day and on how to make up a healthy, balanced lunch box. Also read through the teaching and learning activity and the assessment task so you are familiar with the process and the content.

After the learning process has been successfully completed and you are satisfied with the knowledge and understanding that the learners demonstrate then start the assessment process. Facilitate the assessment process and conduct the assessment. Use the assessment tools given after the assessment task. Record achievement against the assessment standard which helps the learner to achieve the learning outcome.

Resources:

- The balanced lunch box poster
- Copies of Learning Activity sheets
- Pens and pencils

Name: _____

Grade: _____

Date: _____

Follow your teacher's instruction on 5-a-Day and on how to make up a healthy, balanced lunch box. Ask as many questions as you need to. Study the different food items; reorganise them in groups and show your understanding of the 5-a-Day concept.

Different Food Items

Study each list and then select once of each to make up a balanced lunch box. Fill your selection in the table below:

Carbohydrates: a wholewheat bread roll, a pita bread, a potato, a cup full of pasta, a brown bread sandwich, Roti, Rice, Pap

Protein: tuna, meatballs/frikkidels, wors, piece of chicken, peanut butter, beef mince curry, lamb stew, cold meat/polony

Dairy: a tub of yoghurt, a flavoured milk, a drinking yoghurt, custard, milo, milk, tea with milk

Fruit: an apple, naartjie, 3 slices of pineapple, an orange, handful of grapes or strawberries, banana, 1 slice of watermelon, 1 slice of spanspek, 1 slice of paw-paw

Vegetable: a carrot, a tomato, marogo or spinach, half a cup of baked beans, half an avocado, half a sweetcorn or mealie, 5 slices of cucumber or half a cup of sliced beetroot

Lunch box option	Carbohydrate	Protein	Dairy	Fruit	Vegetable
1					
2					
3					
4					
5					

Parent/Guardian Signature: _____

Teacher Signature: _____

Assessment Task

Name: _____

Grade: _____

Date: _____

Find a menu from your culture that shows that the 5-a-Day concept can work in your culture. Try to find healthy recipes with reduced fat, salt and sugar ingredients. These recipes must contain vegetables and fruit and can be for main meals or desserts. If you can bring food to the lesson you have already prepared, it will give learners the opportunity to taste what you are talking about. Fill in the name of your recipe, the ingredients it contains in exact measurements and explain the method of how you prepare it in detail.

Recipe Name:	
Ingredients:	
Method:	

Assessment Tools:

The teacher can use the following assessment rubric to score the learner's achievement against the assessment standard

DESCRIPTION OF ASSESSMENT CODE				
ASSESSMENT STANDARD	1. Has not satisfied the requirements	2. Partially satisfied the requirements	3. Satisfied the requirements	4. Exceeded the requirements
AS 1.1 How able is the learner to: compare healthy and less healthy dietary habits and describes the effects of such habits on personal health				

2.2. Grade 5

Learning Area:	Life Orientation
Learning Outcome 1:	Health Promotion The learner will make informed decisions regarding personal, community and environmental health
Assessment Standard: 1.1	The learner is able to explore and report on ways to protect the quality of food and water in various contexts.
Learning Support Material:	Food Label Poster

Teaching Activity:

Inform yourself on the issue of protecting the quality of food e.g. by storing it properly and ensuring clean, safe water and sell by dates and best before dates and how to interpret them.

Also read through the teaching and learning activity and the assessment task so you are familiar with the process and the content.

After the learning process is successfully completed and you are satisfied with the knowledge and the understanding the learners demonstrate, then start the assessment process. Facilitate the assessment process and conduct the assessment. Use the assessment tools given after the assessment task. Record achievement against the assessment standard which helps the learner to achieve the learning outcome.

Resources:

- Food label poster
- Teacher and learners to supplier five food items with sell by dates (actual product or empty packaging)
- Copies of learning activity and assessment activity sheets
- Clean, safe water (page 42 in resource section)

Learning Activity

Name: _____

Grade: _____

Date: _____

Look for five food products or emptying packaging and identify their sell-by dates (sometimes the date stamps are on the lids, covering or the containers). Explain what will happen to that specific food type if these dates are ignored

Product Name	Expiry Date	What will happen to the food if these dates are ignored?
1		
2		
3		
4		
5		

Parent / Guardian Signature: _____

Teacher Signature: _____

Name: _____

Grade: _____

Date: _____

Sell-by dates are used to protect the quality of food.

Answer these questions in your class work book:

1. How can the quality of these foods be protected so that the life of the food is prolonged?

Food Item		Storage tips		
		On the way home from the store	At home	After opening it, using a portion of the product or cooking it
1	Milk			
2	Cheese			
3	Tins of beans			
4	Flour			
5	Potatoes			
6	Fresh fish			
7	Frozen vegetables			
8	Left-over stew			
9	Meat			
10	Egg			
11	Pap			
12	Canned fish			
13	Bread			

2. How can we protect the quality of drinking water to ensure that it is clean, safe water?

In our dams and rivers:

In our homes and schools:

Parent / Guardian Signature: _____

Teacher Signature: _____

Assessment Task

Assessment Tools:

The teacher can use the following assessment rubric to score the learner's achievement against the assessment standard.

