



SPORTS
SCIENCE
INSTITUTE OF
SOUTH AFRICA



Physical activity lesson plans

Grade 9



High

school

Physical activity lesson plans

Grade 9



Warm-up and cool-down exercises 3

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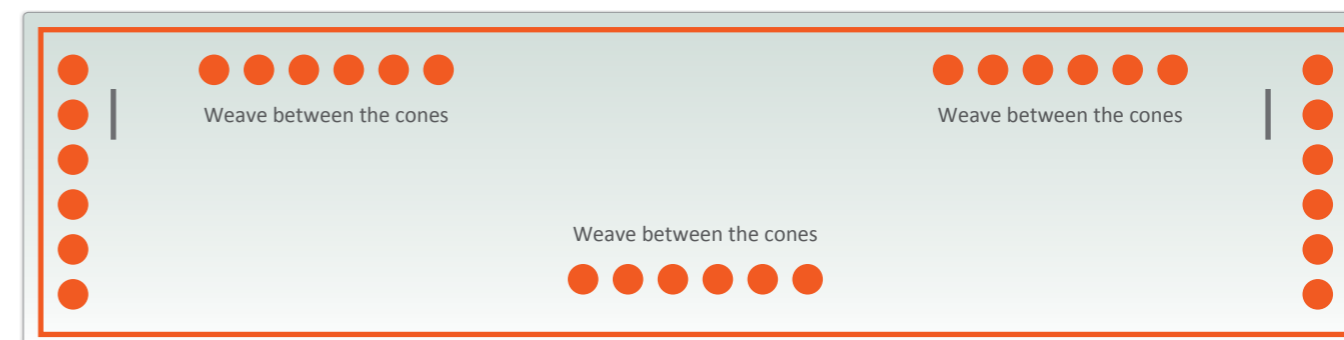
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Grade 9

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.



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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.

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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.

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5 Stretching exercise 5



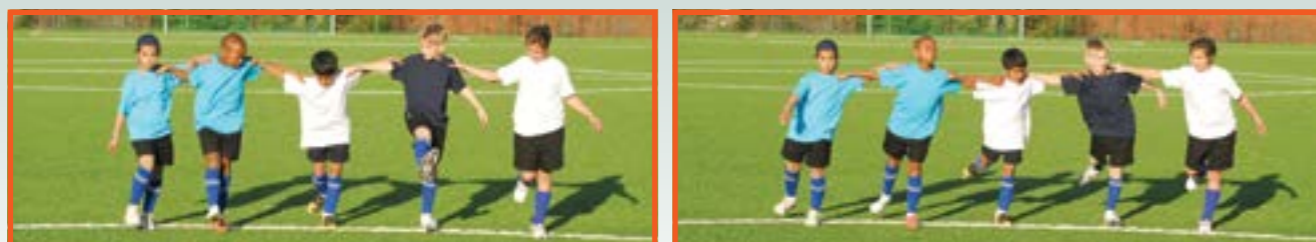
Stand with feet shoulder-width apart and rotate the arms and body from side to side, trying to move the whole body as far as possible from side to side. Complete 15 rotations in each direction.

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.

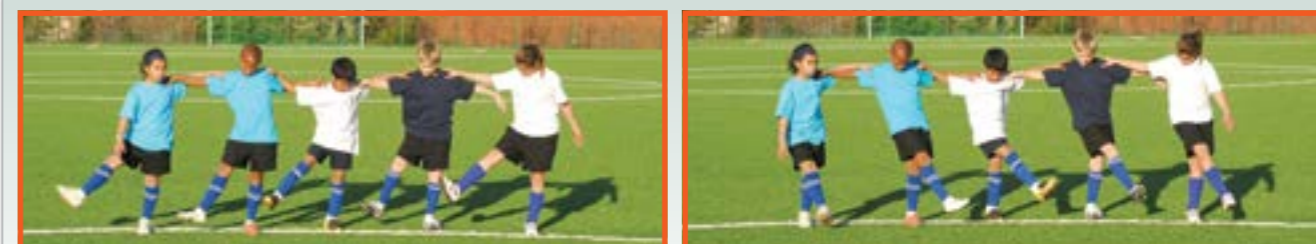
7 Stretching exercise 7



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.

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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 9

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.



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Lesson 1

Lesson plan			
Lesson theme	Participate in an initial fitness assessment	Grade	9
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 do various tests to measure their fitness while their partners record their results Cool-down. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Checklist Peer assessment See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson. 		<ul style="list-style-type: none"> Track (you will need to know its distance) Learners' score sheets Stopwatch to record learners' times for the 800 metre run test Cones to perform agility T-test (4 cones for each test station) Fitness score sheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> With the results of the assessment, learners can see which areas of their fitness need improvement. 		<ul style="list-style-type: none"> The activities make learners more aware of their physical fitness and ways to improve it. 	

Grade 9

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

1 Outcomes

By the end of the lesson learners will have:

- A record of their current fitness levels measured through the performance of a number of different activities.

2 Teacher's corner

Setting up

This lesson can be repeated in 6 weeks, or at the end of the term, to assess whether learners' fitness levels have improved.

- Divide the learning area into 5 separate areas/stations in which learners will perform the different tests. Design it in such a way that you will be able to observe all learners at 1 time.
- Learners are required to work in pairs and record scores for their partners on their partners' fitness score sheets.
- Photocopy enough fitness score sheets (see page 39) so that there is 1 for each learner.

For lesson 1 you'll need the following equipment:

- Track (you will need to know its distance)
- Learners' score sheets
- Stopwatch to record learners' times for the 800 metre run test
- Cones to perform agility T-test (4 cones for each test station)
- Fitness score sheets (1 for each learner).

3 Activities

Activity 1: Instruction (10 minutes)

- Explain to learners that while their fitness is being assessed in this lesson, it will be reassessed at a later date.
- Just before the warm-up, explain to learners what the test stations involve and demonstrate the required technique for each (it might be helpful to have signs at each station).

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.

Just after the warm-up, divide the learners into pairs and give each one a copy of the Fitness score sheets found in this lesson plan (see page 39). Explain that they must record their partners' scores on their score sheets.

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Activity 3: Mid-section muscle endurance: Abdominal crunch test (5 minutes)

1. Learner 1 of the pair lies on his back with knees at right angles and feet flat on the floor. He straightens his elbows and places the palms of his hands on his thighs. On the blow of the whistle, he needs to lift his head and chest off the floor so that his hands touch his knees. He then returns to the starting position. See page 10.
2. Learner 2 counts and records the number of completed abdominal crunches achieved in the minute.
3. On completion, the partners swap over so that learner 2 now gets the opportunity to complete the test while his partner records the score.

Activity 4: Balance: Stork stance test (5 minutes)

1. Learner 1 stands on 1 leg and places the other foot on the inside of his supporting knee and his hands on his hips. He holds this position until he loses balance and has to put his leg down to regain balance.
2. While he is completing the test, learner 2 records how long learner 1 is able to remain balanced on 1 leg (the time is measured in seconds).
3. On completion, the partners swap over so that learner 2 now gets the opportunity to complete the test while learner 1 records the score.

Activity 5: Upper body muscle endurance: Push-ups (5 minutes)

This test measures the endurance of the upper body muscles.

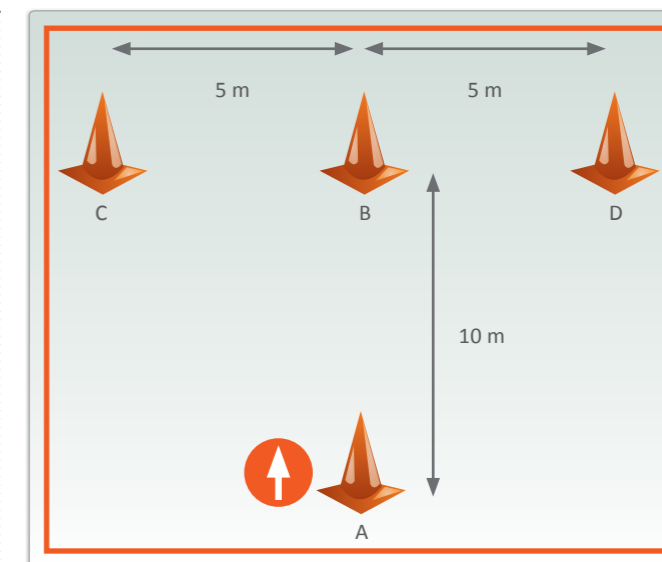
1. Learner 1 of each pair is required to perform as many push-ups as he can in 1 minute. The 1 minute starts and ends on the blow of your whistle.
2. Males must execute the push-ups with their toes and hands on the floor and females must place their knees and hands on the floor (this is called a modified push-up on page 11).
3. If learners cannot perform the push-up continuously, they may take a break and then continue until the end of the minute.
4. Learner 2 counts and records the number of completed push-ups achieved in the minute.
5. On completion, the partners swap over so that learner 2 has the opportunity to complete the test and learner 1 records the score.

