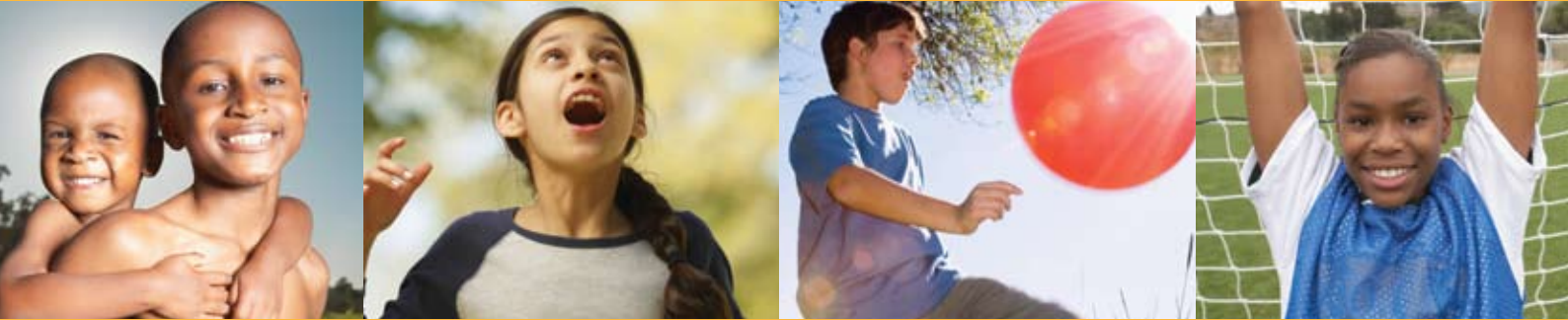




Lesson plans

Grades 6 and 7



Grade 6

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

Grade 7

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)

This exercise is called the foot tag. Each learner has to run and try to touch another learner's foot while avoiding having their own feet touched. They score a point each time they touch a foot.

Blow the whistle after two minutes and see which learner has the highest score.

Instruct the learners to do the following stretches while on their backs:



Hamstrings



Hip flexor stretch



Quadriceps

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

Warm up exercise two (5 minutes)

Divide the learners into groups of four.

- Three learners will hold hands to form a rough triangle
- They will then decide who the target is while the fourth learner is the catcher. The target is one of the learners forming the triangle.
- The catcher will then try to touch the target's back by running around the group of three that form the triangle
- At the same time, the triangle has to keep holding hands but move in a circle so that they can protect the target
- If the target's back is touched, he or she will become the catcher and the group will select another target.

Try to give each learner an opportunity to be the catcher or the target.

Cool down exercises

Cool down exercise one (3 minutes)

Tell the learners to make big circles with their arms: five times forward and five times backwards.

Instruct the learners to do the following stretches:



Chest



Triceps



Back of shoulder



Hamstring

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

Cool down exercise two (3 minutes)

Ask the learners to take a slow walk around their field. After walking around the field, the learners must do the following stretches.



Quadriceps



Hamstings



Shoulder stretches

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

Lesson one: Target practice (30 to 40 minutes)

1. Outcomes

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

- demonstrate a refined sequence of movement that incorporates changing body shape, speed and direction
- perform throwing and catching movements.

2. Teacher's corner

The focus of lesson one is to encourage the learners to participate in different types of games. The basketball golf activity will develop the learners' throwing and aiming techniques and incorporates a small component of balance. The gymnastic relay aims to build on the gymnastic skills such as flexibility and muscle strength that the learners may have been exposed to in the lower grades.

The learners can also arrange a competition either for the class, for all the grade six learners or for their community. Alternatively, the learners can participate in a pre-arranged activity such as a big walk or cycle event.

Revise the fitness section, including cardiovascular fitness and strength sections, in the teacher's information guide before lesson one.

