



SPORTS  
SCIENCE  
INSTITUTE OF  
SOUTH AFRICA



# Lesson plans

Grade 3



Primary

school

# Lesson plans

Grade 3

## Grade 3

- |  |    |
|--|----|
| 1. List of warm-up and cool-down exercises         | 3  |
| 2. Lesson 1: Components of an exercise session     | 5  |
| 3. Lesson 2: Building basic sporting skills        | 10 |
| 4. Lesson 3: Does nutrition make a difference?     | 14 |
| 5. Lesson 4: Fuelling up for your best performance | 19 |
| 6. Lesson 5: Healthy challenge quiz                | 24 |



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## Grade 3

### List of warm-up and cool-down exercises

#### Warm-up exercises

##### 1 Warm-up exercise 1 (8 minutes)

Warm-up 1 is longer than usual to allow you time to explain the benefits of and the reasons for warming up.

###### Part 1:

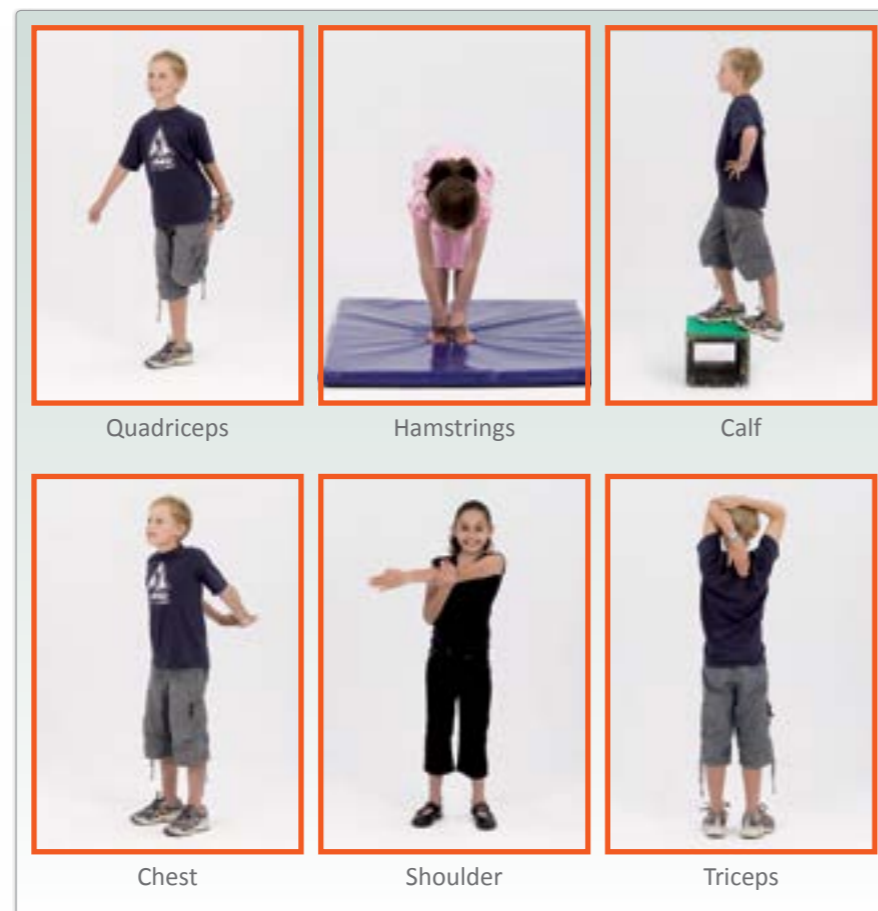
- Play some music and ask the learners to dance and move to the music
- Each time you stop the music, they must hold their current position.

###### Part 2:

- Divide learners into pairs. 1 learner has to mirror the other's dance moves.
- When the music stops, they have to swap roles.

###### Part 3:

Instruct the learners to do the following stretches:



The learners must hold each stretch for 20 seconds and repeat them twice on both sides.



## Grade 3

##### 2 Warm-up exercise 2 (8 minutes)

Divide learners into pairs, standing a few metres away from each other. Give each pair a tennis ball.

###### Part 1: Bounces (1 minute)

- Instruct the learners to bounce the ball to their partner
- The ball must bounce once before being caught.

###### Part 2: Throwing (1 minute)

- Instruct the learners to throw the ball to each other
- They must catch the ball before it bounces.

