



SPORTS
SCIENCE
INSTITUTE OF
SOUTH AFRICA



Physical activity lesson plans

Grade 8



High

school

Physical activity lesson plans

Grade 8



Warm-up and cool-down exercises

The warm-up	3
Dynamic stretches	4
The cool-down	8
Static stretches	8

Physical Activity

Lesson 1: Participate in a fitness circuit	9
Lesson 2: Participate in aerobic fitness fun	15
Lesson 3: Participate in different balancing activities	19
Lesson 4: Take part in a sporting scavenger hunt	23
Lesson 5: Play team championship basketball	28

Physical Education

1. Lesson 6: Test your fitness	32
2. Lesson 7: Design and participate in an obstacle course	40
3. Lesson 8: Strategies for a healthy lifestyle	45
4. Lesson 9: Design a wellness brochure	52
5. Lesson 10: Portion distortion	60

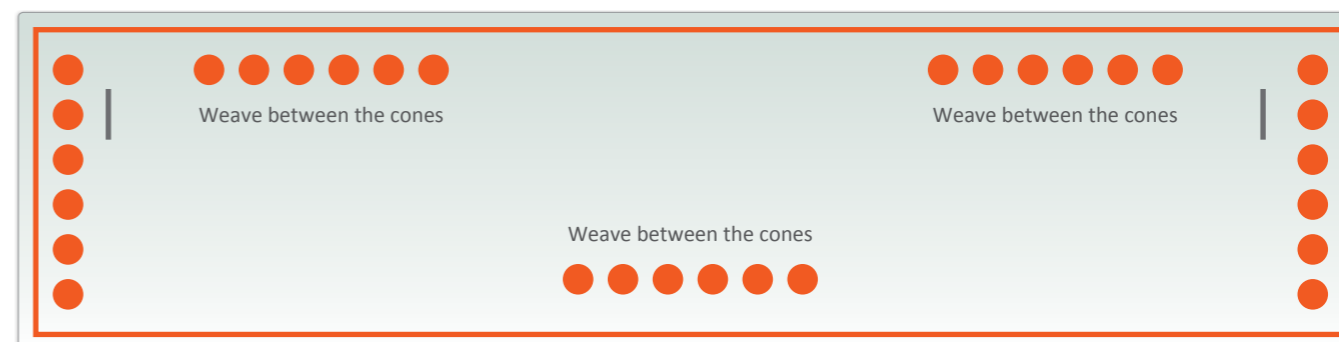
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Grade 8

Warm-up and cool-down exercises

The warm-up

- 1 Warm-up exercise 1 (5 minutes)**
Send the class on a light jog around the learning area.
- 2 Warm-up exercise 2: Alternating pace**
Send the class on a light jog around the perimeter of the playing area. Whenever you blow your whistle, learners must change how fast they are running. To keep it simple, there should only be 2 levels of speed and you should make it clear which of the 2 speed levels the learners should use. Depending on the fitness of the class, the 2 speed levels could alternate between a brisk walk and a light jog, a light jog and a slightly faster run (3-quarter sprint), or a 3-quarter sprint and a fast sprint.
- 3 Warm-up exercise 3: Play tag**
 - Divide the class into groups of approximately 10 learners
 - Assign each group to half a playing area
 - Select 1 learner to be the 'catcher or tagger'
 - This learner must attempt to tag another learner by touching them and yelling 'tag'
 - The learner who has just been tagged becomes the new 'catcher or tagger' and the process repeats itself
 - Continue the game for approximately 5 minutes so that all the learners are active and thoroughly warmed up.
- 4 Warm-up exercise 4: Jogging with direction change**
Send the class on a light jog, but emphasise that when they hear the whistle, they need to change direction. You will indicate which direction they must go in using hand signals. They will jog either left, right, forwards or backwards, depending on the signal you give them. Make sure you vary the directions throughout the activity.
- 5 Warm-up exercise 5: Jogging with cone weaves**
At various points along the perimeter of the playing area, set up a series of approximately 6 cones. Divide the class into 2 groups and send the 2 groups on a jog around the learning area in opposite directions. On reaching a zone of cones the learners need to weave between the cones without knocking them over. When meeting up with the other half of the class along the perimeter of the playing area, learners need to weave between each other without making contact.



Grade 8

6 Warm-up exercise 6: Skipping

Give each learner a skipping rope and send the class skipping around the learning area. If there are only enough skipping ropes for 1 rope between 2 learners, divide the class into pairs. Half of the class skip to the other end of the playing area and back and then hand the skipping rope to their partners who complete the activity in the same manner.

7 Warm-up exercise 7: Team warm up

Divide the class into groups of 6 learners and send the groups on a jog around the playing area. When you blow your whistle, the learner at the back of each group must sprint to the front of the group and then resume a jogging pace at the front. This process repeats itself until all the learners have had a chance to sprint to the front of their groups.

Stretching

A note on stretching

There are 2 types of stretching. One is static stretching, where the person tries to stretch as far as possible and then hold the position for a particular time, and the other is dynamic stretching, which involves movement.

There is some doubt whether static stretching is important during the warm-up. Most sports scientists are now of the opinion that it can be damaging and increase the risk of injury if not done properly, and it probably won't be of any benefit to young children. So we suggest you don't plan a structured static stretching session in the warm-up. Dynamic stretching, however, is considered to be a very important part of the warm-up, so we have included this form of stretching in this section. Please take note that learners should not go straight from rest into full-out sprinting and changing direction. It is best to control their energy levels so that, regardless of which activity you choose (or make up if you are being creative), you ease learners into training.

One of the benefits of warm-ups that end in stretching is that all the players are together, which gives you time to discuss the activities that will follow in the lesson.

Dynamic stretches

You can use any of the dynamic stretches below in your warm-up and cool-down sessions.

1 Stretching exercise 1



Stand with feet shoulder-width apart and swing the arms to the front, 'hugging' yourself as tightly as possible. Then swing them back, trying to touch your fingers behind your back. Elbows should be straight but not locked. Complete 15 swings in each direction.

Grade 8

2 Stretching exercise 2



Stand with feet shoulder-width apart and swing one arm up above the head as far back as possible, while swinging the opposite arm down as far as possible. Elbows should be straight but not locked. Complete 15 arm swings in each direction. This stretch can also be done by swinging both arms together.

3 Stretching exercise 3



Stand with feet shoulder-width apart and rotate the arms in big circles in a forward direction. The arms alternate positions so that as 1 arm is up, the other arm is down. Do this stretch while keeping the back straight and locked, or allow rotation through the back, hips, knees and ankles. Complete 15 circles.

4 Stretching exercise 4



Stand with feet shoulder-width apart and rotate the arms in big circles in a backward direction. The arms alternate positions so that as 1 arm is up, the other arm is down. Do this stretch while keeping the back straight and locked, or allow rotation through the back, hips, knees and ankles. Complete 15 circles.

Grade 8

5 Stretching exercise 5



Stand with feet shoulder-width apart and rotate the arms and body from side to side, trying to move the whole body as far as possible from side to side. Complete 15 rotations in each direction.

6 Stretching exercise 6



Stand with feet shoulder-width apart and rotate the arms in big circles in a forward and then a backward direction. Complete 15 circles in each direction.

7 Stretching exercise 7



Stand with feet shoulder-width apart and rotate the arms in big circles in a forward and then a backward direction. Complete 15 circles in each direction.

Grade 8

8 Stretching exercise 8



Hold onto a partner for balance and kick 1 leg from side to side. Kick each leg 15 times on each side. Make sure that the same legs are being kicked to avoid injury.

9 Stretching exercise 9



Place hands and feet on the floor. Keep hands, arms and body as stable as possible while pushing 1 heel down towards the floor, and then repeat with the other leg. Alternate, doing 15 stretches on each side.

Grade 8

Warm-up and cool-down exercises

The cool-down

Cool-down exercise

Send the class on a light jog or brisk walk to cool-down.

Stretching

Static stretches

Select 1 learner to lead the class in doing the stretches shown below:



Each stretch should be held for 20 seconds. Repeat them twice on each side. Only stretch to the point of pulling, not to the point of pain.



Grade 8

Lesson 1

Lesson plan

Lesson theme	Participate in a fitness circuit	Grade	8
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement Movement focus: Fitness. 			
Linking with previous lesson		Linking with next lesson	
N/a.		<ul style="list-style-type: none"> Learners improve their fitness levels. 	
Core knowledge			
N/a.			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up Learners complete a fitness circuit Cool-down Learners set goals to improve their fitness. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Peer assessment Checklist See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson. 		<ul style="list-style-type: none"> Whistle Stopwatch Score sheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to find other activities that will help them improve their overall fitness levels. 		<ul style="list-style-type: none"> The activities make learners more aware of their physical fitness and ways to improve it. 	

Grade 8

Lesson 1: Participate in a fitness circuit (50 minutes)

1 Outcomes

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

- Evaluate their current fitness level through the performance of a number of activities
- Set themselves a goal for the fitness level they would like to achieve by the end of the term.

2 Teacher's corner

The aim of this lesson is for learners to assess their levels of fitness and set goals to improve their overall fitness. It is recommended that you repeat this lesson at the end of the term to assess whether learners' fitness levels have improved.

Setting up

- Photocopy fitness score sheets in advance (see page 12). 1 copy is required for each learner. Learners must fill in their name and hand these in to you for safekeeping at the end of the lesson.
- The playing area should ideally be a field with demarcated lines, so it is easy to determine distance covered by learners when sprinting.

