



**COVID-19  
SERIES**

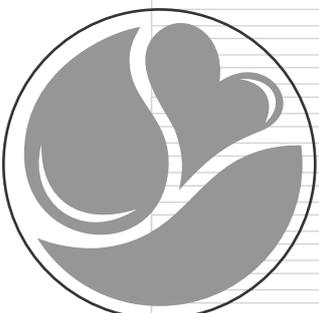


**We  
Care**

-  **3** ENTREPRENEURSHIP
-  EMPLOYABILITY
-  EDUCATION

# Learner's Workbook

**SAVING WATER, SAVING LIVES**



**PROJECT-BASED LEARNING | LIFE SKILLS**

**GRADE**

# 5



# Learner's Workbook

## GRADE 5

E<sup>3</sup> Projects for  
Trimmed ATP

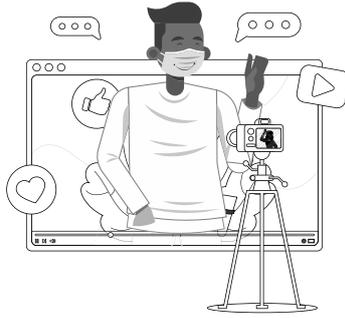
### Saving Water, Saving Lives

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Send your pictures and videos!



Please send us pics/videos for our Facebook/Website

Dear learner

We are so excited to see your project and we would like you to share it with us so that we can profile it on our website and possibly on Facebook or Instagram. To do that, please follow these instructions very carefully.

## HOW TO PUT TOGETHER YOUR INFORMATION:



### Tell us about your project:

1. Product or service you created:
2. Name of learner:
3. School:
4. Grade:
5. Describe your project. (50 – 100 words)
6. Describe the biggest challenge you had doing this project. (50 – 100 words)
7. Describe what you would do better next time. (50 – 100 words)



### Choose the right photographs to tell the story of your project

1. Choose three photographs that tell the story and progress of your project.
2. Make sure that no-one's face is clearly visible unless they are wearing masks.
3. Make sure the picture is in focus and clear.



### How to send your submission:

1. All submissions must be in a word document and the pictures must be in the document.
2. You can send it to us on email.
3. You can email it yourself, or you can ask your parent/caregiver or teacher to do this for you. You must use this subject line on the email: *Learner Project Grade 10 LO*.



Email

info@ecubed-dbe.org

If needed, we might ask you to make some changes to your submission in order to make it ready for uploading onto our website.

- 3** ENTREPRENEURSHIP
- EMPLOYABILITY
- EDUCATION

**E<sup>3</sup> LEARNER'S WORKBOOK | GRADE 5 | LIFE SKILLS | TERM 3**

# Saving Water, Saving Lives



**basic education**  
 Department:  
 Basic Education  
 REPUBLIC OF SOUTH AFRICA



## ▷ Introduction

Dear Grade 5 learner

Due to the COVID-19 pandemic, you have been at home on and off for a long time. Make the most of this time. We hope you are all healthy, and that you reconnected with your family, something you did not always have time to do because everyone was so busy! Now it is time to start doing exciting projects with your fresh brain and rested body. School is a very different place now: you cannot hug or high five your friends or share lunchboxes. A lot has changed, not only on the playground but also in the classroom: no more group work for a while and fewer role-play games.

Because you have to work and communicate with your friends for really deep learning to take place, you have to start thinking of safe ways to communicate with other people with whom you can share your ideas and who can give you feedback.



Here are some ideas:

- 1 Choose one **buddy-guard**, someone with whom you can discuss everything in class. Agree before the time that you will be partners and do all the activities together, in a safe way.
- 2 Don't forget that **your family** at home is also a good sounding board – to share ideas and help with your project.
- 3 A one-on-one discussion with **your teacher**, either face-to-face or using WhatsApp is also a good way to get feedback.

## ▷ Become a problem-solver and make a future for yourself



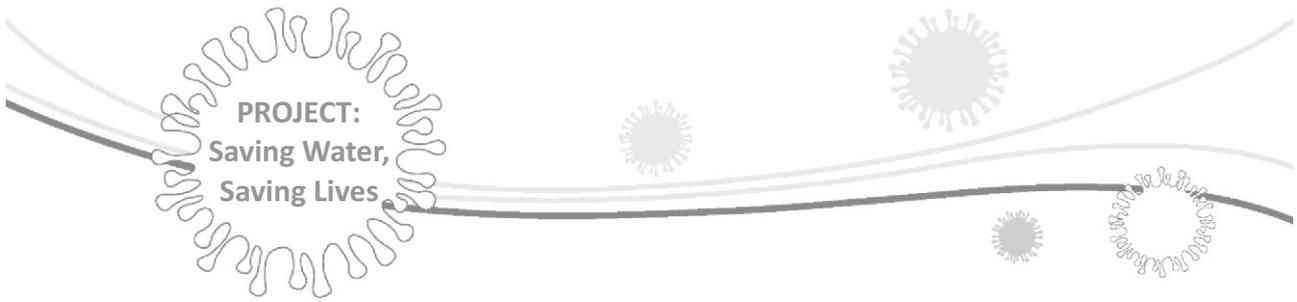
This project has one clear goal, to **reduce youth unemployment which is one of our country's biggest problems.**

Can you as a Grade 5 learner solve this gigantic problem?

Yes, you can!



*Start thinking of your future, of yourself as an entrepreneur, or in a job that suits your personality. In this project, you are going to start thinking about whether you could be an entrepreneur one day, because entrepreneurs are great problem solvers.*



**Project 1 – Saving Water**

**Activity 1 – The Importance of Water**

Start a discussion with your family, siblings, buddy-guard or class mates about the importance of water. Try to answer the questions below:

What living things need water to survive?

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What do humans use water for? Name at least 5 things that you can think of:

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Running water became very important during COVID-19. Explain why.

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Please page to your Learner's Resource Library (at the back of this book) and have a look at the instructions for making a Tippy Tap and a water purifier. Start thinking about which one you will choose to make for this project. What resources (things) do you think you will need to build your purifier or Tippy Tap model?

List of stuff I will need:



**Activity 2 – How to save and protect water**

Since water is such an important resource to all living beings, that we must save and protect it. Please write down 5 ideas for saving water at home, at school or in the community.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

We need quality water to drink and to be healthy. How do you think can we protect the quality of our water? In other words, how do we keep our drinking water, rivers, dams, etc. clean? Discuss some ideas with your buddy-guard or family members. Write those brilliant ideas down below:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Research Question**

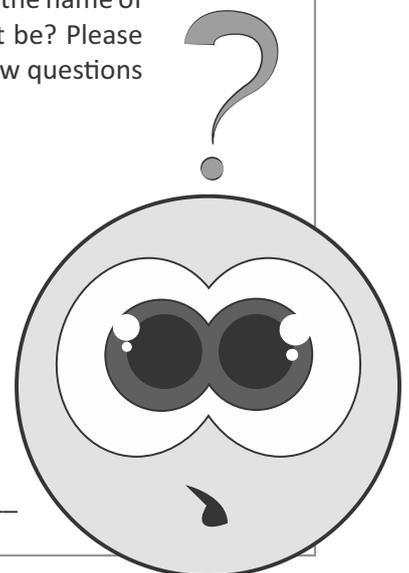
If we do research, we have to start with a BIG question. If you could change the name of the project (Saving water, saving lives) into a big question, what would it be? Please write this BIG question down in the space below. Start off by creating a few questions about water and the problems of not having enough clean water.

- What...
- What if...
- Why...
- How...

