



SPORTS
SCIENCE
INSTITUTE OF
SOUTH AFRICA



Lesson plans

Grade 7



Primary

school

Lesson Plans

Grade 7

Grade 7

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List of warm-up and cool-down exercises

Warm-up exercises

1 Warm-up exercise 1 (5 minutes)

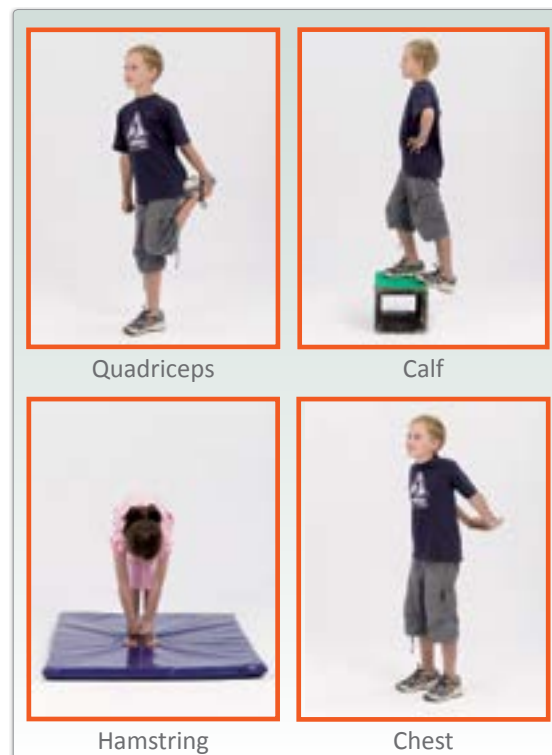
- Ask the learners to walk or jog around the soccer field or playing area
- Then instruct them to make circles with their arms, 10 times forward and 10 times backwards
- Lastly, tell the learners to flick their fingers with their arms in front of them, their arms pointing down, their arms out to the side and their arms overhead.

2 Warm-up exercise 2 (8 minutes)

Divide the learners into groups of 4, with 3 learners holding hands to form a triangle. One of the learners in the triangle becomes the target and the fourth learner (chaser) has to try to touch the target's back. The triangle will move so that they can 'protect' the target.

Blow the whistle every 60 seconds to ensure that each learner has a turn to be the target and the chaser.

Instruct the learners to do the followings stretches:



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

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Cool-down exercises

1 Cool-down exercise 1 (5 minutes)

Instruct the learners to do the followings stretches:



Chest

Calf

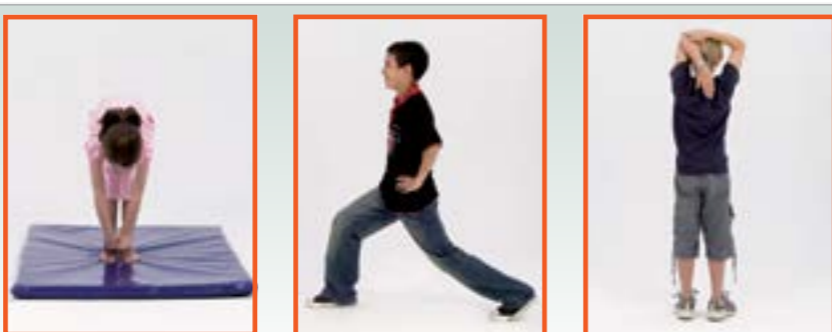


Hamstring

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

2 Cool-down exercise 2 (5 minutes)

Instruct the learners to do the followings stretches:



Hamstrings

Hip flexor stretch

Triceps

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

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Lesson 1

Lesson plan

Lesson theme	Invasion game	Grade	7
Duration	40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Getting more physically active The benefits of leading a healthy lifestyle. 			
Linking with previous lesson		Linking with next lesson	
N/a.		<ul style="list-style-type: none"> Finding new ways to increase physical activity and fitness. 	
Core knowledge			
<ul style="list-style-type: none"> Understand the basic attacking principles: width, speed, and support to keep possession and make progression Understand the basic defending principles: delay, cover, deny the opposition space to run, and pressure the opposition to regain possession. 			
Learning activities and assessment			
Group work:			
<ul style="list-style-type: none"> Warm-up Learners play games that are fun and involve lots of vigorous physical exercise Cool-down 			
Individual work:			
<ul style="list-style-type: none"> Introduce the worksheet for lesson 1. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Observe learners while they play Worksheet. 		<ul style="list-style-type: none"> A large area about the size of a soccer field 20 flags or markers 6 to 8 rolled up newspapers tied with sticky tape or duct tape ('hockey sticks') 2 rolled up pieces of newspaper held together with a lot of sticky tape ('hockey ball') Whistle Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to play a variety of games at home and on the playground. 		<ul style="list-style-type: none"> The activities teach learners the importance of team work, and that attackers and defenders need to work together if a team is to be successful. 	

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Lesson 1: Invasion game (40 minutes)

1 Outcomes

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

- Understand and explain the concept of an invasion game
- Participate in an invasion game.

2 Teacher's corner

The aims of an invasion game are to:

- Score by moving the ball through defended territory into a pre-determined target
- Prevent the opposition scoring in the territory you are defending
- Have the highest score at the end of the period of play.

The basic attacking principles are width, speed and support to keep possession and make progression. The basic defending principles are delay, cover, deny the opposition space to run and pressure the opposition to regain possession.

Keep the following points in mind when instructing the learners on lesson 1:

- Encourage vigorous physical activity while at the same time developing an understanding of the principles of invasion games
- By playing games with modified equipment, learners will all be physically active and have fun
- All learners should be able to participate successfully.

3 Activities

For lesson 5 you'll need the following equipment:

- A large area about the size of a soccer field
- 20 flags or markers – 10 per team
- 6 to 8 rolled up newspapers tied with sticky tape or duck tape ('hockey sticks')
- 2 rolled up pieces of newspaper held together with a lot of sticky tape ('hockey ball')
- Whistle.

Activity 1: Warm-up (5 minutes)

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

Activity 2: Capture the flag (10 minutes)

Divide the class into 2 groups and give each group 10 flags.

- The groups have 2 to 3 minutes to place their flags in strategic positions in their half of the playing area



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- The aim of the game is to capture the opposing team's flags
- If a learner is touched on the hand by an opposing team member, that learner has to go to 'jail'. The jail can be a hula-hoop placed in the opponent's half
- The prisoner can be freed when 1 of the team members touches him or her on the back.

The team with the most flags and least prisoners after about 10 minutes is the winner.

Tips for activity 2:

When teaching games, note that the focus is no longer on the traditional style of skills teaching (technical teaching style). You need to plan lessons that involve activities so that you find a good balance.

You should promote understanding of the principles of the game, but enable all the learners to enjoy themselves and succeed in the game being played.

Activity 3: Floor hockey (10 minutes)

Divide the class into 2 groups and give each learner in each group a number. Learners in the different groups should have corresponding numbers (group A is numbered 1 to 15 and so is group B)

- The playing area should be about half the size of a soccer field or the size of a basketball court
- Call out 3 numbers at a time. The learners will run out to the court when their numbers are called. You will have 6 learners on the court at a time (3 from each team)
- The learners will aim to score a goal
- Blow the whistle to start the round. After about 1 minute or when a goal is scored, blow the whistle again to end the round
- Call out the next group of learners
- A learner is not allowed to be in the goal keeping position more than twice in the lesson.

Activity 4: Cool-down (5 minutes)

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

4 Wrap up

Explain to the learners that the lesson's activities required team work and the roles played by the members were sometimes different. For example, the learners were sometimes defenders, and attackers at other times. It is how well the attackers and defenders worked together that makes a team (and the individuals within the team) successful.