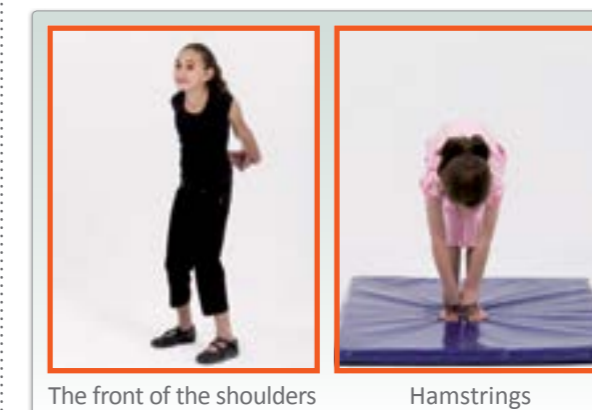
###### Part 3: High throwing (1 minute)

- Instruct the learners to move closer to each other
- The 1 partner must throw the ball straight up into the air and the other must try to catch it.

Repeat parts 1 to 3 again.

###### Part 4: Stretches

Instruct the learners to stretch:



The learners must hold each stretch for 20 seconds and repeat them twice on both sides.

#### Cool-down exercises

##### 1 Cool-down exercise 1 (5 minutes)

- Ask the learners to make big circles with their arms. They should do this 5 times forwards and 5 times backwards.
- Ask them to walk around in a circle slowly and while they are doing this, explain the importance of a cool-down
- Instruct the learners to stretch their chest and quadriceps.

##### 2 Cool-down exercise 2 (3 minutes)

- Ask the learners to lie on their backs
- Instruct them to close their eyes and imagine that they are made of lead, pushing their bodies into the ground
- They must contract all their muscles and even squeeze their eyes
- They must then relax and imagine that their bodies are so light that they can lift off the ground.

## Grade 3

## Lesson 1

Lesson plan			
<b>Lesson theme</b>	Components of an exercise session	<b>Grade</b>	3
<b>Duration</b>	30 minutes	<b>Date/week</b>	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Getting more physically active</li> <li>Benefits of leading a healthy lifestyle.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
N/a.		<ul style="list-style-type: none"> <li>Shows learners the benefits of physical activity, as well as how to carry out the 4 components of an exercise session.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Understanding the 4 components of an exercise session:               <ul style="list-style-type: none"> <li>Warm-up</li> <li>Stretching</li> <li>Main part of an exercise session</li> <li>Cool-down.</li> </ul> </li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Warm-up</li> <li>Games that get learners active</li> <li>Cool-down</li> <li>Introduce learners to the worksheet for lesson 1.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Worksheet</li> <li>Observe learners whilst they play.</li> </ul>		<ul style="list-style-type: none"> <li>A large, flat playing area</li> <li>A wall</li> <li>2 marked lines</li> <li>A music system or drums (you can also clap hands to the beat)</li> <li>A whistle</li> <li>Worksheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Learners should practise all 4 components whenever they do an exercise session.</li> </ul>		<ul style="list-style-type: none"> <li>The activities show learners that physical activity can be fun</li> <li>Learners learn how to include the 4 components into their exercise sessions.</li> </ul>	

## Grade 3

## Lesson 1: Components of an exercise session (30 minutes)

### 1 Outcomes

By the end of this lesson the learners should be able to:

- Understand and explain the components of an exercise session
- Understand and explain the importance of stretching
- Give an example of an aerobic or cardiovascular activity
- Give an example of a strengthening exercise.

### 2 Teacher's corner

In lesson 1, you should explain the components of an exercise session to the learners. There are 4 components of an exercise session:

#### a. Warm-up

The warm-up prepares the body for the exercise session. It increases the blood flow to all active muscles and gradually raises the heart rate and breathing rate. In addition, adequate warm-up exercises reduce the risk of injury. A warm-up should be light and last 6 to 10 minutes. You may have noticed that the warm-up exercises in most of the lesson plans are only 5 minutes – this is to allow you time to complete the session. However, feel free to increase the length of the warm-up to suit the needs of your class.

#### b. Stretching

Stretching is also part of the warm-up and plays a role in increasing blood flow to the muscles. It improves the muscles' flexibility and the joints' range of motion. Stretching is particularly important for people with movement problems or bad posture.

Keep to the following guidelines when stretching:

- Hold each stretch for 20 to 30 seconds
- Repeat each stretch twice on each side
- When you are in the position, hold the stretch for the specified time (do not bounce it)
- They should feel a slight pull but no pain.

#### c. Main part of an exercise session

The focus of this section of the exercise session varies depending on whether you want to train cardiovascular fitness, muscle strength, coordination or flexibility. These components of fitness will be explored in more detail in grade 5.

