sazaniassociates

Sazani Trust

Teaching Guide 2

Getting enough food

Healthy and Sustainable Schools Programme 2nd Edition

Preface

The Healthy and Sustainable Schools Programme is a result of Sazani Associates UK and Sazani Trust Zanzibar's ongoing partnership with the Ministry of Education to improve the quality of education and learning in Zanzibar.

The project is aligned with the Sustainable Development Goals and actively supports teachers and schools in achieving Global Education Target 4.7.

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development (UNSD, 2021).

Focusing on the combined importance of key skills and healthy and sustainable life skills, we have revised and updated our series of fifteen Teaching Guides to support competency based curriculum linked learning.

The teaching materials are suitable for use in the last two years of primary across the transition to the first two years of secondary school.

There are fifteen Teaching Guides in this series, themed around topics that contribute to healthy and sustainable life styles within the context of Zanzibar, as follows:

1. Why we need to eat well
2. Getting enough food
3. Keeping food safe and clean
4. Population and health
5. Water
6. Sanitation and waste
7. Tourism
8. Biodiversity
9. Agriculture
10. Fisheries and marine resources
11. Energy
12. Land transport
13. Land use
14. Climate change
15. Participatory action learning

Each Teaching Guide is themed and contextualized to bring Zanzibar and contrasting localities into a classroom setting and to make learning engaging and relevant to local livelihoods. Activities are gender responsive, participatory and proven to support numeracy, literacy, English language and critical thinking.

For more information please visit our website **www.sazani.org**

Acknowledgements

This series of fifteen Teaching Guides has been adapted from Sazani Associates HSSP topic books by Rajab S. Ali, Safia M. Abdalla, Mwanawije M. Makame, Patrick Rutledge, Nicola Shone, Joshua Shawe and Rashid O. Shehe, with editorial review by Marilyn James and Dr Cathryn MacCallum. Graphic design and layout by Seven Six Design.

Contents

1 Introduction

The learning content and activities in this Teaching Guide have been designed to be easily integrated across the curriculum. Throughout the resource, knowledge, skills, attitudes, and values are interlinked and are built into all the topic areas addressed.

We have revised and updated our series of fifteen Teaching Guides to support competency-based, curriculum linked learning and development by focusing on the combined importance of key skills including numeracy, literacy, critical thinking and English language for healthy and sustainable lifestyles. The teaching materials are suitable for use in the last two years of primary across the transition to the first two years of secondary school.

There are different methods of displaying this information, through text, tables, diagrams, images and activities. Each activity includes icons to illustrate which curriculum area and which key skills are used as summarized in the tables below.

Key skills				
Numeracy	Literacy	Critical thinking	English language	Creativity

Activity / STD V-VI	Maths	English	ICT	Civics	Geography	History	Science	Religion	Arabic
School garden planning		X			X		X		
Local area survey					X		X		
Healthy food collage	X	X			X		X		
Twenty questions	X	X	X	X	X	X	X	X	X
Diamond ranking	X	X		X	X	X	X		X
Home visit		X		X	X	X	X	X	X
Food combining diet		X					X		
True or false quiz	X	X	X	X	X	X	X	X	X
Balanced diet	X	X			X		X		X

Activity / Form 1-2	Maths	English	ICT	Civics	Geography	History	Biology	Chemistry	Physics	Religion	Arabic
School garden planning		X			X		X				
Local area survey					X		X		X		
Healthy food collage	X	X			X		X	X	X		
Twenty questions	X	X	X	X	X	X	X	X	X	X	X
Diamond ranking	X	X		X	X	X	X	X			X
Home visit		X		X	X	X	X			X	X
Food combining diet		X					X				
True or false quiz	X	X	X	X	X	X	X	X	X	X	X
Balanced diet	X	X			X		X	X	X	X	X

2 Topic overview

Getting Enough Food for an active, healthy life means being food secure or having food security.

This Teaching Guide focuses on what food people eat and how they get it. Through the guide the importance of access to healthy and culturally appropriate food is considered as well as how it is produced and or sourced.

Sazani is also an advocate of food sovereignty, which we define as access to nutritious food that is sustainably produced and sustainably traded. Through this Teaching Guide we bring food security and food sovereignty into the classroom to support healthy and sustainable life skills.

Key words

Food shortage: occurs when food supplies within a bounded region do not provide the energy and nutrients needed by that region's population.

Subsidised food: a financial aid supplied by a government to industry, farmers, or consumers, in order to make low-cost food available to everyone.

Raw materials: the basic material from which a product is made.

Vegetables: a plant or part of a plant used as food, such as a cabbage, potato, turnip, or bean.

Consumption: the action of using up a resource.

Food production: is all about preparing food, in which raw materials are converted into ready-made food products for human use.

3 Food production

3.1 What we produce

Vegetables

Vegetable farming is a type of crop production intended primarily for human consumption of crop's edible parts such as the shoot, leaves, fruits, and roots.

Vegetables are divided into the following groups.

- **Leaf vegetable** (lettuce, cabbage, spinach);
- **Fruits vegetable** (pepper, cucumber, tomato);
- **Roots vegetables** (carrot, radish, sweet potato);
- **Bulb vegetables** (garlic, onion, fennel);
- **Flower vegetables** (artichoke, cauliflower, broccoli).

