

# Educator Workbook

CAPS-aligned

## Grade 3

**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 3**

Life Skills Term 2: Different kinds of food groups

Life Skills Term 2: A balanced diet

## 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 3

# Educator Guide

<b>Name of Learner Activities</b> Learner Activity 1: Different kinds of food groups Learner Activity 2: A balanced diet		<b>Time:</b> 1 hour per lesson
<b>Grade 3</b>		<b>Subject:</b> Life Skills: Term 2
<b>Curriculum Standards (CAPS):</b> Foundation Phase: Life Skills: Term 2. Beginning knowledge and Personal and Social Wellbeing: Healthy eating. <ul style="list-style-type: none"><li>Food groups</li></ul>		
<b>Objectives</b>		
The learners will: <ul style="list-style-type: none"><li>Read the information on food groups and how they benefit the body</li><li>Place food items into food groups</li><li>Make an imaginative collage using magazines and other cuttings</li><li>Plan a day’s diet using ideas from The South African Food Guide</li></ul>		
<b>Content</b>	<b>Skills</b>	<b>Values</b>
<b>Learner Activity 1: Different kinds of food groups</b> Healthy eating; food groups: starchy foods, protein, vegetables and fruit, dairy; collage.	<b>Learner Activity 1: Different kinds of food groups</b> Read and discuss healthy eating and food groups; identify foods that belong in four food groups; draw foods under the correct food group heading; create a collage; explain the collage to the class.	<b>Learner Activity 1: Different kinds of food groups</b> It is important to know about food groups and healthy eating and to be aware of the food items that are found in four of the food groups.
<b>Learner Activity 2: A balanced diet</b> Healthy eating; food groups; The South African Food Guide; healthy and unhealthy food; a day’s food requirements.	<b>Learner Activity 2: A balanced diet</b> Discuss healthy eating, food groups and The South African Food Guide; plan breakfast, lunch and supper according to food groups; share ideas; analyse the plates of food they have drawn.	<b>Learner Activity 2: A balanced diet</b> When we know about our food groups, we can plan a healthy day’s eating.
<b>Resources needed</b>		
<b>Learner Activity 1: Different kinds of food groups</b> Stationery; ‘Great New SA Food Guide’: <a href="http://bit.ly/2TyUnsW">http://bit.ly/2TyUnsW</a> ; ‘Food groups are rocking tonight’: <a href="http://bit.ly/2CoTzQj">http://bit.ly/2CoTzQj</a> (3:06 minutes); A3 pieces of paper; glue; scissors; newspapers; magazines; brochures and other pictures; crayons; paint; teacher laptop with Internet access; copies of the worksheet.		
<b>Learner Activity 2: A balanced diet</b> Crayons and pens; stationery; ‘Great New SA Food Guide’: <a href="http://bit.ly/2TyUnsW">http://bit.ly/2TyUnsW</a> ; copies of the worksheet; World Move For Health Day information: <a href="http://bit.ly/2H5dhpZ">http://bit.ly/2H5dhpZ</a>		
<b>Teacher preparation before starting</b>		
<ol style="list-style-type: none"><li>Look through the worksheets and the lesson plan and familiarise yourself with content for the two lessons.</li><li>Collect the resources needed before the lesson. If the learners need to bring some of the resources to school, such as scissors, inform their parents in advance.</li><li>Print sufficient worksheet activities.</li></ol>		



**Teaching the Learner Activities**

**Learner Activity 1: Different kinds of food groups**

The goal of this lesson is that the learners will be reminded about food groups and healthy eating. Learners are to be made aware of the food items that are in four of the food groups.

- a) Introduce the lesson to the whole class.
- b) Ask the learners: 'How do we know what healthy eating is here in South Africa?' Have a discussion.
- c) Explain to the learners The South African Food Guide and the different food groups. You can read more about it on the following website: 'Great New SA Food Guide': <http://bit.ly/2TyUnsW>
- d) Find out how many learners eat according to The South African Food Guide recommendations.
- e) Write the names of the underlined food groups onto the board, and help the learners understand the difference between healthy food and unhealthy food.