3. Activities

For lesson one you'll need the following equipment:

- nine squares to mark 'holes' for golf. Each square should be numbered from one to nine.
- Basketball court, netball court or similar area
- Two basketballs
- Scorecards for basketball golf. About one for every four learners
- Markers or beacons: three per group. This is for the gymnastic relay and the markers should be placed about 10 to 15 metres apart. You can vary the distance depending on the learners' level of skill.
- A mass-participation event, if the learners are not going to arrange their own event.

Activity one: Warm up (5 minutes)

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

Activity two: Basketball golf (10 to 12 minutes)

Divide a basketball or volleyball court into two halves. Have nine squares to mark out holes in each half. These holes must vary in distance from the basketball hoop.

- Divide the class into groups of four
- Each group will receive a score card
- Each learner will have four attempts to shoot the ball in the hoop from each of the nine holes
- Record how many attempts each learner takes before getting the ball in the hoop. You can get the learners to record their attempts.
- If the learner does not get the ball in the hoop after four attempts, a score of 5 will be recorded
- The aim is to get as low a score as possible.

Tip for activity two

Ensure that you match the groups evenly so that each group has an equal opportunity to win the game.

Source: <http://www.learntobehealthy.org>

Activity three: Gymnastics relay (10 to 12 minutes)

Divide the learners into groups of six to eight and have them sit one behind the other.

- The learner in front of the line will jump up and do cartwheels to the beacon or marker and back again
- Once all the learners in the group have had a turn, they should repeat the relay doing forward rolls this time
- Repeat the whole activity so that each learner completes the cartwheels and forward rolls twice.

Tip for activity three

Do not have the groups lined up too close together or else the learners may bump into each other while doing the cartwheels. Many children at this age have not mastered the skill of moving forward in a straight line.

Techniques for activity three

Cartwheel technique:

- The learners must stand in a ready position with their favourite leg in front, knees bent slightly. To find out what their favourite leg is, they must stand up and take one step. The leg they step forward with first is usually their favourite.
- They must raise both their arms
- If the right leg is their favourite leg, they must reach forward with their right arm and swing it around, putting their right hand on the ground
- They must shift their weight to their right arm and kick their left leg up. (If they are left-handed, they must reverse these directions)
- Their left hand must follow very quickly. As it touches the ground, they must shift their weight to their left arm. Their right leg must be off the ground.
- They must bring their left leg down, their right hand up, right leg down and finally, left hand up.



Forward roll:

- The learners should start in a crouched position
- They must stretch their arms out in front of them, place them on the ground, then tuck their head under their body (place chin on chest) and roll forward.

Level two:

- Learners must repeat as in level one, but start from a standing position.

Activity four: Cool down (3 minutes)

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



4. Wrap up (2 minutes)

Use this opportunity to inform the learners that gymnasts are very flexible and that they have to perform many stretches in order to increase their flexibility. You should also remind the learners of the various components of fitness.

Name _____

Worksheet: Grade six lesson one

Task one: Activity Plaza

You have been selected as a contestant in the reality show, Activity Plaza. There are lots of prizes to be won and the best part about this show is that you don't have to be the best to win. You simply have to be willing to participate in all the tasks. Activities focus on endurance and strength.
































































You need to train for your stay on the island and need to start planning immediately.

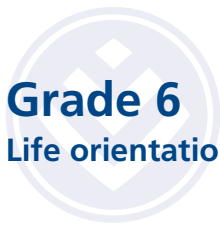
Training plan

List three activities per fitness component in the table below:

	Activity	Number of times per week
	Cardiovascular fitness	
1		
2		
3		
	Muscular strength	
1		
2		
3		
	Flexibility	
1		
2		
3		

Now that you have planned which activities you need to do to improve your fitness, keep a training diary for one week, recording all your activities and how long (duration) they lasted. Circle the face that represents how you felt during the exercise session.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Activity 1:	Activity 1:	Activity 1:	Activity 1:	Activity 1:	Activity 1:	Activity 1:
Duration:	Duration:	Duration:	Duration:	Duration:	Duration:	Duration:
  	  	  	  	  	  	  
