

healthy body

Contents

SECTION A

Introduction

Foreword

Background and Context

Acronyms

SECTION B

General Education and Training Band (GET)

1. Foundation Phase

1.1. Grade 1

1.2. Grade 2

1.3. Grade 3

2. Intermediate Phase

2.1. Grade 4

2.2. Grade 5

2.3. Grade 6

3. Senior Phase

3.1. Grade 7

SECTION C

Resource Section



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

Foreword

This is background information that you need to read over before teaching your class.

As educators, you understand the importance of giving learners, and all children, a high standard of education. Society places a large focus on academic achievement and, teachers especially, should be committed to getting the best out of learners. How do we do this?

Albany Bakeries believe it starts with the old premise of healthy body, healthy mind. What better place to start than with Albany bread, a product so familiar to many South African households. Bread...no doubt every single one of your learners have held bread in their hands, they have tasted it, they know how it smells and feels. Bread is one of the staple foods of life and has been since the beginning of time. Everywhere in the world, even the poorest can afford bread. It is one of the oldest food products we know about and we still cannot imagine life without it. Give us today our daily bread!

As important role players in the food industry, it is imperative to consider the world in which we live and how challenging it can be to raise children today. Albany Bakeries are committed to the importance of nourishing learners, both in terms of what they eat and in terms of what they learn.

One fact of bread is that it rises. At Albany Bakeries, we like to think that bread is all about potential. There is no limit to the results one can achieve with the most simple and basic ingredients! Albany Bakeries like to think of children in the same way. Our children are pure potential, and when combined with the right educational 'ingredients', they too can rise to any occasion, without any limits to their ever-growing potential!

And bread is not the only thing we are interested in. Albany Bakeries are committed to helping the children of South Africa rise and grow... in the classroom, at home, and one day in the workplace, in order to become healthy, well-developed members of our rising nation. So let's get started...



**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
LO	Learning Outcome
LA	Learning Area
GET	General Education and Training
FET	Further Education and Training



1. Foundation Phase

1.1. Grade 1

Learning Area:	Numeracy
Learning Outcome 2:	Patterns, Functions and Algebra The learner will be able to recognise, describe and represent patterns and relationships, as well as to solve problems using algebraic language and skills
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> • Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes); • Creates own patterns

Learning Area:	Arts and Culture
Learning Outcome 1:	Creating, Interpreting and Presenting The learner will be able to create, interpret and present work in each of the art forms. Organising principle: The learner will be able to develop skills and knowledge through exploring and experiencing art based upon self and own environment
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> • Visual Arts <ul style="list-style-type: none"> o Engages in creative processes: <ul style="list-style-type: none"> - Presents images of own world in various media At the end of this lesson, learners will: <ul style="list-style-type: none"> • Recognise simple shapes • Differentiate between different shapes • Draw their own shapes to describe their favourite breakfast food using Albany bread • Draw their own shapes to describe their favourite lunch food using Albany bread

Resources needed:

Loaf of Albany bread; Albany bread packets; recycled paper; scissors

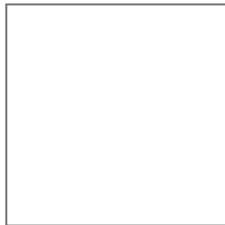
Refer to the Resource Section for fun recycling activities you can do with your learners. Your learners can create a door mat for the classroom or a skipping rope for fun at break time.



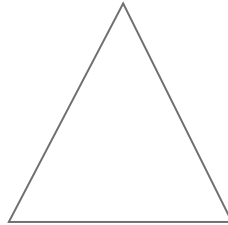
Teaching Activity

Instructions:

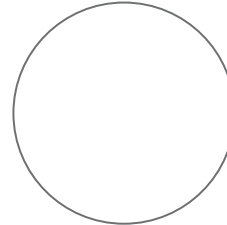
1. Talk to your learners about the importance of eating a healthy breakfast and how easy that is with Albany bread! Beginning your day without breakfast is like trying to fly a kite without wind. It's hard to get started and even harder to keep going.
2. Ask learners:
 - Do you think you can learn about shapes with Albany bread?
3. Ask learners to identify shapes. You can draw them on the board or enlarge the ones provided below. You can use as many shapes as you like for this activity.



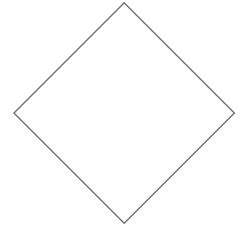
Square



Triangle



Circle



Diamond

4. This activity requires that you bring a loaf of Albany bread to class. If this is not possible, perhaps ask learners to each bring in a slice of bread. You will need one slice of bread for each learner.
5. Explain to learners that they are going to cut out a shape from their slice of bread. Learners can choose which shape they want to cut out.
6. Ask learners to find the following shapes on the Albany packet:
Triangle / Square / Diamond / Rectangle

Explain to your learners what these shapes mean on the Albany bread packet.

Picture of triangle	Which shape does this represent on the bread packet?
Picture of square	
Picture of diamond	
Picture of rectangle	

Albany "Extra Soft and Tasty"
Contains vitamins & minerals



healthy body

Teaching Activity

7. First:

- Allow learners to first draw their shape onto a piece of paper and cut it out
- Learners can then place their shape onto their slice of bread and cut it out

The soft Albany bread should allow learners to easily cut out their shape. If they need help, you can assist them.

8. If possible, ask learners to bring toppings for their Albany bread such as butter, jam, cheese or peanut butter and allow learners to create a sandwich out of their bread shape. Learners can also use the rest of their bread to enjoy with their topping of choice.

9. Refer learners to the Learning Activity. Explain to learners that they are going to draw a picture of their favourite breakfast and lunch foods using Albany bread. Encourage learners to use the shapes they have practiced in the lesson to draw their favourite foods, for example a slice of Albany bread is a square. Let learners share the shapes they have used to describe their drawings.

10. Share the 'Albany: Did you Know' interesting fact with your learners.

ALBANY DID YOU KNOW?