Fruits

Fruits are important in our life as they help us to stay healthy. So, each family is advised to have a fruit garden or buy them for the purpose of building our children's bodies and maintaining strong memory. Examples of fruits are dates, mangoes, oranges, pawpaws, bananas, grapes, watermelons etc.

Root and stem foods

Families must produce this kind of food in their homes or schools to get enough food.

For example, cassava, sweet potatoes, ginger, onion, carrots, banana trees, potatoes, nuts, sunflowers.

3.2 How we store our food

Before cooking

After being harvested, food must be stored by putting it in special places such as sacks, in bottles and containers so that it will not be damaged by pests.

After cooking

We should store our food after cooking so that it does not cause infectious diseases such as cholera, by covering it for the purpose of protecting that food from insects.

3.3 Improving food production and storage

- Improving farming methods to be more sustainable (e.g. composting, inter-cropping, including use of green manure);
- Harvesting water for irrigation (artificially watering the land);
- Using higher yielding seeds or growing crops that mature early or are drought resistant;
- Increasing the variety of foods grown, especially vegetables and fruits.

Some rural families may be able to make fishponds or raise small animals (e.g. poultry and rabbits).

Fishermen may be able to increase catches by using more sustainable fishing methods.

We can improve food production methods through adopting sustainable farming and gardening practice.

Figure 1. Families may be able to produce more food.

4 Improving budgeting for food

Key words

Deficiency: a lack or shortage.

Micro-nutrient: a chemical element or substance required in trace amounts for the normal growth and development of living organisms.

Nutrient: a substance that provides nourishment essential for the maintenance of life and for growth.

4.1 Which foods give the best 'value for money'?

Some families need advice on how to budget for food and how to use their money in a more efficient way. They may need to know which foods give value for money. This depends on the prices of available foods and this may vary with season, type of shop, etc. To be able to advise families on which foods may be 'good buys' in your area, compare the prices of similar foods (e.g., different legumes, different iron rich foods) in different shops and markets.

Remember that different foods have different amounts of waste (skin, bones) and some may be altered (e.g., milk diluted with water; spices mixed with ground up bricks or stones). Buying food in large quantities may save money. Most families do not have the money or storage space to do this, but sometimes a group of families can buy in bulk and share the food (e.g. beans, sugar).

4.2 Food that is of poor quality is poor value for money

Food	Sign of Poor Quality
Cereals and other dry foods	Contain insects or dirt; look or smell damp or mouldy; bag is broken; legumes are wrinkled; flour is lumpy.
Roots	Soft, sprouting, bruised or damaged; rotten spots.
Vegetables and fruits	Wilted, too soft, rotten spots, bruised.
Meat, poultry and fish	Bad smell or colour; fish have dull eyes or loose scales. Uninspected meat, liver and other offal may contain dangerous parasites.
Fresh milk	Smells bad; is, or has been, exposed to dirt and flies.
Canned foods	Can is swollen, rusty or damaged; food has leaked out; food looks, smells or tastes bad. Any of these signs means the food may be very poisonous.

Source: Adapted from Burgess and others. 1994. Community nutrition for Eastern Africa. AMREF, Nairobi.

Advise people to check 'sell by' (and 'use by') dates on labels and not to buy (or use) foods after these dates.

Figure 2. Finding out which foods are good value for money.

Some foods are poor value for money because they contain few nutrients and are expensive. Examples are sodas (bottled fizzy drinks), ice lollies and sweets, which are mainly sugar and so are bad for the teeth (see Teaching Guide 1: Why you need to eat well).

These foods should be kept as treats and not given often to children.

Foods mixed with nutrients are often 'poor buys' especially if they cost a lot. Exceptions to this rule are salt and mixed staple foods (cereal flours). Usually they do not cost much more than the non-mixed and can therefore bring some nutritional advantage at an acceptable cost.

In general, it is best to obtain nutrients by eating a healthy diet. Buying a food mixed with a micro-nutrient is only justified if there is a serious lack of foods containing that particular micro-nutrient. An example is iodized salt, unless people can regularly eat fish and other foods from the sea (which are rich in iodine), they are likely to develop iodine deficiency. This is because soils in many parts of the world, and the plant and animal foods raised on them, are low in iodine. Iodine deficiency disorders are serious and widespread and so, in most places, iodised salt is more than a good buy – it is a 'must buy'.

Nutrient supplements and 'tonics' are usually poor buys. They are often expensive and we should get the nutrients we need by eating a variety of different foods.

4.3 Gathering wild foods

Wild foods increase the variety of foods in the diet – and make meals tastier. The list below gives some examples of useful, nutritious wild foods.

Circle the wild foods used locally; add others, local names and methods of preparation to the list.

Wild Foods	Local Names	Ways to Prepare
Baobab leaves		
Wild figs		
Oyster nuts		
Berries		
Small birds		
Catfish		
Shellfish		

5 Eating a balanced diet

Key words

Balanced diet: a diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.

Roughage: fibrous indigestible material in vegetable foodstuffs which aids the passage of food and waste products through the gut.

Fluids: liquids.

A balanced diet gives the correct amounts of food energy and nutrients needed during the day to cover the dietary requirements of the person eating it. A balanced diet is a mixture of different foods from different food groups so that it contains all nutrients the person needs (see Teaching Guide 1).

