

# 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

Background and Context

Acronyms

## Section B

### 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

# 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

## 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

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# Section B

## Intermediate Phase

### Grade 6

<b>Name of Learner Activities</b> Learner Activity 1: Write an information text about food hygiene Learner Activity 2: Food preparation and food storage		<b>Time:</b> 2 hours each
<b>Grade 6</b>		<b>Subject:</b> English Home Language Term 2 Life Skills Term 3
<b>Curriculum Standards (CAPS):</b> <b>English Home Language Term 2 Week 7-8</b> <ul style="list-style-type: none"> <li>• Writing and presenting: Writes an information text</li> </ul> <b>Life Skills Term 3 Topic 3</b> <ul style="list-style-type: none"> <li>• Health and responsibility: Food preparation                         <ul style="list-style-type: none"> <li>o Food storage</li> </ul> </li> </ul>		
<b>Objectives</b>		
<b>The learners will:</b> <ul style="list-style-type: none"> <li>• Discuss and research food hygiene and the problem of contamination</li> <li>• Write an information text about food hygiene</li> <li>• Add tips to avoid unhygienic food storage</li> <li>• Add tips for avoiding unhygienic food preparation</li> <li>• Create a mindmap comparing hygienic and non-hygienic methods of food preparation and food storage</li> </ul>		
<b>Content</b>	<b>Skills</b>	<b>Values</b>
<b>Learner Activity 1: Write an information text about food hygiene</b> Food hygiene; contamination; germs; causes of food contamination; poster; keeping food in the fridge or freezer; personal hygiene when working with food; information text structure.	<b>Learner Activity 1: Write an information text about food hygiene</b> Define food hygiene; define contamination; discuss germs; discuss three stages of dealing with food - production, processing or cooking; discuss food poisoning and relate to own life; think about the causes of food contamination; obtain information about keeping food in the fridge or freezer, and about personal hygiene when working with food. Research further on food hygiene; plan an information text; discuss the structure of an information text; write an information text; present information text orally to the rest of the class or to a group.	<b>Learner Activity 1: Write an information text about food hygiene</b> Collecting facts and presenting them in an information text helps us to understand facts better.
<b>Learner Activity 2: Food preparation and food storage</b> Germs; food decay; food storage tips; unhygienic food storage; food preparation tips; unhygienic food preparation; mindmaps.	<b>Learner Activity 2: Food preparation and food storage</b> Discuss germs, what they are and how they can affect food; discuss food decay and contaminated food; brainstorm unhygienic methods of food preparation; add to a list of hygienic food preparation tips; brainstorm unhygienic methods of food storage; add to a list of hygienic food storage tips; create a mindmap that compares hygienic and non-hygienic food preparation and food storage methods.	<b>Learner Activity 2: Food preparation and food storage</b> We need to always treat food with respect and make sure it is prepared and stored in hygienic conditions.



# Section B

## Intermediate Phase

### Grade 6

#### Learner Activity 2: Food preparation and food storage

Introduce the lesson

- The purpose of this task is to get the learners to understand the importance of hygienic food preparation and hygienic food storage methods. Start by asking if anyone has ever had food poisoning. Perhaps relate an incident you have heard about or experienced yourself. Ask another question 'How did the food poisoning come about?'
- This should lead you into a discussion on food preparation. Find out how much the learners know about germs and about preparing food in a hygienic way.
- Go on to the topic of what to do with leftover food or even perishable food you have bought at the supermarket once you get home.
- Find out how much the learners know about storing food in a hygienic way.
- Show the recommended YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and let the learners relate what they see to food preparation and food storage methods.

