



Lesson plans

Grades 1 to 3



Grade 1

List of warm up and cool down exercises

Lesson 1

Worksheet for lesson 1

Lesson 2

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Lesson 3

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Lesson 4

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Lesson 5

Worksheet for lesson 5

Grade 2

List of warm up and cool down exercises

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Worksheet for lesson 1

Lesson 2

Worksheet for lesson 2

Lesson 3

Worksheet for lesson 3

Lesson 4

Worksheet for lesson 4

Lesson 5

Worksheet for lesson 5

Grade 3

List of warm up and cool down exercises

Lesson 1

Worksheet for lesson 1

Lesson 2

Worksheet for lesson 2

Lesson 3

Worksheet for lesson 3

Lesson 4

Worksheet for lesson 4

Lesson 5

Worksheet for lesson 5



Warm up exercises

1. Warm up exercise one (5 minutes)

In this warm up exercise, you should demonstrate leaping, hopping on one leg, bunny hops and walking on the spot.

- Divide the learners into four groups and give each group one of the activities (group 1 – leaping, group 2 – hopping one leg etc)
- Every 30 seconds blow the whistle to tell the learners to move on to do the next activity
- Let the learners go through the series of four movements twice.

Afterwards, show the learners how to do the following stretches:



Hamstrings
(back of thigh)



Quadriceps
(front thigh)



Calf stretches

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

- Explain to the learners that the reason we warm up is to say 'hello' to our bodies and that our bodies know that they have to get ready for further action. This helps to prevent injuries and helps the body to perform better during activities.

2. Warm up exercise two (5 minutes)

This warm up exercise will teach the learners how to copy movements and serve as a warm up for the lesson ahead.

- Put the learners into pairs
- One partner is the actor, and the other the mirror
- The actor must perform any movements they like, and the mirror must copy. Encourage learners to use big and exaggerated movements.
- Blow the whistle to switch. Give each learner approximately 30 seconds to be the actor before they become the mirror.
- Continue the exercise for about five minutes.



Grade 1

List of warm up and cool down exercises continued

3. Warm up exercise three (5 minutes)

This warm up exercise will teach the learners how to stretch the proper parts of their body.

- The learners should make big arm circles, five times forwards then five times backwards
- The learners should flick their fingers with their arms straight in front, out to the sides, above their heads and down to the ground (30 seconds each).

The learners should do the above movement twice each.

- The learners should then do the following stretches:



Tricep



Calf



Back of shoulder



Hip flexor stretch

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



Grade 1

List of warm up and cool down exercises continued

Cool down exercises

1. Cool down exercise one (5 minutes)

This cool down activity aims to get the learners to cool down by doing fun, animal exercises.

- Instruct the learners to perform the movements listed below. Blow the whistle before calling out another movement.
 - Hop like a rabbit
 - Leap like a frog
 - Roll over like 'Fido' (dog)
- Have them do each movement for 30 seconds before blowing the whistle and let them do each of the three movements twice
- The learners should then repeat the exercises.

2. Cool down exercise two (5 minutes)

Have the learners do the following stretches to cool down:



Quadriceps



Chest



Hamstrings



Shoulder

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

3. Cool down exercise three (5 minutes)

- Ask learners to walk around the area used for this lesson
- Instruct them to lift their arms as they breathe in and then to lower them slowly as they breathe out
- The learners should then repeat the stretches from cool down exercise two.

Lesson one: I like to move (30 minutes)

1. Outcomes

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

- throw and bounce a ball
- know the different types of movement – rotation, elevation and balancing activities
- understand the importance of warming up before beginning an exercise session.

2. Teacher’s corner

The aim of this lesson is to introduce learners to various movements with and without the use of a ball. Some of your learners may have advanced motor skills and we have included a variety of activities so they can also be challenged.

The warm up is an important component of the exercise session. It plays a role in preventing injuries and prepares the body for the exercise session. Warm up exercises should be done at an easy pace – you need to do the movements slowly.

If, for example, you would like to do running during the exercise session, your warm up exercise could be walking or a slow jog. Similarly if your main session includes jumping and leaping, your warm up exercise could include walking and small jumps.

See the chapter in the teacher’s information guide on “The components of an exercise session” for more information.

3. Activities

For lesson one, you’ll need the following equipment:

- A whistle
- Balls – one ball per four to six learners (if there aren’t enough balls, use bean bags)
- Beacons/cones/markers – four beacons per group
- A large hard, flat surface about the size of a netball or volleyball court.

Tips for lesson one:

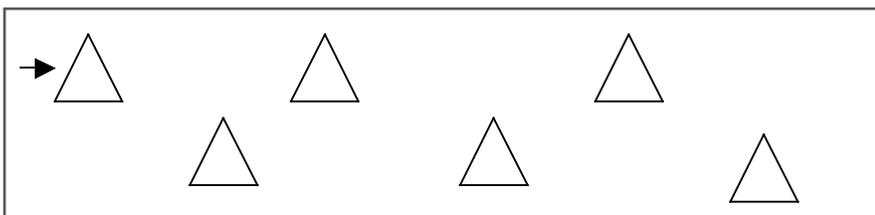
- Mark all the beacons before the lesson starts
- The suggested duration of each activity is only a guide and you can increase the time for an activity if the learners are enjoying themselves.

Activity one: Warm up (5 minutes)

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

Activity two: Follow a zigzag course (approximately 5 to 8 minutes)

Arrange beacons or cones in a zigzag format as shown below. You should have six rows. If you do not have enough beacons or markers, use bags or similar items.



Arrange learners into six groups of equal numbers and instruct each group to line up one behind the other. Try not to have too many learners per group (not more than 10) or else they may get bored or distracted while waiting their turn – rather have an extra group).



Once the learners are in groups, instruct them to:

- walk and bounce the ball while navigating the zigzag course
- walk and throw the ball up and catch it while navigating the zigzag course
- choose their own way of moving from one side of the course to the other. Make sure that they move the ball at the same time (for example they can roll the ball while walking sideways). It may be a good idea to allow the learners to try out their ideas in a trial run first.

By the end of this game, the learners should each have had at least three turns.

Suggestions to vary the activity:

- Ask the learners to hop on one leg, while moving over the course instead of walking
- Suggest that the learners walk backwards or sideways
- Instruct them to walk 'tall' like a giraffe, or hop like a rabbit.

Activity three: Dodge ball (8 to 10 minutes)

Make each group of learners join another, so you have three bigger groups.

Each group should have one ball.

Rules

The group will select two 'throwers', who will stand 10 to 15 metres apart (about the length of a volleyball court). Make sure there is enough space between groups.

The two throwers need to throw the ball to each other, but also try to hit one of the other team members as they run from one thrower to the other, dodging the ball.

If a team member gets hit by the ball, they change places with the thrower.

Activity four: Cool down (5 minutes)

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

4. Wrap up: (3 to 5 minutes)

Explain the various movements again to the children. Use different learners to demonstrate each of the activities.

Revise the importance of the warm up exercise.

Remind them that they can play these games during break time and at home.

Introduce the worksheet for lesson one to the learners.

Name _____

Worksheet: Grade one lesson one

Task one: Have fun outside

Find pictures in a magazine of people who are walking, throwing or catching a ball, running, jumping or leaping.

Paste the pictures in the space provided.

If you can't find a picture, you can draw the activity.



Grade 1

Life orientation: LO 4: AS 2 and 4



Lesson two: Get active! (30 minutes)

1. Outcomes

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

- list the benefits of physical activity
- copy another person's movements
- move in different ways (rolling, hopping, monkey walking).

2. Teacher's corner

The aim of this lesson is to build on the movements the learners did in lesson one. You also need to explain the benefits of physical activity to the learner. The benefits are discussed in the teacher's information guide, but here are the main benefits to emphasise at this level:

- Physical activity is fun
- Physical activity strengthens the heart and increases cardiovascular (heart) and respiratory (lungs) fitness, which will enable the child to do more physical activity and exercise with less effort
- It Improves muscular strength and endurance (the ability to lift a heavy object once or twice is referred to as muscle strength, while the ability to lift a lighter object many times is referred to as muscle endurance)
- It helps with weight control and improves body composition. Exercise helps increase lean body mass (muscles and bone) and reduce or maintain body fat
- It builds strong bones and enhances healthy growth and development
- It improves flexibility and the learners' ranges of motion
- It promotes good posture and balance.

3. Activities

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

- Large open area
- Whistle
- Beacons/cones/markers (eight to 10 cones, two per group)

Tips for the activities

The suggested duration of each activity is only a guide and you can increase the time for an activity if the learners are enjoying themselves.

