

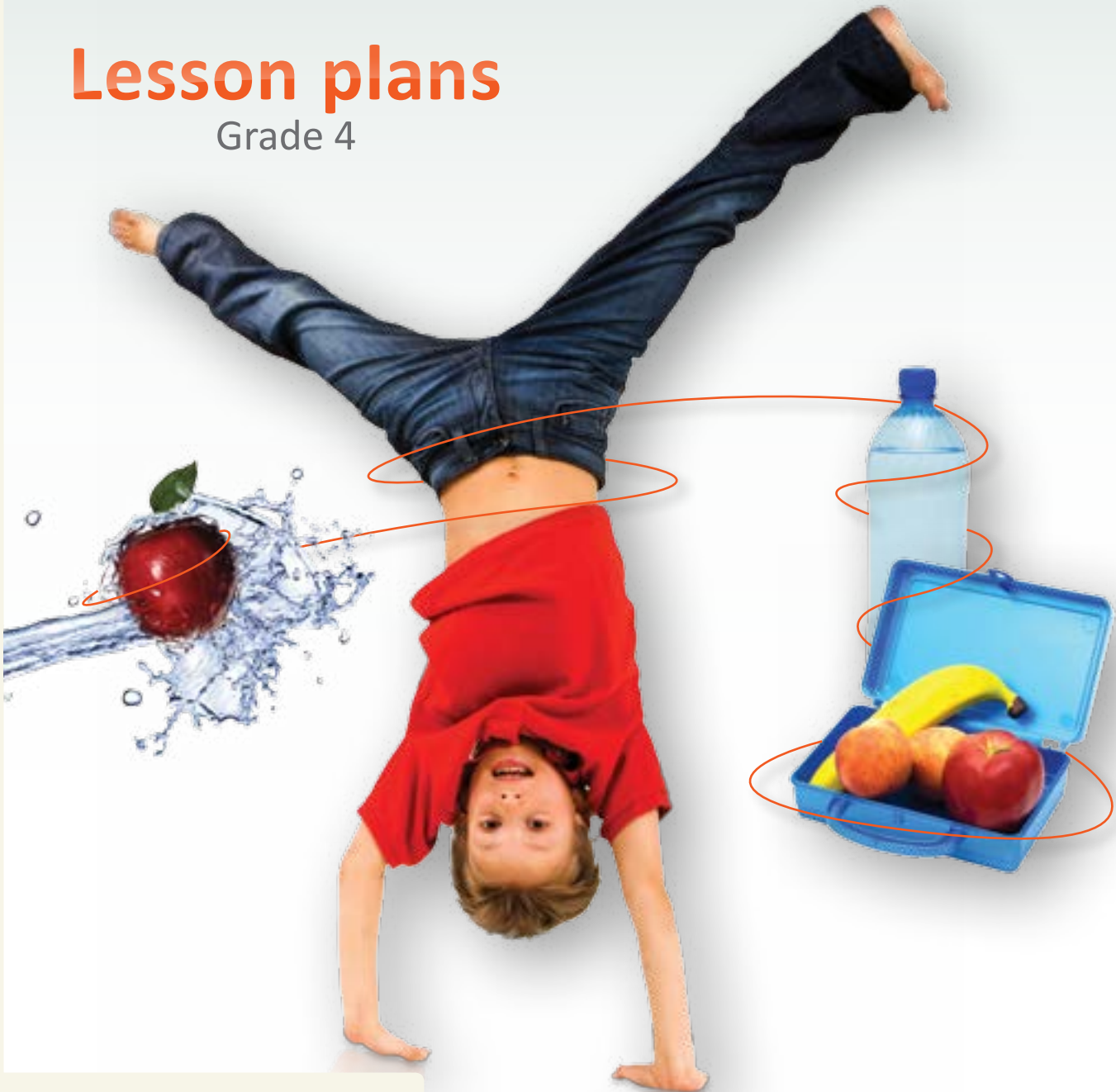


SPORTS
SCIENCE
INSTITUTE OF
SOUTH AFRICA



Lesson plans

Grade 4



Primary

school

Lesson plans

Grade 4

Grade 4

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Grade 4

List of warm-up and cool-down exercises

Warm-up exercises

1 Warm-up exercise 1 (5 minutes)

Play some music and ask the learners to dance to the music.

- Each time you stop the music, they must stop and hold the position for a few seconds (This can be fun as some strange positions emerge.)
- After 2 minutes or so, ask the learners to find their pulse
- Instruct the learners to measure their heartbeat for 10 seconds
- Ask them if it's higher now than it was at the start of the lesson.

Repeat the activity, this time ask learners to work in pairs and to take turns copying each other's movements. Measure their heat rate again at the end of 2 minutes.

2 Warm-up exercise 2 (5 minutes)

Divide the class into groups of 8 to 10 learners.

- Select 1 volunteer in each group to be the leader
- The leader has to walk, skip and dance. Encourage them to move in different directions and to use as much of the space you have allocated for the lesson as possible
- The rest of the group has to follow the leader
- Change the leader 5 times (1 minute per leader).

3 Warm-up exercise 3 (5 minutes)

This warm-up exercise is best suited to lesson 5.