- The learners need to be aware of the marked distance so they can accurately record the distances their partners cover in the various activities.

For lesson 1 you'll need the following equipment:

- Whistle
- Stopwatch
- 1 copy of the fitness score sheet for each learner (see page 14).

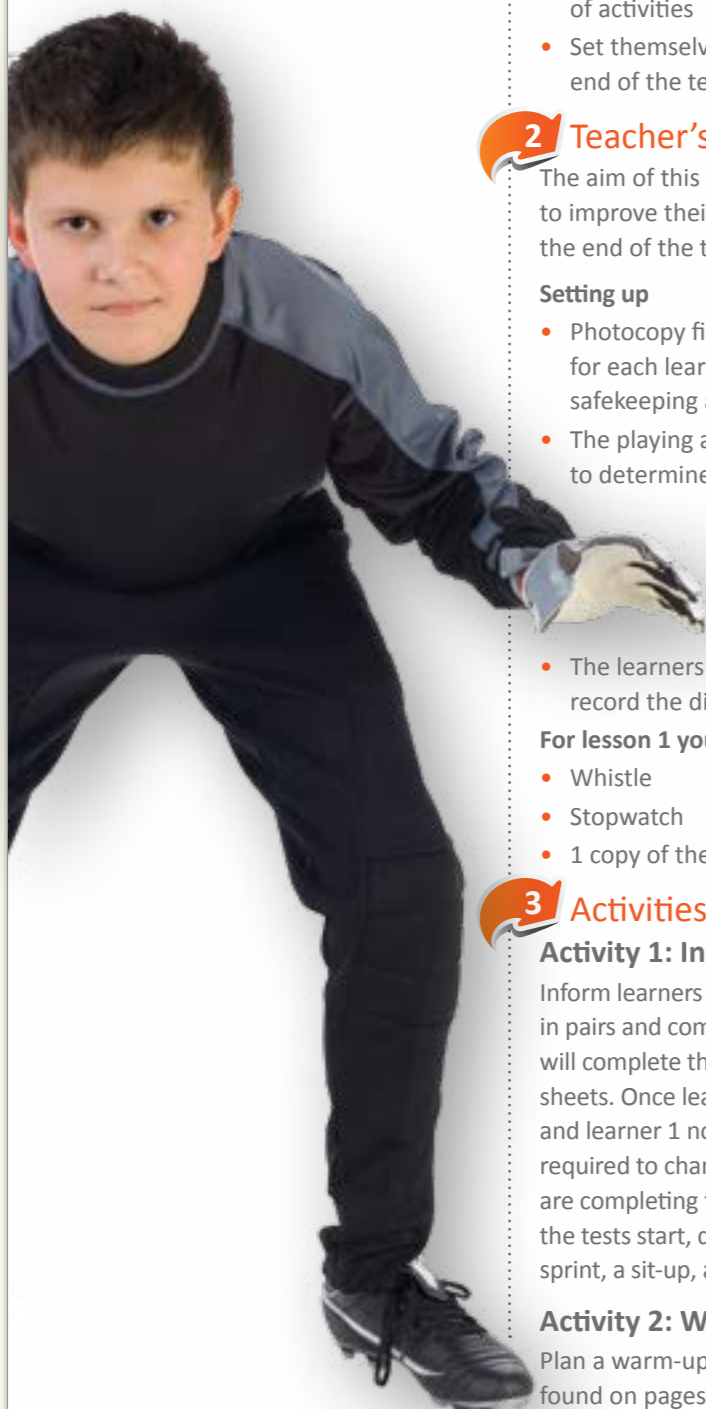
3 Activities

Activity 1: Instruction (5 minutes)

Inform learners that during the course of the lesson they will be required to work in pairs and complete a series of fitness-related activities. Learners that go first will complete the circuit while their partners record their scores on their score sheets. Once learner 1 has completed the circuit, learner 2 will then complete it, and learner 1 now records learner 2's progress on the score sheet. The learners are required to change their fitness activity every time the whistle blows. While they are completing the activity, call out to them which activity will come next. Before the tests start, demonstrate what is meant by a tuck jump, a push-up, a high-knee sprint, a sit-up, a grapevine, alternating lunges, high-knee skipping and crunches.

Activity 2: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.



Grade 8

Activity 3: Fitness circuit (15 minutes per learner × 2, including preparation time)

1. Walk for 30 seconds.
2. Sprint for 30 seconds.
3. Walk briskly for 60 seconds to recover.
4. Tuck jump for height for 30 seconds (tuck knees to chest, land with knees bent).



5. Walk briskly for 60 seconds to recover.
6. Do push-ups for 30 seconds.



Full push-up

Modified push-up

7. Walk briskly for 60 seconds.
8. High-knee sprint for 30 seconds.



9. Walk briskly for 60 seconds.
10. Sprint for 30 seconds.
11. Walk briskly for 60 seconds to recover.

Grade 8

12. Grapevine sprint for 30 seconds (keep shoulder pointing forward).



13. Walk briskly for 60 seconds.

14. Do alternating lunges for 30 seconds (make sure knees do not go over toes, and don't rush these).



15. Walk briskly for 60 seconds.

16. Do high-knee skipping for 30 seconds.



17. Walk briskly for 60 seconds.

18. Crunches for 30 seconds (don't rush these).



19. Walk for 60 seconds to cool-down.

Grade 8

Activity 4: Cool-down (5 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

Activity 5: Goal setting (5 minutes)

Learners are required to look at their fitness score sheets and set realistic goals, which include the areas and levels of fitness they would like to improve before they are assessed again at the end of the term. You should give clear guidelines on what percentage of improvement is expected by the end of the term, which will be dependent on the individual learners in the class and their personal fitness levels. Learners are encouraged to seek advice on how to improve their fitness.

4 Assessment

- Learners peer-assess each other's fitness levels using the fitness score sheet on page 12. This score sheet should be used for all the remaining lessons that are related to fitness, and learners should record their performance in a variety of fitness activities. Learners can calculate the actual distance completed for each activity by multiplying the number of lengths of the learning area completed by the distance of each length
- Complete the 'Learner assessment' according to the mark allocation on the table below ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

Lesson 1: Checklist for evaluation

Activity	Question	Yes	No
Fitness circuit	<ul style="list-style-type: none"> Were the learners able to complete the fitness circuit and record their scores on their score sheets? Did they perform the tuck jump correctly? Did they perform the push-up correctly? Did they perform the high-knee sprint correctly? Did they perform the sit-up correctly? Did they perform a grapevine correctly? Did they perform the alternating lunges correctly? Did they perform high-knee skipping correctly? Did they perform crunches correctly? 		
Teacher reflection	<ul style="list-style-type: none"> Did the activities make learners more aware of their physical fitness and ways to improve it? If you had to repeat the lesson, what improvements would you make to it? Was the time allocation for each activity too long, just right or too short? 		
Learner assessment	<ul style="list-style-type: none"> Completed the circuit and worked very hard (9 to 10 marks) Completed the circuit and worked quite hard (6 to 8 marks) Completed the circuit but did not work too hard (3 to 5 marks) Did not complete the circuit (0 to 2 marks). 		

Grade 8

		Fitness score sheet									
		Learner					Class				
Reassessment	Goals set	Date	Sprint distance (number of lengths)	Number of tuck jumps	Number of push-ups	High-knee sprint distance (number of lengths)	Sprint (2) distance (number of lengths)	Grapevine distance (number of lengths)	Alternating lunges distance (number of lengths)	High-knee skipping distance (number of lengths)	Number of crunches

Grade 8

Lesson 2

Lesson plan			
Lesson theme	Participate in an aerobic fitness fun class	Grade	8
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement Movement focus: Fitness 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Learners improve their fitness levels and set goals to improve their fitness. 		<ul style="list-style-type: none"> Learners develop sports skills. 	
Core knowledge			
N/a.			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up Learners do walking and running activities, and then participate in a relay event Cool-down Learners set goals to improve their overall fitness levels. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Peer assessment Checklist See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson. 		<ul style="list-style-type: none"> Whistle Stopwatch Score sheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to find other activities that will help them improve their overall fitness levels. 		<ul style="list-style-type: none"> The activities make learners more aware of their physical fitness and ways to improve it. 	

Grade 8



Lesson 2: Participate in an aerobic fitness fun class (50 minutes)

1 Outcomes

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

- Reassess their fitness levels by determining the distances they sprinted.

2 Teacher's corner

Setting up

- The learning area should ideally be a field with demarcated lines so that it is easy to determine distance covered by learners when sprinting
- The learners need to be aware of the marked distance so that they can accurately record the distances their partners cover in various activities
- You will need to give learners their fitness score sheets at the end of the lesson so that they can update their fitness levels.

For lesson two you'll need the following equipment:

- Whistle
- Stopwatch
- Fitness score sheets from previous lesson.

3 Activities

Activity 1: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Walking and running – curves and straights (5 minutes)

- Determine which areas will be the 'curved' and 'straight' areas of the field/ track. This is already done for you if you are using a standard athletics track as your playing area
- Learners are required to walk the curved section and sprint the straight section of the field or track for 5 minutes
- Learners should start with the curved section (that is, walking) as a means of warming up for the activity.

Activity 3: Sprint session (30 seconds per learner × 2)

- Learners are required to sprint for 30 seconds while their partners record the distances they completed on their score sheets. After learner 1 has completed the 30-second sprint, learner 2 completes it.

