

Educator Workbook

CAPS-aligned

Grade 2

**Educating future
leaders through
fostering good
nutritional habits**

Life Skills



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Section A

Introduction

Foreword

The Pick n Pay Technical Educator Workbook for Grade 1–7 learners has been developed to cover some of the requirements in the Life Skills, Mathematics, Natural Sciences and Technology, Life Orientation and English Home Language curriculum that relate to nutrition. The grade-specific learner activities in the workbook are based on the CAPS curriculum that was introduced in 2012. The educator workbook will direct you with lesson plans based around the learner activities.

The learner activities can be used in the classroom to supplement what you are already doing as part of the CAPS curriculum. The focus of these learner activities is to educate learners about healthy living and making the right food choices. The lesson plans in the educator workbook help you to implement each lesson successfully.

Here is a quick overview of the CAPS-aligned content that you will find in this workbook:

Grade 2

Life Skills Term 1: Healthy food choices

Life Skills Term 1: Foods for health, growth and energy

Background and Context

Pick n Pay School Club is celebrating its 16th year of providing much-needed educational material, which now reaches 105,875 teachers and 2.26 million learners across South Africa.

The Pick n Pay Technical learning programme is aligned to the CAPS curriculum, which adheres to the standards set by the Department of Education.

The material is designed to facilitate the learning process and culminates in the assessment of competency levels according to the standards set for each specific grade. The educator is supported by way of research and learning content that is presented clearly and is easy to implement in the classroom.

Acronyms

CAPS: Curriculum and Assessment Policy Statement

GET: General Education and Training

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Section B

Foundation Phase

Grade 2

Educator Guide

Name of Learner Activities: Learner Activity 1: Healthy food choices Learner Activity 2: Foods for health, growth and energy		Time: 1 hour per lesson
Grade 2		Subject: Life Skills: Term 1
Curriculum Standards (CAPS): Foundation Phase: Life Skills: Term 1. Beginning Knowledge and Personal and Social Wellbeing: What we need to live. <ul style="list-style-type: none"> Different types of food for growth, energy, health 		
Objectives		
The learners will: <ul style="list-style-type: none"> Recognise the need to choose healthy food items for our body Identify problems caused by poor food choices Recognise the role food plays in building up our bodies Recognise the importance of the food groups when making healthy choices 		
Content	Skills	Values
Learner Activity 1: Healthy food choices Food group choices: starchy food, protein, vegetables and fruit, dairy products; the role healthy food plays in our body.	Learner Activity 1: Healthy food choices Discuss breakfast, lunch and supper; identify four food groups; recognise food items that belong to each food group; recognise food vocabulary; listen to a song and sing along; link food groups to the way they benefit the body. Read sentences; match sentences to the correct pictures; discuss making good choices daily.	Learner Activity 1: Healthy food choices Choosing to eat healthy food items enables the body to grow properly.
Learner Activity 2: Foods for health, growth and energy Healthy food; healthy body; food groups: starchy food, protein, vegetables and fruit, dairy products; how good food impacts the body.	Learner Activity 2: Foods for health, growth and energy Read the conversation on the worksheet; identify food groups; identify food items that belong in the different food groups; discuss how the food groups impact the body; match food groups to the way they help the body.	Learner Activity 2: Foods for health, growth and energy Healthy food helps us have a healthy body, so we need to make good choices.
Resources needed		
Learner Activity 1: Healthy food choices 'Food groups are rocking tonight': http://bit.ly/2CoTzQj (3:06 minutes); National Salt Awareness Week: http://bit.ly/2H52ps6 ; pencils; crayons; khaki pens; images found on the Internet; teacher's laptop and Internet access for YouTube videos; copies of the worksheet.		
Learner Activity 2: Foods for health, growth and energy 'Great New SA Food Guide' image to cut out and use for the food groups: http://bit.ly/2TyUnsW ; pencils; crayons; khaki pens; images found on the Internet; teacher's laptop and Internet access for YouTube videos; YouTube video from Scishow Kids: 'The 5 Fabulous Food Groups': http://bit.ly/2H5dlpt (4:31 minutes); copies of the worksheet; YouTube video from Scishow 'Why Is Salt So Bad for You, Anyway?': http://bit.ly/2H85Vsr (2:06 minutes).		