Divide the learners into groups of 6 to 8, depending on the number of balls you have.

- Give each group a ball
- The aim of the game is to keep the ball in the air and not to let it touch the ground
- The learners will stand in a circle
- When the ball comes their way the first time, they must punch it back in the air from a standing position. After that, they will kneel down (one knee touching the floor)
- They must stay in this semi-kneeling position until they have punched the ball in the air a second time
- Then they must kneel with both legs on the ground and stay like this until they punch the ball a third time
- After this, they must lie on their backs for the 4th punch and return to standing position afterwards. When lying on their backs, the learners can use their legs to kick the ball back in the air.

If the ball touches the ground, the game starts from scratch, with all of the learners standing up.

Grade 4

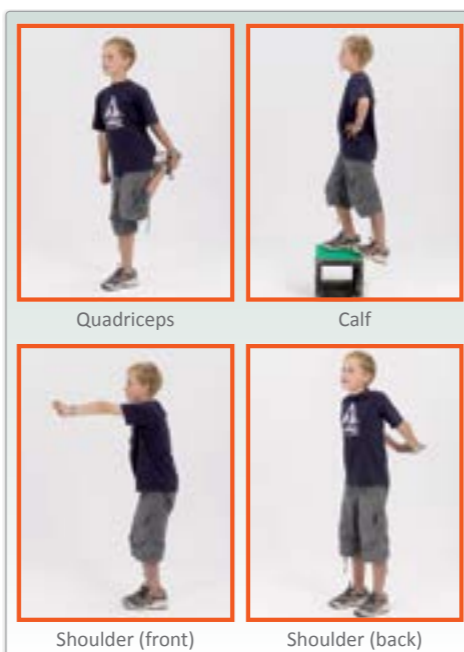
Cool-down exercises

1 Cool-down exercise 1 (5 minutes)

This exercise is best suited to lesson 1.

- Ask the learners to walk around the circuit slowly 3 or 4 times (for about 2 to 3 minutes)
- Do the following stretches:

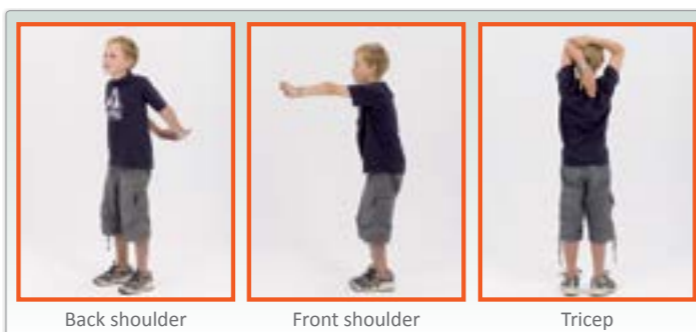
The learners must hold each stretch for 20 seconds and repeat them twice on both sides.



2 Cool-down exercise 2 (5 minutes)

- Ask all the learners to walk in a circle
- While walking, ask them to do the following stretches:

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



Grade 4

Lesson 1

Lesson plan

| Lesson theme | Heart rate and physical activity | Grade | 4 |
|---|----------------------------------|--|---|
| Duration | 40 minutes | Date/week | |
| Context | | | |
| <ul style="list-style-type: none"> • Getting more physically active • Ways in which to improve health and wellness. | | | |
| Linking with previous lesson | | Linking with next lesson | |
| N/a. | | <ul style="list-style-type: none"> • Learning about the different components of physical activity. | |
| Core knowledge | | | |
| <ul style="list-style-type: none"> • Understanding the terms 'pulse,' 'heart rate' and 'cardiovascular activities.' | | | |
| Learning activities and assessment | | | |
| Group work: | | | |
| <ul style="list-style-type: none"> • Learners learn how to find their pulse and measure it • Warm-up • Learners do a circuit in pairs and measure and record one another's heart rate after each activity • Learners play a game of 'Tag, you're it' and measure and record their heart rates • Cool-down. | | | |
| Working in pairs: | | | |
| <ul style="list-style-type: none"> • Introduce the worksheet for lesson 1. | | | |
| Forms of assessment | | Resources | |
| <ul style="list-style-type: none"> • Worksheet • Observe learners while they play. | | <ul style="list-style-type: none"> • Whistle • Stopwatch • Music system such as a CD player • Dance CDs • Paper and pencils (one pencil for each student) • A large flat area, such as a field or a netball court • A big clock all the learners can see or at least 1 watch or any time piece for each pair. | |
| Expanded opportunities | | Teacher reflection | |
| <ul style="list-style-type: none"> • Encourage learners to do a range of cardiovascular activities at home and on the playground. | | <ul style="list-style-type: none"> • The activities make learners aware of the benefits of doing cardiovascular activities. | |

Grade 4

Lesson 1: Heart rate and physical activity (40 minutes)

1 Outcomes

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

- Measure their pulse and recognise the difference in their heart rate after performing activities of different intensities
- Recognise the link between their increased heart rate and increased exercise intensity
- Explain the purpose of doing cardiovascular activities and give some examples of these activities.

2 Teacher's corner

The aim of lesson 1 is to teach learners to measure their own heart rates and recognise that their heart rates increase with increased-intensity activity.