Activity 4: Relay activities (25 minutes)

- Divide the class into groups of 8 learners
- The class completes a series of relay activities where groups compete against each other, so developing team spirit
- These relay races should be completed twice each so that the groups can try to do better than the rival team(s) the second time around
- The relay races are as follows:

Grade 8

Relay race 1

Learner 1 sprints across a 25 metres to learner 2 and then performs 5 crunches. Only after learner 1 has completed the 5 crunches may learner 2 sprint back the 25 metres to where learner 3 is waiting. Learner 2 then has to complete 5 crunches before learner 3 is able to sprint the 25 metres to learner 4. This process is repeated until all 8 learners have completed the 25 metre sprint and the 5 crunches.

Relay race 2

Learner 1 moves across the 25 metres using alternating lunges. On reaching learner 2, learner 1 simply touches learner 2 on the hand, who then moves down the track using alternating lunges to learner 3. This process repeats itself until all 8 learners have completed the 25 metres using alternating lunges.

Relay race 3

Learner 1 moves across the 25 metres track sprinting backwards to learner 2, and then performs 5 push-ups. Only after learner 1 has completed the 5 push-ups, may learner 2 sprint backwards the 25 metres to where learner 3 is waiting. Learner 2 must then complete the 5 push-ups before learner 3 is able to complete the track distance. This process repeats itself until all 8 learners have completed the 25 metres distance and the 5 push-ups.

Relay race 4

Learner 1 moves across the 25 metres using grapevine sprints. On reaching learner 2, learner 1 simply touches them on the hand and learner 2 then moves down the track using grapevine sprints to learner 3. This process repeats itself until all 8 learners have completed the 25 metres using grapevine sprints.

Activity 5: Cool-down (10 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

Activity 6: Goal setting (4 minutes)

Learners are required to look at their fitness score sheet and see if their 30-second sprint test shows an improvement. They must reassess their goals to determine what they would like to improve, and by how much, when reassessed at the end of the term. Give clear guidelines on what percentage of improvement is expected by the end of the term. This is dependent on the individual learners in the class and their personal fitness levels. Learners are encouraged to seek advice on how to achieve this improvement.

Grade 8

4 Assessment

- Learners peer-assess each other using their score sheets from the previous lesson.
- Complete the 'Learner assessment' according to the mark allocation on the table below ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

Lesson 2: Checklist for evaluation

Activity	Question	Yes	No
Walking and running	<ul style="list-style-type: none"> • Were learners able to walk the sections and sprint the straight sections of the track for 5 minutes? 		
Sprint session	<ul style="list-style-type: none"> • Were learners able to sprint for 30 seconds? 		
Relay activities	<ul style="list-style-type: none"> • Did learners manage to complete all the relay races? • Were they able to sprint across 25 metres? • Were they able to do 5 crunches? • Were they able to move down the track using alternating lunges? • Were they able to move across a 25 metre track sprinting backwards? • Were they able to do 5 push-ups? • Were they able to move across the track using grapevine sprints? 		
Teacher reflection	<ul style="list-style-type: none"> • Did the activities make learners more aware of their physical fitness and ways to improve it? • If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> • Completed the relay races and worked very hard (9 to 10 marks) • Completed the relay races and worked quite hard (6 to 8 marks) • Completed the relay races but did not work too hard (3 to 5 marks) • Did not complete the circuit (0 to 2 marks) 		

Grade 8

Lesson 3

Lesson plan

Lesson theme	Participate in different balancing activities	Grade	8
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"> • Physical development and movement • Movement focus: Sport and games 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> • Learners develop sports skills and improve their fitness levels. 		N/a.	
Core knowledge			
N/a.			
Learning activities and assessment			
<ul style="list-style-type: none"> • Warm-up • Learners do various activities that improve their general balance • Cool-down. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> • Checklist • See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson. 		<ul style="list-style-type: none"> • Footballs/netballs • Rugby balls • A number of broomsticks or sticks of similar length • Chairs. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> • Encourage learners to play other games that develop techniques of rotation, balance and elevation. 		<ul style="list-style-type: none"> • The activities help learners develop important skills and improve techniques of rotation, balance and elevation. 	

Grade 8

Lesson 3: Participate in different balancing activities (50 minutes)

1 Outcomes

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

- Maintain their own balance with their eyes closed
- Run at full pace, catch a ball and stop, using the netball landing foot technique without falling over or making a foot fault
- Balance a broomstick or similar stick on their finger tips while covering approximately 50 metres
- Receive a football pass while running backwards and volley it back to the passer without losing their balance
- Catch a rugby ball thrown either overhead or to the left or right while balanced on a chair, without falling off it.

2 Teacher's corner

Setting up

- Set up a number of stations using the examples outlined below as a guide to the types of activities required
- The stations can be completed in 1 of 2 ways depending on the availability of equipment. It can be completed as a circuit and a competitive element introduced – the first group of learners to complete all the stations is the winner. Alternatively, it can be carried out as a whole-class activity
- The duration of each activity should be determined by the class's ability to complete the activity, and by the amount of intervention and practice needed to improve these activities for each learner.

For lesson 3 you'll need the following equipment:

- Footballs/netballs (preferably 1 ball for 2 learners)
- Rugby balls (preferably 1 ball for 2 learners)
- A number of broomsticks or sticks of similar length (preferably 1 stick for 2 learners)
- Chairs.

3 Activities

Activity 1: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Activity 2: Balance activities (35 minutes)

Station 1: General balance (which helps with warming-up the ankles)

1. The whole class can participate in this activity together.
2. Learners are required to stand on a line (ideally one marked on a tennis court/football field).
3. The learner must stand with one foot behind the other while facing forward, and have the toe of the back foot in contact with the heel of the front foot.
4. The learners must close their eyes.
5. Issue a series of instructions which learners must follow. Their eyes must remain closed for the duration of the activity.



Grade 8

6. The instructions should be a combination of:

- Pick up your back foot and place it down in front of your front foot
- Pick up your front foot and hold it in the air and then place it back down in its position
- Pick up your left foot and hop once on your right foot, then return the foot to its position on the ground
- Pick up your front foot and place it down behind your back foot
- Pick up your back foot and hold it in the air, then place it back down in its position
- Pick up your front foot and hop once on the back foot, then return your front foot to its position on the ground.

Repeat these instructions where necessary so that learners are performing different combinations of these sequences for a period of about 3 to 5 minutes. Their eyes must remain closed.

7. The learners then open their eyes and are able to see how far off the original line they have veered.

8. Learners are encouraged to practise and repeat this activity to promote communication between the feet and the brain without making use of the eyes. This improves spatial bodily awareness.

Station 2: Rugby ball toss

1. Divide the learners into pairs.
2. Learner 1 stands on a chair while learner 2 passes him a rugby ball.
3. The learner passing the ball must pass it either to the left or right, or above the head, of the learner on the chair. The learner on the chair should be forced to reach for the ball, but not jump for it, and do this without falling off the chair.
4. On completion of the activity, the learners swap so that learner 2 takes up the position on the chair and has to catch the ball which learner 1 passes to him or her.

Station 3: Broomstick balance relay

1. Divide the learners into groups of 6.
2. Have 3 learners stand behind a line approximately 50 metres away from another line, which the other 3 learners must stand behind (this distance can vary).
3. Learner 1 is required to cover the 50 metres as quickly as possible while balancing a broomstick on his palm or fingertips. Once he has reached the line 50 metres away, he hands the broomstick to learner 2 who covers the distance in the same way and hands the broomstick to learner 3 on the other side. The relay continues until all learners in the group have covered the 50 metres.
4. If the broomstick is dropped, it must be placed back in position on the palm or fingertips before the learner can move forward again.
5. The team that has all of its learners complete the distance first is the winning team.

Station 4: Landing foot balance

1. Divide the learners into pairs.
2. Learner 1 runs a distance of approximately 10 metres at full pace, at which point learner 2 throws a shoulder pass to her. The learners are expected to catch the ball without lifting the foot on which they land. This follows the rules regarding stepping in netball where, once a player has received a ball, she may not lift the landing foot before passing the ball.

Grade 8

- The learners are encouraged to run as fast as possible before receiving the ball and then maintain their balance once they have caught it.
- On completion of the activity, the learners swap so that learner 2 takes up the position as runner and receiver of the ball.

Station 5: Football volleying

- Divide the learners into pairs.
- Learner 1 runs backwards while his partner throws a ball to him.
- Learner 2 should alternate between the left foot and right foot as they throw the ball.
- Receivers must volley the ball (kick it before it hits the ground) back to the thrower without losing balance, and try to maintain a backward momentum.
- On completion of the activity, the learners swap so that learner 2 now takes up the position as runner and receiver of the ball.

Activity 3: Cool-down (10 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

4 Assessment

- Complete the 'Learner assessment' according to the mark allocation on the table below ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

Lesson 3: Checklist for evaluation

Activity	Question	Yes	No
Balance activities	<ul style="list-style-type: none"> Were learners able to maintain balance with their eyes closed? Were they able to catch a rugby ball thrown either overhead or to the left or right while balanced on a chair, without falling off it? Could they balance a broomstick or similar stick on their finger tips while covering approximately 50 metres? Could they run at full pace and catch a ball and stop, using the netball landing foot technique without falling over or making a foot fault? Were they able to volley a football back to a passer while running backwards without losing balance? 		
Teacher reflection	<ul style="list-style-type: none"> Did the activities help learners develop important skills and improve their rotation, balance and elevation? If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> Exceptional level of skill – movements always produce the desired outcome (8 to 10 marks) Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5 to 7 marks) Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3 to 4 marks) Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0 to 2 marks). 		