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Lesson 2

Lesson plan			
Lesson theme	Fitness test	Grade	7
Duration	40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Getting more physically active The benefits of leading a healthy lifestyle. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Finding new ways to increase physical activity and fitness. 		<ul style="list-style-type: none"> Finding new ways to increase physical activity and fitness. 	
Core knowledge			
<ul style="list-style-type: none"> Understand and explain the components of fitness and how fitness is measured. 			
Learning activities and assessment			
Group work:			
<ul style="list-style-type: none"> Warm-up Learners do various tests to measure their fitness and then record their results Cool-down. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Observe learners while they complete the various fitness tests Worksheet. 		<ul style="list-style-type: none"> Large flat area like a quad or sports field Whistle Stop watch Tape measure. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> With the results of the assessment, learners can see which areas of their fitness need the most work. 		<ul style="list-style-type: none"> The activities make learners more aware of their physical fitness and ways to improve it. 	

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Lesson 2: Fitness test (40 minutes)

1 Outcomes

By the end of lesson 2 the learners should be able to understand and explain the components of fitness and how fitness is measured.

2 Teacher's corner

Lesson 2 is a fitness test. We recommend that you repeat the fitness test later in the year to see if the learners have improved their fitness status.

3 Activities

For lesson 3 you'll need the following equipment:

- Large flat area like a quad or sports field
- Whistle
- Stop watch
- Tape measure.

Activity 1: Warm-up (8 minutes)

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

Activity 2: Cardiovascular fitness (12 to 15 minutes)

Instruct the learners to cover the 1.6 km distance (1 mile) as quickly as possible. They can walk, but running is preferred. Record the time taken by each learner.

You should record their times and use them as comparison for future fitness assessments.

Tips for activity 2

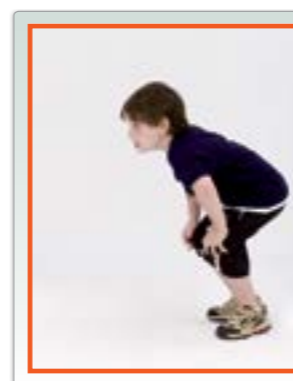
Have a copy of you class register printed before the lesson with spaces to record the fitness results.

Mark out the distance for the cardiovascular test before the lesson. It may be easier to use a soccer or rugby field and measure the 1.6 km distance.

Activity 3: Standing long jump or broad jump (10 minutes)

The aim of this test is to measure the explosive power in the legs. Ask the learners to stand behind a line with their feet roughly shoulder-width apart.

- Instruct each learner to jump as far forward as possible
- They should bend their knees and swing their arms to assist with the jump
- They must land on both feet
- Measure the distance from the starting line to the back of their feet
- They are allowed 3 attempts each.



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Tips for lesson 2:

Go over how the tests work 1 at a time, using different learners to demonstrate.

You may find that you need 2 lessons to complete all the tests.

Activity 4: Sit-ups and push-ups (5 to 8 minutes)

Divide the class into pairs for activity 4 and have them take turns to do push-ups and sit-ups.



Sit-ups

- Have the learners lie on their backs with their knees bent and hands behind their ears
- Then they need to move up so that the elbows touch the knees – this counts as 1 sit-up
- They need to keep their necks straight as they move up, rather than curling them in towards their chests
- Partner A will count the number of sit-ups partner B can complete in 1 minute
- Let the partners swap.

Push-ups

- Get the learners into the push-up position. They must hold themselves up facing the ground, with their arms straight, but elbows not locked and their hands shoulder-width apart. Their torsos should be in the air.
- Their legs should be straight (girls can have their knees bent and resting on the ground, with their feet crossed over each other).
- Partner A will place his or her fist midway between partner B's hands on the ground
- Partner B will bend his or her arms until the chin is touching his or her partner's fist and move back up to the starting position. This counts as 1 push-up
- Partner B will count the number of push-ups completed in 1 minute
- Let the partners swap roles.

Activity 5: Cool-down (5 minutes)

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

4 Wrap up

Revise the components of the exercise session. Encourage the learners by explaining that there is no pass or fail for the fitness test. It is simply a method of establishing their current fitness level and for them to challenge themselves to improve their own scores.

Introduce the learners to the worksheet for lesson 2.

