

**WOOLWORTHS** EDUCATIONAL PROGRAMMES

# LIFE SKILLS

**GRADES 4 & 5**  
EDUCATOR RESOURCE





Dear Educators,

It is now ten years since we introduced our Woolworths Making the Difference Educational Programme for primary schools. We're pleased to say that this programme is now used in over 2 000 schools around the country, and, through its resource material, interactive classroom activities and teacher training, continues to make a valuable contribution to the education and skills development of South Africa's young people.

Over the past few years, it has become evident that there is a need to extend both the scope and the reach of the programme. While Healthy Living and the Environment remain the focus, the content has now been revised and expanded and the target group broadened to include the entire Intermediate Phase of Grades 4, 5 and 6.

The programme now includes three educator resources: Life Skills for Grades 4 and 5, Social Sciences (Geography) for Grade 4, and Natural Sciences and Technology for Grade 6.

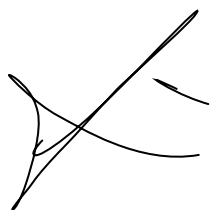
Like the previous modules, the three new resources have been developed in collaboration with the Western Cape Education Department. All the material is curriculum based and designed to meet the requirements of the new Curriculum and Assessment Policy Statement (CAPS) introduced in January 2013.

New material, including valuable case studies from Woolworths, has been added to supplement the curriculum. Theoretical content and experiential learning activities are now more closely linked, with worksheets and posters that complement experiential learning activities now incorporated into the resource material.

The creation of these new resources would not have been possible without the commitment and contribution of the Western Cape Education Department, the Marine Stewardship Council, the Woolworths Good Business Journey team and our in-house and consulting dietitians. We would like to take this opportunity to thank them for their assistance and for their ongoing support.

Healthy living and caring for the environment are both very close to our hearts at Woolworths. We hope that this 2<sup>nd</sup> edition of The Making the Difference Programme will help your learners gain an understanding of the importance of both to their futures and the future of our country.

Kind regards,



Pieter Twine  
General Manager: MySchool & Loyalty

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# OVERVIEW OF MODULE:

## SECTION 1:

### **Nutrition – Grade 4 - Term 4**

The Importance of a balanced diet for healthy teeth and bodies .....	7
A healthy, balanced diet is good for our teeth and our bodies .....	11

## SECTION 2:

### **Environment – Grade 4 - Term 4**

Healthy environment & personal health .....	15
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## SECTION 3:

### **Nutrition – Grade 5 - Term 3**

Healthy eating for children .....	23
South African food-based dietary guidelines .....	24

## SECTION 4:

### **Water – Grade 5 - Term 3**

Water as an important basic need .....	29
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# NUTRITION

## GRADE 4 - TERM 4

# THE IMPORTANCE OF A BALANCED DIET FOR HEALTHY TEETH AND BODIES

**STUDY AREA: PERSONAL AND SOCIAL WELL-BEING**

**TOPIC: HEALTH AND ENVIRONMENTAL RESPONSIBILITY**

**CONTENT: DIETARY HABITS OF CHILDREN – IMPACT ON DENTAL AND ORAL HYGIENE**

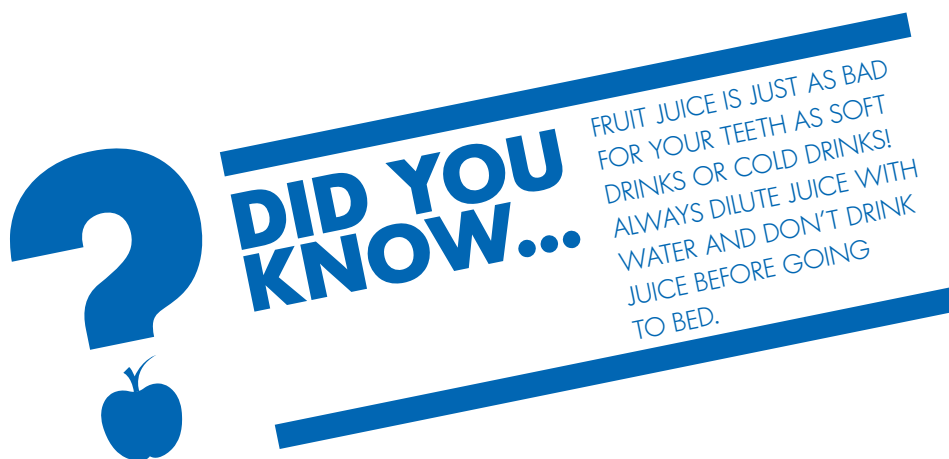
**TERM 4**

## INFORMATION FOR EDUCATORS:

During Term 4, in the study area Personal and Social Well-being, and under the topic Health and Environmental responsibility, CAPS requires you to teach learners about the Dietary Habits of Children with a specific focus on the impact on dental and oral hygiene (page 18). The following content for educators is aligned to CAPS. It includes information for educators, suggested lessons, a reading activity as required by CAPS, several classroom activities and flash cards.

## TEACHER NOTES:

A healthy, balanced diet is important for children's health in general, and for preventing tooth decay. Making healthy eating choices is an important life skill. Establishing healthy eating habits from childhood can help to prevent future lifestyle diseases and tooth decay. Dental caries or cavities are caused by bacteria creating acids from fermented sugars and starch that break down the tooth. Tooth enamel is made up of minerals such as calcium and phosphorus. Depending on its mouth environment, tooth enamel is constantly in the process of demineralisation or remineralisation. Dental caries happen when there is more demineralisation than remineralisation. Saliva is the bodies' natural defence against demineralisation. It helps to remove food from between the teeth, neutralise acids and delivers calcium, phosphorus and other minerals to the teeth for remineralisation. We produce less saliva when we sleep. It is therefore very important that we don't eat anything after we have brushed our teeth at night. Research has shown that eating and drinking lots of sugary foods and drinks can cause dental caries. Sugary foods and drinks create the ideal environment for bacteria to cause tooth decay. Note: All fermentable carbohydrates can cause dental caries; fermentable carbohydrates are found in grains, fruit, dairy products and products containing added sugars such as sweets, soft drinks and spreads; carbohydrates that can stick to the teeth or remain in the mouth for a long time can increase risk for caries.



# LESSON 1:

## THE IMPORTANCE OF A BALANCED DIET FOR HEALTHY TEETH AND BODIES

**TO DO:** Ask learners to tap lightly with their index finger on their forearm. Then ask them to tap lightly again, this time on one of their front teeth. Ask learners the following questions:

### 1. What difference do we notice?

**Answer:** Our teeth are hard.

### 2. Why are our teeth hard?

**Answer:** We need strong, hard teeth to bite and chew our food. We need strong, hard teeth that can last a lifetime.

### 3. What makes our teeth hard?

**Answer:** The hard outer covering of a tooth is a substance called tooth enamel. Tooth enamel is a very hard substance that protects the soft tissue in the tooth; it is made up of minerals such as calcium. Calcium also makes our bones strong and hard.

### 4. Where does the calcium in our teeth come from?

**Answer:** The calcium in our teeth and bones comes from the food we eat and the drinks we drink. This is why our diet is important to our teeth. We need to eat and drink enough calcium-rich foods, so our bodies can keep our teeth strong and hard.

**TO DO:** Write words that may be new to learners on the board, such as

1. Tooth enamel
2. Mineral
3. Calcium
4. Calcium-rich foods

Ask learners to say these words out loud.

**TO DO:** Now, divide the board in half with a vertical line. At the top of the first column, write the word **Calcium** on the board. Ask learners if they know any foods that are rich in calcium, and good for their teeth. List their correct answers in the first column, and add in calcium-rich foods if they don't know them.

Your list should include:

1. **Dairy**, such as milk, cheese, inkomaas and yoghurt
2. **Fish**, such as sardines and pilchards: calcium is present in the bones of the fish, therefore the fish should be eaten with its soft bones
3. **Nuts**, such as almonds and brazil nuts
4. **Vegetables**, such as artichokes; green vegetables such as broccoli and spinach; legumes such as baked beans, soya beans, lentils and chickpeas; and starchy vegetables such as sweet potato
5. **Fruit**, such as oranges



**TO DO:** Tell your learners that these are foods that help us keep our teeth strong and healthy. If we eat enough of these calcium-rich foods every day we are looking after our teeth. But if we don't get enough of these foods, then our teeth become weaker, and we can develop tooth decay which is when there are holes in the tooth enamel that are called caries or cavities.

**TO DO:** Write the words **Tooth decay** at the top of the second column on the board. Tell your learners that tooth decay is a disease that can be caused by unhealthy eating choices. Some foods can help to cause tooth decay.