Complete the worksheet

- a) Read the food group information to the learners first and then let them read it in pairs or groups.
- b) Once the learners have finished reading, let them read the names of the foods in the diagram.
- c) The learners can now draw the food items in the provided columns on the worksheet, individually.
- d) They could listen to the 'Food groups are rocking tonight' song on YouTube (3:06 minutes) and sing along.

The learners make a collage

A collage is a piece of art made by sticking various materials such as photographs and pieces of paper or fabric onto a backing. The learners can also use crayons and paint.

- a) Let the learners collect materials for their collages at home and bring them to school.
- b) Hand out A3 paper and let them create their collages about healthy eating imaginatively.
- c) The learners can then present and explain their collages and the importance of healthy eating to the rest of the class.

**Learner Activity 2: A balanced diet**

The goal of this lesson is that after learning about healthy eating, food groups and The South African Food Guide, learners will be able to plan a healthy day's eating.

- a) Introduce the lesson to the whole class.
- b) Start off the lesson by finding out what the learners had for breakfast, lunch and supper the previous day. Did they eat healthy food items? How do we know when a food item is healthy? The learners might bring up the food pyramid or the healthy plate used in Canada and the United States. Explain that South Africa has their own system called The South African Food Guide. The image in the article 'Great New SA Food Guide': <http://bit.ly/2TyUnsW> can be displayed on your laptop at this point (or on the screen if you have one). The learners have a copy on the worksheet. Explain that eating a selection of food from the different food groups listed in the food guide, helps us to maintain a healthy diet which provides a variety of different nutrients to our bodies, which promotes good health. Explain that different foods provide different nutrients for the body and water is essential for hydration and digestion. Explain to learners the importance of physical activity for essential health and wellbeing. Find out more about the importance of physical activity on the website 'World Move for Health Day': <http://bit.ly/2H5dhpZ>

Complete the worksheet

- a) Ask learners to look at The South African Food Guide image on the worksheet and talk about it. It encourages healthy eating based on the recognised food groups that make our bodies healthy.
- b) Name the seven categories according to the images and explain to the learners how the circles tell how much of that food is required in comparison to the other food groups.
- c) Ask the learners which food group one should eat the most of.
- d) The learners can now plan healthy meals for the day that will give them energy for their active lifestyle. Learners draw and write what they will eat for breakfast, lunch and supper on the provided plates. They draw the items they will eat, based on the different food groups in The South African Food Guide.

## Section B

### Foundation Phase

### Grade 3

Discuss with a partner

After the learners have completed their plates let them discuss the following questions from the worksheet with a partner:

- Which food group did you have the most from for breakfast?
- Which food group did you have the most from for lunch?
- Which food group did you have the most from for dinner?
- Which is your favourite healthy starchy food?
- Which is your favourite protein?
- What is your favourite dairy product?