Activity one: Warm up (5 minutes)

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

Activity two: Relays (10 minutes)

Divide the class into groups. The size of each group depends on the size of the class, but aim for groups of six to eight learners in each group.

Rules

The learners will sit in rows, behind a line (a skipping rope, or beacon or marker). They will then move from one beacon to the next. When they get back to the starting line, they will touch the player in front, who in turn will repeat the process.

The learners have to move from one beacon to the next in the following ways:



Hop on the right leg – the learners must move to the beacon by hopping on their right leg; their left leg may not touch the ground.



Hop on the left leg – the learners must move to the beacon by hopping on their left leg; their right leg may not touch the ground.



Side steps – the learners must move to the beacon by stepping from side to side.



Leaping – the learners must move to the next beacon by doing a series of leaps. They must leap from a stationary position; they cannot run and leap.

Depending on the nature of your class, you can have a competition to see which group can finish all the relays quickest. Be sure to include both stronger and weaker learners in a group, so that the groups are more or less of equal strength.



Grade 1

Activity three: Benefits of physical activity discussion (10 minutes)

Although this activity doesn't require the learners to do physical exercise, it is a good opportunity to get the learner's input.

Discussion topics:

- Ask the learners about the types of physical activities they do and which are their favourite ones
- Discuss how they feel when they are playing these games
- Find out what the learners think the benefits of physical activity are and make them aware of how important physical activity is to their health.

Tips for activity three:

- Revise the benefits discussed in the 'Teacher's corner' section
- It is important to use language and terms that the learner will understand
- As the teacher, you can write up the learners' responses and comments, which can be used to teach new vocabulary, or for a reading aloud session.

Doing a reflection activity with the class may help the discussion:

- Ask the learners which movements they did (you can write down learners' responses on the chalk board)
- Ask the learners to draw and label pictures of the activities that you enjoyed the most
- Ask the learners to draw and label pictures of activities that were new to you.

Activity four: Cool down (5 minutes)

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

4. Wrap up: (3 to 5 minutes)

Remind the learners about the benefits of physical activity. Emphasise that it is good to do various physical activities so that their whole body can benefit – it's more fun too!

Introduce the worksheet for lesson two to the learners.

Name _____

Worksheet: Grade one lesson two

Task one: Have fun outside

1. Time spent watching TV can be better spent playing games and getting active. Suggest a game or activity to your family that you can all do together instead of watching TV. Write down which game you suggested to your family.

2. Think of activities that you can do while the adverts are on? Choose five activities, one for each day of the week and write them in the table below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity					

Lesson three: Making healthy food choices (30 minutes)

1. Outcomes

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

- explain what a nutrient is
- identify foods that are nutritious and non-nutritious
- discuss what makes a food nutritious or non-nutritious.

2. Teacher's corner

The aim of lesson three is to introduce learners to nutrients and nutritious and non-nutritious foods. Nutrients are substances found in food that are needed for good health. Your body can't make nutrients, so they must be supplied by the food we eat. During digestion, food is broken down into the building blocks of basic nutrients, which are absorbed into your bloodstream and carried to every cell in your body. More than 40 nutrients in food are classified into six groups: carbohydrates, fats, proteins, vitamins, minerals and water. Each nutrient has a specific function and they all work together for your good health.



Nutritious foods are foods that supply the body with the nutrients that it needs to grow. These can be called "best choices" or healthy choices. Examples of just a few healthy food choices are brown rice, chicken, apples, carrots and beans, but there are many others.



Non-nutritious foods don't supply the body with the proper nutrients we need to grow. These can be called "poor choices", because they are unhealthy. Examples of unhealthy food choices are hamburgers, chips, sweets and biscuits.

Lesson three is quite long. You may prefer to do this over two lessons, therefore, reinforcing the concept of good food choices.

3. Activities

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

- For activity one: board and markers to write the examples on the board. You'll also need pictures of examples of nutritious and non-nutritious foods.
- For activity two: paper for each group, markers, crayons, a pencil and a board on which to write the examples
- For activity three: magazines that will have pictures of different types of food, scissors, glue, sheets of paper, markers, crayons, pencils and a board on which to write the foods.

Activity one: What is nutrition? (10 minutes)

This activity is a discussion session and is a good opportunity to get the learner's input. You should aim to cover the following topics:

- Ask the learners if they know why we eat food. Let them each have a turn sharing their ideas. Point out that we eat food:
 - because we are hungry
 - because we want our bodies to grow
 - to have energy to play and work
 - because it tastes good
 - to keep our bodies healthy.
- Indicate that when we eat healthy foods which our bodies need, we are providing them with the right nutrients
- Explain that nutrients help to build the body and allow it to function properly
- Write the words "nutrient" and "nutritious" on the board and explain how the words are related
- Define nutritious and non-nutritious foods and give examples of each:



- Nutritious foods are healthy food choices that provide the body with the proper nutrients it needs to grow. These can be called "healthy food choices".



- Non-nutritious foods are unhealthy food choices that don't provide the body with the proper nutrients it needs to grow. These can be called "unhealthy food choices".
- Ask for examples of these two types of foods. Examples include:
 - **Nutritious foods:** brown rice, chicken, apples, carrots and beans
 - **Non-nutritious foods:** hamburgers, chips, sweets and biscuits.
- Show a picture of a caterpillar eating a leaf. Explain that a caterpillar doesn't choose its food; it just eats whatever it finds. We should not be like a caterpillar and just eat whatever food we find. We should make good food choices. There are no bad foods as such, but some foods must be eaten in much smaller amounts than others.

Activity three: Make the healthy choice (15 minutes)

Activity three requires the learners to find pictures of nutritious and non-nutritious foods from a magazine and is more practical than activities one and two. You may want to recap on which foods are nutritious/healthy and which foods are not as nutritious/healthy before beginning this exercise if necessary.

- Divide the learners into small groups of four to six
- Hand out a "worksheet" with the heading "healthy food choices" (with a picture of a happy face) on one side and "unhealthy food choices" (with a picture of an unhappy face) on the other side
- Hand out magazines that contain pictures of foods, glue, scissors, markers and crayons
- Ask the learners to cut out pictures of all kinds of foods and drinks from magazines and, by working together in their groups, put the food into the category of nutritious or non-nutritious foods in the worksheet
- Ask the learners which foods they like to eat and list the foods that they choose on the board
- Let the whole class discuss the foods they found and which category they put them under.

4. Wrap up: (3 to 5 minutes)

Remind the learners of why we eat and the difference between nutritious and non-nutritious foods. Try to end the lesson so that the learners are motivated to make healthy food choices at home.

Introduce the worksheet for lesson three to the learners.

Name _____

Worksheet: Grade one lesson three

Task one: Design a lunch box

Next to Sally's lunch box, draw what you think a healthy lunch box should look like.

Sally's unhealthy lunch box



Healthy lunch box

Lesson four: The five food groups (30 minutes)

1. Outcomes

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

- list the five food groups
- identify which foods fit into which food group.

2. Teacher's corner

Foods that are similar in origin and nutritional content can be classified into food groups. Food groups can be used as a practical tool for planning a healthy and balanced diet. Selecting foods from each food group on a daily basis ensures a diet rich in a variety of nutrients.

The five food groups are:

1. Bread, cereals, rice and pasta
2. Fruit and vegetables
3. Meat and meat substitutes
4. Milk and dairy products
5. Fats and oils.

Tip to explain the five food groups:

Ask the learners to hold up one hand and spread their fingers. Explain to them: "There are five food groups needed for good health. As I call out each food group name, repeat it out loud. Bend down a finger each time we say a food group." You can then ask the learners to spread their fingers, close their eyes and see how many food groups they can remember, bending down a finger for each food group.

3. Activities

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

- For activity one: magazines, newspapers, scissors, glue, A3 pieces of paper with a picture of a trolley on each one and pictures or packaging of food
- For activity two: food group snap cards – each card must have a food group on. Food snap cards – each card must represent a different type of food. There must be enough food and food group snap cards so that each pair of learners in your class has a set of each type of cards.

Activity one: What is nutrition? (10 minutes)

The aim of activity one is to help the learners get a good understanding of the five food groups. Before you assign the learners their tasks, you need to discuss the five food groups.

- Explain that foods which give us similar nutrients are divided into food groups
- List the food groups and give examples of each
- Use pictures/posters to support the discussion.

Once you have discussed the food groups with the learners, it is time for them to put this knowledge into practice.

- Prepare an interest table with samples of the different foods. You can collect empty packaging before the activity and use it for the display. Ask the learners to bring some packaging to class.
- Give each learner a "trolley" and let them "shop" through the magazines and newspapers and select different types of food
- Ask the learners to paste their food choices onto the trolley. Emphasise that they should have foods from all five food groups in their trolley.
- Provide the opportunity to discuss the food that learners have shopped for in their trolley.