Bread is eaten by people of every race, culture and religion



Learning Activity

Name: _____

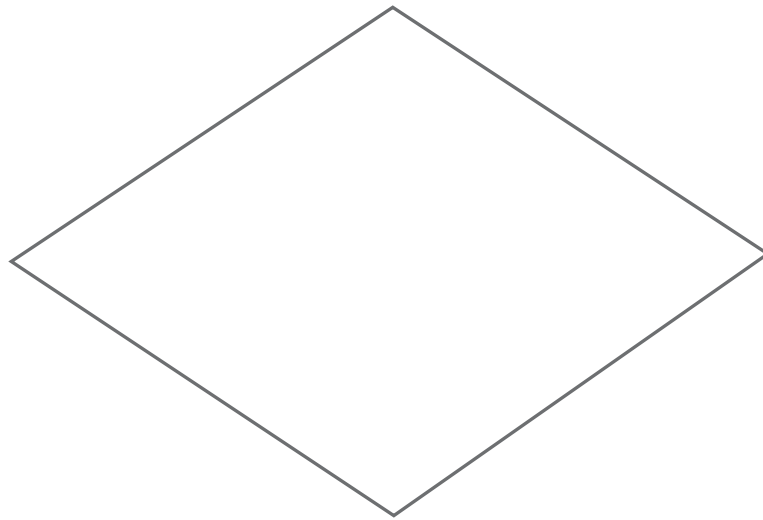
Grade: _____

Age: _____

Instructions:

1. Draw a picture of your favourite breakfast using Albany bread. Remember, breakfast is the most important meal of the day!
2. Draw a picture of your favourite lunch using Albany bread. Eating lunch at school helps you to concentrate better!

**WITH ALBANY BREAD,
MY FAVOURITE BREAKFAST FOOD IS:**



**WITH ALBANY BREAD,
MY FAVOURITE LUNCH FOOD IS:**

Copy the shape into your workbook and draw your favourite lunch food using Albany bread.

Parent/Guardian Signature: _____

Teacher Signature: _____

Albany "Extra Soft and Tasty"
Contains vitamins & minerals



1.2. Grade 2

Learning Area:	Life Orientation
Learning Outcome 3:	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
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> • Describes what to do to treat own body well

Learning Area:	Home Language
Learning Outcome 5:	Thinking and Reasoning The learner will be able to use language to think and reason, as well as to access, process and use information for learning
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> • Uses language to think and reason: <ul style="list-style-type: none"> o Classifies things. • Processes information: <ul style="list-style-type: none"> o Organises information in simple graphical forms such as a chart, timetable <p>At the end of this lesson, learners will:</p> <ul style="list-style-type: none"> • Learn about the importance of eating grains • Discuss the food pyramid • Draw the food pyramid and match the correct foods into different groups • Colour code the different food groups

Resources needed:

Workbooks; coloured pencil crayons or wax crayons; photocopies of Learning Activity for learners; Albany bread packets

Refer to the resource section for fun recycling activities you can do with your learners. Your learners can create a door mat for the classroom or a skipping rope for fun at break time.



Teaching Activity

Instructions:

1. This activity is going to teach your learners about the importance of grains. Ask learners:

- What are grains?

Grains are used to make foods like bread, rice, spaghetti and porridge.

- All grains have fibre. A great example of this is Albany's LOW G.I. bread which is high in fibre. Why do we need fibre? Fibre helps to keep us regular.

Remind learners of the importance of wholegrains. We should all try to make half of our grain servings "wholegrains" such the Albany's Brown Seeded low G.I. bread and 100% Smooth Wholegrain bread. You can tell if something is a wholegrain because the name usually has the word "whole" in it. Albany's 100% Smooth Wholegrain bread is a great source of fibre and other vitamins, too.

2. Discuss the rest of the food pyramid with learners. The Food Pyramid is a guide that places food into different groups:

- Grains (Carbohydrates)
- Milk & Dairy Products
- Fruit & Vegetables
- Fats
- Meats, Beans, Fish, & Nuts (Proteins)

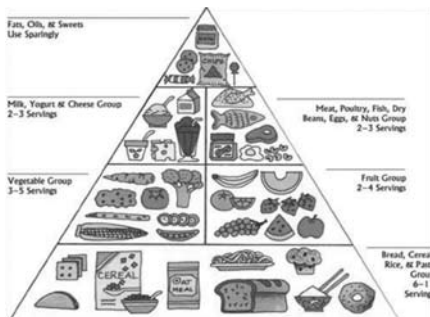
The purpose of the pyramid is to begin at the bottom where you have the most servings of food and move up, with each section giving you a smaller portion of food for a recommended diet. Ask learners:

- How do we know that Albany bread is so good for us?

Because bread is at the bottom of the pyramid – this means we need to eat it the most so we can have bread for breakfast/lunch/supper and snacks in between meals!

3. Refer learners to the Learning Activity. Learners are going to colour code the food pyramid (Refer to Resource Section) and draw pictures to fill in the different food groups. Explain each step to learners so that they are clear on what they have to do.

4. Look at the example of the food pyramid below. Remind learners that grains, such as Albany bread, make up the most servings per day. You can draw the outline and divisions on the board and let learners copy it into their work books to complete the Learning Activity.



ALBANY DID YOU KNOW?

Legend has it that whoever eats the last piece of bread has to kiss the cook



Learning Activity

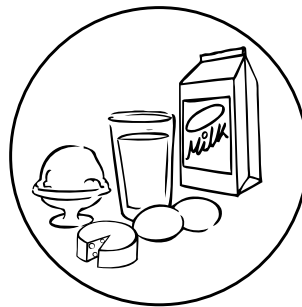
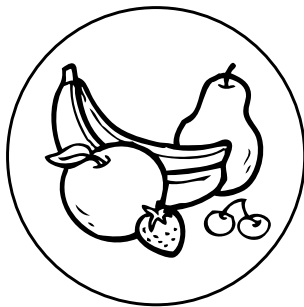
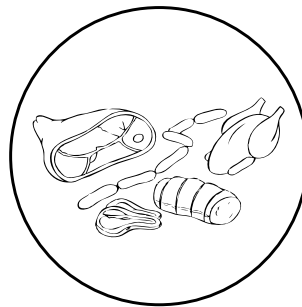
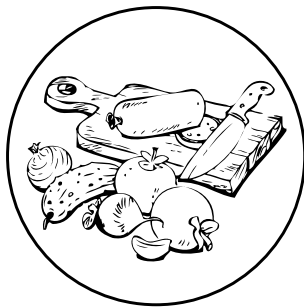
Name: _____

Grade: _____

Age: _____

Instructions:

1. In this activity, you are going to put the right food in its place on the food pyramid.
2. YOU NEED TO EAT FOODS FROM EACH OF THE FOOD GROUPS EVERY DAY.
3. Look at the different types of food. Draw a food pyramid with the different food groups. Draw pictures of the foods you like best in each group.
4. Colour each food group in its own colour using the list below.



- CARBOHYDRATES (ORANGE)
- DAIRY (BLUE)
- FRUITS (RED)

- VEGETABLES (GREEN)
- PROTEIN (PURPLE)
- FATS (YELLOW)

4. Make starchy foods the basis of most meals

Starchy foods provide us with essential energy. The best choices in this food group are wholegrain and unrefined foods, such as oats, whole-wheat bread, bran-rich cereals and brown rice.