**Ask learners if they know what foods can cause tooth decay.**

**Answer:** Sugary and starchy foods can cause tooth decay.

**Ask learners if they know why sugary and starchy foods can cause tooth decay.**

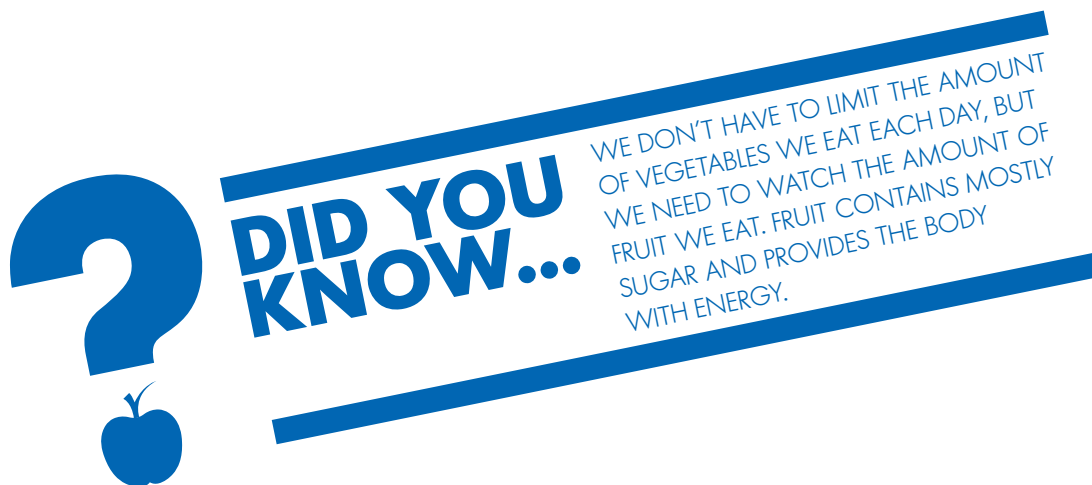
**Answer:** Bacteria in our mouths thrive on sugary and starchy foods. As the bacteria ferment the sugary and starchy foods in our mouths, they create acids which break down tooth enamel.

**Ask learners to help you list some of the sugary and starchy foods that we commonly eat.**

List their correct answers in the second column and add in others on the list below if they don't know them. Your list should include:

1. All types of **sweets** (especially types that can stick to your teeth)
2. **Chocolates**
3. **Biscuits, cakes, doughnuts**
4. **Chips**
5. **Dried fruit**
6. **Fizzy cold drinks**
7. Undiluted **fruit juice**
8. **Sugary cereals**

**TO DO:** Revise the information on the board. Certain foods are calcium-rich and can help to prevent tooth decay, and we should include them in our diet daily. Other foods, are sugary and starchy and can cause tooth decay, so we should eat them only occasionally.



**READ OUT LOUD: TWO FRIENDS AND THEIR TEETH****TEACHER NOTE:**

You can read the following short story out loud to your learners and present the following questions for them to answer:

**TWO FRIENDS AND THEIR TEETH**

Dorothy and Kudzi are best friends who are in the same Grade 4 class. They both love drama and music. Kudzi is very proud of her bright, white smile. Dorothy is very proud of her long, dark hair. Kudzi likes to eat lots of healthy food, like the whole-wheat cheese sandwich, apple, milk and crunchy raw carrots that she brings to school in her lunchbox. Dorothy is a bit different, and her favourite lunchbox foods are chips, a white roll, an orange fizzy cold drink and chewy sweets. Kudzi is very careful about brushing and flossing her teeth twice a day. After she has brushed her teeth at night, she doesn't have anything to eat or drink before she goes to bed, except a glass of water. Dorothy always brushes her teeth in the mornings before school, but sometimes she forgets to brush her teeth at night. She also likes to drink an orange fizzy cold drink before she goes to bed. Kudzi goes to the dentist for a check-up twice a year, but Dorothy hasn't ever been to a dentist. One of these friends suffers from tooth decay.

**TO DO:** Ask the learner the following questions:

**1. Which friend do you think suffers from tooth decay?**

**Answer:** Dorothy

**2. Why do you think Dorothy suffers from tooth decay?**

**Answer:** She doesn't eat healthy foods. She drinks lots of orange fizzy cold drink and eats chewy sweets. She sometimes forgets to brush her teeth at night. She doesn't go for dental check-ups.

**3. What are the ways that Kudzi keeps her smile bright and white?**

**Answer:** She eats healthy foods such as whole-wheat bread, apples and carrots. She drinks milk and water. She brushes and flosses her teeth carefully twice a day. She goes for regular dental check-ups.

# CLASSROOM ACTIVITY 1:

## CARING FOR OUR TEETH

**Materials:** Yellow paper or cardboard, scissors, white paint, paintbrushes.

Cut tooth shapes out of yellow paper. Give each child a yellow tooth. Talk about how teeth can become yellow if we don't brush them regularly. Ask learners what else causes tooth decay.

**Answers:** sugary foods and drinks. Give learners white paint and ask them to pretend it is toothpaste. Give them paintbrushes and ask them to make the yellow teeth clean and white again.

(Cut-out on page 35.)

# LESSON 2:

## A HEALTHY, BALANCED DIET IS GOOD FOR OUR TEETH AND OUR BODIES

### TEACHER NOTE:

Prior to this lesson you will need to ask your learners to collect pictures of different foods and drinks and bring them to class. They can find food and drink pictures in old magazines and advertising brochures; or use food wrappers and labels that are clean.

**TO DO:** Write the following questions and answers on the board as you present this content to learners.

### 1. What is a diet?

**Answer:** Our diet is the selection of different foods we choose to eat every day. It includes our meals and snacks. It also includes our drinks.

### 2. What is a balanced diet?

**Answer:** A balanced diet refers to:

- Eating foods from the different major food groups each day
- Eating the right amounts of foods from all the major food groups each day

**Write on the board: We all make choices every day about what we eat. It is important for our bodies and our teeth that we make healthy eating choices.**

# CLASSROOM ACTIVITY 2:

## FLASH CARDS

Divide the class into four groups. Print out the four flash cards provided for this lesson. You will also need Prestik or sticky tape. Give each group a flash card. Divide the board into four quadrants. Ask each group to appoint a reader who reads the information on the flash card aloud to their group. Ask each group to identify all the different foods illustrated on their flash card. Ask each group to appoint a speaker who presents all the information on the flash card to the class. Three groups need to identify their food group (energy, growing and fixing or protection); they need to give examples of types of food that fit into the food group. The group that has the water flash card needs to say why they think drinking lots of water every day is good for their teeth and bodies. At the end of each group's presentation, stick their flash card in a quadrant on the board.

(Refer to flash cards on pages 36 & 37.)

(Oral presentations can be used as an informal assessment.)

**TEACHER NOTES:****Flash card 1**

Mention to learners that there are many foods that are rich in carbohydrates. Starchy foods, fruit, dairy and beans all contain carbohydrates. They provide energy for the body and should be included on a daily basis. One fruit the size of a tennis ball provides the same amount of energy to the body as one slice of bread.

**Flash card 3**

Discuss with learners that fruit also provides energy to the body as it's a good source of carbohydrates.

**TO DO:** Present the following content to learners:

**A balanced diet refers to:**

- Eating foods from the different major food groups each day
- Eating the right amounts of foods from all the major food groups each day

Learners can use the following South African Dietary-based Guidelines to ensure that their meals are balanced:

**ENERGY FOODS****SA Food-based Dietary Guidelines:**

- Make starchy foods the basis of most meals
- Use food and drinks containing sugar sparingly and not between meals
- Eat fats sparingly

**GROWING AND FIXING FOODS****SA Food-based Dietary Guidelines:**

- Eat dry beans, split peas, lentils and soya regularly
- Chicken, fish, milk, meat or eggs can be eaten daily

**PROTECTION FOODS****SA Food-based Dietary Guideline:**

- Eat plenty of vegetables and fruits every day

**CLEAN WATER****SA Food-based Dietary Guideline:**

- Drink lots of clean, safe water



**DID YOU KNOW...**

LEGUMES AND BEANS SUCH AS LENTILS, BUTTERBEANS, BAKED BEANS, CHICK PEAS AND DRIED PEAS CONTAIN BOTH CARBOHYDRATE AND PROTEIN AND CAN FALL IN THE ENERGY OR PROTEIN GROUP!

## CLASSROOM ACTIVITY 3:

**Materials: pictures of all types of foods and drinks from old magazine and advertising brochures**

Ask learners to put their pictures of different foods and drinks on their desks. Now that they know that a balanced, healthy diet includes foods from all foods groups and limits sugary and fatty foods, they need to choose from the pictures they have collected to put together a healthy lunchbox. Once they have made their choices, ask learners to work in pairs. Each learner has the chance to tell their partner why they have made their choices for their lunchbox. Each learner must rate their partner's lunchbox out of 10, where 1/10 is an unhealthy lunchbox; 5/10 is an averagely healthy lunchbox and 10/10 is a healthy, balanced lunchbox. They must be able to give reasons for their ratings. Ask learners to present their rating of their partner's lunchbox to the class and give their reasons.

(Oral presentations can be used as an informal assessment.)

**TO DO:** Summarise this lesson by asking your learners to come up with Top Tips for Healthy Teeth. Write their correct tips on the board.