A balanced meal should contain:

- A staple food. Look at the list of staple foods in Teaching Guide 1 and see if it contains the local staple foods. Add them if necessary.
- Roughage is a dietary fibre obtained from the indigestible parts of the plants. This fibre is not absorbed into the body. However, it assists the passage of food through the gut and prevents constipation. Sources of fibre include cereals, fruits, beans, cabbage, spinach, cassava and whole baked potatoes.
- Other foods that may be made into a sauce, stew or relish. These should include legumes and / or foods from animals; at least one vegetable; some fat or oil (but not too much) to increase the energy and improve taste. Most of the fat or oil should be from foods containing unsaturated fatty acids (see Teaching Guide 1).
- It is good to eat fruits with a meal and to drink plenty of water during the day. Avoid drinking tea or coffee until 1 – 2 hours after a meal (when food will have left the stomach) as these reduce the absorption of iron from food.

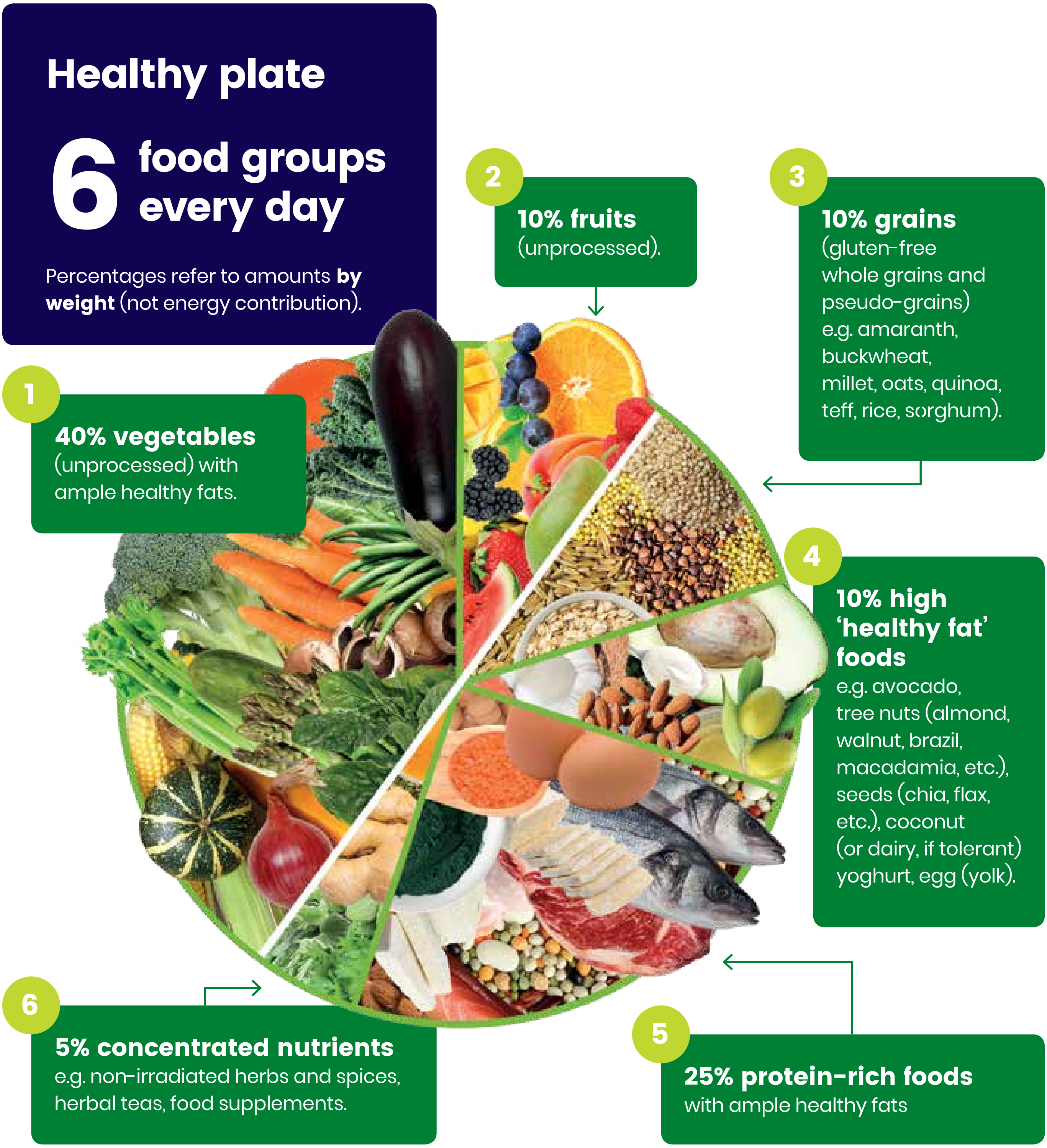


Figure 3. Use a variety of foods to make healthy meals.

5.1 How to have a balanced diet

Ask families to use:

- Many groups of foods at each meal.
- Different vegetables and fruits at different meals because different vegetables and fruits contain different nutrients.
- Meat, poultry, offal and fish daily if possible because these foods are the best sources of iron and zinc (which are often lacking in diets, especially the diets of young children and women).