Parent / Guardian Signature: _____

Teacher Signature: _____



1.3. Grade 3

Learning Area:	Home Language
Learning Outcome 5:	Thinking and Reasoning The learner will be able to use language to think and reason, as well as to access, process and use information learning
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> • Uses language to think and reason: <ul style="list-style-type: none"> o Uses language to describe similarities and differences, and to analyse, compare and contrast information

Learning Area:	Mathematics
Learning Outcome:	The learner will be able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions, and to interpret and determine chance variation
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> • Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher and class <p>At the end of this lesson, learners will:</p> <ul style="list-style-type: none"> • Practice accurate and detailed observation skills • Compare and contrast • Write descriptions • Carry out a survey

Resources needed:

At least two different types of Albany bread packets; workbooks; pens or pencils; magnifying glass (if available at your school)

Refer to the Resource Section for fun recycling activities you can do with your learners. Your learners can create a door mat for the classroom or a skipping rope for fun at break.



Teaching Activity

Instructions:

1. Before you do this activity, you will have to prepare your learners by asking them to collect as many different types of Albany breads as they can. A few of these include:
 - Albany Superior 100% Smooth Wholegrain
 - Albany Superior White Bread
 - Albany Superior Best of Both Bread
 - Albany Olde Cape Brown Seed Bread
 - Albany Olde Cape Wholegrain Brown Bread
 - Albany Olde Cape Low G.I.
 - Albany Olde Cape Fruit & Seed
 - Albany Superior Low G.I. Seed Bread
 - Albany Superior Best of Both Buns
 - Albany Superior Low G.I. White Buns
 - Albany 100% Smooth Wholegrain Buns
 - Albany Superior Low G.I. Brown Buns
2. Talk about the different variety of breads. The aim of this lesson to make sure that you have at least two different types of bread, possibly Albany Superior Best of Both Bread (Superior range) and an Olde Cape range seed bread, if possible.
3. Let learners touch them, smell them, look closely at them, even with a magnifying glass if your school has one. Ask:
 - What does the bread smell like?
 - What shape is it? Include a class discussion on the bun range.
 - Are the two breads the same colour?
 - What ingredients do you think were used? Is there a difference a between the ingredients of the bread and the buns?
 - What ingredients can you identify? (Seed bread will have visible seeds)
 - How does it feel? – soft, light, leathery, hard
 - What are the similarities between the two types of bread?
 - What are the differences?

Encourage your learners to give full and detailed descriptions; to observe carefully and look whether they can offer similarities and differences.
4. Ask learners what type of sandwich they would make from the bread if they could make any sandwich of their choice.
5. Refer learners to the Learning Activity.

Albany "Extra Soft and Tasty"
Contains vitamins & minerals



ALBANY DID YOU KNOW?

Assuming a sandwich was eaten for breakfast, lunch, and supper, it would take 168 days to eat the amount of bread produced from one bushel of wheat. A family of four could live 10 years off the bread produced by one acre of wheat

Learning Activity

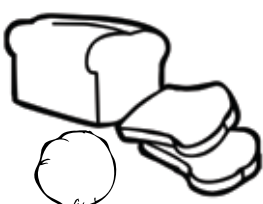
Name: _____

Grade: _____

Age: _____

Instructions:

1. Copy the tables below into your work book. Fill out the answers. Some examples have been done for you.

What can we do with bread and buns?	
	<p>There are many different ways to use Albany bread and buns. Here are some examples: Make a hamburger, cheese sandwich, beans on toast or hot-dog.</p> <p>How else could you use your loaf of bread / or your pack of buns? Make a list with as many ideas as you can think of.</p>

Bread survey					
<p>Carry out a survey in your school to find out the most popular ways of using bread/buns.</p> <ul style="list-style-type: none"> • Which meal do you most like to eat your Albany bread with? • What is your best way of using your Albany bread/buns? <p>My conclusions from the survey are:</p> <ul style="list-style-type: none"> • Learners love eating Albany bread and buns with all their meals and snacks 			Which is the most popular?		
	Breakfast	Snack	Lunch	Snack	Supper
	I love Albany toast with egg for breakfast				
			I make cheese sandwiches with Albany bread for lunch every day.		
					For supper, I love making hamburgers with my Albany buns.

Parent / Guardian Signature: _____

Teacher Signature: _____



2. Intermediate Phase

2.1. Grade 4

Learning Area:	Home Language
Learning Outcome 3:	Reading and Viewing The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> • Understands and responds appropriately to information texts: <ul style="list-style-type: none"> o Identifies main and supporting ideas; o Follows short printed instructions and directions

Learning Area:	Life Orientation
Learning Outcome:	Health Promotion The learner will be able to make informed decisions regarding personal, community and environmental health
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> • Investigates menus from various cultures and suggests plans for healthy meals <p>At the end of this lesson, learners will:</p> <ul style="list-style-type: none"> • Understand the food pyramid • Discuss and understand carbohydrates and their value in our daily diet • Read a text and understand the main ideas • Answer questions about the text • Share ideas on the history of their own family's food culture

Resources needed:

Copy of text for each learner (Teaching Activity); photocopies; recycled paper; pens/pencils

Refer to the Resource Section for fun recycling activities you can do with your learners. Your learners can create a door mat for the classroom or a skipping rope for fun at break.



Instructions:

1. Discuss the food pyramid with your learners (Refer to Resource Section).

Read the passage to your learners.

GETTING ENERGY FROM FOODS:

Carbohydrates

Your body gets energy from three different things in the foods you eat. These are carbohydrates, fats and proteins. Each has a different job in your body, and you need all three to keep healthy.

Your body gets energy by burning carbohydrates. This happens when you run around and play soccer and help around the house. There are two types of carbohydrates, **simple** and **complex**. Your body turns both kinds of carbohydrates into sugar. Sugar gives you energy. But you don't want too much energy too fast, which is why eating sugary foods like cake and sweets is not the best way to get carbohydrates.

The sugar from carbohydrates goes into your bloodstream. Then your body makes something called insulin, which moves the sugar into all of your cells. Your cells use the sugar for energy. If you eat too many high sugar foods, you will get too much sugar in your blood too fast. If your food is turned into sugar very quickly, you will feel energetic and then feel hungry again soon.

Wholegrain foods, like Albany's Wholewheat Brown, take a longer time to turn into sugar. This is a lot easier on your body. The carbohydrates in whole grain foods and some vegetables are called complex carbohydrates. These foods are very filling. When you eat them, you will feel full for longer and not be hungry again too soon.

Simple carbohydrates, or sugars, are found in milk, fruit, and, of course, anything sugary. Carbohydrates like fruit, vegetables, and Albany wholegrain breads also have fiber, vitamins and minerals. Carbohydrates that are not so good for you, like cake and ice cream, do not.