Activity 6: Agility: T-test (5 minutes)

1. Learner 1 in the pair starts at cone A, sprints to cone B and touches the cone with his right hand. He then shuffles sideways to cone C and touches it with his left hand. From cone C he shuffles sideways to cone D and touches it with his right hand. He then shuffles back to cone B and touches it with his left hand. From here he runs backwards to cone A. The stopwatch is stopped as he passes cone A.
2. The learner must repeat this 3 times and his best time should be recorded.
3. While learner 1 is completing the T-test, learner 2 records the learner's best time on his score sheet.
4. On completion, the partners swap over so that learner 2 has the opportunity to complete the test and learner 1 records the score.



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Activity 7: Cardiovascular: 800 metre run test (10 minutes)

The aim of this test is to complete the 800 metres in the fastest time possible.

1. Learner 1 in the pair starts the 800 metre run on the blow of your whistle.
2. While he is running, learner 2 records the time taken for learner 1 to complete the distance on his score sheet.
3. On completion of the run, the partners swap over so that learner 2 has the opportunity to complete the 800 metre run and learner 1 records the score.

Activity 8: Cool-down (5 minutes)

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

4 Wrap-up

Make sure the learners have filled in all their scores and then collect their score sheets. Explain to them that you will give these back to them in the next lesson when they will use them to draw up fitness programmes to improve their overall fitness levels.

5 Assessment

- Use peer assessment to record learners' scores
- Complete the 'Learner assessment' according to the mark allocation on the table overleaf ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

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Lesson 1

Lesson 1: Checklist for evaluation

Activity	Question	Yes	No
Completing a fitness assessment	<ul style="list-style-type: none"> Were learners able to perform crunches? Were they able to balance on 1 leg for a period of time? Were learners able to perform push-ups? Did they manage to complete the T-test? Were they able to complete the 800 metre run test? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think that the activities made 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"> Look at the score sheet on page 36 and assign the relevant marks to the learners depending on the score they obtained. Example: if a 15-year-old female learner completed 44 crunches assign a mark of 6; if they managed to balance in the stork stand for 20 seconds, assign a mark of 6; if they managed to complete 10 push-ups in a minute, assign a mark of 4; if they completed the T-test in 11 seconds, assign a mark of 7 and if they ran the 800 metres in 3'30', assign a mark of 4. Add these scores up (27) and divide by 5. Their score on the mark sheet will be 5 or 6. 		

Test norms

Abdominal crunch test (reps) – boys

Rating	Age				
	13	14	15	16	17
9 to 10 points	58	59	59	61	62
6 to 8 points	48	49	49	51	52
4 to 5 points	41	42	44	45	46
1 to 3 points	35	36	38	38	38

Abdominal crunch test (reps) – girls

Rating	Age				
	13	14	15	16	17
9 to 10 points	51	51	56	54	54
6 to 8 points	41	42	43	42	44
4 to 5 points	35	35	37	33	37
1 to 3 points	29	30	30	29	31

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Stork stance balance test (time in seconds) – boys

Rating	Time
9 to 10 points	51 seconds and above
7 to 8 points	37 to 50 seconds
6 to 8 points	15 to 36 seconds
4 to 5 points	5 to 14 seconds
1 to 3 points	0 to 4 seconds

Stork stance balance test (time in seconds) – girls

Rating	Time
9 to 10 points	28 seconds and above
7 to 8 points	23 to 27 seconds
6 to 8 points	8 to 22 seconds
4 to 5 points	3 to 7 seconds
1 to 3 points	0 to 2 seconds

Push-ups (reps) – boys

Rating	Age				
	13	14	15	16	17
7 to 10 points	31	36	41	41	41
4 to 6 points	26	31	36	36	36
1 to 3 points	12	14	16	18	18

Push-ups (reps) – girls

Rating	Age				
	13	14	15	16	17
7 to 10 points	21	21	21	21	21
4 to 6 points	16	16	16	16	16
1 to 3 points	7	7	7	7	7

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T-test (time in seconds) – boys

Rating	Time
9 to 10 points	Less than 9 seconds
7 to 8 points	9.1 to 10.30 seconds
4 to 6 points	10.31 to 11.30 seconds
1 to 3 points	More than 11.31 seconds

T-test (time in seconds) – girls

Rating	Time
9 to 10 points	Less than 10.30 seconds
7 to 8 points	10.31 to 11.30 seconds
4 to 6 points	11.31 to 12.30 seconds
1 to 3 points	More than 12.31 seconds

800 metre run test

Rating	Time
9 to 10 points	2'45" or less
7 to 8 points	2'46" to 3'
5 to 6 points	3'01" to 3'15"
3 to 4 points	3'16" to 3'30"
1 to 2 points	More than 3'31"

' – minutes
" – seconds

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Fitness score sheet

Activity	Fitness assessment score	Mark (see 'Test norm' table)	Reassessment score	Mark (see 'Test norm' table)	Improved? Yes/No
Mid-section muscle endurance: Abdominal crunch test (number completed in 60 seconds)					
Balance: Stork stance test (time in seconds)					
Upper body muscle endurance: Push-ups (number completed in 60 seconds)					
Agility: T-test (time in seconds)					
Cardiovascular: 800 metre run test (time taken in minutes and seconds)					
Total score (add up the individual scores and divide by 5)					

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Lesson 2

Lesson plan			
Lesson theme	Participate in a fun fitness class	Grade	9
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement Movement focus: Fitness 			
Linking with previous and next lesson			
<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 work as a team to complete various relay races 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"> Whistle Rope for tug of war Potatoes (1 potato between 6 learners) Spoons of a suitable size for the potato to rest on (1 for each group of 6 learners) Sacks (1 for each group of 6 learners) Rope or cloth to tie learners legs for 3-legged race (3 for each group of 6 learners). 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Explain to learners the importance of doing a range of activities to develop their overall fitness levels. 		<ul style="list-style-type: none"> The activities show learners that getting physically fit and active can be lots of fun. 	

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

1 Outcomes

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

- Participate in a range of fitness-related activities.

2 Teacher's corner

Setting up

This lesson can be repeated in 6 weeks, or at the end of the term, to assess whether learners' fitness levels have improved.

- Set up a track, approximately 50 metres in length, by demarcating the start and finish line with painted lines, chalk or cones
- Relay races, of which there are 4, should take a maximum of 30 minutes in order for other components of the lesson to be carried out effectively. Organisation and rest time should be built into these 30 minutes.

For lesson 2 you'll need the following equipment:

- Whistle
- Rope for tug of war
- Potatoes (1 potato between 6 learners)
- Spoons of a suitable size for the potato to rest on (1 for each group of 6 learners)
- Sacks (1 for each group of 6 learners)
- Rope or cloth to tie learners legs for the 3-legged race (3 for each group of 6 learners).

3 Activities

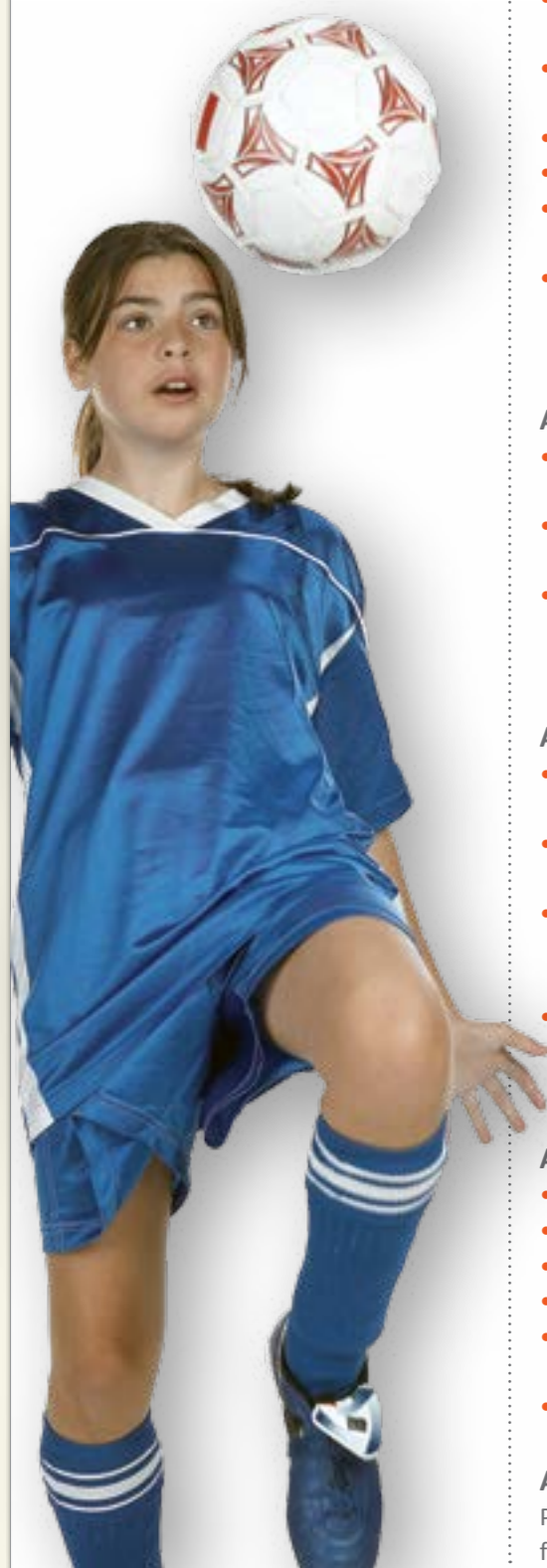
Activity 1: Warm-up (5 minutes)

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

Activity 2: Administration and information (10 minutes)

- Divide the class into groups of 6 learners and ensure that these groups are balanced in terms of ability and fitness levels.
- Inform learners that each group will be competing against all the other groups in the relay races.
- Inform learners that each relay will be performed twice, which will give them the opportunity to do better than a rival team the second time round.
- Outline what each relay race entails based on the information given on the next page.