Cardiovascular training and why your heart rate increases

You may want to start the lesson in your classroom. Write the word 'pulse' on the board and ask your learners what they understand by this term. Teach them that the pulse is an indication of a heartbeat and therefore can be used to measure how fast their hearts are beating. Our heart rate changes as we do different types of activities of different intensities.

By grade 4, the learners should be familiar with the various components of an exercise session. Help them to understand that their heart rate should be lower during the warm-up than during the main activities of the lesson.

Learners also need to be taught that cardiovascular activities strengthen the heart and make them fitter. Give them examples of cardiovascular activities – activities that use large groups of muscles and which we do for at least a few minutes at a time. They include walking, running, skipping, jumping, swimming, cycling, skateboarding, roller-blading and playing soccer.

Remember that the suggested length of each activity is a guide and you can increase it if the learners are enjoying themselves.

3 Activities

For lesson 1 you'll need the following equipment:

- Whistle
- Stopwatch
- Music system such as a CD player
- Dance CDs (if you are unable to access a music system, use drumming and clapping for the dance activity)
- Paper and pencils (one pencil for each student to record their heart rate at various stages of the lesson)
- A large flat area, such as a field or a netball court
- A big clock all the learners can see or at least 1 watch or any time piece for each pair.

Activity 1 : Finding the pulse (5 minutes)

Start by teaching learners to find their pulse and measure it. Place 2 fingers on the opposite wrist as shown below.



The fingers should be on the thumb side of the wrist, diagonally behind the small bone.

- Each time you feel a slight bump (your pulse), it's a heartbeat
- Ask the learners to count their pulse for 10 seconds
- Ask them to count their partner's pulse.

Note that we only measure the heart rate for the first 10 seconds after an activity because it slows down very quickly when you've stopped exercising.

Grade 4

Activity 2: Warm-up (5 minutes)

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

Activity 3: Circuit (10 minutes)

You should have a small circuit marked out in a large flat area such as a field or a netball court for activity 3. The circuit should have several stations where the learners do a specific activity.

- The learners need to work in pairs
- More than 1 pair can be at the same station at a time
- The learners need to measure their own and their partner's heart rate after doing the activity at each station (for 10 seconds) and record it on the paper provided
- Ensure you give the learners enough time to find their pulses and their partner's pulses
- Blow the whistle each time learners need to move from one station to the next
- Ensure that the learners move clockwise.
- The various circuit stations could include:
 - Run between 2 lines (about 10 metres apart) as fast as you can. Repeat
 - Do 10 sit-ups
 - Balance on 1 leg for 10 seconds
 - Do 10 star jumps
 - Stand on your toes for 10 seconds.

Tips for activity 3:

- Set up the circuit beforehand
- Use instruction cards to remind the learners of each station's activity.

Activity 4: Tag, you're it (5 to 8 minutes)

Activity 4 is a game of tag. The learner who is 'it' needs to touch another learner to make that learner 'it'. The aim of the game is not to be tagged and become 'it'.

- Divide the learners into 3 groups (depending on the size of your class, aim for about 10 learners in a group)
- One person is 'it' and has to touch one of the other players to make them 'it'. They, in turn, then touch someone else, and so on
- Play this game on a large field or playing area about the size of a soccer field or school quad
- Each time you blow the whistle, the learners need to stop and measure their pulse. They must record their most recent pulse reading on the sheet provided.

Tips for activity 4:

Don't blow the whistle too often as it may disrupt the flow of the game and the learners might struggle to find their heart rates under pressure. To add variation, you can have more than one person being 'it' at a time.

Activity 5: Cool-down (5 minutes)

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

3 Wrap-up (2 to 5 minutes)

Revise what the pulse is and which types of activities can make your heart beat faster or slower. Remind the learners how to measure their heart rate.

Introduce the worksheet for lesson 1 to the learners.

Grade 4 Name: _____

Worksheet: Grade 4, lesson 1

Task 1: Measure your heart rate

Work in pairs.

Get your partner to measure your heart rate (for 10 seconds), before exercise and at each station, and record the measurements in the table below.

| | Heart rate before exercise | | Heart rate after exercise | |
|---------------|----------------------------|---------------------------|---------------------------|---------------------------|
| | Your heart rate | Your partner's heart rate | Your heart rate | Your partner's heart rate |
| Run | | | | |
| Sit-ups | | | | |
| Balancing | | | | |
| Star jumps | | | | |
| Stand on toes | | | | |

Questions:

1. What is a pulse? _____

2. Which activity resulted in your highest heart rate? _____

3. Which activity resulted in your lowest heart rate? _____

4. Why is it important to exercise so that your heart works faster? _____

Grade 4 Name: _____

Worksheet: Grade 4, lesson 1

Task 2: Measure a friend's heart rate

Get your partner to do the following activities:

- Balance on 1 leg for 10 seconds
- Walk for 1 minute (this can be on the spot, around your yard or around the block, depending on the amount of space you have available)
- Do 5 sit-ups
- Do 5 jumping jacks
- Sit down for 1 minute
- Jog or run or skip for 1 minute.

Measure their heart rate for 10 seconds before and after each activity. Record their heart rate on the graph on the previous page.