#### d. Cool-down

The cool-down is your way of saying thank you to your body for the exercise session. As it implies, it cools the body down and brings it back to a resting state. The aim is to slowly return the breathing rate, heart rate and temperature to pre-exercise levels. It also plays a role in reducing the risk of injury and muscular pain after exercise.

The detail in which you explain and teach the components of the exercise session should depend on your class. However, the learners must be aware of each exercise component and what it involves. With stretching, they do not have to know the guidelines. However, you should reinforce the guidelines each time you stretch with the class.

## Grade 3

### 3 Activities

**For lesson 1 you'll need the following equipment:**

- A large, flat playing area
- A wall
- 2 marked lines (for crows and cranes)
- A music system or drums (you can also clap hands to the beat)
- A whistle.

#### Activity 1: Warm-up (8 minutes)

Choose a warm-up activity from the list of warm-up and cool-down exercises.

#### Activity 2: Crows and cranes (7 minutes)

Activity 2 is 1 of the main parts of this exercise session and focuses on aerobics.

- Divide learners into 2 teams and have them stand back to back
- 1 row is the cranes and the other row is the crows
- When you call out 'cranes', the cranes must run to a line you have set beforehand, while the crows chase and try to touch them
- When a crane is touched, they have to leave their team and join the crows
- When you call 'crows', the cranes have to touch the crows.

Note that the learners may be confused about which team has to chase the other if you draw out the 'cr...' sound when calling 'crows' or 'cranes'.

#### Activity 3: Wall slides and wall pushes (7 minutes)

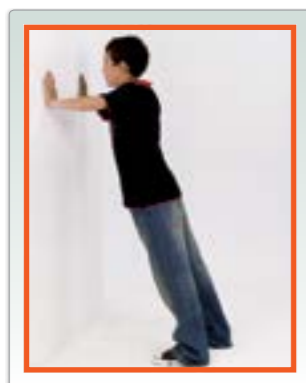
Activity 3 is also a main part of this exercise session and focuses on muscle strength and endurance.

##### Wall pushes:

- This is like a push-up, but is done in a standing position
- The learners should stand facing the wall, with their feet shoulder-width apart
- They place their hands on the wall. Their arms should be relatively straight, but not locked at the elbow joint. They should be leaning forward slightly, with their arms shoulder-width apart
- The learners will then bend their arms slowly until their noses touch the wall and then straighten their arms slowly
- They should repeat this movement 10 times.

##### Tip for wall pushes:

If you want to make this more challenging, ask the learners to stand further away from the wall or to do it even slower.



## Grade 3



##### Wall slides:

- Ask the learners to stand with their backs against the wall so their head, shoulders and hips are touching the wall and their feet are shoulder-width apart
- They will then slide down, bending their knees to 90 degrees, keeping their back, shoulders and hips against the wall
- They should hold this position for 3 to 4 seconds before sliding up again
- They should repeat this movement 10 times
- Their knees must not go over their toes.

Alternate between the wall pushes and the wall slides. Aim for 3 sets of 10 each for the wall pushes and wall slides, depending on the time available.

#### Activity 4: Cool-down: (5 minutes)

Choose a cool-down activity from the list of warm-up and cool-down exercises.

##### Tips for the activities:

Most of the activities for this lesson require little organisation and the class can do them as 1 big group. However, ensure that all the learners can hear you when you are explaining the instructions or the benefits of each exercise component as they are likely to be quite spread out.

### 4 Wrap up (3 minutes)

Revise the components of the exercise session and make sure that the learners know how to do these exercises on their own.

Introduce the learners to the worksheet for lesson 1.

Grade 3

Name: \_\_\_\_\_

**Worksheet: Grade 3, lesson 1**

**Task 1: An exercise session**

Fill in the parts of an exercise session in the table as shown in the example. Then you should write down what that part of the exercise session does to help your body stay fit and healthy.

Part of exercise session	What it does
Example: Warm-up	Gets my body ready for exercise

**Task 2: Pictures**

Find pictures in magazines of people doing physical activity. Paste them in the table provided and write down which part of the exercise session you think they are doing.

