

# Educator Workbook

CAPS-aligned

## Grade 1–7

Growing tomorrow's  
leaders through  
fostering good  
nutritional habits

Life Skills

English Home  
Language



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# Section A

## Introduction

### Foreword

The Pick n Pay Technical Educator Workbook for Grade 1-7 learners has been developed to include the following subjects: Life Skills, English Home Language and Mathematics. The Learner Activities in the workbook are based on the new CAPS curriculum that was introduced in 2012 and are grade specific. The Educator Workbook will direct you with lesson plans based around the Learner Activities. The focus of these Learner Activities is to educate learners about healthy living and making the right food choices.

These Learner Activities can be used in the classroom to supplement what you are already doing as part of the CAPS curriculum. 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 1**

English Home Language – sorting

Life Skills – eating healthy food

#### **Grade 2**

English Home Language – healthy food story

Life Skills – what we need to live

#### **Grade 3**

English Home Language – writing

Life Skills – food groups

#### **Grade 4**

Mathematics – data handling

Life Skills – dietary habits of children

#### **Grade 5**

English Home Language – writing and presenting

Life Skills – food and environmental responsibility

#### **Grade 6**

English Home Language – report writing

Life Skills – food preparation and food storage

#### **Grade 7**

English Home Language – creates an advert

Life Skills – personal diet and nutrition

## Introduction

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## Background and Context

Pick n Pay School Club is celebrating its 15<sup>th</sup> 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



# Section B Foundation Phase Grade 2

## Educator Guide

<b>Name of Learner Activities</b> Learner Activity 1: What do we need to live? Learner Activity 2: Write a healthy food story	<b>Time:</b> 1 hour per lesson	
<b>Grade 2</b>	<b>Subject:</b> Life Skills Term 1 English Home Language Term 3	
<b>Curriculum Standards (CAPS):</b> <b>Life Skills Term 1</b> <ul style="list-style-type: none"><li>Beginning Knowledge and personal and social wellbeing: What we need to live<ul style="list-style-type: none"><li>Different types of food – for growth, energy, health</li></ul></li></ul> <b>English Home Language Term 3</b> <ul style="list-style-type: none"><li>Writing: Writes 1-2 paragraphs (at least eight sentences on personal experiences or events)</li></ul>		
<b>Objectives</b>		
<b>The learners will:</b> <ul style="list-style-type: none"><li>Identify four food groups and how they help the body to be healthy</li><li>Identify the healthy food items in the picture, colour them in and then count them</li><li>Discuss picnics and the type of food items one takes on a picnic</li><li>Read the pictures of a story and write own story consisting of at least eight sentences</li></ul>		
<b>Content</b>	<b>Skills</b>	<b>Values</b>
<b>Learner Activity 1: What do we need to live?</b> Food groups: fruit, vegetables, protein, legumes; food group examples in a picture; counting.	<b>Learner Activity 1: What do we need to live?</b> Identify four food groups and show how they help the body become healthy; identify and colour-in food items that belong to the four food groups in a picture; count the examples of each food group and write the number; add the numbers of food items coloured in.	<b>Learner Activity 1: What do we need to live?</b> Healthy food groups enable the body to grow properly.
<b>Learner 2: Write a healthy food story</b> Picnic; healthy food; story; vocabulary; sentences.	<b>Learner Activity 2: Write a healthy food story</b> Discuss picnics and the type of food one takes on a picnic; discuss the learners’ family picnics or other outings; discuss the story in pairs; relate story to own lives; read the vocabulary; write sentences.	<b>Learner Activity 2: Write a healthy food story</b> We should choose our daily food from the food groups.
<b>Resources needed</b>		
<b>Learner 1: What do we need to live?</b> Food Groups Song: <a href="http://goo.gl/HN5hiY">goo.gl/HN5hiY</a> ; pencils; crayons; Khoki pens; images found on the Internet or in books/ magazines; copies of the Learner Activity worksheet.		
<b>Learner Activity 2: Write a healthy food story</b> Go on a picnic: <a href="http://goo.gl/XmqNeY">goo.gl/XmqNeY</a> ; pencils; crayons; Khoki pens; flashcards of the words in the wordbank; copies of the Learner Activity worksheet.		
<b>Teacher preparation before starting</b>		
Look through the worksheet and the lesson plan and collect all the necessary resources. Familiarise yourself with content for the two lessons. Collect the resources before the lesson. If the learners need to bring some of the resources to school, inform their parents in advance. Print sufficient learner activity worksheets.		