**Nutrition Tips for Healthy Teeth include:**

- Limit sugary foods and drinks
- Choose healthy snacks such as raw vegetables, whole-wheat bread, protein foods such as chicken or fish, cheese or unsweetened yoghurt
- Drink lots of water and low fat milk rather than fizzy cold drinks and fruit juice
- If you are thirsty after you have brushed your teeth at night, drink water only
- Eat plenty of fruit and vegetables that supply vitamins and minerals to the body
- Eat plenty of low fat milk, cheese and unsweetened yoghurt that supply calcium to the body
- Children should also brush their teeth and floss twice a day, as well as have regular check-ups at the dentist

## CLASSROOM ACTIVITY 4:

**CLASS LESSON: HEALTHY LIVING IS FUN**

You can enhance these lessons by booking a Woolworths Educational Programme Class Lesson for your class. Contact your Woolworths Educational Programme Regional Coordinator to book the **Class Lesson – Healthy Living is Fun**. A trained presenter will come to your school to present a fun and interactive lesson that uses rhyme, movement, storytelling, games and group participation to convey key information about healthy living. This class lesson will reinforce your teaching about the importance of a healthy, balanced diet.

(The worksheet provided when booking the lesson, can be used as an informal assessment.)



# HEALTHY ENVIRONMENT & PERSONAL HEALTH

**STUDY AREA: PERSONAL AND SOCIAL WELL-BEING**

**TOPIC: HEALTH AND ENVIRONMENTAL RESPONSIBILITY**

**CONTENT: HEALTHY ENVIRONMENT AND PERSONAL HEALTH - HOME, SCHOOL AND COMMUNITY**  
**TERM 4**

## INFORMATION FOR EDUCATORS:

During Term 4, in the study area Personal and Social Well-being, and under the topic Health and Environmental responsibility, CAPS requires you to teach learners about Healthy environment and personal health: home, school and community (page 18). The following content for educators is aligned to CAPS. It includes information for educators, a suggested lesson, reading activities as required by CAPS, several classroom activities and flash cards.

## TEACHER NOTE:

Prior to this lesson, you will need to ask learners to collect and bring all different kinds of waste such as paper, tin, plastic, glass and other packaging to school. It is important to ask your learners to wash all food packaging well.

# LESSON 1:

## HEALTHY ENVIRONMENT AND PERSONAL HEALTH

**TO DO:** Present the following information to learners: People create all different kinds of waste. Our waste causes pollution of the land, water and air. Polluted environments are dangerous to the health of plants, animals and people. We need to care for our environment so that we keep it healthy. Plants, animals and people need clean air, clean land and clean water to be healthy. Unhealthy environments can lead to sickness, diseases and even death. Your learners' environments are the places where they live, play and go to school.

**Ask your learners:** Are their homes, school and community healthy or unhealthy environments?

**TO DO:** Print the following flash card and show it to your learners. Go through these examples of air, land, marine and fresh water pollution with them. Ask them what they think these environments look like. Would they like to live in environments like these? What would they like their environment to look like?

# UNHEALTHY ENVIRONMENTS

**AIR POLLUTION** is caused by releasing toxic gases into the air such as exhaust fumes from cars and taxis; smoke from fires; gases released by factories, mills and mines; and even the fumes from certain cleaning products and insecticides that are used in our own homes.



**LAND POLLUTION** is caused by creating waste dumps, dumping and littering from communities, farms, factories, mills and mines. Using certain pesticides, herbicides and artificial fertilisers in our own gardens and playgrounds can cause land pollution.



**MARINE POLLUTION** is caused by oil spills, throwing our waste into the sea, pumping our waste water into the sea, and fishing industry waste.



**FRESH WATER POLLUTION** is caused by throwing our waste into rivers and wetlands, by pumping waste water or letting waste water run into rivers and wetlands from farms, factories, mills and mines.





**TO DO:** Write the following question on the board and ask learners to provide you with ideas. List their relevant ideas and add any of the ideas below that may be left out:

### **What can we do to change unhealthy environments?**

Ideas:

1. We need to take responsibility for our waste so that we do not cause pollution in our environment.
2. We need to reduce, recycle and reuse our own waste at home, at school and in our community.
3. We need to participate in community clean-ups of our environments.
4. Trees play an important role in helping to keep environments healthy, so we need to plant and care for trees.

### **READ OUT LOUD: CARING FOR THE ENVIRONMENT**

#### **TEACHER NOTE:**

You can read the following short story out loud to your learners and present the following questions for them to answer:

#### **CARING FOR THE ENVIRONMENT**

My name is David Molefe and I am a Grade 4 learner at a school in Johannesburg, South Africa. My teacher, Mr Andries has asked me to write this story about caring for our environment. Our environment gives us everything we need to live – air to breathe; water to drink and to use to keep clean; soil to grow the food we need to eat, and the space to create the shelter we need in our homes and communities. What do people give back to the environment? There's one short word: WASTE. Our modern way of life creates a lot of different kinds of waste. This waste affects the health of our environment. When our environment is unhealthy, then we will become unhealthy too. Plants, animals and people need clean air, clean water and fertile soil, but our waste pollutes the air, water and land. This is why we need to care about the environment. When we care about our environment we take action to reduce and manage our waste so that we can keep air, water and land cleaner and healthier.

Here are some of the actions I can take to care for the environment:

- If I ride my bike to school instead of catching the taxi, I won't be part of creating air pollution
- If I use my cold bath water to water our plants instead of tap water, I will be helping to save clean water
- If I grow vegetables and fruit in my garden at home, I will have food available that has not been grown with chemicals, or transported, processed and packaged
- If I make a compost heap at home, I can recycle all our green kitchen and garden waste, and make our soil more fertile
- If I take my reusable shopping bags to the shop, I don't need to use plastic bags which get thrown away
- If I plant a tree at school during National Arbour Week, it will help to keep the air cleaner

**TO DO:** Draw three columns on the board, titled "Home", "School" and "Community".

Ask your learners what actions they take at home, at school and in their communities to care for the environment. Write their action list on the board in the relevant columns.

**READ OUT LOUD: CARING FOR THE ENVIRONMENT**

**TEACHER NOTES:** Read the case study out loud to your class and use it to stimulate further discussion. It highlights that everyone, including businesses, has to take action to reduce waste. Taking the right action to reduce waste can have multiple benefits to people and the planet.

## WOOLWORTHS CASE STUDY:

### REUSABLE SHOPPING BAGS

Magrieta Leeuwschut lives in Cape Town, and she is the factory manager at Isikhwama, a small company that makes reusable shopping bags for Woolworths. She is part of Woolworths Good Business Journey to help protect the environment, and she aims to make a difference through the bags that Isikhwama produce.

Isikhwama is a small company which employs semi-skilled and unskilled people who were previously out of work. Isikhwama began with four people making 200 bags a week. Through the support of the Woolworths Enterprise Development programme, their business has grown to employ over 70 people producing about 30 000 bags for Woolworths every week.

Woolworths customers buy these lovely, affordable reusable bags in Woolworths stores to carry their shopping over and over again. This saves them money as they don't have to buy plastic bags every time they shop.

The special thing about these Woolworths reusable bags is that they are made from recycled plastic bottles. It is estimated that around 10 000 people earn money from collecting the plastic bottles for recycling. Recycling plastic bottles is great because it means that the bottles don't end up in landfills. It also helps to save energy and reduces the amount of new plastic that needs to be made.

The bags are decorated with messages that raise awareness about caring for the environment such as saving water and energy, sustainable farming and sustainable fishing. Some of the Woolworths bags help raise funds for the conservation of endangered African Wild Dogs, Cheetah, Rhino and Vultures. One of these designs is a rhino bag that has helped to raise over R1 million for WWF-South Africa's programme to stop rhino poaching.



# GLOSSARY

## REUSABLE

Refers to an item that can be used again and again. A reusable bag can be used many times as opposed to a disposable bag which is used once or twice and then thrown away. We should try to use as many items as possible over and over again so that we reduce our waste.

## ENTERPRISE DEVELOPMENT

Refers to encouraging, creating opportunities for and supporting new, usually small businesses that help individuals, families and communities to earn a fair living and support themselves.

## RECYCLING

Refers to extracting a valuable material from an item that would otherwise be thrown away, and making a new product from that material. Recycling helps to reduce the amount of waste and reduces the need to produce more from new materials. Valuable materials such as paper, glass, plastic and tin can all be recycled instead of thrown away.

## LANDFILL

This is a piece of land that people use to bury our waste. Most of what we throw away in the dustbins in our homes and schools is collected and taken to a landfill. Creating a landfill destroys the plants and animals that were living on that land. A lot of human waste, such as plastics, takes a long time to break down, and they can remain in the soil for centuries. A lot of human waste is also poisonous to ourselves and other forms of life. This means that landfills are unhealthy environments. Children should never play on or around a landfill. We need to reduce the amount of items that we throw away to limit the amount of land we need to use as landfills. We can reduce our waste by buying less, reusing items and recycling.

## SUSTAINABLE FARMING

Refers to farming methods that ensure that soil remains healthy and fertile, that the water on the land is not polluted and that the plants and animals that should be living on the land are able to still live there. Woolworths is helping farmers who grow fruit and vegetables for us using sustainable farming methods through a programme called Farming for the Future.

## SUSTAINABLE FISHING

Refers to fishing methods that ensure the marine environment is not damaged by fishing and that the catch of the fish species that is targeted is limited so that the species will not become extinct. Woolworths introduced a sustainable seafood policy in 2008 and is committed to ensuring that all its seafood is responsibly sourced.

## CONSERVATION

Means protection and preservation. When we support Rhino conservation it means that we support the activities that ensure that Rhinos are protected in the wild today, so that the species is able to live and reproduce into the future.