Grade 8

Lesson 4

Lesson plan

Lesson theme	Take part in a sporting scavenger hunt	Grade	8
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement Movement focus: Recreation 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Learners improve their fitness levels. 		N/a.	
Core knowledge			
N/a.			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up Learners complete a scavenger hunt and do various activities along the way Cool-down. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Checklist See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson. 		<ul style="list-style-type: none"> Worksheets Sports-related locations such as rugby posts, soccer goals, tennis/netball court, basketball court/hoop etc. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to find activities that will help them improve their overall fitness levels. 		<ul style="list-style-type: none"> The scavenger hunt is a great way for learners to get fit and have fun. 	

Grade 8

Lesson 4: Take part in a sporting scavenger hunt (50 minutes)

1 Outcomes

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

- Participate in group work actively
- Work through a series of cryptic clues that will lead them to a number of destinations
- Race against other groups to complete the scavenger hunt course in the quickest time.

2 Teacher's corner

Setting up

- Decide on a number of sports-related locations that you wish learners to locate
- Create a cryptic clue for each location and have these printed on a worksheet similar to the one included in this lesson plan. Alternatively, adapt the worksheet included here
- Divide the class into groups of equal size with approximately 5 or 6 learners per group, depending on your class size
- The winning group is the one to complete the scavenger hunt course in the quickest time

For lesson 4 you'll need the following equipment:

- Worksheets
- Sports-related locations such as rugby posts, soccer goals, tennis/netball courts, basketball court/hoop etc.

3 Activities

Activity 1: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Activity 2: Instructions and administration (5 minutes)

1. Provide each group with the worksheet containing the cryptic clues that you have designed as well as a control card (see 'Control Card' on page 26). All learners are required to assess their team mates and hand the Control sheet back at the end of the lesson.
2. Inform learners that the clues on the sheet all relate to sports-related locations.
3. Inform them that they are to work out the location, move to it and then perform the activity there which is hinted at in the clue.
4. If learners find that they need to measure something at a location, inform them that they should pace this measurement out and record the number of paces as the measurement.
5. Provide learners with a time by which they must have returned to the learning area, regardless of whether they have managed to visit all the locations or not.
6. The winning group is the one that completes the scavenger hunt course in the quickest time and has carried out the activity at each location correctly.



Grade 8

Activity 3: Scavenger hunt (25 minutes)

Learners work in their groups to complete the scavenger hunt.

Answers to locations included in worksheet:

- Location 1: Tennis court
- Location 2: Rugby posts
- Location 3: Soccer goals
- Location 4: Cricket wicket

Activity 4: Cool-down (10 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

4 Wrap up (5 minutes)

Collect all the worksheets to assess which group is the winner.

5 Assessment

- Peer assessment: The team rates the learner's level of performance using the criteria on the control card below
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation' below.

Lesson 4: Checklist for evaluation

Activity	Question	Yes	No
Scavenger hunt	<ul style="list-style-type: none"> • Were learners able to work as a group to complete the scavenger hunt? • Were they able to work through a series of cryptic clues to lead them to a number of destinations? • Were they able to race against other groups to complete the scavenger hunt course? • Did all groups complete the course in the time allocated? 		
Teacher reflection	<ul style="list-style-type: none"> • Did the activity help learners have fun while getting fit? • If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> • The team rates the learner's level of performance using the criteria on the control card. Add up each individual's score and generate an average score for each learner. 		

Control card

Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)

Control card

Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)

Control card

Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)
Learner's name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)

Worksheet: Grade 8, lesson 4

Clue 1: Singles or doubles, ladies, men or mixed. The ace is always a winner. How many rectangles make up this playing area?

Location:

Number of rectangles:

Instruction: Complete 20 sit-ups.

Clue 2: Where Webb Ellis stopped running and spoiled a game of soccer, he raised the bar. How many learners in your group can jump and reach the bar?

Location:

Number of learners jumping the distance:

Instruction: Jump as high as possible 15 times.

Clue 3: In the USA it is called the 'onion bag'. England calls it the 'net'. South Africa screams 'Laduma'. How wide is it?

Location:

Measured width in paces:

Instruction: Perform 15 push-ups.

Clue 4: It is flat, rolled, has cracks, can be dead, lively, turning or dry. Would you like to score a run on it? How many paces would it take you to do this?

Location:

Number of paces:

Instruction: Jump as far as you can 15 times.

Grade 8

Lesson 5

Lesson plan			
Lesson theme	Play team championship basketball	Grade	8
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement Movement focus: Sport and games 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Learners improve their fitness levels. 		N/a.	
Core knowledge			
<ul style="list-style-type: none"> Know how to play team championship basketball. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up Learners play a game of team championship basketball and practise their passing and shooting skills Cool-down. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Checklist See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson. 		<ul style="list-style-type: none"> 2 basketballs for each game 1 basket for each game 1 playing field for each game. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to play basketball at home with friends and family. 		<ul style="list-style-type: none"> Team championship basketball is a fun game that learners can play to improve fitness levels and develop sports skills. 	

Grade 8

Lesson five: Play team championship basketball (50 minutes)

1 Outcomes

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

- Understand the rules of team championship basketball
- Improve their passing and shooting skills
- Play an adapted game of team championship basketball against another team.

2 Teacher's corner

Setting up

- Divide the class into groups of approximately 4 learners (this can be adapted to suit your class size and the limitations of the size of the learning area)
- Divide the learning area into a number of playing fields so that several matches can be played simultaneously
- The playing field is an area demarcated by 2 side lines and 1 goal
- Rubbish bins, elevated/suspended at an appropriate height, can be substituted for basketball baskets
- Sponge balls can be used as substitutes for basketballs.

For lesson 5 you'll need the following equipment:

- 2 basketballs for each game
- 1 basket for each game
- 1 playing field for each game.

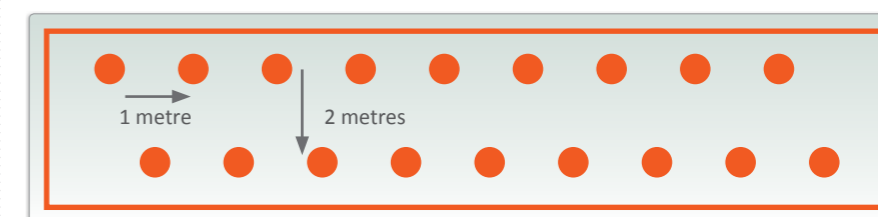
3 Activities

Activity 1: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Activity 2: Throwing warm-up (5 minute)

- Learners in 1 team line up next to one another, 1 metre apart.
- This team faces another team of learners standing in the same manner but 2 metres away.



- The first ball is passed in a zigzag fashion from learner 1 in team 1 to learner 1 in team 2. This learner then passes the ball to learner 2 in team 1, who passes the ball to learner 2 in team 2. The process continues so that the ball zigzags its way all the way down to the end of the rows and is then passed in the same fashion all the way back again. For more advanced learners, a second ball can be introduced when the first ball is halfway down the line.

Grade 8



Activity 3: Shooting warm-up (5 minutes)

Each learner in each team is given five opportunities to aim at and score a basket to improve their aiming and shooting.

Activity 4: Instructions on the rules of team championship basketball (5 minutes)

1. The teams line up on opposite sidelines with about an arm's length between each player.
2. 1 player from each team has a basketball.
3. The player with the ball is the team's shooter.
4. The 2 shooters (1 from each team) meet at the end of the line of learners, furthest from the goals, and touch balls to begin play.
5. After the shooters touch the basketballs together, they pass the ball to each person in their team once before they can shoot.
6. The first shooter to make a basket scores 1 point for his or her team.
7. The shooters then become passers on their teams' sidelines and a new shooter comes out for each team.
8. No learner should have more turns to shoot than any other learner on the team.

Activity 5: Play team championship basketball (25 minutes)

1. 2 teams of learners are paired and play 'team championship' basketball.
2. If there is not enough space for all the learners to be active at the same time, the winning team should be challenged by a team that has not played.
3. If all learners are active at the same time and a number of games are being played simultaneously, a semi-final and then final could be played (time allowing), to determine the overall winning team of the class.
4. If a basket isn't scored fairly quickly, you can change the shooters.

Activity 6: Cool-down (5 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

Grade 8

4 Assessment

- Complete the 'Learner assessment' according to the mark allocation on the table below ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

Lesson five: Checklist for evaluation			
Activity	Question	Yes	No
Throwing and shooting warm-up activities	• Were learners able to complete the throwing and shooting warm up activities?		
Team championship basketball	• Were learners able to play a game of team championship basketball against another team?		
Teacher reflection	• Did the activities help learners improve their fitness levels and develop sports skills?		
	• If you had to repeat the lesson, what improvements would you make to it?		
Learner assessment	<ul style="list-style-type: none"> • Exceptional level of skill – movements always produce the desired outcome (8 to 10 marks) • Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5 to 7 marks) • Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3 to 4 marks) • Very clumsy and/or ineffective – movements do not produce the desired outcome a tall (0 to 2 marks) 		

Grade 8

Lesson 6

Lesson plan	
Lesson theme	Test your fitness
Duration	40 minutes
Grade	8
Date/week	
Context	
<ul style="list-style-type: none"> Physical development and movement. 	
Linking with previous lesson	
N/a.	
Linking with next lesson	
	<ul style="list-style-type: none"> Learners increase their physical activity and fitness levels.
Core knowledge	
<ul style="list-style-type: none"> Know how to do a fitness test Understand why it is important to keep fit. 	
Learning activities and assessment	
<ul style="list-style-type: none"> Warm-up Introduce learners to the worksheet for lesson 1 Learners measure and record each other's fitness after they have: <ul style="list-style-type: none"> Run for 12 minutes as quickly and as far as possible Done push-ups or sit-ups Stretched to test their flexibility Cool-down. 	
Forms of assessment	
<ul style="list-style-type: none"> See "Learner assessment" in the "Checklist for evaluation" at the end of the lesson. 	Resources
	<ul style="list-style-type: none"> Large, flat area Whistle 2 basketballs 4 hula hoops Stop-watch Pen and record sheet Marked out area Class list Worksheets.
Expanded opportunities	
<ul style="list-style-type: none"> Repeat the fitness test later in the year to see if each learner's fitness status has improved. 	Teacher reflection
	<ul style="list-style-type: none"> The activities make learners more aware of their physical fitness and ways to improve it.

