

Grade 4

Lesson 3

Lesson plan

Lesson theme	Cultural food fare	Grade	4
Duration	2 to 3 lesson periods	Date/week	
Context			
<ul style="list-style-type: none">Improving eating habitsWays in which to improve health and wellness.			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none">Learning how to lead a healthier lifestyle.		<ul style="list-style-type: none">Revision of the 5 food groups, and planning healthy meals.	
Core knowledge			
<ul style="list-style-type: none">Understand the concept of ‘traditional food’Revision of the 5 basic food groups and healthy meals.			
Learning activities and assessment			
Group work:			
Learning period 1:			
<ul style="list-style-type: none">Discussion of the concept of ‘traditional food’ and what it meansLearners are divided into groups and learn about the food challenge cards and stamps. They work amongst themselves to decide how they will share the work load and research different traditional foods.			
Lesson period 2:			
<ul style="list-style-type: none">Learners present their traditional foods to the class.			
Lesson period 3:			
<ul style="list-style-type: none">Learners complete the Food Challenge Activity CardIntroduce learners to the worksheet for lesson 3.			
Forms of assessment		Resources	
<ul style="list-style-type: none">DiscussionObservationWorksheet.		<ul style="list-style-type: none">Paper plates, serviettes and spoonsIndigenous foods challenge cardWorksheets.	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none">Encourage learners to try a variety of different foods in their diet and to always experiment with new cultural dishes so that eating healthy meals remains a fun and exciting thing to do.		<ul style="list-style-type: none">The activities make learners aware of the different cultures within their own environments, and make them appreciate the variety of tasty meals different cultures provide.	

Grade 4

Lesson 3: Cultural food fare (30 to 40 minutes)

Lesson 3 consists of 1 activity that needs to be done over 2 to 3 lesson periods.

1 Outcomes

By the end of this lesson the learners should be able to list 3 different cultures in South Africa and a food typically eaten by each of the 3 cultures.

2 Teacher's corner

Lesson 3 provides the learners with an opportunity to investigate menus from various cultures and teaches them health promotion. It's important to make learners aware of the different cultures within their own learning environments.

Indigenous Africans

Indigenous Africans have thrived on diets of unprocessed grains such as millet, maize, sorghum, wild fruits and vegetables for thousands of years.

Occasionally their diet would include meat in relatively small quantities.

Beef was rare – cattle were seen as a form of wealth, not to be consumed as food.

But when they were eaten, no part of the animal was left untouched – from the head (skop) to the feet (trotters or amaqina) to the insides (tripe – in Sesotho, mala and mogudu). Goat meat was preserved for special occasions. Chicken was eaten in great quantities as it was proven to be a very good source of protein.

Delicacies included amasonja, mopani worms, locusts and flying ants. One consistent feature in a meal was the starch base. Registered dietitian, Dr Ingrid van Heerden, believes that people who lived on more traditional diets, like our rural ancestors, hardly ever suffered from the diseases associated with western lifestyles.

South African cultures

South Africans are made up of many different ethnic and racial groups, which creates a very diverse cultural mix. The list of foodstuffs below represents ethnic dishes of particular groups. This list is not complete and represents only a sample of South African food.

- Achaar: a relish made from mango, oil and spices. It was brought to South Africa by migrant Indians
- Amanqina: boiled and spiced cow, pig or sheep hoof
- Biltong: dried and salted raw meat, which can be made of ostrich, beef, kudu or any other red meat. Afrikaners used to preserve their meat by making biltong
- Bobotie: a dish of Malay origin made with minced meat and curried spices topped with an egg sauce and then baked
- Boerewors: traditional spicy South African sausage made of beef or lamb
- Chakalaka: a relish of Indian/Malay origin made of onion, garlic, ginger, green pepper, carrots and cauliflower, spiced with chillies and curry
- Chotlo: a Tswana dish, where meat is deboned and cut into very small pieces. The meat is boiled, then ground, cooked and stirred until it becomes very fine
- Frikkadel: traditional South African meatballs made from minced beef, tomatoes, onions and other ingredients, shaped into balls and baked
- Koeksisters: syrupy and sweet traditional Afrikaner dessert, made from plaited dough.