Grade 1

Activity two: Food snap (10 minutes)

Activity two involves getting the learners to play a card game to show their understanding of the different food groups.

- Place the learners in pairs
- Each pair should have two sets of snap cards – a set of food group cards and a set of food cards
- Both piles of cards must be placed face-down on the desk or carpet
- The first player must turn over one food group card and then turn over one food card. If the category of food matches the food group, then the first player to call out “snap” wins that pair of cards.

Examples:

- a. A picture of bread, cereal, rice and pasta on a food group card ‘snaps’ a picture of cereal on a food card
 - b. A vegetables and fruit food group card ‘snaps’ a picture of an apple on a food card.
- If the cards don’t match, then they should be returned to the bottom of the pile
 - The learner who has the most pairs of cards at the end of the game wins.

Activity three: Guess the food group (5 minutes)

Activity three requires the learners to identify which foods fall under which food groups.

- Make a mystery shopping bag by filling it with different foods or packaging of foods
- Have one learner at a time come to the bag, reach in and try to identify one of the foods
- The learner may pull the food out of the bag and show the class
- Help the learner decide which food group the food belongs in.

4. Wrap up: (3 to 5 minutes)

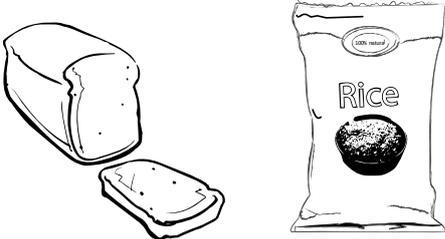
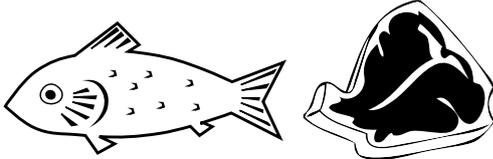
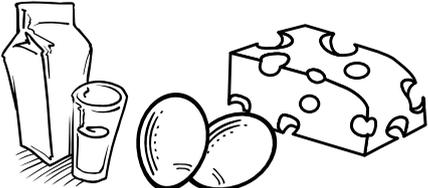
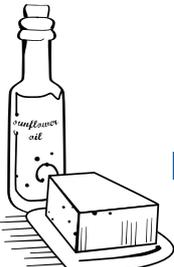
End the lesson by recapping the five food groups and the types of food that fit into each group. Remind the learners of the importance of eating food from all the food groups.

Introduce the worksheet for lesson four to the learners.

Name _____

Task one: Match the food to the food group

Match the food in column A with the food group in column B by drawing a line to join them together as in the carrot example below:

Food group	Food
 <p>Bread, cereals, rice and pasta</p>	
 <p>Vegetables and fruit</p>	
 <p>Meat and meat substitutes</p>	
 <p>Milk and dairy products</p>	
 <p>Fats and oils</p>	



Grade 1

Life orientation: LO 1: AS 1 and LO 4: 2, 3 and 4



Lesson five: Get active and eat healthily! (30 minutes)

1. Outcomes

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

- explain the benefits of a healthy diet
- list examples of healthy foods.

2. Teacher's corner

The aim of lesson five is to integrate the learner's nutrition and physical activity knowledge that they gained in the previous four lessons. Therefore the theoretical base for this lesson is the same as for lessons one to four.

3. Activities

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

- For exercise two: a poster of foods, which you need to prepare beforehand. Cut out pictures of different foods from a magazine and paste them on a large poster or A3 piece of paper. You should have both healthy and unhealthy foods on the poster.
- Different types of fruit or pictures of different types of fruit. There should be one for each learner in your class. You do not need a different type of fruit for each learner, but should have a few examples of different fruits.

Activity one: Warm up (5 minutes)

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

Activity two: What's on your plate? (5 to 10 minutes)

Activity two is an exercise that shows the learners how to tell the difference between healthy and unhealthy foods. It may be useful to start with a discussion on the learners' eating habits and views of what counts as healthy eating.

- Ask the learners what they ate for supper the previous day
- Ask the learners why they think they need to eat food every day.

After the discussion, you can introduce the poster of healthy and unhealthy foods.

- Use the poster to show the learners a list of foods that includes both healthy and unhealthy foods
- Ask the learners to identify the healthiest foods on the poster.

Activity three: The fruit basket shuffle (10 minutes)

Activity three is a fun exercise to help learners get to know the different types of fruit.

- Seat all the learners in your class in a large circle
- Give each learner a fruit or picture of a fruit as you move from one learner to the next
- When you give them their fruit, put your hand on their head and tell them their fruit
- When you call out a specific fruit, apple for example, then all the learners with apples must jump up and swap places with another learner with an apple
- If you call 'fruit basket shuffle', then all the learners (as they each have a fruit) must jump up and swap places with each other.

Activity four: Cool down (2 to 5 minutes)

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

4. Wrap up (2 to 5 minutes)

Briefly revise the benefits of a healthy diet with the learners. Ensure the learners remember the benefits of physical activity that you taught in the previous lessons.

Introduce the worksheet for lesson five to the learners.

Name _____

Worksheet: Grade one lesson five

Task one: Where's the food?

Find the healthiest foods and colour them in.





Grade 2

List of warm up and cool down exercises



Warm up exercises

1. Warm up exercise one (5 minutes)

Use chalk to mark out the letters and symbols of a computer keyboard on the playground. Depending on the size of your class, you may need to mark out three or four keyboards.

- Put the learners into pairs – there can be more than one pair of learners on a keyboard
- Give one learner in each pair instruction cards
- They need to read the instruction to their partner who has to spell the words by hopping onto each letter of the keyboard
- Each time they jump on the 'enter key', the partners swap.

Make sure both partners get a turn – you may want to use a whistle to indicate when to swap instead of having them jump on 'enter'. If the learner is in the middle of spelling a word, allow them to finish the word before swapping.

Examples of instructions are:

- Spell your name
- Spell your favourite activity
- Spell hop, skip, jump or roll.

Tip for warm up exercise one

If you would prefer not to set up the computer keyboard for this activity, simply write the letters of the alphabet in different blocks – the game will then become a variation of hop scotch!

2. Warm up exercise two (5 to 8 minutes)

Ask the learners to each find a space and then to follow your instructions if you say "Simon says" first. If you do not say "Simon says" before calling the instruction, they must not obey and must stand still.

The learners must try to find as many ways as possible of carrying out the instruction (words called out) and continue with this activity until the next instruction is called out.

Tip for warm up exercise two

Examples of words that can be called out:

- Stretch, twist, stand up, twirl, roll or jump.

You can also add some additional movements such as:

- Crawl like a snake
- Pretend you are jumping over a fence.



Grade 2

List of warm up and cool down exercises continued

After playing 'Simon says' for five minutes, instruct the learners to do the following stretches:



Hamstrings



Chest



Quadriceps



Shoulder



Calf

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

Cool down exercises

1. Cool down exercise one (3 minutes)

Ask the learners to lie on their backs with their eyes closed. Tell them to listen to the music and imagine that they are floating on the clouds.

2. Cool down exercise two (5 minutes)

Instruct the learners to stretch up as high as possible by standing on their toes and then curling up into a tiny ball. The learners should repeat this stretch three to five times.



Grade 2

Life orientation: LO 4 AS 1, 2, 3 and 4



Lesson one: Playing games (30 minutes)

1. Outcomes

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

- jump over a skipping rope
- work in small groups (eg swing a rope with a partner)
- describe two South African indigenous games.

2. Teacher's corner

The main focus of lesson one is to show that physical activity is fun. You should introduce the learners to games that can be played on the school playground and at home.

The indigenous games used in this lesson are **Ugqaphu / Kgati / Ntimo** and **Diketo / Upuca / Magava / Jacks / Ukugenda**. There are other indigenous games you can download the hand book and rules for from Sport Recreation South Africa's website, under the "mass participation" section (<http://www.srsa.gov.za/>).

3. Activities

For activity two, you'll need the following equipment:

- One skipping rope for every three to four learners.

For activity three, you'll need the following equipment:

- A large, flat playing area with a hard surface
- A whistle
- Chalk
- 10 small marbles or stones for each learner
- A taw or a big round stone (mokêtd) for each player
- A small hole in the ground (about 15cm in diameter and 5cm deep).

Activity one: Warm up (5 minutes)

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

Activity two: Ugqaphu / Kgati / Ntimo (10 minutes)

Divide the class into groups of three to six learners (depending on the size of the class and the number of skipping ropes you have available). Teach the learners how to play the game. The names above refer to the same game, but in different languages.