Activity 2:	Activity 2:	Activity 2:	Activity 2:	Activity 2:	Activity 2:	Activity 2:
Duration:	Duration:	Duration:	Duration:	Duration:	Duration:	Duration:
  	  	  	  	  	  	  
Activity 3:	Activity 3:	Activity 3:	Activity 3:	Activity 3:	Activity 3:	Activity 3:
Duration:	Duration:	Duration:	Duration:	Duration:	Duration:	Duration:
  	  	  	  	  	  	  



Grade 6

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



Lesson two: Cricket skills (30 to 40 minutes)

1. Outcomes

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

- catch and throw a cricket ball
- hit a cricket ball
- work together as a team
- participate in a game of cricket.

2. Teacher's corner

Lesson two will teach the learners how to participate in a striking and fielding game. The first two activities give the learners an opportunity to learn and practise batting and fielding. The third activity is a game of mini-cricket.

Participation is far more important than learning the proper cricket technique at this stage, so don't worry if you're also new to the game. You may have some learners that compete in the school's cricket team and you can use them as group leaders to help the other learners learn the skills.

3. Activities

For lesson two you'll need the following equipment:

- Large, preferably grassed area. The first two activities require an area roughly the size of half a soccer field.
- Wall with target squares or markers stuck on (the learners will throw the tennis ball at the target)
- Cricket bat (or you can tightly roll up newspaper and tape it securely with masking tape)
- Tennis balls (one for every group of four to six learners).

Activity one: Warm up (5 minutes)

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

Activity two: Throwing (5 minutes)

Put the target on the wall. Divide the learners into groups of four to six and have them line up one behind the other about five metres from the wall.

- Each learner will have a turn to throw the tennis ball at the target on the wall
- Once all the learners in a group have a throw at the target, they take a step back from the starting line and throw again. Each learner will only have one attempt at a time.
- See which group is furthest from the wall after five minutes or so.

Tip for activity two:

If a wall is not available, use cricket stumps, or the upright poles of the soccer or rugby goal posts.

Activity three: Batting (10 minutes)

Keep the learners in their groups from activity two and give each group a bat and a tennis ball.

- One learner will bowl the ball (under arm) while another bats. The remaining learners will field the ball once it is hit and return it to the bowler.
- Ensure that learners rotate in these positions, so that each one has a turn to bat
- The emphasis should be on the fun of hitting the ball rather than displaying correct cricketing technique.

Tip for activity three

It may be easier to give each learner six chances in a row to hit the ball before changing positions (there are six balls in an over in cricket).



Activity four: Mini-cricket (15 to 20 minutes)

Start this activity by agreeing to stick to the set of rules worked out with the learners. They do not have to follow traditional cricket rules.

- Combine the groups from the previous activities into two or four teams – aim to have two games running at the same time if you have four teams
- Divide a soccer field into two halves and place each game half the field (this means that you will have four groups of learners altogether)
- Each learner on a team must have a turn to bat and bowl
- Once all the learners have had a chance to bat and bowl, switch the bowling and batting teams. Each team should bat for no more than 10 minutes.

Activity five: Cool down (3 to 5 minutes)

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

4. Wrap up (2 minutes)

While the learners are doing the cool down exercise remind them of the skills they have learned and that throwing and batting have benefits for their skills and coordination.

Name _____

Worksheet: Grade six lesson two

Task one: Know your sports

List three sports or games that have throwing and batting as part of the game.

1. _____
2. _____
3. _____

Task two: Know your rules

Choose one of these games and describe how the game is played and its rules. _____

Find or draw pictures of the game being played.

Task three: Play your game

Play a game of mini cricket, like you did in class, with your family and friends.

