

Educator Workbook

CAPS-aligned

Grade 1

**Educating future
leaders through
fostering good
nutritional habits**

Life Skills



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Introduction

Foreword

The Pick n Pay Technical Educator Workbook for Grade 1–7 learners has been developed to cover some of the requirements in the Life Skills, Mathematics, Natural Sciences and Technology, Life Orientation and English Home Language curriculum that relate to nutrition. The grade-specific learner activities in the workbook are based on the CAPS curriculum that was introduced in 2012. The educator workbook will direct you with lesson plans based around the learner activities.

The learner activities can be used in the classroom to supplement what you are already doing as part of the CAPS curriculum. The focus of these learner activities is to educate learners about healthy living and making the right food choices. The lesson plans in the educator workbook help you to implement each lesson successfully.

Here is a quick overview of the CAPS-aligned content that you will find in this workbook:

Grade 1

Life Skills Term 3: Say NO to unhealthy food

Life Skills Term 3: Healthy and unhealthy food

Background and Context

Pick n Pay School Club is celebrating its 16th year of providing much-needed educational material, which now reaches 105,875 teachers and 2.26 million learners across South Africa.

The Pick n Pay Technical learning programme is aligned to the CAPS curriculum, which adheres to the standards set by the Department of Education.

The material is designed to facilitate the learning process and culminates in the assessment of competency levels according to the standards set for each specific grade. The educator is supported by way of research and learning content that is presented clearly and is easy to implement in the classroom.

Acronyms

CAPS: Curriculum and Assessment Policy Statement

GET: General Education and Training

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Section B

Foundation Phase

Grade 1

Name of Learner Activities: Learner Activity 1: Say NO to unhealthy food Learner Activity 2: Healthy and unhealthy food		Time: 1 hour per lesson
Grade 1		Subject: Life Skills: Term 3
Curriculum Standards (CAPS): Foundation Phase: Life Skills: Term 3. Beginning knowledge and Personal and Social Wellbeing: Food. <ul style="list-style-type: none"> • Healthy eating: Healthy and unhealthy food 		
Objectives		
The learners will be able to: <ul style="list-style-type: none"> • Tell the difference between healthy and unhealthy food • Talk about healthy food • Sing about healthy food 		
Content	Skills	Values
Learner Activity 1: Say NO to unhealthy food Healthy food; unhealthy food; making a good choice; food groups: dairy, vegetables and carbohydrates.	Learner Activity 1: Say NO to unhealthy food Discuss healthy food and why it is good for you; talk about own eating at home; talk about food groups; distinguish between healthy and unhealthy food; recognise drawings of food. Follow instructions; explain choices to a friend; circle unhealthy choices.	Learner Activity 1: Say NO to unhealthy food Learners appreciate that they can tell the difference between healthy and unhealthy food. Learners have to make a choice between healthy and unhealthy food.
Learner Activity 2: Healthy and unhealthy food Distinguish between healthy and unhealthy food; make healthy food choices.	Learner Activity 2: Healthy and unhealthy food Identify food items from pictures; decide which food item is unhealthy; circle healthy food choices; sing about healthy food.	Learner Activity 2: Healthy and unhealthy food It's easy to eat unhealthy food but rather choose the healthy option.
Resources needed		
Learner Activity 1: Say NO to unhealthy food Pencils; crayons; khaki pens; teacher laptop with Internet access; YouTube video 'Eat Healthy Stay Wealthy: Short Moral Stories For Kids': http://bit.ly/2H3WEux (3:09 minutes); items for the feely bag; flashcards with images found on the Internet; copies of the worksheet.		
Learner Activity 2: Healthy and unhealthy food Prestick; pencils; crayons; khaki pens; teacher laptop with Internet access; flashcards that say: chicken, milk, apples, bananas, grapes, fish, sandwiches, and carrots. YouTube video 'London Bridge is falling down': http://bit.ly/2H2m6k3 (2:22 minutes); 'Food groups are rocking tonight': http://bit.ly/2CoTzQj (3:06 minutes); copies of the worksheet.		
Teacher preparation before starting		
<ol style="list-style-type: none"> 1. Look through the worksheets and the lesson plan and familiarise yourself with content for the two lessons. 2. Collect the resources needed before the lesson. If the learners need to bring some of the resources to school, such as scissors, inform their parents in advance. 3. Print sufficient worksheets. 		

Teaching the Learner Activities

Learner Activity 1: Say NO to unhealthy food

In this lesson the learners distinguish unhealthy food items from the healthy food items by circling them.

