TEACHING NUTRITION
IN THE FOUNDATION AND INTERMEDIATE PHASES
FOR TEACHERS
Nutrition information
Lesson activities
Worksheets
CAPS Life Skills
Teaching Nutrition in the Foundation and Intermediate Phases

This is a resource book for teachers, which includes nutrition information and CAPS compliant learner activities and worksheets as part of the Life Skills (Grade R – 6) curricula. It is accompanied by three readers for learners in Grades 4 – 6: Looking after your Teeth, Food from around the World and A Case of the Runs. A Detective Story About Food Safety.

This pack of nutrition education resources has been developed through a partnership between the South African Sugar Association (SASA), the KwaZulu-Natal Department of Education (KZNDoE) – Nutrition Directorate and Curriculum Directorate and MIET Africa.

Many thanks to the teachers who participated in the focus groups held at different schools within KwaZulu-Natal.

While every effort has been made to ensure the accuracy of information and to acknowledge all sources used, MIET Africa regrets any errors and omissions that may have occurred and will rectify them in future editions of this work.

The project team welcomes comments and feedback on the publications, which may be submitted to nutrition@sasa.org.za or miet@miet.co.za.
Teaching Nutrition in the Foundation and Intermediate Phases

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INTRODUCTION
What we eat, and don’t eat, is very important. Research shows that food choices and dietary practices, together with physical activity, have a direct impact on our health. Sound nutrition is essential for the long-term health and wellbeing of adults and growing children. For various reasons, many people don’t eat properly, and malnutrition—which includes both under- and over-nutrition—is a major concern.

Having accurate knowledge about nutrition is an important step in addressing this issue. Unfortunately, there are a lot of mixed and conflicting nutrition messages out there, leaving many of us confused.

Why a book about nutrition education?

If you have questions like these, then you are not alone. And this book will help to answer some of them.
The aim of this book is to equip you with:

- the knowledge to make informed decisions about nutrition for your own wellbeing and that of your family, as well as for being a role-model for your learners
- interesting resources that are Curriculum and Assessment Policy Statement (CAPS) compliant, to help you to teach your learners about nutrition as part of the Life Skills or Life Orientation curriculum. This will help to establish basic yet accurate nutrition knowledge in your learners from a young age—a good first step towards lifelong healthy eating habits and attitudes to food, nutrition and physical activity

What is in this book?

This teacher guide for Foundation and Intermediate Phase is divided into two parts:

- **Part A: Nutrition**
  Information to answer your nutrition questions (in particular information about the nutrition components of the Life Skills and Life Orientation curriculum)

- **Part B: Teaching nutrition in the Life Skills curriculum**
  - Curriculum-compliant lesson ideas about how to use the learner worksheets in the pack
  - Learner worksheets addressing the nutrition parts of the Life Skills and Life Orientation curriculum: Grades R to 6

*This book is accompanied by learner readers on some of the nutrition topics: Grades 4 to 6.*
1. Nutrition at a glance

In order to practise sound nutrition, we need to know about food and its nutrients as well as the quantities required for a healthy diet.

Nutrition is the study of **foods** and their **nutrients** and the way the body uses these to maintain **health**.

**Foods** are products from plants or animals that are eaten by humans to sustain growth, health and life.

**Nutrients** are the parts of food that are used by our bodies for: growth, energy and protection.

**Health** is a state of complete physical, mental and social wellbeing.

To promote **growth** and development and repair body tissue.

To provide **energy** for activity and our bodily functions.

To protect from disease and regulate body processes, including maintaining our immune system.

---

**ENERGY**

The body uses energy for:

- To keep alive
- To grow
- To keep warm
- To build new tissues/cells
- To move, play, learn and work
- To secrete fluids
- To fight infection

Sunlight is the original source of almost all energy for most plants. Animals eat plants (or other animals, most of which eat plants) and get energy from this food.
2. The nutrients we need

We need many different nutrients, each of which has important functions. The three main classes of nutrients are:

i. water

ii. macronutrients (protein, fats, carbohydrates)

iii. micronutrients (vitamins, minerals)

Water

Water is the only nutrient that is needed by all forms of life, from plants to animals. Water makes up a large percentage of the human body, and its functions include:

- lubricating body parts, such as joints
- transporting nutrients in the blood and excreting waste products, mainly through urine
- assisting in metabolic processes, such as transporting food through the gut
- assisting in regulating body temperature

We need to drink lots of clean, safe water every day—even more so on hot days and during exercise when our bodies lose a lot of water through sweating, and when we are sick and lose water due to vomiting or diarrhoea.

Macronutrients (protein, fats, carbohydrates)

Protein

This makes up a major part of our bodies, especially muscles. We use protein to:

- build new tissue—especially for growth in children and during pregnancy or breastfeeding
- assist body cells to function
- protect the body against infections
- provide energy

Our bodies cannot use other nutrients to make proteins. We can get protein by eating it (e.g. from beans).
Fats

Our bodies need fat to:
- provide energy
- provide essential fatty acids called omega-3 and -6, which play a crucial role in brain function, as well as normal growth and development. Also known as polyunsaturated fatty acids, they help stimulate skin and hair growth, maintain bone health, regulate metabolism, and maintain the reproductive system
- assist in the absorption of some fat soluble vitamins
- regulate some body functions

Carbohydrates

Our bodies need carbohydrates to:
- provide energy
- build cells

The body uses carbohydrates to produce glucose. Glucose is needed by the brain and other muscles to function optimally. It is also used to produce the energy we use to live, learn and play. (When we play sport we use extra energy, and therefore we need to consume more carbohydrates.)

Many carbohydrate-rich foods provide fibre that regulates our digestive system so that we produce soft faeces. Fibre also slows digestion and the absorption of nutrients so that we do not feel hungry too soon after eating.

There are two main types of carbohydrates: simple carbohydrates (sugars) and complex carbohydrates (starches). Fibre is a mixture of different carbohydrates and, even though our body does not metabolize (use) it like other nutrients, it is still needed.

Glucose is a simple form of sugar that is carried by the blood to the different parts of the body.
Our bodies need these in very small quantities for health, growth, maintenance of body tissues and to assist with chemical processes. They do not give us energy, but our bodies need them to help change other nutrients into energy. Even though we only need very small amounts of them, our bodies cannot produce enough, so we need to consume (eat or drink) them.

**Micronutrients (vitamins, minerals)**

<table>
<thead>
<tr>
<th>Vitamins &amp; minerals</th>
<th>Why we need them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vitamin A</td>
<td>Essential for normal growth, development and maintenance of tissue</td>
</tr>
<tr>
<td>Vitamin B6</td>
<td>Essential for normal growth</td>
</tr>
<tr>
<td>Vitamin B12</td>
<td>Involved with folate metabolism</td>
</tr>
<tr>
<td></td>
<td>Related to growth</td>
</tr>
<tr>
<td>Folate</td>
<td>Essential for healthy blood</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>Helps our body fight infections and heal wounds</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>Essential for normal growth and development</td>
</tr>
<tr>
<td></td>
<td>Important for formation and maintenance of normal bones and teeth</td>
</tr>
<tr>
<td>Vitamin E</td>
<td>Prevents the destruction of other vitamins and protects tissue</td>
</tr>
<tr>
<td>Vitamin K</td>
<td>Important in blood clotting and bone metabolism</td>
</tr>
<tr>
<td>Thiamin</td>
<td>Essential for growth, normal appetite, digestion and healthy nerves</td>
</tr>
<tr>
<td>Riboflavin</td>
<td>Essential for growth</td>
</tr>
<tr>
<td>Niacin</td>
<td>Also plays a role in the growth of healthy skin, helps nerves develop normally and helps your digestive system stay healthy</td>
</tr>
<tr>
<td>Pantothenic Acid</td>
<td>Essential for the metabolism of carbohydrates, fats and proteins</td>
</tr>
<tr>
<td>Calcium</td>
<td>Needed for bone and teeth development</td>
</tr>
<tr>
<td>Phosphorus</td>
<td>Needed by all cells in our body</td>
</tr>
<tr>
<td>Magnesium</td>
<td>80% found in bone and teeth</td>
</tr>
<tr>
<td></td>
<td>Plays a role in many bodily reactions</td>
</tr>
<tr>
<td>Iron</td>
<td>Also found in bone and teeth</td>
</tr>
<tr>
<td></td>
<td>Needed for healthy blood and good health</td>
</tr>
<tr>
<td>Zinc</td>
<td>Essential for growth for children and a healthy immune system</td>
</tr>
<tr>
<td>Iodine</td>
<td>Essential for the health of the thyroid</td>
</tr>
<tr>
<td>Chromium</td>
<td>Associated with metabolism of glucose</td>
</tr>
</tbody>
</table>

**Summary of vitamins and minerals, and why we need them**

**Food and its nutrients**

Most food is a complex mixture of many nutrients. For example, dry beans give us a mixture of protein, complex carbohydrates (starches), fibre, and some vitamins and minerals; fruit gives us carbohydrates and some vitamins; meat gives us protein, fat and some minerals and vitamins.

But, although most foods give us more than one nutrient, no one or two foods can give us all the nutrients we need. We need to eat a variety of different foods to meet our nutrient needs.
### The nutrients we get from food

<table>
<thead>
<tr>
<th>Starchy foods</th>
<th>Vegetables and fruit</th>
<th>Legumes</th>
<th>Meat, chicken, fish, meat, eggs</th>
<th>Milk, maas and yoghurt</th>
<th>Fats</th>
<th>Sugar</th>
<th>Salt</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. potatoes, maize meal, rice, bread, pasta</td>
<td>e.g. butternut, spinach, apples, oranges, peaches, bananas</td>
<td>e.g. beans, lentils, soya</td>
<td>e.g. margarine, cooking oil</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide: • carbohydrates • vitamins and minerals</td>
<td>Provide: • carbohydrates • fibre • vitamins and minerals</td>
<td>Provide: • protein • carbohydrates • fibre • vitamins and minerals</td>
<td>Provide: • protein • vitamins and minerals</td>
<td>Provide: • fat • vitamins</td>
<td>Provides: • carbohydrates</td>
<td>Provides: • sodium • minerals</td>
<td></td>
</tr>
</tbody>
</table>

In South Africa, maize meal and bread flour are fortified with extra vitamins and minerals such as vitamin A, thiamine, riboflavin, niacin, folic acid, pyridoxine, iron and zinc.

Starchy foods, like brown bread, potato skins and samp, also contain fibre.

All vegetables and fruit offer health and protective benefits as they are rich in a variety of vitamins and minerals as well as fibre.

Legumes are a source of protein, carbohydrates and some vitamins and minerals.

Food from this group is one of the main sources of protein in the diet. They also contribute significantly to intakes of iron, zinc and omega-3 fatty acids.

They also contain saturated fats and cholesterol (which should be limited in the diet to prevent heart disease).

These foods contribute significantly to our calcium intake.

Plant fats (e.g. avocado, sunflower oil and margarine) are healthier than animal fats (e.g. chicken skin, lard and butter).

White sugar and brown sugar have the same amount of carbohydrates.

In South Africa, most salt is enriched with a nutrient called iodine.
3. Healthy and unhealthy food

Generally, foods that have more nutrients are considered “healthy”, while foods that have fewer nutrients are considered “unhealthy”.

We should eat nutrient-rich foods regularly, and reserve foods with fewer nutrients for a treat—i.e. they should not replace our main meals. For example, a healthy lunch could be a sandwich or cooked school meal that is followed by a sweet (as a treat). If you eat too many things like sweets or chips at teatime, you might then be too full to eat lunch, or you will overeat by eating both your lunch and the sweets or chips.

All foods can be part of a balanced diet, so it is better to talk of a healthy or unhealthy diet, rather than healthy or unhealthy foods. If your diet is made up mainly of foods with few nutrients, then it is unhealthy; if your diet has predominantly foods that have lots of nutrients, then it is a healthy diet. So it is important to think about the type and variety of nutrients that are found in different foods. This will allow you to make food choices that ensure the right proportions of nutrient-rich foods, with only a few “unhealthy” choices, perhaps as a treat.