#### 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?



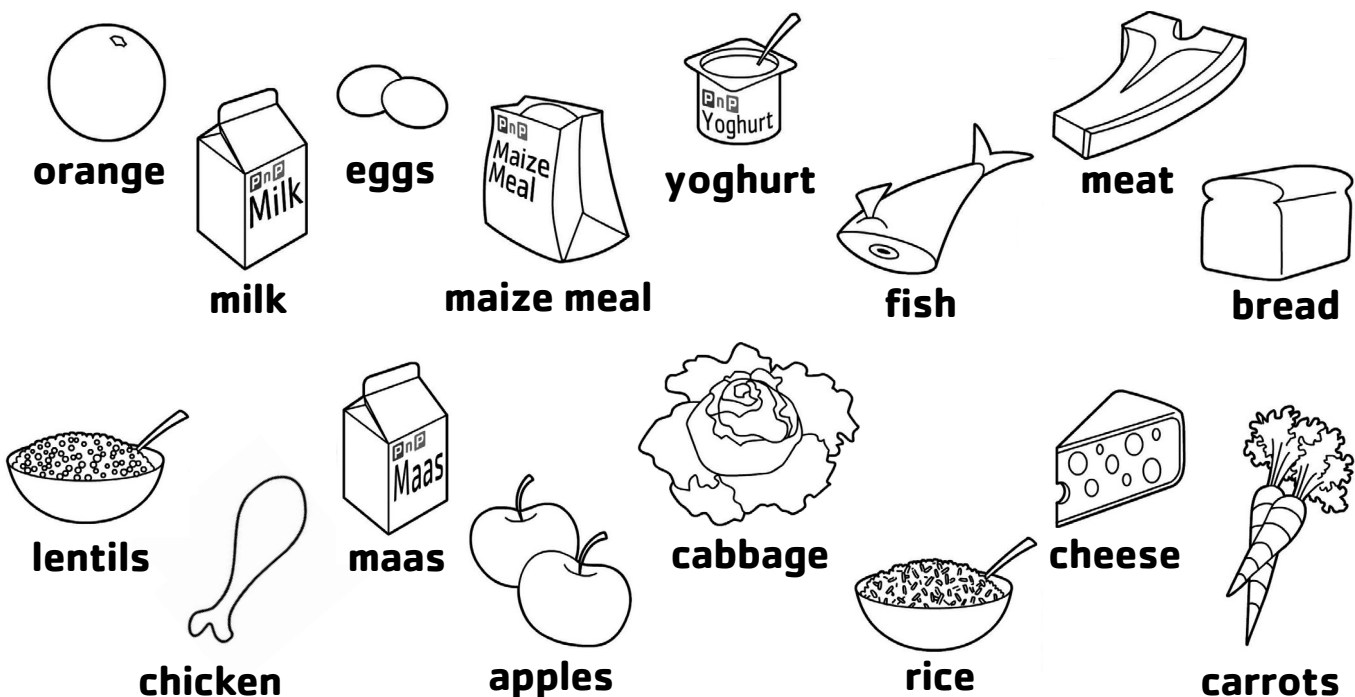
## Different kinds of food groups

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

1. Read the following sentences with a partner:

- Healthy eating means eating a variety of foods from all the food groups every day.
- Drink lots of clean, safe water daily to replace lost water in your body.
- Make starchy foods part of every meal to give you enough energy in your day.
- Eat plenty of vegetables and fruit to help your body fight disease.
- Protein foods can be eaten every day such as chicken, fish, meat, eggs, soya, baked beans, lentils and dried beans. Protein helps keep you strong by building your muscles.
- Have dairy products like milk, maas, cheese and yoghurt every day to build strong bones and teeth.
- Add only small amounts of margarine, butter, oil and mayonnaise to your food and avoid fried foods like slap chips.

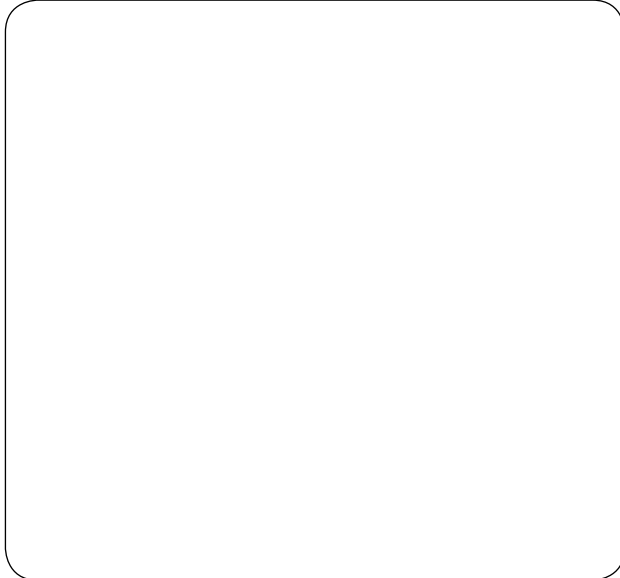
2. Look at these healthy food items. Draw them in the food group boxes provided on the next page.