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Activity 3: Egg 'n spoon relay

- Learners line up in their groups, with 3 learners from each group standing 1 behind the other on opposite ends of the 50 metre track
- On your whistle, learner 1 is required to run the length of the 50 metre track balancing the potato on the spoon
- The spoon is held in 1 hand with the learner's other hand behind her back
- The potato may not be held on the spoon by a finger
- If the potato falls, the learner is required to stop and pick up the potato using only the spoon, before continuing down the track
- On reaching the other side of the 50 metre track, learner 1 passes the spoon and potato to learner 2 who runs back down the track in the same way as learner 1 did. The spoon and potato is then passed to learner 3. The process repeats itself until all learners in the group have run the 50 metres.

Activity 4: Sack race

- Learners line up in their groups, with 3 learners from each group standing one behind the other on opposite ends of the 50 metre track
- On your whistle, learner 1 climbs into the sack and moves down the length of the 50 metre track remaining in the sack for the entire distance
- On reaching the other side of the track, learner 1 climbs out of the sack and hands the sack to learner 2, who moves back down the track in the same way as learner 1 did. The sack is then handed to learner 3 and the process repeats itself until all learners in the group have completed the 50 metres.

Activity 5: 3-legged race

- Learners pair up in their groups with 2 pairs standing behind the start line and the other pair standing on the opposite side of the 50 metre track
- Each pair of learners in the group is required to tie 2 of their legs together (ie learner 1 ties her left leg to the right leg of learner 2)
- On your whistle, the first pair of learners in the team is required to moves down the length of the 50 metre track, remaining tied to each other for the entire distance
- On reaching the other side, the next pair of learners in the team moves down the 50 metre track, returning to the start line where the third pair of learners is waiting. The third pair then completes the distance in the same way; the race ends when the third pair reach the other end of the 50 metre track.

Activity 6: Tug o' war

- Pair up groups of learners so that 2 groups of 6 learners are assigned 1 rope
- Mark 2 lines 5 metres apart for each tug o' war game
- Assign each group 1 of the lines, which demarcates the 5 metres
- Ensure that each group stands with the entire team behind their 5 metre line
- Learners are required to hold the rope and attempt to pull the entire opposing team over their 5 metre line
- This is repeated 3 times so that the team that is successful the most times out of the 3 chances is the winning team.

Activity 7: Cool-down (5 minutes)

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

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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 2: Checklist for evaluation

Activity	Question	Yes	No
Egg 'n spoon relay	• Did the learners manage to run the 50 metres balancing the potato on the spoon?		
Sack race	• Did they manage to move down the track in a sack?		
3-legged race	• Were they able to move down the track remaining tied to each other?		
Tug 'o war	• Were the learners able to work as a team to compete against another team in 'Tug 'o war'?		
Teacher reflection	• Do you think the activities showed learners that getting physically fit and active can be lots of fun? • If you had to repeat the lesson, what improvements would you make to it?		
Learner assessment	• 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)		

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Lesson 3

Lesson plan

Lesson theme	Exploring pyramiding techniques	Grade	9
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement Movement focus: Fitness 			
Linking with previous and next lesson			
<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 learn about and practise a series of balances and counterbalances They then plan and perform a movement sequence, which includes balances, counterbalances, rotation and jumping 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"> Photocopies of rating tables. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Explain to learners the importance of developing techniques of rotation, balance and elevation, and encourage them to participate in other activities that will develop their techniques. 		<ul style="list-style-type: none"> The activities help learners develop important skills and improve techniques of rotation, balance and elevation. 	

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Lesson 3: Exploring pyramiding techniques (50 minutes)

1 Outcomes

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

- Describe how to build a pyramid safely
- Practise single and pair balancing and gripping
- Plan and perform a short pyramid sequence.

2 Teacher's corner

Setting up

This lesson can be repeated in 6 weeks, or at the end of the term, to assess whether learners' fitness levels have improved.

- Familiarise yourself with documentation on single performer balances, counterbalances and grips used in pyramiding
- The activities need to be done on grass or a floor with mats
- Photocopy sufficient rating tables per group (see page 47) so that learners are familiar with the means of assessment when designing their movement sequence.

For lesson 3 you'll need the following equipment:

- Photocopies of rating tables.

3 Activities

Activity 1: Safety discussion (5 minutes)

Pose a series of questions regarding safety in pyramiding to the class, inviting them to share their responses so as to form a basis for a class discussion.

Questions could include:

- What is the most suitable clothing for pyramiding?
- Should learners wear jewellery when pyramiding?
- When building a human pyramid, the team will need a strong foundation; why?
- How can you safeguard your back from injury when pyramiding?
- What is a centre of gravity? Why is having a low centre of gravity important for pyramiding?
- What is a spotter? Why is a spotter necessary when pyramiding?
- What other safety precautions do you think should be taken when building human pyramids?

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.

Activity 3: Stork challenge (5 minutes)

- All learners in the class are required to stand on 1 leg until they lose their balance and have to put their leg down
- Once the learner puts her foot on the floor, she must sit down
- The challenge is to see which learner remains standing the longest.

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Activity 1: Safety discussion (5 minutes)

- Demonstrate to learners the various single performer balances that can be used when building human pyramids
- Allow learners time to practise the various balances demonstrated and to create their own ones.

Activity 5: Counterbalances (10 minutes)

- Demonstrate to learners the various counterbalances that can be used when building human pyramids
- Divide the class into groups of 2 or 3 learners
- Allow groups time to practise the various balances demonstrated and to create their own ones.

Activity 6: Short movement sequence instruction (5 minutes)

- Learners remain in their groups
- Groups are required to plan a short movement sequence of about 2 minutes in duration, which includes elements of single balances, counterbalances, rotation and jumping
- The rating table used to assess their movement sequence can be found on page 47 and should be made available to learners at this point.

Activity 7: Plan and practise a short movement sequence (10 minutes)

- Learners are given 10 minutes to plan and practice a movement sequence
- The sequence will be performed and assessed during the lesson.

Activity 8: Cool-down (5 minutes)

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

4 Assessment

- Rating tables found on the next page are used to evaluate movement performances
- Mark off participation in lesson and use the 'Checklist for evaluation' on page 48.



Grade 9

Names of learners in group:

	Rating table for movement performance					
	1 to 2	3 to 4	5 to 6	7 to 8	9	10
Planning	Little if any evidence	Poor	Average	Good	Very good	Excellent
Single balances	Little if any evidence	Poor	Average	Good	Very good	Excellent
Counterbalances	Little if any evidence	Poor	Average	Good	Very good	Excellent
Attractive and graceful arm movements	Little if any evidence	Poor	Average	Good	Very good	Excellent
Jumping	Little if any evidence	Poor	Average	Good	Very good	Excellent
Movement sequence flowed nicely	Little if any evidence	Poor	Average	Good	Very good	Excellent
Could hold balance for 3 seconds	Little if any evidence	Poor	Average	Good	Very good	Excellent
Group dynamics	Some learners deliberately excluded from exercise; learners openly critical of each other in a destructive manner.	Some learners excluded from exercise.	All learners participated actively in exercise.	All learners participated actively in exercise, with some vocal encouragement from peers.	All learners participated well in exercise, supporting and encouraging each other vocally.	All learners participated well in exercise, supporting and encouraging each other vocally and physically.

Grade 9

Lesson 3: Checklist for evaluation

Activity	Question	Yes	No
Stork challenge	<ul style="list-style-type: none"> Were learners able to compete against each other by balancing on 1 leg? 		
Single performer balances	<ul style="list-style-type: none"> Did they manage to practise the various balances demonstrated and create their own ones? 		
Counterbalances	<ul style="list-style-type: none"> Did they manage to practise the various counterbalances demonstrated and create their own ones? 		
Plan and practise a short movement sequence	<ul style="list-style-type: none"> Did they manage to work in their groups to plan and practice a short movement sequence that included elements of single balances, counterbalances, rotation and jumping? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think the activities helped learners develop important skills and improve their techniques of rotation, balance and elevation? 		
	<ul style="list-style-type: none"> If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> Look at the score sheet on page 44 and assign the relevant marks to the learners depending on the score they obtained. Add up the scores and divide by 6 to obtain an average mark for the lesson. 		

Grade 9

Lesson 4

Lesson plan

Lesson theme	Play a game of simple touch	Grade	9
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement Movement focus: Sports and games 			
Linking with previous and next lesson			
<ul style="list-style-type: none"> Learners develop sports skills and improve their fitness levels. 			
Core knowledge			
<ul style="list-style-type: none"> Know how to play tag Know how to play touch rugby. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up Learners play tag and then touch rugby 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"> A number of rugby balls (preferably 1 for every 16 learners) A whistle. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Explain to learners the benefits of playing touch rugby and encourage them to play it at home with friends and family. 		<ul style="list-style-type: none"> The activities show learners that getting physically fit and active can be lots of fun. 	