The South African Food Based Dietary Guidelines have been drawn up to help us make these wise food choices to ensure a balanced diet.
South African Food Based Dietary Guidelines

These are a set of guidelines to assist in making healthy food choices and putting together a balanced diet using the foods that we in South Africa know and have access to. Its food-based messages are positive and understandable, and are outlined below.

Enjoy a variety of foods

“Variety” means eating different foods during a particular meal and on different days, as well as preparing food in different, healthy ways: in general, the more colourful a plate of food, the greater the variety. Variety ensures that our diet contains sufficient nutrients, and that it is enjoyable.

Usually our bodies can get all the nutrients they need through food, so we do not necessarily need vitamin and mineral supplements unless they are prescribed by a health professional.
Regular physical activity has many benefits, including weight control and the reduction of the risk of heart disease and diabetes. You should do some form of physical activity daily and maintain this as a habit. But being active is not just about exercise; it is also about being energetic—e.g. use the stairs instead of the lift; do gardening or housework; walk to school.

Make starchy food part of most meals

Starchy foods include maize meal, cereals, samp, bread, rice, pasta, potatoes and roti (Indian bread). These foods are rich in carbohydrates, our main source of energy, and should be consumed at every meal. Fortified bread and maize meal are good choices of starchy foods.

Eat dry beans, split peas, lentils and soya regularly

Eat these legumes two to three times a week. They are easy to store (no refrigeration required), are high in protein and fibre, and low in fat. They can easily be included in soups, stews, casseroles and curries.

Eat plenty of vegetables and fruit every day

Vegetables and fruits are high in vitamins, minerals, fibre and water. Eat vegetables in at least one or two mixed meals per day. Fruit can be eaten as snacks between meals. There are many vitamins and minerals in vegetables and fruits that have been found to have health benefits and may even protect us from diabetes, heart disease and some forms of cancer.

Try to eat different vegetables and fruit regularly: at least one with a good source of vitamin C (e.g. tomatoes, the cabbage family, citrus fruit and guavas) and one fruit or dark green or dark yellow vegetable (e.g. spinach, butternut, carrots and broccoli).

Fish, chicken, lean meat or eggs could be eaten daily

You can eat small portions of these foods daily.

Animal-based foods are higher in fat (saturated fat) and we tend to eat more of these than required. Try to include more fatty fish (e.g. snoek, sardines, pilchards, mackerel and salmon) in your diet, and eat less fatty meat. Remove skin from chicken and visible fat from meat before cooking.
Drink lots of clean, safe water

Everyone should drink at least six to eight glasses of liquid per day. Even more important is that you drink when you are thirsty and when you are physically active (e.g. when playing sport or games).

Have milk, maas or yoghurt every day

Milk, maas and yoghurt are important dairy products. They are good sources of calcium. The best choices are those that are low in fat and low in sugar.

Use fat sparingly: Choose vegetable oils rather than hard fats

Limit your fat intake, especially saturated and trans fats—e.g. animal fats, full cream dairy products, chocolate, coconut, hard margarine, baked goods (e.g. pies and biscuits), palm oil, coffee creamers and artificial cream. Rather include monounsaturated fats (canola and olive oil, avocado, peanut butter) and polyunsaturated fats (sunflower oil, soft margarine) in limited amounts in your diet.

Use salt and food high in salt sparingly

Many foods already contain enough of the salt that our bodies need. Too much sodium (one of the constituents of salt) can lead to health problems like hypertension (high blood pressure). Only use small amounts of salt in food preparation, and avoid the use of extra salt at the table. Use herbs, spices and salt-free flavourings instead of salt. Limit your intake of foods that have a high salt content, e.g. packet soups, chips and biltong.

Use sugar and food and drinks high in sugar sparingly

Sugar is rich in energy, and is 100% carbohydrate. A moderate intake of sugar or sugar-rich food is acceptable to provide a palatable and nutritious diet (and is often used to provide sweetness to meals like porridge or butternut.) Foods with large amounts of sugar (e.g. sweets, biscuits and cooldrinks) can be eaten as treats and should not replace main meals or snacks.

The right amount of food

Now that we know about the nutrients and which foods contain these nutrients, we come to the question of how much food to eat.

If we eat a varied diet, but do not eat enough food, we become very thin and can suffer from under-nutrition. This can lead to health problems such as increased risk of infections, or poor growth and development in children.

On the other hand, if we eat too much food, even if varied in nutrients, we will gain weight. Obesity is a growing problem that carries serious health risks, such as the risk of heart attack, diabetes, high blood pressure and strokes.
If you look back at the nutrients our bodies need, you will notice that while water, minerals and vitamins are essential for health, they do not give us energy. Only macronutrients—carbohydrates, proteins and fats—can provide energy. Gram for gram, proteins and carbohydrates give the same amount of energy. However, a gram of fat contributes more than double the amount of energy found in a gram of protein or carbohydrate. So fats are more energy-rich than proteins and carbohydrates.

**Dietary needs of adults**

We all have different energy needs and our energy requirements change at different times. For example, our energy needs are greater during exercise, pregnancy and breastfeeding, and during or when recovering from illness. Adults need more energy than children, and men need more energy than women.

**Dietary needs of children**

The preschool and primary school years are a time of significant growth for a child—physically, socially, cognitively and emotionally. Therefore they need to follow the healthy-eating guidelines discussed above so that their bodies get all the nutrients they need for growth.

**How much food do children need?**

Because children are growing, and developing teeth, bones, muscles and blood, they need nutritious food. To provide all the essential nutrients, a child’s meals and snacks should include a variety of foods—in amounts suited to their appetite and needs. Serving sizes increase with age.

**Portion sizes for children**

For children up to the age of 12, a rule of thumb is: for each year of age, one tablespoon of meat, starch, vegetable or fruit is equal to one portion. So, a two-year-old should eat two tablespoons of each food, a three-year-old three tablespoons of each food, and so on.

However, this is a guide only; the amount of foods provided should be based on the child’s appetite: they should eat when they are hungry and stop when they are full. Only pay special attention to the amount of food a child is eating in cases of under-nutrition (when the child is underweight) or of excessive weight gain. In these instances the child should be referred to a health professional.
### Examples of nutritious meals for children

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
<th>Supper</th>
<th>Snacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porridge or cereal with milk</td>
<td>Rice, maize meal or pasta with a little margarine and</td>
<td>Rice, maize meal, pasta or bread with margarine and</td>
<td>Fruit; nuts / seeds; popcorn; mielies; yoghurt.</td>
</tr>
<tr>
<td>OR</td>
<td>- meat</td>
<td>- meat</td>
<td><strong>OCCASIONALLY AS A TREAT:</strong></td>
</tr>
<tr>
<td>Bread with margarine and</td>
<td>- soya</td>
<td>- soya</td>
<td>sweets</td>
</tr>
<tr>
<td>- cheese</td>
<td>- chicken</td>
<td>- chicken</td>
<td>chips</td>
</tr>
<tr>
<td>- egg or</td>
<td>- fish or</td>
<td>- fish or</td>
<td>biscuits</td>
</tr>
<tr>
<td>- peanut butter</td>
<td>- beans</td>
<td>- beans</td>
<td>chocolate</td>
</tr>
<tr>
<td>AND</td>
<td>Bread with a little margarine and</td>
<td><strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td>- cheese</td>
<td>Some vegetables, salad and/or fruit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- chicken</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- meat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- egg or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- peanut butter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some vegetables, salad and/or fruit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakfast is a particularly important meal. It should provide a combination of nutrients, e.g. carbohydrates, protein and fibre.</td>
<td>Some schools are part of the National School Nutrition Programme (NSNP) that provides nutritionally balanced meals to learners. Learners in non-NSNP schools should bring a packed lunch from home. Teachers can provide valuable information on what these meals should contain.</td>
<td>The evening meal is usually the hot meal for the day for most children. It should be a balanced meal as outlined above.</td>
<td>Teach children that chips, vetkoek, sweets, ice-blocks, etc., do not provide them with the nutrients they need for growth. Schools should encourage vendors and tuckshops to provide fruit, peanuts, milk lollies, etc., as healthy alternate snack options.</td>
</tr>
</tbody>
</table>

Parents and caregivers should try to ensure that children don’t spoil their appetites before mealtimes. Make sure that children are only allowed chips, sweets, cooldrinks, etc. as treats—i.e. in small amounts, after meals—and not in place of nutritious food. Nutritional disorders, such as obesity, are more likely to occur when nutrient-dense foods (such as bread, milk, meat, fruit) are replaced with less nutrient-dense foods (such as sweets, chips, cooldrinks).
4. Foods and where they come from

All food that we eat comes either from plants or animals. We talk about this under the following headings:

- Starchy foods
- Vegetables and fruit
- Legumes
- Meat, chicken, fish and eggs
- Milk, maas and yoghurt
- Fats
- Sugar
- Salt

**Starchy foods**

<table>
<thead>
<tr>
<th>Food</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>... is a plant. White rice is the most commonly consumed variety in South Africa.</td>
</tr>
<tr>
<td>Oats</td>
<td>... are a plant. They are eaten mainly as rolled oats.</td>
</tr>
<tr>
<td>Maize meal</td>
<td>... is made from mielies. Maize meal is also known as mielie meal.</td>
</tr>
<tr>
<td>Wheat</td>
<td>... is a plant that is used to make flour. Flour is used to make bread, cakes, biscuits, pastries and rotis.</td>
</tr>
<tr>
<td>Pasta</td>
<td>... is made from high protein wheat. Flour starch and water are mixed and then made into different shapes of pasta.</td>
</tr>
<tr>
<td>Potatoes</td>
<td>... come from the underground part of the potato plant.</td>
</tr>
</tbody>
</table>
Vegetables

- ... are the parts of plants that are eaten, e.g. beetroot and carrots are roots, spinach and lettuce are leaves.
- They add flavour, colour and variety to our diet, but more importantly, essential nutrients that help us grow and remain healthy. Different groups of vegetables add different nutrients to our diet.
- The vegetables in shops and markets are grown on farms.
- We can also grow vegetables in food gardens at home as a source of food. Grow smaller amounts of different vegetables to add variety in the diet.

Classification of vegetables

Vegetables are classified according to the part of the plants that they come from e.g. root vegetables (beetroot), leaf vegetables (cabbage), stem vegetables (asparagus), flower vegetables (cauliflower), bulbs (onion) and fruit vegetables (tomato).

Fruits

- ... comes from the flowers of plants.
- Most fruit trees need good soil and plenty of water and sunlight to grow well.
- Fruits that we get at shops or markets are normally grown on fruit farms.
- We can also grow fruit trees at home, depending on the type of soil at home and the climate.
- Many types of fruit are seasonal (i.e. they bear fruit in different seasons).
# Vegetables and fruit: tastes, textures, colours and shapes

<table>
<thead>
<tr>
<th></th>
<th>Vegetables</th>
<th>Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Taste</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweet</td>
<td>Pumpkin</td>
<td>Mangoes</td>
</tr>
<tr>
<td>Sour</td>
<td></td>
<td>Lemons</td>
</tr>
<tr>
<td>Salty</td>
<td>Vegetables are only salty when salt is added</td>
<td></td>
</tr>
<tr>
<td>Bitter</td>
<td>Broccoli</td>
<td>Olives</td>
</tr>
<tr>
<td><strong>Textures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hard</td>
<td>Carrots (raw)</td>
<td>Apples</td>
</tr>
<tr>
<td>Soft</td>
<td>Tomatoes</td>
<td>Grapes</td>
</tr>
<tr>
<td>Rough</td>
<td>Cauliflower (on the outside)</td>
<td>Pineapples</td>
</tr>
<tr>
<td>Smooth</td>
<td>Peppers (on the outside)</td>
<td>Mangoes</td>
</tr>
<tr>
<td>Furry</td>
<td></td>
<td>Peaches (outside)</td>
</tr>
<tr>
<td><strong>Colours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red</td>
<td>Beetroot; tomatoes; red peppers; red cabbage</td>
<td>Strawberries; watermelons</td>
</tr>
<tr>
<td>Blue / purple</td>
<td>Purple cabbage; brinjal (skin)</td>
<td>Grapes; plums</td>
</tr>
<tr>
<td>Orange / yellow</td>
<td>Carrots; yellow peppers; butternut</td>
<td>Apricots; oranges; peaches</td>
</tr>
<tr>
<td>Green</td>
<td>Spinach; broccoli</td>
<td>Grapes</td>
</tr>
<tr>
<td>White</td>
<td>Cauliflower; onions (inside)</td>
<td>Pears (inside)</td>
</tr>
<tr>
<td><strong>Shapes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bell-shape</td>
<td>Peppers</td>
<td>Pears</td>
</tr>
<tr>
<td>Long</td>
<td>Carrots</td>
<td>Bananas</td>
</tr>
<tr>
<td>Round</td>
<td>Onions</td>
<td>Oranges</td>
</tr>
<tr>
<td>Oval</td>
<td>Potatoes</td>
<td>Watermelons</td>
</tr>
</tbody>
</table>
### Legumes

<table>
<thead>
<tr>
<th>Beans and lentils</th>
</tr>
</thead>
<tbody>
<tr>
<td>• … are grown and harvested as plants.</td>
</tr>
<tr>
<td>• There are many different types of beans and lentils.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Soya</th>
</tr>
</thead>
<tbody>
<tr>
<td>• … products are derived from soya beans.</td>
</tr>
<tr>
<td>• It is also used to make soya milk.</td>
</tr>
</tbody>
</table>

Soya milk is not a dairy product but is a milk-like product that is made from soya beans that have been soaked, ground and strained.