How to play Ugqaphu / Kgati / Ntimo

Ugqaphu / Kgati / Ntimo is a skipping game. For this game, you need to divide the learners in groups of three (as a minimum) where two learners swing the rope and the third player jumps over it. If you have more than three per group, then the other players will stand in a row and wait their turn to jump over the rope.

While jumping, the learners will sing a rhyme.

Rhymes differ from area to area and one of the examples is:

One, two amashigogo shigogo x 1

Pause

One, two amashigogo shigogo x 3

Pause

One, two amashigogo shigogo x 1

Pause

One, two amashigogo shigogo x 3

The learners can say this rhyme or their own one, but they must try to stick to the prescribed rhythm. On the 'pauses', the learners swinging the rope can make a small circle above the jumper's head. So for the rope swingers, the rhythm will be:

One, two – rope hits the ground
Pause – rope in the air.

The learners can vary how they do the jumps, for example:

- Landing on both feet
- Jumping on one leg
- Jumping on one leg, but alternating.

If a learner does not clear the rope, replace one of the rope swingers with the learner who did not clear the rope.

Start off by choosing who will be swinging the rope in each group and who will start the jumping.



Activity three: Diketo / Upuca / Magava / Jacks / Ukugenda (10 minutes)

Split the learners into groups of three. Either provide 10 marbles or stones per learner or ask them to go and find 10 stones each. This activity helps the learners to develop their hand eye coordination. There are three rounds and the learners take turns to play one at a time.

Round one:

- The first player will place his or her 10 stones in the hole and will then throw the mokêtô (big round stone) in the air and scoop out all the small stones using one hand, before catching the mokêtô again
- If the player catches the mokêtô, then one of the small stones is placed next to the player outside the circle or hole
- With the next throw, the remaining nine stones are pushed back into the hole with the same hand before the learner catches the mokêtô
- With the following throw, the nine stones will be scooped out again.

The game continues in this way. Every time the mokêtô is caught successfully, one more stone is placed outside the hole next to the player until there is just one stone left. When all the stones have been successfully scooped out, all the stones will be put back into the hole and round two begins.

If the player does not catch the mokêtô, then it is the next player's turn to play.

Round two:

Round two starts with all the stones back in the hole.

- If the player catches the mokêtô after throwing it into the air, then two of the small stones are placed next to the player outside the hole
- With the next throw, the remaining eight stones are pushed back into the hole with the same hand
- With the following throw, the eight stones will be scooped out again.

The game continues in this way. Every time the mokêtô is caught successfully, **two** more stones are placed outside the hole next to the player, until there are two stones left in the hole. When all the stones have been successfully scooped out, all the stones will be put back into the hole and round three begins.

If the player does not catch the mokêtô, then it is the next player's turn to play.

Round three

Round three begins with all the stones back in the hole.

- If the player catches the mokêtô after throwing it into the air, then three of the small stones are placed next to the player outside the circle or hole
- With the next throw, the remaining seven stones are pushed back into the hole with the same hand
- With the following throw, the seven stones will be scooped out again.



The game continues in this way. Every time the mokêtô is caught successfully, **three** more stones are placed outside the hole next to the player, until there is one stone left in the hole.

If the player does not catch the mokêtô, then it is the next player's turn to play.

Please note that there may not be time to finish the game in the lesson, but the learners will have another opportunity as part of the worksheet activities.

Activity four: Cool down (3 minutes)

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

4. Wrap up (2 minutes)

Inform the learners that the games that were played in today's lesson are indigenous South African games. Encourage them to play these games during break-time and at home.

Introduce the learners to the worksheet for lesson one.

Name _____

Worksheet: Grade two lesson one

Task one: Know your words

Ask an adult to help you find the meaning of the following words:

Indigenous: _____

Coordination: _____

Siyadlala: _____

Task two: Learn a new game

Ask a member of your household what their favourite game was when they were your age.
Ask them to help you write down the rules of this game.

Now ask them to teach you this game and play it together.



Grade 2

Life orientation: LO 1: AS 4 and LO 4: AS 2, 3 and 4



Lesson two: Music madness (30 minutes)

1. Outcomes

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

- demonstrate the ability to follow instructions, such as to stop when the music stops
- identify and understand the meaning of basic road signs
- move rhythmically to music.

2. Teacher's corner

Most of the activities for today's lesson require music. You can, however, use drums or hand clapping if there's no music system available.

This lesson gives you ideas of how you can develop patterns of rhythmical movement and involve the learners in activities that develop coordination and control.

Rhythmic movement

To develop the skills necessary to perform cultural dances, young learners can start with simple singing games to develop the understanding of rhythm and movement in sequence. This type of movement is a first step to the teaching of cultural dances.

When teaching singing games or cultural dances, it is important to emphasise the joy of the movement.

- Do not pay rigid attention to the finer details of correct execution
- This will provide each learner with an opportunity to express his or her own natural vitality and rhythm.

Tips to assess the learners' performance

1. Self assessment: Instruct the learners to rewrite the rules of one of the indigenous games they played in class. They should complete these sentences to show how the game is played:

- First,
- Then,
- After that,
- Finally,

Have the learners answer the following questions:

- What did you enjoy most in the game?
- Which games were new to you?

2. Teacher's assessment: You can observe the learners during play and make notes or tick off how well the learners are participating in the activities. Possible rating scores include:

- Good: Participates eagerly in games and movement activities
- Satisfactory: Participates in most games and physical activities
- Needs support: Needs encouragement to participate in games and physical activities.

3. Activities

For activity two you'll need the following equipment:

- A large area – can be done indoors or outdoors
- Music system – CD player and CDs
- Hula hoops.

For activity three you'll need the following equipment:

- Pictures of traffic signs (one set per pair of learners). These include the following signs:
 - Stop
 - Yield
 - Caution children crossing (for this one the child must skip)
 - Speed limit 60 (for this one the learner has to move around quickly).



Grade 2

Activity one: Warm up (5 minutes)

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

Activity two: Musical hula hoops (5 to 8 minutes)

Arrange the hoops in a line or circle using one fewer than the number of learners taking part. It is best to set up the hula hoops before the class starts.

- Instruct the learners to run around the hoops in an anti-clockwise direction
- When the music stops (or when you blow the whistle), each learner must stand in a hoop
- When a learner has been without a hoop twice, he or she drops out and another hoop is removed
- The learner that is removed from the game must jog around the hoops and then perform two stretches while the game continues.

Activity three: Traffic signs (8 minutes)

You need to have one set of traffic sign pictures per pair of learners. You can make the traffic sign pictures before the lesson or ask the learners to do so as part of the class.

- Divide the learners into pairs
- One learner is the instructor and must show a sign and the other needs to follow the instruction
- You will shout out the movement the learners need to do – walk, leap, jump and crawl
- Blow the whistle every minute or so, so that the partners can swap.

You can vary this game by shouting out an 'activity instruction'. This means the learner needs to do a particular activity, for example skip, jump, roll or run, when the 'caution children crossing' and the 'speed limit' signs are held up. They will also do this activity for the yield sign, but slow down and eventually stop.

Activity four: Cool down (3 minutes)

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

4. Wrap up (2 minutes)

Remind learners of the meaning of the road signs and the importance of obeying these signs and other instructions.

Introduce the learners to the worksheet for lesson two.

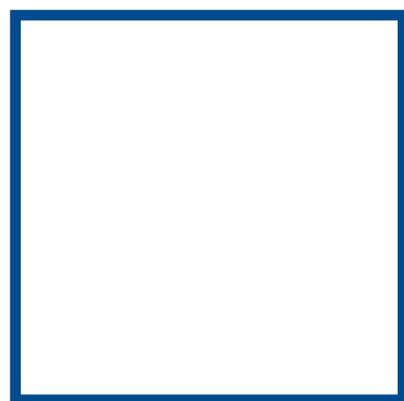
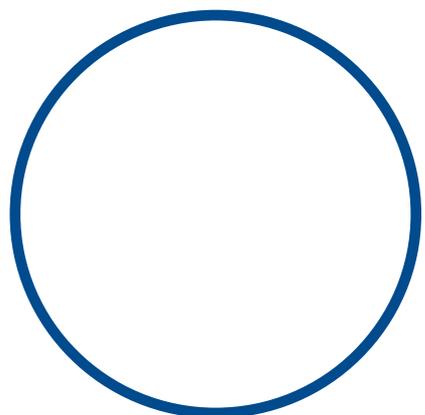
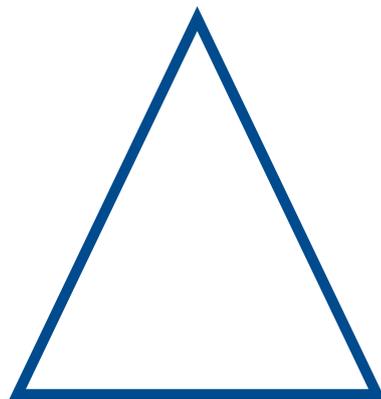
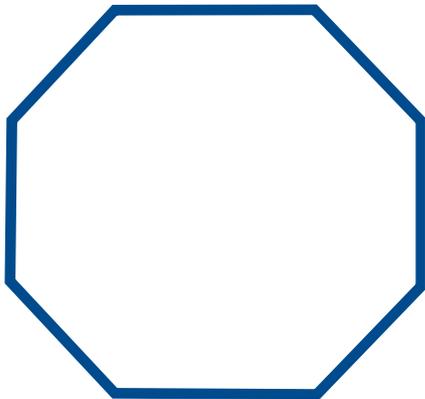
Name _____

Worksheet: Grade two lesson two

Task one: Road signs

Do this task with a friend or family member.