- a) Introduce the lesson as a whole-class activity.
- b) Talk about the words unhealthy and healthy in relation to food. Add some laminated pictures or cartons of healthy and unhealthy food to a feely bag. Let the learners come up one by one and take a picture or carton. Learners then need to decide if it is healthy or unhealthy. Allow the class to talk about the learners' answer. The main culprits that are unhealthy foods include sugary drinks, sweets, chocolate, crisps, donuts, slap chips and fast food.
- c) Make flashcards with the following words on them: unhealthy, healthy, milk, yoghurt, maas, ice-cream, custard, potatoes, butternut, potato crisps, peas, carrots, maize meal, bread, macaroni, cake, rice. Try to add an image onto each flashcard. Put the two headings on the board – 'healthy' and 'unhealthy'. Go through each flashcard and ask the learners if the food item needs to go into the 'healthy' or 'unhealthy' pile.
- d) Create a story about two families that lived next door to each other. Mention how healthily the one family ate and how their children took a healthy lunchbox to school. Then mention how unhealthy the other family ate. Their children took tuckshop money to school and no lunch. Discuss the health of the two families and how the one family's children were more alert in class and full of energy while playing sport.
- e) Play the learners a story from YouTube called 'Eat Healthy Stay Wealthy: Short Moral Stories For Kids': <http://bit.ly/2H3WEux> (3:09 minutes).

Complete the worksheets

- a) Read through the worksheets with your learners but don't give away any answers. Once this has been done, let the learners circle the unhealthy food items on the worksheet. By doing this activity, they distinguish the healthy food items from the unhealthy food items.
- b) Learners must then colour-in the healthy food items only.
- c) The learners can now check their answers with a friend and talk about their choices.

Answers

Unhealthy food items: ice cream, potato crisps, cake.

Learner Activity 2: Healthy and unhealthy food

In this lesson the learners distinguish healthy food items from the unhealthy food items by circling them.

- a) Introduce the lesson to the whole class.
- b) Talk to your learners about going on picnics and ask them what they eat on their picnics. Food that they take along can be either healthy or unhealthy.
- c) Discuss why it is important to try and choose healthy food – so that the body gets all the right nutrients and can grow properly.
- d) Make flashcards with the following healthy words on them: chicken, milk, apples, bananas, grapes, fish, sandwiches, carrots.
- e) Introduce the class briefly to food groups such as protein, vegetables, fruit, carbohydrates, dairy. Play the 'Food groups are rocking tonight' song from YouTube and let the learners sing along: <http://bit.ly/2CoTzQj> (3:06 minutes).

Complete the worksheets

- a) Hand out the worksheets and let the learners look through them.
- b) Place the learners in pairs. Explain the instructions clearly. This is a picnic scene. The learners have to point out the healthy food items to one another.
- c) Let the learners identify the names of the different food items to one another orally.
- d) After this the learners work on their own and circle all the healthy food items.
- e) Learners can then check their answers with a partner to see if they got them right.

Section B

Foundation Phase

Grade 1

- f) Let the learners sing 'The Healthy Food' song written at the bottom of the worksheet to the tune of 'London Bridge is falling down'. If you or the learners are not familiar with the tune, play the YouTube video 'London Bridge is falling down': <http://bit.ly/2H2m6k3> (2:22 minutes). Let them add some verses themselves.
- g) Finally revise the worksheet with the learners. Find out if they can recall the names of the food groups you discussed earlier.
- h) To complete the lesson let the learners watch 'Food groups are rocking tonight' on YouTube: <http://bit.ly/2CoTzQj> (3:06 minutes) to consolidate the idea of food groups that contain healthy food.

Answers

Healthy food items: chicken, milk, apples, bananas, grapes, fish, sandwiches, and carrots.

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?

Say NO to unhealthy food

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

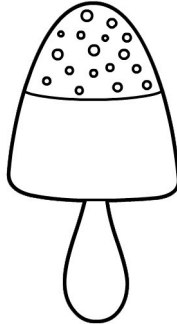
1. Circle the unhealthy food in each row.
Can you read the words underneath?



