

# 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

## 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 Intermediate Phase Grade 4

## Educator Guide

<b>Name of Learner Activities</b> Learner Activity 1: Data handling: which healthy foods does your class like? Learner Activity 2: Healthy eating habits	<b>Time:</b> 1 hour per lesson	
<b>Grade 4</b>	<b>Subject:</b> Mathematics Term 1 Life Skills Term 4	
<b>Curriculum Standards (CAPS):</b> <b>Mathematics Term 1</b> <ul style="list-style-type: none"><li>Data handling<ul style="list-style-type: none"><li>Collecting and organising data: Collect data using tally marks and tables for recording</li><li>Representing data: Draw a variety of graphs to display and interpret data including bar graphs</li></ul></li></ul> <b>Life Skills Term 4</b> <ul style="list-style-type: none"><li>Personal and social wellbeing: Health and environmental responsibility<ul style="list-style-type: none"><li>Dietary habits of children</li></ul></li></ul>		
<b>Objectives</b>		
<b>The learners will:</b> <ul style="list-style-type: none"><li>Create a tally chart to record responses from a healthy food survey</li><li>Create and interpret a bar graph based on the findings of the survey</li><li>Discuss the requirements of the South African Food Guide, and how the different food groups help our bodies</li><li>Keep a food diary based on the South African Food Guide for a week</li></ul>		
<b>Content</b>	<b>Skills</b>	<b>Values</b>
<b>Learner Activity 1: Data handling: which healthy foods does your class like?</b> South African Food Guide; food groups; survey; tally chart; data; bar graph; interpretation of bar graph.	<b>Learner Activity 1: Data handling: which healthy foods does your class like?</b> Discuss the South African Food Guide and its recommendations; outline the requirements of each of the five food groups being dealt with; create a survey; gather votes using a tally chart; make a bar graph; interpret the bar graph and summarise findings.	<b>Learner Activity 1: Data handling: which healthy foods does your class like?</b> Even if one has a favourite food group, one must eat a balanced, healthy diet.
<b>Learner Activity 2: Healthy eating habits</b> South African Food Guide; the effect of food groups on the body; breakfast, lunch and supper; food diary.	<b>Learner Activity 2: Healthy eating habits</b> Discuss the South African Food Guide and its recommendations; match the food groups to the way the different food groups help the body; create a food diary on one’s current eating habits; learners plan a menu according to the South African Food Guide and share it with their parents, keep a food diary for a week and notice if it matches the South African Food Guide.	<b>Learner Activity 2: Healthy eating habits</b> The best way to change bad eating habits is to plan a healthy eating plan and keep a food diary.