Write the name of an exercise like skip, hop, jump and run in each sign. One person holds up a sign and the other does the exercise written on the sign. When a new sign is held up, change to do that exercise.



Lesson three: Water pollution (30 minutes)

1. Outcomes

By the end of this lesson the learners should be able to list two sources of clean and unclean water.

2. Teacher's corner

Explain that not all water is clean and safe to drink. We cannot drink any water that we find – we must only drink clean water. Unclean water can make us sick because it contains harmful substances called pollutants. Water must be very carefully treated to remove all the pollutants before it is safe to drink.

Pollution is a change in the quality of the environment. For example, a substance (pollutant) can change the physical, chemical or biological properties of water and make it harmful to drink.

The water that humans use has been around since ancient times. It is recycled again and again through the water cycle. For example, the water used to brush your teeth this morning could have been part of a cloud floating over a city a few weeks ago!

The availability of drinking water

Water covers three-quarters of the earth's surface, so it may seem that there is plenty of it and that we will never run out of this valuable resource.

In reality, we have a limited amount of usable fresh water.

Some interesting facts:

- Over 97% of the earth's water is found in the ocean as salt water
- 2% of the earth's water is stored as fresh water in glaciers, ice caps and snowy mountain ranges
- Only 1% of the earth's water is available to us for our daily needs.

Only a small amount of water is suitable for humans to drink. Not all of the water in the ground and in lakes and rivers is easy to reach or is clean enough to drink. The fresh water in ice caps and glaciers is difficult for us to access and use. Scientists are trying to find ways to take the salt out of ocean water, but it is a very expensive process.

Fresh water

Our fresh water supplies are stored either in the soil (ground water) or in lakes, rivers and streams on the earth's surface (surface water). These are our main two sources of fresh water. The other main source of fresh water is the ice in the polar regions.

Surface water comes from the lakes, rivers, and streams that flow over the land. Streams flow into rivers, which join large rivers that eventually return surface water to the oceans, from which it may have originally evaporated.

Ground water is found beneath the earth's surface and fills the cracks, crevices and tiny pores between soil or rock particles.

We must take care of surface and ground water because it is very important for humans, plants/crops and animals. If we waste water or pollute it, we may find that there is less and less of it available for us to use.

3. Activities

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

- A globe or map of the world
- Five glasses and five clear liquids with different tastes, for example use sugar water, white vinegar, salt water, water mixed with citric acid or tap water.



Activity one: Water, water everywhere (10 minutes)

Activity one requires the learners to identify bodies of water on a world map or globe.

- Look at the globe with the learners
- Ask them to point out lakes, rivers, and oceans. Explain that these are known as surface waters
- Ask the learners if they know what kinds of water bodies are salt water and which are freshwater. Ask them if they have ever tasted salt water.
- Ask the learners if they think there is more water or land on earth
- Ask them if there is water beneath the surface of the ground that we cannot see on the globe.

Activity 2: Water investigators (15 minutes)

Activity two will show how to identify clean and unclean water.

Explain that just because water looks clear, it doesn't mean that it is really clean to help learners understand that clear water isn't necessarily free of pollutants.

- Place five clear liquids in glasses. For the clear liquids, use substances that have a definite taste, which learners would recognise. For example, you can use sugar water, white vinegar, salt water, water mixed with citric acid or tap water.
- Using cotton swabs, ask the learners to taste each liquid (throw away the swab after each taste) and record the taste after sampling each one
- After the learners have had a chance to taste them all, explain that where they might have thought that all these liquids were clean water, they actually all contained other substances. Likewise, clear water might look clean, but may contain invisible pollutants.

Wrap up (5 minutes)

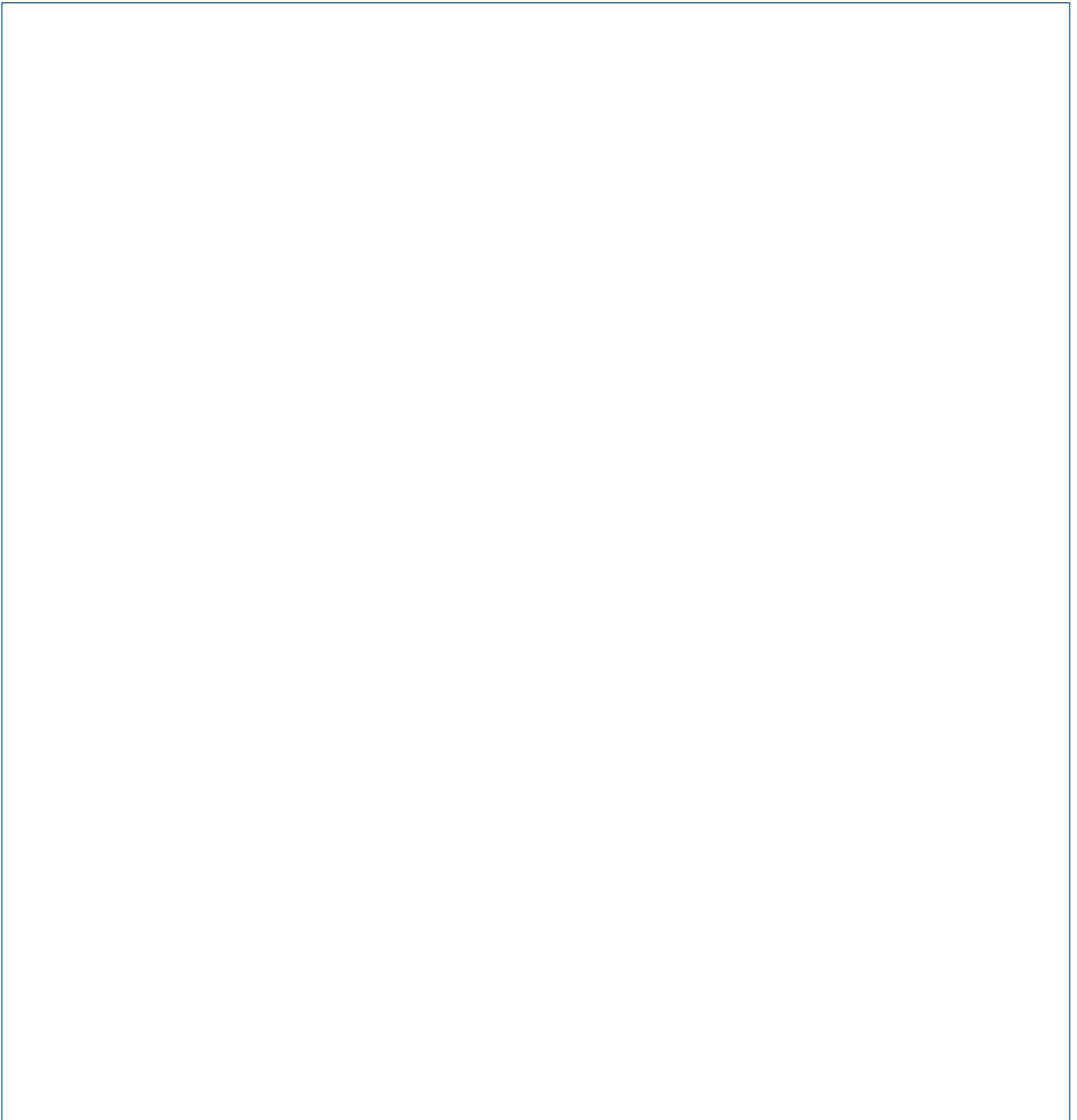
Remind the learners of the importance of drinking clean, safe water. Make sure the learners appreciate that clean drinking water is a precious resource and that they must always be careful to find out if water is clean – looks can be deceiving.