Picture	Part of the exercise session

Grade 3

Lesson 2

Lesson plan	
<b>Lesson theme</b>	Building basic sporting skills
<b>Duration</b>	30 minutes
<b>Grade</b>	3
<b>Date/week</b>	
<b>Context</b>	
<ul style="list-style-type: none"> <li>Getting more physically active</li> <li>Benefits of leading a healthy lifestyle.</li> </ul>	
<b>Linking with previous lesson</b>	<b>Linking with next lesson</b>
<ul style="list-style-type: none"> <li>Shows learners the benefits of physical activity, as well as how to carry out the 4 components of an exercise session.</li> </ul>	<ul style="list-style-type: none"> <li>Learners learn how to lead healthier lifestyles.</li> </ul>
<b>Core knowledge</b>	
<ul style="list-style-type: none"> <li>Revision of the benefits of physical activity.</li> </ul>	
<b>Learning activities and assessment</b>	
<ul style="list-style-type: none"> <li>Warm-up</li> <li>Activities include various games that develop hand-eye and hand-foot coordination, and hitting a target with a ball</li> <li>Cool-down</li> <li>Introduce learners to worksheet for lesson 2.</li> </ul>	
<b>Forms of assessment</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Worksheet</li> <li>Observe learners whilst they play.</li> </ul>	<ul style="list-style-type: none"> <li>Large area (about the size of a soccer or hockey field)</li> <li>A whistle</li> <li>Hula hoops or targets</li> <li>Soccer balls (ideally, 1 soccer ball for every 8 learners)</li> <li>Worksheets.</li> </ul>
<b>Expanded opportunities</b>	<b>Teacher reflection</b>
<ul style="list-style-type: none"> <li>Learners can practise these games at home and on the playground.</li> </ul>	<ul style="list-style-type: none"> <li>The activities make learners aware of the benefits of physical activity, and also develop their ball skills.</li> </ul>

## Grade 3



### Lesson 2: Building basic sporting skills (30 minutes)

#### 1 Outcomes

By the end of this lesson the learners should be able to:

- Show improved skill at hitting a target with a ball
- Learn and demonstrate throwing and catching techniques.

#### 2 Teacher's corner

The benefits of physical activity were introduced in the previous grades. In grade 3, you need to revise these benefits. Most of this session involves ball skills and aims to further develop hand-eye and hand-foot coordination, with improved dynamic balance.

#### 3 Activities

For lesson 2 you'll need the following equipment:

- Large area (about the size of a soccer or hockey field)
- A whistle
- Hula hoops or targets
- Soccer balls (ideally, 1 soccer ball for every 8 learners).

#### Activity 1: Warm-up (8 minutes)

Choose a warm-up activity from the list of warm-up and cool-down exercises.

#### Activity 2: Mini soccer (10 minutes)

- Divide the learners into groups of 8 to 10
- Each group needs their own playing area. For example, you can divide a soccer field into 3 equal parts
- Place 2 cones or markers at each end of the playing area to make the goals
- Further divide each group of learners into 2 teams
- Each team has to try to score a goal
- Rotate which learner plays the goal keeper position.

#### Activity 3: Bull's eye (8 minutes)

Teach the learners the following techniques using a soccer ball (or netball if you prefer).

##### Catching the ball

- The learners should face their palms upwards in the direction of the ball and curve their fingers and relax them
- Let the pads of their fingers receive the ball, not their palms
- Instruct them to watch the ball until it lands in their hands
- They should pull their hands into their body to absorb the force of the ball as it reaches them.

##### Overhead pass

How to pass:

- They should hold the ball with their hands a comfortable distance apart
- While still holding the ball, they must lift their arms behind their heads. As they bring their arms forward, they should release the ball.

Divide the learners into 4 groups:

- Place a hoop on a wall or mark out a square target on a wall
- Have each group form a row
- Have the learners in each group line up 1 behind the other
- Each learner will take a turn trying to throw the ball into the target.

To make the exercise more interesting, you can ask the learners to keep score of how many times they hit the target.

#### Activity 4: Cool-down (3 minutes)

Choose a warm-up activity from the list of warm-up and cool-down exercises.

#### 4 Wrap up (2 minutes)

Revise the benefits of an exercise session. Emphasise that a ball is 1 of the most fun pieces of equipment to use and you can play lots of games with it, either in groups of people or on their own. Introduce the learners to the worksheet for lesson 2.

Grade 3

Name: \_\_\_\_\_

**Worksheet: Grade 3, lesson 2**

**Task 1: Quiz**

1. List 2 activities that count as exercise:

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2. List any 2 benefits of physical activity:

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3. Which of the following is a cardiovascular activity? (Remember cardiovascular activities exercise your heart and lungs, so it makes your heart beat faster and you tend to huff and puff.) Mark your answer with a cross.

- a. Walking
- b. Stretching
- c. Watching TV
- d. Push-ups

4. True or false? Children should try to watch more than 2 hours of TV a day.

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5. True or false? Children should try to play (physical activity or sports) for at least 1 hour a day.