More than half of the food you eat should be carbohydrate foods. Some of the better choices are wholegrain bread, Albany Brown, Albany Best of Both, oats, brown rice, and vegetables. Pasta, potatoes and fruit are good for you too, as long as you don't eat too much. Simple carbohydrates like candy and carbonated cold drinks may taste good, but they don't really do much for your health. It's okay to eat sweets like these once in a while as a treat, but be sure to eat mostly healthy complex carbohydrates, like fibre-filled Albany bread, most of the time.

2. Refer learners to the Learning Activity.

Answers to the comprehension questions: (Learning Activity)

A. Carbohydrates, Protein, Fat

B. III

C. II

D. False

E. II

ALBANY DID YOU KNOW?

Breaking bread is a universal sign of peace



Name: _____

Grade: _____

Date: _____

Instructions:

1. Your teacher will read through the comprehension on carbohydrates with you.
2. Read through the comprehension again on your own and answer the questions.

ALBANY BREAD'S CARBOHYDRATE QUIZ:

A. Name three things that give your body energy.

B. Your body turns carbohydrates into

- I. wholegrains
- II. fibre
- III. sugar
- IV. fat

C. There are two types of carbohydrates. They are:

- I. Cinnamon and sugar
- II. Simple and complex
- III. Fat and low-fat
- IV. Wholegrain and white

D. It is best for your blood sugar level to go up quickly. TRUE or FALSE?

E. Complex carbohydrates are better for you because:

- I. They raise your blood sugar quickly.
- II. They break down slowly and do not raise your blood sugar quickly.
- III. They give you more energy.
- IV. They taste better so you will eat more.

3. Write a paragraph on your family's food culture. Research the following:

- Does your family (parents/grandparents/caregivers/aunts/uncles/cousins) have any food traditions which have been passed down from one generation to another?
- What cultures do your family's food traditions come from?
- Does your family eat foods or use recipes from other cultures?
- What is your family's favourite snack meal prepared with Albany bread / buns? For example, mid-afternoon sandwich with peanut butter and jam.

4. Share your research with the rest of your class.

- Look at the label on the Albany bread packet for nutritional information
- Compare different types of bread with each other



Learning Activity

Additional recycling activity:

Learning Area:	Technology
Learning Outcome 1:	Technological Process and Skills: The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies
Assessment Standard:	We know this when the learner: Investigates: <ul style="list-style-type: none"> • Finds out about existing products relevant to a problem, need or opportunity, and identifies the main design aspects (e.g. who is it for, what is it for, what it looks like) that make them suitable as a solution • Briefly outlines a plan for making, listing the main steps • Uses suitable tools and materials to make products by measuring, marking out, cutting simple forms in a variety of materials, and joining them using a range of techniques • Works neatly and safely

Resources needed:

- Copies of instructions
- Skipping rope
- Albany plastic bags
- Scissors

Teaching and Learning Activity:

Study the use of the skipping rope and how it helps people keep fit. Discuss and describe skipping ropes fully.

Assessment Activity:

- Form a group of five learners
- Collect Albany bread bags and make a skipping rope (Refer to the Resource Section)
- Make sure you play some games with it or donate it to the sports teacher for use

Albany "Extra Soft and Tasty"
Contains vitamins & minerals

Parent / Guardian Signature: _____

Teacher Signature: _____



2.2. Grade 5

Learning Area:	Home Language
Learning Outcome 2:	Speaking The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> • Communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes: <ul style="list-style-type: none"> o Uses language thoughtfully for interpersonal communication (e.g. praising someone's efforts, disagreeing with someone); o Shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis; o Describes events, presents feedback, and gives directions clearly and in an understandable way; o Asks critical questions which do not have obvious answers, and can respond thoughtfully to such questions; o Expresses and justifies own opinion with reasons
Learning Outcome 4:	Writing The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> • Writes different kinds of texts for different purposes and audiences: <ul style="list-style-type: none"> o Writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem); o Writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports); o Transfers information from one form into another (e.g. information from a table into a written paragraph or graph) <p>At the end of this lesson, learners will:</p> <ul style="list-style-type: none"> • Discuss factors that contribute to staying healthy by making healthy food choices • Identify food groups in the Food Pyramid • Discuss the importance of carbohydrates like Albany bread • Research food prices • Plan a healthy school lunch menu

Resources needed:

Workbooks; pens or pencils; copies of Learning Activity for pairs of learners Refer to the Resource Section for fun recycling activities you can do with your learners. Your learners can create a door mat for the classroom or a skipping rope for fun at break.



Teaching Activity

Instructions:

1. Albany Bakeries are focused on health and healthy eating. We would like the young people of South Africa to know that healthy choices are in their hands and they can start to make healthy choices right now! Healthy choices mean not only a healthy body but also a healthy mind.
2. Ask learners:
 - What does being healthy mean to you?
 - What exercise do you do to keep fit?
 - What food choices do you make? Do you consider your food choices to be healthy or unhealthy? Do you think you could make better decisions about the foods you choose to eat?
 - What do you like about yourself? Why?
 - How can you help your friends to feel good about themselves? (This is a good opportunity to bring in the importance of self-image which ties in closely with healthy decision-making)
3. Some of these issues can be sensitive issues for some learners. For example, you may teach learners who cannot eat as healthily as they should because their families cannot afford to. The aim of this activity is simply to encourage your learners to eat as healthily as they can. Luckily, bread is a healthier offering and affordable so encourage learners to recognise the benefits of bread in their daily diets.
4. Ask learners to give you examples of:
 - A healthy decision (To eat wholegrain bread every day as part of their grain intake; to exercise regularly)
 - An unhealthy decision (To smoke; to eat sweets or unhealthy food; to abuse drugs/alcohol)
5. Brainstorm all the different foods that learners in the class eat. Write these up on the board. In their workbooks:
 - Ask learners to categorise these foods into the correct food group.Use the foods on the board to discuss the Food Pyramid with learners (Refer to Resource Section). For example, discuss the importance of **carbohydrates**. Remind learners that the biggest section shows the foods we should eat often (carbohydrates like Albany bread), and the smallest section shows the foods we should only eat sometimes (fats). Tell learners to draw a chart in their workbooks like the one below and fill it in by putting the different foods on the board into their correct food groups.

Food group	Examples:



Teaching Activity

8. Divide learners into pairs. Refer learners to the Learning Activity.
Share the Albany "Did You Know?" fact with your learners.

ALBANY DID YOU KNOW?