**TO DO:** Summarise the benefits of reusable shopping bags for your learners by drawing the following table with just the headings on the board. Ask learners to identify the different benefits for people and the planet, and complete the table.

#### BENEFITS OF WOOLWORTHS REUSABLE SHOPPING BAGS

PEOPLE	PLANET
<ul style="list-style-type: none"> <li>• Creates employment for people making the bags</li> <li>• People earn money collecting plastic bottles for recycling</li> <li>• Customers save money as they don't have to buy new plastic bags every time they shop</li> </ul>	<ul style="list-style-type: none"> <li>• Recycles plastic bottles so they don't go into a landfill</li> <li>• Saves energy</li> <li>• Reduces the need to produce new plastic</li> <li>• Messages on bags raise awareness of caring for the environment</li> <li>• Limited edition bags raise money for conservation of endangered animals</li> </ul>

#### TO DO: Tell your learners about National Arbour Week in South Africa

Across the world, people celebrate Arbour Day by planting trees. In South Africa, we celebrate a National Arbour Week during the first week in September.

#### Trees play a very important role in keeping environments healthy:

- Trees take in carbon dioxide from the air and release oxygen
- Trees provide greening and shade
- Trees provide ecosystems and shelter for other plants and animals
- Trees can provide us with fruits, nuts and medicines

## CLASSROOM ACTIVITY 5:

**Materials:** Different kinds of waste such as paper, plastic, tin, glass, newspaper and packaging. Poster size sheets of paper, cardboard, glue, scissors, crayons, paint, coloured pens and pencils.

Ask your learners to create posters or sculptures out of the waste and other materials to promote caring for the environment and participation in National Arbour Week at your school. Organise an exhibition of their creations at your school over National Arbour Week.

#### Informal assessment:

- Ask learners to summarise how the people and planet can benefit from using reusable shopping bags by using a table.
- List 4 reasons why trees are important in keeping environments healthy.

## CLASSROOM ACTIVITY 6:

### Materials: Trees and spades

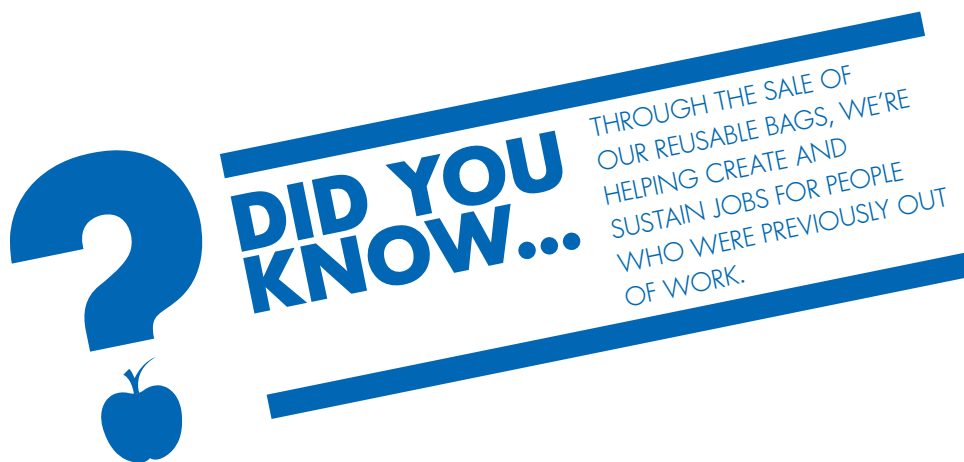
Plant trees for Arbour Day at your school. Try to use indigenous or fruit and nut trees so that your school gets multiple benefits from the trees you plant. Ensure that the trees are cared for so that they grow well.

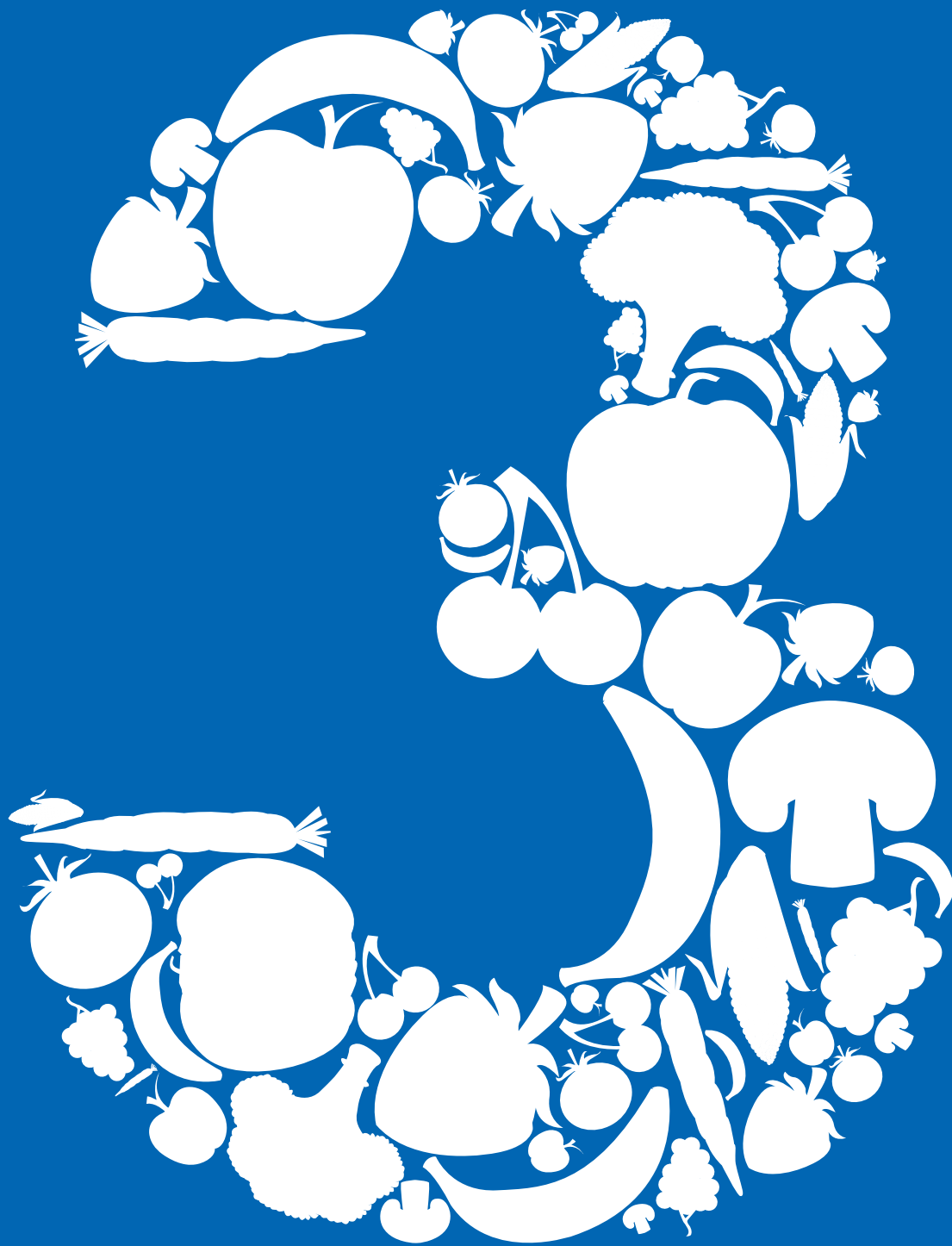
## CLASSROOM ACTIVITY 7:

### CLASS LESSON: THE BIG STOMP, OUR ECOLOGICAL FOOTPRINT

You can enhance this lesson by booking a Woolworths Educational Programme Class Lesson for your class. Contact your Woolworths Educational Programme Regional Coordinator to book the Class Lesson. A professional presenter will come to your school to present a fun and interactive lesson that uses rhyme, movement, storytelling, games and group participation to convey key information about caring for the environment. Learners love joining in The Big Stomp Rap and playing the Earth Safety Game. Having loads of fun is a great means for them to learn five essential, practical ways that they can reduce their ecological footprint and contribute to a more sustainable South Africa.

(The worksheet provided when booking the lesson, can be used as an informal assessment.)





# **NUTRITION**

## **GRADE 5 - TERM 3**

# HEALTHY EATING FOR CHILDREN

**STUDY AREA: PERSONAL AND SOCIAL WELL-BEING**

**TOPIC: HEALTH AND ENVIRONMENTAL RESPONSIBILITY**

**CONTENT: HEALTHY EATING FOR CHILDREN - SOUTH AFRICAN FOOD-BASED DIETARY GUIDELINES, DIETARY NEEDS OF CHILDREN**

**TERM 3**

## INFORMATION FOR EDUCATORS:

During Term 3, in the study area Personal and Social Well-being, and under the topic Health and Environmental responsibility, CAPS requires you to teach learners about Healthy Eating for children (page 21). The following content for educators is aligned to CAPS. It includes information for educators, a suggested lesson, a reading activity as required by CAPS, classroom activities, a project activity and worksheets.

## TEACHER NOTE:

A healthy, balanced diet is important for children's proper growth and development. Learners need to understand the importance of a healthy balanced diet. Establishing healthy eating habits in childhood can help to prevent future lifestyle diseases.