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Name: _____

Worksheet: Grade 7, lesson 2

Task 1: Quiz

- List 5 things you can do to lead a healthy lifestyle.
 - _____
 - _____
 - _____
 - _____
 - _____
- Name a type of exercise or activity that strengthens your muscles. _____
- What component of fitness does stretching improve? _____
- Give 2 reasons why you must warm up.
 - _____
 - _____
- Give an example of an invasion game. _____
- How much physical activity should children do a day? _____
- Give 1 way of testing cardiovascular fitness. _____
- List 2 ways of making your daily lifestyle at home more active.
 - _____
 - _____
- List 2 ways making your daily lifestyle at school more active.
 - _____
 - _____
- List 2 physical activities that you can do with a member of your household.
 - _____
 - _____

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Lesson 3

Lesson plan

Lesson theme	Extreme diet makeover	Grade	7
Duration	30 - 40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> • Making healthy food choices • The benefits of leading a healthy lifestyle. 			
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"> • Ways to improve one's diet. 	
Core knowledge			
<ul style="list-style-type: none"> • Understand the concept of a food diary • Knowledge of the food groups and the Food-Based Dietary Guidelines, and how these make up a healthy diet. 			
Learning activities and assessment			
<ul style="list-style-type: none"> • Discuss the concept of a food diary • Introduce the worksheet for lesson 3 • Learners practise keeping a food diary by recording everything they ate and drank the day before • At the end of the week, discuss the diaries, types of food and drinks they had and what improvements each learner can make to their dietary choices. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> • Food diary • Discussion • Worksheet. 		<ul style="list-style-type: none"> • A copy of the Food-based Dietary Guidelines • A copy of the activity sheet for each learner. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> • Invite a registered dietitian to speak to the class about eating correctly. • Encourage learners to become more aware of their daily food and drink choices. 		<ul style="list-style-type: none"> • The activities make learners aware of their daily food choices and what they can do to make healthier food choices. 	

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Lesson 3: Extreme diet makeover (40 minutes)

1 Outcomes

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

- List the Food-based Dietary Guidelines
- List the food groups
- Explain how to keep a food and drink diary.

2 Teacher's corner

The learners should already understand the food groups and the Food-based Dietary Guidelines and how these make up a healthy diet. However, it is important to go over this again in the introduction to the lesson. Refer to the teacher's information guide to find detailed information on this.

Lesson 3 requires the learners to keep a food diary of what they eat. See activity 1, parts 1 and 2, to get a better idea of what a food diary should contain.

- The learners need to work individually to keep their food diaries
- They will be required to complete a 5-day food diary, which you should monitor throughout the week
- Allocate some time each day for a discussion about the food diary
- Try to ensure all the learners participate in the class discussion.

You could even invite a registered dietitian to speak to the class about eating correctly.

3 Activities

For lesson 4 you'll need the following equipment:

- A copy of the Food-based Dietary Guidelines
- A copy of the activity sheet for each learner.

The South African Food-based Dietary Guidelines

- Enjoy a variety of foods
- Be active
- Make starchy foods the basis of most meals
- Enjoy plenty of vegetables and fruits every day
- Eat dry beans, peas, lentils and soy regularly
- Chicken, fish, milk, meat or eggs can be eaten daily
- Eat fats sparingly
- Use salt sparingly
- Drink lots of clean, safe water
- If you drink alcohol, drink sensibly
- Use foods and drinks containing sugar sparingly and not between meals.

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Activity 1: Keep a food and drink diary (40 minutes)

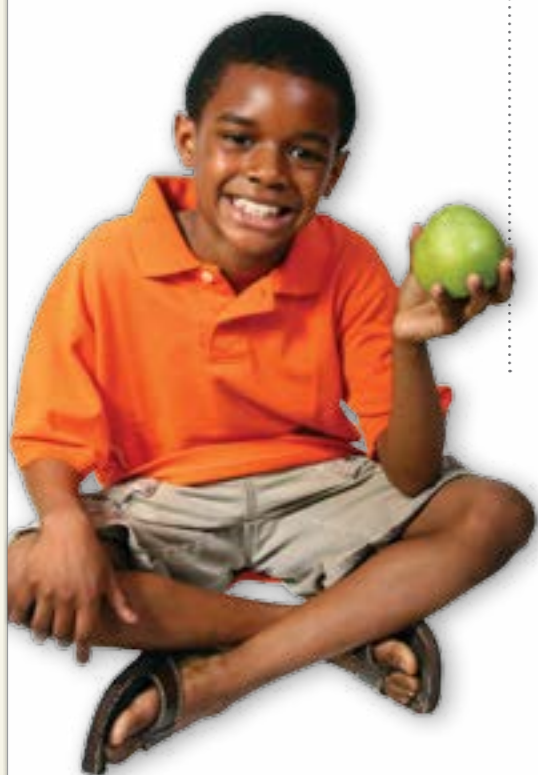
Activity part 1: Introduction (8 to 10 minutes)