Lesson three: Know your food (30 to 40 minutes)

1. Outcomes

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

- interpret a food label
- discuss the health effects of the listed ingredients.

2. Teacher's corner

The aim of this lesson is to teach the learners the importance of food labels and to help learners to understand them. The focus is not on current and future legislation – we have merely included this as background information.

Making healthy food choices is central to living a healthy lifestyle. Food labels can play a valuable role in providing us with useful, reliable information to make informed decisions about healthy food options. The challenge in South Africa is that even the most basic nutrition information on food labels is not compulsory, which means that food manufacturers do not have to provide nutrition information about their products.

Food labels in South Africa need to comply with the current regulations on the Advertising and Labelling of Foodstuffs (R 2034), in terms of the Foodstuffs, Cosmetics and Disinfectants Act (Act 54 of 1972). Although these regulations are currently the law and can be legally enforced, they have become outdated.

The Department of Health is in the process of reviewing these regulations in order to increase their effectiveness. The new regulations will include developments in scientific research and international standards. In July 2007, draft regulations relating to the Labelling and Advertising of Foodstuffs were published by the Minister of Health for public comment. Until the draft regulations are accepted, the current legislation still applies.

According to current legislation, the following information must be present on a food label:

- The name of the food
- The name and address of the manufacturer, packer or seller, or person on whose behalf the food is packed
- The list of ingredients
- Storage conditions.

It is not compulsory to include nutrition information on food labels yet, but the new regulations should address this. If nutrition information is listed on the food label, it must be printed in a specific format.

The most important aspects of a food label to understand are:

Ingredients list

Current food labelling legislation states that all food products have to show a list of ingredients that they contain. The ingredients must be listed in decreasing weight, which means that the ingredient present in the largest quantity appears first on the list and the ingredient in the smallest quantity appears last on the list. If a food label does not contain a nutrition information table, the ingredients list can offer a guide as to what the product contains in relative amounts. For example, if low-fat milk is listed first, you know that low-fat milk is the main ingredient in the product. If sugar is listed second on the ingredients list, the product contains a high quantity of sugar. If sugar is listed at the end of the ingredients list, then the product is low in sugar.

Food additives must be listed and must be approved by the Department of Health. There are different types of additives and each one has a specific purpose. As many of them have complicated names, the category name for a class of additive may be used.

Examples of these are colourants, flavourants, emulsifiers, antioxidants and stabilisers.

Nutrition information table

A nutrition information table is not currently compulsory and companies can decide whether to include this information or not. Companies often display a nutrition information table when they make a health claim about their product.

A nutrition information table provides values for energy, protein, carbohydrate, fat, salt (sodium), fibre and sometimes vitamins and minerals.

- Energy is measured in kilojoules (kJ)
- Protein, carbohydrate, fat (and the different types of fat: monounsaturated, polyunsaturated, saturated and trans fat), sugar and fibre are measured in grams (g)
- Sodium and cholesterol are measured in milligrams (mg)
- Vitamins and minerals are measured in various units such as micrograms (mcg).

The values are either obtained from scientific analysis in a laboratory or they can be calculated from food composition data. Values are often also shown as a percentage of the Recommended Dietary Allowance (RDA). An RDA is a guideline amount of nutrients that should be eaten daily to avoid deficiencies. These values differ by age group and stage of the lifecycle – age group refers to how old the person is and life cycle refers to the stage of a person’s life, such as being pregnant or breast feeding. The most commonly used RDAs on food labels are those for people 13 years or older.

A nutrition information table usually shows values for the amount of nutrients contained in 100 grams (g) or 100 millilitres (ml) of the product. Since many products have different serving sizes, the values for every 100g will allow you to compare two different brands of the same type of food or product. For example, if you wanted to compare the fat content of two different brands of yoghurt, you could look at the values for every 100g to see how the fat content differs between the products.