I have decided to make a Tippy Tap / water-purifier (encircle your choice) to answer the following big question: (link a question to your choice)

\_\_\_\_\_

\_\_\_\_\_





**Activity 3 – How we can save water in our school/communities**

With your parents, siblings, teacher or caregiver, take a tour of your home/school/community and see if you can find places where there is obvious water wastage. Write your findings in the table below:

PLACES WE LOOKED	WATER WASTAGE FOUND	POSSIBLE SOLUTION

**Activity 4 – How to build a Tippy Tap OR water purifier**

To show how you will be saving or protecting water, you will either build a Tippy Tap or a water purifier (instructions are in the back of this booklet). PLANNING should be your first step when you are building something. Start drawing plans for your Tippy Tap model or water purifier below and LABEL the parts clearly.



### Activity 5 – My research outcomes

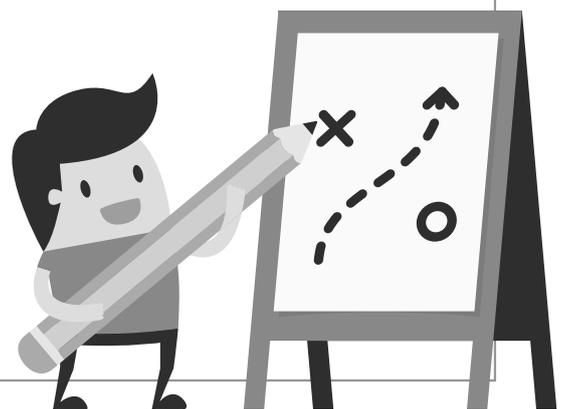
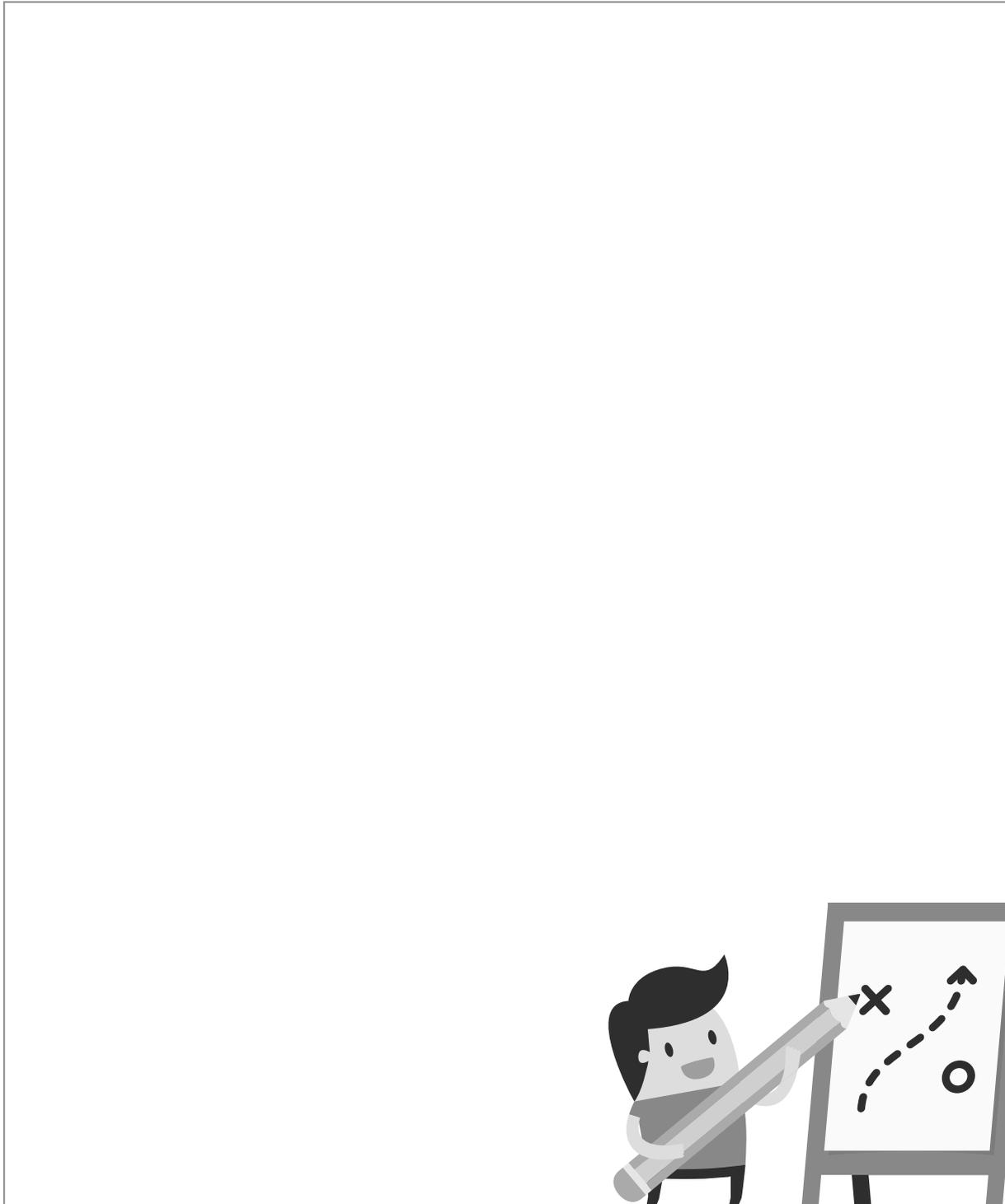
When we do research, we must share the outcomes with other people. A good way to show your research outcomes, is to put it on a poster. In the space provided below, start planning your research poster. Remember to include the following information:

3 facts stating the importance of water for life

3 ways to save water

3 ways to protect the quality of our water

The importance of water during the COVID-19 pandemic





## MAKING AND SHOWING THE EVIDENCE



### Activity 6 – Making the item of your choice

It is now time to start making the evidence of your research. You must start work on your Tippy Tap model OR water purifier at home or in class.

Your teacher will also provide you with a big A3 paper to make your final poster (or paste two A4 pages together at home to form an A3 size paper).

What did you learn from the process? Please answer the questions below:

1. What do you think will be the most difficult part of making your Tippy Tap/water purifier?

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2. How do you plan to overcome that problem?

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3. Who can you go to for help when you get stuck?

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4. How will you motivate yourself or your friends to go on?

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## GETTING FEEDBACK AND CHANGING IF YOU NEED TO



### Activity 7 – Getting feedback

Show your Tippy Tap/water purifier and research poster to as many people as possible. Listen carefully to the feedback.



Listen to useful information to improve your item or research poster. Get at least 3 people to give you feedback.

DATE OF ADVICE	WHO GAVE FEEDBACK	WHAT THEY SAID I SHOULD DO

Write down what you changed, and why.

WHAT YOU  
CHANGED?

WHY YOU  
CHANGED  
IT?



### FINISHING OFF THE PROJECT



#### *Activity 8 – Getting it perfect*

Work in class or at home and make the final changes to your Tippy Tap/water purifier and your research poster.

Brainstorm with your teacher, caregiver or family members about the public display of these items.

Where and how will you show your poster if school is not open yet?

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If schools are open and you can show your items and posters to the rest of the school, what would be the best venue (place) and day?

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For the public showing, what else might you need?

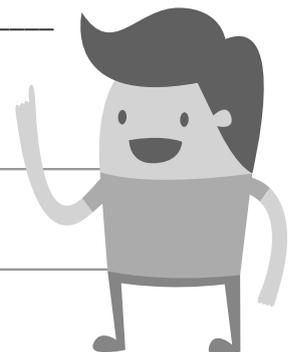
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**PLEASE NOTE:**

***Always remember to keep everything for assessment when schools open!***





**Activity 9 – Public Display**

TODAY is D-day for the public display of your Tippy Tap, water purifier and your research poster.