Tofu is a type of cheese made from soya milk.

Many people who are allergic to milk or who do not eat animal products use soya products as an alternative to milk.

### Meat, chicken, fish and eggs

<table>
<thead>
<tr>
<th>Chicken and eggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chicken products and eggs come from chicken.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meat</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pork comes from pigs.</td>
</tr>
<tr>
<td>• Beef comes from cows.</td>
</tr>
<tr>
<td>• Lamb comes from baby sheep, while mutton comes from mature sheep.</td>
</tr>
</tbody>
</table>

### Milk, maas and yoghurt

<table>
<thead>
<tr>
<th>Dairy products</th>
</tr>
</thead>
<tbody>
<tr>
<td>• … come from milk (mainly cows, but also goats).</td>
</tr>
</tbody>
</table>

A cow produces milk from the food it eats and the water it drinks. Dairy products are made from this milk.

Goats also produce milk and various products are made from it (e.g. milk and cheese). In some countries, milk is also produced from sheep, camels, llamas or water buffalo.

<table>
<thead>
<tr>
<th>Some South African milk-producing cows</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Friesland</td>
</tr>
<tr>
<td>• Jersey</td>
</tr>
<tr>
<td>• Guernsey</td>
</tr>
<tr>
<td>• Ayrshire</td>
</tr>
</tbody>
</table>
### Fats

| **Margarine** | … is made from maize, sunflower, canola or other vegetable oils. |
| **Cooking oil** | … is derived from a variety of seeds, fruits or nuts.  
| | The most common oils are from sunflower seeds, but we also get oil from olives, rapeseed and coconut. |
| **Butter** | … is made from the cream of milk from cows. |
| **Avocado** | Because avocado is a plant we know it as a fruit / vegetable, but nutritionally it is a fat. |

### Sugar

| **Sugar** | White and brown sugar comes from sugar cane. |

### Salt

| **Salt** | … is dehydrated sea water. |
5. Factors influencing food intake

Many influences determine food intake and eating habits.

Eating habits refer to why and how people eat, which foods they eat, how they prepare it, when they eat it, and who they eat with. The ways people obtain, store, use and discard food also form part of their eating habits. People’s eating habits are influenced by society, individual preferences and their peers, religious and economic factors and the media, as well as the availability of food.

As far as children are concerned, their habits, likes and dislikes are established in the early childhood years and are carried through to adulthood, when change is often met with resistance. So it is vital to instil and promote good dietary habits at a young age. The major influences on food intake in the developing years include the family environment, societal trends, media and peer pressure.

Society (family and culture)

The influence of the family is very important: the foods that are available in the home become the commonly eaten foods. But children should be taught about other available foods and their nutritional value, especially if these foods are available locally and are affordable. For example, lentils are highly nutritious, cheap and available in South African supermarkets, but are not eaten by some communities because they are unfamiliar.

People do not eat for survival only. We eat according to learnt behaviours regarding etiquette, meal and snack patterns, acceptable foods, food combinations and portion sizes. For example, it is acceptable for some cultural groups to lick their fingers while eating, while for other groups this is considered rude.

Cultural considerations shape our diet, both in terms of what we define as food and how much we eat of it. These considerations may even appear to some as more important than our biological needs. A cultural group provides guidelines regarding acceptable foods, food combinations, eating patterns and eating behaviours. Complying with these guidelines creates a sense of identity and belonging for the individual.

Individual taste preference

Every person has their own food likes and dislikes. For example, someone may not like fish even though the rest of their family really enjoys it.

Roti are a commonly eaten starchy food originating in the Indian community. So although Indians may be living in Africa, Europe or America, roti is a food that symbolises their heritage.

Etiquette refers to acceptable social behaviour.
Peers

Children are influenced by their peers—their friends. It is therefore important that good food choices are promoted at classroom level where all children are present, and that these are consistent throughout their school career; good nutrition thus becomes a learnt behaviour.

Religious factors

Religion can affect a person’s food choices and eating habits. In some religions certain foods are not allowed to be eaten. For example, Jews and Muslims do not eat pork.

Economic factors

Money, values and consumer skills all affect the food a person buys. Food can reflect social status, but it is important to remember that the price of a food does not necessarily indicate its nutritional value. In South Africa it is increasingly common to eat out at restaurants or to buy convenience foods. Unfortunately, in affluent societies, people sometimes eat too much or eat foods that don’t have enough nutrients.

Media

Commercial advertising via the radio, television, magazines and newspapers also impacts on dietary habits. This is even more the case if the medium is entertaining and appeals to children as they are experimental and want to try the advertised items. There is more media exposure of less healthy food choices than of nutritious food choices. Further, extended periods of inactivity—such as when watching a lot of television—promotes sedentary habits: the child is not engaging in physical activity, but is sitting still and is often snacking; more energy is taken in and less energy is expended, which can result in gaining of weight and obesity.

Availability of food

In the South African school setting, the availability of foods is more important in determining dietary choices than are family, society, media and peers. Being a developing country, many low income communities struggle to get access to basic necessities, like water, sanitation and food.

Therefore, these communities need:
- information on how to use their available foods most appropriately, e.g. to make the most of the nutrients in the food they consume
- advice and support on promoting local food production, by starting home food gardens (e.g. to grow mielies), rearing chickens for eggs, etc.
Food and water become harmful when they contain substances that are hazardous to our health. They can be contaminated in one of three ways: biologically, chemically or physically.

It is difficult to identify foods that contain harmful substances as in most cases they are invisible to the human eye.

### Food hazards

<table>
<thead>
<tr>
<th>Physical</th>
<th>Chemical</th>
<th>Biological</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are most easily identifiable, but usually only upon close inspection. Sometimes they may be covered by the food itself and therefore invisible.</td>
<td>Can sometimes result in the food being different in colour, taste or smell, in which case the food should be discarded.</td>
<td>Are the most difficult to identify as there are usually no visible signs of contamination.</td>
</tr>
<tr>
<td>Glass</td>
<td>Plant toxins</td>
<td>Bacteria</td>
</tr>
<tr>
<td>Bone</td>
<td>Animal toxins</td>
<td>Moulds</td>
</tr>
<tr>
<td>Metal</td>
<td>Agricultural chemicals</td>
<td>Viruses</td>
</tr>
<tr>
<td>Plastic</td>
<td>Industrial chemicals</td>
<td>Parasites</td>
</tr>
</tbody>
</table>

### Food and waterborne diseases

More than 90% of foodborne diseases are caused by bacteria. For example, an outbreak of Hepatitis A can result after food is contaminated with faecal matter. Some parasitic infections are transmitted through the consumption of food (e.g. tapeworms in humans, acquired through eating contaminated pork that has not been properly cooked).

Typical foods that cause foodborne diseases are unpasteurised milk, undercooked eggs, and raw and/or undercooked meat, poultry and fish.

Some diseases result from the consumption of infected water, e.g. cholera.

Symptoms of common foodborne diseases include diarrhoea, abdominal pain, nausea and vomiting, cramps and fever.

Food safety and hygiene practices can prevent foodborne illnesses and diseases.
Protecting food and water and keeping it safe

The following are important: make water safe to drink; store food safely; prepare food thoroughly; report foodborne diseases.

Make water safe to drink

If water is not clean, then either:

- boil it
  
  or
  
- add one teaspoon of bleach (e.g. Jik) to 25 litres of water, and let it stand for at least two hours before using it. Afterwards, either refrigerate it, or cover it and store it in a cool place for use.
Store food safely

Different foods are stored in particular ways to prevent deterioration and spoilage by bacterial organisms. But in all cases, storage areas for food should be kept clean to minimise contamination.

Store various foods in the following ways:

Fresh food

Fresh food (e.g. bread, vegetables and fruit) is normally eaten and stored at room temperature. Uncooked food like pasta and maize meal can be stored at room temperature.

Tinned food

Many types of foods are stored in cans in order to increase their shelf life. They are preserved in such a way that they can be stored at room temperature until we are ready to use them. Foods that can be stored in cans include cooked beans, sardines, pilchards, fruit in syrup, and both raw and cooked vegetables.

All cans have a printed expiry date that tells us until which date the food can be used. If the cans are past the expiry date, do not eat them as they could be harmful. Cans that are damaged or are bulging must be discarded as the food may be harmful to eat.

After a can is opened, remove the contents to a plastic or glass container if it needs to be stored again.

Dried food

Drying is a method of preserving foods. Many different types of food can be dried, for example:

• **Dried fruit**, like peaches, mangoes, apples, raisins.
  Drying makes fruit available all year around, even when they are out of season.

• **Dried milk**, in the form of milk powder.
  Milk powder is useful when there is no refrigeration and fresh milk is not readily available. Powdered milk can also be carried around, e.g. by a mother with a young child.

• **Dried meat**, commonly known in South Africa as biltong.

Herbs, spices and soups are also commonly consumed dried foods.

Fridge and frozen food

Foods are kept in a fridge or are frozen to keep them fresh for longer. Some foods (e.g. meat) cannot be kept in the fridge for longer than three to five days: if they are to be kept longer they must be frozen. Vegetables can also be frozen so that they are available when they are out of season.

A fridge is normally set at about 4°C Celsius, while a freezer is usually set at about -18°C Celsius.
### Guidelines for storing food

<table>
<thead>
<tr>
<th>Food</th>
<th>Requirements for safe storage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cereals &amp; grains</td>
<td>Grains are best kept in airtight containers in a cool, dry area, free from rodents, insects and other pests.</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Potatoes, butternut, onions, gem squash, etc. can be stored at room temperature.</td>
</tr>
<tr>
<td></td>
<td>To prolong their life, some vegetables (e.g. carrots, tomatoes, lettuce) need to be refrigerated.</td>
</tr>
<tr>
<td>Fruits</td>
<td>Most ripe fruit should be stored in the fridge in plastic bags punctured with air holes.</td>
</tr>
<tr>
<td></td>
<td>Unripe fruit can be left in a paper bag at room temperature until ripe.</td>
</tr>
<tr>
<td></td>
<td>Store bananas at room temperature.</td>
</tr>
<tr>
<td>Legumes</td>
<td>Dried legumes can be stored at room temperature.</td>
</tr>
<tr>
<td>Meat</td>
<td>Raw and cooked meat can be kept in the fridge for up to four days. If it has to be kept for longer, then freeze it immediately.</td>
</tr>
<tr>
<td></td>
<td>Don’t store meat in aluminium foil because it will discolor.</td>
</tr>
<tr>
<td>Poultry</td>
<td>Store fresh, ready-to-cook poultry in the fridge for up to three days.</td>
</tr>
<tr>
<td></td>
<td>It is best kept in the bottom of the fridge to prevent its drippings from contaminating other foods.</td>
</tr>
<tr>
<td></td>
<td>Frozen poultry can be stored for six to twelve months, while leftover cooked poultry can be frozen for four months.</td>
</tr>
<tr>
<td>Fish &amp; shellfish</td>
<td>Fresh fish can be frozen, but it must never be refrozen after being thawed.</td>
</tr>
<tr>
<td></td>
<td>Canned fish can stay on the shelf up to the expiry date.</td>
</tr>
<tr>
<td></td>
<td>Leftover fish should be stored in a glass or plastic container and used within three days.</td>
</tr>
<tr>
<td>Eggs</td>
<td>Eggs begin to deteriorate as soon as they are laid, but they can be preserved by refrigeration, freezing or drying.</td>
</tr>
<tr>
<td></td>
<td>Refrigerated eggs retain more moisture and keep longer when they are left in the carton.</td>
</tr>
<tr>
<td>Milk &amp; milk products</td>
<td>Keep fresh milk in the fridge, for no longer than three weeks.</td>
</tr>
<tr>
<td></td>
<td>Yoghurt is best eaten within the first ten days, but can last up to three to six weeks.</td>
</tr>
<tr>
<td></td>
<td>Powdered milk, and unopened ultra-pasteurized, evaporated and sweetened condensed milk can be stored at room temperature.</td>
</tr>
</tbody>
</table>
Prepare food safely

Wash hands

Don’t be a source of foodborne disease yourself!