Does their heart rate follow a similar pattern to yours? _____

Write down the activities that caused their heart to beat faster. _____

Grade 4

Lesson 2

| Lesson plan | | | |
|---|-----------------|---|---|
| Lesson theme | Muscle strength | Grade | 4 |
| Duration | 40 minutes | Date/week | |
| Context | | | |
| <ul style="list-style-type: none"> Getting more physically active Ways in which to improve health and wellness. | | | |
| Linking with previous lesson | | Linking with next lesson | |
| <ul style="list-style-type: none"> Learning about the different components of physical activity. | | <ul style="list-style-type: none"> Learning how to lead a healthier lifestyle. | |
| Core knowledge | | | |
| <ul style="list-style-type: none"> Understanding strength as a component of physical activity Understanding why muscle strength is important and knowing ways in which to increase it Understanding the different groups of muscles. | | | |
| Learning activities and assessment | | | |
| Group work: | | | |
| <ul style="list-style-type: none"> Warm-up A range of activities that build muscle strength, such as shot-put Cool-down. | | | |
| Individual work: | | | |
| <ul style="list-style-type: none"> Introduce the worksheet for lesson 2. | | | |
| Forms of assessment | | Resources | |
| Expanded opportunities: | | Resources: | |
| <ul style="list-style-type: none"> Observe learners while they play Worksheet. | | <ul style="list-style-type: none"> Large, flat area – preferably grass Cones or markers – at least 8 if you have 4 groups in your class Whistle Rope (at least 4 metres long) and a piece of string Home-made dummy shot-put Shot-puts or medicine balls Worksheets. | |
| Expanded opportunities | | Teacher reflection | |
| <ul style="list-style-type: none"> Encourage learners to do activities that build muscle strength at home and on the playground. | | <ul style="list-style-type: none"> The activities make learners aware of the benefits of doing muscle-building activities. | |

Grade 4

Lesson 2: Muscle strength (40 minutes)

1 Outcomes

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

- Understand and explain what strength training is
- Identify activities that require strength
- Be able to throw a shot-put, even if it's only a short distance
- Identify 2 ways in which muscle strength can be improved.

2 Teacher's corner

The aim of lesson 2 is to teach learners about strength, which is another component of physical activity. See the chapter in the teacher's information guide that highlights strength as a component of fitness and the section on strength training for children.

Technique for throwing a shot-put

Make sure you know the technique properly before you teach the learners. For this grade and level, you can apply the following methods. Although the methods are technical, they have been simplified for the learners.

Hold the shot-put at the top of your palm, gently resting on the fingers and supported by the thumb.



Push the shot-put against your neck, under the ear and near your chin. Keep the right arm perpendicular to the ground.

Place your right foot against the front of the throwing ring so that you are standing sideways to the direction in which you would like to throw. Your right foot should be near the centre of the ring.

To start the throw, twist your right leg and torso towards the field. As you twist your torso, bend the knees and push the shot-put as hard as possible towards the field.

Grade 4

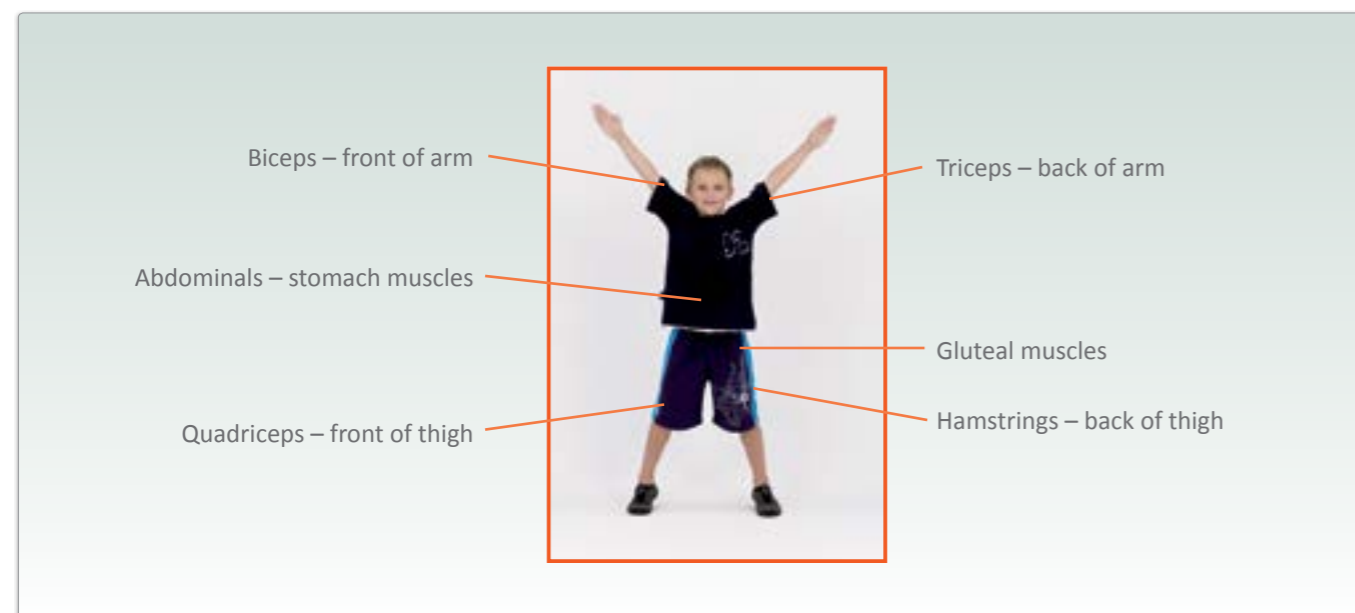
3 Activities

For lesson 2 you'll need the following equipment:

- Large, flat area – preferably grass
- Cones or markers – at least 8 if you have 4 groups in your class
- Whistle
- Rope (at least 4 metres long) and a piece of string
- Home-made dummy shot-put (must be made before the lesson). Tightly squeeze pages of newspaper into balls of about the same size as a shot-put
- Shot-puts or medicine balls.

Activity 1: Muscles and strength (5 minutes)

Using the diagram below, show the learners the location and names of the following muscles:



Explain that in today's lesson, you will explore various ways of increasing muscle strength and why muscle strength is important.

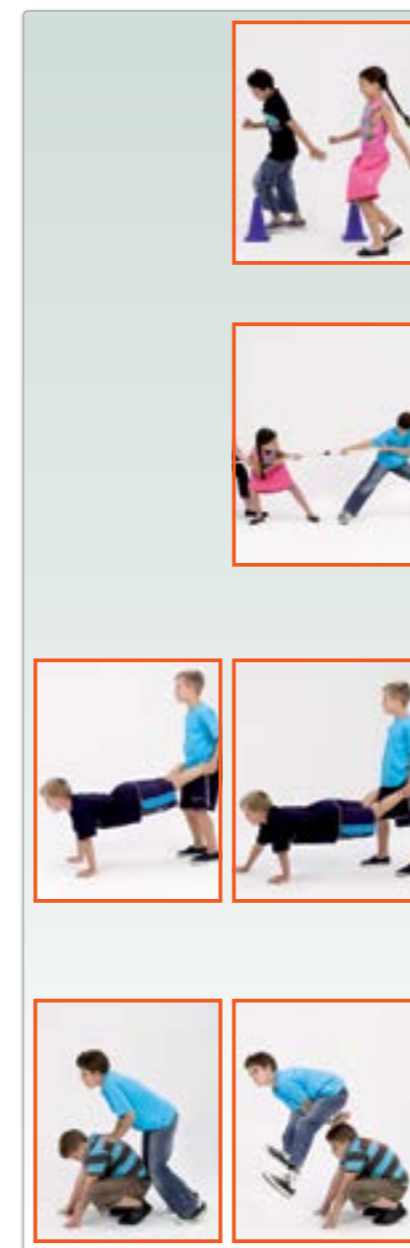
Activity 2: Warm-up (5 minutes)

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

Activity 3: Partners (8 to 10 minutes)

Activity 3 consists of 4 activities learners must do in pairs. Start by dividing the class into pairs.

Grade 1



Cone running

- Set up a row of 4 cones, spaced 2 metres apart from one another. Create 2 lines at each end of the row of cones. (5 metres away from the cones)
- The learners must stand behind a line, 5 metres from the first cone
- Partner A aims to reach a line 5 metres after the last cone before getting caught by partner B, who can only start chasing once partner A reaches the first cone
- The learners must weave between the cones while they run.

Tug of war

- Try to match pairs of learners of similar size and strength with each other to compete in tug of war
- Tie a piece of string in the middle of the rope
- Each pair must start behind a mark in the ground; the marks must be 2 metres apart
- The pair that forces the string in the middle of the rope to cross over their mark in the ground wins
- Ensure that the learners stay on their feet during the tug – if a learner falls over, that pair forfeits.

Wheelbarrow

- Partner A must face down and prop him- or herself up with his or her hands on the ground, placed shoulder-width apart. His or her arms must be straight. Partner A's abdomen must be lifted and his or her body must be parallel to the ground to prevent the lower back from bending.
- Partner B must hold Partner A's feet and walk with them.
- Partner A will then use his or her arms to walk forward.
- Allow the partners to walk like this between 2 markers and then swap positions.
- Allow each pair a practice round. The learners must move slowly as the emphasis is on doing the activity correctly rather than quickly.

Leapfrog

- Partner A should crouch down with partner B standing behind A. They must both face the same direction.
- Partner B places their hands on partner A's shoulders.
- Partner B must push themselves over partner A by pushing on A's shoulders and leaping.
- The partners should then swap roles so A can leap over B.

At the end of this activity, explain to the learners that the activities required muscle strength and coordination. Ask them which muscles were used for each activity.

Cone running: Legs (calf muscles, quadriceps and hamstrings)

Tug of war: Arms (biceps and triceps), back, chest and shoulder muscles are used to tug. To keep their footing, learners use their legs (calf muscles and hamstrings).

Wheelbarrow: Partner on ground – arms (biceps and triceps), shoulders, back, abdominal muscles and chest. Partner carrying legs – arms (biceps and triceps) and abdominal muscles. Legs (calf muscles, quadriceps and hamstrings).