Grade 8

Lesson 6: Test your fitness (40 minutes)

1 Outcomes

By the end of lesson 1 the learners should be able to:

- Know and explain the various components of fitness and how each can be assessed
- Discuss the different fitness requirements of various sports
- Discuss how fitness can influence health and wellbeing.

2 Teacher's corner

Each of the outcomes is discussed in detail in the teacher's information guide. However, you need to encourage the learners to do their own research. Feedback on the tasks and worksheets is crucial at a grade 8 level, but we have not allocated specific time to do this in these lesson plans. You should, therefore, try to have an extra lesson for feedback and planning the mass participation task activity.

The main activity in lesson 1 is to conduct a fitness test. Emphasise that there is no passing or failing or being better than their classmates. The assessment is about knowing their current fitness level. Repeat this lesson in 12 weeks' time so the learners can determine whether their fitness levels have improved.

Explain how to measure the heart rate

To measure the heart rate or to determine how many beats per minute the heart is doing, you need to find your pulse. Your pulse is the throbbing of your arteries as the blood is pumped from the heart to the various parts of the body.

Finding the pulse:

- Turn the right hand so that the palm is facing upwards
- Place 2 fingers (left hand) on the thumb side of the wrist, on the inside of the 'wrist bone'
- Do not press too hard. Each time they feel a little bump, it's their pulse and they can count that as 1 heart beat.



3 Activities

For lesson 1 you'll need the following equipment:

- Large, flat area
- Whistle
- 2 basketballs
- 4 hula hoops
- Stop-watch
- Pen and record sheet
- Marked out area: have 2 long lines, preferably 20 metres apart or you can use a marked area like a soccer field, netball or volleyball court
- Class list
- Worksheets.

Grade 8

Activity 1: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Activity 2: 12-minute walk or run (25 minutes – 2 groups)

Divide the class into 4 groups; 2 group As and 2 group Bs. Introduce the worksheet for lesson 1.

Inform the learners that they can walk or run or do a combination of both for 12 minutes. Advise them to pace themselves and try to keep a steady pace for the 12 minutes.

- Group A will walk or run first while group B counts the number of laps. You will have 2 group As walking or running at a time and 2 group Bs counting laps
- Allocate each learner in group B a partner in group A
- The aim is to cover as much distance as possible in 12 minutes. Therefore, it is important to know the distance of the course – perimeter of a soccer field, rugby field, netball or basket ball court
- The counter in group B must count his or her partner's laps and record this on the sheet provided.

After 12 minutes, blow the whistle and yell 'stop'. The learners must stop exactly where they are and they will measure their heart rate for 10 seconds. You will need to blow a whistle when they need to start and stop counting their heart beats. Let the learners know why you are blowing the whistle.

The group B learner must record the total distance covered (including the amount of the last lap completed).

Record the total number of laps (including the amount of the last lap) completed on the class list.

Swap learners so that group B can walk or run and group A can count laps.

Tips for activity 2

- You can choose to end the lesson at this point, depending on how much time is available. The rest of the tests can be completed in a separate lesson. Follow the same format for that lesson, using the same warm-up and cool-down exercises. After the warm-up, do the sit-ups, push-ups and flexibility tests.
- It is important to mark out the distance for the 12-minute test before the lesson. Place markers every 10 m so that when the learner stops after 12 minutes, you know how much distance the learner has covered.

Grade 8



Activity 3: Sit-ups and push-ups (5 to 8 minutes)

Divide the class into pairs and instruct them to do sit-ups and push-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.



Grade 8



Tip for activity 3

Tell the learners when the minute of testing begins and ends. You can give them a breakdown as time is running – 30 seconds, 15 seconds, 10, 9, 8, 7 etc.

Activity 4: Improve flexibility

Get the learners to do certain stretches that test their flexibility.

Touching their toes:

- Seated on the ground, the learners must stretch out their legs in front of them, and put their feet together, toes facing up
- They must bend forward slowly, reach forward with their arms and try to touch their toes with their fingertips
- When feeling a slight pull in the back of the legs (hamstrings), the learners should try to hold the position for 20 seconds, but must not bounce when they are bent over.

Touching their toes:

- Seated on the ground, the learners must stretch out their legs in front of them, and put their feet together, toes facing up
- They must bend forward slowly, reach forward with their arms and try to touch their toes with their fingertips
- When feeling a slight pull in the back of the legs (hamstrings), the learners should try to hold the position for 20 seconds, but must not bounce when they are bent over
- The learners should start in standing position with both feet together. Then, take a big stride forward with their right leg, keeping the left foot on the ground. The right leg should be bent at the knee at a 90° angle
- The learners should lean slightly backwards, pushing their hips out so that a slight pull is felt in the left hip flexor
- The learners should maintain good posture and keep their torso straight. They should also try to keep their left leg as straight as possible
- They should hold the position for 20 seconds, then swap legs to stretch the other side.



Hip flexor stretch

Grade 8

Activity 5: Cool-down (3 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

6 Wrap up (2 minutes)

Ensure that all the fitness tests results have been recorded and handed in.



Grade 8

Name: _____

Worksheet: Grade 8, lesson 6

Task 1: How much air can I breath?

Record all your fitness test results in the table below

Test	First test	Re-test
12-minute walk or run: number of laps completed + distance last lap.		
12-minute walk / run: Pulse rate in 10 seconds X 6.		
Number of sit-ups:		
Number of push-ups:		
Sit and reach count:		

Grade 8

Lesson 6: Checklist for evaluation

Activity	Question	Yes	No
Completing a fitness assessment	<ul style="list-style-type: none"> Did learners complete the 12-minute walk / run test? Did learners complete the sit-up test? Did learners complete the push-up test? Did learners complete the sit and reach test? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think this activity has made learners more aware of their physical fitness and ways to improve it? <p>If you had to repeat the lesson, what improvements would you make to it?</p>		
Learner assessment	<ul style="list-style-type: none"> Learner completed the entire worksheet with no mistakes and no elements missing (8 to 10 marks) Learner completed the worksheet with few elements missing (5 to 7 marks) Learner completed the worksheet with a lot of elements missing (2 to 4 marks) Learner did not complete worksheet (0 marks). 		

Grade 8

Lesson 7

Lesson plan

Lesson theme	Design and participate in an obstacle course	Grade	8
Duration	40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Learners increase their physical activity and fitness levels. 		<ul style="list-style-type: none"> Learners learn how to lead a healthy lifestyle. 	
Core knowledge			
N/a.			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up In groups, learners complete an obstacle course They then complete the worksheet for lesson 2 and design their own adventure games Cool-down. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> See "Learner assessment" in the "Checklist for evaluation" at the end of the lesson. 		<ul style="list-style-type: none"> Large, flat surface area Equipment for obstacle course (eg benches, rope, nets, vaulting table and other gymnastic equipment such as larger mats, tyres and hoops) Rope or string to tie learners together for the obstacle course Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to play safe adventure games with friends and family, at home or on the playground. 		<ul style="list-style-type: none"> The activities show learners new ways to get physically active and fit. 	

Grade 8

Lesson 7: Design and participate in an obstacle course (40 minutes)

1 Outcomes

By the end of lesson 2 the learners should be able to:

- Design and teach 1 adventure game
- Plan and implement a grade-based adventure tournament.

2 Teacher's corner

The main focus of lesson 2 is on playing adventure games safely. The learners will also have an opportunity to design their own game and to teach it to their class mates. The worksheet will require the learners to work in groups as the main outcome is to plan and implement an adventure Olympics for all grade 8s at the school.

If you find that this lesson plan is too long, plan activity 3 in a separate lesson. However, please ensure that you include a warm-up and cool-down exercise in the additional lesson.

Tip for lesson 2

The first half of the lesson involves physical activity, while most of the second half is written work. Ensure that there are no groups standing doing nothing during the obstacle course. If they are waiting their turn, introduce another game while they wait. It doesn't have to be an adventure game – they can play basketball or mini-soccer.

3 Activities

For lesson 2 you'll need the following equipment:

- Large, flat surface area (the lesson can be indoors or outdoors)
- Equipment for obstacle course (for example, benches, rope, nets, vaulting table and other gymnastic equipment such as larger mats, tyres and hoops)
- Rope or string to tie learners together for the obstacle course.

Activity 1: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Activity 2: Obstacle course (10 minutes)

Plan an obstacle course on a large flat area. The obstacles in the obstacle course depend mainly on the equipment available.