## Section B Foundation Phase Grade 2

### Teaching the Learner Activities

#### Learner Activity 1: What do we need to live?

Introduce the lesson

- Introduce the idea of categories of healthy food (food groups) and let the learners come up with the food group categories on their own.
- Explain that the lesson includes four food groups. Write the following four food group categories on flash cards: dairy products, fruit, vegetables and protein. Paste these on the board. Make sure you have at least six examples of each food item for each food group to place on the board.
- Ask learners to go up to the board and paste a picture in the correct food group category.
- Play the 'Food Groups Song' from YouTube: [goo.gl/HN5hiY](https://www.youtube.com/watch?v=goo.gl/HN5hiY) and let the learners sing along.
- Have a discussion on what the different food groups do to the body to keep it healthy.

Complete the Learner Activity

- Hand out the Learner Activity worksheets and let the learners look through them.
- Ask learners to read out the four food groups. Let them then try and match the food group to what it does for the body. They link the two columns using a coloured pencil/Khoki.
- Allow the learners to think of examples for each of the food groups. Your pictures will still be on the board for them to refer to.
- Learners identify examples of each food item in the picture. They colour them in and count them.
- Learners count the total number of food examples for each food group in the picture.
- After the learners have completed their worksheets let them compare their answers to one another.

Answers:

Dairy products	Help my bones and teeth grow strong
Vegetables and fruit	Give me vitamins and minerals
Chicken, meat, eggs and dried beans	Help build and repair body cells and muscles
Starchy foods like bread and samp	Give me energy

Fruit = 9, vegetables = 8; dairy = 6; protein = 8; Total = 31 items

#### Learner Activity 2: Write a healthy food story

Introduce the lesson

- Discuss picnics and the type of food one takes on a picnic.
- Discuss the learners' family picnics or other outings.
- Talk about the type of food items one takes on a picnic. Relate these to the four food groups (dairy products, fruit, vegetables and protein).
- Talk about funny things that can happen to one on a family outing that involves food. Have your own story ready to relate.
- Write the words from the wordbank on flashcards and read them together with your learners.

Complete the Learner Activity

- Hand out the Learner Activity worksheets.
- Let the learners look at the story and discuss it in pairs.
- Learners share a funny story they have experienced on an outing for a picnic with each other.
- Play the YouTube video 'Let's go on a picnic': [goo.gl/XmqNeY](https://www.youtube.com/watch?v=goo.gl/XmqNeY) (1.39 mins).

## Section B Foundation Phase Grade 2

- e) The learners write their first draft consisting of around eight sentences on a piece of paper. Let them use their personal books for words that they don't know.
- f) Help them correct their drafts so that they can write a final neat copy.
- g) Allow learners to read each other's copies.
- h) Mark their work according to the Assessment Rubric.

### 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?

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# Section B

## Foundation Phase

### Grade 2

*What do we need to live?*

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

1. Draw a line from the name of the healthy food in Column A to the way it helps our bodies in column B.

**Column A**

**Column B**

Dairy products	Give me energy
Vegetables and fruit	Help build and repair body cells and muscles
Chicken, meat, eggs and dried beans	Help my bones and teeth to grow strong
Starchy foods like bread and samp	Give me vitamins and minerals

2. Can you find the healthy food items in the picture?



# Learner Activity 1

3. Complete the following:

- a) Colour-in the vegetables. How many can you count? \_\_\_\_\_
- b) Colour-in the fruit. How many can you count? \_\_\_\_\_
- c) Colour-in all the dairy products. How many can you count? \_\_\_\_\_
- d) Colour-in all food that provides protein. How many can you count? \_\_\_\_\_
- e) How many healthy food items have you coloured in altogether? \_\_\_\_\_

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# Section B

## Foundation Phase

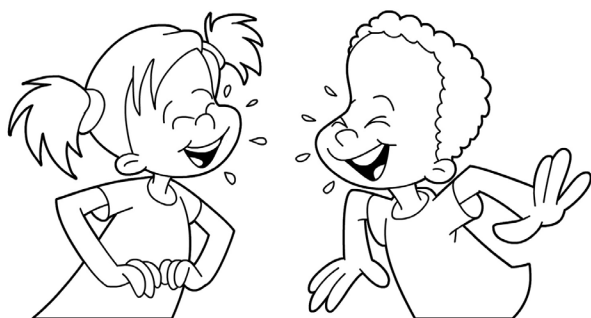
### Grade 2

Write a healthy food story

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

Here is a picture story about a picnic and healthy food.

1. Look at the pictures, create a story that fits with the pictures and tell your friend.



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2. Answer the following questions:

- a) What is your favourite fruit? \_\_\_\_\_
- b) What is your favourite vegetable? \_\_\_\_\_
- c) Write eight sentences in your class workbook about a personal experience you have had with food at a picnic or birthday party.

Here are some words to help you:

**picnic basket carrots garden milk meatballs dog party**  
**sandwiches grapes blanket laughed ants ball**

## 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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