Grade 9

Lesson 4: Play a game of simple touch (50 minutes)

1 Outcomes

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

- Participate in a game of simple tag
- Participate in a game of simple touch rugby.

2 Teacher's corner

Setting up

- Set up several playing areas (according to the size of the class), each approximately the size of half a rugby field.

For lesson 4 you'll need the following equipment:

- A number of rugby balls (preferably 1 for every 16 learners)
- A whistle.

3 Activities

Activity 1: Warm-up (5 minutes)

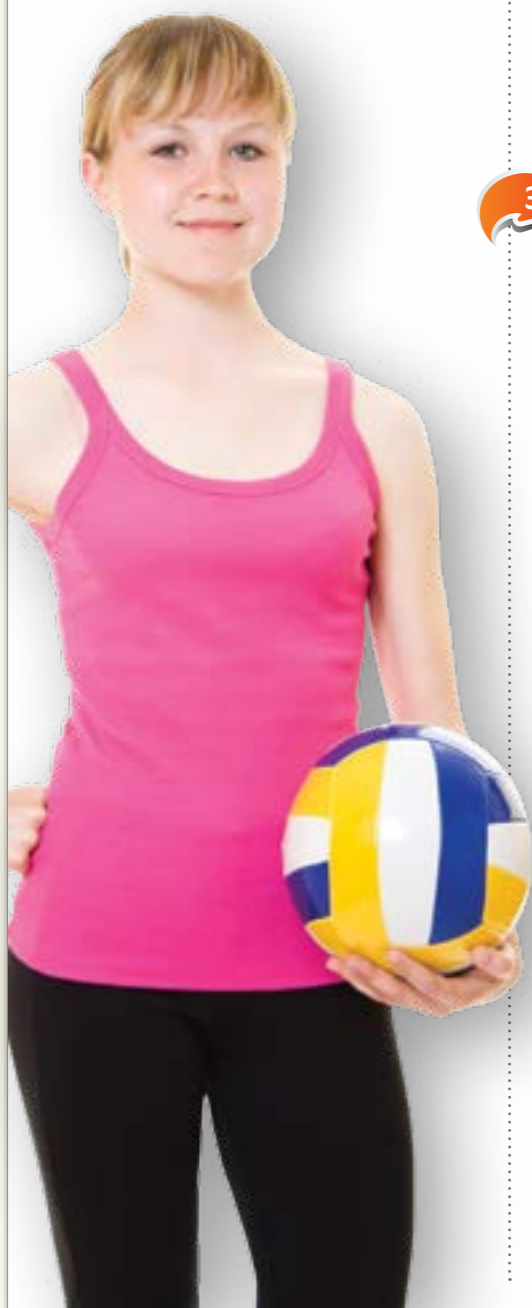
Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Activity 2: Play tag (10 minutes)

1. Divide the class into groups of approximately 10 learners.
2. Assign each group to half a playing area.
3. Select 1 learner to be 'It'
4. This learner must attempt to tag another learner by touching them and yelling 'Tag'.
5. The learner that has just been tagged, becomes the new 'It' and the process repeats itself.
6. Continue the game for approximately 10 minutes so that all learners are active.

Activity 3: Simple touch rules information (5 minutes)

1. Divide the class into groups of approximately 8 learners.
2. Assign 2 groups of learners to a playing area approximately the size of half a rugby field.
3. Assign each group a goal scoring line (at opposite ends of the playing area).
4. These 2 groups will play simple touch against each other.
5. Select 1 team to start play and give them a ball.
6. Learners may pass the ball in any direction they wish (forward passes are allowed).
7. When a player in possession of the ball is 'touched', they must place the ball on the ground so that another team mate can come and pick it up and resume play.
8. After a team has been touched 3 times, possession of the ball passes to the opposition team.
9. The object of the game is to score as many tries as possible.
10. In order to perform a touch, they must touch any part of another player's body below shoulder height and shout 'touch'. They are not allowed to tackle each other.
11. The team that scores the most number of tries wins the game.



Grade 9

Activity 4: Play simple touch (20 minutes)

Learners play touch for 20 minutes. This could be divided into 2 periods of 8 or 9 minutes, which gives learners a half-time break of about 2 to 4 minutes during which time they can get a drink and have a team talk.

Activity 5: 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 4: Checklist for evaluation

Activity	Question	Yes	No
Play tag	• Did the learners manage to play a simple game of tag?		
Touch rugby	• Did the learners manage to play a simple game of touch rugby and score as many tries as possible?		
Teacher reflection	• Do you think the activities showed learners that getting physically fit and active can be lots of fun? • If you had to repeat the lesson, what improvements would you make to it?		
Learner assessment	• 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 9

Lesson 5

Lesson plan			
Lesson theme	Modify and evaluate an existing game plan	Grade	9
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement Movement focus: Sports 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 modify an existing game, which is then played by their classmates They then evaluate the game plan which their group executed Cool-down. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Evaluation of learners' feedback and assessment sheets See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson Checklist. 		<ul style="list-style-type: none"> Pens and other writing equipment Paper List of available equipment Equipment from Physical Education Department A list of this equipment. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to use their creativity and develop other games they can play to improve their overall fitness levels. 		<ul style="list-style-type: none"> The activities encourage creativity and show learners fun new ways to get fit and active. 	

Grade 9

Lesson five: Modify and evaluate an existing game (50 minutes)

1 Outcomes

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

- Modify an existing game to be played in a Physical Education lesson
- Include officiating rules
- Include administrative skills
- Evaluate a game plan of a group of peers.

2 Teacher's corner

Setting up

- Create a list of equipment available to the learners from the Physical Education Department of your school, so that they know what they can use in their game
- Make all this equipment available to learners in the lesson
- Include in this list a reminder of the learning areas available to learners for them to carry out their games
- Provide learners with a range of existing game plans, or team or individual sports, which they can modify.

For lesson 3 you'll need the following equipment:

- All equipment itemised in the above mentioned list
- Pens and other writing equipment
- Paper
- List of available equipment.

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: Modification and practice of game plan (15 minutes)

- Divide the class into groups of 5 learners.
- Each group of learners is required to design a game that is to be played by their classmates.
- Remind learners of the restrictions in terms of playing area and available equipment.
- The game needs to have:
 - A creative name
 - A detailed description of the equipment required to play the game
 - A detailed explanation of the objectives of the game and how a team/individual can win
 - 'An idiot's guide' to playing the game.
- To ensure that their game is successful, learners are encouraged to spend the lesson engaging in any physical activity that the game may require.
- Each group of learners is responsible for officiating their own game when it is played.

Grade 9

Activity 3: Execution of game plans (20 minutes)

1. Hand out an assessment sheet to each group.
2. Pair groups together according to how many learners are needed to execute their game plan.
3. Tell the learners that they need to explain their game plan to the other group with whom they have been paired, and that the group to whom they are presenting must assess their game plan and make recommendations.
4. The paired groups then play the game following the instructions outlined by the group that created the modified game plan. This should last for about 5 to 10 minutes, depending on the number of game plans that need to be executed.
5. Groups swap over so that all groups' games are played by another group in this 20-minute period.

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: Evaluation (5 minutes)

Each group of learners is required to complete the 'Group feedback and assessment sheet' (see page 55) and submit this to you by the end of the lesson.

4 Assessment

- Learners use the 'Group assessment and feedback sheet' found on the next page to evaluate team performance
- Mark off participation in lesson on the class list and use the 'Checklist for evaluation' below.

Lesson 5: Checklist for evaluation

Activity	Question	Yes	No
Modification and practise of game plan	<ul style="list-style-type: none"> • Were the learners able to work together to design a game plan? • Did the learners engage in the physical activity their game required in order to ensure its success? 		
Execution of game plans	<ul style="list-style-type: none"> • Did they provide good explanations of their game plans to the groups with whom they were paired? • Did the groups that were presented with the game plans assess them and make recommendations? • Did the paired groups play the games following the instructions outlined by the groups that created the game? 		
Evaluation	<ul style="list-style-type: none"> • Did the groups put in effort when completing the feedback and assessment sheet? 		
Teacher reflection	<ul style="list-style-type: none"> • Do you think the activities encouraged creativity and showed learners fun new ways to get physically fit and active? • If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> • Assign the appropriate mark for the effort applied in completing the 'Group assessment feedback sheet' (page 55) for each group. 		

Grade 9

Lesson 5: Evaluation of game plan

Group assessment and feedback sheet

Answer the questions below to evaluate the success of the game plan which your group executed.

Name of game:	
What worked well?	
Why did it work well?	
Why didn't it work so well?	
What changes would you make to this game to make it more effective?	
Which instructions were unclear?	

	1 to 2	3 to 4	5 to 6	7 to 8	9	10
Effort applied in completing feedback and assessment sheet	Superficial/weak	Below average	Average	Good/clear	Very good	Thorough/excellent

Discovery has endeavoured to ensure that all the information contained in the lesson plans and supporting literature is accurate and based on credible clinical and scientific research. Discovery cannot however, be held responsible for any injury, loss or damages that may result from reliance on the information, and by utilising the information the user specifically waives any claim it may have against Discovery in this regard. Users are advised that each individual has their own unique clinical make-up and while the lesson plans were designed with all individuals in mind, some may respond differently to others. Users are therefore advised to take due caution when participating in any of the activities recommended.