6 Snacks

Key words

Snacks: food we can eat between main meals.

Oral hygiene: practice of keeping one's mouth clean and free of disease and other problems by regular brushing of the teeth and cleaning between the teeth.

Energy intake: is the amount of energy produced by an individual taken in from food consumption; this is typically measured in calories (kcal).

Energy expenditure: is the amount of energy that a person needs to carry out physical functions such as breathing, circulating blood, digesting food, or exercising.

Snacks are foods eaten between meals. Below are examples of foods that make good snacks, particularly when more than one food is eaten.

Circle the ones available in your area and add other local nutritious snacks to the list.

Snacks	More snacks
Fresh milk, soured milk, yoghurt, cheese	
Roasted groundnuts, soy-beans, melon seeds and other oilseeds	
Eggs	
Fried fish	
Bread, particularly when eaten with margarine or groundnut paste / peanut	
Butter	
Boiled or roasted maize cobs	
Boiled or fried cassava, plantain, yam, sweet potatoes and potatoes	
Chapatis, bean cakes	
Bananas, avocados, tomatoes, mangoes, oranges and other fruits (including dried fruits)	
Young coconut flesh	
Dates	

Eating snacks like these is a good way of improving a diet which may lack food energy and nutrients. However, people should also know that eating often throughout the day increases the risk of tooth decay, particularly where oral hygiene is poor. This is particularly true for sweet (sugary) foods that stick to the teeth.

7 Sharing meals

Compare the energy and nutrient needs of children, women and men of average size. If we change these nutrient needs into food needs, we find that families should consider a variety of things.

Share staple foods and legumes according to energy needs. Children aged 1 – 3 years need about a third of the amount needed by men. Note that energy needs increase greatly during puberty and adolescence, especially for boys, and during pregnancy and breastfeeding.

Share vegetables and fruits almost equally among all family members but make sure pregnant and breastfeeding women have bigger shares.

Give bigger shares of iron-rich foods (meat, offal, poultry, and fish) to older girls and women, especially when they are pregnant. Young children are often anaemic and need a fair share of these foods too.

Make sure young children get plenty of fat-rich foods, such as milk, groundnuts, oils, and fats that give them enough energy even though they eat smaller amounts of foods. Sugar and honey are also ways to increase the energy content, and they can be added to porridge and other foods in small quantities.

Give young children their own bowl or plate. This allows them to get their share of the food if the rest of the family members are all eating from the same bowl.