# LESSON 1:

## HEALTHY EATING FOR CHILDREN

**TO DO:** Write the following questions and answers on the board as you present this content to learners.

### 1. What is a diet?

**Answer:** Our diet is the selection of different foods we choose to eat every day. It includes our meals and snacks. It also includes our drinks.

### 2. What is a balanced diet?

**Answer:** A balanced diet refers to:

- Eating foods from the different major food groups each day
- Eating the right amounts of foods from all the major food groups each day

**Write on the board:** We all make choices every day about what we eat. It is important for our bodies that we make healthy eating choices.

## TEACHER NOTE:

Make a copy of the worksheet for each learner. Explain each food group, our recommended explanations follow. Ask learners to circle the pictures of the different foods from different food groups that they eat.

(Refer to worksheet on pages 36 & 37.)



**TO DO:** Present the following explanations of each food group represented on the worksheet to your learners:

# SOUTH AFRICAN FOOD-BASED DIETARY GUIDELINES:

## 1. MAKE STARCHY FOODS THE BASIS OF MOST MEALS

## 2. USE FOOD AND DRINKS CONTAINING SUGAR SPARINGLY AND NOT BETWEEN MEALS

### ENERGY FOODS

Energy foods are carbohydrates and fats. The carbohydrates that we eat are the starches and sugars provided by plant foods and the sugars provided by certain animal foods such as dairy. Starchy carbohydrates include foods like cereal, rice, pasta, mealie meal, samp, bread, potato, sweet potato and beans, lentils and chickpeas. Sugary carbohydrates include sweets, chocolates and sugary drinks as well as fruit and dairy products. Fats provide energy and also have a very important protective role in our bodies. Animal sources of fats include butter, meat with fat on and oily fish such as sardines. Plant sources of fats include cooking oils, peanut butter, olives, nuts and avocado pears. Mention to learners that there are many foods that are rich in carbohydrates. Starchy foods, fruit, dairy and beans all contain carbohydrates; they provide energy for the body and should be included on a daily basis. One fruit the size of a tennis ball provides the same amount of energy to the body as one slice of bread.

### How do energy foods work in a balanced diet?

It is important to get the balance of carbohydrates in our diet right. If we eat too much of sugary and starchy foods, then our fat stores will increase and could lead to us becoming overweight. We should include starchy foods that are whole-grain or high in bran or fibre, starchy vegetables, dried beans and fruit in our diet often and have sugary treat foods only occasionally.

## 3. EAT FATS SPARINGLY

We do not need to include a lot of fats in our diet. There are certain fats that are healthy, such as the fats found in oily fish such as sardines and in avocado pears, nuts and plant oils. We only need them in small amounts. Eating a lot of fatty foods can cause us to become overweight.

## 4. EAT DRY BEANS, SPLIT PEAS, LENTILS AND SOYA REGULARLY

## 5. CHICKEN, FISH, MILK, MEAT OR EGGS CAN BE EATEN DAILY

### GROWING AND FIXING FOODS

Proteins are known as growing and fixing foods. They build and repair all our bodies' tissues including all of our muscles and organs. Animal sources of proteins include meat, fish, chicken, eggs, yoghurt, milk and cheese. Plant sources of proteins include chickpeas, beans, lentils, nuts and soya.

### How do Growing and Fixing Foods work in a balanced diet?

Proteins are a very important part of our diet. Our bodies cannot grow well or stay healthy without eating proteins often. However, we must also remember that animal sources of protein also contain fats. In order to ensure that we eat fats sparingly, we can choose lower fat options of proteins such as low fat or fat free dairy, lean meats and skinless chicken. Fish is a good source of proteins.



## 6. EAT PLENTY OF VEGETABLES AND FRUITS EVERY DAY

### PROTECTION FOODS

Fresh fruit and vegetables are known as Protection Foods because they supply us with vitamins and minerals that we need to maintain a healthy strong body. Vitamins and minerals support healthy growth and development as well as a healthy immune system, and help every organ in your body to do its job well. Discuss with learners that fruit also provides energy to the body as it is a good source of carbohydrates.

### How do Protection Foods work in a balanced diet?

To maintain a healthy body we need to include sources of vitamins and minerals in our diets every day. Fruit and vegetables, as well as legumes such as dried beans and lentils, nuts and seeds are all excellent sources of vitamins and minerals.

## 7. DRINK LOTS OF CLEAN, SAFE WATER

### CLEAN WATER

Drinking clean water every day is good for our bodies. It is much better to drink water than fizzy cold drinks and other drinks that are full of sugar. It is a good habit to drink at least 8 glasses of water each day.

## READ OUT LOUD: THE SOUTH AFRICAN FOOD-BASED DIETARY GUIDELINES

### TEACHER NOTE:

Here is an article introducing the 11 South African Food-based Dietary Guidelines which we can follow to achieve a healthy, balanced diet. Read this out loud to your class. It will help them if you also write each guideline on the board.

# SOUTH AFRICA HAS GUIDELINES FOR HEALTHY EATING

Many South Africans suffer from poor nutrition. Poor nutrition occurs when people don't have enough to eat, as well as when they eat too much or too little food or they follow an unhealthy diet and are obese or underweight. South Africa has 11 Food-based Dietary Guidelines to help people make healthier eating choices. The guidelines are:

1. **Enjoy a variety of foods** – eating a variety of foods from different food groups helps us to get the balance right in our diets
2. **Be active** – enjoying physical activity every day helps to keep us strong and healthy
3. **Make starchy foods the basis of most meals** – starchy foods are energy foods such as whole-wheat bread, samp, mielie meal, cereals, pasta, potatoes and sweet potatoes
4. **Eat dry beans, split peas, lentils and soya regularly** – these are known as legumes and contain protein, carbohydrate, fibre, vitamins and minerals
5. **Chicken, fish, milk, meat or eggs can be eaten daily** – these are growing and fixing foods
6. **Drink lots of clean, safe water** – it is much better for our bodies when we drink lots of water and limit sugary drinks such as soft drinks and fruit juice
7. **Eat plenty of vegetables and fruits every day** – these are protection foods that provide us with vitamins and minerals. Fruits are also a high source of natural sugars so they also fall into the energy food group such as soft drinks and fruit juice

8. **Eat fats sparingly** – fats are energy foods that we don't need to eat a lot of
9. **Use salt sparingly** – too much salt in our diets is bad for our health. There are many other ways to flavour our foods such as using herbs and spices
10. **Use food and drinks containing sugar sparingly and not between meals** – sugary foods such as sweets, cakes, biscuits and chocolates, as well as sugary drinks such as fizzy cold drinks, should only be consumed as occasional treats.
11. **If you drink alcohol, drink sensibly** – this guideline is only for adults. Children may not drink any alcohol. Drinking alcohol can cause many health and social problems.

By following these 11 guidelines, South Africans can improve their eating choices and be healthier.

**TO DO:** Discuss the following questions and answers with your learners:

### 1. Why is it important to eat a balanced diet?

**Answer:** Because we are what we eat, we will only be healthy and strong if we eat a balanced diet of healthy foods from the major food groups. Each day we all make choices about what to eat. It is important to take responsibility for our health by making healthy eating choices. Unhealthy, unbalanced diets affect normal growth and development. Unhealthy, unbalanced diets can lead to frequent sickness, serious health conditions and disease.

### 2. Why can it be a challenge to make healthy eating choices?

**Answers:**

Healthy food options aren't always readily available.

**Solution:** *Encourage your family to plant a vegetable garden; encourage your family to have fruit and vegetables available at home; encourage your school tuckshop to sell healthy food options*

We may be tempted to eat less healthy food, such as sweets, fizzy cold drinks and fatty take-away foods.

**Solution:** *Pack healthy food in your lunchbox*

We may choose foods that are less healthy because we think they are convenient, such as chips and take-away foods.

**Solution:** *Fruits are nature's very own fast-food – ready to eat! Cereal bars, yoghurt and nuts are convenient and healthy food options.*

## CLASSROOM ACTIVITY 8:

### TELL OTHERS ABOUT THE 11 SOUTH AFRICAN FOOD-BASED DIETARY GUIDELINES

**Materials:** Poster size sheets of paper or cardboard, crayons, paint, coloured pens or pencils.

Divide the class into 11 small groups. Allocate one of the 11 guidelines to each group. Ask each group to create a poster to encourage other children to follow the guideline. It is a good idea to find out if you can display all 11 posters somewhere strategic in your school, such as around the tuck shop area.

# CLASSROOM ACTIVITY 9:

## CLASS LESSON: HEALTHY LIVING IS FUN

Contact your Woolworths Educational Programme Regional Coordinator to book the **Class Lesson – Healthy Living is Fun**. A trained presenter will come to your school to present a fun and interactive lesson that uses rhyme, movement, storytelling, games and group participation to convey key information about healthy living. This class lesson will reinforce your teaching about Healthy Eating for Children.

(The worksheet provided when booking the lesson, can be used as an informal assessment.)