Grade 9

Lesson 6

Lesson plan

Lesson theme	Wombat ball	Grade	9
Duration	40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> • Health promotion • Physical development and movement. 			
Linking with previous lesson		Linking with next lesson	
N/a.		<ul style="list-style-type: none"> • Learners find new ways to improve their physical activity and fitness levels. 	
Core knowledge			
<ul style="list-style-type: none"> • Know the components of the South African Youth Fitness Charter • Understand the 3 main health risk factors: tobacco use, poor diet and physical inactivity • Know the rules of wombat ball. 			
Learning activities and assessment			
<ul style="list-style-type: none"> • Learners discuss the South African Youth Fitness Charter and the role of physical activity in the prevention and treatment of diseases of lifestyle • Warm-up • Learners play wombat ball • Cool-down • They then complete the worksheet for lesson 1. 			
Forms of assessment		Resources	For wombat ball
<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"> • Music system and CD. 	<ul style="list-style-type: none"> • 5 bases • 1 wombat (see lesson plan) • 1 volley ball (or similar ball) • 1 safety cone • A copy of the Youth Fitness Charter.
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> • Encourage learners to play games like wombat ball with their friends and family. 		<ul style="list-style-type: none"> • The activities make learners more aware of their physical fitness, health and wellness and ways to improve them. • Playing games like wombat ball helps improve learners’ coordination and cardiovascular fitness. 	

Grade 9

Lesson 6: Wombat ball (40 minutes)

1 Outcomes

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

- Discuss how physical activity promotes health
- Discuss the role of physical activity in the prevention and treatment of diseases of lifestyle
- Know the components of the South African Youth Fitness Charter.

2 Teacher's corner

We have included a copy of the Youth Fitness Charter in this lesson plan. Use the Charter to help you start this lesson by saying that access to physical activity is a right and not a privilege.

Encourage debate in the class about issues that arise within the Charter. For example, discuss what protection means. It includes protecting children from being forced to take performance enhancing drugs by their coaches to make them stronger or reach a certain weight, or to lose weight, or to compete in an inappropriate age group.

A. The Youth Fitness Charter

Preamble

The children and youth of South Africa are our future. This Charter aims to contribute to nation building, to enhance the general wellbeing and to improve the quality of life of all young South Africans by ensuring the following:

- All South African children and youth have the right to be physically active
- Opportunities and facilities to participate in physical activity, sport and play should be equally accessible and available to all
- Children and youth are active participants in promoting participation in physical activity, sport and play
- The diversity of South African children and youth is recognised and embraced
- The successful promotion of this message is achieved through partnerships among parents, sporting organisations, local, provincial and national government, non-government and non-profit organisations, higher education institutions, clubs, schools, faith-based organisations, the youth sector, the private sector and other role players.

Aligned with the South African Constitution, this Charter has been developed for all South Africans and should be adopted by all South Africans to improve the quality of life for all citizens and free the potential of each person. Physical activity, sport and play are meaningful channels through which South Africa can embrace its people and achieve this goal.



Grade 9

Article 1: Fundamentals – All South African children and youth have a fundamental right to participate in physical activity, sport and play.

Article 2: Diversity and nation building – Physical activity, sport and play can assist in nation building and in overcoming barriers to integration and the de-racialisation of our society.

Article 3: Wellbeing – Physical activity, sport and play form an essential element of integrated development and growth, leading to lifelong positive lifestyles.

Article 4: Health – All children and youth should be encouraged to participate in physical activity, sport and play to improve physical fitness and to prevent chronic diseases of lifestyle through optimal nutritional choices, by developing appropriate knowledge and life skills and engaging in health promoting behaviour.

Article 5: Partnerships – Parents, sporting organisations, local, provincial and national government, non-government and non-profit organisations, higher education institutions, clubs, schools, faith-based organisations, the youth sector, the private sector and other key role players (collectively referred to hereafter as 'key role players') should work together to provide opportunities for children and youth to participate safely in physical activity, sport and play.

Article 6: Education and training – The education system should assume responsibility for the provision of appropriate formal movement education programmes, physical activity, sport programmes and play for all children and youth in safe and healthy environments.

Article 7: Facilities and infrastructure – Government, in partnership with the youth sector, the private sector, communities and key role players should provide a sustainable infrastructure that includes safe access, facilities, equipment and, where appropriate, transport for all children and youth.

Article 8: Protection – National Sporting Federations and regulating bodies should provide guidelines for key role players to support the delivery of programmes that have a positive impact on the physical, mental, social and emotional wellbeing of all children and youth. These guidelines should address the protection of children and youth participating in organised physical activity and sport at all levels, including those performing at an elite level.

Article 9: Media – Recognising the value of communication, all media should strive to become a positive influence on participation of children and youth in physical activity, sport and play.

Article 10: Research – Research should inform the decision-making processes surrounding the provision of facilities, equipment and development of appropriate physical activity, sport and play guidelines and programmes for all children and youth.

Grade 9

B. 3 main health risk factors

3 risk factors: tobacco use, poor diet and physical inactivity contribute to the FOUR major chronic diseases – heart disease, type 2 diabetes, lung disease and certain cancers, which are responsible for more than 50% of the deaths in the world.

3 FOUR 50 is a nice way to explain to the learners how health risk factors cause chronic diseases, which lead to 50% of deaths world wide. 3 FOUR 50 is a concept developed by the Oxford Health Alliance. Visit www.oxha.org to find out more.

Increasing South Africans' levels of physical activity will improve their health and reduce the burden of disease and associated medical costs. You can find additional information on the benefits of physical activity in your teacher's information guide.

3 Activities

For lesson 1 you'll need the following equipment:

- Music system and CDs
- For activity 2: Wombat ball: 5 bases, 1 wombat (a towel rolled up tightly in a cone shape and taped with masking tape or cellotape – a big towel works very well), 1 volley ball (or similar ball), 1 safety cone to mark the batter box or start of the batting line.
- A copy of the Youth Fitness Charter.

Activity 1: Theory (10 minutes)

Activity 1 is a discussion session and can take place on the field or in the classroom.

- Discuss the South African Youth Fitness Charter with the learners.
- Encourage debate in the class about issues that arise from the Charter.
- Discuss the role of physical activity in the prevention and treatment of diseases of lifestyle.
- Discuss how different cultural beliefs could influence regular physical activity.
- Discuss how the rules of wombat ball differ to baseball and the impact that this could have on how many players participate in the game.

Activity 1 could be a lesson on its own, especially if you would prefer to have wombat ball as a separate lesson.

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 9

1. The runner

- There is no sliding for safety reasons.
- The runner may not start running before the batter hits the ball.
- Runners must touch the base again on all fly balls. This means that if the batter is caught out, the runners can still be run out if they are not on a base.
- The runner is out if he or she gets hit by a ball (that's been hit by the batter) while off the base or running.
- If a fielder throws a ball and it is not collected by a team mate and it goes out of the V, all runners move 1 base.
- Runners must use the safety base to run through first base.

2. The team

- The rest of the team must be behind the safety cone while a player is batting. Place the safety cone behind the batter, and to the left, in a place where the ball is not likely to be hit.
- The fielding team swaps to go and field after 3 players are out, or once they have scored 5 runs. A team may score only 5 runs per innings unless they are behind by more than 5 runs. In that case, they can score as many runs as needed to go ahead by 1 run. This keeps the game much more interesting and fun.
- Restrict the game to no more than 3 innings per team. If you want to play wombat ball over a full lesson, you can have more innings.

The fielding team

- The fielder at first base may not use the batter's side of the safety base to get an out – the first base fielder must keep to his or her side of the base.
- A fielder may not block a runner or stand in the way if that fielder does not have the ball – in this case, the runner has right of way.
- A fielder may not throw the ball at a runner to get him or her out.
- If you cannot see if a learner should be given out or not, the fielding team must make the call. Encourage them before the game to be honest – both teams will have a chance to field and make calls.

Ensure that you are familiar with the rules of wombat ball before the lesson and that you have tried it with a group of family, friends or colleagues!

Activity 1: Cool-down (3 to 5 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 6.

4 Wrap up (5 minutes)

Tell the learners that lesson 1 is about improving their coordination skills and that wombat ball and similar games also improve their cardiovascular fitness.

Grade 9

Lesson 6: Checklist for evaluation

Activity	Question	Yes	No
Wombat ball	<ul style="list-style-type: none"> Do learners understand how physical activity promotes health? Can learners explain the role physical activity plays in the prevention and treatment of diseases of lifestyle? Can learners list the components of the South African Youth Fitness Charter? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think this activity has made learners more aware of their physical fitness, health and wellness and ways to improve them? <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 few mistakes in an attractive manner (8 to 10 marks) Learner completed the worksheet in an attractive manner with few mistakes (5 to 7 marks) Learner completed the worksheet with a lot of mistakes in an unattractive manner (2 to 4 marks) Learner did not complete worksheet (0 marks). 		

Grade 9

Name: _____

Worksheet: Grade 9, lesson 6

Task 1: Exercise as medicine

Write a short paragraph in the space provided below on the role of physical activity in the prevention and treatment of disease.

Task 2: Design a container

Exercise has been described as medicine, where taking your daily dose of physical activity is similar to taking a tablet or pill.