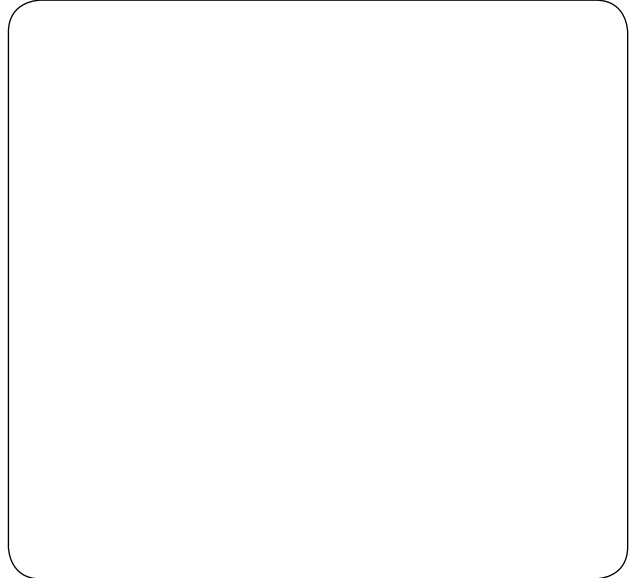
**Section B**  
**Foundation Phase**  
**Grade 3**

**Learner Activity 1**

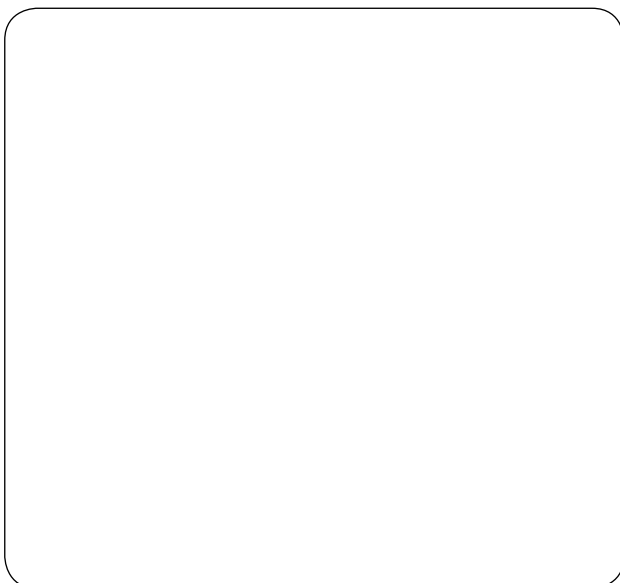
**Starchy foods**



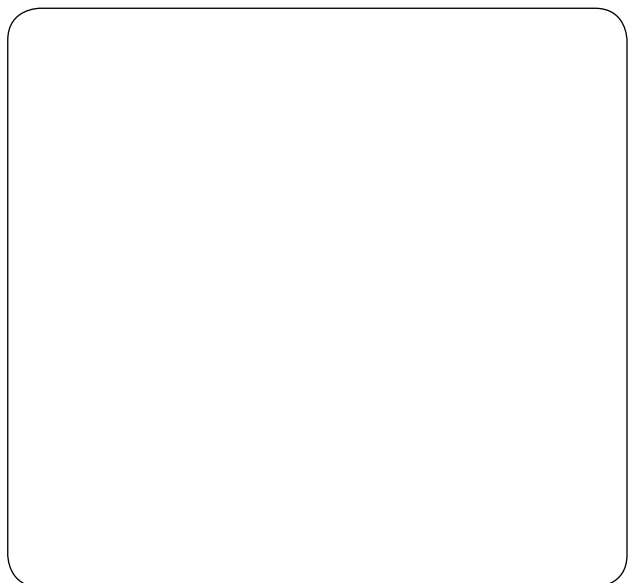
**Vegetables and fruit**



**Protein**



**Dairy**



3. Now make a collage called 'Healthy Eating' showing the same four food groups. You'll need an A3 piece of paper, glue, scissors, newspapers, magazines, brochures and other pictures.
- Add your images to your collage in an imaginative way.
  - Present your collage to your class and explain the importance of healthy eating.