- Revise the Food-based Dietary Guidelines
- Explain the concept of a food diary and why it is a useful tool that can help us find ways to improve the nutritional value of our personal diets
- Serving sizes are important and you should explain this to learners. They need to record the serving size in their food diaries
- Explain to them that a serving size is often smaller than they might think. Give examples of serving sizes and relate them to common items, for example, a serving size of fruit is the same size as a cricket ball.

Activity part 2: Main part of the activity (15 to 20 minutes)

- Instruct the learners to keep a food diary for 5 days
- They can either use the template provided in the worksheet or make their own food diary using the information from the worksheet
- Encourage them to write down:
 - The time they ate or drank anything
 - Where they were eating or drinking
 - How they felt when they were eating or drinking
 - Who they were eating or drinking with.
- Once they have completed the food diary, they should score themselves for each day according to the 5 food groups and the Food-based Dietary Guidelines
- They should give themselves 1 point per day for each food group and each Food-based Dietary Guideline they include
- They can then reflect on how they could improve their score by including more food groups or adjusting what they eat to align with the Food-based Dietary Guidelines.

Instead of a 5-day food diary, the learners can do the activity by recording everything they ate and drank the day before.



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Activity part 3: Conclusion (8 to 10 minutes)

- Encourage the learners to become more aware of their food and drinks choices on a daily basis
- At the end of the week, have a discussion regarding the diaries, types of food and drinks they had and what improvements each learner can make to their dietary choices
- Ensure that the discussion is not judgemental and that the focus is on how the learners can make their diets even better – be positive
- Ask them why they made more healthy eating and drinking improvements when they really studied what they were eating.

4 Wrap up (3 to 5 minutes)

Remind the learners of the importance of concentrating on their diet and that it is easier to make healthy food choices when they pay close attention to everything they eat and drink.

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Name: _____

Worksheet: Grade 7, lesson 3

Task 1: Food and drink diary

Keep a food and drink diary for 5 days. The table below is an example of a food and drink diary.

Day	Time	What did I eat or drink?	How much did I eat or drink?	Where was I?	Who I was with?	What improvements can I make?
Monday	07:00	Tea with low-fat milk and sugar	1 medium cup 2 teaspoons of sugar	In my bed	By myself	Cut down my sugar in my tea to 1 ½ teaspoons
	07:15	Corn flakes, low-fat milk, sugar, Banana	Small bowl, 1 cup milk, 2 teaspoons of sugar 1 small banana	In the kitchen	With my brother	Slice my banana onto my cereal instead of having sugar

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Name: _____

Day	Time	What did I eat or drink?	How much did I eat or drink?	Where was I?	Who I was with?	What improvements can I make?
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Food group						
Score						
FBDG score						
TOTAL score						

- Look at your food diary and score your diet by giving yourself 1 point for every food group you had every day and for every Food-based Dietary Guideline you applied. Then add the totals for your final score each day
- See if there are any changes you could make to eat and drink more healthily. Use the 5 food groups and the Food-based Dietary Guidelines (FBDGs) to decide what changes to make.

Did you know?

Keeping a food and drink diary will help you identify the more and less nutritious foods and drinks you have on a daily basis. You can use this information to improve your diet.