Name _____

Worksheet: Grade two lesson three

Task one: Finding water

Find pictures of different types of water in magazines such as drinking water, rivers, the ocean and ice and paste them in the space below:

A large, empty rectangular box with a thin blue border, intended for students to paste their findings from magazines.

Task two: Clean and dirty water

Draw pictures of two sources of clean water that are safe to drink in the space below.

--	--

Draw pictures of two sources of dirty water that are not safe to drink in the space below.

--	--

Lesson four: Water purification (30 minutes)

1. Outcomes

By the end of this lesson the learners should be able to explain a simple way of purifying water.

2. Teacher's corner

The aim of this lesson is to introduce learners to the concept of pollution and how this affects the quality and safety of water. Learners will also be introduced to the concept of purifying water.

3. Activities

For activity one you'll need the following equipment:

- Tank or container
- Items to represent pollutants such as motor oil, food dyes, dish washing detergent, scraps of paper, soil, leaves, clay balls or coffee granules. (You'll also need some of these items for activity two).

For activity two you'll need the following equipment:

- Distilled water
- Three large graduated cylinders (1 000 ml) – labelled A to C
- 15ml measuring spoons
- Three large beakers
- Flat sieve
- Cheesecloth (or kitchen cloth)
- Cotton fabric
- Coffee filters
- Shallow bowl or basin
- Ice cube tray
- Freezer.

Activity one: Understanding water pollution

The aim of activity one is to show the learners what water pollution is. Begin the lesson by asking the learners where their tap water comes from. Ask the learners:

- to define pollution and list all suitable answers on the board
- what they think pollutes our water and list all suitable answers on the board.

Explain to the learners that whenever water is used to wash our bodies, clothes and cars, or to cook our foods or brush our teeth, we make waste water. Likewise, each time an industry uses water to make paper products, iron, steel and oil, waste water is produced.

- Waste water is also called sewage and it is all the used water generated by a community. It includes human waste flushed down toilets, food scraps washed down sinks and water from washing machines, baths, street storm drains and businesses.
- Emphasise this by "polluting" a tank or container of clean water. Pollutants can be represented by such household products as car motor oil, food dyes, scraps of paper, soil, leaves, clay balls or coffee granules.
- These products should be added as learners express their ideas about what pollutes their water
- This should have a dramatic effect as learners see the water being polluted before their eyes.



Grade 2

Activity two: Water filtering

Perform a water filtration experiment with the following substances representing pollutants:

Pollutants	Substances representing pollutants
Organic wastes	Crushed leaves
Dirt and silt (sediment)	Sand

Experiment one: Filtration (removing sediment – crushed leaves)

1. Measure 500ml (two cups) of distilled water into a large graduated cylinder
2. Add 30ml (two table spoons) of finely crushed leaves into the water and stir gently
3. Talk about the appearance of the mixture in the cylinder
4. Place a clean piece of flat sieve over a 1 000ml beaker, labelled beaker A, and spread a piece of cheesecloth (or kitchen cloth) over the sieve
5. Pour the mixture slowly through the filter (make sure it goes through both layers) into the beaker
6. Discuss the liquid in the beaker and the solid on the filter
7. Repeat steps 1 to 6 using beaker B and a piece of cotton fabric placed over the sieve. Make sure you rinse the sieve in between.
8. Repeat steps 1 to 6 using beaker C and a coffee filter placed over the sieve. Make sure you rinse the sieve in between.
9. Compare the results of beaker A, B and C.

Experiment two: Filtration (removing sediment – sand)

1. Repeat steps 1 to 9 using sand instead of crushed leaves.

4. Wrap up (5 minutes)

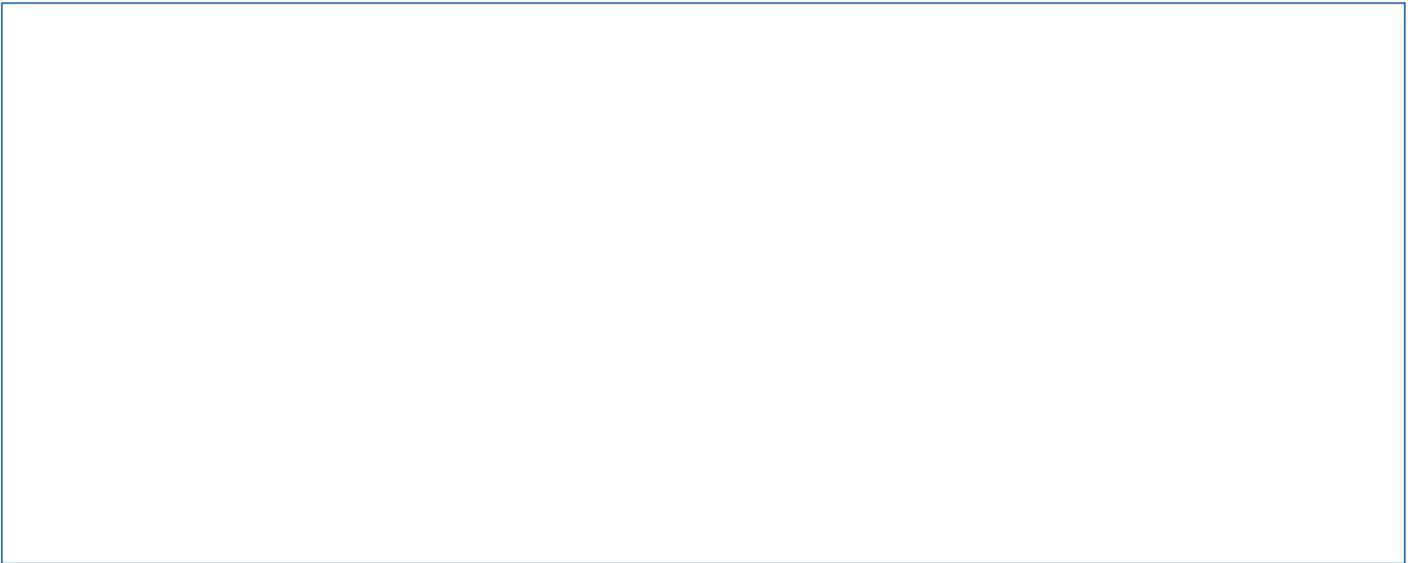
Remind the learners of how easily water can be polluted. Ensure the learners know how to filter dirty water.

Name _____

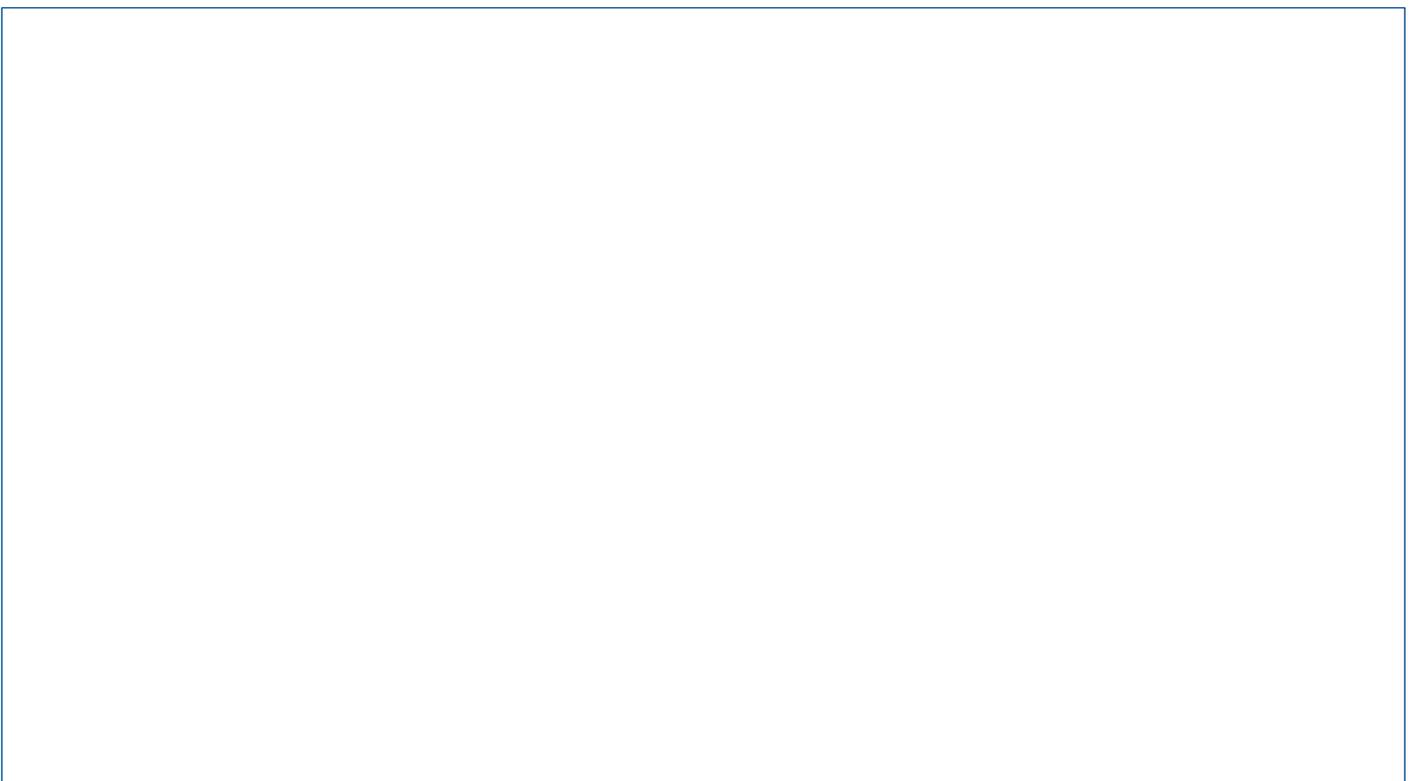
Worksheet: Grade two lesson four

Task one: Safe drinking water

Draw a picture in the space below of how we make dirty water into clean water.