DESCRIPTION OF ASSESSMENT CODE				
ASSESSMENT STANDARD	1.	2.	3.	4.
	Has not satisfied the requirements	Partially satisfied the requirements	Satisfied the requirements	Exceeded the requirements
AS 1.1 How able is the learner to: Explore and report on ways to protect the quality of food and water in various contexts				

2.3. Grade 6

Learning Area:	Life Orientation
Learning Outcome 1:	Health Promotion The learner will make informed decisions regarding personal, community and environmental health
Assessment Standard: 1.1	The learner is able to interpret food labels and critically discuss health aspects of listed ingredients
Learning Support Material:	Food Label Poster

Teaching Activity:

Inform yourself on the issue of the sugar content of certain foods according to food labels. Also read through the teaching and learning activity and the assessment task so you are familiar with the process and the content.

After the learning process is completed successfully and you are satisfied with the knowledge and understanding the learners demonstrate, then start the assessment process. Facilitate the assessment process and conduct the assessment. Use the assessment tools given after the assessment task. Record achievement against the assessment standard which helps the learner to achieve the learning outcome.

Resources:

- Food label poster
- A note on sugar (pages 36-38 of resource section)
- A fresh look at food labeling (pages 43 and 44 of resource section)
- Copies of Learning Activity sheets
- Pens and pencils
- 250g bag of white sugar for each group, teaspoons, 5 x food labels for each learner (they must bring these to class)

Name: _____

Grade: _____

Date: _____

Learn all about the sugar content of certain foods from your teacher. Form groups of 5-6 learners. Take some white sugar and spoon out the amount of sugar for each food item below so you can see how much sugar is contained in some foods that you are eating.

Sugar content of a variety of foods		
Product	Portion size	Equivalent amount of sugar
Soft drink (e.g. Coke/ Fanta)	340ml (a can)	8-9 teaspoons
Sugar-free soft drink	340ml (a can)	0 teaspoons
Sports drink (e.g. Energade)	500ml bottle	7 teaspoons
Fruit squash (e.g. Oros)	300ml (ready-to-drink)	4-6 teaspoons
Ice Tea	340ml	6 teaspoons
Some flavoured waters	500ml bottle	5 teaspoons
Oats porridge - unsweetened	A cup (250ml)	0 teaspoons
Sweetened breakfast cereal e.g. coco-pops	A cup (250ml)	3 -4 teaspoons
Unsweetened breakfast cereal e.g. bran flakes	A cup (250ml)	half - 1 teaspoons
Low fat milk	A cup (250ml)	0 teaspoons
Plain yoghurt	Small tub, 175ml	0 teaspoons
Sweetened fruit yoghurt	Small tub, 175ml	4-5 teaspoons
Sweetened drinking yoghurt	300ml bottle	4 teaspoons
Flavoured milk e.g. Milo	300ml bottle?	3 teaspoons
Cheese, cheddar or gouda	50g	0 teaspoons
Brown and white bread	2 slices	0 teaspoons
Jam / marmalade	2 teaspoons (30g)	3-4 teaspoons
Average-size chocolate bar	50g	5-6 teaspoons
Bite-size chocolate bar	12-22g	1-2 teaspoons
Chocolate cake / muffin	1 slice	3 teaspoons
Doughnut with icing	1	3 teaspoons
Jelly sweets	75g (a small packet)	12 teaspoons

From the list above name five food items that you will recommend because of the low sugar content:

Assessment Task

Name: _____

Grade: _____

Date: _____

Find five food labels of food items e.g. chocolate, jelly sweets, , 100% pure fruit juice, any cereal, etc and list them from highest to lowest sugar content.

Food item	Sugar content	Other ingredients found in food item
1		
2		
3		
4		
5		

Healthy sugar tips

- The average primary school child should consume no more than six teaspoons of added sugar a day
- Avoid sweetened soft drinks and rather drink clean, safe water
- Be careful with energy drinks – they should be used only for sporting events
- Instead of sweets, offer sliced pieces of fresh fruit or dried fruit such as mango
- Frozen yoghurt is a low-fat alternative to ice-cream
- Freeze 100% pure fruit juice to make delicious ice lollies

Assessment Tools:

The teacher can use the following assessment rubric to score the learner's achievement against the assessment standard

ASSESSMENT STANDARD	DESCRIPTION OF ASSESSMENT CODE			
	1. Has not satisfied the requirements	2. Partially satisfied the requirements	3. Satisfied the requirements	4. Exceeded the requirements
AS 1.1 How able is the learner to: to interpret food labels and critically discuss health aspects of listed ingredients				

3. Senior Phase

3.1. Grade 7

Learning Area:	Life Orientation
Learning Outcome 1:	Health Promotion The learner will make informed decisions regarding personal, community and environmental health
Assessment Standard 1.1:	The learner proposes ways to improve the nutritional value of own personal diet
Learning Support Material:	Food Label Poster

Teaching Activity:

Inform yourself on the issue of the nutritional value of your personal diet (pay attention to fat and sugar content of foods). Study the contents of the resource section and share this with the learners. Also read through the teaching and learning activity and the assessment task so you are familiar with the process and the content.