You can be proud of the work you have done!

During the public display, ask for feedback from people who saw your work. Write down what they said in the table below:

GOOD FEEDBACK – WHAT THEY LIKED	NOT-SO-GOOD FEEDBACK – WHAT THEY DIDN'T LIKE

If you could assess your own work, what marks would you give yourself?

MY TIPPY TAP OR WATER PURIFIER	MY RESEARCH POSTER
Mark out of 5:	Mark out of 5:
Why?	Why?





**Activity 10 – Reflection**

For deep learning to take place, one should always reflect on the work you have done. Please complete the questionnaire below:

1. What did you love about working on this project?

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2. What made this project hard for you?

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3. What did you learn by working on this project?

- *About yourself?*

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- *About the importance of water?*

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- *About learning during COVID-19?*

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4. What would you do differently if you did a project like this again?

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## Project 2 – Saving Lives



### PLANNING



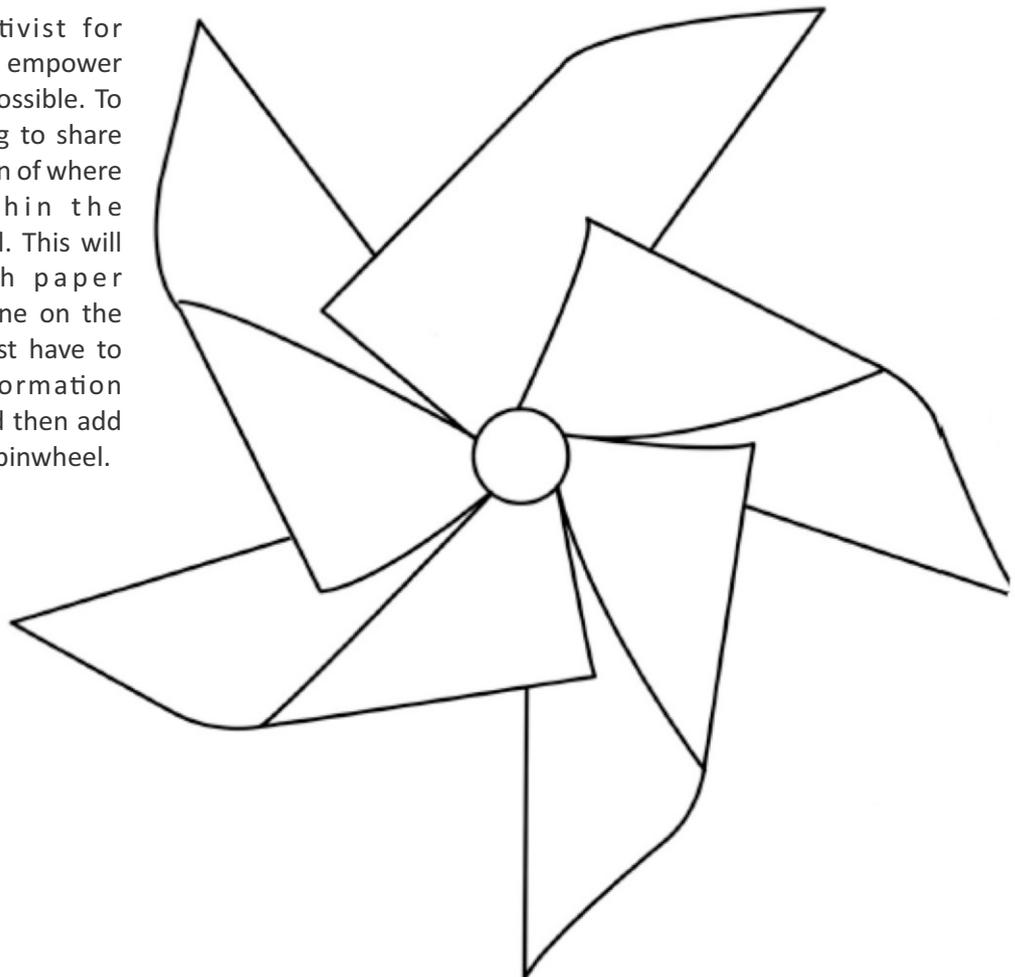
#### Activity 1 – Forms of child abuse

During this project you will become an activist for change.

Start a conversation with your teacher, buddy-guard, family members or friends (within COVID-19 rules) on the different forms of child abuse. There are typically two forms of abuse: physical and emotional abuse. Can you possibly think of an example of each? Write it in the table below.

FORMS OF CHILD ABUSE	
PHYSICAL	EMOTIONAL
Example:	Example:

To become an activist for change, you have to empower as many people as possible. To do this, we are going to share important information of where to get help within the community or school. This will be done through paper pinwheels like the one on the image below. We first have to gather all the information through research and then add it to the blades of the pinwheel.





**Activity 2 – Letter that shouts for help**

Many communities have seen increased incidences of violence during lockdown. Have you noticed any forms of violence lately? Please write down what you have seen or heard:

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Why do you think we have increased levels of violence during COVID-19? Discuss with your family or buddy-guard.

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Imagine that you can help these people by writing to someone for advice!

Think of an incident that you've seen or heard of and write about your concerns to Aunty Mimi. Ask for her advice on what to do, what to tell your friend, or how to handle the situation. Here is an example. Read it and then write your own letter (about yourself or a friend or family member).

*Dear Aunty Mimi*

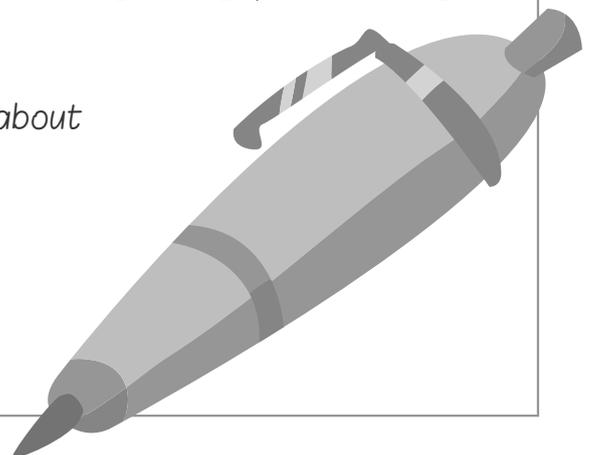
*I write for a friend. My friend's father has lost his job during the coronavirus pandemic.*

*This made him very mad. He started to drink beer in the mornings – not only in the evenings. If he gets very drunk, he starts cursing and hitting everything and everyone in his way. My friend fears for his life when his father is drunk. In normal times his father is a great guy who tells good jokes and loves his children.*

*My friend wants to know what he can do about this situation. I hope you can help?*

*With warm regards*

*Friend of a friend*









**Activity 3 – Pinwheels for change**

Today you start to work on your pinwheel for change which you will hand in with your letter for marks. Before you start, you must first plan out the steps:

1. What messages of hope and important numbers will you add on your pinwheel?

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2. How will you decorate your pinwheel so that it stands out?

