

HEALTHY EATING*

Siyavula Uploaders

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1 LIFE SKILLS

2 Grade 2

3 ROBINSON CRUSOE

4 Module 2

5 HEALTHY EATING

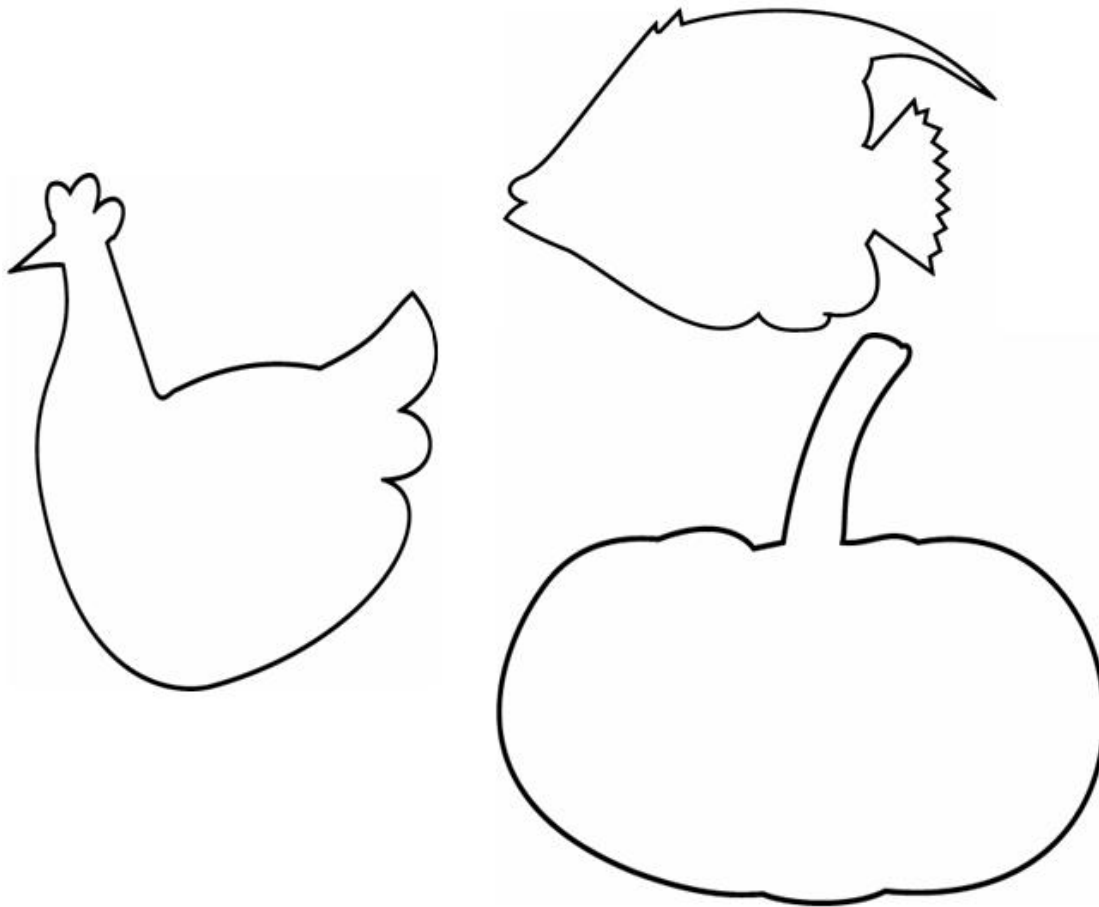


Figure 1

- Read the passage about Robinson Crusoe again.

6 Healthy eating

- Why were the children so pleased to find the fruit?
- Why was it so important for Robinson Crusoe to find fresh fruit? After all, he had the food which he had found on the ship.
- Do you think the water was clean?
- Where will he get pure/clean water?
- What can he do to purify the water?
- Many years ago ships could not carry much fresh food as it would all go bad. There were no fridges to keep it fresh. Sailors mostly ate dried food and food which would keep.

But our bodies need the vitamins, which we get from fresh fruit and vegetables. Sailors on long voyages would often get **scurvy** from a lack of vitamin C. This caused their teeth to feel loose in their gums and could even fall out.

This is one of the main reasons why the Europeans came to South Africa. They wanted a place to stop and get fresh food when on their long voyages to the eastern countries like India and China.

Think of your favourite fruit and vegetable. Draw it here and find out how it helps your body.

My favourite fruit and vegetables:

7 Fruit

8 Vegetables

The first thing Robinson wanted to do when he was shipwrecked was to find food and water. We cannot live without it. Our bodies cannot work without the energy that they get from food.

One of the most important things that we need for our bodies to grow is **protein**. We find this in most products that come from animals.

List, draw or find pictures of some of the food we get from animals.

milk; eggs; chops; butter; cream

But we don't only need protein. Our bodies need the important vitamins found in fruit and vegetables. Vitamins help our bodies in different ways.

Vitamin A is found in carrots, broccoli, squash and spinach . It helps our skin, bones and teeth to grow well.

Carbohydrates and sugar give us energy. But too much of these can make you fat!



Figure 2

Some people don't eat meat at all. They are called vegetarians. How will their bodies grow properly if they don't eat proteins?

Proteins can also be found in nuts and soya products.



Figure 3

9 People have different reasons for not eating meat.

- Try to think of some.

One of the main reasons has to do with religion. Many religions set out rules for following a healthy diet.

Just as you need to keep God's rules to live a good life, you need to eat the right food to keep your body healthy.

Muslims, for example, make sure that their food has been prepared according to the rules of their religion and they call this food Halaal.

The Jewish people do the same. If their food is prepared properly, it is called Kosher. The Jewish faith also forbids people to eat the meat from a pig and the Hindu people will not eat the meat from a cow. This is because the cow is regarded as a sacred animal.

