THE PICK N PAY LIVEWELL

Healthy Living WORKSHEETS

GRADE FIVE

Small changes can make a big difference
Curriculum Links: Life Skills

| Grade 5 | Personal and Social Well-being  
Term 3  
Topic 3: Health and environmental responsibility  
• Healthy eating for children:  
  - South African Food-Based Dietary Guidelines  
  - Dietary needs of children  
  - Factors influencing food intake of children |
Look at this poster. It was made by a mother to help her children eat healthier food.

1. Write down three lessons that you can learn from the poster about what not to eat.

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2. Write down three lessons that you can learn from the poster about what you should eat.

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3. What do you think is meant by a ‘balanced meal’?

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4. Draw and label two lunchboxes. The first one must be an unhealthy lunchbox and the other one must be healthy. Compare them with a partner/friend.

5. Create your own poster called “No Junk Food Allowed”.
Food guides are created to show us what proportions food should be eaten in. That means it shows us how much of one food group should be eaten compared to another.

This is because some foods make up a larger part of our daily food intake, such as grains and cereals. We eat other food in far smaller amounts, such as fats and oils. However, they all contain nutrients and, with correct planning, we can eat a balanced and varied diet.

Look at the picture below. It is a South African Food Guide.

1. Match the food group with the letter. The first one has been done for you.

   Water = A
   Oils and Fats = ..............
   Protein-rich (body-building foods) = ..............
   Carbohydrates (energy-giving foods) = ..............
   Legumes (dry beans, lentils and soya) = ..............
   Dairy (bone building foods) = ..............
   Fruit and Vegetables (protective foods) = ..............
2. Use the table below to keep track of what you eat on one day of the week. At the end of the day, write down the food group of each thing you ate. For example:

<table>
<thead>
<tr>
<th>Meal</th>
<th>I ate...</th>
<th>The food group is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Cereal, Milk, Banana</td>
<td>Carbohydrates, Dairy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fruit</td>
</tr>
</tbody>
</table>

Now fill out your own Food Record:

<table>
<thead>
<tr>
<th>Meal</th>
<th>I ate...</th>
<th>The food group is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Add up how many of each food group you ate in one day:

<table>
<thead>
<tr>
<th>Food Group</th>
<th>I drank / ate...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Oils and Fats</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td></td>
</tr>
<tr>
<td>Carbohydrates and Sugars</td>
<td></td>
</tr>
<tr>
<td>Legumes</td>
<td></td>
</tr>
<tr>
<td>Dairy</td>
<td></td>
</tr>
<tr>
<td>Fruit and Vegetables</td>
<td></td>
</tr>
</tbody>
</table>

4. Based on what you ate, and using the Food Guide as a guide, what three changes do you think you could make to your diet to make it healthier?

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Decisions, decisions!

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

1. Your family has decided to reduce the amount of salt in their diet. But none of you can decide on which foods to give up.
   a. You have come up with a solution.
   b. You are going to write down all the ways that you can reduce salt in your diet.
      Your poster will help with that information.
   c. You are then going to create a spinning wheel with all the choices available.
   d. You then get to spin the wheel twice.
   e. Whichever choices it lands on will decide what your family must change.

2. Write down 6 ways to reduce salt.

   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

   |   |   |
---|---|---
| **Eat less take-aways** | **Eat salty snacks less often** |
| **Check food labels for sodium (salt) content and choose fresh, unprocessed food** | **Use less stock cubes and gravy powder** |
| **Rinse canned vegetables, beans, peas and lentils before you cook with them** | **Do not add salt to cooked food that has salt in it** |

Proudly brought to you by

PICK N' PAY
School Club
3. Design and create a spinning wheel like this. Write down your six ways in each segment of the wheel.

4. Spin the wheel twice. What did you land on?

   a. 
   b. 
1. **Your school is taking your grade on an overnight outing.**
   a. Your class has been asked to create the menu for the outing.
   b. You will need a meal plan for lunch, dinner and breakfast the next morning.
   c. All the meals must be healthy and well-balanced. This means you must use food from all the food groups in the correct proportions.
   d. Use the plate below to assist you.
   e. Before you start planning, can you label each food group from the choices below?
      - Fruit and vegetables
      - Proteins
      - Carbohydrates
      - Dairy
      - Fats
Healthy comparisons

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

1. We always hear the words ‘make healthier choices’. Let’s do an exercise to help us understand this. Your mom is making chicken for dinner. Help her to make the healthiest choice in each group.

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Skin</th>
<th>No Skin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Reason: ............................................................................................... 

<table>
<thead>
<tr>
<th>Cooking</th>
<th>Fry</th>
<th>Roast</th>
<th>Steam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Reason: ............................................................................................... 

<table>
<thead>
<tr>
<th>Sauce</th>
<th>Lemon juice and herbs</th>
<th>Ready-made sauce</th>
<th>Oil and salt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Reason: ............................................................................................... 