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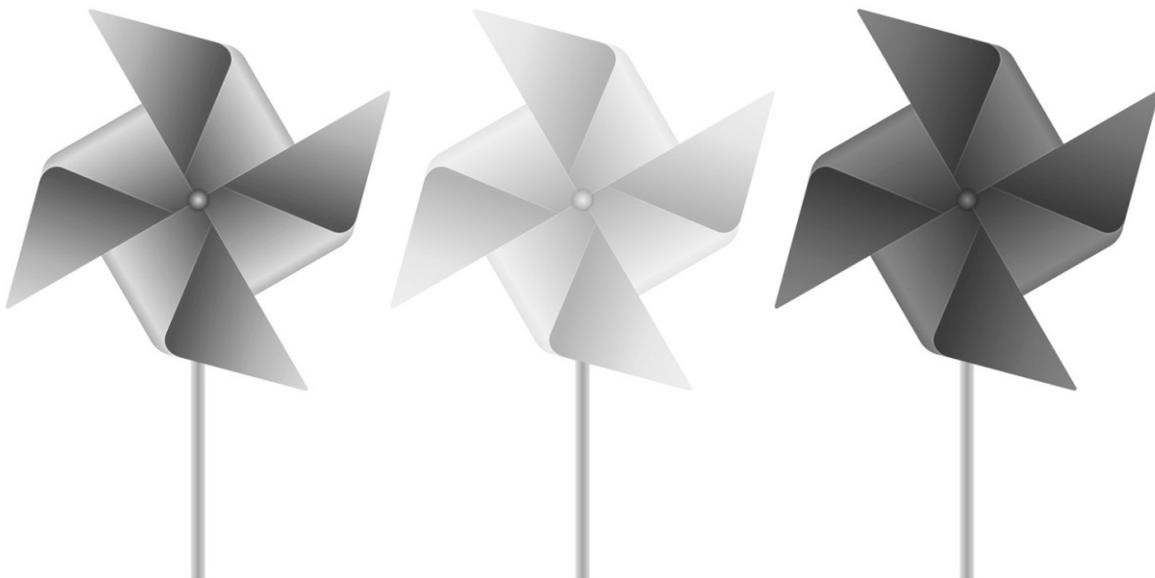
3. What else do you need to complete your pinwheel?

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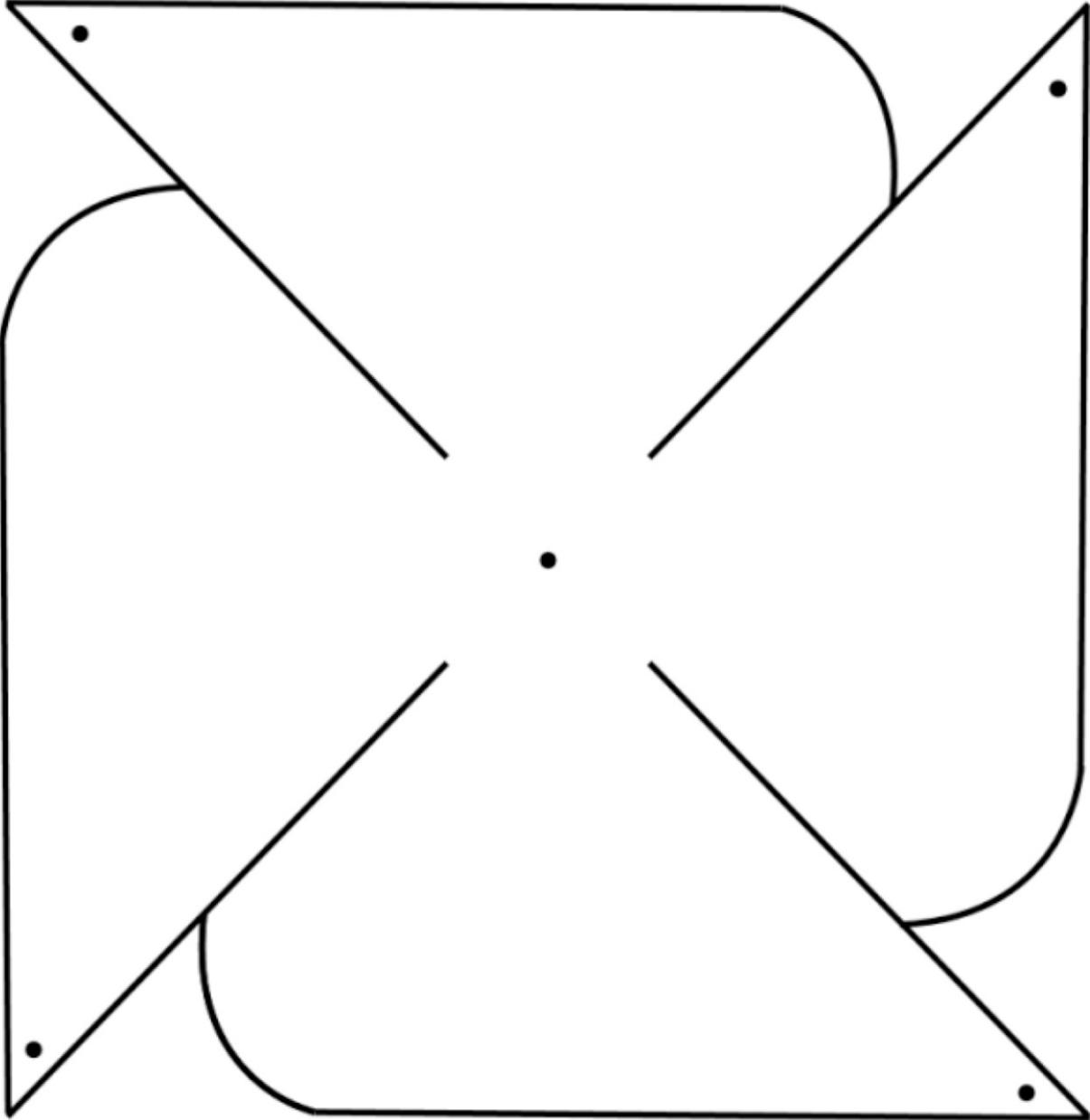
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Use the template of the pinwheel below. Figure out where to write your messages so that they are still visible when you cut, fold and fasten the pinwheel. Please make sure some helpline numbers are clearly visible.





**Activity 4 – Following good advice**

Show your pinwheel design and plan to as many people as possible. Gather some feedback and list it in the table.



Listen to useful information to improve your pinwheel. Get at least 3 people to give you feedback.

DATE OF ADVICE	WHO GAVE FEEDBACK	WHAT THEY SAID I SHOULD DO

Write down what you changed, and why.

**WHAT YOU CHANGED?**

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**WHY YOU CHANGED IT?**

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## FINISHING OFF THE PROJECT



### *Activity 5 – Finishing touches*

Do the final changes on your pinwheel, cut it out, decorate it, and then see if you can get it to work once you've pinned it to a stick or straw.

Where do you want to affect change? Where do you think you should plant or fasten your pinwheel for people to see? Think of a few good spots where it will have effect and write them down. You will plant your pinwheel after your teacher has assessed it and the letters.