Complete the Learner Activity

- Hand out the Learner Activity worksheet and read the opening section on germs with the learners. Ask if anyone has any comments on this section. Find out how much the learners know about germs.
- Place the learners in pairs and let them brainstorm unhygienic ways to prepare food that they have noticed or heard about. After the brainstorm let them share their findings with another pair.
- Let them now work as two pairs in a group of four and read the tips on hygienic food preparation. Ask them to come up with at least two more tips to add to this list. Have a general class report back on their additional tips.
- While the learners are in their groups of four, let them brainstorm the second topic of unhygienic ways to store food.
- They then go on to reading the tips on storing food hygienically and once again add at least two further tips to the ones provided.
- Have a general class report back on their additional tips for hygienic food storage.
- The learners now work individually and they each create a mindmap as a visual representation of what they have discussed and learned, comparing hygienic and non-hygienic methods of food preparation and food storage.

#### 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?

Write an information text about food hygiene

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

### What do we mean by food hygiene?

Food hygiene means that we have to be careful with food so that it does not become contaminated. Food can become contaminated at any stage during its production, processing or cooking stage. This can lead to food poisoning. This contamination can have several causes such as not cooking food thoroughly, not storing food that needs to be chilled at below 5°C, eating food after its 'sell-by' date or food being prepared by someone who is ill or who has unclean hands. Working on an unclean surface can also cause food contamination.

### Posters about food hygiene

1. Look at these articles showing some of the ways we can treat food properly.  
Discuss them with a friend.

#### KEEPING FOOD IN THE FRIDGE OR FREEZER

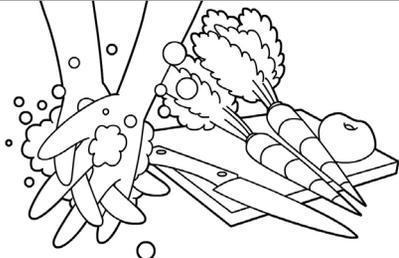
**S**tore cooked food and raw food separately in the fridge. Store strong smelling food in an air-tight container in the fridge.

Do not store food in open tins in the fridge. Never re-freeze food in the freezer. Pack the food properly so that it does not get freezer burn.

Don't leave food in the freezer beyond a certain date.



#### PERSONAL HYGIENE WHEN WORKING WITH FOOD



**W**ash your hands thoroughly before handling food.

Don't cough, sneeze or touch your mouth or nose when working with food.

Make sure the surface you work on is clean when working with food.

Cover any cuts on your hands or arms with a waterproof dressing.

### Write information text about food hygiene

2. Conduct research on food hygiene and write an information text in your class workbook. Information text consists of factual text about the topic being researched. It answers what, when, how and why questions. It is made up of the following parts:
  - A main title
  - Subheadings for the different paragraphs
  - A beginning, a middle and an ending
  - Images, charts or diagrams added where necessary
3. After you have written your information text, present it orally to your class.

# Section B

## Intermediate Phase

### Grade 6

# Food preparation and food storage

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

We have to be careful when we prepare food or store cooked food. Germs are all around us and they are very small and cannot be seen. Some germs can cause food to decay. This food decay, sometimes called food contamination, can cause illness and discomfort if we eat it. For example, drinking sour milk, or eating mouldy bread and rotten meat can cause stomach upsets. Illness can result from food not being prepared or stored in hygienic ways.

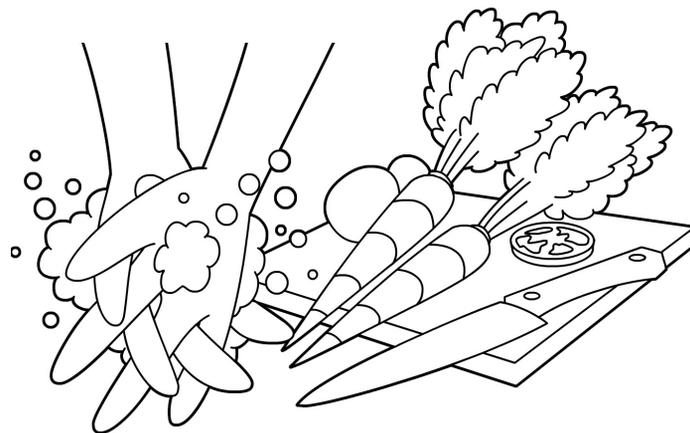
### Food preparation

Work with a friend and discuss ways food can be prepared in an unhygienic manner. Here are four tips for avoiding unhygienic food preparation. Can you and your friend add at least two more tips to this list?