Nutrient claims

A nutrient claim tells you something specific about the nutrient in a food, for example if the quantity of a nutrient in a food is high or low according to legislated levels. Nutrient claims can also help us weigh up products that could address a particular health concern that we may have. For example, if I am concerned about my fat intake, I would look for products that are low in fat to use as part of a healthy, balanced diet.

If a product makes a nutrient content claim, that nutrient must be listed on the nutrition information table. The table below shows the level of nutrients allowed to make a nutrient claim.

Nutrient claim	Level of nutrient required for nutrient claim
Fat	
Low fat	Solids: Less than 3g of fat per 100g Liquids: Less than 1.5g of fat per 100ml
Low saturated fat	Solids: Less than 1g per 100g Liquids: Less than 0.75g per 100ml
Fat free	Solids and liquids: Less than 0.1g per 100g/ml
Cholesterol	
Low cholesterol	Solids: Less than 20mg per 100g Liquids: Less than 10mg per 100ml
Cholesterol-free	Solids and liquids: Less than 5mg per 100g/ml



Grade 6

Functions of nutrients

The different nutrients we take in though our food have different health benefits.

- Fats provide a concentrated source of energy (kilojoules) and supply essential fatty acids and fat soluble vitamins. There are different types of fats: saturated, monounsaturated, polyunsaturated and trans fats. Each type of fat plays a different role in the body.
- Cholesterol helps the body make and structure cell walls, steroid hormones (such as cortisone) and other important hormones (such as oestrogen and testosterone).
- Carbohydrates provide energy (kilojoules) to the cells
- Fibre helps with digestion, controls blood sugar and cholesterol levels and reduces the risk of some types of cancer
- Protein is needed to grow and repair body tissues, for example muscle plays a role in most biological processes in the body. Enzymes (essential to the metabolism) and hormones are proteins.
- Sodium helps to keep the concentration of body fluids at correct levels. It also plays a central role in the transmission of electrical impulses in the nerves and helps cells to take up nutrients.

Optional further reading

Should you wish to read the food labelling legislation in more detail, you can refer to the following websites:

- The current regulations relating to the Labelling and Advertising of Foodstuffs: http://web.capetown.gov.za/eDocuments/Regulations_-_Governing_the_Labelling_and_Advertising_of_Foodstuffs
- Draft regulations relating to the Labelling and Advertising of Foodstuffs (R 642) <http://www.doh.gov.za/docs/regulations/2007/reg0642.html>

3. Activities

For lesson three you'll need the following equipment:

- Scissors and glue
- Ask the learners to bring food labels or packaging with food labels
- Bring extra food labels (in case any of the learners forget theirs).

Activity one: Understanding food labels (30 to 40 minutes)

Activity part one: Introduction (10 minutes)

- Discuss what food labels are and the information contained on them
- Discuss the importance of the information on food labels
- Explain why the different types of information are included on the label.

Activity part two: Using the food labels (20 to 30 minutes)

Ask the learners to look for the following on their food or labels:

- The product name
- Name of the manufacturer
- Physical address of the manufacturer
- Customer care number or other contact number
- Ingredients list
- Nutrition information table
- Nutrient claim(s)
- Health claim(s)
- Instructions for use
- Storage instructions



- Quantity or weight
- Country of origin
- Batch identification
- Use by date

Instruct the learners to complete the worksheet for lesson three.

4. Wrap up (5 minutes)

- Ask the learners which types of information they did not find on their food label
- Revise the importance of reading food labels and the most important information to understand about nutrition.

Name _____

Worksheet: Grade six lesson three

Task one: Food labels

- Paste your food label in the space next to the table
- Draw a line matching the information required (on the right hand side) to your own food label.

Product name
Product brand
Name of manufacturer
Manufacturer's contact details
Instructions for use
Net contents
Country of origin
Batch identification
Use by date
Nutrition information table
Nutrient claims
Health claims
Storage instructions
List of ingredients

Task two: Your product's information

Answer the following questions about your product's label.