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## SHOWING OFF YOUR PROJECT



### *Activity 6 – Planting the pinwheels for public display*

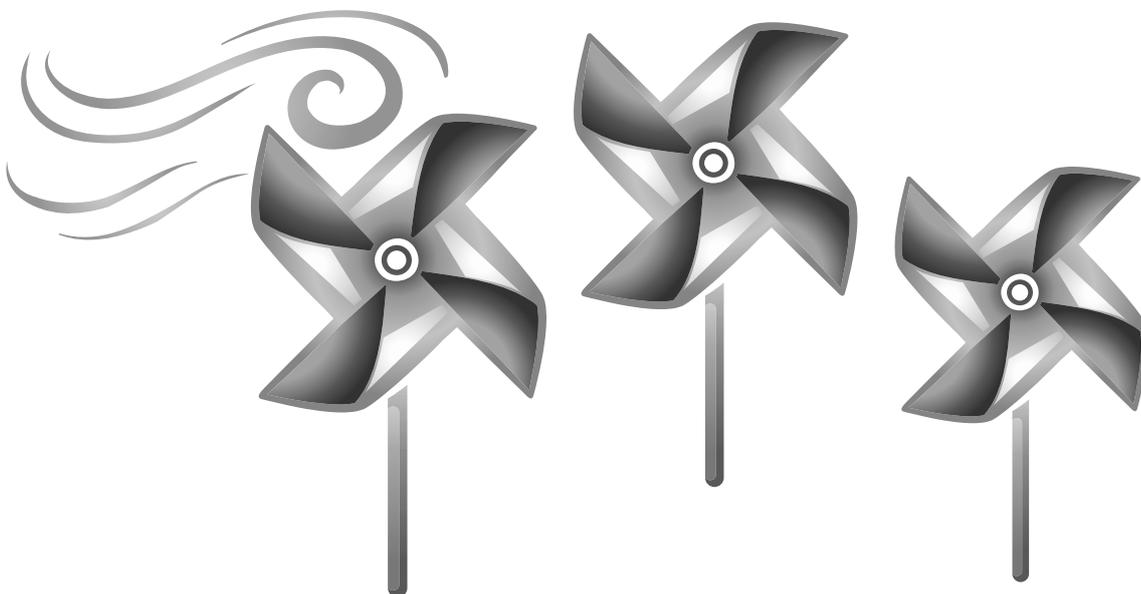
With the help of your teacher, or parents/caregivers at home, fasten the pinwheel in the place that you have planned for the public display. If you are at school, the whole class can plant their pinwheels in the same area for effect, or you can put it somewhere where you think someone will find it.

Will it make a difference? Why do you think so?

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**Activity 7 – Reflection**

For deep learning to take place, one should always reflect on the work you have done. Please complete the questionnaire below:

1. What did you love about working on this project?

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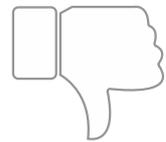


2. What made this project hard for you?

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3. What did you learn by working on this project?

- *About yourself?*

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- *About where to go for help?*

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- *About learning during COVID-19?*

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- *Do you think that there are always practical solutions for people who are suffering from abuse? Why do you think so?*

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## Project 3 – Healthy Eating

### Activity 1 – Introducing Thumi

Read the story of Thumi with your teacher:

Thumi just turned 11. She had a good birthday. At her birthday party she had cake, chips, toffees, cooldrink and lots of fizzers, but she also had these treats the day after, and the next day. If she complains of hunger, grandma cuts her another slice of cake. Now she is not feeling so well.

Lately she has been feeling very sluggish and she has little energy. She used to run around with her friends at break, playing 'Open the Gate', but she doesn't seem to have the energy these days. Her skin is all flaky and she sometimes has terrible toothache at the back of her mouth. But worst of all, her schools dress doesn't fit anymore. The buttons are stretching over her tummy. Grandma struggles on a monthly pension, she cannot ask for new school dresses now.

All grandma ever buys is fast food. She loves pizza, Nando's, cheesy chips and toasted sandwiches. If the money is almost finished near the middle of the month, she buys vetkoek and white bread. Thumi suspects that their lifestyle is not good for her health. On top of it all, she also worries that she is getting COVID-19 symptoms. She can use a little help from a few friends! Please help!



What are the four main symptoms for COVID-19 that you have heard from the media (television or radio?)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Should Thumi be worried? Do you think she has any COVID-19 symptoms? Explain.

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What else could be the matter with Thumi?

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As a friend, can you help Thumi make better choices? Discuss healthy eating habits for children with your parents/care givers or teachers. Please WhatsApp Thumi in the space below, giving her advice on healthy eating habits. Be kind. Rather motivate than scold.




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**PLANNING**



**Activity 2 – Choosing your research topics**

**The outcome of this project**

During the Healthy Eating project you will do research on healthy eating habits, different foods and how to preserve food. You must present all your research in an Infographic Poster. (An infographic is a way of sharing important information using pictures.)

Your Infographic Poster should contain information on 8 food types that you pick at home and research for their dietary value (are they healthy?), ways to preserve them, food safety and value for money during COVID-19.

When you are at home, look at the 8 types of food that you generally have in the house at all times.

List the 8 foods you would like to research in this table:

1.	2.
3.	4.
5.	6.
7.	8.



**Activity 3 – Research your choices**

Use the table below to do thorough research on your food choices. Speak to everyone you know and find out as much as possible about your food sources by searching magazines, the internet and other sources. There is also information in the Library section of these notes.

Food item	Nutritional value (protein, vitamins, minerals, etc.)	How to store this item, e.g. rice should be stored in a dry place, with an airtight cover to make it last longer	Food safety measures, e.g. keep chicken in fridge, chicken grow bacteria that can make you very ill	Value for money during COVID-19 pandemic e.g. beans are high in protein but only Rx per serving
1. E.g. rice				
2.				
3.				
4.				
5.				
6.				
7.				
8.				



**Activity 4 – Planning the Infographic Poster**

Look at the research you have done in Activity 3. What is the best way to portray all the information on a poster? Remember – and infographic uses more pictures than words. Do a rough sketch in the space below. Go to the Library for an example of infographic.

Rough sketch of my Infographic Poster



**Activity 5 – Following good advice**

Show your rough infographic poster sketch to as many people as possible. Gather some feedback and list it in the table.



Listen to useful information to improve your rough poster sketch. Get at least 3 people to give you feedback.

DATE OF ADVICE	WHO GAVE FEEDBACK	WHAT THEY SAID I SHOULD DO

Write down what you changed, and why.

**WHAT YOU  
CHANGED?**

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**WHY YOU  
CHANGED  
IT?**

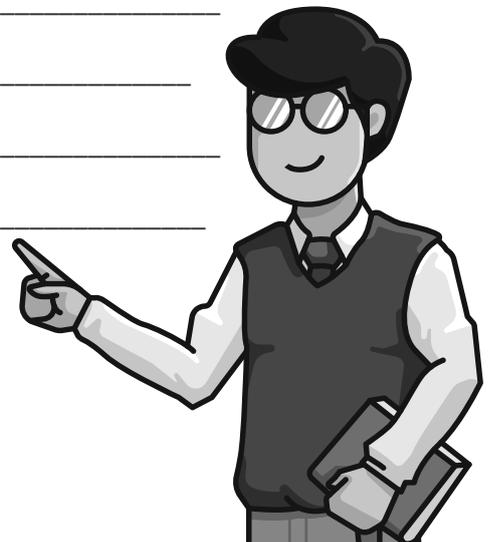
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## FINISHING OFF THE PROJECT



### Activity 6 – Finishing touches

Use the rough draft of your poster to create the final product. Be careful and start in pencil before you put the finishing touches in pen. Use colour pencils or Koki's to make an visual impact. Use many pictures instead of words.

Are you happy with your final Infographic Poster? Why?

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Discuss with your teacher and class mates (or if you are still in lockdown, with your family members) where you will be displaying your posters. Write your plans below:

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## SHOWING OFF YOUR PROJECT



### Activity 7 – Public Display of Infographic Posters

With the help of your teacher, or parents/caregivers at home, put your poster up for a public display. Invite people to have a look (keep to COVID-19 regulations) and give feedback.