- Wash your hands with soap and water before preparing food, as well as after sneezing, coughing or touching hair, and especially after using the toilet or changing a baby’s nappy.
- Do not prepare food for others if you have diarrhoea.
- Keep your fingernails short.

Clean food thoroughly

Rinse all fresh vegetables and fruits under running tap water to remove visible dirt and grime. Remove and discard the outermost leaves of a head of lettuce or cabbage.

Keep animals out of the cooking area and keep surfaces and utensils very clean. Use utensils rather than hands for touching food.

Avoid cross-contamination

Don’t cross-contaminate one food with another.

Avoid cross-contamination by washing hands, utensils, and cutting boards after they have been in contact with raw meat or poultry and before they touch another food. Put cooked meat on a clean platter, rather than back on one that held the raw meat.

Bacteria grows well on the cut surface of the fruit or vegetable, so be careful not to contaminate these foods while slicing them on the cutting board, and avoid leaving cut produce at room temperature for many hours. Keep cleaning items (like soap or bleach) away from food and drink.

Cook food thoroughly

Cook meat (especially pork) and poultry thoroughly. Cook eggs until the yolk is firm.

Chill food promptly

Refrigerate leftovers promptly.

Bacteria can grow quickly at room temperature, so refrigerate leftover foods if they are not going to be eaten within two hours. If you do not have a fridge, cover and store the food in a cool, dark place.

Cover food

Cover all food with lids, plastic or aluminium wrap so that they are not exposed to insects and airborne bacteria.

Report foodborne diseases

Report suspected foodborne diseases to your local health facility. Calls from concerned citizens are how outbreaks are first detected.

If a public health official contacts you to find out more about an illness you’ve had, your cooperation is important. In public health investigations, it can be as important to talk to healthy people as to the people who are ill. Your cooperation may be needed even if you are not sick.
Teeth have the very important function of chewing our food so that it can be easily swallowed and digested, so that the nutrients can be used by our bodies.

Humans get two sets of teeth. When a child is about five to six years old, their “milk” or baby teeth start to fall out and are replaced one at a time, by their adult or permanent teeth. We need to take good care of our teeth to ensure that they last a lifetime: this means good dental and oral hygiene, combined with good dietary habits. Poor dental hygiene and eating habits can result in pain, infection, lesions, dental caries and loss of teeth.

What is tooth decay?

When you eat, your teeth get covered with plaque that sticks to the teeth and gums. When plaque comes into contact with fermentable carbohydrates, an acid is formed which attacks our teeth and causes dental caries (tooth decay).

Fermentable carbohydrates are carbohydrates that are quickly broken down into glucose in the mouth. Many fermentable carbohydrates offer important nutrients so they shouldn’t be cut out of our diet. Rather, to protect our teeth, we need to know how to eat them.

Preventing tooth decay

Limit the time your teeth are exposed to the acid-causing decay

The more we eat foods containing carbohydrates, the more particles that cause demineralization are left behind.

Therefore, try to stick to three meals and day and limit snacks. However, young children may snack more often because their tummies are small, so encourage them to drink water after eating: this will help to wash carbohydrates from their mouths.

Foods that stay in the mouth for longer or are very chewy (e.g. toffees or chips) have higher potential for causing dental caries than foods that don’t stay in the mouth for long (e.g. liquids). So limit the time your teeth are exposed to the acid produced by the bacteria in your mouth (for example, by drinking beverages through a straw when possible), and avoid sweets and chips between meals.

Food particles that become lodged in the spaces between your teeth also increase the risk of demineralization.

7. Dental hygiene

Demineralization is the loss of minerals such as calcium from the tooth enamel. vi

Plaque is a mixture of leftover food, bacteria and other substances.

Fermentable carbohydrates include bread, rice, maize meal, biscuits, sweets, sugar, bananas and raisins.
**Combine fermentable carbohydrates with tooth protection foods**

Some foods—e.g. dairy products like cheese and milk—suppress caries formation. So if you eat fermentable carbohydrates with them you reduce the risk of tooth decay.

Here are some examples:

- Eating crackers *with* cheese is better than eating crackers alone.
- Eating bananas *with* milk is better than eating bananas alone.
- Eating *phutu* with *maas* is better than eating *phutu* alone.
- Eating a sweet just after a meal is better than eating sweets alone.

**Practise good dental and oral hygiene**

In terms of keeping teeth and gums clear and healthy, dental and oral hygiene is even more important than what you eat.

- **BRUSH YOUR TEETH** twice a day with a toothpaste containing fluoride, preferably after meals. This will help to brush away the plaque and bits of food left in your mouth after eating.
- **DRINK CLEAN, SAFE WATER** regularly between and after meals.
- **AVOID CONTINUOUS SNACKING** and sipping of drinks.
- **DO NOT EAT AFTER CLEANING YOUR TEETH AT BEDTIME**, as salivary flow decreases.
PART B
TEACHING NUTRITION IN THE LIFE SKILLS CURRICULUM
Make nutrition education fun, practical and interesting for learners with the use of many ready-made and freely available resources. Everyone eats food: it is easy to access empty packaging—whether at home, in the school tuckshop or from the NSNP programme. Supermarkets regularly advertise their products in full-colour flyers, magazines and newspapers. These are all free, and are usually well-designed and attractive resources that you can use to stimulate discussion, provide as resources for learners to use in activities and projects, and as a source of nutrition-related information. The packaging for most food lists the nutrition content of the food, so you can see what you are eating by reading the nutrition label.

Use these resources to make your own age-appropriate wall displays and other teaching aids. No matter which grade you are working with, a theme table can stimulate discussion and allow for learner investigation and discovery. It also contributes to a creative learning environment in your classroom. Depending on which elements of nutrition you are teaching, your theme table could include the following:

- a variety of fresh fruit and vegetables for touching, cutting and tasting
- a variety of packaged food that does not need to be kept cool, such as cans, bottles and food packaged in boxes and packets
- clean empty containers for dairy and other foods
- food labels from cans
- magazines, newspapers and food adverts
- age-appropriate library books

Start gathering resources well ahead of when you intend to teach the theme. You don’t have to do it alone – involve learners and their caregivers. Learners will have fun collecting resources from home and shops that they can use at school. This is also a way of involving caregivers in their children’s learning, as well as a chance for them to share nutrition knowledge.
Curriculum-compliant lesson activities

This section is made up of a variety of nutrition-related learner activities. In the Foundation Phase, nutrition falls into Life Skills: Beginning knowledge and personal and social well-being. In the Intermediate Phase, nutrition falls into Life Skills: Personal and social well-being: Topic 2: Health and environmental responsibility.

In the pages that follow, you will find a variety of age-appropriate, grade-specific learner activities that address the nutrition topics outlined in these curricula. They range from colouring-in and cutting, word searches and crosswords to cartoons, quizzes, research and report writing. Some are suitable for teaching content knowledge, some for applying knowledge, some for consolidating knowledge, and others for checking understanding or for assessment. Find answers at the back of this book.

These worksheets are intended as an additional resource to help you when teaching nutrition curriculum topics, and we do not prescribe step-by-step procedures for using them. Instead, we clarify the curriculum topic that each activity addresses and give ideas about how the activity could be used. This gives you the flexibility to integrate the worksheets into your lesson plans wherever they best fit and to use them as they best serve the needs of your learners.

Activities can be tailored to meet the needs of all learners. For example, for learners who experience difficulties with spelling or vocabulary, let them choose the correct answers from a list of answers that you provide. This means that they can still participate fully in the activities while gaining nutrition content knowledge, and at the same time developing spelling and vocabulary knowledge. If you want to extend other learners, give them additional activities from their own grade, or even ones from a higher grade.
TERM 3: FRUIT, VEGETABLES AND DAIRY FARMING

Main Message

All food that we eat comes from plants or animals. Vegetables and fruit add flavour, colour, variety and essential nutrients to our diet. We eat different parts of the plant: the fruit, which comes from the flower, and the roots, stem, leaves and bulbs (vegetables). They have different tastes, shapes, colours and textures. Some need to be peeled first, some can be eaten raw, while others must be cooked.

Dairy products come from milk of different animals, including cows and goats. They add valuable nutrients to our diet. Milk is processed in factories into a range of different dairy products, such as maas, cheese, yoghurt and ice-cream. Find out more in Part A: 4. Foods and where they come from.

Resources

1. A selection of different vegetables and fruits (including pumpkin, cabbage, carrots and spinach; bananas, apples, oranges and pineapples)
2. Examples of dairy product containers
3. Pictures (from newspapers, magazines and adverts) of vegetables, fruit and dairy products
4. Learner activity sheets

   Activity 1: Fruit – Colour in, write and join the dots
   Activity 2: Where fruit comes from – Join the dots and colour in
   Activity 3: Vegetables – Trace, colour in and join the dots
   Activity 4: Vegetables and fruit – Odd one out
   Activity 5: Milk products – Colour in
   Activity 6: Dairy farming production process – Cut and stick, match shapes
Fruit

Activity 1: Fruit – Colour in, write and join the dots
Use this activity to introduce your learners to the names, taste, shape and colour of fruits. Explain that they contain essential nutrients to help us grow strong.

Show them real examples of fruit, or else pictures.

Get them to complete the worksheet by joining the dots and colouring in the fruit in the correct colour.

Get learners to:
• match the real fruit with the pictures
• eat the fruit and talk about the different tastes
• make a fruit salad and identify the individual fruits
• handle and describe the texture of the skin of the fruit

Activity 2: Where fruit comes from – Join the dots and colour in
Use this activity to introduce your learners to various fruits, where they come from and what they need to grow.

Get them to complete the worksheet, using the right colour for the different fruits.
Tomatoes, brinjals, peppers and cucumbers are actually fruit, although we think of them as vegetables because they are not so sweet and are used in meals rather than as snacks, like fruit.

Activity 3: Vegetables – Trace, colour in and join the dots
Use this activity to show learners the different parts of the plant that we eat, and explain that they contain essential nutrients to help us grow strong. Show them real examples of vegetables, or else show pictures. Get learners to identify the different shapes and colours of raw and cooked vegetables. Explain that the vegetables we buy in shops come from farms.

Get learners to:
- match the real vegetables with the pictures
- handle and then describe the texture of the skin of the vegetables
- visit your school vegetable garden and examine the vegetables; otherwise, start a garden

Activity 4: Vegetables and fruit – Odd one out
Use this activity to reinforce the difference between fruit and vegetables. Show real examples of vegetables and fruits, or else pictures. Get learners to identify which are vegetables and which are fruit.

Tomatoes, brinjals, peppers and cucumbers are actually fruit, although we think of them as vegetables because they are not so sweet and are used in meals rather than as snacks, like fruit.

Activity 5: Milk products – Colour in
Use this activity to explain that dairy products are made from milk. Explain the essential nutrients that dairy products contain to help us grow strong.