1. Always make sure that your pots, your other cooking utensils, and the containers used for storing food are clean. Wash cooking utensils after every meal.
2. Protect food from insects, rodents and other animals while you are cooking.
3. Dirty hands often contain germs that cannot be seen, and these can be transferred to other people, to utensils and to food items. Make sure you always wash your hands before working with food and after going to the toilet.
4. Always cook chicken thoroughly so that there is no pink flesh when cooked. Undercooked chicken can contain bacteria that causes food poisoning.

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_



# Section B Intermediate Phase Grade 6

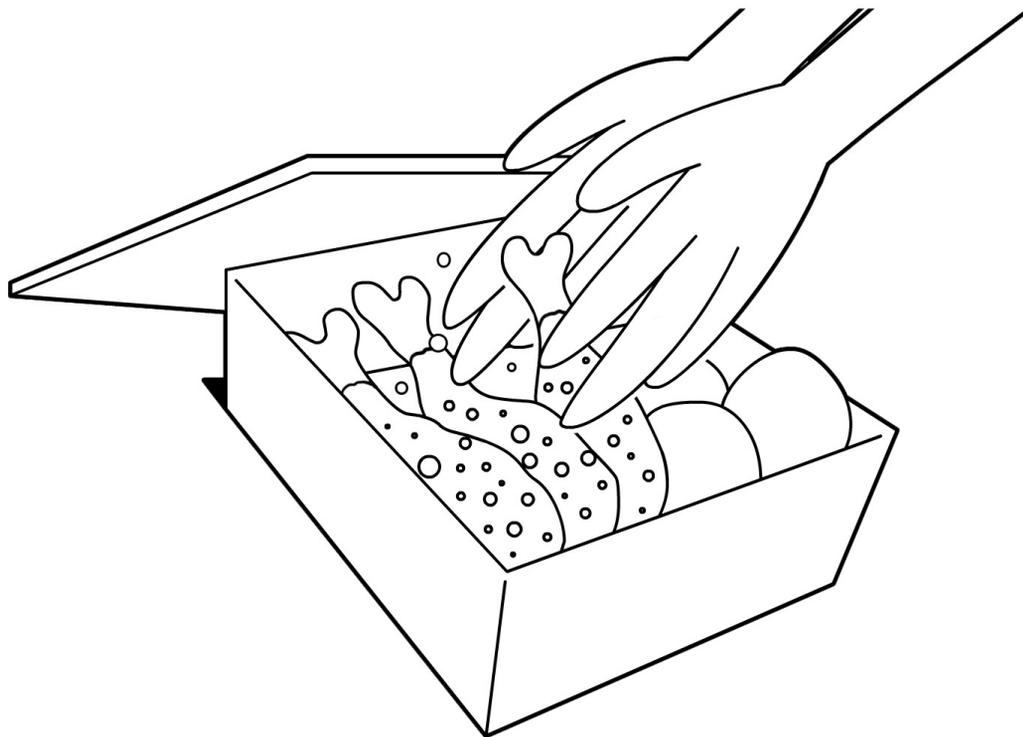
## Food storage

Here are four tips to avoid unhygienic food storage. Work with a friend and add two more tips to this list.

1. Make sure that leftover food has a cover over it to prevent insects settling on it.
2. Remember to keep bread in an airtight container so that it lasts longer.
3. Keep food as cool as possible by storing it in containers in the fridge or in another cool place in your home.
4. If left-over food starts to smell strange, or has mould growing on it, rather throw it away.

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_



# Learner Activity 2

## Mindmap

In your class workbook, create a mindmap with the information you have acquired comparing hygienic and non-hygienic methods of food preparation and food storage.

# 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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