# PROJECT ACTIVITY 1:

## UNDERSTANDING YOUR OWN DIET

### Steps:

1. Make a copy of the following Project Activity 1 worksheet for each learner
2. Ask them to record everything they eat and drink over the period of a school week
3. When they have completed this task, ask them to work in pairs in class. Instruct them to use the 11 South African Food-based Dietary Guidelines to evaluate whether they and their partner have made healthy eating choices
4. Let a representative of each pair present their joint findings to the class
5. Ask learners what challenges they faced in making healthy eating choices – such as availability of healthy food, family diet, social pressure, food shortage and socio-economic conditions

(Refer to worksheets on pages 38 - 42.)

(Refer to assessment rubric on page 45.)

# OUTING:

## A WOOLIES STORE TOUR

Contact your Woolworths Educational Programme Regional Coordinator to book a Grade 5 Woolies Store Tour that focuses on healthy eating for children and includes a worksheet.





# **WATER**

## **GRADE 5 - TERM 3**

# WATER AS AN IMPORTANT BASIC NEED

**STUDY AREA: PERSONAL AND SOCIAL WELL-BEING**  
**TOPIC: HEALTH AND ENVIRONMENTAL RESPONSIBILITY**  
**CONTENT: WATER AS AN IMPORTANT BASIC NEED**  
**TERM 3**

## INFORMATION FOR EDUCATORS:

During Term 3, in the study area Personal and Social Well-being, and under the topic Health and Environmental responsibility, CAPS requires you to teach learners about Water as an important basic need (page 21). The following content for educators is aligned to CAPS. It includes information for educators, a suggested lesson, reading activities as required by CAPS and classroom activities.

## TEACHER NOTES:

All life on earth depends on fresh water – plants, animals and people cannot live without it. The South African Constitution states that everyone has the right to have access to sufficient water. We rely on water each and every day for our very lives and well-being. But the fresh water we have on Earth is finite; the amount of water that is available for human consumption is actually reducing due to many wasteful or polluting practices. Approximately 97% of the water on earth is salt water, and only 3% is fresh water. Of this 3%, three-quarters is frozen, which means that less than 1% of the earth's water can be used by humans, animals and plants, all of which need fresh water to survive. This means that we have to save our water by using it sparingly and keeping it clean.



# LESSON 1:

## WATER AS AN IMPORTANT BASIC NEED

### READ OUT LOUD: WATER AS AN IMPORTANT BASIC NEED

#### TEACHER NOTE:

Here is an article about the importance of water to plants, animals and humans for you to read out loud to your class, and then discuss.

# WE ALL NEED WATER!

There could be no life on Earth without clean, fresh water. Water plays a vital role in every living system, known as ecosystems. Water is essential for plants, animals and humans to grow and function. Without water there would also be no food or shelter, which all living things require.

Plants absorb water and nutrients in the soil through their roots. With the help of the sun, they can then produce their own food. Unlike plants, animals and humans can't make their own food, so they need to eat plants and other animals to survive. Some animals can get enough water from the food they eat, but most have to drink fresh water from sources like rivers and lakes. Water also provides shelter for many different kinds of living creatures, directly and indirectly. Some animals like monkeys, deer and lion use plants and trees for shelter, and so benefit from water for shelter indirectly. Other animals such as dolphins and whales, jellyfish and turtles, barracuda and sharks, hippopotamus and crocodiles live in water, and benefit from its shelter directly.

Humans need water in so many different ways. Our bodies need water to function. Do you know that humans can live without food for weeks, but we can only survive for about a week without water? More than 70% of your body consists of water. Drinking 8 glasses of water a day can give you a healthy skin, boost your energy levels and keep you alert. Water also helps to keep the body's systems, your bones, teeth, hair and nails healthy. Water helps us to digest our food. It helps to remove waste from our bodies and cleans the blood passing through our kidneys. Water regulates our body temperature. Water helps to carry nutrients and oxygen to our organs and other body parts.

But we don't just need water to drink. We use fresh water for many other purposes that sustain our lives.

**We need water to keep clean:** for bathing, showering and brushing our teeth. We need water to keep our environment clean and we use it in our homes to wash our clothes, dishes, cars, toilets and pets.

Water also plays an important role in every industry that supports our modern way of life. We need water for our food production – to irrigate crops, to sustain farm animals and for fishing. We need water for the mining industry, manufacturing industries and to generate the power that provides energy for our homes, schools and communities. We need water to fight fires. Water also plays an important role in our leisure activities and in the tourism industry.

Only 3% of the water on earth is fresh water. Of this 3%, three-quarters is frozen, which means that less than 1% of the earth's water can be used by humans, animals and plants, all of which need fresh water to survive. This means that we have to save our water by using it sparingly and keeping it clean. Water is reusable but is not a renewable resource. Did you know that it is possible to drink water today that was here in the dinosaur era?



**TO DO:** Ask learners the following questions that enable them to recall and relate information from the article that has been read out loud.

**1. Why do plants need water?**

**Answer:** To live, grow and develop

**2. Why do animals need water?**

**Answer:** To live, grow and develop

**3. Names some types of animals and plants that need water as their habitat.**

**Answers:** Algae, kelp, seaweed, dolphins and whales, jellyfish and turtles, barracuda and sharks, hippopotamus and crocodiles.

**4. Why do our bodies need water?**

**Answers:** Water helps to keep the body's systems, bones, teeth, hair and nails healthy. Water helps us to digest our food. It helps to remove waste from our bodies and cleans the blood passing through our kidneys. Water regulates our body temperature. Water helps to carry nutrients and oxygen to our organs and other parts of the body.

**5. Why do we need water in our homes?**

**Answers:** We need water to keep clean: for bathing, showering and brushing our teeth. We need water to keep our environment clean and we use it in our homes to wash our clothes, dishes, cars, toilets and pets.

**6. What else do people use water for?**

**Answers:** Water plays an important role in every industry that supports our modern way of life. We need water for our food production – to irrigate crops, to sustain farm animals and for fishing. We need water for the mining industry, manufacturing industries and to generate the power that provides energy for our homes, schools and communities. We need water to fight fires. Water also plays an important role in our leisure activities and in the tourism industry.

**7. How much of the water on earth is fresh water?**

**Answer:** Only 3% of the water on earth is fresh water. Of this 3%, three-quarters is frozen, which means that less than 1% of the earth's water can be used by humans, animals and plants, all of which need fresh water to survive. This means that we have to save our water by using it sparingly and keeping it clean.

## HOMEWORK ACTIVITY 1:

Print a copy of the following worksheet for each learner. Ask them to take this worksheet home to share with their parents or caregivers. Ask them to tick off all the water-saving actions that they can take as a family.

(Refer to worksheet 3 on pages 43 & 44.)

**Follow-up on Homework Activity:** Ask learners to share which water-saving actions their family can take.

**READ OUT LOUD: HOW WE SAVE WATER AND PROTECT WATER QUALITY****TEACHER NOTE:**

Read the following case study out loud to your class. This Woolworths story highlights that businesses also play a part in water-saving and water protection. Everyone needs to take action.

# WOOLWORTHS CASE STUDY:

## HOW WE REDUCE WATER USE AND PROTECT WATER QUALITY

**FARMING FOR THE FUTURE**

Most of South Africa's fresh water supply is used for watering crops on farms, which is called irrigation. Have you ever passed by a big farm and seen huge sprinkler systems spraying water over the fields? Woolworths has a sustainable farming programme called Farming for Future, and one of its important aims is water conservation. Our Farming for the Future farmers who grow fresh fruit and vegetables as well as those who produce horticultural products, are using new methods of sustainable farming including targeted irrigation that is only used if and when crops need more water, rather than irrigating as a matter of course.

**WORKING WITH OUR SUPPLIERS**

By working with various national and international organisations on a number of different worker issues, Woolworths helps our suppliers, staff and customers understand the very real need to conserve and use water wisely. Woolworths regularly measures the amount of water used by our farmers and we work with them to reduce water usage and improve waste water management during growing, production and preparation.

**WATER BALANCE PROGRAMME**

Woolworths takes part in the World Wide Fund for Nature (WWF) South Africa's Water Balance programme. This programme helps businesses to balance their water usage through projects that increase supplies of clean, fresh water into the environment, such as removing alien plants that use more water than indigenous plants. Such alien plants use over 7% of South Africa's already scarce water resources.

**WATER-WISE STORES**

Before Woolworths opens a new store, we look at the design of the property to make sure it uses water efficiently. This includes making sure that as much water is kept on site as possible for reuse, and checking for water storage as well as recycled and grey water systems. Irrigation is minimised by using rain water where possible and planting indigenous, water-wise shrubs and ground cover.

**WATER-WISE HEAD OFFICE**

At our Head Office in Cape Town, Woolworths has tapped into an underground water supply that runs about 20 metres under the building. It flows into the storm water system and is discharged into the sea without being used. After consulting with the municipality and a range of experts, we realised that we could harvest the underground water, treat it and use it. We installed a water treatment system and use some of this water to flush toilets, run the building's car wash, the fountain outside and the cooling towers for the air conditioning units. This saves the Cape Town municipality an estimated 27 375 000 litres of water a year or 75 000 litres per day.



# GLOSSARY

**IRRIGATION**

Refers to the different ways of watering crops and plants.

**WATER CONSERVATION**

Refers to protecting and preserving water resources.

**WATER USAGE**

Refers to the amount of water used by an individual or a family or a school or a community or a business, or in a geographical area.