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6. List 3 ways in which you can include physical activity in your day.

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**Task 2: Catch**

Teach members of your household the proper throwing and catching technique. Ask them to play catch with you.

Grade 3

Lesson 3

Lesson plan			
Lesson theme	Does nutrition make a difference	Grade	3
Duration	30 minutes	Date/week	
<b>Context</b>			
<ul style="list-style-type: none"> <li>• Making healthier food choices</li> <li>• Benefits of leading a healthy lifestyle.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>• Learners learn how to lead healthier lifestyles.</li> </ul>		<ul style="list-style-type: none"> <li>• Expand learners' knowledge of healthy and poor eating habits.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>• Understanding healthy and poor dietary habits</li> <li>• Understanding what constitutes a healthy, well-balanced diet.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>• Discussion on a healthy diet</li> <li>• Learners fill in a cartoon strip of a story about a child who eats a well-balanced diet and is healthy and happy.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Oral/discussion.</li> </ul>		<ul style="list-style-type: none"> <li>• An A4 page with cartoon strip and a few blank lines underneath</li> <li>• Worksheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>• Encourage learners to eat a well-balanced diet and become healthy and happy themselves.</li> </ul>		<ul style="list-style-type: none"> <li>• The discussion shows learners what a well-balanced diet is and how it will help them lead healthier lives.</li> </ul>	



## Grade 3

### Lesson 3: Does nutrition make a difference? (30 minutes)

#### 1 Outcomes

By the end of this lesson the learners should be able to:

- List 3 ways that a healthy diet can improve physical wellness
- List 3 ways that a healthy diet can improve mental wellness.

#### 2 Teacher's corner

The aim of this lesson is to introduce learners to:

- Healthy and poor dietary habits
- How healthy and poor dietary habits affect personal health.

You should explain that a well-balanced diet has many health benefits.

- Many harmful conditions can be improved or avoided by eating an adequately nutritious diet: anaemia, obesity, allergies, tooth decay, arthritis, osteoporosis, heart attacks, strokes and high blood pressure
- If one eats correctly, one is much more likely to feel healthy and be able to do enjoyable things
- Eating a variety of foods in the right proportions will help to avoid the problems of overeating and will ensure that a variety of nutrients are obtained
- Choosing a diet with plenty of vegetables, fruits and grain products helps to prevent constipation, cancer, obesity, heart attacks and strokes. The fibre also helps the food to move through the system faster.
- Limiting the amount of sugar one eats helps to prevent obesity and tooth decay. Instead, we should try to eat more nutrient-rich foods.

**Eating a healthy, well-balanced diet that is low in fat helps to maintain a healthy weight, which in turn has many health benefits:**

- Maintaining a healthy weight will decrease the chances of suffering from heart disease, a stroke, certain cancers and obesity
- Choosing a diet that is low in fat (especially saturated fat) and cholesterol helps to prevent high blood pressure, heart attacks, strokes and obesity. High blood pressure and heart attacks are caused by blockages within the arteries going to the heart. A stroke is caused when a blood vessel going to your brain is blocked.
- Using salt in moderation will also reduce the risk of suffering from high blood pressure, which is associated with heart attacks and strokes.

#### 3 Activities

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

- An A4 page with the cartoon strip and a few blank lines underneath. Give each learner a copy of the A4 page with the cartoon strip.



## Grade 3

- Cartoon strip: 'Winning Welile'




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## Grade 3

### Activity 1: Discussion on a healthy diet (5 minutes)

Tell the learners about what foods make up a healthy diet. Be sure to discuss the following points:

- The importance of variety in a diet
- Food containing a lot of sugar and fat should be eaten in moderation. List typical foods that are high in sugar (fizzy drinks, sweets etc) and fat (hamburgers, chips, etc).
- Explain the link between feeling healthy and energetic and eating a balanced diet.

### Activity 2: Make healthy food choices (20 minutes)

Start off by asking the learners if they ate breakfast and then let them describe to you what they ate.

Tell a story about a learner who eats a well-balanced diet and is happy and healthy. Emphasise the importance of eating breakfast.

- Give each learner a copy of the cartoon strip template
- Place the learners into groups and complete the story by writing underneath the pictures
- Ask each group to tell their story to the class.

### 4 Wrap up (5 minutes)

Remind the learners that eating a healthy diet means eating a variety of nutritious foods. Emphasise the benefits of a healthy diet and how this is represented by the cartoons.