Section B

Foundation Phase

Grade 2

Teacher preparation before starting	
<ol style="list-style-type: none"> 1. Look through the worksheets and the lesson plan and familiarise yourself with content for the two lessons. 2. Collect the resources needed before the lesson. 3. Print sufficient worksheet activities. 	
Teaching the Learner Activities	
<p>Learner Activity 1: Healthy food choices</p> <p>The goal of this lesson is to let the learner recognise that making a choice of eating healthy food improves the body. Healthy food items can be grouped into food groups.</p> <ol style="list-style-type: none"> a) Introduce the lesson to the whole class. b) Start off by asking the learners to talk about what they had for breakfast, lunch and supper the previous day. Introduce the idea of healthy choices. We should make food choices according to food groups. c) Explain to the learners that we will only be dealing with four of the food groups. Write the following four food groups on flashcards: dairy products, vegetables and fruit, starchy food and protein. Paste these on the board. Make sure you have at least six examples of food items that fit under these four food groups – either as flashcards with words or as pictures that you have printed from the Internet. d) Find out how much the learners know about food groups. If a learner mentions a food item that you don't have a flashcard for, simply point to the food group that the food item fits into. e) Consolidate knowledge with a song. Play the 'Food groups are rocking tonight' song from YouTube: http://bit.ly/2CoTzQj (3:06 minutes) and let the learners sing along. f) Once the learners have consolidated the various food groups, have a discussion on what functions the food groups have in order to keep our bodies healthy. g) Give the learners some scenarios such as: "What would happen if we just ate sweets all day?" etc. h) Then, ask the learners to put up their hands if they know what salt is generally used for in the home. Write down answers on the board. Explain that salt is an essential nutrient for our bodies but too much salt can cause the body serious harm. Tell them that another name for salt is 'sodium'. Discuss ways to monitor salt in food. For example, let them get Mom to check the nutritional labels on food products and choose the foods lowest in sodium. Be careful not to consume too much food with a high salt content. Choose spices and herbs to flavour food. Avoid processed foods and eat more whole foods. Find out more about National Salt Awareness Week here: http://bit.ly/2H52ps6 i) Show the learners this Scishow video to consolidate this information on salt 'Why Is Salt So Bad for You, Anyway?': http://bit.ly/2H85VSr (2:06 minutes). <p>Complete the worksheet</p> <ol style="list-style-type: none"> a) Hand out the worksheets and let the learners look through them. b) Discuss each picture on the worksheet. c) Read through the sentences underneath that match the pictures. d) Allow the learners to match these sentences to the pictures on their own. e) After everyone has completed their worksheet let them compare their answers with one another. f) Finally allow the learners to discuss the question at the bottom of the worksheet with a friend: Do you make good choices for breakfast, lunch and supper every day? g) Conclude the lesson by talking about carbohydrates. These are the starchy food items that give us energy. However, some starchy foods are healthier than others. Everyone can benefit from eating more starchy foods which contain fibre. Ask the learners if they have ever seen bread that says high fibre, whole grain or Low GI? Foods that are marked with these claims are better choices. Fibre helps to keep you fuller for longer and it helps you to go the toilet regularly. Foods which are high in fibre are wholegrains such as bran flakes, oats, brown rice, whole sweetcorn and mealies, and legumes such as baked beans, chickpeas, lentils, sugar beans, vegetables and fruit. 	

Answers

1. He has not had enough starchy foods. Cereal, porridge and bread give us lots of energy.
2. The calcium in dairy products strengthens our teeth and bones.
3. Protein strengthens and develops our muscles.
4. Vegetables and fruit help our body to fight disease.

Learner Activity 2: Foods for health, growth and energy

The aim of this lesson is for the learners to gain a better understanding about how food impacts the body. The learners will consolidate the idea that eating healthy food items leads to a healthy body.

- a) Introduce the lesson to the class.
- b) Hand out the worksheets to the class.
- c) The lesson is set out in the form of a conversation between a boy and a girl. If you have two good readers in your class, let them take the roles of the boy and girl and read the information aloud.
- d) As the two learners read, place the food group they mention on the board. The image in the article 'Great new SA Food Guide' can be cut out and used for the food groups: <http://bit.ly/2TyUnsW>
- e) Discuss the type of food items that belong in those food groups and how those food items help the body. Try to source images of food items to add and stick on the board as this will help the learners' recollection.
- f) At this point, let the learners watch this YouTube video from Scishow Kids: 'The 5 Fabulous Food Groups': <http://bit.ly/2H5dlpt> (4:31 minutes).

Complete the worksheet

- a) Read through the muddled table with the learners but let them work out the answers on their own by drawing a line that connects the healthy food item to the way it helps the body.
- b) When the learners are finished, allow them to compare their answers with a partner.
- c) The learners conclude by drawing their favourite healthy food item in the boxes at the bottom of their worksheet.