A large, empty rectangular box with a thin blue border, intended for the student to draw a picture illustrating the process of making dirty water into clean water.

Find pictures of things that can dirty water such as sand, leaves and oil and paste them in the space below.

A large, empty rectangular box with a thin blue border, intended for the student to paste pictures of things that can dirty water, such as sand, leaves, and oil.



Grade 2

Life orientation: LO 1, AS 2 and LO 4, AS 1



Lesson five: Turn the TV off (30 minutes)

1. Outcomes

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

- plan a healthy meal
- plan their physical activities
- discuss the health benefits of physical activity and healthy eating.

2. Teacher's corner

The aim of this lesson is to integrate the nutrition and physical activity knowledge gained in the previous four lessons. Therefore the theoretical base for this lesson is the same as that for lesson plans one to four. You will encourage the learners not to watch TV for a few days and give them some healthy recipes to cook at home.

Please see the recipes on the enclosed recipes list to hand out to the learners.

3. Activities

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

- A copy of the worksheet for each learner
- A chalkboard/ big sheet of paper
- Copies for each learner of the recipes list.

Activity one (10 to 15 minutes)

Decide as a class on either a few days, or a week of no television.

- Tell learners that the aim of the activity is to practise healthier lifestyle habits – less sedentary activity, improved eating habits and more physical activity. Sedentary activities include watching TV and using the computer.
- Talk about interesting activities to do to occupy the learners time other than watching television
- Brainstorm fun ideas that learners and their families could do. They could teach their family an indigenous game or learn a game their parent/grandparent played as a child. Write them on the chalkboard.
- Discuss what learners could do if the temptation to turn on the television becomes great
- Hand out the worksheet for lesson five and remind learners to record their activities daily.

Tips for activity one

This activity might initially not be received with much enthusiasm, since the idea of not watching television may not seem like fun for the learners!

Before doing the activity, let the learners inform their parents of the decision to turn off the television for a few days. Tell the learners that together you are going to think of fun alternative things to do instead of watching television.

Although the introduction of the activity will be done in class, the learners have to record their activities on their worksheet each day.

Activity two (10 to 15 minutes)

Hand out a copy of the recipes of healthy meals to each learner.

- Read through the recipes together
- Discuss the benefits of healthy eating and that making healthy snacks can be fun
- Briefly explain how to make each meal
- Allow the learners to take the copies of the recipes home
- Make sure you tell the learners that they need help from an adult when they prepare the healthy meals.



4. Wrap up (5 minutes)

Remind the learners of everything they have learned in the four previous lesson. Encourage them to try some of the activities at home with their families.

After a few days, when learners have completed the worksheet, let them report back in class on:

- what they enjoyed the most about not watching TV
- what they found difficult, and
- what they would like to continue to do with their families.

Name _____

Worksheet: Grade two lesson five

Task one: TV turn off

Plan physical activities your family can do together instead of watching TV. Record what your family does for the 'TV turn off' days. Write down the activities you and your family did.

Day	Activity

Draw a picture of you and your family during TV turn off.

Write down which activities you enjoyed the most instead of watching TV.

List of recipes

Make sure you have help from an adult when you make these meals.

1. Edible veggie bowl (serves one)

Ingredients:

- One washed green, yellow or red pepper
- One washed bunch of celery
- One washed and peeled carrot
- Your favourite low-fat salad dressing.

The tools you need:

- Knife (you'll need help from an adult)
- Cutting board.

Here's what to do:

1. Cut the pepper in half so that you have a top and bottom half and clean out the insides. Now you have two pieces. One will be your pepper-shaped bowl.
2. Cut the other half of the pepper into skinny slices
3. Cut the carrot into skinny sticks about 10 cm long
4. Cut the celery into skinny sticks about 10 cm long
5. Put a little salad dressing in the bottom of your pepper bowl
6. Put the celery sticks, carrot sticks and pepper slices into the pepper bowl
7. Now you've got a portable veggie treat! You can eat the veggies with a little dressing. When you're finished with the veggies, it's time to eat the bowl!

2. Strawberry smoothie (serves one)

Ingredients:

- Two ice cubes
- One cup of milk
- $\frac{1}{3}$ cup of cottage cheese
- $\frac{2}{3}$ cup of frozen strawberries
- One and a half teaspoons of sugar
- One teaspoon of vanilla extract.

The tools you need:

- Blender (you'll need help from an adult)
- Measuring cups and spoons
- Serving glass.

Here's what to do:

1. Pour all of the ingredients into the blender
2. Put the lid on the blender and blend for 45 to 60 seconds until smooth
3. Pour your smoothie into the serving glass and enjoy.



List of recipes continued

3. Breakfast casserole (serves six)

Ingredients for the crust:

- Two cups of grated raw potatoes
- $\frac{1}{2}$ a cup of chopped onions
- Two tablespoons of melted margarine.

Ingredients for the filling:

- $\frac{3}{4}$ cup of cooked, lightly ground sausage
- $\frac{1}{3}$ cup of shredded, light cheddar cheese
- $\frac{1}{3}$ cup of part-skim, shredded mozzarella cheese
- Four eggs
- Six egg whites
- One teaspoon of dried basil
- One teaspoon of dried oregano
- $\frac{1}{2}$ a teaspoon of dried parsley.

The tools you need:

- Oven (you'll need help from an adult)
- Non-stick cooking spray
- Measuring spoons and cups
- Pie pan
- Mixing bowls
- Knife (you'll need help from an adult)
- Fork or whisk.

Here's what to do:

To make the crust:

1. Preheat the oven to 220 degrees Celsius
2. Coat the pie pan with non-stick cooking spray
3. Mix potatoes and chopped onion
4. Press potato mixture evenly over the bottom and sides of the pie pan
5. Pour margarine evenly over the potatoes
6. Bake for 30 minutes.

To make the filling:

1. Spread cooked sausage evenly over the crust
2. Sprinkle cheeses evenly over the sausage
3. In a separate bowl, beat eggs, egg whites and spices
4. Pour egg mixture evenly over the cheeses
5. Lower oven temperature to 180 degrees Celsius. Bake for 40 to 45 minutes or until the centre is set and a knife comes out clean after putting it into the pie.



List of recipes continued

4. Crunchy veggie wrap (serves four)

Ingredients:

- $\frac{1}{2}$ cup of fat-free cream cheese
- Four 20cm flour tortillas
- $\frac{2}{3}$ cup of shredded romaine lettuce
- $\frac{2}{3}$ cup of shredded red cabbage
- One diced red tomato
- $\frac{1}{4}$ cup of sliced red onions
- $\frac{1}{3}$ cup of grated carrots
- $\frac{1}{4}$ cup of grated cheese
- 1 cup of sprouts.

The tools you need:

- Knife (you'll need help from an adult).

Here's what to do:

1. Spread two table spoons of cream cheese over one side of each tortilla
2. Divide remaining ingredients evenly among the tortillas
3. Roll up each tortilla
4. Cut each rolled wrap diagonally in half.

These recipes are taken from www.kidshealth.org



Warm up exercises

1. Warm up exercise one (8 minutes)

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

Part one:

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

Part two:

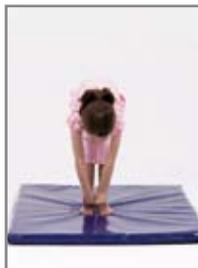
- Divide learners into pairs. One learner has to mirror the other's dance moves.
- When the music stops, they have to swap roles.