After the learning process is completed successfully and you are satisfied with the knowledge and understanding the learners demonstrate then start the assessment process. Facilitate the assessment process and conduct the assessment. Use the assessment tools given after the assessment task. Record achievement against the assessment standard which helps the learner to achieve the learning outcome.

Resources:

- Healthy eating (pages 30-45 of resource section)
- A note on sugar (page 36-38 of resource section)
- Copies of learning activity
- Work books
- Pens and pencils

healthy body

Section B Intermediate Phase Grade 7

Learning Activity

Name: _____

Grade: _____

Date: _____

Learn from your teacher's instruction and ask as many questions as you need to understand this issue so it can help you make changes to what you choose to eat in order to become healthier. Share the good and the bad of your own personal diet in this table below:

Tell us about you personal diet:	Answer:
What times during the day do you eat:	1. Meals 2. Snacks
What do you normally have for:	1. Meals 2. Snacks
What is less healthy about your diet?	
What is healthy about your diet?	

Assessment Task

Name: _____

Grade: _____

Date: _____

In your class work book think of ways to change some of the less healthy eating habits into healthier habits and tell us what you would do to achieve this.

Assessment Tools:

The teacher can use the following assessment rubric to score the learner's achievement against the assessment standard

DESCRIPTION OF ASSESSMENT CODE				
ASSESSMENT STANDARD	1. Has not satisfied the requirements	2. Partially satisfied the requirements	3. Satisfied the requirements	4. Exceeded the requirements
AS 1.1 How able is the learner to: improve the nutritional value of their own diet				

Healthy Eating

Planning a balanced diet

Foods can be grouped into categories according to their function or use in our body. Each meal should be planned using foods from each of the following five food groups every day:

- Vegetables and fruit
- Protein rich foods
- Dairy products
- Carbohydrates
- Fats and oils

Vegetables and fruits

Vegetables and fruit can help protect the body from illness. Of all the food groups, they are the most vitamin and mineral dense foods, making them the wisest choice for optimal health.

Different vegetables and fruit contain different nutrients making eating a variety each day vitally important. Brightly yellow/orange coloured vegetables and fruit such as butternut, pumpkin, carrot, spinach, peaches and paw-paw are particularly rich in vitamin A, while citrus fruits can boost vitamin C intake. And that is just the tip of the goodness – all vegetables and fruit contain many other good nutrients, called phytochemicals that the scientists are only now beginning to discover and link to all sorts of health benefits. That is why we are all encouraged to eat plenty (at least 5 servings) of a variety of different vegetables and fruit every day.

The vibrant colours of vegetables and fruit may be nature's way of attracting us to them so that we will get the benefit of the powerful nutrients they provide. Eating a wide variety of vegetables and fruit from all the different colour groups is essential for our healthy well being as each brings some unique goodness to our diet. Here are a few examples of vegetables and fruit in the various colours:

Colours of vegetables and fruit				
Red	Yellow-orange	Brown / white	Green	Blue / purple
Red onions	Apricots	Bananas	Green pears	Beetroot
Red peppers	Butternut	Onions	Avocados	Plums
Raspberries	Pineapples	Brown pears	Broccoli	Blackberries
Rhubarb	Carrots	Cauliflower	Leafy greens	Prunes
Red apples	Pumpkin	Potatoes	Cucumbers	Blackcurrants
Strawberries	Sweet corn	White melons	Green apples	Blueberries
Red cabbage	Oranges	Garlic	Green beans	Purple cabbage
Tomatoes	Yellow apples	Ginger	Peas	Purple grapes
Red grapes	Mangoes	White peaches	Green grapes	Eggplants
Watermelon	Yellow pepper	Mushrooms	Baby marrow	Raisins

Dry beans and peas are also included in this group of foods. They contain plenty of fibre together with a wide variety of vitamins and minerals. These foods include baked beans, chickpeas, kidney beans and butterbeans.

5-a-Day

The science shows that to achieve the beneficial effects of vegetables and fruit you need a minimum of 400g a day – more is even better! A serving is based on a serving/portion size of 80g -100g. Visit www.5aday.co.za for more information.

How much is a portion of vegetable or fruit?

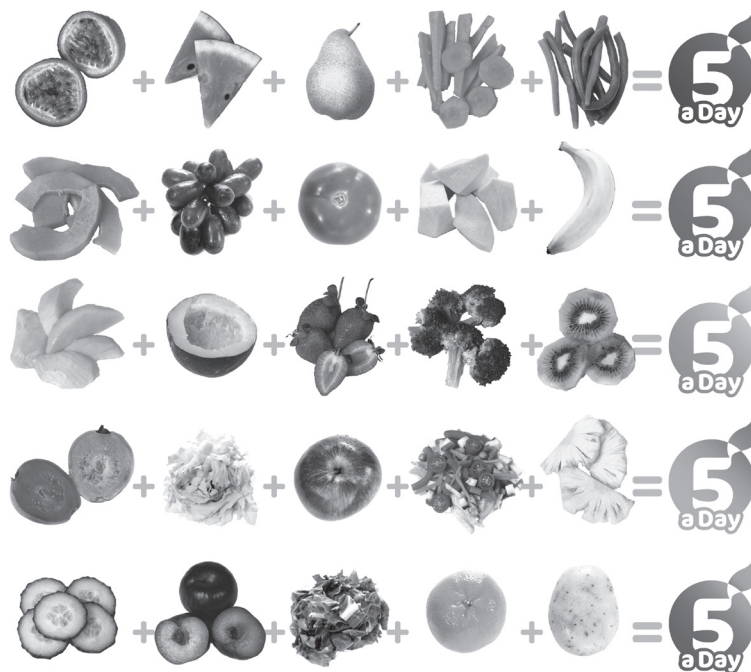
Single oranges, apples, pears, peaches and nectarines each count as a portion, but with plums, litchis and other smaller fruit you need two to make a portion. With large fruits such as pineapples and melons, just one thick slice is sufficient, where a small cup of fruit such as berries or grapes also makes up a portion. A serving of vegetables is between 2 tablespoons (for little appetites) and half a cup (for bigger appetites) of say, peas, cauliflower or cabbage, carrots or broccoli. Remember, some is better than none so start the child with a small serving and grow it as they become accustomed to the new tastes.