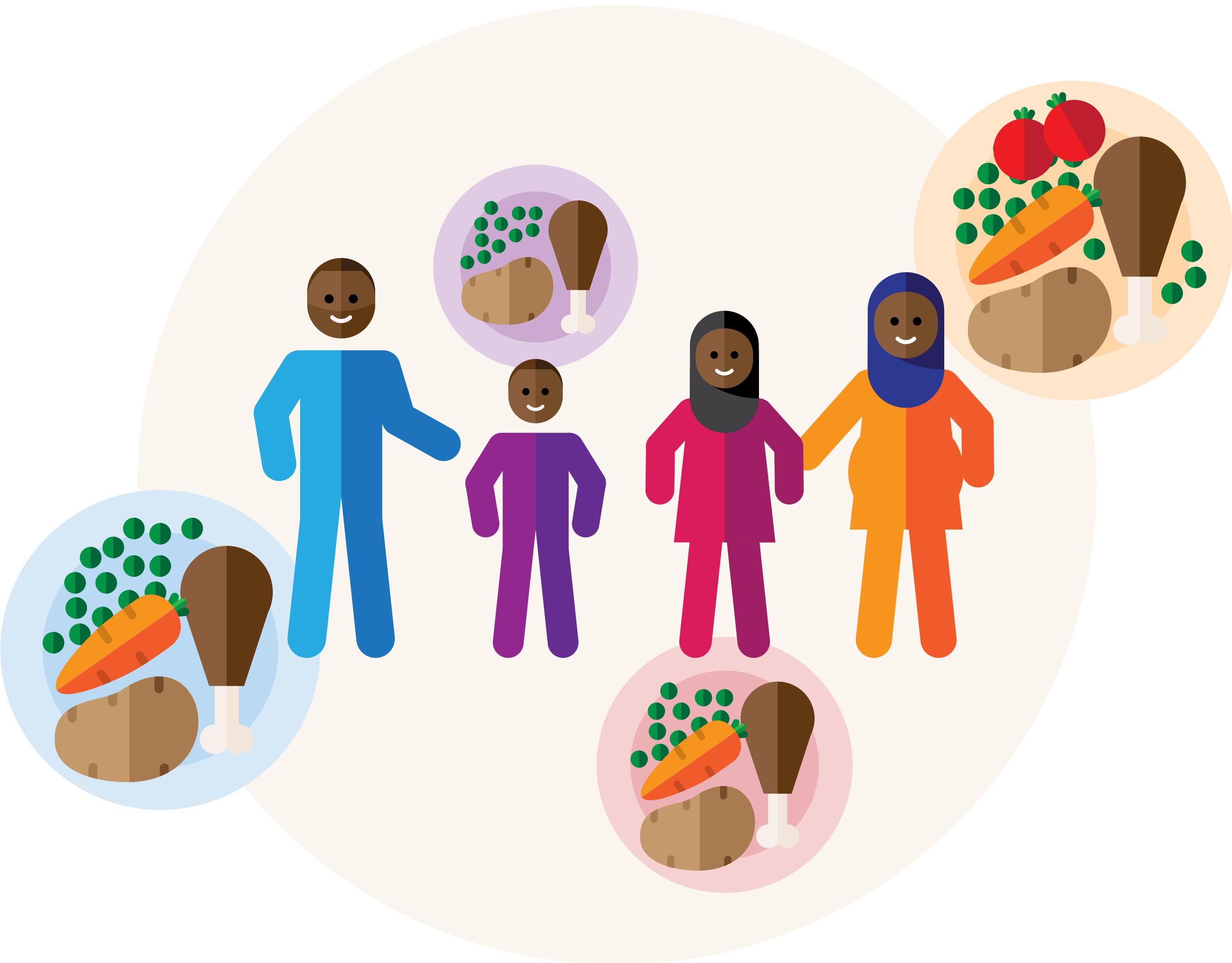


Figure 4. Sharing meals according to need.

8 Eating away from home

Many people buy meals and snacks from vendors or eat in bars, restaurants or hotels; some students receive snacks or a meal at school. While eating out can be a special treat, eating outside the home too often can mean getting too many calories, fat and salt and not enough fruits and vegetables.

8.1 Preparing and cooking good meals

The way we store, prepare, and cook our food affects the nutrients in it. For example, some Vitamin C and folate are lost during cooking. Ways to reduce nutrient losses are:

- Buying or picking vegetables and fruits on the day you use them and storing them in a cool place.
- Cleaning and cutting vegetables and fresh starchy roots immediately before cooking.
- Cooking vegetables in little water or with a stew until just tender; other cooking methods for vegetables that preserve nutrients are stir frying (i.e., frying very quickly over high heat), or sautéing (i.e., cooking in fat or oil in a pan or on a griddle).
- Eating food soon after cooking.
- We absorb the Vitamin A in plant foods better when the food is cooked (but not overcooked) and eaten with fat.

Families may cook and eat less often if fuel is scarce or expensive. Ways to save fuel include:

- Using fuel-efficient stoves and cooking methods.
- Using dry firewood.
- Soaking legumes for several hours.
- Cutting food into small pieces just before cooking.
- Putting a tight-fitting lid on the pot.
- Cleaning soot off pans.
- Putting out fires promptly.

Enjoying meals

We all enjoy our meals if they are tasty, and we eat them in a comfortable happy environment. Mealtime can be a time when families talk together, entertain guests and teach young children about good habits and customs. It is a time when parents can give children loving attention as they encourage them to eat.

9 What we have learned:

- Better farming methods can help increase food production.
- Preservation of food is a means of increasing the life of a foodstuff so it can be eaten later.
- Having meals as a family is a less costly way of enjoying good food together.

Knowledge and skills	Attitudes and values
To understand how food can be stored to maintain nutrients and reduce waste. To understand the different dietary requirements of family members.	Appreciate that food is a valuable commodity (and should not be wasted). Appreciate the needs of the body so that the body is fed with nutritious food that is prepared or cooked well.

10 Learning activities

Before sharing this information with students, you may need to:

Find out:

- Whether most families have enough to eat throughout the year. If not, why?
- Whether most students eat a variety of foods, if not, why?
- What are the barriers to increasing food produced and eaten locally?
- What are the barriers to increasing food production? Whether much food is lost during-farm storage.
- Which foods do people buy? Which foods are good buys?
- What the availability of iodised salt is.
- What are the barriers to people buying more or better food?
- Whether people gather wild foods, if so which ones? What other good wild foods could be gathered?
- What foods are eaten at different meals? What types of snacks are eaten? Which foods need promoting?
- What are the different foods eaten by different students?
- How food is shared? What foods are eaten away from home?
- What the cooking facilities are.
- Whether people have enough different foods to make healthy meals. If not, why? What local recipes are used?

Prioritise:

Decide which information is most important to share with your class.

Choose communication methods:

For example: discussions and demonstrations with schools and youth clubs; as well as meal planning with students and leaflets with recipes.

How How How activity

Refer to the **How How How activity** detailed in the “Participatory Action Learning” book to help the student explore different ideas and concepts and challenge each other’s points of view.

Activity 1: School garden planning

Resources required:

- Paper
- Pencils / pens
- Seasonal food chart

Set up:

Place the seasonal food chart (on next page) on the board or hand out copies.

You may wish to prepare an example school garden design to show learners.

Activity:

- Ask learners to design a school garden on an A4 sheet of paper that includes some of their favourite fruit and vegetables from the seasonal food chart provided.
- The learners need to make sure that there will be something to be harvested each month of the year.
- Ask learners to try to keep plants growing in rows and / or sections, like in a real garden. Learners should label their design.
- After completion ask a selection of learners to present their gardens back to the class and explain why they have chosen the fruit and vegetables they have.

Review:

The following questions or points may be used to review the activity:

- Ask learners why it is important to grow a variety of fruit and vegetables?
- Are there any months when it is harder to have fruit and vegetables to harvest?
- How might learners make sure they still have a variety of fruit and vegetables outside of harvesting periods? (Lead learners towards discussing storage options).
- Please ask students to consider how long different fruit and vegetables take to grow and would this affect their plan?