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Lesson 4

Lesson plan

Lesson theme	Healthy drinks	Grade	7
Duration	40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> • Making healthy food choices • The benefits of leading a healthy lifestyle. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> • Ways to improve one's diet. 		<ul style="list-style-type: none"> • Learning how to lead a healthier lifestyle. 	
Core knowledge			
<ul style="list-style-type: none"> • Understanding the different types of drinks that are available today and which of these are the healthiest options • Knowledge of the nutrient content of various drinks and how they fit into a healthy, well-balanced diet. 			
Learning activities and assessment			
<ul style="list-style-type: none"> • Discussion on the importance of drinking liquids during the day and the nutritional benefits of drinking water, milk and 100% fruit juice • Learners are divided into groups and given empty drink containers which they analyse for nutritional content. Learners also discuss the different types of drinks available • Learners list their favourite drinks and determine which food group they would fit into • Learners identify which drinks are offered on the school premises, and offer suggestions for healthier choices • Introduce the worksheet for lesson 4. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> • Discussion • Worksheet. 		<ul style="list-style-type: none"> • Empty water, milk, fizzy drink and fruit juice containers • Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> • Encourage learners to always look at the labels on their drinks so to determine the nutritional content. 		<ul style="list-style-type: none"> • The activities help learners realise that a well-balanced diet requires that a variety of healthy beverages be consumed every day. 	

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Lesson 4: Healthy drinks (40 minutes)

1 Outcomes

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

- Identify healthy beverage choices as a part of a well-balanced diet
- Compare different types of milk, juice and water
- Identify how many kilojoules are in certain drinks and their contribution to their diet.

2 Teacher's corner

It is important to have a variety of different drinks as part of a well-balanced diet. Many different types of drinks are available today, for example, bottled water, 100% fruit juices, fruit flavoured drinks, milk and carbonated drinks. Learners and adolescents are drinking large amounts of fizzy drinks and fruit-flavoured beverages that are high in sugar and kilojoules.

Fizzy drinks

Regular (not sugar-free) fizzy drinks are very low in essential nutrients (such as vitamins, minerals and protein) and very high in sugar. This high sugar content contributes to a high kilojoule intake. This is made worse by the large portions children are drinking today (for example super-sized options at take away outlets and movies). Any extra kilojoules that are not burned off through physical activity will result in weight gain, which is a major concern given the decreased levels of activity among children today.

Water

The Food-based Dietary Guidelines for South Africans encourage us to 'drink plenty of clean, safe water'. Clean tap water is still an excellent, affordable choice for learners today. Plain water allows learners to hydrate without increasing their sugar (and therefore kilojoule) intake.

The challenge is to encourage learners to drink water when there are so many other, 'more interesting' options available with massive marketing campaigns behind them. Bottled water often contains sugar as a sweetener (look for the words sucrose and fructose on bottled water labels). As with fizzy drinks, there are bottled water options available that are sweetened with non-nutritive sweeteners and these are obviously lower in kilojoules.

Experimenting with natural flavourants (adding chopped fruit, lemon and orange slices, mint leaves and crushed ice, for example) can be an effective way making water more attractive to adolescents. Having caffeine-free and sugar-free drinks such as rooibos and caffeine-free herbal teas also counts towards water intake.

100% fruit juice

Fruit juice has often been said to be a healthier drink option for learners because of the vitamin and mineral content. It is true that 100% fruit juice contains more nutrients than fruit flavoured drinks and fizzy drinks, however the fruit sugar content (and therefore kilojoule content) is very high. As fruit juice is made from several fruits, it is a concentrated source of fruit and, therefore, sugar (fructose).

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So while the nutrients are valuable, the sugar content and kilojoule content can pose health risks.

The sugar is in a liquid form so it is very easy to have too much and a regular intake of fruit juice can contribute to dental caries. The additional kilojoules can contribute to unwanted weight gain. Diluting fruit juice with water is a good way to reduce the sugar content, but still get some nutrients and flavour.

Fruit-flavoured drinks

Fruit-flavoured drinks may appear to be healthier options than fizzy drinks, but in many cases they are not. Fruit-flavoured cordials such as passion fruit or lime are simply fruit-flavoured syrups (concentrated sugar) that are then diluted with water. Some may be enriched with vitamins, such as vitamin C, but they are no nutritional match for diluted fruit juice.