## Grade 3

Name: \_\_\_\_\_

### Worksheet: Grade 3, lesson 3

#### Task 1: Healthy or unhealthy

Complete the table below. If you think the eating habit below is healthy, place a tick in the 'healthy' column. If you think it is unhealthy, place a tick in the 'unhealthy' column. If you don't know, draw a question mark.

Eating habit	Healthy	Unhealthy
Eating breakfast every day		
Drinking lots of fizzy drinks		
Drinking clean water		
Eating chocolates and sweets instead of supper		
Eating lots of vegetables and fruit		
Putting lots of sugar into your tea		

#### Task 2: Connect the dots

Link the healthy foods using a green crayon, and the unhealthy foods using a red crayon.

Apple					Bread
Banana					Lollypop
Carrots					Sweets
Milk					Pizza
Fizzy drinks					Chocolate
Ice cream					Ice cream

## Grade 3

## Lesson 4

### Lesson plan

<b>Lesson theme</b>	Fuelling up for your best performance	<b>Grade</b>	3
<b>Duration</b>	30 minutes	<b>Date/week</b>	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Making healthier food choices</li> <li>Benefits of leading a healthier lifestyle.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>Revision of unhealthy and poor eating habits.</li> </ul>		<ul style="list-style-type: none"> <li>Learners learn how to lead healthier lifestyles.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Understanding the importance of eating healthily</li> <li>Knowledge of the different types of fruits and vegetables</li> <li>Knowledge of what nutrients are, and what vitamins and minerals can do for our bodies.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Discussion about the importance of eating healthily and how food is like fuel that keeps our bodies performing optimally</li> <li>Learners get into pairs or small groups and discuss ways in which to get more colour in their diets from eating a variety of fruits and vegetables</li> <li>Introduce worksheet for lesson 4.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Worksheet</li> <li>Oral/discussion.</li> </ul>		N/a.	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Encourage learners to eat at least 5 servings of fruits and vegetables each day</li> <li>Encourage learners to add colour to their diets with a wide variety of fruits and vegetables.</li> </ul>		<ul style="list-style-type: none"> <li>The activities give learners an appreciation of the health-giving properties of fruits and vegetables.</li> <li>Learners begin to understand that not only is eating healthily fun and delicious, it also helps them to perform at their best.</li> </ul>	

## Grade 3

## Lesson 4: Fuelling up for your best performance (30 minutes)

### 1 Outcomes

By the end of this lesson the learners should be able to:

- List 3 healthy eating habits
- List 3 unhealthy eating habits
- List 3 problems that unhealthy eating habits can cause.

### 2 Teacher's corner

In lesson 4 you should give the learners a deeper understanding of how important eating healthily is. Use the car analogy in activity 1 to do this. You should ensure the learners know different types of vegetables and fruit.

### 3 Activities

Lesson 3 is mainly discussion-based. You will not need any equipment, but you should make sure that all the learners participate in the discussions.

#### Activity 1: What you put in is what you get out (10 minutes)

Using the analogy of a car, explain the importance of eating healthily. Explain that a car needs good quality fuel to run. If a car doesn't get enough fuel and is not looked after properly, it breaks down and stops working. However, if a car is given enough fuel and is looked after, it can keep going for many years! Our bodies are like a car – we must give them the fuel they need to be healthy and look after them, so that they work properly. Breakfast is like fuel – we must fill up our tanks before the day begins so we have energy at school to think and play. Some of the best fuel we can give our bodies is nutritious food. Vegetables and fruit are very nutritious because they contain plenty of vitamins, minerals and fibre to keep our bodies healthy. There are also several other types of fuels that we also need.

Remind the learners what nutrients are.

- Explain that vitamins are nutrients found in food and that they protect our bodies
- Explain that minerals are nutrients which our bodies need to work properly.

**Tell the learners that vegetables and fruit are very important for our health and help to prevent several diseases. They help:**

- Our eyesight
- Our bodies fight against illnesses like colds, diarrhoea and tuberculosis (TB)
- Our bowels to work properly
- Protect our bodies against illnesses such as heart disease, strokes and some types of cancer.

They also add colour to our plates and flavour to our meals!

We all need to eat at least 5 servings of vegetables and fruit a day, so ask learners to remember the phrase '5 a day' and to take up the challenge of eating about 3 servings of vegetables and 2 servings of fruit each day.

**Give examples of what counts as a serving of vegetables or fruit:**

- 1 piece of fresh fruit
- $\frac{1}{2}$  cup of cut vegetables
- 1 cup of leafy vegetables
- 1 handful ( $\frac{1}{4}$  cup) of dried fruit.