During the public display, ask for feedback from people who saw your work. Write down what they said in the table below:

GOOD FEEDBACK – WHAT THEY LIKED	NOT-SO-GOOD FEEDBACK – WHAT THEY DIDN'T LIKE

If you could assess your own work, what marks would you give yourself?

I would give myself a mark of \_\_\_\_\_ out of 5 for my Infographic Poster.

Why did you give yourself this mark? \_\_\_\_\_

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**Activity 8 – Reflection**

For deep learning to take place, one should always reflect on the work you have done. Please complete the questionnaire below:

1. What did you love about working on this project?

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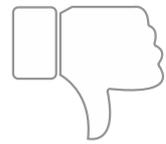


2. What made this project hard for you?

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3. What did you learn by working on this project?

- *About yourself?*

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- *About healthy eating habits?*

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- *About learning during COVID-19?*

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- Do you think an infographic is a good tool for spreading important information? Why? Why not?

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## *Letter to parents or caregivers - Water conservation*



Dear Parent or Caregiver

Below is a Water Conservation Lesson Plan from WESSA (Wildlife and Environmental Society of South Africa). This is a resource you can use to help your Grade 5 child complete Project 1 independently, should they still be at home due to lockdown. Please improvise and adapt where necessary.

### **Aim**

To show how vital water is in our lives and why it's so important to look after it.

### **Time requirements**

Approximately 60 minutes

### **Resources**

#### **Activity 1**

- A container of water
- A cloth
- Paper and pencils

#### **Activity 2**

- Paper and pencil
- Food colouring

### **Learning objectives**

To learn, through discussion and observation, about the importance of water, the many different ways we use it, how it can be wasted and the measures we can take to save it.

### **Curriculum links**

Science– Water conservation

English – Oral language and reading

Maths – Numbers and data

### **Skills**

Questioning, observing, discussing, investigating, counting and analysing

## Links to Eco-Schools seven steps

Environmental Review – conducting leak tests is an essential action

Monitoring and Evaluation – documenting leaks and water usage

Informing and Involving – publicising results of water diaries and leak tests

### Running the activity:

1) **Precious water** – To raise awareness about the importance of water:

- Put some water in a container and cover it. Tell the students you have the most important thing in the world under the cloth and ask them to guess what it is.

- Focus on water conservation to explain how important water is.

- Ask the students to name all the ways people use water and write down their answers.

- Ask the students to keep a water diary for a day or two to see how they use water and discuss their results (compare with their original answers).

- Rank the answers showing the most frequent uses of water to the least frequent. You could research how much water each of these activities uses to calculate how much water the class is using.

- Ask the students how they think water is wasted and how they can stop the waste. Write down their answers and stick them up in class to remind students what they can do to reduce waste.

2) **Leak hunt** – To check your school/home/community for leaks:

- Put students into groups, give them a pencil and paper and a place to visit to check for leaks.

- **Idea:** those looking for leaks in the toilets could put food colouring in the cisterns and leave it there for a few minutes to see if the colouring reaches the bowl. If it does reach the bowl it means your toilet is constantly running.

- Have the students report their findings and stick them up (in the classroom or at home) to constantly remind learners what to look out for.

### Remember to act on your findings!

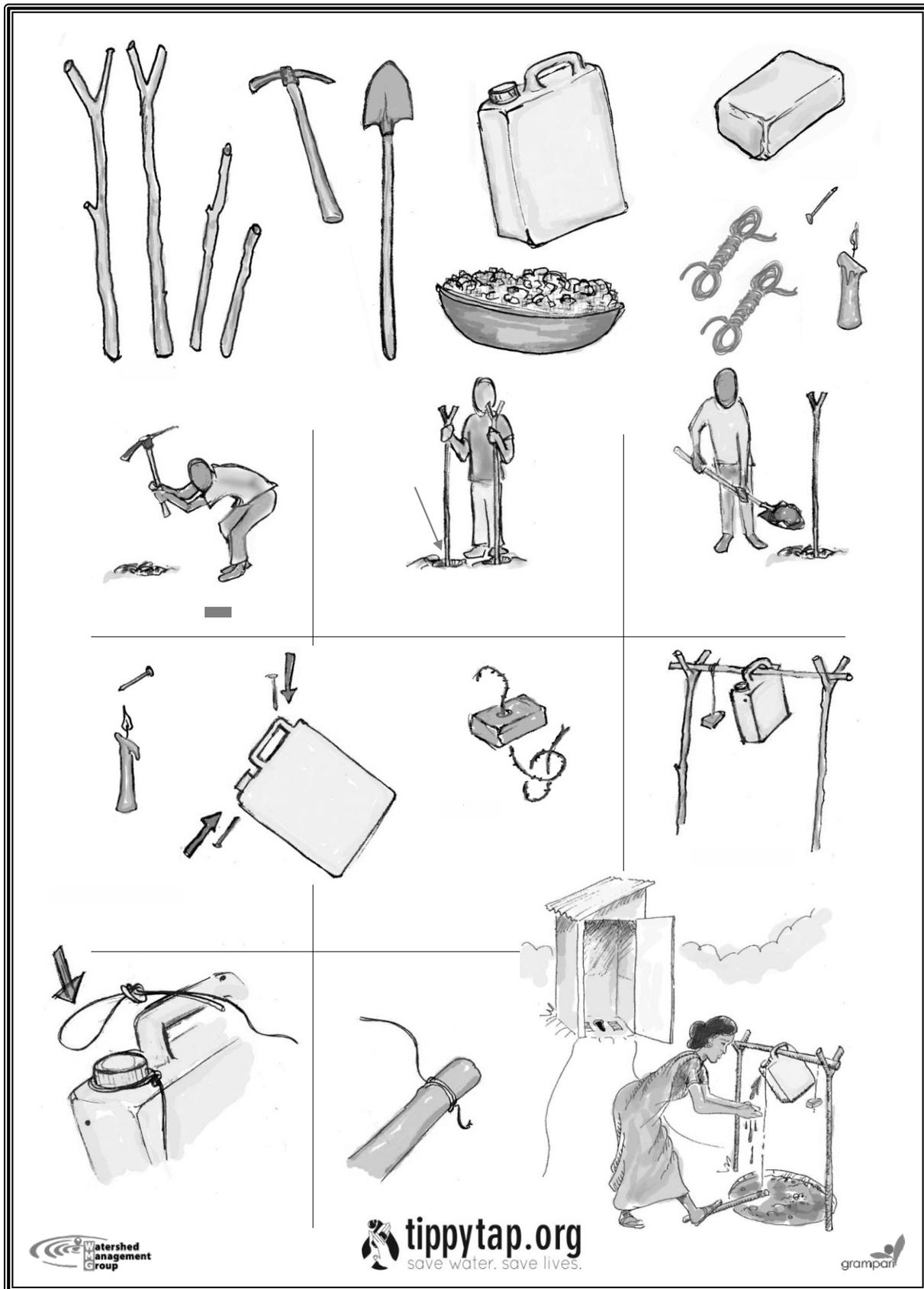
### Questions Learners should be able to answer at the end of the lesson.

- Why do you think water is important?

- How do people waste water?

- Name some ways you can save water?

# How to build a Tippy Tap



Tippy Tap instructions (Tippy tap.org): <http://www.tippytap.org/build-a-tippy-tap-manual>

# Build a simple water filter



**Image source:** <https://www.instructables.com/id/Simple-Water-Filter-out-of-a-Waterbottle/>

## You will need:

2Lt plastic bottle  
Gravel  
Sand  
Soil  
Cotton  
Pair of scissors  
Hammer and nail

## Method:

Using your scissors or knife, cut off the very end of the water bottle

Using the hammer and the nail (or screwdriver), and make a small hole in the center of the cap. Make sure the cap is on tight!

