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SAJCN CPD activity No 150 - 2020

ACTIVITY 150

You can obtain 3 CEUs for reading the article: "MANAGEMENT OF SCHOOL NUTRITION PROGRAMMES TO IMPROVE ENVIRONMENTAL JUSTICE IN SCHOOLS: A SOUTH AFRICAN CASE STUDY" and answering the accompanying questions. This article has been accredited for CEUs. Ref number: DT/A01/P00008/2020/00003

1. One purpose of the National School Nutrition Programme (NSNP) in South African schools is to:

- a. eradicate poverty within previously disadvantaged communities
- b. to promote quality education to all children by ensuring that they receive at least one full meal a day that provides nourishment and improves their ability to learn
- c. ensure that learners and teachers eat during break

2. The Department of Basic Education in South Africa has entrusted the responsibility of the school nutrition programme in each school to...

- a. dedicated school governing bodies who have children attending school
- b. female teachers who understand a proper diet for learners with malnutrition diseases
- c. the currently employed school principal as a manager and an educator as the coordinator

3. The main recipients of the Department of Basic Education's school nutritional programme are...

- a. all government school learners irrespective of their schools' quintile status
- b. only those schools with learners achieving high pass rates and with parents who pay school fees
- c. all South African learners attending quintile 1-3 schools that are classified by the Department of Basic Education as non-fee paying located either in urban and or in rural communities

4. The role of the school principal in managing the school nutritional programme is...

- a. budgeting, managing allocated funds, and the sourcing, buying, and storing of food
- b. developing the school nutritional programme menu
- c. writing a motivational letter to the Department of Basic Education to request funds to purchase food for learners

5. One of the main legal structures within the school setting working with the school principal as an overseer of the school nutritional programme is...

- a. the South Africa Democratic Teachers' Union (SADTU)
- b. the School Governing Body (SGB)
- c. the National Institute of Public Works (NIPW)

6. Many township schools experience an annual increase of learners as a result of...

- a. a high rate of learner dropouts from nearby schools
- b. poor teaching and learning in former Model-C schools
- c. increased learner enrolments due to rural depopulation

7. To address the challenge of a shortage of food for the effective implementation of a school nutritional programme in schools, school managers...

- a. start vegetable gardens
- b. reduce the amount of food that is entitled for each learner per day
- c. request parents to supplement school nutritional resources

8. A National School Nutrition Programme (NSNP) balanced meal consists of...

- a. rice, bread and milk
- b. protein, starch, fruit and vegetables
- c. different proteins

9. When establishing a vegetable garden, many schools experience the challenge of...

- a. human resources, available land, gardening tools, seeds, water, proper security, fertile soil and insecticides
- b. knowledgeable people with relevant skills on how to manage a vegetable garden
- c. production of vegetables not suitable for a nutritional programme

10. The National School Nutrition Programme (NSNP) aims to promote...

- a. improved behaviour and table manners
- b. punctuality, regular school attendance, and improved concentration of learners
- c. sound reasoning capacity and limited classroom disruption

11. How a school nutrition programme is managed, seems to pose a challenge to many school principals. The skills gap experienced by principals comprise...

- a. a lack of a clear plan on how nutrition programmes should be managed
- b. how to hire the cooks
- c. lack of understanding of a nutritious menu

12. Teachers, as school nutrition coordinators, find coordinating the National School Nutrition Programme (NSNP)...

- a. an interesting responsibility, since they are offered the opportunity to earn an extra salary
- b. challenging, as it affects their time on tasks and compromises the teaching and learning process
- c. gives them an opportunity to understand the components of a balanced nutritional diet

13. Meals in schools are currently provided by the National School Nutrition Programme (NSNP) to...

- a. both primary and secondary school learners
- b. secondary school learners only
- c. primary school learners only

14. Non-Governmental Organisations (NGOs) provide a nutritious breakfast to...

- a. both primary and secondary school learners
- b. secondary school learners only
- c. primary school learners only

15. In the context of this study, social justice would imply that...

- a. all needy learners should receive a balanced nutritious meal for breakfast and lunch while at school
- b. learners, who can afford to bring lunch to school, should partake of breakfast and lunch with needy learners
- c. needy learners should receive breakfast and lunch, and be promoted to the next grade even if they do not meet the passing criteria requirements

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