Carbohydrates are the body's main source of energy. They are easily digested and broken down into glucose, which the body uses to do all of its work. Protein and fat are more difficult to digest and are needed to build tissues and cells in the body. For this reason, most of your energy (kilojoules) should come from carbohydrates like Albany breads and other healthy carbohydrates

Albany "Extra Soft and Tasty"
Contains vitamins & minerals



Name: _____

Grade: _____

Date: _____

Instructions:

1. Read the following story:

The Dlamini family love to cook with oil and butter. They also put margarine on all their bread, vegetables and fry their meat, fish and chicken in oil. They eat a lot of white rice and potato chips. Mr Dlamini was told by his doctor that he has high cholesterol and should try to change his eating habits.

James and Nontlanthla are their children. Every day, Mrs Dlamini gives them R15 to buy lunch for themselves. On the way to school, the children like to buy bunny chows to eat at school. This is a loaf of bread filled with fried chips and polony. Now they have been told that this is not healthy for them. Nontlanthla has noticed that she is putting on weight and her body image is not so good as a result.

Nontlanthla and her brother James have worked out that they have R75.00 a week to spend on healthy food. They just have to work out what healthy food they can buy for R75.00 that will feed them for the week.

2. In pairs, answer the following:

- Discuss with your partner the different ways in which your family cooks food. Do you boil, fry, grill or bake your food? Do you cook your food in oil, butter, water or something else? Are your vegetables cooked in oil or steamed in water? Is there a difference?

3. Look carefully at the way in which the Dlamini family prepares food and eats.

- Do you agree with their eating habits? Do you think you can teach them to make healthier food choices?
- Look at the way in which they prepare food. What advice could you give the Dlamini's on healthier ways of choosing and preparing their food?
- Write down five tips you could give the family on choosing healthier foods and ways in which to prepare their food. Make sure that you include good Albany bread choices to include in all their meals.

4. For homework, find out the prices of:

- A packet of soft Albany bread
- A small piece of cheese
- A tin of tuna or pilchards
- A packet of apples
- A bunch of bananas

You can also find out the prices of other healthy foods that you would like to add to your school lunch menu.

5. Using the information you researched for homework, work out a healthy, weekly school lunch menu for Nontlanthla and her brother, James. Remember, they have R75.00 for the week and the food they eat must be healthy. Include healthy foods from the different food groups. Your menu plan must include the cost of the food that you buy. With your partner, write up your healthy school lunch menus in your workbook and share them with your classmates. Each day must include an idea using soft and healthy Albany bread.



2.3. Grade 6

Learning Area:	Life Orientation
Learning Outcome 1:	Health Promotion The learner will be able to make informed decisions regarding personal, community and environmental health
Assessment Standard:	<p>We know this when the learner:</p> <ul style="list-style-type: none"> • Interprets food labels and critically discusses health effects of listed ingredients. <p>Participates in a problem-solving activity to address an environmental health issue to formulate environmentally sound choices and/or actions</p> <p>At the end of this lesson, learners will:</p> <ul style="list-style-type: none"> • Understand key components of a food label – Nutritional Information • Review terms used on a food label to help make healthy food choices • Identify information symbols on food packages such as Albany bread

Resources needed:

Albany bread packets for learners; other food labels off different food packages



Teaching Activity

Instructions:

1. Albany Bakeries are committed to the health and wellness of all South Africans, particularly the children who are the future of our rainbow nation.
2. Explain to learners that when you open a textbook, there is usually a table of contents that explains what is inside the book. Or maybe they have a toy that came with a diagram or instructions that identified how the toy works. **Food or nutrition labels** are sort of like that. They tell you what is inside the food that you are eating and list its parts. **Nutrition** is the study of food and how it works in your body.
3. In order to plan a healthy diet, we must know how to read a food label. Food labels show us if a food has a little or a lot of certain nutrients.
4. Ask learners to look at their Albany bread packets and find the Nutritional Information on the back of the packet. The food label gives us information about:
 - Which **nutrients** are in the food (our bodies need the right combination of nutrients, such as vitamins, to work properly and grow)
 - The amounts of nutrients. Nutrients are measured in **grams**, also written as **g**. Some nutrients are measured in milligrams, or **mg**. Milligrams are very tiny – there are 1,000 mg in 1 gram
 - Other ingredients contained in the food, some of which are given in **percentages**. Food may contain fat, **protein**, **carbohydrates**, and **fibre**. Food may also contain **vitamins**, such as A and C, and **minerals**, such as calcium and iron
 - How much of each nutrient adults and children are supposed to have each day. Nutrition specialists know how much of each nutrient children and adults should get every day to have a healthy diet
5. Have learners look at different Nutritional Information labels, starting with the **Albany bread packet** you have brought to class. You will need to collect packaging in advance in order to prepare for this lesson. It is a good idea to choose labels from both healthy and unhealthy food packages.
6. Looking at the Albany food label, ask learners:
 - How much is in a serving?
 - How many **kilojoules kJ** are in a serving? (A kilojoule is a unit of measurement. Kilojoules measure a unit of energy – how much energy your body could get from eating or drinking it)
 - When comparing two foods, which one has more fibre? Which one has more fat? Which one has more kilojoules per serving?
7. Point out the **ingredient list**, which is another important part of the label. Ingredients are listed in descending order so you get an idea of how much of each ingredient is in the food. When something is listed first, you know that this food contains a lot of it. The food will contain smaller amounts of the ingredients mentioned as you go down to the end of the list. Point out that it is important to take note of the fat, sugar and sodium (salt) content in the ingredient list as these are the items we need to control and monitor in our diets.



Learning Activity

Name: _____

Grade: _____

Date: _____

Instructions:

1. When you are old enough to drive a car, you will have a choice of which petrol to fill up your car with: regular, diesel, unleaded, premium. When you go to the supermarket or a restaurant or tuck shop, you have a choice of which fuel to choose for your body. Different fuels (foods) contain different amounts of energy (kilojoules). There are also different kinds of energy. The three main types of food energy are carbohydrates, proteins and fat. According to the Food Pyramid, carbohydrates, like bread, are the most important and should be eaten the most in our daily food intake. Carbohydrates and proteins have 17 kilojoules per gram and fat has 37 kilojoules per gram. On average, most South Africans eat a diet which is too high in fat. Remember that an important recommendation from The Heart and Stroke Foundation of South Africa is to keep the percent of kilojoules from fat less than or equal to 30%. To find the percent of kilojoules from fat we will use Albany's New Superior Best of Both bread:

- 1) Take the grams of fat x 37 = Total kilojoules from fat
- 2) Divide the kilojoules from fat by the total number of kilojoules
- 3) Multiply by 100 to change the decimal into a percent.

$$\frac{\text{Kilojoules from fat}}{\text{Total kilojoules}} \times 100 = \text{percent of fat}$$

- 4) Round to the nearest whole percent.