Harvesting months for fruit and vegetables

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Fruit – Matunda												
Banana (all) – Nidizi	■	■	■	■	■	■	■	■	■	■	■	■
Coconut – Nazi	■	■	■	■	■	■	■	■	■	■	■	■
Custard Apple – Stafeli						■	■					
Duran – Dorian		■	■	■								
Grapefruit – Balungi	■	■				■	■	■				
Lime – Ndimu						■	■	■	■			
Lemon – Limao						■	■	■	■			
Mandarin – Chenza						■	■	■	■	■		
Mango (all) – Maembe	■	■	■				■	■			■	■
Orange – Chungwa	■	■				■	■	■				■
Papaya – Papai	■	■	■	■	■	■	■	■	■	■	■	■
Passion Fruit – Passion	■					■	■	■			■	■
Pineapple – Nanasi	■	■				■	■	■			■	■
Plantain – Nidizi Mkono Wa Tembo	■	■	■	■	■	■	■	■	■	■	■	■
Rambatan – Shoki Shoki							■	■	■			
Watermelon – Tikiti	■	■	■			■	■	■			■	■
Vegetables – Mboga Mboga												
Beet Root – Beet Root	■						■	■	■		■	
Cabbage – Kabichi							■			■		
Cucumber – Tango	■	■	■	■	■	■	■	■	■	■	■	■
Eggplant – Bilingani	■	■	■	■	■	■	■	■	■	■	■	■
Okra – Bamla	■	■	■	■	■	■	■	■	■	■	■	■
Onion – Vintunguu Maji	■	■	■	■	■	■	■	■	■	■	■	■
Spinach – Mchicha	■	■	■	■	■	■	■	■	■	■	■	■
Sweet Pepper – Pili Pili Mboga	■	■	■				■	■	■	■	■	
Tomato – Tungule	■	■	■				■	■	■	■		
Zucchini – Zucchini	■	■	■			■	■	■	■	■		

Activity 2: Local area survey

Resources required:

- Paper
- Pencils / pens
- Seasonal food chart

Set up:

Conduct a risk assessment and put in place measures to ensure learners safety while carrying out survey. This may include minimum group sizes, a supervised safety point and a specified area of data collection (collecting information in the tally). Please refer to the risk assessments section of the Participatory Action Learning Book (Teaching Guide 15).

Place the seasonal food chart on the board or hand out as photocopies.

OPTIONAL – consider designing the survey ahead of time to maximise learners time spent outside the classroom. Example survey given on next page.

Learners can then use their allotted time to collect data from the local area by asking local people if they have a garden. If so, what is in it? If learners cannot find locals to ask, they can simply observe gardens.

Activity:

- Place learners into groups the minimum size of which can be determined by the teacher's risk assessment.
- Ask learners to design a survey in their groups based off the seasonal food chart. Learners must be able to record their observations of houses with gardens and the individual fruits and vegetables they grow.
- Once learners have prepared their survey ask learners: If you consider the seasonal food chart can you make a general prediction based off the current month of what fruit and vegetables you expect to find? Have learners write down their prediction.
- Take learners to the local survey area chosen by the teacher and set clear boundaries and time limits for groups.
- Learners can then use their allotted time to collect data from local area asking local people if they have a garden and if so, what is in it or observing gardens that are visible from outside the property.
- This activity could also be run as a class survey or within the school if necessary.
- Once learners have collected their data ask them to represent it in the form of a bar chart that allows them to directly compare how frequently different fruit and vegetables were found.

Review:

The following questions or points may be used to review the activity:

- Ask the different groups to give you their data and draw a bar chart on the board of the data of all the surveys. Alternatively do this upon return from the activity with just the tally results and have learners all make their own bar chart based off the data.
- Ask learners to compare the results of the survey to their predictions and explain whether they were correct or not?
- Ask learners if they would be growing different fruit and vegetables if it was their garden? Why?

Garden tally of fruit and vegetables

	Garden 1	Garden 2	Garden 3	Garden 4	Garden 5	Total
Fruit – Matunda						
Banana (all) – Nidizi						
Coconut – Nazi						
Custard apple – Stafeli						
Duran – Dorian						
Grapefruit – Balungi						
Lime – Ndimu						
Lemon – Limao						
Mandarin – Chenza						
Mango (all) – Maembe						
Orange – Chungwa						
Papaya – Papai						
Passion fruit – Passion						
Pineapple – Nanasi						
Plantain – Nidizi mkono wa tembo						
Rambatan – Shoki shoki						
Watermelon – Tikiti						
Vegetables – Mboga mboga						
Beet root – Beet root						
Cabbage – Kabichi						
Cucumber – Tango						
Eggplant – Bilingani						
Okra – Bamla						
Onion – Vintunguu maji						
Spinach – Mchicha						
Sweet pepper – Pili pili mboga						
Tomato – Tungule						
Zucchini – Zucchini						

Activity 3: Healthy food collage

Resources required:

- A large sheet of paper per groups
- Selection of magazines including pictures of food (if available)
- Pens and pencils

Set up:

Place a large sheet of paper on each table for each group.

Show or draw a picture of the 'eat well plate' on the board.