Although there are many different beliefs, most people believe that Life is precious. They give thanks that they are alive and have healthy bodies. They do what they can to stay healthy and respect their bodies.

Find out what your own religion feels about the way you should look after your body. What do you think?

Make your own opinion about how you should look after your own body.

Remember exercise is important too!




			
Name of religion	<input type="text"/>	<input type="text"/>	<input type="text"/>
Feelings about what we eat	<input type="text"/>	<input type="text"/>	<input type="text"/>
Feelings about looking after our bodies	<input type="text"/>	<input type="text"/>	<input type="text"/>

Figure 4

Write out your opinion on folio. Did you answer all three parts of the question? How well do you think you have answered? Tick the box, which shows how you feel about your answers.

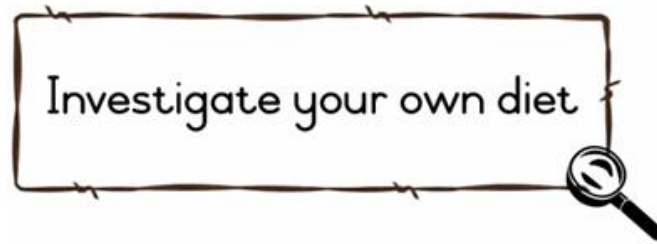


Figure 5

Task: Is my diet healthy?

In your groups, plan three questions you need to ask your moms to check if you have a healthy diet. Think of the information that you have read about food and what you already know about healthy food.

Write your questions.

Write Mom's or Dad's answers.

Now that you have collected your data, compare your answers with those of your friends.

- Do you still think that you have a healthy diet?
- What can you do to improve the way you eat?



Figure 6

Ask five of your friends how many times a month they eat fast food.

- Complete the diagram.

Name:	Week	Month
1.		
2.		
3.		
4.		
5.		

Figure 7

Who of your friends has the healthiest diet?

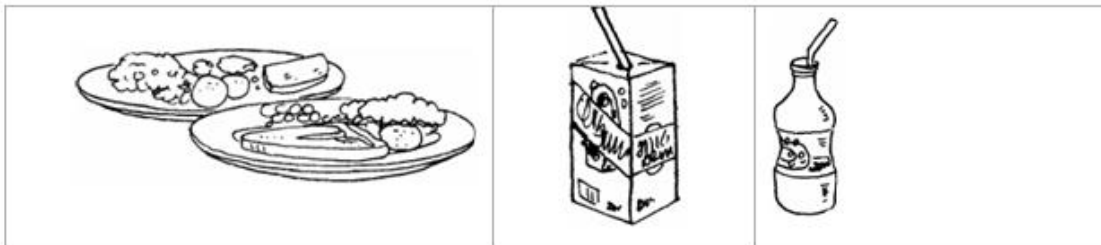


Figure 8

10 Assessment

Learning Outcomes
LIFE ORIENTATION
LO 1
<i>continued on next page</i>

HEALTH PROMOTIONThe learner is able to make informed decisions about personal, community and environmental health.
Assessment Standards(Ass)
We know this when the learner:
1.1 describes sources of clean and unclean water and simple water purification methods;
LO 2
SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and responds to constitutional rights and social responsibilities, and to show an understanding of diverse cultures and religions.
Assessment Standards(Ass)
We know this when the learner:
2.4 identifies values and morals from diverse South African cultures (diet.)
LO 4
PHYSICAL DEVELOPMENT AND MOVEMENT The learner is able to demonstrate an understanding of, and participate in activities that promote movement and physical development.
We know this when the learner:
4.2 participates in activities to develop control, co-ordination and balance in the basic actions of locomotion.
ARTS AND CULTURE LO 2
REFLECTING The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.
We know this when the learner:
2.2 (music) - listens to and responds in movement to walking, running and hopping notes in songs from the immediate environment.
NATURAL SCIENCELO 1
SCIENTIFIC INVESTIGATION The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific technological and environmental contexts.
We know this when the learner:
1.1 plans: plans an investigation as part of a group;1.2 does: participates in planned activity independently or as part of a group;1.3 reviews: shows and explains what was intended and how it was done.

Table 1

11 Memorandum

- It is important that the children see that the dietary rules in many religions are attempts to honour their gods. Sometimes they came about as a matter of simple hygiene. But at this level, it can be regarded as keeping their bodies pure and healthy as a way of thanking God for the gift of their lives.
- In completing the above task, reassure atheists or children who do not go to church that they can simply give their own opinion. Children who are able or wish to do their own research can look up the dietary rules of other religions and share them with the class.

- The rubric can be used to define the task for the children or yourself to assess their work. Explain to the children what you would expect from them to earn a happy face or, if you were assessing, a rating of 5. They must include the 3 parts of the question and, for example, when talking about exercising to have a healthy body, they must give a reason. Why do **they** think exercise is important?
- Remind the children of the importance of exercise in building a healthy body. Muscles need to stretch and move. One should not stay in a sitting position all day. Include a few lessons of movement: walking, jogging, skipping and running. Even dancing will make the muscles **move**. Bring music into the lesson or ask the children to bring theirs and allow free ‘dance’ time at the end of the lesson.
- In each session include a few exercises to help suppleness, touching toes (allow bent knees, especially at first) sitting cross legged, stretching bodies into different shapes. Always emphasize care of the back and only to do what your body **can** do – don’t copy your neighbour and listen to your own body. If something is sore, STOP! End off with a game (or the dance time) and a cool down time.
- Children can lie or sit with eyes closed in a completely relaxed position for the last few minutes. Choose a winner or allow them to stand and return to line or class one at a time. This also serves to restore discipline after an exciting lesson!