Milk

Milk is a very nutritious drink and can contribute important protein and calcium to a learner's diet. Protein is very important to provide amino acids, the building blocks needed for optimal growth and development. Calcium is essential for bone and teeth development. And the vitamin D in milk helps with calcium absorption.

Children need some dairy everyday and a glass or 2 of milk can contribute towards their nutritional requirements. Low-fat, flavoured milk is often a popular choice and is seen as healthier than fizzy drinks. Although it contributes protein and calcium, its sugar content is usually high. A home-made smoothie containing low-fat milk, some fruit and a little honey is a nutritious way to include milk in the diet, without excessive sugar.

Keep in mind that like foods, all drinks can be part of a healthy diet. The key is to have a variety of different drinks as part of a well-balanced diet.

3 Activities

In this lesson, learners compare the nutrient content of various drinks and determine how they fit into a healthy diet.

For lesson 4 you'll need empty containers of

- Water
- Milk
- Fizzy drinks
- Fruit juice.

Activity 1: Drinking and nutrition (10 minutes)

Activity 1 is a discussion session about the part drinks choices play in a healthy diet. A healthy, nutritious diet isn't only determined by what we eat, but also what we drink. A well-balanced diet includes a variety of different drinks.



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- Ask the learners to name the different types of drinks they have during the day. List these responses on the board or the overhead projector. Organise the drinks by food group.
- Ask the learners why it is important to drink liquids during the day
- The healthy drinks choices are water, milk and diluted 100% fruit juice
- You should give water, milk and 100% fruit juice nutritional information to them or they can write it down in their workbooks.

Water

Remind the learners why the body needs water.

- It helps to regulate your body temperature. A normal body temperature is about 37°C
- It helps carry nutrients and oxygen to the cells in the body
- It removes waste from the body
- It lubricates the joints
- It protects organs and tissues.

Learners should drink about 8 glasses of water each day. However, this will vary according to the environmental conditions and how active the learner is. Emphasise that they must always remember to drink water before and after participating in physical activity to keep the body hydrated. Advise the learners to 'drink to thirst'.

Milk

Milk is good for you as it contains the following nutrients:

- Calcium, which helps keep bones and teeth strong. It is also important for our muscles and blood clotting
- Vitamin D, which helps the body absorb calcium
- Protein, which helps with muscle, bone and tissue growth
- Learners should have 2 servings of milk each day.

100% fruit juice

100% fruit juice contains the following nutrients:

- Vitamins and minerals which are essential for growth and development and everyday body functions
- Phytonutrients, which are recently discovered food components found in fruit that contribute to disease prevention
- Carbohydrates for energy. It is best to dilute fruit juice with water (mix half fruit juice with half water) because a lot of fruit is used to make it, which means it is very concentrated and contains lots of kilojoules.
- It also contains a lot of sugar from fruit, which can cause dental cavities.

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Activity 2: Food label investigators (15 minutes)

Divide the class into groups and give each group a few examples of the different types of water, milk and fruit juice choices available. Use empty containers or packaging with the labels on.

- Ask the groups to discuss the different types of drinks available
- Ask them to look at the labels and the ingredients in each product
- Ask them to tell you about the different types of drinks after they have discussed them
- You should give water, milk and 100% fruit juice nutritional information to them or they can write it down in their workbook.

Different types of milk

- Fat-free milk contains 0 to 0.5 g of fat per 100 ml. It is also known as skim milk
- Low-fat milk contains 2 g of fat or less per 100 ml. It is also known as 2% milk
- Full-cream milk contains 8 g of fat per 100 ml
- Flavoured milk contains more kilojoules per 100 ml because of the sweetener that is added to the milk.

Different types of fruit juice

- 100% fruit juice contains 100% juice from a single fruit or a blend of different fruits
- Flavoured fruit drinks contain less than 100% juice. Some contain only 5% or 10% fruit juice and have sweeteners (sugar) added.

Different types of water

- Tap water
- Spring water flows naturally out of the earth at a particular spot and is bottled
- Flavoured water
 - Flavoured with sugar
 - Flavoured with artificial sweeteners.