Activity:

- Discuss with learners what is meant by a balanced diet.
- Refer to the 'eat well plate' on the board and discuss how it shows different food groups and the proportions our bodies need them in.
- Split the learners into groups.
- Within their groups, learners can produce their own large, group poster of the 'eat well plate', using pictures cut from magazines or their own drawings.
- Learners should then label the sections of their poster.

Review:

The following questions or points may be used to review the activity:

- Ask learners to leave their posters on the table.
- Invite learners to go to other tables and look at posters other learners have produced.
- Ask learners if there is any one poster that stands out. If there is, ask the learner to show and present their poster to the class.

Activity 4: Twenty questions

Resources required:

- Post-it or paper
- Pencils / pens
- Tape

Set up:

Write out a list of well-known foods onto either paper or post-it notes.

Activity:

- Divide learners into four groups.
- Using post-it notes or paper / tape of well-known foods stick these onto each child's back where they cannot see it.
- The child may then ask the other members of the group twenty yes / no questions to work out the identity of their food.
- The game continues until each member of the group has worked out which food has been written on their back.

Example yes / no questions include:

- Am I a fruit?
- Am I a sweet?
- Do you have to cook me?
- Am I a fish?
- Do I contain a lot of fat?
- Should I be eaten every day?

Review:

The following questions or points may be used to review the activity:

- Did you learn anything new about your food through the questions you asked? If so, what did you learn?
- What food group does your food belong to?

Activity 5: Diamond ranking

Resources required:

- Post- it or paper of food names (one set per group)
- Pencils / pens

Set up:

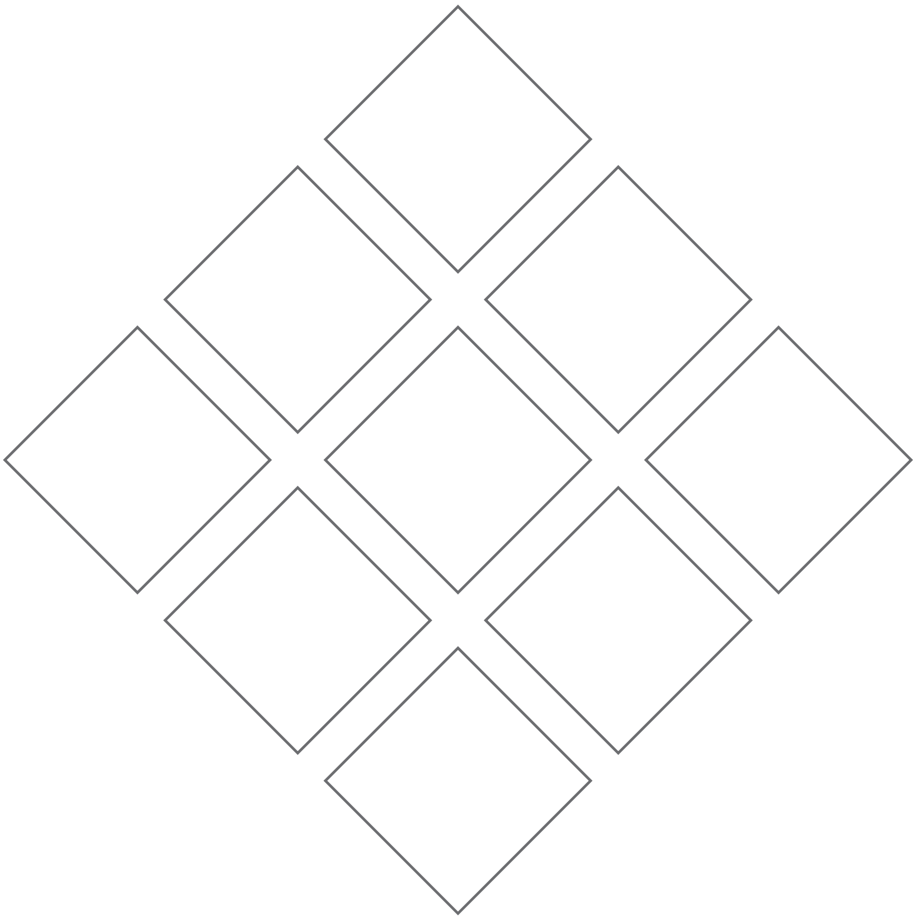
Draw a blank 'Diamond of nine' on the board (example below).

Write the food names from the table below on post-its or paper.

There should be one set per group.

Food names				
Rice	Milk	Chicken	Peppers	Biscuits
Fish	Yoghurt	Bread	Cheese	

Diamond of nine:



Activity:

- Place learners to work in small groups.
- Hand out a set of food name cards to each group.
- Have children arrange the foods on the cards in an order which features the foods we should eat most often at the top, with those eaten the least often at the bottom (refer to the diamond on the board for example).
- Each group can then report back and discuss their findings with other learners.
- Ask learners in each group the following questions:
  - Which food have you placed at the top?
  - Could another food have been put there?
  - Which food have you placed at the bottom?
  - Why have you put that there?
  - Where have you placed the meat?

Review:

The following questions or points may be used to review the activity:

- Following the discussions of the activity fill in the diamond on the board by having learners vote on the position of each food item.