For example, if a 300 kilojoules food has 3 g of fat, this means that the fat is contributing $3 \times 37 = 111$ kilojoules to the total energy of the food. Take 111 and divide this by 300 and then multiply this by 100. The result shows that food gets 37% of its kilojoules from fat:

$$\frac{111}{300} \times 100 = 37\%$$

Albany Best of Both

Tastes like white, with the goodness of brown.



Nutrition facts

- How much is one serving of bread?

- How many kilojoules are in one serving of bread?

- How many kilojoules from fat are in one serving of bread?

- Find the percent of kilojoules from fat in the packet of Albany bread.

- How many kilojoules in four slices of bread?

- Food packages also contain other symbols which tell us things about the product. Look on your Albany bread packets. What do these logos stand for?

TYPICAL NUTRITIONAL INFORMATION (ready to eat)**				
Nutrient**	Unit	Per 100g	Per 80g serving(2 slices)	% Daily**
Energy	kJ	984	786,8	
Protein	g	8,2	6,5	12%
Glycemic carbohydrates	g	44	35,0	
of which total sugars	g	3,5	2,8	
Total fat	g	1,5	1,2	
of which Saturated	g	0,6	0,4	
of which Mono-unsaturated	g	0,3	0,2	
of which Poly-unsaturated	g	0,7	0,5	
Trans fatty acids	g	0	0,0	
Cholesterol	mg	0	0,0	
Total dietary fibre	g	6,0	4,8	
Sodium	mg	580	464,0	
Minerals				
Calcium	mg	104	83,2	6%
Iron	mg	4,0	3,2	18%
Zinc	mg	2,6	2,0	19%
Vitamins				
Vitamin A (RE)	mg	70,00	56,0	6%
Vit B1 (Thiamine)	mg	0,25	0,2	17%
Vit B2 (Riboflavin)	mg	0,14	0,1	9%
Vit B3 (Niacin)	mg	4,16	3,3	21%
Vit B6 (Pyridoxine)	mg	0,27	0,2	13%
Vit B9 (Folic Acid)	mg	74,00	59,2	12%

Refer to Resource Section

Tiger Brands



This is the _____ logo.

What does this organisation represent?



Vegetarian

This is the _____ logo.

What does this organisation represent?

Albany "Extra Soft and Tasty"
Contains vitamins & minerals



healthy body

Section B Intermediate Phase Grade 6

Learning Activity



This is the _____ logo.

What does this organisation represent?



This is the _____ logo.

What does this organisation represent?

Create a poster of all the different symbols and food labels you can find. Explain what they represent and what their details teach us. The aim is to educate others about the importance of making healthy food choices by reading and understanding food labels.

ALBANY DID YOU KNOW?

Assuming a sandwich was eaten for breakfast, lunch, and dinner, it would take 168 days to eat the amount of bread produced from one bushel of wheat. A family of four could live 10 years off the bread produced by one acre of wheat

Albany "Extra Soft and Tasty"
Contains vitamins & minerals



Learning Activity

Additional recycling activity:

Learning Area:	Technology
Learning Outcome 1:	Technological Process and Skills: The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies
Assessment Standard:	We know this when the learner: Investigates: <ul style="list-style-type: none"> • Finds out about existing products relevant to a problem, need or opportunity, and identifies the main design aspects (e.g. who is it for, , what it is for, what it looks like what it is made of, how well it works, whether it will affect the environment) Makes: <ul style="list-style-type: none"> • Develops plans that detail the making steps, including drawings and sketches that help to clarify the plans • Chooses and uses suitable tools to make products by measuring, marking out, cutting or separating, shaping or forming, joining or combining, and finishing the chosen materials. • Works efficiently and safely

Resources needed:

- Albany plastic bags
- Copies of Instructions
- Plastic mat

Albany "Extra Soft and Tasty"
Contains vitamins & minerals

Teaching and Learning Activity:

- Study a few various options for a non slip classroom door mat
- Discuss and describe the benefits of each type in terms of design and style

Assessment Activity:

- Form a group of five learners
- Collect Albany bread bags.
- Follow the directions and make a door mat together (Refer to the Resource Section)

Parent/Guardian Signature: _____

Teacher Signature: _____



3. Senior Phase

3.1. Grade 7

Learning Area:	Life Orientation
Learning Outcome 1:	Health Promotion The learner will be able to make informed decisions regarding personal, community and environmental health
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> Proposes ways to improve the nutritional value of own personal diet

Learning Area:	Home language
Learning Outcome 4:	Writing The learner will be able to write different factual and imaginative texts for a wide range of purposes
Assessment Standard:	We know this when the learner: <ul style="list-style-type: none"> Writes a selected range of imaginative texts: <ul style="list-style-type: none"> To express imagination, ideas and feelings about self and others; To explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs <p>At the end of this lesson, learners will:</p> <ul style="list-style-type: none"> Think about why they select particular foods and do not select other foods Examine the importance of their decisions when it comes to food choices Write a letter

Resources needed:

Copy of Learning Activity for learners; pens/pencils; workbooks

Refer to the Resource Section for fun recycling activities you can do with your learners. Your learners can create a door mat for the classroom or a skipping rope for fun at break.



Instructions:

1. Albany bread is committed to healthier food choices and focused on healthy lifestyle for all South Africans. The purpose of this activity is to promote and teach a healthy lifestyle. There are three major components of a healthy lifestyle:

- Eating well
- Positive body image
- Being physically active

Remember: healthy eating, physical activity and a positive body image should be encouraged early in life to develop lifelong commitments to health.

2. Draw the table below on the board. Explain to learners that it is an example of the recommended number of food guide servings required from each food group for children from 9 years to 13 years of age. By Grade 7, your learners should be familiar with The Food Pyramid. When discussing the food groups, there will be many foods that do not fit into any of the four food groups.

Number of Food Pyramid Servings

	Grain products e.g. Albany breads	Vegetables & Fruit e.g. broccoli, bananas	Dairy products e.g. milk	Proteins e.g. fish, meat, beans
Ages 9-13	6	6	3-4	1-2

Remember: use terms such as **everyday foods** and **sometimes foods** when discussing these foods.

Emphasize that all foods fit into a healthy eating pattern; however it is healthier to choose some foods less often (this refers to foods high in fat, sugar or salt). What matters most is how people eat on a regular basis.