Note, you must not stop taking any medication – for example, for diabetes, high blood pressure or any disease – if the doctor has prescribed it for you.

The recommended physical activity dose is 30 minutes per day, on at least 5 days a week for adults.

The recommendation for children is to do 60 minutes of moderate to vigorous-intensity activities a day.

Design a box for this amazing medicine: 'physical activity'.

You can make up a name for your medicine.

The box should include information on the dose.

Design the paper insert, which includes precautions and side effects. Be as creative as possible, but try to keep it accurate.

Grade 9

Lesson 7

Lesson plan			
Lesson theme	School environment	Grade	9
Duration	40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Health promotion. 			
Linking with previous lesson			
<ul style="list-style-type: none"> Learners find new ways to increase their physical activity and fitness levels. 			
Core knowledge			
<ul style="list-style-type: none"> Know which environmental factors influence physical activity. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Learners walk around the school evaluating which environmental factors influence physical activity They then discuss whether or not it is possible to improve the school's ability to encourage physical activity through its layout. 			
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"> Tape measure or measuring wheel Paper and pens for learners to record distances. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to evaluate how their home environments impact on their ability to get physically active. 		<ul style="list-style-type: none"> The activities make learners aware of the factors that influence their ability to get physically active and encourage them to find ways to address these. 	

Grade 9

Lesson 7: School environment (40 minutes)

1 Outcomes

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

- Discuss which environmental factors influence physical activity in their school
- Suggest and discuss solutions to improve their school's ability to make physical activity easy.

2 Teacher's corner

In this lesson the learners will be moving all over the school to evaluate how the school's environment promotes physical activity. Environmental factors are discussed briefly in the teacher's information guide.

Environmental factors that influence physical activity:

- How close facilities (school, shops, places of worship) are to one another
- Street design
- Housing density
- Availability of public transport
- Pedestrian and cycling facilities
- Safety
- Crime
- Injury and motor vehicle accidents
- Numbers of cars in a family
- Neighbourhood design and the availability of green areas
- Owning a pet.

3 Activities

For lesson 2 you'll need the following equipment:

- Tape measure or measuring wheel
- Paper and pens for learners to record distance.

Activity 1: School environment (25 minutes)

Hand out the worksheet for lesson 2 and instruct the learners to fill it in as they walk around the school. Divide the learners into groups of 4. Ask the learners to walk around the school and evaluate the following:

- The amount of space available for play or physical activity
- The distance from their home class to other locations such as the office, tuck shop, other classes and the car park
- Where the stairs are
- Availability of equipment, changing rooms and showers
- Other environmental factors that impact on physical activity.

Grade 9

Tips for activity 1

The school environmental assessment will have learners running to all the corners of the school buildings. Ensure that they are not disruptive to other classes. You may want to have all the learners move to the same area at the same time instead of allowing them to go off on their own or in small groups. Alternatively, divide the learners into groups of 6 to 8 and ask them to work together as a team. Appoint a team captain who is responsible for the team's behaviour.

Activity 2 (10 minutes)

Have the learners return with their findings. Discuss the following issues:

- To what extent their school's design encourages physical activity
- What the distances they measured mean
- Whether or not it is possible to improve the school's ability to encourage physical activity through its layout.

4 Wrap up (5 minutes)

Discuss the importance of the school's environment for physical activity with the learners. Remind them of the effect that cultural factors, including one's home or school environment, have on physical activity levels.

Lesson 7: Checklist for evaluation

Activity	Question	Yes	No
School environment	<ul style="list-style-type: none"> • Can learners explain which environmental factors influence physical activity in their school? • Can learners recommend improvements for their school's environment to make it easier to participate in physical activities? 		
Teacher reflection	<ul style="list-style-type: none"> • Do you think the activities encourage learners to address factors affecting their ability to get physically active? <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 9

Name: _____

Worksheet: Grade 9, lesson 7

Task 1: Investigating physical activity

Work in groups of 4. Walk around the school and evaluate the following:

- How much space is available for physical activity
- The distance from your home class to important places in the school
- The availability of equipment that promotes physical activity.

Grade 9

Lesson 8

Lesson plan

Lesson theme	Play frisbee challenge	Grade	9
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 find new ways to increase their physical activity and fitness levels. 		<ul style="list-style-type: none"> Learners look at factors that influence a healthy lifestyle. 	
Core knowledge			
<ul style="list-style-type: none"> Know the rules of frisbee challenge. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up Learners play a game of frisbee challenge Learners introduce their own rules to the game to increase participation Cool-down Learners discuss how the rule changes influenced the game, and then complete the worksheet for lesson 3. 			
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 playing area Frisbees Markers or cones. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to adapt other games so that more of their friends can participate. 		<ul style="list-style-type: none"> The activity shows learners new ways to get physically active and fit. 	

Grade 9

Lesson 8: Play frisbee challenge (40 minutes)

1 Outcomes

By the end of lesson 3 the learners should be able to:

- Understand and explain how variations in the rules of a game can influence the game. In particular, they should be able to discuss how to adapt rules to increase participation
- Understand and evaluate environmental factors that could influence neighbourhood and school-based physical activity.

2 Teacher's corner

The first half of the lesson will explore a game and how changing the rules can influence it. You can use any physical activity or game; the frisbee challenge is just an example. You can see the games rule book from Sport Recreation South Africa (SRSA) on www.srsa.gov.za

3 Activities

For lesson 3 you'll need the following equipment:

- Large playing area about the size of a soccer field
- Frisbees
- Markers or cones for end lines in the frisbee challenge.

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: Frisbee challenge (20 minutes)

The rules

You should spend the first 5 minutes of this activity explaining the rules. The game is a combination of netball and soccer. The aim of each team is to throw the frisbee over the goal line. The team members must pass the frisbee to each other to get to the goal line. The team not in possession of the frisbee must try to intercept passes to gain possession of the frisbee.

- Start the game at the centre of the field and allow the learners to choose how to position themselves to get to their goal-line quickest
- The learners must throw the frisbee to each other, aiming to get it over the goal-line. The goal line should be a small area, the size of soccer goals
- Once a person catches the frisbee, they must stop running and throw it before they are allowed to move again
- A learner may not take more than 1 step while holding the frisbee, and that step can only be a throwing stride
- Once the team reaches the goal-line and scores, all the players move to the centre of the field and the other team starts with possession of the frisbee
- The opposing team will start play by throwing the frisbee.

Divide the learners into 4 groups to have 2 games running at the same time. Ensure that you have a second referee, if you feel that the teams will not be able to self-referee.

For activity part 2, the learners need to introduce their own rules to increase the number of learners who can participate in the activity.



Grade 9

Additional rules could include:

- Make the goal-line area smaller by adding a height restriction (the learners have to throw the frisbee through a smaller space to score)
- Each team must complete at least 5 passes before they're allowed to score
- A learner may not have the frisbee for longer than 3 seconds before passing it
- No learner may score more than once. Each score must be made by a different team member.

Activity part 1 (10 minutes)

Divide the soccer field into 2, 1 half per game. Let the teams play against each other, using the original rules described above.

Activity part 2 (15 minutes)

- Stop the game and have each team choose 2 new rules to increase participation (5 minutes)
- Play should resume using the new rules (10 minutes).

Activity 3: Cool-down (5 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 6.

4 Wrap up (5 minutes)

Discuss how a rule change or 2 influenced the frisbee game.
Hand out the worksheet for the homework activity and brief the learners.
If there is time, the learners can start filling in the worksheet and complete the rest as homework.

Lesson 8: Checklist for evaluation

Activity	Question	Yes	No
School environment	<ul style="list-style-type: none"> • Can learners explain how variations in the rules of a game can influence the game? • Can learners evaluate environmental factors that could influence neighbourhood and school-based physical activity? 		
Teacher reflection	<ul style="list-style-type: none"> • Do you think this activity has 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 9

Name: _____

Worksheet: Grade 9, lesson 8

Task 1: Walkability

Draw a relatively detailed map of your neighbourhood.

Include and mark the distance between your house and the following:

- Your best friend's house
- School
- The nearest shop
- The shopping mall
- The nearest railway station/bus stop/taxi rank
- The nearest restaurant or fast food outlet.

Your map should have your house at the centre, with all the other areas marked so that you have a radius for each location from your house.

Task 2: Interview

List these locations (you can add some more if you like) in a table.

Interview the members of your household. Ask them how they travel from their house to each of these locations.

- Your best friend's house
- School
- The nearest shop
- The shopping mall
- The nearest railway station/bus stop/taxi rank
- The nearest restaurant or fast food outlet.

Location	How your household members travel there

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Lesson 9

Lesson plan			
Lesson theme	Why and how we eat	Grade	9
Duration	40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Health promotion. 			
Linking with previous lesson			
<ul style="list-style-type: none"> Learners look at factors that influence a healthy lifestyle. 			
Core knowledge			
<ul style="list-style-type: none"> Know what factors influence eating habits. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Learners discuss the different factors that influence dietary habits They then complete the worksheet for lesson 4. 			
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 address the factors that result in poor dietary habits and to be aware of these when making food choices. 		<ul style="list-style-type: none"> The activities show learners how to adopt healthier eating habits. 	

Grade 9

Lesson 9: Why and how we eat (40 minutes)

1 Outcomes

By the end of lesson 4 the learners should be able to:

- Explain the influence of various factors on dietary choices and eating habits
- Discuss the influence of ecological, social, economic, cultural and political factors on their choice of diet.