Suggestions for obstacles:

- Long pieces of wood or benches for learners to crawl over and under
- A big net suspended a few centimetres off the ground for learners to crawl under
- Tyres placed in a zigzag formation for learners to hop from 1 to the other or over
- A high wall or similar structure for learners to climb over
- A rope swing to swing over water or a mat
- A gymnastic vaulting table for the learners to jump over.



Grade 8

Divide learners into teams of about 6.

- Round 1: Have each team member complete the obstacle course. Encourage them to work as a team and to help weaker team members
- Round 2: Tie the team members together. This time they have to complete the circuit as a unit.

You can determine the winners in a number of ways. For example:

- See which team can complete the circuit in the fastest time
- See who gets the dirtiest
- See which team is able to complete the circuit in the most unique way, for example, instead of walking they hop and sing.

Inform the learners of the method you will use to judge the winners before the activity starts. You can have more than 1 team on the course at 1 time, but they have to start a few seconds apart.

Tip for activity 2

If you have access to a children's play park, you can use the existing equipment for the circuit. This will save you the time needed to set up and clear the circuit before and after each lesson!

Activity 3: Our game plan (15 to 20 minutes)

Keep the learners in their groups of 6 and instruct each group to design their own adventure game. Emphasise the importance of safety in the game.

- This activity will be easier to do if you have information on current adventure sports to discuss with the learners
- They need to draw up a list of rules, illustrate the playing area and provide guidelines for scoring.

Depending on the time available, get 1 or 2 of the groups to explain their game to the rest of the class. Alternatively, this could be done in a separate lesson.

Pair the groups up. Each group must explain their game to their partner group.

Activity 4: Cool-down (3 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

4 Wrap up (5 minutes)

Introduce the learners to the worksheet for lesson 2. It involves a group activity and they should stay in the same 6-person group.

Remind them that they need to consider safety when developing their game.

Grade 8

Lesson 7: Checklist for evaluation

Activity	Question	Yes	No
Design and participate in an obstacle course	<ul style="list-style-type: none"> • Did learners manage to design and teach 1 adventure game? • Did learners manage to plan and implement a grade-based adventure tournament? 		
Teacher reflection	<ul style="list-style-type: none"> • Do you think the activities have shown learners new ways to get physically active and fit? <p>If you had to repeat the lesson, what improvements would you make to it?</p>		
Learner assessment	<ul style="list-style-type: none"> • Learner completed the entire worksheet with no elements missing (8 to 10 marks) • Learner completed the worksheet with few elements missing (5 to 7 marks) • Learner completed the worksheet with a lot of elements missing (2 to 4 marks) • Learner did not complete worksheet (0 marks). 		

Grade 8

Name: _____

Worksheet: Grade 8, lesson 7

Task 1: Design an adventure game

Stay in your same group from the lesson and try to improve the game you designed in class.

Task 2: Design an adventure tournament

You will now plan an adventure tournament for all the grade 8s at your school.

Consider some of the following aspects in your planning:

- Advertising
- Entry and registration
- Safety precautions
- Emergency medical personnel
- Space required
- Permission required (school, traffic authority, etc)
- Prizes
- The game should be suitable for all grade 8s, even if they are not very athletic
- The length of your game should not exceed 10 to 15 minutes
- Will your tournament take place during school time or will it be over the weekend? How will this influence your planning?

Task 3: Design an adventure day

Work together with the rest of the class to bring all your ideas together with the other groups.

Work with your teacher to make the adventure day a reality.

Grade 8

Lesson 8

Lesson plan			
Lesson theme	Strategies for a healthy lifestyle	Grade	8
Duration	2 - 3 weeks	Date/week	
Context			
<ul style="list-style-type: none"> • Health promotion. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> • Link with the physical activity exercises of lessons 1 and 2 . 		<ul style="list-style-type: none"> • Learners set personal goals regarding their wellness. 	
Core knowledge			
<ul style="list-style-type: none"> • Know how much physical activity is required to support good health • Know the Food-based Dietary Guidelines for South Africans • Understand the concept of a holistic approach for maintaining a balanced lifestyle. 			
Learning activities and assessment			
<ul style="list-style-type: none"> • Learners discuss the importance of doing enough physical activity, eating a balanced diet and avoiding harmful activities • Learners complete the worksheet for lesson 3 and complete the healthy eating diary. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> • See "Learner assessment" in the "Checklist for evaluation" at the end of the lesson. 		<ul style="list-style-type: none"> • Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> • Encourage learners to continually seek to maintain and improve their health. 		<ul style="list-style-type: none"> • The activities make learners more aware of the importance of physical activity and healthy eating habits as part of a healthy, balanced lifestyle. 	

Grade 8

Lesson 8: Strategies for a healthy lifestyle (2 to 3 weeks)

1 Outcomes

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

- List the elements of a healthy lifestyle
- Explain how much physical activity is required to support good health
- List the Food-based Dietary Guidelines for South Africans.

2 Teacher's corner

Participating in developmentally appropriate sports and physical activities can begin a learner's journey towards maintaining a physically active and healthy lifestyle. This journey can be continued into adulthood. Although a learner might not be interested in all sports or physical activities, if he or she is given a variety of appropriate choices and adults support him or her, it's likely the learner will be interested in at least 1 physical activity or sport.

Learners who are less physically active in early childhood tend to remain less physically active than their peers as they grow old. **We recommend that school-aged learners should do at least 60 minutes of age-appropriate physical activity on all or most days of the week.**

Important points about physical activity

- Physical activity involves movement of the body and is a vital component for good health
- Lifestyle physical activity includes activities such as walking or cycling to school. For younger learners, this would include normal active play
- Learners should be involved in 60 minutes or more of moderate to vigorous activity every day (when their heart is beating a lot faster than normal). These activities include running, active games and very active play.

The Food-based Dietary Guidelines for South Africa

- Enjoy a variety of foods
- Be active
- Eat plenty of vegetables and fruits every day
- Eat dry beans, peas, lentils and soy regularly
- Chicken (preferably grilled without the skin), fish, milk or eggs can be eaten daily
- Eat adequate healthy carbohydrates at each meal
- Eat fats sparingly
- Use salt sparingly
- Drink lots of clean, safe water
- If you drink alcohol, drink sensibly (although learners in grade 8 should not be drinking any alcohol, it is 1 of the guidelines and is worth mentioning at this stage)
- Have food and drinks containing sugar sparingly and not between meals.

Activity 1 of lesson 3 should link with the physical activity exercises of lessons 1 and 2.

Grade 8

3 Activities

Read through background information in the teacher's information guide, including the Food-based Dietary Guidelines, before the lesson.

Tips for activity 1

- Learners need to be aware of the importance of a healthy diet and what constitutes healthy eating and drinking. Hold a class discussion to revise the main points
- Allow time over the next 2 weeks for the learners to complete their tasks
- During week 1, the learners will keep a reflective diary of exercise, food and drink consumption
- During week 2, learners will implement their personal goals and attempts at improving their lifestyles.

Activity part 1: Introduction (30 to 40 minutes)

Begin the activity with a discussion session.

- Revise the Food-based Dietary Guidelines (FBDGs) issued by the Department of Health
- Reflect on the importance of physical activity for a balanced lifestyle
- Introduce the concept of a holistic approach to maintaining a balanced lifestyle. This refers to doing enough physical activity, eating a balanced diet and avoiding harmful activities. One must do all of these things to lead a balanced lifestyle.

Ask learners these simple questions to understand their lifestyle habits better:

- When was the last time you played outside, went to a sports practice, or walked to school?
- When was the last time during play that your heart was beating quickly or you were breathing hard?
- What activities or sports do you like? How often do you do them?
- Do you like to be physically active with your friends and family?
- What physical activities do you enjoy doing with your friends and family?
- What do you eat and drink at school?
- Do you follow a healthy, nutritious diet?
- Do you have breakfast each morning?

Main part of the activity (30 to 40 minutes)

List the strategies that learners should try and include when planning a balanced, healthy lifestyle:

- Reduce the time you spent watching TV or playing TV and computer games
- Eat breakfast every day
- Eat fresh vegetables and fruit every day
- Eat chicken, fish or eggs and drink milk every day
- Eat adequate healthy carbohydrates at each meal



Grade 8

- Reduce sugar in your diet
- Reduce salt in your diet
- Drink enough water every day
- Participate in 1 hour of physical activity a day.

Tell the learners to complete the first part of the worksheet during the first week after you have this lesson.

- Be clear that they will not be judged by others during this activity and that it is an opportunity for them to develop and maintain the goals and strategies they have set for themselves
- Emphasise that each person's strategies to achieve their goals will be different, as we are all different
- In the next lesson, discuss their progress on achieving their goals. It is okay for them to make adjustments and reassess their goals if they feel they are unrealistic.

Activity part 3: Conclusion

At the end of the 2 weeks, discuss:

- What benefits they gained from it
- What adjustments needed to be made and why.

Make sure each learner participates in the discussion and that no one feels as if they are being judged.

Remember to emphasise the positive aspects of their attempts and achievements.

4 Wrap up (5 to 10 minutes)

Remind the learners why they made the lifestyle changes and of the health benefits they will receive.

Congratulate all the learners for their efforts and encourage them to keep trying to improve their lifestyles.