Activity 6: “Home Visit”

Resources required:

- “Home Visit” by Nikki Grimes
- Paper
- Pencils / pens

Set up:

Display “Home Visit” by Nikki Grimes either on the board or with shared handouts to learners.

Home Visit

Malaika went home for a visit.
“Habari, mama,” she said.
Immediately her mother brought out
chicken, ugali, and bread.

Malaika went home for a visit.
Her sister stirred up a pot
of peppery stew with meat and rice.
Malaika said, “why not?”

Malaika went home for a visit.
Her sister-in-law had made
a roasted lamb with mustard greens.
Politely, Malaika stayed.

Malaika went home for a visit.
Her cousin begged her to dine.
Malaika thought that she would burst,
but, smiling, she said, “fine”.

Malaika went home for a visit.
She was blessed with family to spare.
And everywhere Malaika went,
a meal was waiting there.

Malaika went home for a visit.
She’ll do it again someday.
“Next time,” she said “I’ll bring a friend
to help roll me away!”

Ugali - Cornmeal
Habari - Hello

Activity:

- Read out loud the poem “Home Visit” by Nikki Grimes, which is set in Zanzibar. The teacher may read this out or invite learners to read out sections.
- Highlight the different foods Malaika eats on her visit and ask learners which nutrients they contain.
- Place learners into pairs.
- Ask learners to choose one stanza from stanzas 1 – 3. They will use the verse to create a balanced meal, adding other foods in the right proportions.
- Learners could go on to create a menu that includes a main course, side dishes, dessert and a drink.
- Learners can then present their menus to other pairs and discuss them.

Review:

The following questions or points may be used to review the activity:

- Ask learners to come up with 5 of their own true / false statements relating to the ‘eat-well plate’ and challenge another pair to solve their statements.

Activity 7: Food combining diet

Resources required:

- Paper
- Pencils / pens
- 'Eat well plate' poster

Set up:

Display the 'Eat well plate' poster on the board.

1 **40% vegetables** (unprocessed) with ample healthy fats.

2 **10% fruits** (unprocessed).

3 **10% grains** (gluten-free whole grains and pseudo-grains) e.g. amaranth, buckwheat, millet, oats, quinoa, teff, rice, sorghum).

4 **10% high 'healthy fat' foods** e.g. avocado, tree nuts (almond, walnut, brazil, macadamia, etc.), seeds (chia, flax, etc.), coconut (or dairy, if tolerant) yoghurt, egg (yolk).

5 **25% protein-rich foods** with ample healthy fats

6 **5% concentrated nutrients** e.g. non-irradiated herbs and spices, herbal teas, food supplements.

Activity:

- Ask the learners "how can we get many of the food groups into one meal?"
- Possible answers may include: combining ingredients to make for example a stew, fruits / nuts can be eaten as a snack.
- Write down the examples given onto the board e.g. vegetable stew.
- Ask learners to check the ingredients and have them state which food groups are included.
- How could other food groups be included? e.g. by adding pulses for protein.
- Remind learners that not all food groups need to be included in one meal, they can be spread over the day.

Review:

The following questions or points may be used to review the activity:

- Ask learners to give examples of their favourite meals at home. Once they give an example ask them to list the ingredients and write them on the board.
- Ask all the learners whether the examples of favourite meals are balanced or not? If they are not ask learners to suggest how they could include more food groups to balance the meal.

Activity 8: True or false quiz

Resources required:

- Black / white board
- Paper
- Pencils / pens

Set up:

Write the following statements on the board:

Statement	True / false
One third of our diet should be made up of fruit and vegetables.	
Sugary and fatty foods should make up half of what we eat.	
We only need 10% dairy products in our diet.	
We need less than 10% sugary and fatty foods in our diet.	
Starchy foods are one of the most important food types.	
Milk is a dairy product.	
We need to eat more meat and fish than fruit and vegetables.	
It is important to have some sugary and fatty foods.	

Activity:

- Place learners into pairs.
- Ask the pairs to look at the statements on the board.
- Each pair will have 5 minutes to decide which statements are true and which are false.

Review:

The following questions or points may be used to review the activity:

- The teacher can go around the learners and ask them to report back on their findings and discuss with them as a class.
- Any misconceptions can be addressed and discussed.

Activity 9: Balanced diet

Resources required:

- Paper for posters
- Pencils / pens

Set up:

Hand out paper for learners to make posters and a selection of coloured pens and pencils.

Activity:

- Place learners in groups of 5.
- Within their groups ask learners to plan three balanced meals for Breakfast, Lunch and Dinner.
- Once the groups have made their menus pass them to the next group and have them make comments on how balanced the meals are.
- Ask learners to present the other groups poster to the class with their opinions on how balanced the meals are.

Review:

The following questions or points may be used to review the activity:

- Ask learners to vote on which they think the most balanced meal is for Breakfast, Lunch and Dinner out of the meals presented.
- Write up on the board the learners ideal balanced diet.

Sazani Associates

UK office
Units 1 & 2 Darkgate Buildings
3 Red Street
Carmarthen
SA31 1QL

Zanzibar office
SH/S/C/091
Mombassa Kwa Mchina
P.O. Box 3720
Zanzibar

Tel: **UK: 0044 (0)1267 243576**
Web: **www.sazaniassociates.org.uk**
Email: **info@sazaniassociates.org.uk**