2 Teacher’s corner

Lesson 4 focuses on the various factors that affect eating habits. We have included background information for discussion below.

There are many factors that determine what a person eats. In addition to personal preferences, there are cultural, social, religious, economic, environmental and even political factors.

Eating rituals

People do not eat for survival only. We eat according to learned behaviours regarding etiquette, meal and snack patterns, acceptable foods, food combinations and portion sizes. Etiquette refers to acceptable behaviours. For example, it is acceptable for some cultural groups to lick their fingers while eating, while for other groups this is considered rude.

Etiquette and eating rituals also vary depending on whether the meal is formal, informal or special (such as a meal on a birthday or religious holiday).

What are eating habits?

Eating habits refer to why and how people eat, which foods they eat and who they eat with. The ways people obtain, store, use and discard food also form part of their eating habits. Individual, social, cultural, religious, economic, environmental and political factors influence people’s eating habits.

The types of food we eat, where we get our food from, how we prepare it and when we eat it are all influenced by culture, social customs, ecological, economic and political factors.

Culture

- Not only is food essential for our survival, eating and drinking are part of our cultural identity, a reflection of who we are, and form part of our quality of life. But it is important to note that culture is learned and constantly changes and adapts to its environment.
- Food is much more than nourishment. Food can be symbolic and it can reflect social status.
- Cultural considerations shape our diet, both in terms of what we define as food and how much of it we eat. These considerations may even appear to some as more important than our biological needs.
- A cultural group provides guidelines regarding acceptable foods, food combinations, eating patterns and eating behaviours. Complying with these guidelines creates a sense of identity and belonging for the individual.

Grade 9

- Within large cultural groups, subgroups exist that may practice variations of the group's eating behaviours, though they are still considered part of the larger group. For example, a hamburger, French fries and a soda are considered a typical American meal. Vegetarians in the United States, however, eat "veggie-burgers". In the United States these are appropriate cultural substitutions, but a burger made from horsemeat would be unacceptable.

Ecological factors

- While many of the types of food we eat have a long history, the methods of growing and preserving food have changed. As farming methods changed, so have the ways people managed the land.
- In recent decades, the development of agriculture led to ecological, economic, health-related, social and cultural problems. For example, intensive production of food not only involves higher profit (producing food to make profit has led to a decrease in its quality in certain cases), but also ecological damage and food scandals.

Agricultural factors

- Over 10 000 years ago people began to shift from hunting and gathering to intentionally designing and managing the landscape to serve our food needs (agriculture).
- We began to control land's characteristics and develop technology to grow crops and raise animals to suit our tastes.

Lifestyle factors and social factors

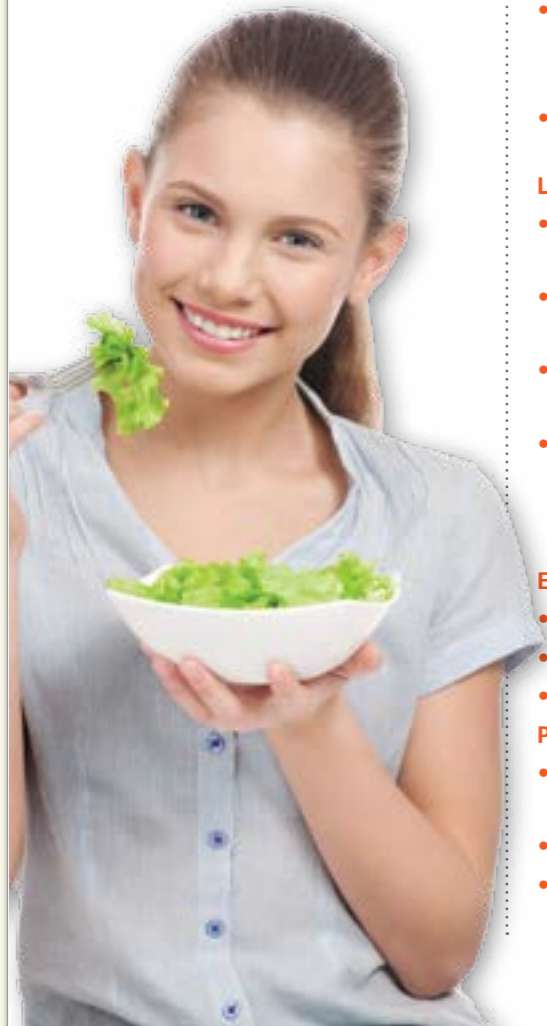
- In a culture where plenty of food is available, people sometimes eat too much or eat foods that are not healthy.
- It is increasingly common to eat out at restaurants or to buy convenience food.
- Members of a social group depend on each other, share a common culture and influence each other's behaviours and values.
- A person's membership in a particular peer, work or community group affects that person's food behaviours. For example, a young person at a basketball game may eat certain foods when accompanied by friends, and other foods when accompanied by their teacher.

Economic factors

- Money, values and consumer skills affect the food a person buys.
- Cost is a complex combination of a food's availability, status and demand.
- The price of a food does not indicate its nutritional value.

Political factors

- Food legislation and trade agreements affect what is available within and across countries.
- Food legislation and trade agreements also affect food prices.
- Food labelling legislation plays a large role in determining what consumers know about the food they buy.



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Individual factors

- Every person has their own food likes and dislikes.
- These preferences develop over time and are influenced by personal experiences such as being encouraged to eat a certain food, exposure to a food, family customs and rituals, advertising and personal values.
- For example, 1 person may not like fish even though the rest of the family really enjoys it.

Religious factors

- Religion can affect a person's food choices and behaviours
- In some religions certain foods are not allowed to be eaten. For example, pork is not eaten by people from the Jewish or Muslim religions.

Obtaining, storing and using food

- People obtain, store and use food in different ways.
- People may grow, fish or hunt some of their food, or they may buy it from supermarkets or specialty stores.
- If there is limited access to food, people might store small amounts of food and get most of what they eat on a day-to-day basis.
- In many homes, there is plenty of space and access to food. Frequently, people buy food in bulk and store it in freezers, refrigerators and pantries.

Eating habits are the result of both external factors, such as politics, and internal factors, such as values. Sensitivity and awareness of these factors is vital when telling learners to make changes to their eating habits.

In fact, the World Health Organization (WHO) has emphasised the importance of considering social, cultural, political and structural influences for effective prevention and management of obesity.

Activity 1: Introduction (15 minutes)

Introduce the different factors that affect the dietary habits that are listed above. Make sure the learners understand these factors well enough to be able to do activity 2.

Have a discussion session where the learners can give examples of how these factors affect dietary habits. Write the good suggestions on the board.

Activity 2: Understand your own cultural factors (20 minutes)

Give each learner a copy of the worksheet for lesson 4. Ask the learners to think about their own circumstances and write about how each factor influences their dietary choices and eating habits.

3 Wrap up (5 minutes)

Tell the learners that South Africa is trying to encourage a culture of healthy eating, for example, by introducing the Food-based Dietary Guidelines (FBDG). Ensure all the learners know about the Food-based Dietary Guidelines.

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Lesson 9: Checklist for evaluation

Activity	Question	Yes	No
Why and how we eat	<ul style="list-style-type: none"> Can learners explain the influence of various factors on dietary choices and eating habits? Do learners understand the influence of ecological, social, economic, cultural and political factors on their choice of diets? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think the activities have shown learners how to adopt healthier eating habits? <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 9

Name: _____

Worksheet: Grade 9, lesson 9

Task 1: Learn about your classmates

Interview 1 of your classmates about their eating habits by asking the questions below:

Questions	Answers
Who usually buys the food in your house?	
Where does your family usually do food shopping?	
Who prepares the food in your house?	
Which meals do you usually eat: breakfast, lunch and supper?	
Where do you eat these meals and who do you eat them with?	
Which foods don't you eat?	
Explain why you don't eat the above foods (for example, religion, personal preference)	
Which foods are your favourite?	
Explain why these foods are your favourites (for example, their taste or how they look)	
Do you celebrate any religious or cultural festivals that involve food? If so, which ones?	
Describe which foods you eat at these religious or cultural occasions?	

Grade 9

Task 2: Analyse your eating habits

Describe how you think the factors below influence what you and your family eat.

Factor	How it influences my eating habits
Organic/ecological (Food bought from a health shop or a farmer's market or grown at home)	
Social (Foods you eat when you go out or when you are with your friends, versus foods you eat when you are at home)	
Economic (Do you and your family often eat at restaurants and buy take-aways? Does your family eat convenience meals or do you usually prepare foods from ingredients at home? Where does your family usually buy food?)	
Cultural (Which foods do you eat or avoid because of your religion, culture or the area you live in)	
Political (Do you eat foods that are local or do you also eat foods that come from other countries)	

Grade 9

Lesson 10

Lesson plan	
Lesson theme	Super-sizing South Africa
Duration	40 minutes
Grade	9
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"> Look at factors that influence a healthy lifestyle. 	N/a.
Core knowledge	
<ul style="list-style-type: none"> Understand the recent social, economic, ecological and political trends that lead to poor eating habits. 	
Learning activities and assessment	
<ul style="list-style-type: none"> Learners discuss the trends that influence eating habits In groups, they look for articles and adverts related to these trends and then present their findings They then complete the worksheet for lesson 5 and devise a strategy to prevent childhood obesity from occurring in South Africa. 	
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"> Newspapers and magazines Worksheets.
Expanded opportunities	Teacher reflection
<ul style="list-style-type: none"> Encourage learners to put all their healthy lifestyle knowledge into practice, and experience the benefits of leading a healthier lifestyle. 	<ul style="list-style-type: none"> The activities make learners more aware of their health and wellbeing and ways to improve it.