Get your learners to match dairy product containers with the pictures of dairy products on the worksheet.

Activity 6: Dairy farming production process – Cut and stick, match shapes
Use this activity to explain the process of dairy production: farm to factory, to shop to our table. Get learners to stick in the shapes on the worksheet.

To do:
- many dairy companies provide resources on how milk and dairy products are produced. If there is a local dairy, contact it and see what it can provide you with
- organize a trip to a dairy farm for your class
Fruit

Colour in the pictures and write over the words.

banana  pineapple

Join the dots to finish the pictures. Colour in the pictures and write over the words.

orange  apple
Where fruit comes from

Join the dots to finish the pictures of the fruit. Draw over the lines matching the fruit to its plant. Colour in the pictures.

banana .......................... banana tree

orange .......................... orange tree

pineapple .......................... pineapple tree

apple .......................... apple tree
Vegetables

Draw over the vegetables and colour in the pictures.

spinach     cabbage

Join the dots and colour in the pictures.

carrot     pumpkin
Vegetables and fruit

Which picture does not fit in each row? Find the odd one out, and cross it out. The first row is done for you.

<table>
<thead>
<tr>
<th></th>
<th><img src="image1.png" alt="Image" /></th>
<th><img src="image2.png" alt="Image" /></th>
<th><img src="image3.png" alt="Image" /></th>
<th><img src="image4.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>2</td>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
</tr>
<tr>
<td>3</td>
<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
<td><img src="image15.png" alt="Image" /></td>
<td><img src="image16.png" alt="Image" /></td>
</tr>
<tr>
<td>4</td>
<td><img src="image17.png" alt="Image" /></td>
<td><img src="image18.png" alt="Image" /></td>
<td><img src="image19.png" alt="Image" /></td>
<td><img src="image20.png" alt="Image" /></td>
</tr>
<tr>
<td>5</td>
<td><img src="image21.png" alt="Image" /></td>
<td><img src="image22.png" alt="Image" /></td>
<td><img src="image23.png" alt="Image" /></td>
<td><img src="image24.png" alt="Image" /></td>
</tr>
<tr>
<td>6</td>
<td><img src="image25.png" alt="Image" /></td>
<td><img src="image26.png" alt="Image" /></td>
<td><img src="image27.png" alt="Image" /></td>
<td><img src="image28.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**ACTIVITY 4**
Vegetables and fruit – Odd one out
Milk products

Colour in the picture.

All these yummy products come from cows! Circle your favourite one!

yoghurt  powdered milk  milk  flavoured milk
ice-cream  maas  cream  cheese
Dairy farming

Cut out the pictures on this page. Match your pictures with the shapes on the next page, and stick them in the right place.
Match the shape of your pictures with the shapes below. When you have found the right place for each picture stick them down.
All food comes from plants or animals. Some foods, such as fruit and some vegetables, are picked from trees or other plants and can be eaten raw, while other foods have to be cooked before they are eaten. Some foods are processed in a factory to make new products. For example, milk is made into a range of other dairy products, and wheat is processed in a factory to make flour that is used for bread, cakes or pasta.

We need nutrients from these foods for growth, energy and health. Most foods provide more than one nutrient, but no one or two foods give us all the nutrients we need: therefore we need to eat a wide variety of food. Nutrient-rich foods are considered healthy, while those foods containing fewer nutrients are less healthy. A healthy diet means eating a variety of mainly nutrient-rich foods, with only a few “unhealthy” foods that we can eat as treats. Food is stored in different ways to make sure it is kept safe to eat. While some food is best eaten fresh, other foods can be tinned, dried or frozen so that it can be stored. Water is essential for all living things. We should drink lots of clean, safe water every day. Find out more in Part A: 2. The nutrients we need; 3. Healthy and unhealthy food; 4. Foods and where they come from; 6. Water and food safety and hygiene.

Main Message

- Examples of foods and packaging to show fresh, dried, tinned and frozen foods
- Pictures (from newspapers and magazines) of food packaging to show fresh, dried, tinned and frozen foods
- Equipment to demonstrate how to make water safe to drink (25-litre container, teaspoon measure, bleach, pot / kettle)
- Learner activity sheets

Activity 1: Where does food come from? – Match
Activity 2: Grow your own food – Cut, sequence, stick, colour in and tell a story
Activity 3: Make a meal – Choose, cut, stick and write
Activity 4: Food for health – Choose
Activity 5: Time for a treat – Follow the path
Activity 6: Storing food safely – Cut, group and stick
Get learners to:

• germinate seeds in the classroom
• make a poster using cuttings from newspapers or magazines to show which type of meat comes from which animals (e.g. pork from pigs; lamb and mutton from sheep; beef from cattle)

Use Activities 1 – 2 to explain that all food comes from plants or animals. Explain that some foods are manufactured (e.g. maize meal).

Activity 1: Where does food come from? – Match
Activity 2: Grow your own food – Cut, sequence, stick, colour in and tell a story

Activity 3: Make a meal – Choose, cut, stick & write
Activity 4: Food for health – Choose
Activity 5: Time for a treat – Follow the path

Use Activities 3 – 5 to discuss with learners what healthy diets are. Explain that “unhealthy” foods should be eaten only as treats, not as a regular part of the diet.
Activity 6: Storing food safely – Cut, group and stick
Use this activity to explain and reinforce about food storage methods.

Display examples of different packaging – tins, packets, dried food, fresh food, cleaned, frozen food packaging – or show pictures of these. Get learners to stick the pictures on their worksheets.
Where does food come from?

Draw a line from each food to the picture of where it comes from. Use a different colour for each line. Then say if it comes from a plant or an animal.

**ACTIVITY 1**
Where does food come from? – Match
Tyron and Cindy grew their own pumpkins. Cut out the pictures and put them in the correct order. Stick them on the next page. Colour them in.

1. Pumpkin
2. Cutting the pumpkin
3. Watering the pumpkin
4. tyron holding the pumpkin
5. Pumpkin for dinner tonight!
The story of the pumpkin

Stick the pictures in the correct order. Colour them in. Use arrows to indicate the next step. Tell a partner the story of the pumpkin and how it grew.
Make a meal

We need to eat a variety of food to stay healthy. Look at the pictures. Choose food to make a healthy meal. Cut out the pictures you chose and stick them on the next page.

<table>
<thead>
<tr>
<th>Starchy foods</th>
<th>maize meal</th>
<th>bread</th>
<th>potato</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables and fruit</td>
<td>cabbage</td>
<td>beetroot</td>
<td>carrot</td>
</tr>
<tr>
<td>Dry beans, split peas, lentils and soya</td>
<td>lentils</td>
<td>beans (dried)</td>
<td>split peas (dried)</td>
</tr>
<tr>
<td>Fish, chicken, lean meat, and eggs</td>
<td>eggs</td>
<td>chicken</td>
<td>fish</td>
</tr>
<tr>
<td>Milk, maas and yogurt</td>
<td>milk</td>
<td>yoghurt</td>
<td>maas</td>
</tr>
<tr>
<td>Fats</td>
<td>margarine</td>
<td>sunflower oil</td>
<td>avocado pear</td>
</tr>
<tr>
<td>Sugar</td>
<td>jelly</td>
<td>juice</td>
<td>sugar</td>
</tr>
</tbody>
</table>
Stick your food pictures on the plate. Label the pictures.
Draw a circle around the foods that help us to grow strong and healthy. We can eat them often. Draw a square around the foods that we must only eat for treats. Compare your ideas with a friend.
Time for a treat

The children love sweets, but know that too many sweets are not good for them. Sometimes they have a treat, and today is treat day! Before they have their treat, they eat healthy food and play games. Help them to find their way to the treat. Be careful, because some of the pathways are blocked and you will not be able to get through. Follow their path with a pencil. Try not to lift your hand or touch the sides.
Food goes bad if we do not store it safely. Food is stored in different ways to keep it safe to eat. We could eat it fresh. It could also be tinned, dried or kept in a fridge or freezer.

Cut out pictures of food from newspapers or magazines. Stick each picture in the block that shows how you will store it.

### How can we store our food?

<table>
<thead>
<tr>
<th>Fresh</th>
<th>Tinned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fridge or freezer</th>
<th>Dried</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We need nutrients from food for growth, energy and health. Most foods provide more than one nutrient, but no one or two foods give us all the nutrients we need; therefore we need to eat a wide variety of food.

Water is another essential nutrient for all living things. We should drink lots of clean safe water every day.

Food should be safely produced, stored and prepared to make sure we do not get foodborne illnesses. Find out more in Part A: 1. Nutrition at a glance; 2. The nutrients we need; 6. Water and food safety and hygiene.

**Resources**

Learner activity sheets

- **Activity 1:** We need food to live – Read and answer questions
- **Activity 2:** Food for energy, growth and health – Find words to answer questions
- **Activity 3:** Water for life – Read and survey
- **Activity 4:** Food safety – Find the problems
- **Activity 5:** Keep it safe! – Read and fill in the missing words
- **Activity 6:** Food safety poem – Read and colour in
Activity 1: We need food to live – Read and answer questions

Use this activity to teach that we need food for growth, energy and health. Explain that different foods give us different nutrients, and that we must eat a variety of different foods to get all the essential nutrients. Get learners to write in the names of the foods that are asked for.

Activity 2: Food for energy, growth and health – Find words to answer questions

Use this activity to reinforce the ideas about the nutrients found in different foods. Get learners to write the names of the various foods that are asked for.
Activity 3: Water for life – Read and survey
Use this activity to explain why we need water, and to stress the importance of drinking clean, safe water.

Get learners to fill in the worksheet.

To do:
• discuss with learners methods that the Nguni used to ensure safe and clean drinking water. Find this information on the next page
• demonstrate to learners two simple ways of purifying water – boiling the water and using Jik (bleach). Find out more in Part A. (Stress to them that they should not try doing this at home alone and that it should be done by an adult)

Activity 4: Food safety – Find the problems
Activity 5: Keep it safe! – Read and fill in the missing words
Activity 6: Food safety poem – Read and colour in
Use Activities 4 – 6 to reinforce learning about food safety.

Check your learners’ understanding about food safety by getting them to complete the activity tasks.

Get learners to:
• act out the poem
• write their own food safety poems

Protocols for food we eat
• Including protection from flies, keeping food cool
Discuss safe and unsafe water by telling learners the following story:

Many people, including many children, get sick and die every day because of dirty, unhealthy water. Water that goes through a chemical and filtration process to remove the germs and dirt is the best way to treat water to make it safe. In cities, water boards look after the treatment of water for people and it is safe to drink water from municipal taps. However, in many parts of the country, away from cities, people have to collect their own water from nearby rivers and streams. Sometimes these streams and rivers are clean and safe to drink but sometimes they are dirty with lots of rubbish and disease in them (polluted).

Long ago, the Nguni people also collected water from rivers, springs and streams. In those days there were no factories, cars and towns and there were not so many people using the rivers. The water in the rivers stayed much cleaner. But there were still animals and germs that could infect the water and make it unsafe. To make sure that the water was safe to drink, the Nguni didn’t drink water that was standing still. They collected water from where they could hear it running over stones or dripping down rocks.

People were careful when they collected water. They didn’t want to frighten crabs and other small water animals that lived in the water. If these small animals were disturbed, they would move and stir up sand. Then people would have to wait for the sand to settle back to the bottom of the river before they could collect their water.

Some germs live on top of water, so people would gently sweep the top of the water with their hand and then collect the water from underneath that.

If a spring was for people to use, they protected it from the animals. They protected it with a circle of rocks and a small outlet. Cattle drank elsewhere.

In these ways, the Nguni made sure that they didn’t get sick from diseases that spread in water.

Discuss these questions

- Do you know of any diseases that are spread through water?
- Do you know of any other ways that people collected water long ago?
- Do any of you know of any simple way that you can clean (purify) your drinking water (especially if you are collecting it from a river or spring and are not sure that it is clean)?
We need food to live

Our bodies need many different types of food.