milk



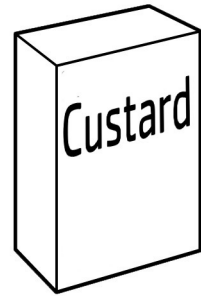
yoghurt



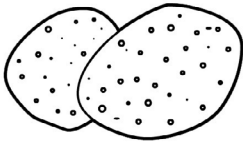
ice cream



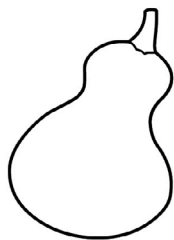
maas



custard



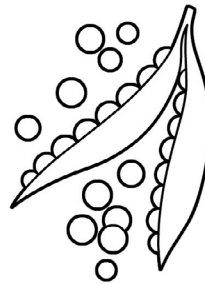
potatoes



butternut



carrots



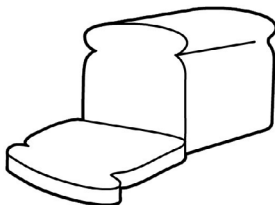
peas



**potato
crisps**



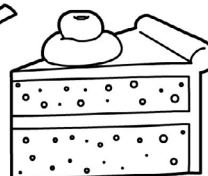
maize meal



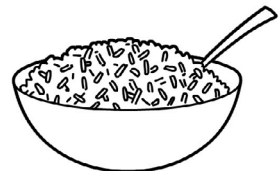
bread



macaroni



cake



rice

2. Tell a friend why you circled each one.

Section B

Foundation Phase

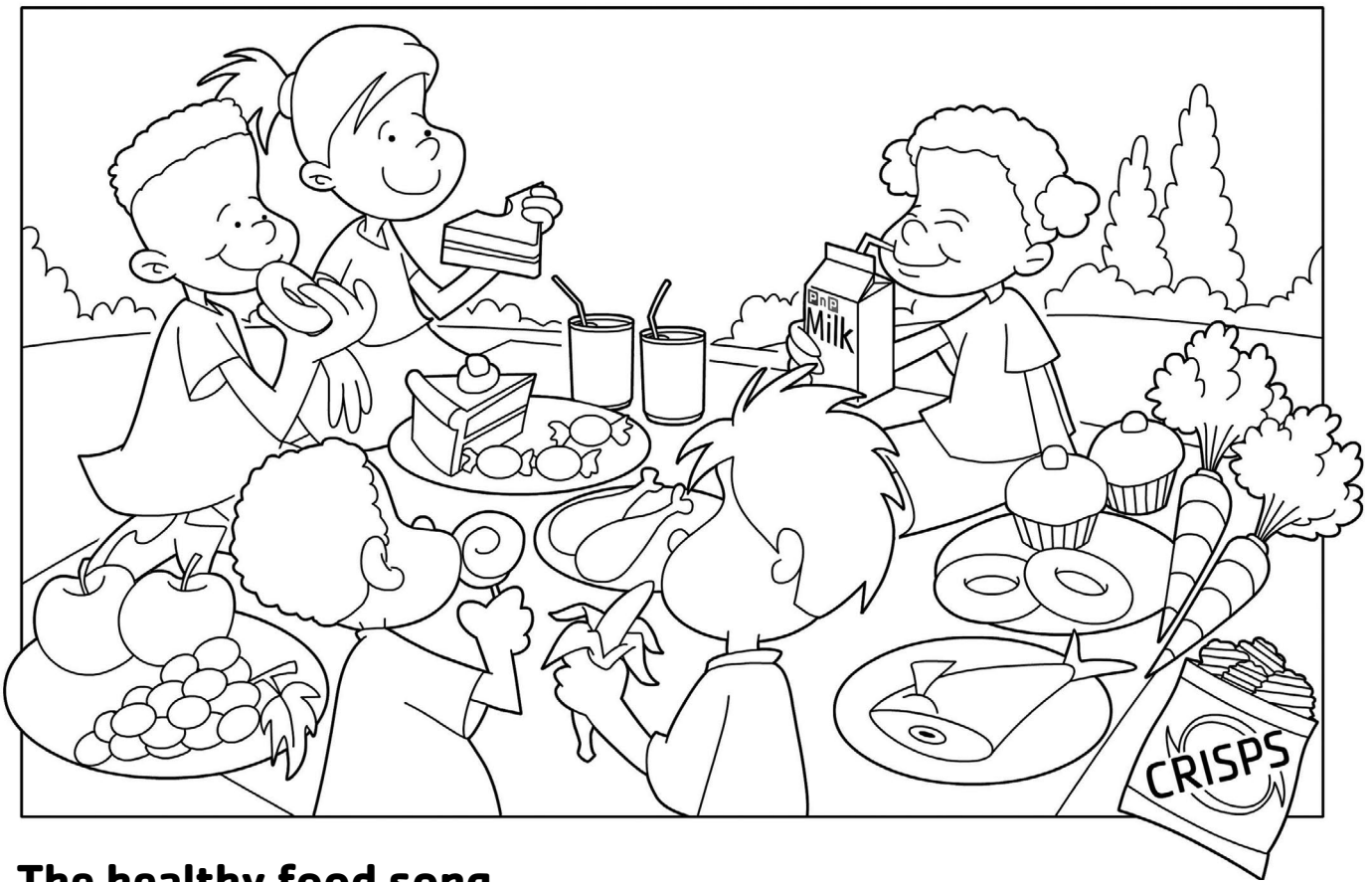
Grade 1

Healthy and unhealthy food

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

1. Look at the picture.
2. Circle the foods that are healthy.
3. Sing the healthy food song to the tune of 'London Bridge is falling down'.

Learner Activity 2



The healthy food song

Veg and fruit are good for you, good for you, good for you.
Veg and fruit are good for you, have some every day.
Milk and maas are good for you, good for you, good for you.
Milk and mass are good for you, dairy is the way.

4. Now add your own words.

Assessment Rubric:

Assessment	
Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

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