Grade 4



- Mala: intestines, especially chicken intestines, that are cleaned, boiled and then fried. This dish is usually eaten with pap
- Maotwana: chickens legs that are boiled to remove the hard skin. They are thoroughly washed, salted and then fried
- Mashonzha: worms, similar to caterpillars, which are found in and around Mopani trees found in the Lowveld areas of Mpumalanga and the Northern Province
- Mogodu: tripe, which is thoroughly cleaned and then boiled for 2 to 3 hours. Once softened, it simmers before being served with pap
- Morogo: wild spinach, which is boiled, softened and served with stiff porridge
- Pap: boiled corn meal, often served with a sauce that usually contains tomato and onions
- Rooibos tea: a South African herbal tea made from the *Cyclopia genistoides* bush. Rooibos is an Afrikaans word, meaning 'red bush'
- Samoosa: a small, spicy, triangular-shaped pie that is deep-fried in oil. Made by the Indian and Malay communities, samoosas are popular with South Africans in general
- Serobe: a Tswana dish made from a mixture of tripe, intestines and lungs that are thoroughly washed, then boiled and cut into small pieces before being spiced to taste
- Snoek: a fish, caught off the Cape coast that is often eaten smoked
- Skop: cow, sheep or goat head that is first scrubbed with a sharp instrument to remove skin. The unwanted parts such as the ears and nose are then cut out. The head is boiled and then simmered before serving
- Ting: a sour porridge made of sorghum
- Umnqusho: a Xhosa dish made from samp that is boiled for more than 3 hours and then mixed with beans. Salt and oil are then added before it simmers.

(adapted from www.joburg.org.za)

3 Activities

For lesson 3, you'll need the following equipment:

- Paper plates, serviettes and spoons
- Indigenous foods challenge card.

Tips for the activity in lesson 3:

- Get the learners to work in groups of 4 to 6
- Each group should choose 1 traditional food they can bring for the class to taste
- Try to get as broad a range of traditional foods as possible. Ensure that there are starters, main courses and desserts
- The multicultural nature of most classes should provide a rich diversity of cultural traditions
- Organise the group so that as many different cultures as possible are represented in each group
- Set up the classroom so that groups are able to display their traditional foods and have the plates, serviettes and spoons ready for the food tasting.

Grade 4

Lesson period 1

- Introduce the concept of traditional food and what it means
- Ask the children to give examples of foods that are indigenous to South Africa
- Go through the list of indigenous foods above to make the learners aware of the different types of South African indigenous foods (you can make a copy of the list for each learner)
- Revise the basic food groups and healthy meals with the learners
- Divide the learners into groups (read the tips for the activity in lesson 3)
- Explain the food challenge cards and stamps. Every learner is responsible for completing his or her own food challenge card
- In each group, learners must share the work load. They must decide:
 - Who is responsible for making the food
 - Who is responsible for research on each food type
 - Who is responsible for making the stamp.

Lesson period 2

- The learners should present their traditional food
- Allow learners to go around to each group to taste the different traditional foods
- Each time they taste a food, they get a stamp on their indigenous food challenge card
- During the tasting, 1 member of the group needs to tell the class the name of the food, what the food is made of and when and why it is eaten. They must also explain any interesting facts about that traditional food or cultural group
- Get the learners to write the name of the food on the chalkboard
- Assist the learners as they identify the main ingredients in each dish.

You should try to match the food to 1 of the 5 food groups for the learners.

Lesson period 3

Part 3 concludes the activity and involves setting exercises for the learners.

- Get the learners to complete the Food Challenge Activity Card.



4 Wrap-up (10 minutes)

The wrap-up should be done in lesson part 3

- Let the learners complete the worksheet for lesson 3
- Allow the advanced learners to design their own menu from the traditional foods they have tasted. The menu should include the correct name of the food and what it is made of.

Remind the learners of the importance of variety in their diet and discuss how they felt about trying new dishes.

Grade 4

Name: _____

Worksheet: Grade 4, lesson 3

Task 1: Indigenous food challenge

- Work in groups. Your teacher will arrange for you to taste the different cultural foods
- As you taste the food, find out the name of the food and whether it is eaten as a starter, main course or dessert
- Remember to get a stamp each time you taste something new
- Find out the main ingredient in each food you taste. Write down the details of what you tasted in a table like the one below:

	Name of dish	Culture	Starter/main/desert	Main ingredient	Stamp
1.					
2.					
3.					
4.					
5.					

Task 2: Create your own menu

Work with your group to design your own menu from the foods you have tasted.

The menu should have the following courses:

Starter, main course, dessert or pudding.

You can design the menu on a new piece of paper and make it as colourful as you like.