Vegetables (three to five servings per day)	
Cooked or raw fresh	half a cup (125ml)
Leafy raw, shredded or chopped	one cup (250ml)
Cooked legumes, drained	half a cup (125ml)
100% pure unsweetened juices	Three quarters of a cup or 200ml

healthy body

Resource Section

Fruit (two to four servings per day)	
Whole e.g. apple	one medium, approximately 100g
Grapefruit	half a fruit
Melon, watermelon, pawpaw	one wedge approximately 100g
100% pure unsweetened juices	three quarters of a cup or 200ml
Berries and other small fruit	half a cup
Diced, cooked or drained canned or bottled	half a cup
Dried	quarter cup rounded to 50-65ml or 30g
Avocado	heaped tablespoon pulp OR a quarter of a medium OR 30-50g
Olives	3-5 olives OR 30-50g



Vegetables and fruit don't have to be eaten on their own to count. You can also include any vegetables found in soups, stews, sandwiches and other dishes – but remember they need to be at least half a cup to count!

Supplements like vitamins and minerals do not count towards 5-a-Day. This is because many dietary supplements don't have the same nutritional benefits as eating the vegetables and fruit do. Remember eating 5 servings and vegetables and fruit is also tastier and even less expensive!



10 ways to make meals healthier with vegetables and fruit

1. For breakfast – blend fruit into a smoothie by mashing up a banana with some frozen mixed berries and some yoghurt
2. Squeeze two oranges and gulp this down before school
3. Take a fruit in your lunch box – an apple, a small bunch of grapes, a banana or a naartjie
4. Prepare a fruit kebab with your favourite fruits on a stick e.g. pineapple, melon, strawberry, grape
5. Raw vegetables such as carrots, baby tomatoes and sticks of cucumber are delicious
6. A homemade soup with a variety of vegetables taken to school in a flask is a delicious winter-warmer
7. Add vegetables to soups, mince, stews and even on your favourite pizza to top up your 5-a-Day
8. Use frozen mixed vegetables and give yourself a large serving (at least a cup) with your meal
9. Baked beans on toast is itself a healthy, balanced meal, but beans, peas and lentils can also be added to soups, casseroles and mince.
10. At mealtimes, make an edible picture out of fruit and vegetables – use broccoli for trees, carrots and celery for flowers, cauliflower for clouds and a yellow squash for the sun.

A recipe for home-made hummus:

Makes 400ml

- 1 tin chickpeas (410g) or 250ml cooked chickpeas (1 cup)
- 45 ml (3 Tbs) peanut butter
- 75ml lemon juice (5 Tbs / juice of 2 small lemons)
- 1 clove garlic, finely chopped (or less, if you prefer)
- 30ml parsley, fresh (2 Tbs or more)
- Salt, pepper, paprika to taste (remember to watch the salt!)

Mix the chickpeas, peanut butter, lemon juice, garlic and parsley in a blender or liquidizer and season to taste. The spread should be the consistency of smooth peanut butter. Add a little water, if too thick. Store the hummus in a glass bottle in the fridge for up to 1 week.

healthy body

Resource Section

Healthier choices:	Less healthy choices:
All fresh and frozen vegetables	Vegetables cooked with too much oil and salt
All fresh fruit	Sweetened canned fruit
Dried fruit	Sugar-coated dried fruit
100% pure unsweetened fruit juices	Sweetened fruit juices
Canned fruit – drained of syrup or juice	Canned fruit with syrup
Plain nuts	Salted nuts

We know that in a healthy lifestyle, all foods can fit and so there really are no 'bad' foods, but there are unhealthy eating plans and lifestyles. It is the principle of moderation and the balance over time of all the foods that you eat that actually determines whether the diet is healthy or unhealthy, good or bad. So the message is that if you get the overall balance right (lots of variety, a focus on vegetables and fruit and using fat, salt and sugar sparingly) there is still room to have treats, such as a favourite drink, dessert, burger or take-away.

Protein-rich foods

Proteins (meat, chicken, eggs, fish, soya) help to build and grow our bodies. They are a good source of protein and vitamins and minerals, such as iron, selenium, zinc and vitamin B .

These protein-rich foods should be planned with each meal, if possible. However, some kinds of meat are very fatty, and the type of fat found in the meat is not healthy – it is called saturated fat and it is known to raise blood cholesterol levels. Having high blood cholesterol increases the chances of developing heart disease. The healthier choices of protein are meat with little fat, skinless chicken and soya.