Grade 8

Lesson 8: Checklist for evaluation

Activity	Question	Yes	No
Developing strategies for a healthy lifestyle	<ul style="list-style-type: none"> • Do learners understand the concept of physical activity? • Do learners understand what the Food-based Dietary Guidelines for South Africans are? • Can the learners implement healthy lifestyle choices into their daily lives? 		
Teacher reflection	<ul style="list-style-type: none"> • Do you think that the activities have made learners more aware of the importance of physical activity and healthy eating habits as part of a healthy, balanced lifestyle? <p>If you had to repeat the lesson, what improvements would you make to it?</p>		
Learner assessment	<ul style="list-style-type: none"> • Learner completed the entire worksheet with no elements missing (8 to 10 marks) • Learner completed the worksheet with few elements missing (5 to 7 marks) • Learner completed the worksheet with a lot of elements missing (2 to 4 marks) • Learner did not complete worksheet (0 marks). 		

Grade 8

Name: _____

Worksheet: Grade 8, lesson 8

Task 1: Lead a healthier lifestyle

Consider these strategies for a healthy lifestyle:

- Reduce the time you spend watching TV or playing TV and computer games
- Eat breakfast
- Eat fresh fruit and vegetables every day
- Eat chicken, fish or eggs and drink milk every day
- Eat adequate healthy carbohydrates at each meal
- Reduce sugar in your diet
- Reduce salt in your diet
- Drink sufficient water every day
- Participate in 1 hour of physical activity a day.

For you to do

- Complete the healthy eating diary for a week
- Plan ways to improve and develop a healthier and more balanced lifestyle. Write these strategies down in your diary and try to complete them over a week.

Grade 8

Name: _____

Healthy eating diary

Day	Everything I ate and drank	All the exercise I did
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

My personal goals and strategies for improving my lifestyle:

Grade 8

Lesson 9

Lesson plan

Lesson theme	Design a wellness brochure	Grade	8
Duration	2 lessons, 45 minutes each	Date/week	
Context			
<ul style="list-style-type: none"> Health promotion. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Learners set personal goals regarding their wellness. 		<ul style="list-style-type: none"> Learners learn the importance of leading a healthy, active lifestyle. 	
Core knowledge			
<ul style="list-style-type: none"> Know the benefits of physical activity Understand the concepts 'moderate-intensity activity' and 'vigorous-intensity activity' Understand the concept of the 'wellness balance scale'. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Learners discuss what was covered in the first 4 lessons regarding healthy eating and physical activity habits They then complete the worksheet for lesson 4 and work in pairs to create a wellness brochure titled: "How to develop a healthy lifestyle." 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> See "Learner assessment" in the "Checklist for evaluation" at the end of the lesson. 		<ul style="list-style-type: none"> Extracts from the Teacher's information guide Paper Coloured pens or pencils Glue Magazines Staplers for the brochure Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to continually seek to maintain and improve their health. 		<ul style="list-style-type: none"> The activities make learners more aware of the importance of physical activity and healthy eating habits as part of a healthy, balanced lifestyle. 	

Grade 8

Lesson 9: Design a wellness brochure (2x 45 minute periods)

1 Outcomes

By the end of lesson 2 the learners should be able to:

- The elements of a healthy lifestyle
- 5 benefits of physical activity
- The elements of a healthy diet
- The elements of a physical activity programme.

2 Teacher's corner

Lesson 4 requires the learners to design a wellness brochure. Note that the times given for each part of the activity are only a guide and that you should adjust the length of the activities as you see fit. This section lists information that can be included in a wellness brochure.

Healthy choices: Physical activity

People of all ages get enormous benefits from regular physical activity and it's never too late to get active! In fact, research has shown that those who are least active have the greatest initial health and fitness benefits when beginning a regular physical activity programme.

In addition to playing a role in preventing and managing certain diseases, regular physical activity has the following benefits:

- Feelings of wellbeing and self-belief improve as levels of activity increase. You can even reduce your stress levels by exercising regularly.
- Physical activity can help decrease feelings of fatigue and leave you feeling more energetic and full of vigour.
- By including physical activity into your daily routine, your chances of achieving a healthy weight are increased as you will burn calories and build up muscle mass. Regular exercise may also result in improved eating habits.
- The quality of your sleep will improve as you become physically active. Studies have shown that people who are physically active fall asleep quicker and experience a deeper sleep than those who are not.
- Parents are in a unique position to encourage their children to include physical activity in their lifestyles. Physically active children are much more likely to become active adults and, therefore, healthier adults. Include a family walk along the beach or in the forest as part of your weekend routine.

Getting started

No matter how inactive you are at the moment, you will soon reap the benefits of regular physical activity, so get started now!



Grade 8

What is a moderate-intensity activity?

- Brisk walking
- Mowing the lawn
- Washing windows or floors
- Dancing
- Recreational swimming
- Cycling.

What is a vigorous-intensity activity?

Vigorous-intensity activities cause you to feel more breathless and your heart to beat faster than moderate-intensity activities as you are pushing your body harder.

- Recreational swimming or cycling can be classified as moderate-intensity exercise, but if you increase the intensity or speed, the activity can be classified as vigorous
- Brisk walking is a moderate-intensity activity, whereas running is vigorous activity.

Suggestions for increasing physical activity

If you are inactive:

- Include a short session of physical activity (10 minutes walking) in your daily routine. Gradually increase the duration of the session until you are able to exercise for 30 minutes or more. The 30 minutes need not be done in 1 go.

If you are active, but do less than what is recommended:

- Include 30 minutes of moderate intensity physical activity on most days of the week. You can do 3x 10-minute sessions if 30 minutes seems too long, especially on days where you are very busy
- Alternatively, increase the intensity of your exercise from moderate to vigorous and aim for 3x 20-minute sessions per week
- Try to do a little moderate intensity exercise on the other days.

If you are currently participating in 30 minutes of moderate physical activity on 5 or more days of the week:

- Consider increasing the length and/or intensity of some of your sessions as this could result in additional health and fitness benefits.

If you are currently participating in vigorous activities 3 times per week for at least 20 minutes per session:

- Well done! Keep up your physical activity programme
- Make sure you also do some moderate intensity exercise on other days of the week.

(Adapted from Centre for Disease Control and US Surgeon General's recommendations.)

Grade 8

Ideas to increase the number of steps taken each day:

- Use the stairs instead of the lift or elevator
- Dance to your favourite song
- Walk or jog on the spot while watching TV
- Go for a brisk walk around the shopping mall before you start your shopping
- Take a brisk walk during break
- Go for a short walk in your neighbourhood with your family before or after supper
- Take the dog for a walk
- Play a game of soccer, netball or basketball.

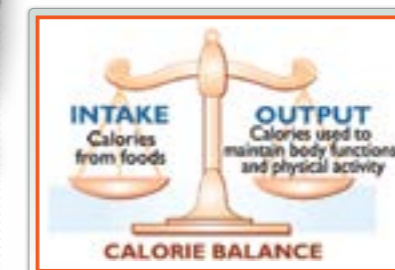
Healthy choices: Maintaining a healthy weight

The South African Food-based Dietary Guidelines are a set of dietary goals that have been specifically developed to encourage and promote healthy eating habits. These simple, action-oriented guidelines are especially important if you are at risk of being overweight or obese, developing type 2 diabetes, high blood pressure or high cholesterol.

1. Enjoy a variety of foods
2. Be active
3. Eat plenty of vegetables and fruits everyday
4. Eat dry beans, peas, lentils and soy regularly
5. Chicken, fish, milk or eggs could be eaten daily
6. Eat adequate healthy carbohydrates at each meal
7. Eat fats sparingly
8. Use salt sparingly
9. Drink lots of clean, safe water
10. Use foods and drinks containing sugar sparingly and not between meals.

The wellness balance scale

The wellness balance scale reflects the healthy balance that is needed between nutritional intake and output. We need to balance what we eat (nutritional intake and calories) with how much physical activity (output and the number of calories we burn) we do, to maintain a healthy balance.



The learners need to include a wellness balance scale in their brochure. Explain the concept of wellness balance as discussed above and have them create their own wellness balance scale like the example above.



Grade 8

3 Activities

You need to do some preparation before the lesson:

- Collect samples of wellness or health brochures to show learners - many food shops and pharmacies have free healthy-eating and wellness brochures available at the information counter
- Physical activity brochures are often available from the customer care desk at many gyms
- Even if the brochure is not linked to healthy living (for example, a travel brochure), it can be used to show layout and features.

For lesson 4 you'll need the following equipment:

- Extracts from the teacher's information guide
- A copy for each learner of the worksheet for lesson 4
- Paper
- Coloured pens or pencils
- Glue
- Magazines
- Staplers for the brochure.

Activity 1: Design a wellness brochure

The learners can work in pairs to research and prepare their brochures. You should make information from both the fitness and nutrition activities available for this lesson.

Activity part 1: Introduction (45 minutes)

Hold a class discussion in which you revise the main points that have been covered in the first 4 lessons regarding healthy eating and physical activity habits. During the discussion, summarise the main points on transparency slides or flip charts, which can be displayed for the learners' later reference.

Activity part 2: Main part of the activity (35 minutes)

Discuss the brochures and information booklets with the learners. Use the samples you have collected to show the learners that a brochure should:

- Be colourful
- Be eye-catching
- Have interesting visual material
- Contain interesting, relevant information
- Be easy to read
- Not contain too much information.

Explain that they should work in pairs to prepare a wellness brochure titled: "How to develop a healthy lifestyle".