Now stick your cotton balls (or coffee filter or a piece of fabric) through the hole and down by the cap. Use a pen to get it really deep down.

Now add half a cup of sand or crushed charcoal.

Next, add your gravel into the bottle. Around half a cup of gravel should be enough.

Finally, add your larger gravel or small rocks (if using) into the bottle.

Your water filter is now complete! Just put the filter over your cup for filtered water. Pour the dirty/muddy water into the filter and give it time to dam up in a glass.

*Water purifier instructions (Part 3 of water lesson):* <https://www.biloxischools.net/cms/lib/MS01910473/Centricity/Domain/1963/K2%20Understanding%20Clean%20Water%20Make%20a%20Filtration%20System.pdf>



## Health Benefits of EXERCISE for Children & Teenagers



**Raised heart rate** to 170 bpm 40-60 mins, 3-4x per week = 5-10% improvement in aerobic fitness in 8-12 weeks.



**Resistance training** 2 or 3x per week improves **muscle strength** and endurance.



Every 15 mins of exercise improves **academic performance** by an average of about a quarter of a grade.



30 minutes of **cardio** exercise per day boosts **confidence**, reduces stress and anxiety.



Exercise between the ages of **11-18** increases **bone density**, particularly in the spine and hip.



30 minutes on the treadmill boosts **problem solving** by up to 10%

### REGULAR PHYSICAL ACTIVITY



Helps build and maintain healthy bones, muscles and joints



Helps reduce the risk of developing obesity and chronic diseases



Helps to achieve and maintain a healthy body weight.



Improves the quantity and quality of sleep



Greater self-esteem and better self-image



Improves coordination and motor skills

#### Sources

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 Some graphics made by Freepik from [www.freepik.com](http://www.freepik.com) and [www.flaticon.com](http://www.flaticon.com)



“ **PASSION FOR ACTIVITIES LEADS TO GREATER JOY AND PRODUCTIVITY AMONG CHILDREN.** ”

- RANDY TARAN  
PROJECTHAPPINESS.ORG & EDUTOPIA

SUSTAINED PARTICIPATION IN EXTRACURRICULAR ACTIVITIES **INCREASES SELF-ESTEEM**

AT POSITIVE, BRAIN IS **31%** MORE PRODUCTIVE THAN AT NEGATIVE  
- SHAWN ACHOR  
HARVARD

KIDS WHO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES ARE **3 TIMES** MORE LIKELY TO MAINTAIN AT LEAST A 3.0 GPA IN SCHOOL

KIDS SPEND MORE THAN **4 1/2** HOURS A DAY IN FRONT OF A SCREEN (TV, GAMES, ETC.)

**WITHOUT PASSION, KIDS STRUGGLE**

**20%** OF ALL TEENS EXPERIENCE DEPRESSION BEFORE REACHING ADULTHOOD

**70%** OF GIRLS BELIEVE THEY ARE NOT GOOD ENOUGH IN SOME WAY

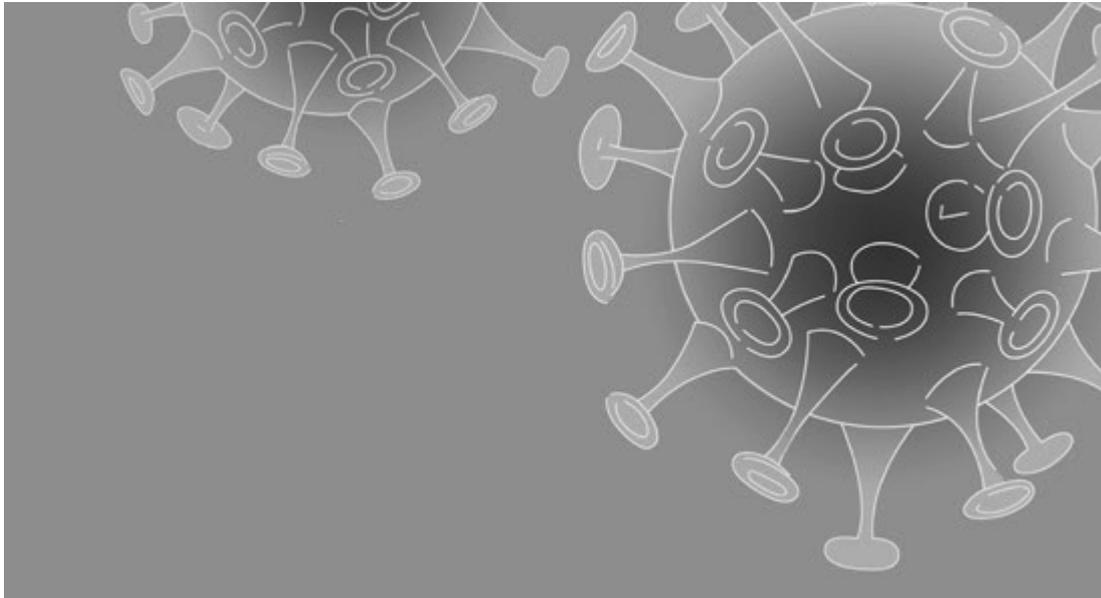
**PERCEIVED ABILITY** IS THE **ONLY** RELIABLE PREDICTOR OF CONTINUED PARTICIPATION IN ACTIVITIES



www.thrively.com



# Levels of domestic violence increase globally as COVID-19 pandemic escalates



Violence against women tends to increase in any emergency, including epidemics. Stress, disruption of social and protective networks, increased poverty and decreased access to services can worsen the risk of women and children suffering violence.

In the case of COVID-19, isolation, restricted movement and stay-at-home measures to contain the spread of the infection have a particularly severe impact on women.

The chances of women and their children being exposed to violence is dramatically bigger, as family members spend more time in close contact and household stress build up. The risk grows even greater when families also have to cope with job losses.

Health services are overwhelmed by the urgent need to counteract the effect of the pandemic. This can have particularly dramatic outcomes in countries with limited health services and financial resources.

Special consideration should be given to more vulnerable groups, including women living with disabilities, who are at increased risk of domestic violence and may face further barriers in reaching the services they need.

## What can be done?

**Health care facilities** should update counselling services, protection services, hotlines and shelters.

**Health care providers** should watch out for violence against women during this time, so that when survivors reach out to health care facilities (whether or not they have COVID-19, and

whether or not they disclose the violence), they can receive suitable and sympathetic health care.

Adapted from SOURCE: <http://www.emro.who.int/violence-injuries-disabilities/violence-news/levels-of-domestic-violence-increase-as-covid-19-pandemic-escalates.html>

# CONSENT

EXPLAINED TO KIDS AND THEIR GROWNUPS

**Your body belongs to YOU.**  
Nobody should touch it in ways that you don't like.

**You have a right to like hugs and kisses...**

... or not.  
I love hugs!  
Hugs make me uncomfortable.  
It's the same for everyone else.

You might like hugs, but that doesn't mean that everyone likes them.

Feel like hugging someone? Ask them first.  
You want a hug?  
YES!

If the other person says no, don't give them a hug.  
No, I prefer to shake hands, OK?  
OK.

If the other person doesn't say YES, don't hug them. They may be too shy to say NO. They might think it will hurt your feelings or make you angry. It doesn't mean they WANT a hug.

**NO "YES" = NO HUG.**  
It's pretty simple.

It's the same for:  
• **KISSES**  
• **SNUGGLES**  
• **HOLDING HANDS**  
And this rule also applies to **GROWNUPS.**  
Adults shouldn't hug you or kiss you without your consent, either.