Fish, whether it is fresh, frozen or canned is an excellent source of protein and contains many vitamins and minerals. The oily fish include pilchards, mackerel, sardines and salmon- they are rich in a special kind of fat, called omega 3, which can help keep our hearts and brains healthy.

Healthy ways to use protein-rich foods:

- A boiled or poached egg is a great breakfast before school and can also be packed for a lunch box
- Biltong is a low fat protein treat
- Remove the fat from meat and the skin from chicken before cooking
- Do not eat too many meat products such as sausages, pies, salami and beef burgers, because they have a high fat content
- Pilchards and sardines make wonderful sandwich fillings as well as fabulous fish cakes
- Use soya mince on its own in a meal or add soya mince to meat dishes

healthy body

Teacher's Guide

Healthier choices:	Less healthy choices:
Chicken with no skin	Fried chicken
Meat with no fat, lean mince	Fatty meat
Home-made burgers	Boerewors, sausage and Russian sausages
Boiled and poached eggs	Fried eggs
Pilchards and sardines	Hamburgers and hotdogs
	Fried fish

Dairy products

Dairy products such as milk, cheese and yoghurt are a great source of protein, as well as being rich in calcium and vitamins A and B12. Calcium is a mineral that is very important for health, as it helps to keep our bones and teeth strong. Plan 2-3 servings of calcium-rich foods each day:

- 1 serving =
- a cup of milk
 - a tub of yoghurt
 - a matchbox-size block of cheese

Healthier choices:	Less healthy choices:
Low fat milk and yoghurt	Full cream milk and yoghurt
Home-made milkshakes with low fat ice-cream	Milkshakes from fast-food outlets
Smoothies made with fruit, low fat milk and yoghurt	Ice cream
	Sweet custard

Healthy ways for using calcium-rich foods

- Have low fat milk or yoghurt every day with your cereal or porridge.
- Prepare your porridge with milk rather than water – it's delicious and nutritious!
- Drink a glass of milk or flavour it with Milo or Nesquik.
- A yoghurt, drinking yoghurt or a block of cheese is a great addition to a lunch box
- Sprinkle a small helping of grated cheese over your pasta dish in the evening.

Carbohydrates

Carbohydrates (bread, rice, cereals, porridge, potatoes, crackers, pasta, mealies and sweet potatoes) give our bodies energy – they are like petrol for our bodies. A serving of carbohydrate-rich food should be planned at each meal of the day.

Carbohydrates are a really important part of a healthy diet as they provide us with a good source of energy as they also contain fibre and many of the B vitamins. Try to choose wholegrain varieties of starchy foods such as bran-rich cereals, oats, seed bread, wholewheat pasta and brown rice whenever you can. This is because they contain more fibre and other nutrients than white or refined starchy foods and they help keep us fuller for longer. These high-fibre carbohydrates also have a low Glycemic Index (GI) which means that they break down gradually to release sugar into the blood and they therefore keep us feeling fuller for longer.

Carbohydrate tips to make you healthier

- Start the day with a wholewheat breakfast cereal or porridge, such as bran flakes, Weetbix or oats porridge
- For a school lunch box have a wholewheat bread sandwich or roll with a filling
- Choose Provitas with cheese or peanut butter rather than sweet biscuits
- Baked potatoes with their skin, sweet potatoes and brown rice are excellent high fibre choices with your evening meal
- Use fat free or low fat milk on bran-rich cereals or oats porridge
- Use margarine or butter sparingly on bread and toast, if at all
- Try tomato-based sauces instead of creamy sauces to serve with pasta
- Enjoy potatoes and sweet potatoes in their jackets, boiled or mashed rather than chipped or fried/roasted in oil

A note on sugar

Sugar and sugary foods such as fizzy drinks and sweets are also carbohydrates, but they are not a healthy energy food.

An excessive intake of foods and drinks containing sugar will increase your risk of tooth decay and because sugar is high in energy, too much sugar can cause weight gain, especially when eaten as part of a high fat diet. This happens when your body consumes more sugar than your body needs. Instead of becoming energy for the body, the excess intake of sugar will convert into body fat.

Sugar is added to many types of food such as: fizzy drinks and juice drinks, sweets, biscuits, jam, cakes, pastries, puddings and ice-cream. Food and drinks containing lots of added sugars contain calories but often have few other nutrients, so we should try to only eat these types of foods occasionally.