Grade 8

The wellness booklet should include the following:

- A title: "How to develop a healthy lifestyle".
- A cover page that is colourful and gives the reader an idea about what the booklet is about.
- An introduction telling the reader why they have developed this booklet and the importance it has for the reader.
- A contents page which lists the sections the brochure covers. This section must include: physical activity, healthy eating choices, how to develop a healthy lifestyle and how this needs to be in balance.
- Concise, relevant information that is illustrated where necessary.
- Be no longer than 4x A4 pages (written on both sides). These pages may be folded to create a brochure format.
- Provide clear information regarding timelines and include the submission date.

Activity part 3: Conclusion (5 minutes)

Encourage the learners to set personal goals regarding their wellness and allow time in class throughout the year to discuss their healthy lifestyle choices.

4 Wrap up (5 minutes)

Tell the learners that if they understand the components of a healthy lifestyle well enough to create a brochure, they definitely should be able to implement healthy lifestyle choices. Encourage them to make leading a healthy lifestyle a family affair.

Lesson 9: Checklist for evaluation

Activity	Question	Yes	No
Designing a wellness brochure	<ul style="list-style-type: none"> • Are learners able to list the elements of a healthy lifestyle and put these across in a brochure? • Are learners able to list some of the benefits of physical activity? • Are learners able to list the elements of a healthy diet? 		
Teacher reflection	<ul style="list-style-type: none"> • Do you think these activities made learners more aware of the importance of, and how to lead a healthy lifestyle? <p>If you had to repeat the lesson, what improvements would you make to it?</p>		
Learner assessment	<ul style="list-style-type: none"> • Learner produced a brochure with all the required elements in an attractive manner (8 to 10 marks) • Learner produced a brochure with most of the required elements in an attractive manner (5 to 7 marks) • Learner completed a brochure with a lot of missing elements and no structure (2 to 4 marks) • Learner did not hand in a brochure (0 marks). 		

Grade 8

Name: _____

Worksheet: Grade 8, lesson 9

Task 1: Design a wellness brochure

- Work in pairs and design a wellness brochure
- The aim of the brochure is for you to sell a 'healthy lifestyle' to your friends, family or other schools in South Africa, using all the knowledge you have gained from previous activities.

Your brochure should meet these requirements:

- Have a title
- Have a cover page that is colourful and gives the reader an idea about what the booklet is about
- Have an introduction telling the readers why you have developed this booklet and the importance it has for the reader
- Have a contents page which includes: physical activity, healthy eating choices, how to develop a healthy lifestyle and how a healthy lifestyle is a balanced lifestyle
- Have concise, relevant information that is illustrated where necessary
- Be no longer than 4x A4 pages (both sides). These pages may be folded to create a brochure format.

Use the information from previous activities, as well as the information that was presented in summary form during the class discussion.

Resources

www.discovery.co.za

www.aiaacademy.org/healthy_lifestyle.php

www.healthykids.nsw.gov.au

<http://schoolclub.taps-nodes.co.za>

Grade 8

Lesson 10

Lesson plan			
Lesson theme	Portion distortion	Grade	8
Duration	40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> • Health promotion. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> • Learners integrate the nutrition and physical activity knowledge gained in the previous 4 lessons. 		N/a.	
Core knowledge			
<ul style="list-style-type: none"> • The theoretical base for this lesson is the same as for the first 4 lessons • Understand the concepts of 'portion size' and 'calories'. 			
Learning activities and assessment			
<ul style="list-style-type: none"> • Learners discuss the concepts of portion size and calories • They then complete the worksheet for lesson 5. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> • See "Learner assessment" in the "Checklist for evaluation" at the end of the lesson. 		<ul style="list-style-type: none"> • Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> • Encourage learners to try and eat small portions of food more frequently throughout a day, and to get physically active more often. 		<ul style="list-style-type: none"> • The activities make learners more aware of the importance of physical activity and good eating habits in maintaining a healthy lifestyle. 	

Grade 8

Lesson 10: Portion distortion (40 minutes)

1 Outcomes

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

- Compare how portions of food have changed over time
- Explain and discuss how to maintain a healthy weight
- Explain the importance of physical activity as part of a balanced lifestyle.

2 Teacher's corner

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

What is a calorie?

A calorie is the standard unit for measuring energy in nutrition. We get calories from eating food and certain foods contain more calories than others. It is important to balance the amount of calories we take in with those we burn – we gain weight when we do not burn as many calories as we take in. We burn calories through physical activity to maintain our body's functions. We therefore need to balance what and how much we eat, with how much activity we do.

Why physical activity levels have changed in the last 20 years

There are many reasons why children's physical activity levels have decreased in 20 years:

- Many children walked or cycled to school in the past but now get lifts in cars or use public transport.
- Chores such as mowing the lawn have become easier with the development of electronic equipment
- Children spend more time watching TV and playing computer games than in the past when more children played outside for entertainment.
- Opportunities for physical activity have declined at schools.

3 Activities

For lesson 5 you'll need a copy of the worksheet for each learner.

Activity 1 (20 minutes)

Activity 1 starts with a discussion session.

- Discuss what a portion of food is and why portion size is important
- Make sure the learners understand the concept of 'calories'
- Let the learners work in pairs.

Once the learners understand these concepts, you can move onto the practical part of activity 1.

- Hand out the worksheet for lesson 5 and have the learners complete it.

Grade 8

Activity 2: Healthy lifestyle history (15 minutes)

Activity 2 is a discussion session on the history of lifestyles. Discuss the following questions:

- Why do you think our food portions have become bigger?
- How does eating larger portions affect our health?
- Why is physical activity so important for our health?
- Do you think people today are more or less physically active than people were 20 years ago? Why do you think this is so? Refer to the Teacher's information guide.

4 Wrap up (5 minutes)

Go over the key issues on physical activity and nutrition that have been covered in the Grade 8 lesson plans.

Lesson 10: Checklist for evaluation

Activity	Question	Yes	No
Discussion around portion distortion	<ul style="list-style-type: none"> • Can learners explain how food portions have changed over time? • Can learners explain how to maintain a healthy weight? • Can learners explain the importance of physical activity as part of a balanced lifestyle? 		
Teacher reflection	<ul style="list-style-type: none"> • Do you think the activities made learners more aware of the importance of physical activity and good eating habits in maintaining a healthy lifestyle? 		
Learner assessment	<p>If you had to repeat the lesson, what improvements would you make to it?</p> <ul style="list-style-type: none"> • Learner completed the entire worksheet with no elements missing (8 to 10 marks) • Learner completed the worksheet with few elements missing (5 to 7 marks) • Learner completed a brochure with a lot of missing elements and no structure (2 to 4 marks) • Learner completed the worksheet with a lot of elements missing (2 to 4 marks) • Learner did not complete worksheet (0 marks). 		

Grade 8

Name: _____

Worksheet: Grade 8, lesson 10

Task 1: The 5 food groups quiz

Work with a partner.

Take turns to answer.

Let your partner check your answers.

1. A bagel 20 years ago had 140 calories. Today's bagel has 350 calories. This is 210 more calories than a bagel 20 years ago. How long will you have to rake leaves in order to burn those extra calories?
 - a. 50 minutes
 - b. 90 minutes (1 hour 30 minutes)
 - c. 120 minutes (2 hours).
2. A cheeseburger 20 years ago had 333 calories. Today's fast food cheeseburger has 590 calories. This is 257 more calories than a portion 20 years ago. Now guess how long you will have to lift weights in order to burn those extra calories?
 - a. 60 minutes (1 hour)
 - b. 90 minutes (1 hour 30 minutes)
 - c. 30 minutes.
3. A portion of spaghetti and meatballs 20 years ago had 500 calories. Today's portion of spaghetti and meatballs has 1 025 calories. This includes 2 cups of pasta with sauce and 3 large meatballs. This is 525 more calories than a portion 20 years ago. How long will you need to do housework in order to burn those extra calories?
 - a. 85 minutes (1 hour 25 minutes)
 - b. 120 minutes (2 hours)
 - c. 155 minutes (2 hours 35 minutes).
4. A fizzy drink 20 years ago had 85 calories. Now it has 250 calories. This is 165 more calories than 20 years ago. Now guess how long you will have to work in a garden in order to burn those extra calories?
 - a. 90 minutes (1 hour 30 minutes)
 - b. 35 minutes
 - c. 50 minutes.
5. A packet of fried chips 20 years ago had 210 calories. Today's portion of fried chips has 610 calories. This is 400 more calories than a portion 20 years ago. Guess how long you will have to walk leisurely in order to burn these extra calories?
 - a. 180 minutes (3 hours)
 - b. 140 minutes (2 hours 20 minutes)
 - c. 70 minutes (1 hour 10 minutes).

6. A muffin had 210 calories 20 years ago. Today a muffin has 500 calories. That is 290 calories more. How long will you have to vacuum to burn those extra calories.
 - a. 120 minutes (2 hours)
 - b. 90 minutes (1 hour 30 minutes)
 - c. 35 minutes.
7. 20 years ago 2 pieces of pizza had 500 calories. Today, 2 pieces of pizzas are 850 calories. How long will you have to play golf in order to burn off those extra 350 calories?
 - a. 60 minutes (1 hour)
 - b. 50 minutes
 - c. 150 minutes (2 hours 30 minutes).
8. 20 years ago a chocolate chip biscuit had 55 calories. Today a chocolate chip biscuit has 275 calories. How long will you have to wash the car to burn off those extra 220 calories?
 - a. 30 minutes
 - b. 75 minutes (1 hour).

Answers
1. a
2. b
3. c
4. b
5. c
6. b
7. a
8. b



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