Leapfrog: Partner crouching – legs (quadriceps) and arms (triceps). Partner leaping – arms (triceps), shoulder muscles and legs (calf muscles and quadriceps).

Grade 4

Activity 4: Shot-put (10 minutes)

Set up a line or ring, using cones, from where the learners must throw the shot-put from into a wide open space. Set up a separate marker the learners must run to and come back before they throw the shot-put. This marker must not be in the direction the learners will throw the shot-put.

- Give each learner the home-made dummy shot-put and explain the correct technique for throwing the shot-put (see the teacher's corner for details)
- Have each learner practise throwing their dummy shot-put
- Depending on the availability of medicine balls or shot-puts, divide the learners into groups. Try not to have more than 5 learners in a group
- The learners must line up, one behind the other, and run to and from the marker
- Once they get back to the starting position, they must throw their new shot-put.

Tips for activity 4:

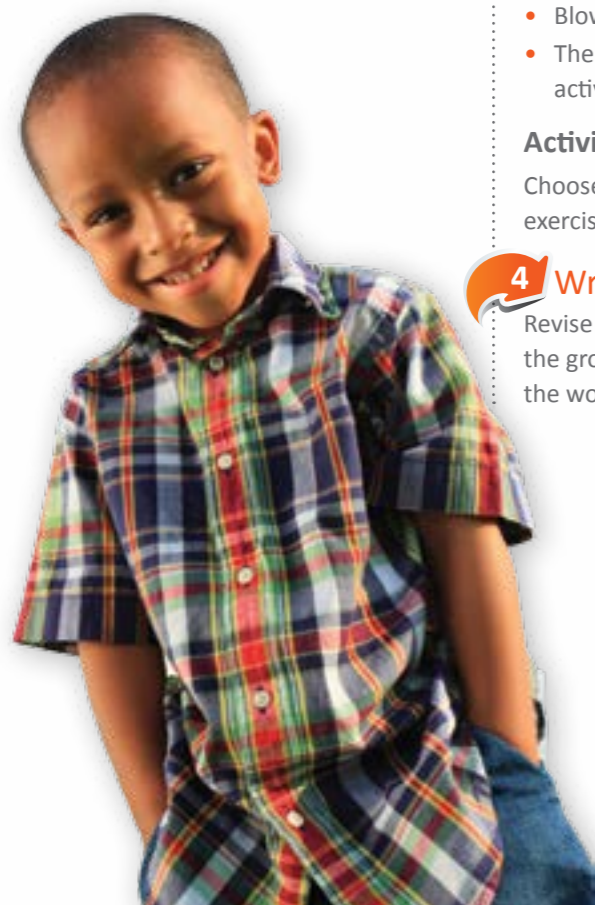
- Set up the cones and markers before the lesson
- Use 1 of the learners as a model to show the muscle groups in activity 1. Rather do this at the beginning of the lesson so that when they are doing the activities, they know which muscles are working
- Blow the whistle each time you want the learners to change the activity
- The running to and from the marker simply adds some variation to the activity and provides the learners with cardiovascular exercise.

Activity 5: Cool-down (5 minutes)

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

4 Wrap-up (5 minutes)

Revise the importance of muscle strength and go over the proper names for the groups of muscles identified in activities 1 and 3. Introduce the learners to the worksheet for lesson 2.



Grade 4

Name: _____

Worksheet: Grade 4, lesson 2

Task 1: Word search

Find the following words:

- Quadriceps
- Hamstring
- Bicep
- Tricep
- Abdominal
- Muscle
- Fitness
- Active
- Shot-put
- Strong

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| T | D | B | A | C | T | I | V | E | U |
| R | O | M | B | V | A | N | O | T | P |
| I | T | H | D | B | U | E | R | S | G |
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| E | O | M | M | T | R | C | H | J | O |
| P | N | S | I | R | N | S | E | L | R |
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| U | E | R | A | N | E | E | T | B | S |
| N | S | I | L | B | R | B | H | A | E |
| A | A | N | M | U | S | C | L | E | A |
| T | N | G | S | H | O | T | P | U | T |
| S | P | E | C | I | R | D | A | U | Q |

Task 2: Muscle groups

Match the muscle group to the action:

Ask 2 family members or friends which sports and activities they play or played when they were at school. List these activities, if they needed strength and which muscles they used.

| | Activity | Strength needed? | Muscles used |
|----|-----------------|------------------|--|
| | Example: Rowing | Yes | Shoulder and back muscles, biceps, triceps and pectorals |
| A. | | | |
| B. | | | |

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 habits Ways 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 means Learners 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 Card Introduce learners to the worksheet for lesson 3. | | | |
| Forms of assessment | | Resources | |
| <ul style="list-style-type: none"> Discussion Observation Worksheet. | | <ul style="list-style-type: none"> Paper plates, serviettes and spoons Indigenous foods challenge card Worksheets. | |
| 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.