Sugar content of a variety of foods:

Product	Portion size	Equivalent amount of sugar
Soft drink (e.g. Coke/ Fanta)	340ml (a can)	8-9 teaspoons
Sugar-free soft drink	340ml (a can)	0 teaspoons
Sports drink (e.g. Energade)	500ml bottle	7 teaspoons
Fruit squash (e.g. Oros)	300ml (ready-to-drink)	4-6 teaspoons
Ice Tea	340ml	6 teaspoons
Some flavoured waters	500ml bottle	5 teaspoons
Oats porridge - unsweetened	A cup (250ml)	0 teaspoons
Sweetened breakfast cereal e.g. coco-pops	A cup (250ml)	3 -4 teaspoons
Unsweetened breakfast cereal e.g. bran flakes	A cup (250ml)	half - 1 teaspoons
Low fat milk	A cup (250ml)	0 teaspoons
Plain yoghurt	Small tub, 175ml	0 teaspoons
Sweetened fruit yoghurt	Small tub, 175ml	4-5 teaspoons
Sweetened drinking yoghurt	300ml bottle	4 teaspoons
Flavoured milk e.g. Milo	300ml carton	3 teaspoons
Cheese, cheddar or gouda	50g	0 teaspoons
Brown and white bread	2 slices	0 teaspoons
Jam / marmalade	2 teaspoons (30g)	3-4 teaspoons
Average-size chocolate bar	50g	5-6 teaspoons
Bite-size chocolate bar	12-22g	1-2 teaspoons
Chocolate cake / muffin	1 slice	3 teaspoons
Donut with icing	1	3 teaspoons
Jelly sweets	75g (a small packet)	12 teaspoons

healthy body

Assessment Section

Healthy sugar tips

- The average primary school child should consume no more than 6 teaspoons of sugar a day added to their diet
- Avoid sweetened soft drinks and rather drink water
- Be careful with energy drinks – they should be used only for sporting events when the body needs energy to perform well
- Instead of sweets, offer sliced fresh fruit or dried fruit such as mango
- Frozen yoghurt is a low-fat alternative to ice-cream
- Freeze fruit juice to make delicious ice lollies

Healthier choices:	Less healthy choices:
High-fibre cereals	Sweetened cereals
Oats porridge	White bread
Brown and wholewheat bread	Cream crackers and sweet biscuits
Provitas and digestive biscuits	Cakes, pastry, donuts, vetkoek and muffins
Potatoes	Fried chips
Pasta, rice, pap and samp	Samp with oil and margarine

Fats

Fats and oils are also an energy food and they make food tasty. It is important to keep in mind that there are good fats which the body needs to consume in order to stay healthy. Fats from foods such as sunflower oil, canola oil, olive oil, olives, avocado and oily fish, between them supply the essential fat-soluble vitamins A, D, E and K, as well as the essential fatty acids needed for a healthy skin and for regulating certain body functions.

However, the fats in our food are energy dense. A high-fat diet over a long period of time is therefore likely to lead to people gaining too much weight, and high intakes of certain types of fat can contribute to illnesses such as heart disease and certain types of cancer.

The fats and oils that come from plant foods such as nuts, avocado, olives, and seeds are a better choice than the animal fats, such as butter, cream and the fat found on meat or in the skin of chicken. The oils from oily fish like sardines and pilchards are a healthy type of fat.

Tips for adding healthy fats to your meal:

- Use oils such as sunflower, canola or olive oil, rather than margarine and butter for cooking
- Use avocado, low oil mayonnaise or cottage cheese instead of margarine or butter for spreading on bread and crackers
- Where possible, grill, steam or bake food rather than frying in oil
- Avoid high fat, processed foods such as sausages, pies, vetkoek, chocolate, donuts, cakes, biscuits, pastries and chips

healthy body

Assessment Section

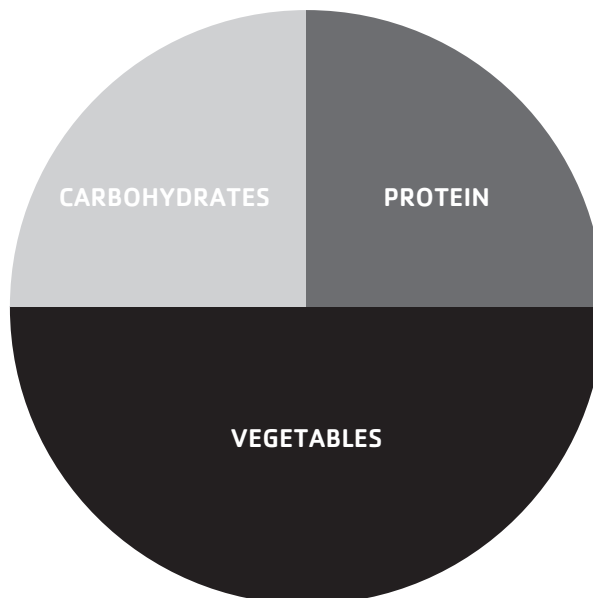
Healthier choices:	Less healthy choices:
Nuts and peanut butter	Cream
Oils	Hard block margarines
Tub margarines	Mayonnaise and salad dressing
Avocado	
Low oil mayonnaise and dressing	
Olives	

Planning a meal

You know how important it is to eat healthy food. It is also important to eat enough of each food group. An easy way to make sure you eat enough of each food group is to plan what you put on your plate for breakfast, lunch and dinner.