Answers

The calcium in yoghurt, maas, milk and cheese	Help my bones and teeth grow strong
Vegetables and fruit	Keep my body healthy and protect me from disease
Protein-rich food such as fish, beans, chicken, eggs and meat	Are like building blocks that help my muscles develop and work
Starchy foods like cereal, porridge or bread	Give me energy

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?

Section B Foundation Phase Grade 2

Healthy food choices

Name:..... Date:.....

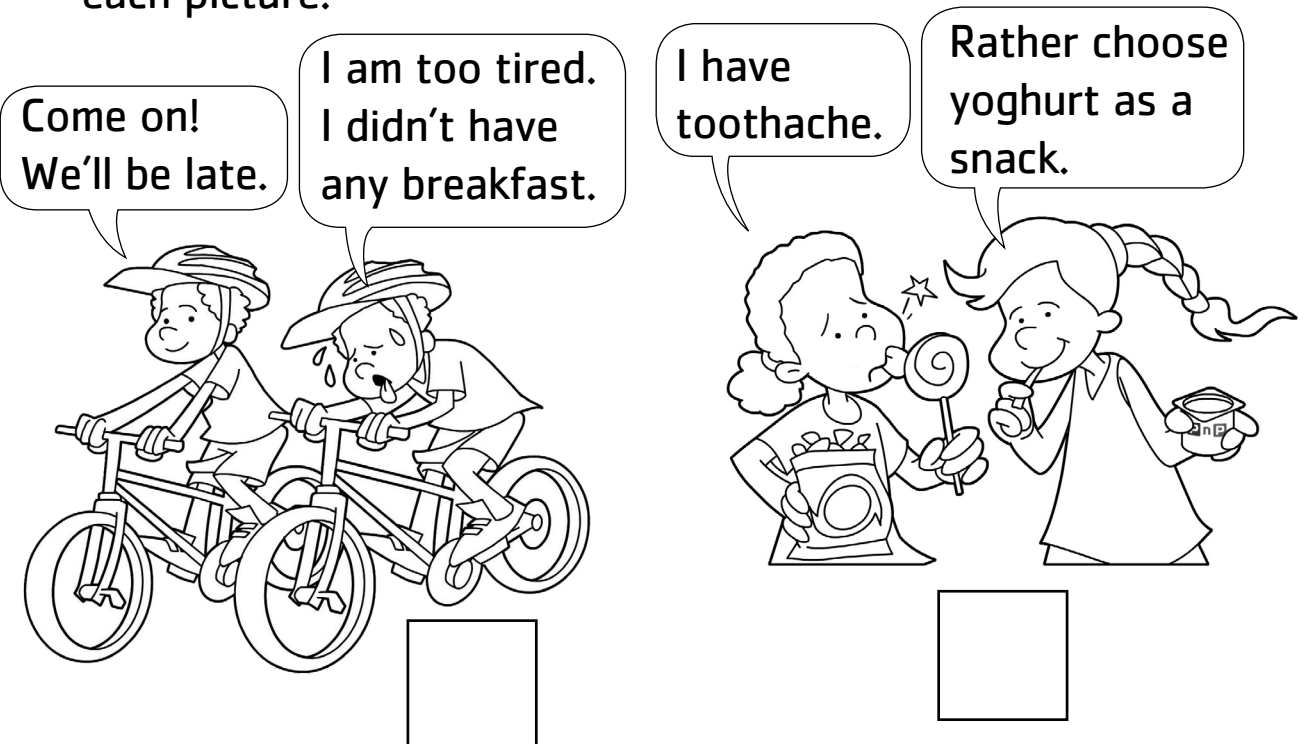
The foods we choose to eat, help our body to function properly.

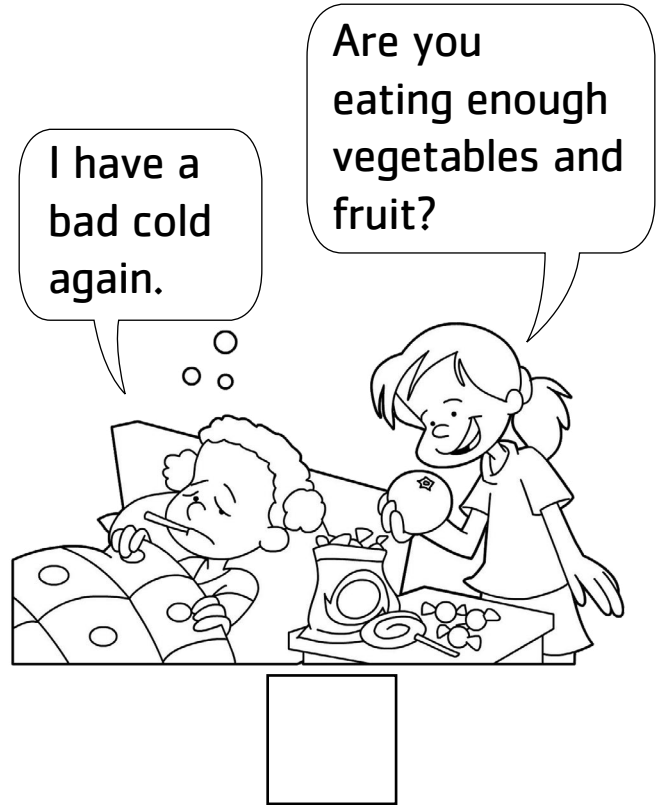
1. Read the food statements below.