Grade 4

Lesson 4

Lesson plan

| | | | |
|---|---------------------------|---|---|
| Lesson theme | Plan a healthy eating day | Grade | 4 |
| Duration | 40 minutes | Date/week | |
| Context | | | |
| <ul style="list-style-type: none"> • Improving eating habits • Ways in which to improve health and wellness. | | | |
| Linking with previous lesson | | Linking with next lesson | |
| <ul style="list-style-type: none"> • Revision of the 5 food groups and planning healthy meals. | | <ul style="list-style-type: none"> • Learning how to lead a healthier lifestyle. | |
| Core knowledge | | | |
| <ul style="list-style-type: none"> • Knowledge of the 5 food groups • Understand the concept of the Food-based Dietary Guidelines (FBDGs). | | | |
| Learning activities and assessment | | | |
| Group work: | | | |
| <ul style="list-style-type: none"> • Discussion: Revise the 5 food groups, introduce the concept of the Food-based Dietary Guidelines (FBDGs) and link them to the food groups, and revise the indigenous foods of South Africa. | | | |
| Individual work: | | | |
| <ul style="list-style-type: none"> • Learners do the worksheet for lesson 4 and plan a healthy menu for a day. | | | |
| Forms of assessment | | Resources | |
| <ul style="list-style-type: none"> • Oral/discussion • Worksheet. | | <ul style="list-style-type: none"> • Coloured pencils • Activity sheet for each learner • Worksheets. | |
| Expanded opportunities | | Teacher reflection | |
| <ul style="list-style-type: none"> • Learners can share their chosen meals for the day with their families, or have a healthy eating day at school where they share their meals with other learners. | | <ul style="list-style-type: none"> • The activity shows learners that the planning and eating of healthy meals can be fun. | |

Grade 4

Lesson 4: Plan a healthy eating day (40 minutes)

1 Outcomes

By the end of this lesson the learners should be able to plan a healthy menu for a day that includes all 5 food groups and at least 1 meal that contains an indigenous South African food.

2 Teacher's corner

Make sure you know the Food-based Dietary Guidelines (FBDGs) and food groups for lesson 4. You can find detailed information on these food classifications in the teacher's information guide.

The learners should work individually in lesson 4. You can even organise a healthy eating day at school to make the activity more fun.

3 Activities

For lesson 4 you'll need coloured pencils and an activity sheet for each learner.

Activity 1: Plan a healthy eating day

Introduction (10 minutes)

- Revise the food groups
- Introduce the concept of the Food-based Dietary Guidelines (FBDGs) and link them to the food groups
- Revise the indigenous foods of South Africa.

Main part of lesson 4 (25 minutes)

- Tell the learners that they must plan a healthy menu for a day including breakfast, lunch and supper
- Hand out the worksheets to the learners
- They must include all 5 food groups and refer to the FBDGs
- They must also include at least one meal that contains an indigenous South African food
- Tell the learners to draw each meal they have planned and write what the ingredients of the meals are next to the drawing.

4 Wrap-up (5 minutes)

Make sure that the learners have included all 5 food groups in their menus and that it is in line with the FBDGs.

Encourage the learners to share their chosen meals for the day with their families.



Grade 4

Name: _____

Worksheet: Grade 4, lesson 4

Task 1: Plan a healthy eating day

- Plan a healthy, balanced breakfast, lunch and dinner for the day
- Remember to include all the food groups and refer to the Food-based Dietary Guidelines (FBDGs)
- Include at least 3 vegetables and 2 fruits in your menu
- Draw each 1 of your meals and list the foods that make up the meals
- Include a drink at each meal.

| | My healthy menu | Ingredients | Drawing |
|-----------|-----------------|-------------|---------|
| Breakfast | | | |
| Lunch | | | |
| Supper | | | |

Grade 4

Lesson 5

Lesson plan

| | | | |
|---|---------------------------|---|---|
| Lesson theme | Nutrients and good health | Grade | 4 |
| Duration | 30 to 40 minutes | Date/week | |
| Context | | | |
| <ul style="list-style-type: none"> Ways in which to improve health and wellness. | | | |
| Linking with previous lesson | | Linking with next lesson | |
| <ul style="list-style-type: none"> Integrate the nutrition and physical activity knowledge the learners gained in the previous 4 lessons. | | N/a. | |
| Core knowledge | | | |
| <ul style="list-style-type: none"> Same theoretical base as for lessons 1 to 4 Carbohydrates are energy-producing fuels, while proteins are the building blocks important for muscle strength. | | | |
| Learning activities and assessment | | | |
| Group work: | | | |
| <ul style="list-style-type: none"> Warm-up Invasion game: involves catching, throwing and running The food group shuffle: Helps learners remember the different types of food groups Cool-down. | | | |
| Individual work | | | |
| <ul style="list-style-type: none"> Introduce learners to the worksheet for lesson 5: learners cut out pictures of foods representing carbohydrates, proteins and fats and paste these onto 3 separate columns on a page. | | | |
| Forms of assessment | | Resources | |
| <ul style="list-style-type: none"> Observe learners while they play Worksheet. | | <ul style="list-style-type: none"> Large flat area, such as a grass area, the school quad or a netball or volleyball court Soccer balls or netballs Whistle Magazines Paper Scissors Glue Worksheets. | |
| Expanded opportunities | | Teacher reflection | |
| <ul style="list-style-type: none"> Encourage learners to engage in activities that build cardiovascular fitness and strength training, and to eat healthy foods that build muscles (proteins) and provide energy (carbohydrates and fats). | | <ul style="list-style-type: none"> The activities help reinforce what learners have learnt about leading a healthy lifestyle thus far, in a fun and meaningful way. | |

Grade 4

Lesson 5: Nutrients and good health (30 to 40 minutes)

1 Outcomes

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

- Explain the functions of macronutrients and how they can influence physical activity and sporting performance
- Identify which foods provide which macronutrients
- Explain the difference between cardiovascular fitness and strength training and give suggestions on how to improve these components of fitness.