Activity 3: Where do your favourite drinks fit in? (5 minutes)

- Ask the learners to list their favourite drinks
- Revise the 5 food groups and the Food-based Dietary Guidelines (see the educator's guide for more details)
- See which food groups the learners' favourite beverages fit into.



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Activity 4: Which drinks are available at our school? (5 minutes)

- Identify all the drinks that are offered in the vending machines and tuck shop at school
- For those drinks that are high in sugar and kilojoules, ask the learners for suggestion for healthier choices.

4 Wrap up (3 to 5 minutes)

Remind the learners of the role that making healthy drinks choices plays in a well-balanced diet and they can tell how healthy a drink is by looking at the nutrients on the label.

Introduce the worksheet for lesson 4.

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Name: _____

Worksheet: Grade 7, lesson 4

Task 1: Your favourite drinks

Fill in the table by listing your 4 favourite drinks and which food group they belong to. Then give a healthy alternative for each of your favourite drinks and explain why it is a healthy choice.

Favourite drink	Food group	A healthier alternative	Advantage of choosing the healthier alternative

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Lesson 5

Lesson plan	
Lesson theme	Write an article
Duration	40 minutes
Grade	7
Date/week	
Context	
<ul style="list-style-type: none"> The benefits of leading a healthy lifestyle. 	
Linking with previous lesson	Linking with next lesson
<ul style="list-style-type: none"> Integrate the nutrition and physical activity knowledge gained in previous lessons. 	N/a.
Core knowledge	
<ul style="list-style-type: none"> The theoretical base for this lesson is the same as for lessons 1 to 4. 	
Learning activities and assessment	
<ul style="list-style-type: none"> Discuss ways of improving one's diet and the value of fair play in team and individual sports Introduce the worksheet for lesson 5 Learners write an article either on how they can improve their eating habits or on fair play in sport. 	
Forms of assessment	Resources
<ul style="list-style-type: none"> Discussion Article Worksheet. 	<ul style="list-style-type: none"> Paper Pen Access to the library and/or the internet Worksheets.
Expanded opportunities	Teacher reflection
<ul style="list-style-type: none"> Choose articles that can go into the monthly newsletter. 	<ul style="list-style-type: none"> The activities help reinforce the importance of eating a healthy, well-balanced diet, as well as the importance of having fun while participating in sports and getting physically active.

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Lesson 5: Write an article (40 minutes)

1 Outcomes

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

- Propose ways to improve their diet
- Conduct effective research into improving their diet
- Discuss the term 'fair play' in individual and team sports.

2 Teacher's corner

The aim of lesson 5 is to integrate the nutrition and physical activity knowledge gained in the previous lessons. Therefore, the theoretical base for this lesson is the same as for lessons 1 to 4.

3 Activities

For lesson 4 you'll need the following equipment:

- Paper
- Pens
- Access to the library and/or the internet.

Activity 1: Be a health journalist (30 to 35 minutes)

The learners will write an article on how they can improve their eating habits or fair play in sport. Start the activity by reminding them of what they have learned on these topics in the previous lessons. In particular, you should discuss the following issues:

- Ways of improving one's diet
- The value of fair play in team and individual sports.

The learners need to choose 1 of the following topics to write on:

- Practical suggestions on how to improve your diet
- Choose an individual sport. Explain how the rules of this sport contribute to fair play
- Choose a team sport. Explain how the rules of this sport contribute to fair play.



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Tips for activity 1:

Teach the learners how to conduct research. Focus on skills such as finding the appropriate information, picking out the main ideas and making your own notes. These skills are vital tools in research. Remember to warn the learners about plagiarism.

Do not expect to get the finished product at the end of one lesson. Give them enough time to check, edit and rewrite their work. Discuss ways to present the articles with the class.

For example, you can discuss the following topics:

- Should they include pictures?
- How are they going to get information?
- Must the article be handwritten or typed?

4 Wrap up (5 to 8 minutes)

Select an editing team that is going to choose articles to go into a monthly newsletter. The newsletter can be sent to the parents or the other grades.



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