We need food for growth

We need food for health

We need food for energy

Some foods help us to grow strong. Some foods give us energy. Some foods have lots of vitamins and minerals. These foods are good for our health. They also help to fight sickness. We need to eat different kinds of food to make sure we get all the nutrients we need. It is not good to eat too much food that only gives us energy without any nutrients. It is important to eat more of the foods that help us to grow and be healthy.

Now do the activity on the next page.
Read this and then answer the questions.

1. Write the name of two foods that help us grow, give us energy and keep us healthy.

_________________________________________________________________________

2. Write the name of two foods that only give us energy.

_________________________________________________________________________

3. Write the name of two foods that help us to grow and keep us healthy.

_________________________________________________________________________
We need to eat different foods for energy, growth and good health. Write the answers to the questions. The first one is done for you.

<table>
<thead>
<tr>
<th>Choose your answer from here</th>
</tr>
</thead>
<tbody>
<tr>
<td>beans</td>
</tr>
<tr>
<td>carrot</td>
</tr>
</tbody>
</table>

1. This starchy food gives us energy, and helps us grow and be healthy.
   **potato**

2. This sweet food gives us energy and we sometimes have a small bowl of it after meals.

3. This food is an animal and helps us grow and be healthy.

4. This vegetable is orange in colour. It is for growth and health.

5. This is made from milk. It is for growth, energy and health.

6. This starchy food is made from wheat. It helps us grow, gives us energy and keeps us healthy.

7. This gives us energy. We can add small amounts to our porridge or tea to make it taste nicer.

8. This food comes from a plant. It is for energy, growth and health.

9. This fat comes from a plant. It mainly gives us energy.

10. This comes from a chicken. It is for growth, energy and health.
Now find your answers in the word block and draw a circle around them. The first one is done for you.

Choose your answer from here

ACTIVITY 2 PAGE 2/2
Food for energy, growth and health – Find words to answer questions
Most of your body is made up of water. There is water in your brain, your lungs, your blood and inside all parts of your body. Your body needs water to work well. If you do not have enough water, you can get very sick.

Drink lots of clean safe water every day.

<table>
<thead>
<tr>
<th>Name</th>
<th>Me</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many cups of water do you drink every day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Food safety

We need to protect our food to keep it safe to eat. We need to grow it safely.
We need to prepare it safely. We need to store it safely. We can get food poisoning
if we eat food that is bad.

Look carefully at this picture. Circle 9 unsafe ways of storing, preparing and protecting food.
Keep it safe!

Read these sentences about food safety. Fill in the missing word. Choose the word from the word block.

1. If you do not store and prepare food safely, you can get f___________ poisoning.

2. Check the e___________ date. If today’s date is after the expiry date, do not eat the food.

3. Look at food and smell it. If it has m___________ growing on it or if it smells bad, do not eat it.

4. W___________ your hands before you touch food.

5. Wash vegetables and f___________ before you eat them.

6. Keep the kitchen very c______________.

7. Throw away r______________ in a bin.

8. C______________ food to protect it from flies.

9. Store food away from a______________.

10. Don’t eat food from a dented c______________.

11. Don’t eat raw m______________ or raw eggs.

12. Some food needs to be stored in a c______________ place.
Food Safety Poem

While I went out
    and had some fun

I left my food uncovered,
    in the sun

The germs grew quickly
    in the milk and meat

The flies had a feast
    on my chocolate treat

Then the dog gave it
    one really good lick

I ate it........
  Oh no! Now I am sick!
We need nutrients from food for growth, energy and health. These are water, macronutrients (carbohydrates, proteins and fats) and micronutrients (vitamins and minerals). Some foods are fortified with extra minerals and vitamins. Most foods provide more than one nutrient, but no one or two foods give us all the nutrients we need: therefore we need to eat a wide variety of food in the correct balance.

Find out more in Part A: 1. Nutrition at a glance; 2. The nutrients we need; 3. Healthy and unhealthy food.

Main Message

Examples of different foods discussed below

The Department of Health’s Fortified for Better Health logo (see Part A)

Learner activity sheets

Activity 1: The nutrients we get from food – Read and do a project (group flipchart)
Activity 2: Nutrients – Find the odd one out and write
Activity 3: Make your own sandwich – Draw and write
Activity 4: A variety of food – Write and interview
Activity 5: Nutrients in food – Fill in the missing words
Activity 6: Find the food words – Word search
Activity 7: Different nutrients from different food – Match
Activity 8: Fortified food – Colour in, read, survey and write
Activity 9: More about fortified food – Do a crossword puzzle

Resources
Activity 1: The nutrients we get from food – Read and do a project (group flipchart)

Use this activity to introduce your learners to a simplified version of the Food Based Dietary Guidelines and the idea of varied and balanced meals.

Get learners to work in groups to make a flipchart about the nutrients we get from food.

Learners must use the information in Activity 1 to complete Activities 2–7 below.

Activity 2: Nutrients – Find the odd one out and write
Activity 3: Make your own sandwich – Draw and write
Activity 4: A variety of food – Write and interview
Activity 5: Nutrients in food – Fill in the missing words
Activity 6: Find the food words – Word search
Activity 7: Different nutrients from different food – Match

Use these activities for learners to reinforce and apply what they learnt about the nutrients we get from different types of food.
Activity 8: Fortified food – Colour in, read, survey and write
Use this activity to teach what food fortification means, and why and how food is fortified with essential vitamins and minerals.

Show learners the Department of Health’s full-colour logo, Fortified for Better Health, so they can get the right colours when they do their colouring in.

Get your learners to take the fortification messages home by showing their drawings to their caregivers. Learners conduct the fortification survey at their homes.

Learners can use the information on this Activity sheet to complete Activity 9.

Activity 9: More about fortified food – Do a crossword puzzle
Use this as an extension activity to reinforce learning about fortified food. Learners can use the information in Activity 8 to find the answers.

Get learners to:
• analyse their lunch boxes or school lunch menu and identify the nutrients found in the different foods
The nutrients we get from food

Read this page and then do the project on the next page.
We need to eat a variety of food every day.

Fats for energy
Eat only a little of this

Vegetables and fruit for carbohydrates, vitamins and minerals

Starchy foods for energy, carbohydrates and vitamins

Salt for iodine
Eat only a little of this

Dry beans, split peas, lentils and soya for protein, fibre and carbohydrates

Milk, maas and yoghurt for calcium

Fish, chicken, lean meat and eggs for protein, fat and minerals

Sugar for energy and carbohydrates
Eat only a little of this

Drink lots of clean, safe water every day.
Project about nutrients

1. Work in groups of eight people.
2. Make a group flipchart called: The nutrients we get from food.
3. Use the mindmap called: The nutrients we get from food (find on the previous page / page 1 of this activity).
4. Each person in the group must choose a different one of the eight circles found on that mindmap. The eight circles are:
   - Starchy foods (e.g. potatoes, pasta, maize meal, bread, rice)
   - Vegetables and fruit
   - Milk, maas and yoghurt
   - Fish, chicken, lean meat and eggs
   - Dry beans, split peas, lentils and soya
   - Fat
   - Sugar (and foods with lots of sugar in them)
   - Salt (and food with lots of salt in them)
5. Stick it on your page.
6. Write a sentence about your topic.
7. Find five pictures about your topic. Stick them on your page. You can also draw the pictures.
8. Put all your pages together into a flipchart or a book.
9. Make a cover and decorate your cover.
10. Present your flipchart to your class.
Different foods give different nutrients to our body. Look at these lists. In each one, there is an odd one out. Find the odd one out and write your answer in the space provided. Tell a partner why you chose it.

<table>
<thead>
<tr>
<th>Nutrients</th>
<th>The odd one out is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>salt</td>
<td>oranges</td>
</tr>
<tr>
<td>milk</td>
<td>onions</td>
</tr>
<tr>
<td>fish</td>
<td>spinach</td>
</tr>
<tr>
<td>chicken</td>
<td>cooking oil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The odd one out is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>bread</td>
<td>lentils</td>
</tr>
<tr>
<td>spinach</td>
<td>sugar</td>
</tr>
<tr>
<td>rice</td>
<td>soya</td>
</tr>
<tr>
<td>potato</td>
<td>dry beans</td>
</tr>
</tbody>
</table>
My sandwich is a balanced meal. It is bread with fish, jam, apple and carrot. Delicious!

My fantasy sandwich

Do you agree that this is a balanced meal?
Do you agree that it is delicious?
Do you want to eat it?

Answer the following:

Make up your own fantasy sandwich. Write down the ingredients for your sandwich. Remember to use a variety of foods that will give you different nutrients.

I put these things on my sandwich:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My fantasy sandwich

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A variety of food

It is good to eat a variety of food to make sure we get all the nutrients we need.

My best starchy food is rice.

My favourite vegetable is spinach.

<table>
<thead>
<tr>
<th>Type of food</th>
<th>Write down what you like to eat for each of these types of food. Interview two other people and write down what they like to eat.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Me</td>
</tr>
<tr>
<td>Starch</td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
</tr>
<tr>
<td>Vegetable</td>
<td></td>
</tr>
<tr>
<td>Fish, chicken, lean meat and eggs</td>
<td></td>
</tr>
<tr>
<td>Milk, maas and yoghurt</td>
<td></td>
</tr>
<tr>
<td>Beans, soya, lentils, split peas</td>
<td></td>
</tr>
<tr>
<td>Fats</td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY 4**

A variety of food – Write and interview
Nutrients in food

Fill in the missing words. Choose your answers from inside the apple and pear.

1. Vegetables and ________________ give us plenty of vitamins and minerals.

2. Dry beans, split peas, lentils and soya are called ________________.

3. Legumes have protein, fibre and ________________.

4. ________________ helps our digestive system to work well. We find it in raw fruit, vegetables and legumes.

5. We need ________________ to live, learn and play. We get this from carbohydrates and fat.

6. Foods like margarine, cooking oil and ________________ add fat to our diet.

7. There is lots of protein in ________________.

8. We need to eat a ________________ of food to get all the nutrients our bodies need.

9. We find sodium and iodine in ________________. We should not eat too much of this.

10. ________________ is 100% carbohydrate, provides energy and tastes sweet.
Find the food words

Find these words in the word block.

**calcium**  **iron**  **zinc**  **omega3**

**carbohydrates**  **protein**  **glucose**

**sodium**  **vitamin A**  **fat**

---

 ACTIVITY 6

**Find the food words – Word search**

---

I eat starchy foods for energy, carbohydrates and vitamins!
Different nutrients from different food

Different foods give different nutrients to our body. Draw lines to match the food with the nutrients they give us.

<table>
<thead>
<tr>
<th>Foods</th>
<th>Nutrients Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables and fruits</td>
<td>Carbohydrates, vitamins and energy</td>
</tr>
<tr>
<td>Sugar</td>
<td>Vitamins</td>
</tr>
<tr>
<td>Milk, maas and yoghurt</td>
<td>Protein, carbohydrates, fibre and some vitamins</td>
</tr>
<tr>
<td>Fish, chicken, lean meat and eggs</td>
<td>Calcium</td>
</tr>
<tr>
<td>Dry beans, split peas, lentils and soya</td>
<td>Protein and minerals</td>
</tr>
<tr>
<td>Starchy food like rice, bread, maize meal</td>
<td>Energy. Too much of these foods can cause heart disease.</td>
</tr>
<tr>
<td>Fats</td>
<td>This gives us energy and carbohydrates. We can use small amounts to sweeten meals.</td>
</tr>
</tbody>
</table>
Starchy food like bread and maize is fortified. It has eight minerals and vitamins added to it. They are:

• **Vitamin A** for eyesight, growth and to fight illness

• **Vitamin B1** (Thiamine) for healthy appetite, digestion of carbohydrates and growth

• **Vitamin B2** (Riboflavin) for growth and to repair body tissue

• **Niacin** for helping our body to use the nutrients found in different foods

• **Folic Acid** for healthy blood and growth

• **Vitamin B6** (Pyridoxine) for healthy blood, growth and a healthy nervous system

• **Iron** for a healthy brain, to help carry oxygen and to fight illness

• **Zinc** for a healthy skin and to fight illness
Conduct a survey

1. At home, look for food packaging that has the fortified food logo on it. Try bread packets and maize meal bags. Cut out the logo and stick it on this page.