2 Teacher's corner

Most of lesson 5 is theory and integrates the previous lessons, including the outcomes from grades 1 to 3.

Nutrition component

The main focus of this lesson is to make sure the learners know that carbohydrates are the energy-producing fuels, while proteins are the building blocks important for muscle strength. Help the learners identify the foods that mainly contain carbohydrates, proteins and fats. You can use empty wrappers, boxes, containers or get each learner to use their lunch as a reference.

There are 'good' and 'bad' fats and fats give energy and have some important functions. But too much of the 'bad' fats can lead to health problems such as high cholesterol, heart attacks and strokes.

Physical activity component

You should emphasise that endurance activities such as cycling and running require more carbohydrates, but that protein is needed to build and replace muscle tissue. Fats are sometimes important sources of energy, especially for ultra-endurance events such as iron-man triathlon events or multi-stage races that take place over a few consecutive days.

3 Activities

For activity 3 you'll need the following equipment:

- Large flat area: a grass area or the school quad or a netball or volleyball court
- Soccer balls or netballs
- Whistle
- Magazines
- Paper
- Scissors
- Glue.

Divide the learners into 2 groups at the beginning of the lesson. They must remain in these groups for activities 1 and 2.

Activity 1: Warm-up (5 minutes)

Choose a warm-up activity from the list of warm-up and cool-down exercises. Warm-up exercise 3 is a good choice for this lesson.

Activity 2: Invasion game (10 minutes)

Divide the class into 2 teams and pick a leader for each team. Each team should be on a half court and they have to stay in their own half court.

Grade 4

- The group leader must pick 2 people to go down to the other end to be catchers. The catchers have to stay behind the end line. They cannot go into the other team's half court
- The objective of the game is for the players on one half of the court to throw the ball to their catchers on the other half. Every time the catcher gets the ball, their team scores a point. After they score a point, the catcher should try to throw the ball back to his or her team mates
- The other team can try to block the throw on both ends, as long as they stay on their half court
- The other team will also have 2 catchers
- The first team to get 20 points, wins
- You can make up new teams after the first game or continue and play the best of 3 games.

Other options

- You can vary the number of catchers or have teams switch half courts after each game
- You can divide the class into 4 groups and have 2 games running at the same time on different playing areas.

Activity 3: The food group shuffle (5 to 10 minutes)

Have all the learners sit in a big circle. Give each learner the name of a food – bread, cereal, meat, chicken, butter and oil.

Level 1

When you call out a particular food, for example cereal, all the 'cereals' have to jump up and swap places with another 'cereal'. They are not allowed to go back to their same spot.

When you shout 'food group shuffle', then all the foods (learners) need to jump up and swap places with someone else.

Level 2

Instead of calling the name of the food, call the name of the food group. When you call 'carbohydrates', the bread and cereal learners must jump up and change places. Similarly, you can call 'protein' and 'fats'. When you call 'healthy balance', all the learners must jump up and swap places.

Activity 4: Back in the classroom (5 to 10 minutes)

Ask the learners to cut out pictures of foods representing carbohydrates, proteins and fats and paste them into 3 separate sections or columns on a page. This activity must be completed at home, but you must give them clear instructions in class.

Activity 5: Cool-down (3 to 5 minutes)

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

4 Wrap-up (5 minutes)

Remind the learners what cardiovascular fitness and strength training are and provide examples of activities that require these components of fitness. Revise the main functions of carbohydrates, proteins and fats. Make sure the learners understand the worksheet and what they need to do at home.



Grade 4

Name: _____

Worksheet: Grade 4, lesson 5

Task 1: Matching

A: Carbohydrates:

1. Carbohydrates are the building blocks for endurance activities.
2. Cut and paste 3 pictures of foods rich in carbohydrates in the blocks below.

| | | |
|--------------|--------------|--------------|
| Picture 1 | Picture 2 | Picture 3 |
|--------------|--------------|--------------|

1. Write down 2 physical activities that require mainly carbohydrates for fuel.

B: Proteins

1. Proteins are the building blocks of muscle tissue.
2. Cut and paste 3 pictures of foods rich in protein in the blocks below.

| | | |
|--------------|--------------|--------------|
| Picture 1 | Picture 2 | Picture 3 |
|--------------|--------------|--------------|

Grade 4

Name: _____

C: Fats:

1. Fats also give energy, but too much fat will harm the body.
2. Cut and paste 3 pictures of foods rich in fats in the blocks below.

| | | |
|--------------|--------------|--------------|
| Picture 1 | Picture 2 | Picture 3 |
|--------------|--------------|--------------|



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