## Grade 3

### Activity 2: Colouring in your rainbow diet! (10 to 15 minutes)

Explain that many of the health-giving properties of vegetables and fruit can be seen in their colours. While there are hundreds of different colours, they can be divided into the following colour groups:

- Red (tomato, watermelon, pink grapefruit, red peppers, strawberries and apples)
- Orange (carrots, mangoes, apricots, pumpkin, oranges and spanspek)
- Yellow (bananas, pineapple, gem squash and mielies)
- Greens (broccoli, Brussels sprouts, spinach, cabbage, lettuce, peas and kiwi fruit).

#### Ask the class the following questions:

- What types of fruit do you and your family members eat?
- Which types of vegetables do you and your family members eat?

Write the suitable answers on the board and ask the learners to tell you which colour category each fruit or vegetable falls into.

Ask the learners to work in pairs or small groups and come up with ideas on how they can get more colour in their diets. They can present their ideas to the class or they can give them to you to list on the board.

#### Examples of suggestions could be to:

- Eat a vegetable or fruit at every meal
- Eat a fruit with breakfast
- Add raw vegetables such as carrots or shredded cabbage to your lunch
- Have fresh vegetables or fruit as a snack between meals
- Have an orange or yellow vegetable and a green vegetable with your main meal of the day
- Eat a fruit instead of pudding after supper
- Eat at least 1 vitamin A-rich vegetable or fruit such as cantaloupe, carrots, sweet potato, spinach or broccoli every day
- Eat at least 1 vitamin C-rich vegetable or fruit such as grapefruit, oranges, green pepper, or cauliflower every day
- Eat at least 1 high-fibre vegetable or fruit such as apples, grapefruit, or broccoli every day
- Eat green vegetables such as broccoli, cauliflower, Brussels sprouts and cabbage several times each week
- Eat a large salad at lunch
- For a morning snack, eat a piece of fresh fruit such as a banana, apple, orange, pear or grapes
- For an afternoon snack, eat carrot and celery sticks or mini-peeled carrots
- For dinner, eat a dark green vegetable, such as broccoli or spinach.

### 4 Wrap up (5 minutes)

Remind the learners that the health-giving properties of fruits and vegetables can be seen in their colours. Emphasise that not only can healthy eating can be fun and delicious, it also has great health benefits.



## Grade 3

Name: \_\_\_\_\_

### Worksheet: Grade 3, lesson 4

#### Task 1: Healthy fuel for your body

Remember from the lesson how your body, just like a car, needs good fuel to work properly and how the food you eat is like the fuel you put into a car.

In the space below, draw or find a picture of a shiny, new sports car. Next to that, stick pictures of food and drinks that would be good fuel for your body that would make you feel energetic, strong and healthy if you ate or drank them often.

Shiny, new sports car	Examples of good fuel for your body

Draw or find a picture of a very old, broken down car in the space below. Next to that stick pictures of foods and drinks that you think would be bad fuel for your body and that would make you feel tired, weak and sick if you ate or drank them often.

Old, broken-down car	Examples of bad fuel for your body

## Grade 3

Name: \_\_\_\_\_

### Task 2: Questions

If you were going to drive in a race, which car would you choose and why would you choose that car?

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Write down some examples of good fuel for your body to have before you go to school.

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## Grade 3

## Lesson 5

Lesson plan			
<b>Lesson theme</b>	Healthy challenge quiz	<b>Grade</b>	3
<b>Duration</b>	30 minutes	<b>Date/week</b>	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Benefits of leading a healthier lifestyle.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>Integrate the nutrition and physical activity knowledge the learners gained in the previous 4 lessons.</li> </ul>		N/a.	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Same theoretical base for lessons 1 to 4.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Discussion about what the learners eat, what physical activity they do and how often they do physical activity. They also discuss ways in which to make their lives healthier</li> <li>Learners do a quiz</li> <li>Learners set goals to help them lead a healthier lifestyle and, after 2 weeks, give feedback on how well they did.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Worksheet</li> <li>Oral/discussion.</li> </ul>		<ul style="list-style-type: none"> <li>Worksheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Encourage learners to set more health goals for themselves that they should try and meet.</li> </ul>		<ul style="list-style-type: none"> <li>The quiz helps learners revise all they have learnt in the previous 4 lessons</li> <li>Setting up health goals makes the experience of adopting a healthier lifestyle more fun and rewarding for learners.</li> </ul>	

## Grade 3

### Lesson 5: Healthy challenge quiz (30 minutes)

#### 1 Outcomes

By the end of this lesson the learners should be able to:

- Check their own health habits and identify ways they can improve them
- Set some food and physical activity-related health goals.