2. Show the logo to 10 different people. Ask each person:
   - Do you know what the fortified sign looks like?
   - Do you know what it means?

Fill in the answers on this survey form.

<table>
<thead>
<tr>
<th>Person</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Knows what the fortified sign looks like</td>
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<tr>
<td>Knows what the sign means</td>
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</tbody>
</table>

Count the answers

1. How many people know the sign? Total

2. How many people know what it means? Total

Do you know what the fortified food sign looks like?

Do you know what the fortified food sign means?
More about fortified food

How much do you know about vitamins and minerals found in fortified food? Try this crossword and find out. The first answer is done for you. Find some more help in the poster about fortified food.

### Down
1. This is Vitamin B2. It is for healthy blood, growth and to fight illness. You find it in nuts, meat, legumes and green leafy vegetables.

4. You find this in meat, chicken, fish, peanuts and fortified food. It is good for helping our body to use the nutrients found in food. It starts with an N.

6. You find this in meat, fish, chicken, milk and dry beans. It protects your immune system. It starts with a Z.

### Across
2. This is a vitamin. It is also called Pyridoxine. You find it in dry beans, egg yolk, pork and milk. Your body needs it for health and growth.

3. This is one word and a letter. It is good for eyesight, growth and to fight illness.

5. This is for healthy blood. It helps fight illness. It starts with an I.

7. You find this in green leafy vegetables, liver, kidney and legumes. This acid starts with an F.

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ACTIVITY 9
More about fortified food – Do a crossword puzzle

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GRADE 3
We need to look after our teeth to make sure that they last our whole lives. Some foods protect our teeth, while others can harm them. However, as part of a varied and balanced diet we may still need to eat some of the foods that are harmful to dental health. So we need to know how to eat them to make sure that we protect our teeth.

Find out more in Part A: 7. Dental hygiene.

### Resources

1. **Reader:** *Looking after your Teeth*
2. **Learner activity sheets**
   - **Activity 1:** Foods that protect your teeth – Sort and write
   - **Activity 2:** Look after your teeth – Word search and fill in the missing word
   - **Activity 3:** Brushing your teeth – Read and keep a record
Activity 1: Foods that protect your teeth – Sort and write
Use this activity to teach learners about foods that can harm our teeth (fermentable carbohydrates) and those that protect our teeth.
Get learners to group the foods into the two categories.

Activity 2: Look after your teeth – Word search and fill in the missing word
Use this activity to build up your learners’ vocabulary on dental care.
Teach them to care for their teeth through brushing their teeth regularly.

Activity 3: Brushing your teeth – Read and keep a record
Use this activity to teach learners how to brush their teeth.
Encourage them to develop the habit of brushing regularly by getting them to complete the chart.
Reader:
Get your learners to read Looking after your Teeth, which will reinforce dental hygiene messages.

To do:
- get learners to build a model of a set of teeth using polystyrene, paper or any other suitable materials
- learners could also use their models to demonstrate tooth brushing or dental decay

Weekly reading by learners: reading for enjoyment (Reading about personal and household hygiene and dietary habits of children – 1 hour)
Foods that protect your teeth

Some foods can protect your teeth. Some foods can harm your teeth. Go through the list of different foods. Decide which ones protect your teeth and which ones can harm them. Write the words in the correct place.

banana          orange          apple          nuts          meat
sweets          cake          chips          cheese          bread          egg

These foods protect my teeth:

These foods can harm my teeth:

I drink water after I eat

Some of the food that harms your teeth is very good for your health, e.g. fruit and bread. You must still eat these healthy foods, but make sure that they do not harm your teeth. Protect your teeth after eating these foods. Rinse your mouth with clean, safe water after you eat and brush your teeth with fluoride toothpaste twice a day. Drink lots of clean, safe water every day.
Look after your teeth

Word search
Find these words in the word search. Draw a circle around the word. Cross out the word on the list. The first one is done for you.

| t | e | t | h | y | i | o | h | f | o |
| a | l | v | y | g | u | m | s | k | o | c | a | water |
| w | a | t | e | r | h | k | l | m | g | b | r |
| c | o | r | i | d | l | d | e | c | a | y | g |
gpukrqpifood |
brushhosuyhkor |
ffhgieneeeei |
gykauchbcmob |
carbohydratetoothpastevp |

toothpaste

Fill in the missing word
Choose the word from the word box below and write it in its place.

night water brush toothpaste

Look after your _____________. _____________your teeth
in the _____________ and at _____________.

Drink ________________after snacks and between meals.
Brushing your teeth

How to brush your teeth

- Put fluoride toothpaste onto your toothbrush. Place your toothbrush at an angle to your gums. Move your brush backwards and forwards in short strokes.

- Brush all sides of all your teeth: brush the outside surfaces, the inside surfaces and the chewing surfaces.

- Brush up and down on the inside of your front teeth.

- Brush your tongue.

Did you know?

Your spit or saliva helps to wash away food that gets caught between your teeth. At night, you have less saliva in your mouth. It is hard for your mouth to wash away bits of food. This means that you should not eat after you brush your teeth at night.

Look after your teeth. Tick here after you brush your teeth in the morning and at night.

<table>
<thead>
<tr>
<th>Monday</th>
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</table>
We need nutrients from food for growth, energy and health. These are water, macronutrients (proteins, carbohydrates, fats) and micronutrients (vitamins and minerals). Some foods are fortified with extra minerals and vitamins. Most foods provide more than one nutrient, but no one or two foods give us all the nutrients we need: therefore we need to eat a wide variety of food in the correct balance.

Different cultures eat different types of food. Food preferences depend on availability, culture (family and society influences), religion, the media, affordability and personal taste.

Find out more in Part A: 2. The nutrients we need; 3. Healthy and unhealthy food; 5. Factors influencing food intake.

Resources

1. Reader: Food from around the World
2. Learner activity sheets
   - Activity 1: Guidelines for healthy eating – Read, answer questions and make a poster
   - Activity 2: Healthy eating – Play a guessing game
   - Activity 3: Give advice about food – Read, talk and write
   - Activity 4: Foods that you eat – Draw a mind map, talk and compare
   - Activity 5: A meal in the life of... – Research and write
Activity 1: Guidelines for healthy eating – Read, answer questions and make a poster

Use this activity to introduce learners to the Food Based Dietary Guidelines. Reinforce their learning by getting them to make a poster illustrating the guidelines. Get them to complete the true and false activity.

BRIGHT IDEA!
Get learners to:
• display the poster in the tuckshop

Activity 2: Healthy eating – Play a guessing game

Use this activity to reinforce learning about food and its nutrients. Get your learners play the quiz game by dividing the class into groups of four.

Activity 3: Give advice about food – Read, talk and write

Use this activity to discuss the dietary needs of children with your learners. Reinforce their learning about balanced, varied and tasty meals for children.
Activity 4: Foods that you eat – Draw a mind map, talk and compare

Use this activity to get learners to think about their own dietary habits.
Get them to draw a mind map about why they eat the foods they do.

Activity 5: A meal in the life of... – Research and write

Use this activity to introduce your learners to food habits of other cultures.

Reader:
Get your learners to use the reader, Food from around the World, as a source of information; ask them to research the food habits of other cultures and write a report.

Get learners to:
• research the food of another culture, and
then design a restaurant menu for that culture
Guidelines for Healthy Eating

The Department of Health has developed Guidelines for Healthy Eating for South Africans who are 5 years and older. These guidelines give messages and information about food choices to support healthy lifestyles.

Read the information on this page and then complete the questions and activities on the following page.

- Have milk, maas or yoghurt every day.
- Fish, chicken, lean meat or eggs could be eaten daily.
- Use fat sparingly: choose vegetable oils rather than hard fats.
- Use salt and food high in salt sparingly.
- Drink lots of clean, safe water.
- Eat plenty of vegetables and fruit every day.
- Eat dry beans, split peas, lentils and soya regularly.
- Use sugar and food and drinks high in sugar sparingly.
- Enjoy a variety of foods.
- Be active.
- Make starchy food part of most meals.

The Department of Health has also developed a food guide that goes together with the guidelines. This is a visual reminder of the messages in the guidelines, to try help us make healthy food choices.
True or false
Read these sentences. Some are true and some are false (not true). Decide which ones are true and which ones are false. Tick true or false next to each sentence. The first one is done for you.

Eat fruit every day. □ True □ False
Eat vegetables once a week. □ True □ False
Only use a little salt in your food. □ True □ False
Eat beans, lentils or split peas often. □ True □ False
Maize meal, rice and bread are examples of starchy foods. □ True □ False
Eat eggs once a month. □ True □ False
Eat snacks like chips and sweets whenever you want. □ True □ False
Play sport, run or walk every day. □ True □ False
Eat only one type of food at every meal. □ True □ False
Drink lots of clean and safe water every day. □ True □ False

Questions about the food guide diagram
Why do you think that the picture of rice, cereal, bread and macaroni is in the middle of the diagram?

Why are the potatoes in the circle together with the rice and macaroni rather than with the vegetables?

Why is peanut butter in the circle together with oil and margarine?

Write a paragraph explaining the food diagram. Your paragraph must talk about each of the circles and what they mean.

Design a poster
Design a poster for your school tuck shop or classroom which explains the guidelines. Illustrate your poster with pictures. You can draw these pictures, cut them out of magazines or newspapers, or use empty food packaging, such as bags or boxes.
Healthy eating

How to play

Work in teams of four. Give your team a name. Play against another team. Write your team names on a score sheet.

Write down the names of three foods you have learnt about. Then write three things about each food item to explain the food. Tell the members of the other team about your food item (describe it). Your descriptions must be clear. The other team must guess what food you are talking about.

If they get it right, they score 1 point. If they don’t get it, you score 1 point. Write down the scores. Now it is the other team’s turn to give a description for you to guess. When you have finished, add up the scores to see which team is the winner.

Choosing a food item

If you need help, choose from this list:

Cake
Chicken
Nuts
Potato
Sugar
Bread
Orange
Dear Ma Cook

Please help!

I run a crèche for small children. In the afternoon, I also look after older children when they finish school. I give them vetkoek, chips and cold drink for lunch. The children are very happy with the food. They like it a lot.

My problem is the parents. They are complaining. They say that I must add more healthy food. I am happy to do that but also want the children to enjoy the food. Please tell me what healthy food I can give the children that they will like to eat.

Thank you.
Mr Childcare
Foods that you eat

We do not all eat the same food and there are many factors that influence our food choices.

What about you? What food do you eat? What factors influence your choice of food?

I am a man! I can't live without meat. The throat longs for meat. We are used to meat. We learnt that as children.

I do not believe in eating any food that involves killing or hurting an animal. We do not eat any chicken, meat or fish. We learnt that from our religion.

Draw a mind map to show all the influences. Find some ideas in the mind map below. Write at least one sentence about each element to explain how it influences your dietary habits. For example, your religion might mean that don’t eat certain types of food, such as pork. Or you might not have tried some kinds of food because it is not available where you live, or it is not commonly eaten in your culture.

Factors influencing the food I eat

- Media (TV, radio, newspapers and magazines.)
- Peers (your friends and other people who are the same age as you.)
- Parents, caregivers and family
- Income (how much money you have.)
- Culture (the way a group of people live and do things. You are born into a culture and it has a long history.)
- Lifestyle (your behaviour and habits. You can choose your own lifestyle.)
- Availability of different food types (different foods are only available in some places.)
- Taste preferences (whether you like the taste of something.)
- Religion
- Age
- Awareness and knowledge (how much you know about foods eaten in other areas and cultures.)

Have you heard of these foods? Have you ever tried them? Give a reason for your answer.

- Couscous
- Pasta
- Falafel
- Biltong
- Kiwi fruit
- Mopani worms

ACTIVITY 4
Foods that you eat – Draw a mind map, talk and compare
A meal in the life of...