## Section B

### Intermediate Phase

### Grade 4

Resources needed
<p><b>Learner Activity 1: Data handling: which healthy foods does your class like?</b></p> <p>Copies of the Learner Activity worksheet; A4 paper for the survey and bar graph; pencil to record votes; food groups image from the South African Food Guide from the Health24 website: <a href="http://goo.gl/CaeNzv">goo.gl/CaeNzv</a>; crayon; a ruler and eraser; pens; Khoki pens; a tally chart example; a bar graph example; flash cards of the five food groups for today's survey.</p> <p><b>Learner Activity 2: Healthy eating habits</b></p> <p>Copies of the Learner Activity worksheet; A4 paper for the eating habits record and the food diary; crayons; an eraser; pens; Khoki pens.</p>
Teacher preparation before starting
<p>Look through the worksheet and the lesson plan and collect all the necessary resources. Familiarise yourself with content for the two lessons before the lesson starts. Look up the Health24 website and locate the South African Food Guide image. Print sufficient learner activity worksheets. Create a tally chart and a bar graph as visual aids.</p>
Teaching the Learner Activities
<p><b>Learner Activity 1: Data handling: which healthy foods does your class like?</b></p> <p>Introduce the lesson</p> <ol style="list-style-type: none"> <li>The purpose of this lesson is to motivate learners to think about the South African Food Guide and its suggested daily intake for the seven food groups that it identifies. Open the Internet location of the Food Guide and save the image. This shows the amount one should consume daily in relation to the other food groups. <ul style="list-style-type: none"> <li>Discuss each of the seven food groups and how they help the body. As you talk about them, stick the flashcard names on the board using Prestik. Explain that for today's lesson, five of the seven food groups will be discussed to find out which is the favourite among Grade 4 learners. These five food groups are vegetables and fruit; starchy foods; legumes; milk and dairy products; meat, fish and eggs. Remove the remaining two food groups from the board. Emphasise, however, that all seven food groups are necessary for a healthy diet, regardless of favourites!</li> </ul> </li> <li>Discuss surveys and how they can find out people's preferences on selected topics. Ask if any learners have been asked survey questions in a survey prior to this?</li> <li>Discuss different ways of collecting the data on a survey. Since this is a small survey we will use a tally chart. Explain how this works and show a visual aid example.</li> <li>Talk about what happens to the tally chart numbers in order to understand them better – namely, one creates a graph from the numbers. Talk about a bar graph, and how it works. Use your created bar graph visual aid as a reference point. Explain it step-by-step on the board.</li> </ol> <p>Complete the Learner Activity</p> <ol style="list-style-type: none"> <li>Hand out the Learner Activity worksheets. Go through the worksheet with the learners so that they understand the task.</li> <li>Let them decide which their favourite food group is. The learners then create their own survey sheet with the names of the food groups.</li> <li>Decide how you want the learners to carry out the survey. Will each learner survey everyone else? If so, then the results should be similar which will be interesting to note.</li> <li>After the learners have completed their surveys using tally charts, they record their totals and create their bar graphs. Let them add colour to these.</li> <li>They interpret their bar graphs and write sentences in their class workbooks. They mention their three favourites. They could even paste the bar graphs into their class workbooks. Let the learners share their findings orally and compare them with their friends.</li> </ol>

**Learner Activity 2: Healthy eating habits**

Introduce the lesson

- a) The purpose of this lesson is to motivate learners to think about the South African Food Guide and its suggested daily intake as a way of eating. The lesson encourages the use of a food diary for a week to initiate the habit.
- b) Locate the South African Food Guide image on the Internet Health24 website: [goo.gl/CaeNzv](http://goo.gl/CaeNzv) and make a visual aid from it to display in the classroom. Use this as a discussion point.
- c) Discuss how food groups help the different parts of the body to function properly.

Complete the Learner Activity

- a) Hand out the Learner Activity worksheets.
- b) Read through it with the learners and let them do the matching of the food groups with the effects on the body.
- c) Let the learners list on a piece of paper what they usually have for breakfast, lunch and supper every day during the week.
- d) Allow them to plan what they should rather eat on those days, according to the South African Food Guide.
- e) Let them show this to their parents as changes will need to come from the parents.
- f) After they have done this, they should keep a food diary for a week and notice if they are eating food items from the various food groups.
- g) To assess this unit, refer to the Assessment Rubric in the Resource Section of this Educator Workbook.

**Answers**

Dairy products	Help my bones and teeth grow strong
Vegetables and fruit	Give me vitamins and minerals
Chicken, meat, eggs and legumes	Help build and repair body cells and muscles
Starchy foods like bread and samp	Give me energy
Water	Keeps my body temperature even
Fats and oils	Keep my body warm

**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

### Intermediate Phase

### Grade 4

*Data handling: which healthy foods does your class like?*

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

The South African Food Guide gives us a good idea of how we should eat in a healthy way every day. They have created seven food groups. We will look at five of these food groups.

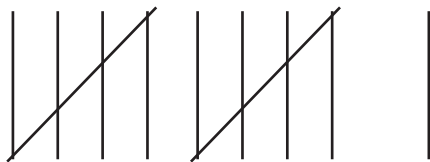
1) Which is your favourite group?

- ☐ Vegetables and fruit
- ☐ Starchy foods
- ☐ Legumes
- ☐ Milk and dairy products
- ☐ Fish, chicken, meat and eggs