- Vegetables and fruit help our body to fight disease.**
- Protein-rich food such as fish, beans, chicken, eggs and meat help make us strong.**
- The calcium in yoghurt, maas, milk and cheese strengthens our teeth and bones.**
- We should have cereal, porridge or bread for breakfast every day as these foods give us energy.**

2. Now, read the stories and match the correct food statement to each story.

3. Write the sentence letter (a, b, c, d) in the space provided below each picture.





Discuss with a friend. Do you make good food choices for breakfast, lunch and supper every day?

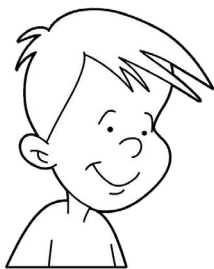
Write a sentence about your favourite healthy food.

Section B Foundation Phase Grade 2

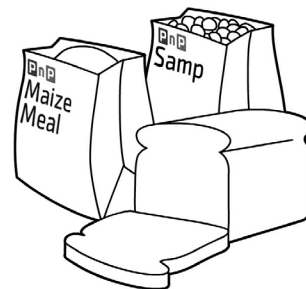
Foods for health, growth and energy

Name:..... Date:.....

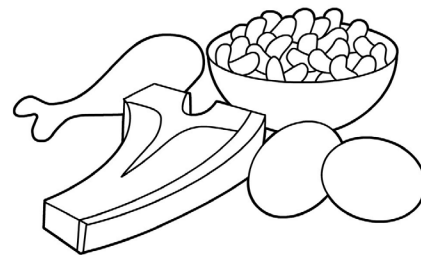
1. Read this conversation with a partner:



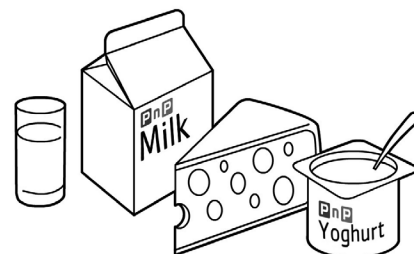
Our bodies need energy so that they can work, breathe and move. We get energy from starchy foods like bread, cereal, porridge, rice, pasta and maize meal.



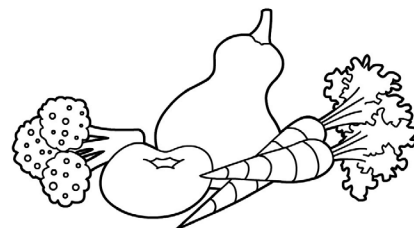
Our muscles have to grow strong so that they can work. For this, we need protein-rich foods such as chicken, meat, eggs and dried beans.



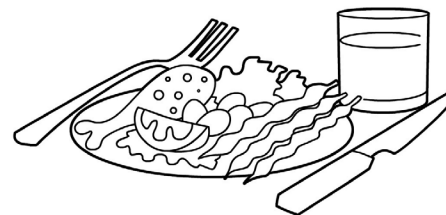
What about our bones and teeth? They have to grow strong as well. We need dairy products for this – milk, maas, cheese and yoghurt.



Our bodies have to be healthy and free from disease. They need vegetables and fruit for this.



I can see that we need all the food groups to be healthy.



Oh dear! This table is muddled!

2. Draw a line from the name of the healthy food to the way it helps our bodies.

Dairy products	Keep my body healthy and protect me from disease
Vegetables and fruit	Are like building blocks that help my muscles develop and work
Chicken, meat, eggs and dried beans	Give me energy
Starchy foods like bread and samp	Help my bones and teeth grow strong

3. Draw your favourite healthy food item from each food group.

protein

dairy

fruit

vegetables

starchy food

Section C

Resource Section

Assessment Rubric:

Assessment	
Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

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