#### 2 Teacher's corner

The aim of this lesson is to integrate the nutrition and physical activity knowledge the learners gained in the previous 4 lesson plans. Therefore, the theoretical base for this lesson is the same as that for lessons 1 to 4.

#### 3 Activities

For this lesson you'll need to have a copy of the worksheet for each learner.

##### Activity 1: Let's talk about our lifestyles (20 to 25 minutes)

Activity 1 involves stimulating discussion about what the learners eat and how much physical activity they do. Through the discussion and the quiz that follows, the learners should be able to analyse their own lifestyle habits and identify ways to improve them.

- Let the learners talk about their lifestyle habits. Let them think about what they eat, what physical activity they do and how often they do them
- Allow the learners to discuss how they relax and how much rest and sleep they get
- Tell the class to think of ways of making their lifestyles healthier.

After the discussion, you should introduce the quiz.

- Read through the quiz with the learners, making sure that they understand the words and concepts
- Instruct the learners to complete the quiz on the front worksheet. Tell them not to think too deeply about each sentence. They should just give their immediate response
- Make sure the learners do not turn the worksheet over to see the tips and assessments of their answers until they have completed the quiz.

It should not take more than 5 minutes for the learners to complete the quiz.

- Once they have completed the quiz, tell the learners to read the tips at the back of the worksheet and set some goals to help them lead a healthier lifestyle
- Encourage the learners to display their goals in a visible place at home so they will be reminded to stick to them
- They should complete the following sentences to set their goals. They can have more than 1 food or activity goal if they choose.
  - My food goal is to ...
  - My activity goal is to ...

##### Tips for activity 1

Encourage the learners to be honest when describing their health habits and to set realistic and achievable health goals. Talk about how each learner's needs may be different and the aim of the activity is self-improvement and not merely to complete the activity.



## Grade 3

#### 4 Wrap up

Encourage the learners to stick to their goals. You could celebrate their successes by allowing them to tell their peers about their progress.

However, do not force learners to share if they are not comfortable doing so.

After 2 weeks, give the learners the opportunity to share with the class how well they did:

- They can rate their performance as great, average or not so good
- Let them tell you what went well and what was difficult or challenging.

Grade 3

Name: \_\_\_\_\_

**Worksheet: Grade 3, lesson 5**

**Task 1: Nutrition quiz**

Complete the quiz on your own. Circle only 1 answer for each sentence.

**1. When eating vegetables, I:**

- a. Only eat them when I'm forced to
- b. Eat 1 or 2 a day
- c. Eat at least 4 or more a day and I even ask for more sometimes.

**2. When I eat my meals and during the day, I drink:**

- a. Fizzy drinks
- b. Milk or juice
- c. Water.

**3. When I eat fruit:**

- a. I only eat them because I'm forced to
- b. I eat 1 or 2 a day
- c. I love fruit! I eat 4 or more every day.

**4. After school I go:**

- a. Home and play video games
- b. Home and watch TV
- c. To sports practice or play outside.

**5. When I eat cereal, I:**

- a. Eat it dry. I don't like milk
- b. Use full cream milk
- c. Use low-fat, skim or soy milk.

**6. When waking up in the morning, I:**

- a. Have to be dragged out of bed
- b. Take a while before I can get up
- c. Wake up very easily on my own.

**7. After playing outside, I am:**

- a. Not really tired
- b. A little tired and a bit sweaty
- c. Really sweaty and tired.

**8. I don't go outside to play because:**

- a. I have no one to play with
- b. I'd rather watch TV
- c. I love playing and being active.

**Some healthy tips:**

- Try some different types of fruits and vegetables
- Drink plenty of water
- Drink fewer fizzy drinks
- Drink milk often, it is good for you
- Drink fresh juice mixed with water, but have no more than 1 glass a day
- Watch less than 2 hours of TV daily
- Try to get at least 10 hours of sleep every night. Sleep helps you grow
- Being sweaty and tired after you play is good for you
- Play outside. Think of fun activities you can do and list them on your fridge door.

**Now check your answers and rate yourself.**

- If all your answers were 'c', you are a real health champion! You have very healthy habits. Keep it up!
- If your answers are mostly 'c' with a few 'b's' and 'a's', you're doing well. You could add a few new healthy habits to your every day life.
- If your answers are mostly 'a' and 'b', follow the tips at the bottom of this page for a healthier lifestyle. Good luck!

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