Your body belongs to you, and nobody should touch it without your consent. Other people's bodies belong to them and you shouldn't touch them without their consent.  
OK!  
Makes sense!

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## Important Numbers



Lifeline toll-free at 0800 055 555.

The Child Emergency Line can be reached for free at 0800 123 321.

Child Welfare SA provides a hotline for reporting abuse: 0861 4 CHILD (24453)

### IMPORTANT NOTES ON CHILD ABUSE

1. It is NEVER the child's fault. Children are naughty and noisy, but abuse is NOT the answer in disciplining a child. Children often feel guilty, ashamed or embarrassed by their circumstances. Please convey the message that it is NEVER their fault.

2. NEGLECT is also a form of child abuse (other than sexual, physical or emotional abuse). This is very difficult to navigate, but cases have been successfully made against parents and caregivers for gross neglect.

## South African dietary guidelines



**Enjoy a variety of foods** – select foods from all of the circles and eat these daily. Try to vary your selection and the colour of food on your plate. e.g. have spinach, carrots, tomatoes and beetroot on your plate.

**Make starchy foods part of most meals** – this is where you get most of your energy for the day. Choose whole grain starchy foods like whole grain maize meal, bread and pasta's over refined white grains.

**Be active!** – do at least 30 minutes of exercise, 5 days a week. This can include brisk walking, running, cycling, going to the gym, household chores as well as mowing the lawn.

**Eat plenty of vegetables and fruit every day** – Include 5 vegetables and fruit daily (3 vegetables and 2 fruits).

**Eat dry beans, split peas, lentils and soya regularly** – these can be eaten instead of chicken and meat products for energy and growth.

**Have milk, maas or yoghurt every day** – these foods are good for your teeth and bones and help keep them healthy.

**Fish, chicken, lean meat or eggs can be eaten daily** – choose lean cuts of meat, trim off the visible fat and remove the skin before cooking.

**Drink lots of clean, safe water** – depending on your activity levels, aim for ± 8 glasses of water or unsweetened beverages.

**Use fats sparingly, choose vegetable oils rather than hard fats** – avoid adding additional fat to foods. Use a little soft margarine on bread and avoid cooking with and eating hard fats.

**Use sugar and foods and drinks high in sugar sparingly** – limit your intake of foods that contain a lot of sugar. Reduce your intake of sweetened drinks, sweets and sugar.

**Use salt and foods high in salt sparingly** – avoid adding salt to your food at the table. Reduce the amount of salt you add when cooking. Use herbs and lemon to flavour your food.

RESOURCE: <https://www.nestle-esar.com/nhw/nutritionbasics/sa-food-based-dietary-guideline>

## Food sources and nutrient value



Nutrient	Food sources
Calcium	Non-fat and low-fat dairy, dairy substitutes, broccoli, dark, leafy greens, and sardines
Potassium	Bananas, cantaloupe, raisins, nuts, fish, and spinach and other dark greens
Fibre	Legumes (dried beans and peas), whole-grain foods and brans, seeds, apples, strawberries, carrots, raspberries, and colourful fruit and vegetables

Magnesium	Spinach, black beans, peas, and almonds
Vitamin A	Eggs, milk, carrots, sweet potatoes, and cantaloupe
Vitamin C	Oranges, strawberries, tomatoes, kiwi, broccoli, and red and green bell peppers
Vitamin E	Avocados, nuts, seeds, whole-grain foods, and spinach and other dark leafy greens

All of the above foods are good choices.

Source: <https://familydoctor.org/changing-your-diet-choosing-nutrient-rich-foods/>

## *12 Food Storage Tips to Make Your Groceries Last Longer*



By Paige Smith • Jul 23, 2019

141SHARES

It's all too easy to forget about your groceries until they start stinking up your kitchen, but here's the good news: knowing how to store them properly isn't rocket science.

Not only does proper food storage prevent unnecessary waste (and sudden bouts of frustration), but it also lessens your grocery bill and minimizes the risk of a contracting a food-borne illness.

These 12 simple food storage tips will help ensure your food stays fresh as long as possible.

### **Store dairy products at the back of the fridge**

Take your jug of two-percent out of the fridge door. That location might make it easy to grab quickly for your bowl of cereal, but it might make it spoil faster because of the temperature.

### **Put meat on the bottom shelf**

Nothing ruins a container of broccoli faster than a soak in pork juice. Meats should be on the bottom shelf so juices don't drip on other foods. Keep cold cuts like ham separate from other raw meat to prevent cross-contamination.

### **Know *where* to store fruits and vegetables**

Not all fruits and veggies need to live in the fridge. Avocados, citrus, bananas, nectarines, pears, peaches, onions, tomatoes, and potatoes can all be stored at room temperature or in a cool pantry. But don't store onions and potatoes together. Because of ethylene gas that some kinds of produce release, they cause each other to spoil faster.

### **Wrap your greens in paper towels**

To prevent slimy residue from accumulating in your bag of lettuce, spinach, or other leafy greens, stick paper towels inside to soak up excess moisture. You can do the same with leftover salad greens in food storage containers.

### **Use plastic wrap on bananas**

Cover the crown of a bunch of bananas in plastic wrap to slow the release of ethylene gas. This will prevent them from ripening too quickly.

### **Wash produce as you go**

If washing fruits and veggies is the first thing you do when you come home from the grocery store, you might want to switch up your routine. Unless you plan on freezing your food, you should only wash things you're ready to eat right away or soon after. That lessens the chance of mold growing on damp produce.

### **Roast veggies**

Roast vegetables such as broccoli and cauliflower to extend their shelf life.

### **Store grains in air-tight containers**

Buying in bulk is a great way to save money when grocery shopping, but you want to store it correctly so the extra food doesn't go to waste. If you buy grains in bulk, be sure to transfer them to an airtight container to maintain freshness, as well as keep bugs away.

SOURCE: <https://www.openfit.com/food-storage-tips>

*(For the 12 saving tips document) with thanks to WESSA*



## Can COVID-19 be passed on through food?

No reported cases of COVID-19 have been linked to contamination of food. The main risk of transmission is from close contact with infected people. The advice to food businesses and consumers is to maintain good hygiene practices and to wash your hands regularly. Thorough cooking will kill the virus.

## Does washing-up or using a dishwasher eliminate the virus?

As with soap, washing-up liquid and dishwasher detergents are likely to inactivate the virus. In particular, washing and drying dishes in a dishwasher at 60°C or higher is effective at eliminating any risk.

SOURCE: <https://www.fsai.ie/faq/coronavirus.html#covid>

## How to stretch your grocery budget during COVID-19 pandemic

The coronavirus pandemic is causing a lot of people to buy groceries and eat at home.

The goal right now is to go out as little as possible and while it is important to support local businesses and spazas, most people probably can't afford to buy prepared food every day, so here is what you can do.

Try buying some canned meat instead of fresh meat to save some cash and make it last longer.

Also, when you buy fresh produce try to get what is in season because it will likely be cheaper.

Stick to your list and don't buy anything that is not planned.

Make simple meals like soups and vegetable stews that are nutrient rich but can also be stretched with legumes and other grains. Instead of feeding one person with a can of fish, make fish cakes and feed four.

Another piece of advice is to avoid shopping when you are hungry because that may cause you to spend more.

Pool the family's resources. Instead of buying for each household, pool the grocery budget and buy in bulk so everyone can save or get more for their money.

Adapted from Source: <https://whnt.com/news/coronavirus/how-to-stretch-your-grocery-budget-during-covid-19-pandemic/>