When you put food on your plate:

- A quarter of the plate must have carbohydrates like rice, potatoes, bread, mealies, sweet potato or mealie meal
- Another quarter must have protein like meat, fish, beans, chicken, eggs, cheese or lentils
- Half of the plate must have vegetables like carrots, spinach, mushrooms, onions, broccoli, cabbage, cauliflower or tomatoes



You must also have some fruit with each meal and some dairy such as a glass of milk or a tub of yoghurt. You can eat yoghurt and fruit for a delicious pudding.

healthy body

Resource Section

Preparing a healthy lunch box

The healthy lunch box should ideally combine all the food groups. Here are some ideas that you can follow:

Monday	Tuesday	Wednesday	Thursday	Friday
A wholewheat roll	A pita bread	Baby potatoes	Pasta salad	A sandwich
Tuna	Meatballs	Cold meat	Chicken	Peanut butter
Baby carrots	Baby tomatoes	Baked beans	Chopped tomato and cucumber	Banana
An apple	A naartjie	Pineapple	An orange	A bunch of grapes
A tub of yoghurt	A drinking yoghurt	A flavoured milk	Custard	Milk
Low oil mayonnaise and dressing				
Olives				

Tuck shop and vendor guidelines

Empowering a child to choose to eat healthily is possible with sound nutrition education in the classroom and these principles of healthy eating should be reinforced by the provision of healthy foods in the school tuck shop.

Suggest to your tuck shop or vendors that they stock the following foods so that you have more to choose from:

- A variety of fresh fruits
- 100% pure unsweetened fruit juices
- Dried fruit such as raisins
- Dried fruit bars
- Nuts or nuts and raisins
- Bite-size chocolates
- Plain pretzels
- Drinking yoghurts
- Flavoured milks
- Home-made popcorn
- Provitas
- Water

Some of the diseases linked to poor eating habits

If we do not eat healthily, we may experience symptoms of tiredness and an inability to work well in the classroom or on the sports field. In addition, some people are predisposed to getting diseases such as diabetes, heart disease or cancer and eating unhealthily can contribute to the earlier onset of these conditions:

Diabetes

The foods that we eat in our daily diet are digested and metabolised by the body to form sugar (glucose), which is absorbed into the bloodstream after eating a meal. Insulin, a hormone produced by the pancreas, is responsible for transporting this sugar from the blood into the cells, where it is converted into energy for the body. A person with diabetes has either too little insulin, or the insulin that is available cannot be used effectively, resulting in the body being unable to control the glucose levels in the blood. Excessive high blood sugar levels result in diabetes.

Cancer

Cancer is a life threatening disease that can affect anyone: men and women, young and old, rich and poor. In today's world however, if diagnosed early, very often cancer can be successfully treated. The body is made up of many types of cells, and these cells normally grow and divide to form new cells when the body needs them, to maintain a healthy body. Sometimes this process goes wrong, however, and the extra cells that are created form a mass of tissue called a growth or a tumour and this may be cancerous. Although the most important established cause of cancer is tobacco smoking, DIET is the second major contributor. Vegetables and fruit, through their powerful antioxidant content, play a very important role in helping to prevent cancer by protecting against the damage caused by free radicals.

Coronary heart disease

Coronary heart disease is the commonest form of heart disease, characterized by hardening of the arteries due to a build-up of fatty deposits in the blood vessels. This can cause complete or partial blockage of these blood vessels, which can deprive the heart of oxygen, resulting in a possible heart attack or stroke. This condition known as atherosclerosis progresses more quickly among people with a high blood cholesterol level, particularly if they smoke and have high blood pressure or diabetes. Stress, a lack of exercise and being overweight are further risk factors.

Obesity

When people eat more calories than they burn off, their bodies store the extra calories as fat. A little extra body fat is not a health risk for most people. But when people keep up a pattern of eating more energy than they burn, more and more fat builds up in their bodies. Eventually, the body gets to a point where the amount of body fat can have a negative effect on a person's health, and this is called obesity. Being obese is not only linked to diseases such as diabetes and heart disease, it can also affect a person's joints, breathing, sleep, mood, and energy levels. Unhealthy eating patterns, together with physical inactivity, are one of the key causes of obesity. An eating pattern that includes plenty of vegetables and fruit everyday and limits fat and balances energy in (from food) and energy out (from exercise), is one of the best ways to avoid obesity.

Clean, safe water

Clean, safe water is vital for optimal wellbeing. It is the cheapest drink there is and is the best choice of beverage for children, so they should aim to have between 6 to 8 glasses of clean, safe water a day. The overall fluid requirement for children is at least 2 litres per day and this comes from the water we drink and the food and beverages that we choose.

In South Africa our tap water is generally safe to drink and the South African national standard compares well with the World Health Organisation's (WHO) limits. According to the Blue Drop Report 2009 from the Department of Water Affairs and Forestry there was 93% compliance, with the microbiological limits of the national standard. It is acknowledged that there are areas around the country where the water may at times not meet the required technical standard, hence the need to ensure that the water one drinks is clean and safe.

Clean and safe are critically important. It means that the water you drink must come from a trustworthy source. If you are concerned about the safety of your water supply then you should either boil the water and then cool it in a clean container or you should use the bleach method where you add one teaspoon of bleach to 20 litres of water and let it stand for a minimum of 2 hours.

3 tips for getting children to drink water are:

1. Give them a bottle of cool clean, safe water to take to school every day;
2. Serve a glass of water with each meal;
3. Give children a glass of clean, safe water to drink when they brush their teeth in the morning and evening.

A fresh look at food labeling

The South African law requires food labels to carry certain information in order to protect the consumer against being misled and to enable the public to make informed choices between different food products. Labels are especially important for making nutritional choices and for people prone to food intolerance or allergies.