Research and write a report

1. Research cultures different from your own.
2. Research the types of food that people in that culture eat.
3. Write a report. Your report must include information about the following:
   - Name the cultures or people you are talking about and where those people live. (You could draw a map or describe the place.)
   - A typical meal (breakfast, lunch, school lunch or dinner).
     For the meal, write about:
     - The names of foods that are eaten
     - The way the food is prepared e.g. boiled, fried
     - How it is eaten e.g. hands, sticks, spoons
Food and water can become harmful to us when they contain substances that are hazardous to our health. We can protect ourselves from many food- and waterborne illnesses by safe food storage and preparation practices.


Main Message

Resources

1. Reader: A Case of the Runs
2. Learner activity sheets
   - Activity 1: How much do you know about food preparation and storage? Test yourself and write
   - Activity 2: Newspaper report: How safe is it? Interview and write
   - Activity 3: Food safety – Do a crossword puzzle
Activity 1: How much do you know about food preparation and storage? – Test yourself and write
Use this activity to teach your learners about food hygiene and safety.

Get learners to:
- write a poem, song or short play about safe food preparation and storage

Activity 2: Newspaper report: How safe is it? – Interview and write
Use this activity to get your learners to apply what they have learnt about food hygiene and safety.
Get learners to write a newspaper article about safe food preparation and storage.

Activity 3: Food safety – Do a crossword
Use this activity to reinforce learning about food hygiene.
Get learners to complete the crossword, using the information in Activity 1 to find the answers.

Reader:
Use the reader, A Case of the Runs, to teach and reinforce knowledge about food safety standards.

Get learners to:
- research foodborne illnesses (e.g. salmonella) and how they can be prevented

Reading skills: reading with understanding and fluency
Reading about food hygiene: interpret / explain and relate what has been studied
How much do you know about food preparation and storage?

Test your knowledge

Food safety and hygiene are important to prevent foodborne illness and disease. Test your knowledge. You do not need pens and paper. Just start with question one and follow the instructions.

1. Which of these statements is true about food storage?
   a) All foods have different storage requirements - **GO TO 2**
   b) All foods must be stored in a fridge to keep them safe - **GO TO 12**
   c) All foods should be cooked to make sure they are safe - **GO TO 17**

2. Yes, that is right. Some foods such as fresh meat, chicken and fish should be stored in a fridge for a day or two or in a freezer if you want to store it for longer. Foods like milk should be stored in a cool place. Foods such as butternut, potato and dried legumes can be stored at room temperature.

3. You really know your stuff! The three ways are: biological (mould, virus, parasite or bacteria); chemical (animal or plant toxins or industrial or agricultural chemicals) and physical (glass, bone, metal or plastic).

4. You need to wash your hands to make sure you are not a source of foodborne illness. Wash your hands with soap and water before preparing food, especially after visiting the toilet or changing a baby’s nappy. Avoid preparing food for others if you have diarrhoea. Serious diseases such as cholera, typhoid and hepatitis A are caused by infected faeces getting into food or drinking water.

   **Were you right? If you were, well done! If not, you’ve learnt something important.**

   **TRY 11**

5. Which of these statements is true about food contamination?
   a) You can always see when food is contaminated - **GO TO 19**
   b) Food contamination is not a serious problem - **GO TO 14**
   c) Food can be contaminated in one of three ways - **GO TO 3**

6. Wash all fruits and vegetables in clean water. Throw away the outer leaves of lettuce and cabbage. Once cut, don’t leave these foods at room temperature for a long time as bacteria grows well on the cut surfaces.

   **NOW MOVE TO 13**

7. Canned goods are safe to eat until the expiry date on the can but only if the can is not dented or rusted. Store leftovers in a cool place, but not in the can.

   **TRY 15**

8. You are correct. Storing meat at a very cold temperature prevents bacteria from growing. As with chicken and fish, you should not freeze meat again after it has been thawed.

   **MOVE ON TO 18**

9. Why should you wash your hands before you prepare food?

   **CHECK YOUR ANSWER AT 4**
How much do you know about food preparation and storage? Continued...

10 Good answer. Bacteria can grow quickly at room temperature. Cover and store food in a cool, dark place if there is no refrigerator.

11 How can you make sure that fruit is safe to eat raw?

CHECK YOUR ANSWER AT 6

12 Sorry! This is not right. Most foods should be stored in a cool dry place, but only some foods such as fresh meat, fish or chicken, milk and eggs must be stored in a fridge or freezer.

GO BACK TO 1 AND TRY AGAIN.

13 You eat a can of fish. Do you need to worry about getting sick?

GO TO 7 TO CHECK YOUR ANSWER

14 No way! Food contamination can cause serious illness and even death. Some symptoms are diarrhoea, tummy pain, nausea, vomiting, cramps and fever.

GO BACK TO 5

15 Freshly cut meat should be stored:

a) At room temperature - GO TO 16
b) In a fridge or freezer - GO TO 8

16 No! Bacteria grow very quickly at room temperature and more than 90% of foodborne illnesses are caused by bacteria.

GO BACK TO 15 AND TRY AGAIN

17 Sorry! That is not right. It is true that some foods must be fully cooked, such as meat and eggs. Other foods are better if eaten raw because they contain lots of fibre. Examples are fruit, and some vegetables and nuts.

GO BACK TO 1 AND TRY AGAIN

18 You should store leftovers in a fridge as soon as possible after a meal.

True GO TO 10
False GO TO 20

19 Wrong answer! Harmful substances are sometimes invisible to the human eye. Physical hazards like glass, metal or plastic are easier to identify but only if the pieces are quite big. Chemicals can sometimes give food a different colour, taste or smell but not always. You can’t see most biological hazards such as bacteria and parasites.

GO BACK TO 5

20 Sorry, but that is not the right answer.

HEAD BACK TO 18 AND TRY AGAIN

Now use everything that you have learnt to write a poem, song or play about food safety.
Newspaper report: How safe is it?  
You are a journalist. Your editor gave you a story to write about safe food handling and preparation.

Conduct an interview
You must interview two people who work with food. Find out how they make sure that the food they serve is safe to eat.

Who to interview?
You could interview:
• The person who runs the tuckshop, a school vendor, or the person who prepares the school meals as part of your school’s National School Nutrition Programme
• Your caregiver or someone else in your family or community
• A person running a shop in your area that sells food to people (e.g. takeaway / restaurant)

The interviews
Prepare your questions before you do the interviews. Write questions to find out the following:
• How they select food when buying to make sure it is fresh and safe to eat
• How they store ingredients and finished meals to make sure they stay fresh and safe to eat
• How they prepare food to make sure it is safe to eat
• Any experience they have had with unsafe food
• Any food safety tips

Use what you know about food hygiene to rate their shop or kitchen or dining area. What do you think? Does it look safe? Make sure you can give reasons for what you say.

Everybody in the group must take notes at the interviews because you must each write your own newspaper story.

Remember! Respect confidentiality! If people are honest, they might not want you to use their real names. Journalists often make up a name (a pseudonym) for people who they interview. This could help to get more honest information because people do not worry that the information will be tied back to them. For example, if they tell you that their food is prepared unsafely or that someone got sick from it. When you interview, tell people that you will not use their real name if they do not want you to. If people are proud of their clean shop and healthy menu, they might want you to use their real name.

Write the story
Write your newspaper story. Use the information that your group found out in its interviews. Talk about how you rate the interviewees’ facilities. Remember that you do not have to use people’s real names.

Make up your own newspaper name. Write a headline. You could include a picture.

ACTIVITY 2
Newspaper report: How safe is it? – Interview and write
Food safety crossword

ACROSS
1. You should look for this date on product packaging to make sure that the food you buy isn’t old.
5. This is a symptom of a foodborne disease.
6. Food must always be covered so that ________ and other insects do not sit on it.
8. You might get sick and do this if you eat rotten food.
9. You should always wash these after going to the toilet and before you prepare or eat food.
10. You must eat meat that is fully cooked; it must not be _________.
12. Do not eat food that has a bad ________.
13. This is a protein–rich food that you should store in a cold place, such as a fridge.

DOWN
2. If you eat food that is contaminated with harmful bacteria, you could get food POISONING.
3. This is a very dangerous and contagious sickness that people can get from infected faeces in food and water.
4. Food might get contaminated if it is made with water containing human or animal________.
7. You should wash your hands with water and ____________ before preparing food.
11. You must do this to fruit before you eat it.
13. This is a dairy product that you should store in a cool place, such as a fridge.
14. You should not buy a can of food that is ____________.

How much do you know about food hygiene? Test your knowledge by completing this crossword puzzle. The first answer is done for you.
ANSWERS

GRADE R

Activity 4: Vegetables and fruit – Odd one out

Activity 6: Dairy farming production process – Cut and stick, match shape

GRADE 1

Activity 1: Where does food come from? – Match
Eggs – Chicken; Maize Meal – Mielie; Carrot – Carrot; Milk – Cow; Sugar – Sugar Cane; Meat – Sheep

Activity 2: Grow your own food – Cut, sequence, stick, colour in and tell a story
2; 5; 3; 1; 4

Activity 4: Food for health – Choose
Food for health: cream; milk; apple; meat; yoghurt; carrot; cheese; banana; pear; split peas
Food for treats: sweets; jelly

GRADE 2

Activity 1: We need food to live – Read and answer questions
1. Any two of: porridge; milk; apples; bread; peanut butter; banana; pap
2. Sugar; jelly
3. Any two of: carrots; chicken; spinach; cauliflower
Activity 2: Food for energy, growth and health – Find words to answer questions


Wordsearch:

Activity 4: Food safety – Find the problems

Open can on shelf with flies on it; drain cleaner on shelf with food; dented and bulging cans; rat near uncovered bread; child reaching up to eat food which has flies on it; cat on table eating from plate; person sneezing on food; uncovered chicken with flies; cockroaches on table leg

Activity 5: Keep it safe! – Read and fill in the missing words


GRADE 3

Activity 2: Nutrients – Find the odd one out and write


Activity 5: Nutrients in food - Fill in the missing words


Activity 6: Find the food words – Word search
Activity 7: Different nutrients from different food – Match

1. These foods give us carbohydrates, vitamins and energy – Starchy foods like rice, bread, maize meal; 2. There are many vitamins in these foods – Vegetables and fruit; 3. These foods give us protein, carbohydrates, fibre and some vitamins - Dry beans, split peas, lentils and soya; 4. These foods give us calcium – Milk, maas and yoghurt; 5. These foods give us protein and minerals – Fish, chicken, lean meat and eggs; 6. These foods give us energy. Too much of these foods can cause heart disease – Fats; 7. This gives us energy and carbohydrates. We can use small amounts to sweeten meals - Sugar

Activity 9: More about fortified food – Do a crossword puzzle

GRADE 4

Activity 1: Food that protects your teeth – Sort and write
Foods that protect teeth: nuts, eggs, meat, cheese
Foods that can harm teeth: bread, chips, cake, sweets, apple, bananas, oranges

Activity 2: Look after your teeth – Word search and fill in the missing word
Fill in the missing word: teeth; brush; morning; night; water
Activity 1: Guidelines for healthy eating – Make a poster and decide whether sentences are true or false

True or false: T; F; T; T; F; T; F; F; T; F; T

Questions about the food diagram: the picture of rice, cereal, bread and macaroni is in the middle of the diagram because the guidelines suggest that starchy food should be part of most meals. Potatoes are in the circle with rice and macaroni because, nutritionally, they are considered to be a starchy food rather than a vegetable. Peanut butter is with oil and margarine because it contains a high percentage of fat.

Activity 3: Food safety – Do a crossword

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EX P I R Y F

O C A

5 3 6 7 8 9 10 11 12 13 14
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ENDNOTES


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Teaching Nutrition in the Foundation and Intermediate Phases is a resource book for teachers, which includes nutrition information and CAPS compliant learner activities and worksheets as part of the Life Skills (Grade R – 6) curriculum.

It forms part of a pack of nutrition education resources in support of the Life Skills curriculum.

The pack also contains:

- **Looking after your Teeth**: a Grade 4 reader about dental health care
- **Food from around the World**: a Grade 5 reader about dietary habits of different cultures
- **A Case of the Runs**: a Grade 6 detective story about food safety

These nutrition education resources have been developed through a partnership between the South African Sugar Association (SASA), the KwaZulu-Natal Department of Education (KZNDoE) and MiET Africa.

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