**WASTE WATER**

Refers to any water that has been changed or contaminated by human activities. We generate waste water in our homes, schools and offices when we flush toilets and run water down our sinks. Farms, factories and mines generate waste water in their production processes.

**WASTE WATER MANAGEMENT**

Refers to the different ways that we treat waste water to return the water to its natural, clean state. Waste water that is not treated is polluted water that is dangerous to all life forms.

**GREY WATER**

Refers to water generated by certain activities in a household or a business that can be treated on-site or reused on-site. An example of grey water is that if you use natural soaps when you bath, you have grey water that can be used to water your garden.

**ALIEN PLANTS**

Refers to plants that have been introduced into environments where they would not naturally grow. They are also called exotic plants. Alien plants often become a problem because a plant that grows in its natural environment is kept in balance by its natural ecosystem. An alien plant is not in its natural ecosystem, and therefore it can easily grow out of balance using up too much water, taking up too much space and failing to be beneficial to other species in the ecosystem.

**INDIGENOUS PLANTS**

Refers to plant growing in their natural ecosystems. They are also called native or endemic plants. Indigenous plants are uniquely adapted to play an important role in keeping the natural balance of its ecosystem.

### Tell Your Learners about International Coastal Clean-up Day

Across the world, millions of people participate in International Coastal Clean-up Day by cleaning up beach and wetland ecosystems. Each year, the Woolworths Educational Programme and MySchool Fundraising Programme, invites schools to join our International Coastal Clean-up events in Cape Town, Port Elizabeth and the Durban area.

By participating in these **International Coastal Clean-up Day** events, children, teachers and parents will:

- Gain awareness of the issues of marine pollution
- Understand that this is a preventable crisis entirely caused by human activity
- Be aware that we can improve our environments if we think and behave differently
- Be part of a global effort of concerned citizens who care for the environment
- Understand that we all have a part to play improving and caring for the environment
- Experience their individual power to make a difference
- Enjoy the beach and experience the value of a cleaner, healthier environment

## CLASSROOM ACTIVITY 10:

**Materials:** Poster size sheets of paper or cardboard, crayons, paint, coloured pens or pencils

Ask your class to design a poster to involve your school community in International Coastal Clean-up Day. Display the posters around your school.

### Participate in an International Coastal Clean-up Event

Contact your Woolworths Educational Programme Regional Coordinator to book this event in your region.

## CLASSROOM ACTIVITY 11:

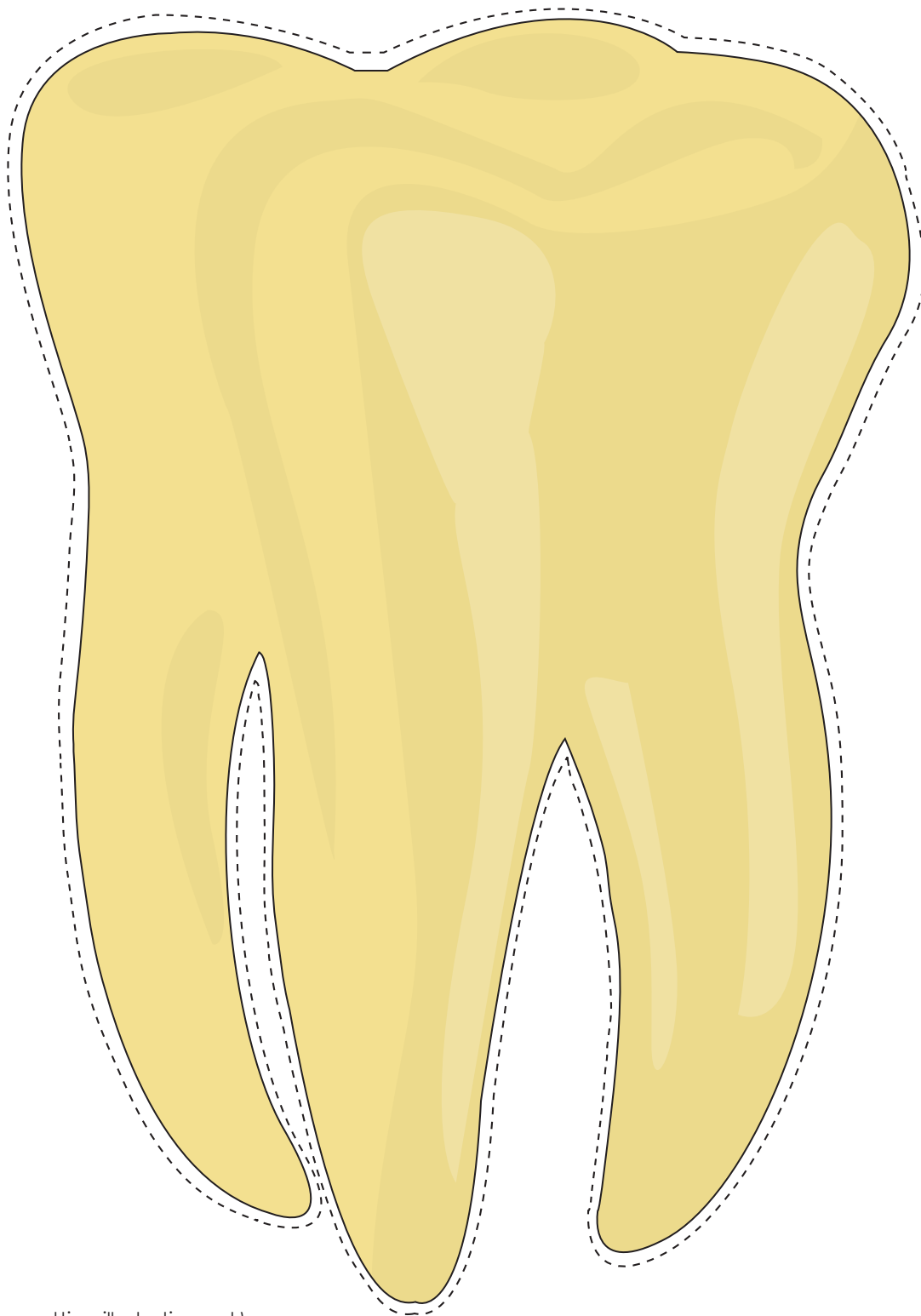
### CLASS LESSON: THE ENVIRONMENT – WATER

Contact your Woolworths Educational Programme Regional Coordinator to book the **Class Lesson – The Environment: Water**. A trained presenter will come to your school to present a fun and interactive lesson that uses rhyme, movement, storytelling, games and group participation to convey key information about how to save and protect water.

(The worksheet provided when booking the lesson, can be used as an informal assessment.)

# CLASSROOM ACTIVITY 1:

## CARING FOR OUR TEETH CUT-OUT



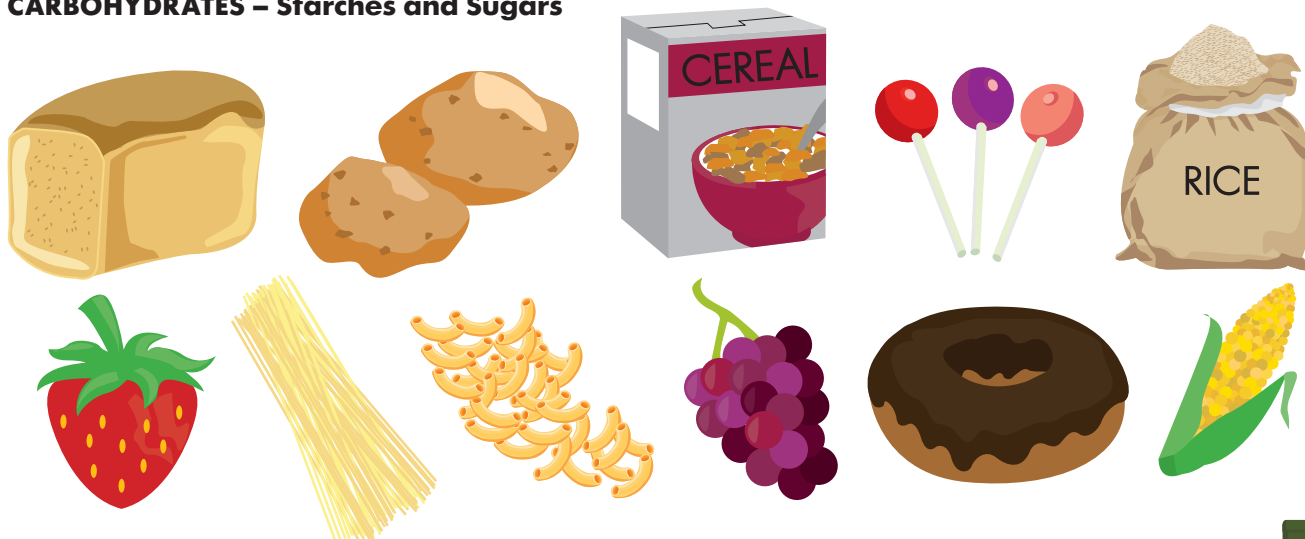
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# WORKSHEET 1:

## HEALTHY EATING FOR CHILDREN

### ENERGY FOODS

#### CARBOHYDRATES – Starches and Sugars

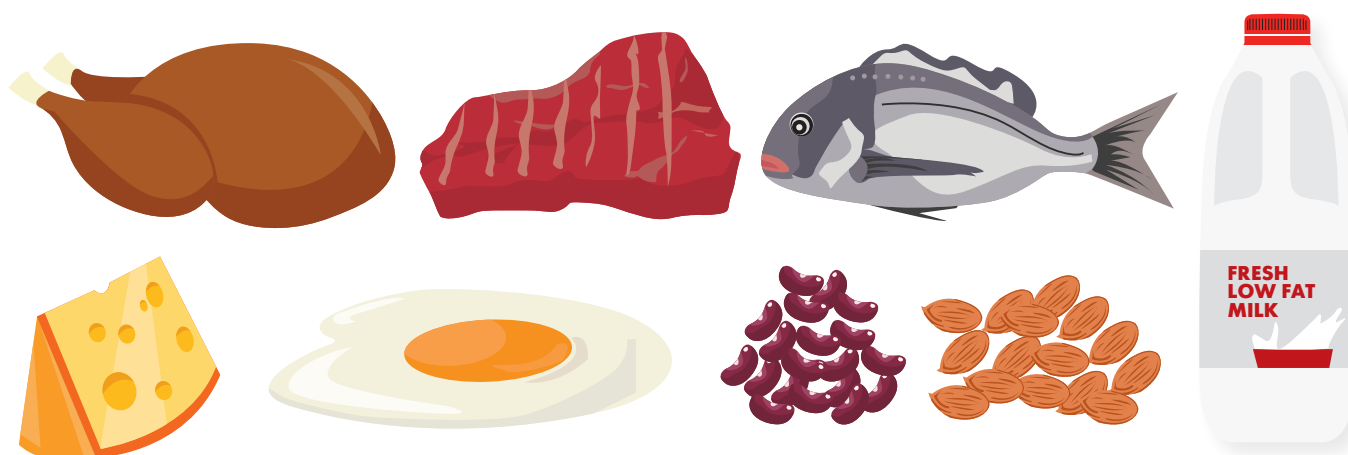


#### FATS & OILS



#### GROWING AND FIXING FOODS

##### PROTEINS



**PROTECTION FOODS  
FRUIT AND VEGETABLES****CLEAN WATER**

# WORKSHEET 2:

## PROJECT ACTIVITY 1 - UNDERSTANDING YOUR OWN DIET

### DAY ONE

	FOOD ITEM (e.g. cereal)	FUNCTION OF FOOD (Energy foods – Carbohydrates & Fats, Growing & fixing foods – Proteins, Protection foods – Fruit & Vegetables)	GLASSES OF WATER
Breakfast			
Snack			
Lunch			
Snack			
Supper			

# DAY TWO

	<b>FOOD ITEM</b> (e.g. cereal)	<b>FUNCTION OF FOOD</b> (Energy foods – Carbohydrates & Fats, Growing & fixing foods – Proteins, Protection foods – Fruit & Vegetables)	<b>GLASSES OF WATER</b>
<b>Breakfast</b>			
<b>Snack</b>			
<b>Lunch</b>			
<b>Snack</b>			
<b>Supper</b>			

# DAY THREE

	FOOD ITEM (e.g. cereal)	FUNCTION OF FOOD (Energy foods – Carbohydrates & Fats, Growing & fixing foods – Proteins, Protection foods – Fruit & Vegetables)	GLASSES OF WATER
<b>Breakfast</b>			
<b>Snack</b>			
<b>Lunch</b>			
<b>Snack</b>			
<b>Supper</b>			



# DAY FOUR

	<b>FOOD ITEM</b> (e.g. cereal)	<b>FUNCTION OF FOOD</b> (Energy foods – Carbohydrates & Fats, Growing & fixing foods – Proteins, Protection foods – Fruit & Vegetables)	<b>GLASSES OF WATER</b>
<b>Breakfast</b>			
<b>Snack</b>			
<b>Lunch</b>			
<b>Snack</b>			
<b>Supper</b>			

# DAY FIVE

	<b>FOOD ITEM</b> (e.g. cereal)	<b>FUNCTION OF FOOD</b> (Energy foods – Carbohydrates & Fats, Growing & fixing foods – Proteins, Protection foods – Fruit & Vegetables)	<b>GLASSES OF WATER</b>
<b>Breakfast</b>			
<b>Snack</b>			
<b>Lunch</b>			
<b>Snack</b>			
<b>Supper</b>			

# WORKSHEET 3:

## HOMework ACTIVITY 1 – WATER-SAVING AND WATER PROTECTION

### Water is an Important Basic Need for All Life on Earth

We need to save and protect water because:

- There is a limited amount of fresh water available on earth. Water is a finite resource
- Human activities such as mining, agriculture, fishing, leisure and manufacturing pollute our available fresh water sources

**How to use this worksheet:** Here is a list of water-saving actions. Go through this list with your family and tick the actions that you and your family are already taking and can take to save and protect water.

ACTIONS	ALREADY DOING	CAN DO
<b>General water saving:</b> <ul style="list-style-type: none"> <li>• Turn-off the tap while brushing teeth, shaving or soaping hands</li> <li>• Take shorter showers and use less water when you bath</li> <li>• Sweep outside areas instead of hosing with water</li> <li>• Use eco-friendly soaps and cleaning products</li> <li>• Fix leaks at home and report water leaks at school and in your community</li> <li>• Don't just run the tap; always use the plug in the sink or a bowl</li> <li>• Install water-saving devices on taps, toilets, showers and sprinklers</li> <li>• Install a water meter and monitor your use</li> </ul>	          	          
<b>Car:</b> <ul style="list-style-type: none"> <li>• Wash your car with a bucket and sponge only</li> <li>• Use a commercial car wash that recycles water</li> </ul>	  	  
<b>Bathroom:</b> <ul style="list-style-type: none"> <li>• Shower rather than bath</li> <li>• If you have to bath, use less water in the bath</li> <li>• Use eco-friendly soap in your bath</li> <li>• If you use only eco-friendly soap you can use your cooled bathwater to water the garden</li> <li>• Bathe young children together</li> <li>• Flush the toilet only when odours make it necessary</li> <li>• Put a brick in your cistern to reduce the amount of water it takes to fill it</li> <li>• Install a low-flow showerhead</li> </ul>	          	          

ACTIONS	ALREADY DOING	CAN DO
<b>Laundry:</b> <ul style="list-style-type: none"> <li>• Wash your towels and linen less often</li> <li>• Match the size of your laundry load with water volume</li> <li>• Buy an eco-friendly wash ball</li> <li>• Buy a water-efficient washing machine</li> </ul>	    	    
<b>Kitchen:</b> <ul style="list-style-type: none"> <li>• If you have a dishwasher only use it when it is full</li> <li>• Use a plugged sink to wash dishes instead of a running tap</li> <li>• Use less dish-washing liquid to reduce the need for rinsing</li> <li>• Use a plugged sink or bowl to rinse vegetables instead of a running tap</li> <li>• Use the water you used to rinse fruit and veggies to water plants</li> <li>• Keep a bottle of tap water in the fridge to avoid running the tap until the water is cold</li> <li>• Don't use running water to defrost food</li> <li>• Purchase water-efficient appliances and water-saving devices</li> </ul>	        	        
<b>Plants &amp; Garden:</b> <ul style="list-style-type: none"> <li>• Learn about water-wise gardening and choose local indigenous water-wise plants for your home and garden</li> <li>• Water plants at the coolest part of the day</li> <li>• Group plants together that have the same water requirements</li> <li>• Water plants with the water you used in the kitchen to rinse fruit and veggies</li> <li>• Adjust sprinklers to water plants and not the pavement</li> <li>• If you have a swimming pool, cover it so the water doesn't evaporate</li> <li>• Check your pool for leaks</li> <li>• Put self-closing spray nozzles on hosepipes</li> <li>• Use natural and organic garden products</li> </ul>	        	        

**GRADE: 5**  
**TERM: 3**

**SUBJECT: LIFE SKILLS**  
**PROJECT ACTIVITY 1: UNDERSTANDING OWN DIET**

Assessment Criteria	Level 1	Level 2	Level 3	Level 4	Learner's Level
Completing table of information about own diet	Unable to complete table of information	Completes table of information with many omissions and/or errors	Completes table of information with 1-2 errors and/or omissions	Accurately completes table of information	
Using the SA Food-based Dietary Guidelines to analyse own diet	Unable to use SA Food-based Dietary Guidelines to analyse own diet	Attempts to use SA Food-based Dietary Guidelines to analyse own diet, but with limited success	Is able to make use of SA Food-based Dietary Guidelines, but not all information has been analysed	Successfully uses SA Food-based Dietary Guidelines to analyse all recorded information	
Drawing conclusions about own diet	Unable to draw conclusions about own diet	Attempts to draw conclusions, but they are not substantiated by facts	Is able to draw 1-2 conclusions, but some errors occur	Expertly draws insightful conclusions about own diet	
Showing understanding of requirements for healthy eating	No evidence of understanding of requirements for healthy eating	Attempts to understand requirements for healthy eating but confusion and/or errors occur	Demonstrates a substantial understanding of requirements for healthy eating	Shows a clear understanding of requirements for healthy eating	

**COMMENTS:**

## NOTES:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