What information can you get from a label?

- A list of the ingredients used in making the product – the ingredients are listed in a descending order of weight, so the ingredient present in the largest amount is at the top of the list and the others are in descending order.
- The break-down of nutrition information of the product – this is a guide to the approximate nutritional content of the food per 100 grams (and sometimes also per serving). Here is some information that may help you in being able to read a label:

Energy – This is the amount of energy that is provided by the food. It is measured in kJ (kilojoules). Sometimes it is measured in kilocalories (kCal) – 1 calorie is equivalent to 4.2kJ.

Carbohydrate – This is a measure of the total amount of carbohydrate in the food, in grams (g). Sometimes it is further broken down to provide information on the sugar content of the product.

Protein – The total protein content of the food is also measured in grams (g).

Fat – The total amount of fat found in the food is also measured in grams. Sometimes, the total fat may be further divided into details of other fats called saturated, polyunsaturated and monounsaturated fats. These are the different kinds of fat found in foods.

Sodium (salt) – This is a mineral found naturally in many foods, but it is also sometimes added during the making of food products, such as chips. 1g of salt is equivalent to 39mg of sodium. It is wise to cut down on one's use of salt for health reasons and it is recommended that one should not have more than approximately 2g of sodium a day.

Best Before and Sell By dates on product labels

The sell by date of a food product refers to the last date that a product is allowed to be on the shelf in the store. Products are not allowed to be on the shelves after this date.

Some products do not have a sell-by date, only a best before date, such as:

- Imported canned vegetables and fish, canned fruit and jam, chips and nuts, dried fruit, long life juices, oats, pasta, oil and rice

The best before date refers to the date that the product must be eaten to ensure that it is still the best quality. You will find a best before date on grocery products as well as whole fruit and vegetables. After the best before date, the product quality cannot be guaranteed.

The use by date refers to the date that the product must be eaten so as to ensure the safety of it. You will find a use by date on perishable products like fresh milk, cream, yoghurt, fresh poultry and pre-cut vegetables and fruit. After this use-by date, the product safety cannot be guaranteed.

Safe food handling

Eating food that is contaminated with bacteria can be very serious – even fatal. Symptoms of food poisoning can vary, depending on the cause and may include nausea, vomiting, abdominal cramps, diarrhea and fever. Careful preparation, handling and serving are essential to keep food wholesome and to minimise the risk of food poisoning.

Since we can't see, taste or smell bacteria, the only way we can be sure that food is safe is to follow good food hygiene at all times.

Here are some useful tips to help keep foods safe from germs:

- When you go shopping buy your frozen foods last and keep them together in the trolley so that they keep each other cold
- Fresh and cooked meat, poultry and fish should be placed above the salad drawers, as this is the coolest part of the fridge
- Never refreeze thawed food – rather thaw the raw food completely, cook it, cool it and then store it in the freezer
- Harmful bacteria grow quickly in temperatures between 8°C and 65°C, so aim to keep the coldest part of the fridge at 5°C or lower to restrict the growth of food poisoning bacteria
- Do not overload the fridge
- Do not put hot food into the fridge – cool it as quickly as you can before refrigerating
- Prevent cross-contamination by preventing raw foods from directly touching cooked foods
- Food should always be cooked thoroughly
- Products such as burgers and sausages should be cooked until the juices run clear and they are piping hot
- Avoid using the same knife or chopping board for raw meat, cooked food and fresh vegetables, or wash the board and knife thoroughly between uses
- Always wash your hands in warm water with soap before handling food and especially if raw and cooked products are handled together
- Bleach, disinfect or change kitchen cloths or sponges often. Disinfect worktops often, especially when raw meat or poultry has been prepared
- Open packets and spilt food can attract flies, ants and mice, which spread bacteria. Clear up spilt food straight away

healthy body

Resource Section

Limiting waste of food

There is so much we can do to prevent the waste of food. Try some of these ideas:

- Make a delicious soup with left-over cooked vegetables or with raw vegetables that need to be used up
- Freeze bananas before they go brown – they make a delicious ice-cream
- Bananas can also be mashed and added to muffin or crumpet mixtures
- Tomatoes that are starting to soften can be cooked and then frozen for use later in mince, stews or a tomato-based pasta sauce
- Apples that are starting to look tired, can be chopped up, stewed and frozen to be used later for a filling for pancakes or added to a muffin mixture

Suggested Scoring Rubric

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

GET BAND

Foundation, Intermediate and Senior Phase

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

Competition

Inspired by Freggie, of the Canadian '5 to 10 a day' programme (www.freggietales.com), we encourage learners to create their own character which is made up of vegetables and fruit. This character needs to be drawn and not built as a model. Use vegetables and fruit that are familiar to you to create him. An idea is to use carrots as legs, a pineapple as the head, a tomato for the body and the arms and hands to be made of celery.

The aim of this exercise is to identify which vegetables and fruit are familiar to you and your family and then create a fun way to encourage you, your family and friends to eat plenty (at least 5-a-Day) of vegetables and fruit every day.

**Give your character a name and submit your entries to 2010
Pick n Pay School Club, Postnet suite 331, Private Bag x 51,
Bryanston, 2021, to arrive no later than 21 June 2010**