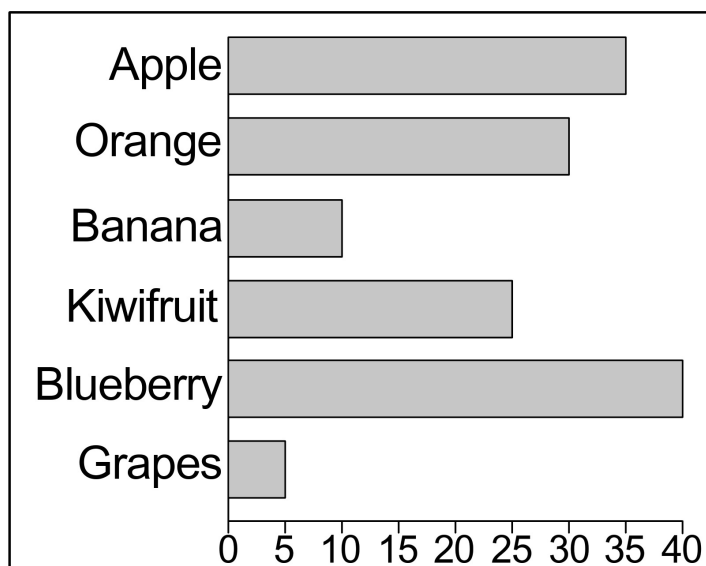
Let's find out which food group is the most popular with your classmates.

2) Write the names of the five food groups above and survey your classmates. Use a tally chart to record which of the five groups is the most popular.

For example: Legumes:



3) When you have collected all the data information, create a bar graph to record your findings. Here is an example of a bar graph:



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## Section B Intermediate Phase Grade 4

4) Write a few sentences about what you have discovered about your class's favourite healthy food group preferences. Mention the top three favourites.

[illegible]

# Learner Activity 1

## Section B

### Intermediate Phase

### Grade 4

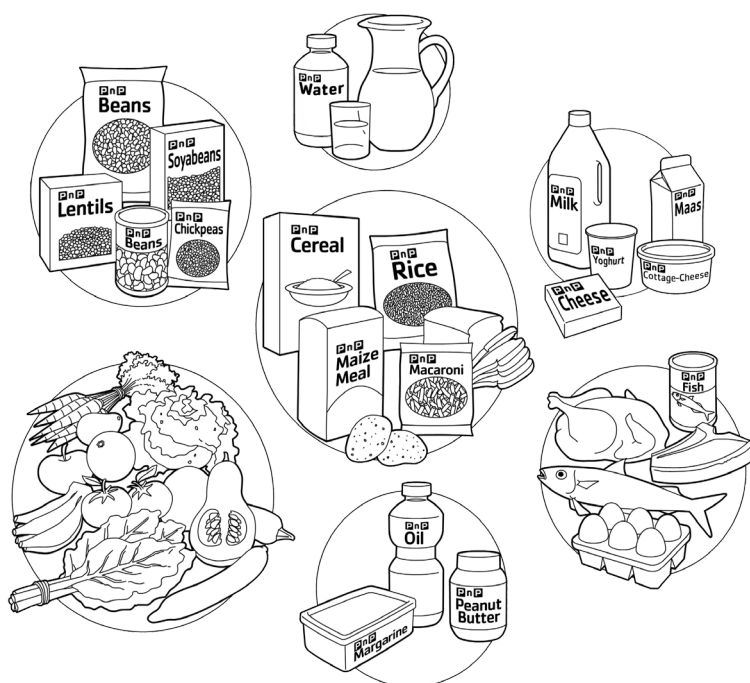
## Healthy eating habits

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

Mpho's teacher is teaching the class about healthy eating. When she asks the children what they eat every day for breakfast, lunch and supper, she gets a shock. They are eating too many unhealthy food items.

She shows the class the picture of the South African Food Guide and explains that it has been designed especially for people in South Africa. The different sizes of the circles indicate how important each of the food groups are, and each circle gives a rough idea of how much of that food group should be eaten in comparison to the other food groups.

Would you like to learn about healthy eating with your class?



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

Dairy products	Keep my body warm
Vegetables and fruit	Help build and repair body cells and muscles
Chicken, meat, eggs and legumes	Help my bones and teeth grow strong
Starchy foods like bread and samp	Give me vitamins and minerals
Water	Keeps my body temperature even
Fats and oils	Give me energy

2. On a piece of paper, make a rough guide of what you usually have for breakfast, lunch and supper every day during the week.
3. Plan what you should rather eat on those days, according to the South African Food Guide.
4. Show your parents what you have planned.
5. After you have done this, keep a food diary for a week and notice if you are eating the food that will keep your body healthy.

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## 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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