Grade 9

Lesson 10: Super-sizing South Africa (40 minutes)

1 Outcomes

By the end of lesson 5 the learners should be able to:

- Discuss global social and economic trends that affect eating habits and understand why they have that effect.
- Give suggestions to improve the eating habits of South Africans that take into account certain trends that can lead to poor eating habits.

2 Teacher's corner

Lesson 5 involves discussing recent social, economic, ecological and political trends that lead to poor eating habits. The following is background information on these issues.

Obesity in children

Since 1994 the prevalence of obesity in young children in the USA has doubled; 1 in 4 children are overweight and 11% are obese. In South Africa, the statistics are no more comforting. More than 30% of adolescent girls and nearly 10% of boys are either overweight or obese. Primary schools show a similar trend with 22% of girls and 17% of boys falling into these categories. In a combined sample of children under the age of 9 years old, 17% were already overweight or obese. Overweight or obese children tend to remain overweight or obese until the age of twenty and have a higher risk of being obese adults. Obese adults are at increased risk of heart disease, type 2 diabetes, joint and gall bladder disease.

Factors that contribute to the obesity epidemic

Genetics

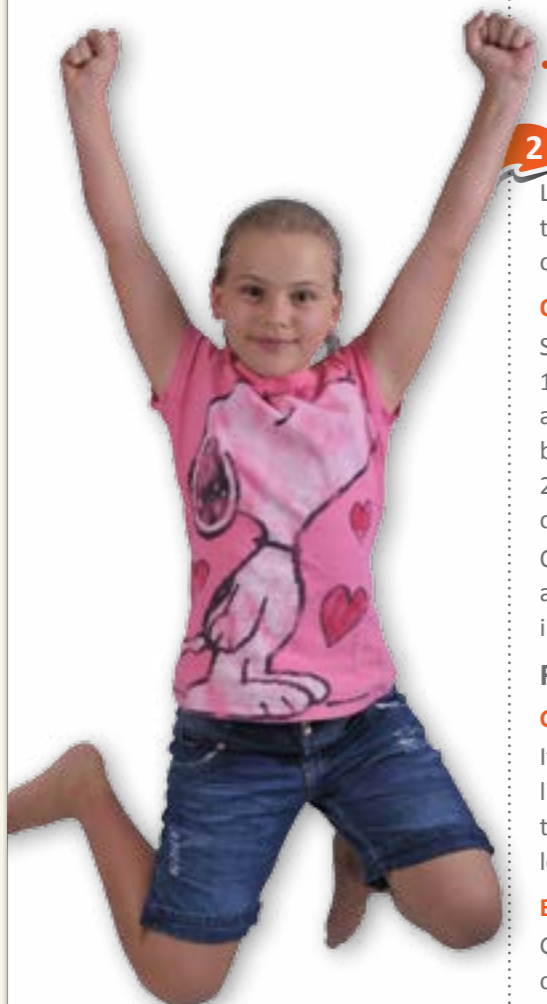
If one or both of a child's parents are overweight or obese, the child will be more likely to gain weight. Obesity tends to run in families and obese parents are likely to have obese children. There is scientific evidence that certain individuals are less effective at burning fat, which predisposes them to obesity.

Environment

Genetic factors are, however, only partly responsible for the development of obesity. Children without a family history of obesity may also become obese if they are exposed to an abundance of high-energy foods. However, research indicates that the individuals at greatest risk for obesity are those with a genetic tendency, who are chronically exposed to excessive food intake.

Ethnicity and urbanisation

Some population groups tend to gain weight more easily than others when they are exposed to a high-fat western diet. This occurs when people who have been eating high-fibre, low-fat diets change to high-fat, high-energy diets because of urbanisation and westernisation. This occurs every day in South Africa as rural people move to the cities. The eating habits of rural children change when they move to the city as they eat fewer grains, fruits, vegetables and sour milk and start having more high-fat fast-foods, high-energy snacks and fizzy drinks.



Grade 9

Inactivity

Modern transport and labour-saving devices such as washing machines and vacuum cleaners make our lives easier, but decrease our energy expenditure and therefore contribute to weight gain.

Compared to 30 years ago, today's children are extremely inactive and there are a number of reasons for this:

- Many children spend hours doing sedentary activities such as watching TV and playing computer games
- Many schools don't have facilities for all their learners to participate in sport and some schools only concentrate on their best sports performers
- Children, who in the past might have walked or ridden their bicycles to school, now get lifts in cars or taxis.

Modern lifestyles

People are eating more meals away from home (at restaurants), buying takeaways and high-fat and high-energy snacks. More calorie-dense foods are available at many tuck shops. In addition, portion sizes are larger than before and can often be 'super sized'. With modern lifestyles being so busy, there is a trend towards skipping meals and then making up for it by eating very large meals.

Psychological factors

Many parents express their love for their children through food (and other material goods) and encourage their children to eat more than they need. Food may also be used to control children or as a reward or pacifier.

It's easy to see why our children are increasingly at risk of becoming overweight or obese. If children are continually exposed to energy-dense foods and not encouraged to be physically active, their body mass will increase.

Media

Marketing and advertising play an important role in how people perceive foods in terms of their acceptability and desirability.

All these factors play a role in promoting weight gain and increasing the number of people who are at risk for becoming obese. Some factors can't be changed, but there are others that we can change.

Current trends

Consumerism

Consumerism is a trend reflected by the following factors:

- More people eat away from home
- The use of dietary and herbal supplements, and foods for specific groups (for example, dieters, women, athletes and older adults)
- The use of convenience and functional foods
- Higher income populations in developed countries want low-kilojoule, low-fat foods, and simple, natural and fresh ingredients.

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Eating away from home

Internationally, the proportion of money spent on food eaten away from home and the number of restaurants have been steadily increasing since the second half of the twentieth century. People may eat at sit-down restaurants, fast-food outlets and cafes, or they may buy food from street vendors.

Weight loss products, dietary supplements and gym memberships

The increase in sales of weight loss products, diet foods, gym memberships and exercise equipment has been dramatic as people continue their quest for weight loss. Pills, liquids or powders that contain nutrients and other ingredients, such as herbs, are increasingly available.

Functional foods

Functional foods are those that contain nutrients (or non-nutrients), that may help to protect against disease. These foods may have been fortified, have specific phytochemicals or active micro-organisms added, or have been developed using special techniques.

3 Activities

For activity 1 you'll need newspapers and magazines for the learners to look through to find examples of trends that affect eating habits.

Activity 1: Trend task force

Activity part 1: Discussion (5 minutes)

Open the discussion by asking the learners what they think a trend is. Discuss the trends that influence eating habits. List all ideas and group them according to the headings provided above.

Activity part 2: Finding a trend (15 minutes)

Divide the learners into groups and ask them to go through newspapers and magazines to find articles and adverts that relate to the trends discussed. Each group should choose 1 item that they have found and elect a spokesperson from the group to present their findings.

Activity part 3: Task team on obesity (15 minutes)

Tell the learners that they have been assigned by the Minister of Health to devise a strategy to fight childhood obesity or, better still, to prevent it from occurring in children. Ask them to come up with a plan that takes the trends discussed above into account and will help to fight obesity.

4 Wrap up (5 minutes)

As this is the last lesson plan, spend a few minutes reminding the learners of the importance of what they have learned. Sum up how what they have learned will help them live a healthy lifestyle. Remind the learners of the importance of leading a healthy lifestyle and end the lesson by encouraging them to put their healthy lifestyle knowledge into practice.

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Lesson 10: Checklist for evaluation

Activity	Question	Yes	No
Super-sizing South Africa	<ul style="list-style-type: none"> Can learners discuss global social and economic trends that affect eating habits? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think this activity has made learners more aware of their health and wellbeing 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"> 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 9

Name: _____

Worksheet: Grade 9, lesson 10

Task 1: Tackling obesity

You have been assigned by the Minister of Health to devise a strategy to fight childhood obesity or better still, prevent it from ever occurring. Come up with a plan for South Africa that takes into account as many of the trends and factors that you discussed in class as possible.

You discussed the following factors in class:

- Genetics
- Environment
- Ethnicity and urbanisation
- Inactivity
- Modern lifestyles
- Psychological factors
- Media.

You discussed the following trends in class:

- Consumerism
- Eating away from home
- Weight loss products, dietary supplements and gym memberships
- Functional foods.

Choose some of the factors or trends listed above and complete the table below to help you get an idea of how to structure your plan.

Factor or trend	How will you address it?
What is the objective of addressing this factor or trend?	
What will the challenges be when addressing this factor or trend?	
Who will be the key role players in your strategy?	
How will you monitor the impact of this strategy?	

Once you have decided on a plan for each factor, put together a presentation for the Minister of Health to be presented to the class at a future date.

Notes



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