3. Have the class brainstorm ideas on why people choose certain foods to eat. Write the list on the board and add any more that you can think of. Reasons listed could include: taste, smell, color, texture, advertising, nutritional content, family favourite, friends' favourite, habit, parent's advice, cost, availability (whatever is in the cupboard or fridge), time of day, try something new, etc.
4. Next, have learners list ten different foods they choose to eat. Encourage learners to choose food they eat for a variety of different reasons. Discuss different reasons as to why certain food selections are made. Discuss how choosing foods for a variety of reasons is important, however, choosing for only taste and convenience may lead to poor eating habits.
5. Next, refer learners to the Learning Activity. Using the "Choosing Foods" activity sheet, learners will write a plan to make their eating habits healthier. Examples: "I want to eat less fast food", or "I want to choose foods not only because they taste good but because they are nutritious too".
6. Ask learners what they can do to ensure their goals are achievable. Examples might include: grocery shopping with their parents to help choose healthier foods, making their lunches the night before due to lack of time in the morning, having breakfast so they don't feel like buying junk food to snack on in the morning, etc. Have learners think of how they might reward themselves for making these positive changes.



Learning Activity

Name: _____

Grade: _____

Date: _____

Instructions:

1. You might think that eating healthy is a difficult and expensive thing to do. Well, think again. Albany's bread range makes eating bread affordable for pretty much anyone. You can get all six portions of your grain requirements from Albany bread and other healthy grains.
2. Using the "Choosing Foods" table below, write a plan to make your eating habits healthier. Look at the example that has been done for you.

Choosing foods:

Foods I choose to eat	Could I make healthier food choices?
I never eat vegetables	I will eat one vegetable serving every day
I buy bunny chow on the way to school	I will make healthy sandwiches with Albany wholegrain bread to take to school

3. Write a letter to someone you care about who is suffering with bad health due to an unhealthy dietary plan. Try to convince your loved one of the importance of a healthy dietary plan. In your letter, create 3-day meal plan, which they can follow. Make sure that you include healthy and creative suggestions using Albany's large range of fantastic breads!
4. As a class project, collect healthy recipes and produce a healthy cookbook which you can sell as a class fundraiser.

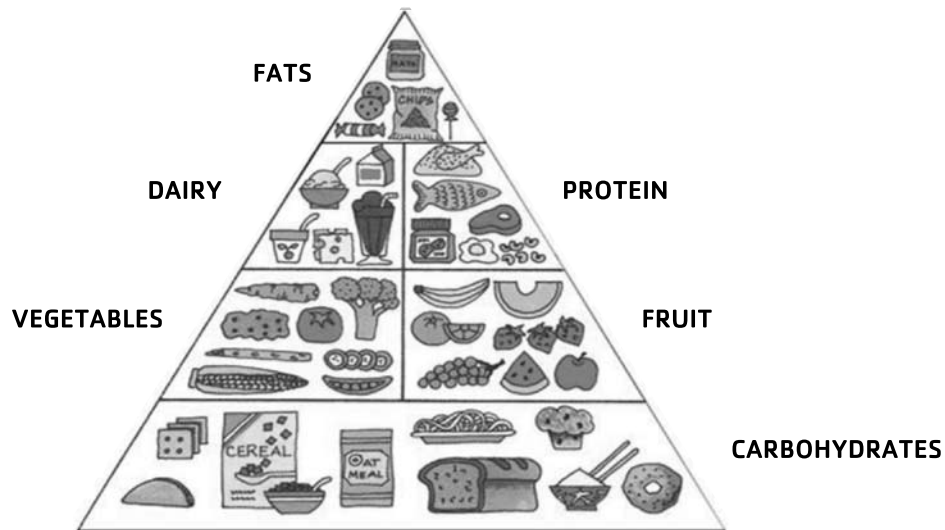
ALBANY DID YOU KNOW?

Remember, small changes can make a big difference!

- Change one thing at a time
- Small changes are easier than big changes
- Changes should be ones that fit in to what you normally do
- Ask your family or caregivers to support you by cooking in healthy ways
- Changes and goals are easier to remember if you write them down
- Celebrate the small changes you make



Teacher's reference material for all grades



The following are the quality tips from each food group:

Grain Products

- Albany's wide range of breads are an excellent source of grain intake
- Make at least half of your grain products whole grain each day
- Choose grain products that are low in fat, sugar or salt

Vegetables and Fruit

- Eat at least one dark green and one orange vegetable each day
- Choose vegetables and fruit prepared with little or no added fat, sugar or salt
- Have vegetables and fruit more often than juice

Milk and Alternatives

- Drink milk each day
- Select lower fat milk alternatives such as white cheeses and yogurt