<table>
<thead>
<tr>
<th>Sides - Pick as many as you want (give reasons for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roast potatoes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>White rice</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Brown rice</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Bread and butter</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Potato salad with mayonnaise</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fresh green salad with avocado</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>


Proudly brought to you by

Pick n Pay School Club
Drinks
Fizzy drink
Fruit juice
Water

Reason: ...............................................................................................................................................................................................

2. Create a dessert that does not have too much sugar added to it.
   It can be hot or cold.
   It can contain any ingredients including fruit.

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Answers

No skin: Chicken skin contains fat.
Steam: Steam so less nutrients are lost, and no extra fat is added.
Lemon juice and herbs: There is no added salt, but lots of flavour.
Best side: Fresh green salad with avocado: Fresh is best and avocado contains natural fats which are healthy for us.
Water: is best! It contains no added sugar and comes straight from nature.
Legumes are plants that have pods with tiny rows of seeds. They include dried beans, peas, lentils, and soya. Legumes are a good source of body building protein and fibre. Fibre keeps the inside of our bodies clean. Legumes can be bought dried and canned.

1. Look at this table. It contains useful information about different types of legumes. Use the information to draw your own picture of the beans.

<table>
<thead>
<tr>
<th>Description</th>
<th>Uses + Cooking Time</th>
<th>My Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Black beans</strong></td>
<td>Small, black, oval beans with white dot at one end and cream-coloured flesh.</td>
<td>Used in soups and stews. 1 to 1 ½ hours</td>
</tr>
<tr>
<td><strong>Black-eyed peas</strong></td>
<td>Medium-size oval beans. White with small black “eye” on one side.</td>
<td>Used in curries. 30 minutes to 1 hour</td>
</tr>
<tr>
<td><strong>Chickpeas</strong></td>
<td>Medium-size, round, roughly shaped, beige beans with nut-like flavour and firm texture. Hold their shape when cooked.</td>
<td>Use in soups, stews, and salads and as snacks. 1 to 1 ½ hours</td>
</tr>
<tr>
<td><strong>Kidney beans</strong></td>
<td>Large, deep- or light-red, kidney-shaped beans with cream-coloured flesh.</td>
<td>Use in soups, stews, and salads. 1 ½ to 2 hours</td>
</tr>
<tr>
<td><strong>Split peas</strong></td>
<td>Green or yellow. Whole dry peas, skinned and split.</td>
<td>Cook relatively fast and turn into thick, creamy purée. Used in soups. 30 minutes to 1 hour</td>
</tr>
<tr>
<td><strong>Lentils</strong></td>
<td>Small, lens-shaped legume. Mild flavour; red, brown, and green varieties.</td>
<td>Use in soups, stews, salads, and side dishes. 20 minutes to 1 hour</td>
</tr>
</tbody>
</table>
2. Use the table to answer the following questions.

Which beans:

a. Taste like nuts? .................................................................

b. Are green or yellow? ...........................................................

c. Come in three colours? ......................................................

d. Have a small ‘eye’? ............................................................

e. Have a white dot? .............................................................

f. Are shaped like a body part? ..............................................

g. Cook fastest? .....................................................................

h. Cook longest? .................................................................

i. Get creamy when cooked? .................................................

3. Name three beans used in:

a. Soups ..............................................................................

b. Stews ..............................................................................

c. Salads ..............................................................................

4. Many traditional meals use legumes. Describe a dish that your family makes using legumes. Write down why you like or dislike the dish.

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There are 3 types of exercise that people take part in: Endurance, Strength and Flexibility.

<table>
<thead>
<tr>
<th>Type</th>
<th>Endurance</th>
<th>Strength</th>
<th>Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Running, Cycling</td>
<td>Push ups, Weights</td>
<td>Bending backwards, Touching your toes</td>
</tr>
<tr>
<td>Benefits</td>
<td>Makes your heart beat faster and your breathing heavier.</td>
<td>Makes your muscles stronger.</td>
<td>Helps your muscles and joints to bend and move more easily.</td>
</tr>
</tbody>
</table>

1. Use the table to decide which type of exercise each of the following activities is.
   Running a race, Bench pressing, Ballet, Push ups, Yoga, Swimming, Cartwheels

We need endurance, strength, and flexibility to have a fit, healthy body. We can include different kinds of exercise into our daily activities so that we hardly notice them. But our bodies will still benefit. For example, you can run up the stairs instead of walking or you could help a friend carry a heavy school bag.
2. What type of exercise would you be doing if you run up the stairs?

3. What type of exercise would you be doing if you helped your friend carry a heavy school bag?

4. Give your own two examples of simple activities that you could do for each type of exercise. Write or draw your answers in the space provided.

<table>
<thead>
<tr>
<th>Endurance</th>
<th>Strength</th>
<th>Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example 1: Running a race – endurance; Bench pressing – strength; Ballet – flexibility; Push ups – strength; Yoga – flexibility; Swimming – endurance.

Example 2: Running up the stairs – endurance; Carrying a heavy school bag - strength.