## *A balanced diet*

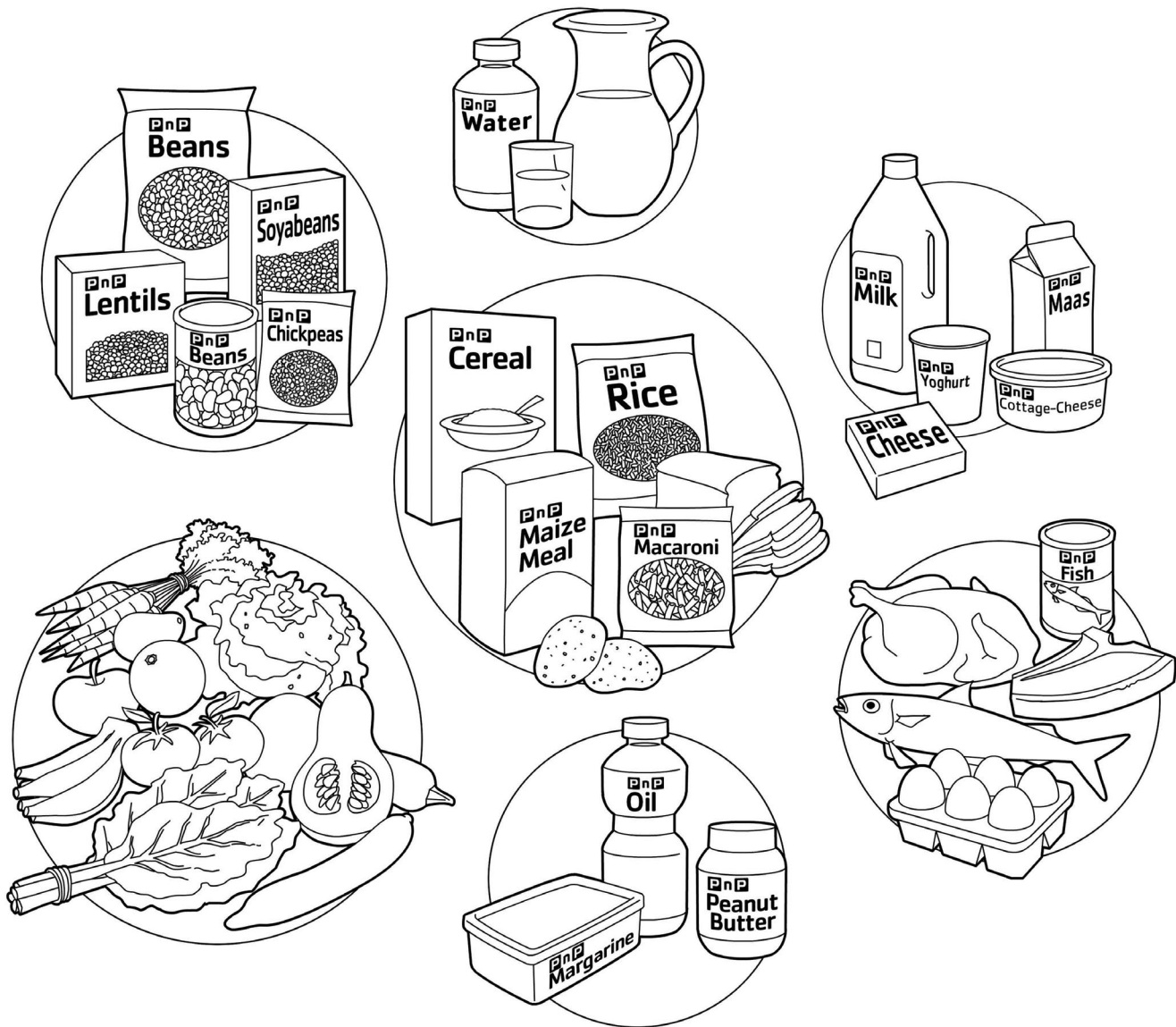
Name:..... Date:.....

Let's plan a day's diet for breakfast, lunch and supper.

Below you can see a copy of The South African Food Guide which covers seven food groups.

The size of the circle shows how much you should eat of each food group compared to the others.

1. Which food group should you eat the most of? \_\_\_\_\_



## Section B

### Foundation Phase

### Grade 3

Here are three plates for breakfast, lunch and supper.

2. Draw the healthy food you would like to eat tomorrow for each meal.

**Breakfast**

**Lunch**

**Supper**

**Learner Activity 2**

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**3. Discuss with a friend**

- Which food group did you have the most from for breakfast?
- Which food group did you have the most from for lunch?
- Which food group did you have the most from for supper?
- Which is your favourite healthy starchy food?
- Which is your favourite protein?
- What is your favourite dairy product?

## 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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