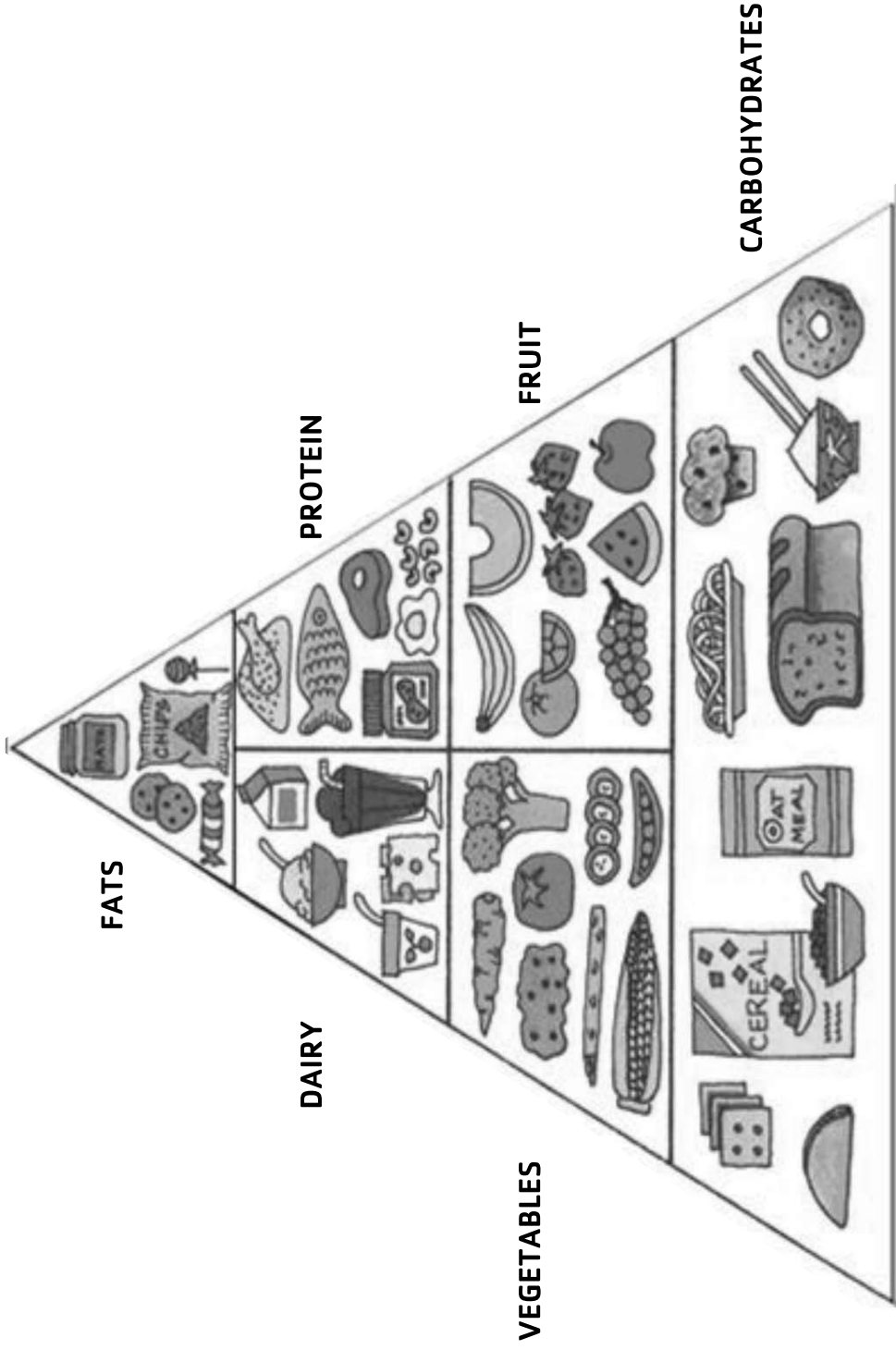
Meat and Alternatives

- Have meat alternatives such as beans and lentils often
- Eat at least two Food Guide Servings of fish each week
- Select lean meat and alternatives prepared with little or no added fat or salt

And remember to drink lots of water!



Resource Section



Recycling activities:

Braided bag jump rope

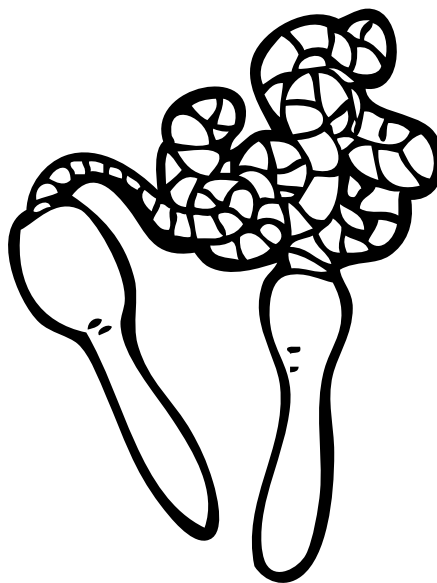
What you'll need:

- Nine plastic bread bags or grocery bags
- Scissors
- Ruler
- Tape

How to Make It:

1. Remember to never leave plastic bags where young children can reach them.
2. Trim the strips to make them all the same length.
3. Hold three of the strips together vertically, with the top edges even. Knot them together about 5 inches from the top.
4. Anchor the knot under a piece of furniture or in a closed drawer, or ask a friend to hold it. Braid the three strips together tightly until you have about 4 inches left. Then fan out the ends.
5. Pinch the end of a new strip and place it on top of one of the fanned-out strip ends. Tape them together. Then wrap the fanned-out strip end around the new strip and wrap tape around them a few times. Repeat this with each of the other fanned strip ends and two more new strips.
6. Now that you have lengthened each strip, continue braiding, picking up where you left off.
7. When you have about 4 inches left again, add the last set of three strips in the same way.
8. Tie the strips together in a knot when you reach the ends.

Reference: <http://www.artistshelpingchildren.org/plasticbagsartscraftsideasprojectskids.html>



Albany "Extra Soft and Tasty"
Contains vitamins & minerals



DOOR MAT

Supplies:

- Albany bags
- Large garbage bags or sturdy ribbon
- Rectangular piece of cardboard a little larger than the size rug you wish to make
- Yard or meter stick
- Pencil
- Scissors

Directions:

1. The cardboard will be used to make a loom. The rug will end being about three inches smaller than the piece of cardboard you use. Cut notches along the top and bottom of the cardboard. To create the notches draw a line 4cm below the top and bottom edge. Make a mark every 4 cm along each of the lines you just drew. Cut a notch as wide as your thumb at every mark.
2. Cut large garbage bags in long strips about 15cm wide. Tie all the strips together into a long piece. Usually you will need three garbage bags per strip to make a strip long enough to tie around the loom. You can also use large, sturdy ribbon.
3. Wrap the garbage bag (or ribbon) around the front and back of the cardboard using the notches you cut into the cardboard to hold the bag in place. Then tie the ends together on the back diagonally. Your loom is now ready for weaving.
4. The bigger the rug you are making, the more Albany bags you will need to make, so make sure you have a lot handy.
5. To get started, tie three bags together.
6. To start weaving, tie one end of the Albany bag to the top corner of the loom (don't tie it to the cardboard, tie it to the garbage bag or ribbon), then weave the rest of the shopping bag over and under the garbage bags (or ribbon) strips. Weave each row in an opposite pattern as the previous row. Attach more shopping bags as you go.
7. When you have finished weaving and have filled up the loom, tie off the end in the corner. Your rug should look something like the picture below.
8. To remove the rug from the loom, cut the garbage bag (or ribbon) across the top edge of the loom. It is best to cut them two at a time, then tie them together before cutting anymore.
9. When you are finished, your rug should look something like this!
10. You can reuse the loom for your next rug.

Reference: <http://www.thriftyfun.com/tf517076.tip.html>



Resource Section

TYPICAL NUTRITIONAL INFORMATION(ready to eat)***				
Nutrient**	Unit	Per 100 g	Per 80 g serving(2 slices)	%NRV*
Energy	kJ	984	786,8	
Protein	g	8,2	6,5	12%
Glyceamic carbohydrates	g	44	35,0	
of which total sugars	g	3,5	2,8	
Total fat	g	1,5	1,2	
of which Saturated	g	0,6	0,4	
of which Mono- unsaturated	g	0,3	0,2	
of which Poly- unsaturated	g	0,7	0,5	
Trans fatty acids	g	0	0,0	
Cholesterol	mg	0	0,0	
Total dietary fibre#	g	6,0	4,8	
Sodium	mg	580	464,0	
Minerals				
Calcium	mg	104	83,2	6%
Iron	mg	4,0	3,2	18%
Zinc	mg	2,6	2,0	19%
Vitamins				
Vitamin A (RE)	mcg	70,00	56,0	6%
Vit B1 (Thiamine)	mg	0,25	0,2	17%
Vit B2 (Riboflavin)	mg	0,14	0,1	9%
Vit B3 (Niacin)	mg	4,16	3,3	21%
Vit B6 (Pyridoxine)	mg	0,27	0,2	13%
Vit B9 (Folic Acid)	mcg	74,00	59,2	15%