Part three:

Instruct the learners to do the following stretches:



Quadriceps



Hamstrings



Calf



Chest



Shoulder



Triceps

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

2. Warm up exercise two (8 minutes)

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

Part one: Bounces (1 minute)

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



Grade 3

List of warm up and cool down exercises continued

Part two: Throwing (1 minute)

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

Part three: High throwing (1 minute)

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

Repeat part one to three again.

Part four: Stretches

Instruct the learners to stretch:



The front of their shoulders and



Hamstrings

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

Cool down exercises

1. Cool down exercise one (5 minutes)

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

2. Cool down exercise two (3 minutes)

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

Lesson one: Components of an exercise session (30 minutes)

1. Outcomes

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

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

2. Teacher's corner

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

a. Warm up

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

b. Stretching

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

Keep to the following guidelines when stretching:

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

c. Main part of an exercise session

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

d. Cool down

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

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

3. Activities

For lesson one you'll need the following equipment:

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

Activity one: Warm up (8 minutes)

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

Activity two: Crows and cranes (7 minutes)

Activity two is one of the main parts of this exercise session and focuses on aerobics.

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

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

Activity three: Wall slides and wall pushes (7 minutes)

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

Wall pushes:

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



Tip for wall pushes:

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

Wall slides:

- Ask the learners to stand with their backs against the wall so their head, shoulders and hips are touching the wall and their feet are shoulder-width apart
- They will then slide down, bending their knees to 90°, keeping their back, shoulders and hips against the wall
- They should hold this position for 3 to 4 seconds before sliding up again
- They should repeat this movement 10 times.



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

Activity four: Cool down: (5 minutes)

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

Tips for the activities:

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

4. Wrap up (3 minutes)

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

Introduce the learners to the worksheet for lesson one.

Name _____

Worksheet: Grade three lesson one

Task one: An exercise session

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

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

Task two: Pictures

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

Picture	Part of the exercise session



Grade 3

Life orientation: LO 4: AS 1, 2, 3 and 4



Lesson two: Building basic sporting skills (30 minutes)

1. Outcomes

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

- show improved skill at hitting a target with a ball
- learn and demonstrate throwing and catching techniques.

2. Teacher's corner

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

3. Activities

For lesson two you'll need the following equipment:

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

Activity one: Warm up (8 minutes)

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

Activity two: Mini soccer (10 minutes)

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

Activity three: Bull's eye (8 minutes)

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

Catching the ball

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

Overhead pass

How to pass:

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



Divide the learners into four groups

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

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

Activity four: Cool down (3 minutes)

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

4. Wrap up (2 minutes)

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

Introduce the learners to the worksheet for lesson two.

Name _____

Worksheet: Grade three lesson two

Task one: Quiz

1. List two activities that count as exercise. _____

2. List any two benefits of physical activity. _____

3. Which of the following is a cardiovascular activity? (Remember cardiovascular activities exercise your heart and lungs, so it makes your heart beat faster and you tend to huff and puff). Mark your answer with a cross.
 - a. Walking
 - b. Stretching
 - c. Watching TV
 - d. Push ups
4. True or false: Children should try to watch more than two hours of TV per day. _____
5. True or false: Children should try to play (physical activity or sports) for at least one hour per day. _____
6. List three ways in which you can include physical activity in your day. _____

Task two: Catch

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

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

1. Outcomes

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

- list three ways that a healthy diet can improve physical wellness
- list three ways that a healthy diet can improve mental wellness.

2. Teacher's corner

The aim of this lesson is to introduce learners to:

- healthy and poor dietary habits
- how healthy and poor dietary habits affect personal health.

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

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

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

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

3. Activities

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

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

- Cartoon strip: "Winning Welile"





Grade 3

Activity one: Discussion on a healthy diet (5 minutes)

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

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

Activity two: Make healthy food choices (20 minutes)

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

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

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

4. Wrap up (5 minutes)

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

Name _____

Worksheet: Grade three lesson three

Task one: Healthy or unhealthy

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

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

Task two: Connect the dots

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

Apple



Bread

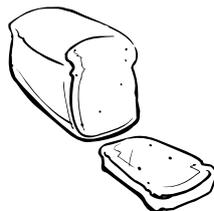
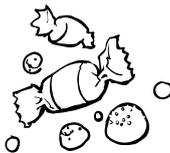
Banana

Lollypop

Carrots

Sweets

Milk



Pizza

Fizzy drinks

Chocolate

Ice cream



Ice cream

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

1. Outcomes

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

- list three healthy eating habits
- list three unhealthy eating habits
- list three problems that unhealthy eating habits can cause.

2. Teacher's corner

In lesson four you should give the learners a deeper understanding of how important eating healthy is. Use the car analogy in activity one to do this.

You should ensure the learners know different types of vegetables and fruit.

3. Activities

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

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

Using the analogy of a car, explain the importance of eating healthily. Explain that a car needs good quality fuel to run. If a car doesn't get enough fuel and is not looked after properly, it breaks down and stops working. However, if a car is given enough fuel and is looked after, it can keep going for many years!

Our bodies are like a car – we must give them the fuel they need to be healthy and look after them, so that they work properly. Breakfast is like fuel – we must fill up our tanks before the day begins so we have energy at school to think and play.

Some of the best fuel we can give our bodies is nutritious food. Vegetables and fruit are very nutritious because they contain plenty of vitamins, minerals and fibre to keep our bodies healthy. There are also several other types of fuels that we also need.

Remind the learners what nutrients are.

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

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

They help:

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

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

We all need to eat at least five servings of vegetables and fruit a day, so ask learners to remember the phrase "five a day" and to take up the challenge of eating about three servings of vegetables and two servings of fruit each day.

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

- One piece of fresh fruit
- One small glass of 100% juice, diluted with water
- 1/2 cup of cut vegetables
- One cup of leafy vegetables
- One handful (1/4 cup) of dried fruit.



Grade 3

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

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

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

Ask the class the following questions:

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

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

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

Examples of suggestions could be to:

- Eat a vegetable or fruit at every meal
- Eat a fruit with breakfast
- Add raw vegetables such as carrots or shredded cabbage to your lunch
- Have fresh vegetables or fruit as a snack between meals
- Have an orange or yellow vegetable and a green vegetable with your main meal of the day
- Eat a fruit instead of pudding after supper
- Eat at least one vitamin A-rich vegetable or fruit such as cantaloupe, carrots, sweet potato, spinach or broccoli every day
- Eat at least one vitamin C-rich vegetable or fruit such as grapefruit, oranges, green pepper, or cauliflower every day
- Eat at least one high fibre vegetable or fruit such as apples, grapefruit, or broccoli every day
- Eat green vegetables such as broccoli, cauliflower, Brussels sprouts and cabbage several times each week
- Start the morning off with a glass of 100% fruit juice
- Eat a large salad at lunch
- For a morning snack, eat a piece of fresh fruit such as a banana, apple, orange, pear or grapes
- For an afternoon snack, eat carrot and celery sticks or mini-peeled carrots
- For dinner eat a dark green vegetable, such as broccoli or spinach.

4. Wrap up (5 minutes)

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

Name _____

Worksheet: Grade three lesson four

Task one: Healthy fuel for your body

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

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

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

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

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

Task two: Questions

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

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



Grade 3

Life orientation: LO 1: AS 1 and LO 4: AS 1, 2 and 3



Lesson five: Healthy challenge quiz (30 minutes)

1. Outcomes

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

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

2. Teacher's corner

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

3. Activities

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

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

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

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

After the discussion, you should introduce the quiz.

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

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

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

Tips for activity one

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

4. Wrap up

Encourage the learners to stick to their goals. You could celebrate their successes by allowing them to tell their peers about their progress. However, do not force learners to share if they are not comfortable doing so.

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

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

Name _____

Worksheet: Grade three lesson five

Task one: Nutrition quiz

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

1. When eating vegetables, I:

- a. only eat them when I'm forced to
- b. eat one or two a day
- c. eat at least four or more a day and I even ask for more sometimes.

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

- a. fizzy drinks
- b. milk or juice
- c. water.

3. When I eat fruit:

- a. I only eat them because I'm forced to
- b. I eat one or two a day
- c. I love fruit! I eat four or more every day.

4. After school I go:

- a. home and play video games
- b. home and watch TV
- c. to sports practice or play outside.

5. When I eat cereal, I:

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

6. When waking up in the morning, I:

- a. have to be dragged out of bed
- b. take a while before I can get up
- c. wake up very easily on my own.

7. After playing outside, I am :

- a. not really tired
- b. a little tired and a bit sweaty
- c. really sweaty and tired .

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

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

Some healthy tips:

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

Now check your answers and rate yourself.

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



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