1. How many grams are in one serving size of your product? _____

2. Is the nutrition information given per serving size or per 100g/ml or both? _____

3. What are kilojoules? _____

4. Why do we need carbohydrates in our diet? _____

5. Why do we need protein in our diet? _____

6. Why do we need fat in our diet? _____

Lesson four: Know your food even better (40 minutes)

Lesson four is a follow-up exercise to lesson three

1. Outcomes

By the end of lesson three the learners should be able to understand nutritional information and food labelling well enough to create their own food labels.

2. Teacher's corner

As lesson four is a follow-up exercise to the previous lesson, the background information is the same as lesson three.

Preparation for lesson four

- Read through the background information from lesson three and get to know the Department of Health's draft food labelling regulations
- Get the learners to bring a food or drink label to school for the activity
- For the discussion, have an example of a food label. Preferably display this on the overhead projector.

3. Activities

For lesson four you'll need a copy of the Department of Health's draft food labelling regulations to improve healthy lifestyle. You can find a summary in lesson three and the full regulations on <http://www.doh.gov.za/docs/regulations/2007/reg0642.html>

You will also need coloured pencils for all the learners.

Activity one: Create your own food label (35 minutes)

Activity part one: Introduction (10 minutes)

Remind the learners about the information required on food labels that they learned in the previous lesson:

- Name and address of manufacturer
- Instructions for use
- Net contents
- Country of origin
- Batch identification
- Use by date
- Table showing nutrient analysis
- List of ingredients
- Allergens.

Main part of activity (20 minutes)

Hand out the worksheet for lesson four to the learners.

- They must design their own food label (not for an energy bar) on the worksheet
- The learners should name their food in the space provided on the worksheet
- The label should include all the information required by law (see the activity part one)
- Encourage the use of colour, accurate information, creative names for the food and neat handwriting
- Learners should tick off the box provided when they have inserted the required information on the label.

Activity part three: Conclusion (5 minutes)

- Allow the learners to view each others' labels and discuss whether or not they would buy that food.

4. Wrap up (5 minutes)

By now the learners should know well what information should go on a food label. Remind them of how they can use this information to help them make healthy food choices.

Name _____

Worksheet: Grade six lesson four

Task one: Compare two different products of the same type of food

Get food labels from two different brands of the same type of food. Stick the label of one of the foods on the left hand side of the table and the other in the right hand side of the table.

Below is an example of two different food labels. Stick your food labels over the food labels in the example below.

PRODUCT A		PRODUCT B	
Fat free strawberry yoghurt		Low fat Choc Chip yoghurt	
Ingredients: skim milk, fruit pulp, skim milk powder, stabiliser, live cultures (streptococcus lactis and Bifidobacterium spp.), natural colourants, permitted flavourants, acesulfame K and cyclamate (non-nutritive sweetener). Preservative: sorbic acid. No artificial colourants.		Ingredients: low fat milk, chocolate flakes, sucrose (cane sugar), stabiliser, skim milk powder, live cultures (Streptococcus thermophilus, Lactobacillus lactis, Lactobacillus acidophilus and Bifidobacterium spp.), aspartame* and acesulfame K (non-nutritive sweeteners), permitted flavourants, natural colourants. Preservative: potassium sorbate. No artificial colourants. *Contains Phenylalanine	
Net contents: 175 g		Net contents: 175 g	
Nutritional information per 100 grams		Nutritional information per 100 grams	
Energy	224 kJ	Energy	462 kJ
Protein	4.0 g	Protein	4.5 g
Carbohydrate	9.5 g	Carbohydrate	16.2 g
Fat	0.1 g	Fat	3.0 g
Calcium	123 mg	Calcium	170 mg
Sodium	70 mg	Sodium	75 mg

Questions

1. List the ingredients that both of your products contain.

2. Which ingredient is included in the largest quantity in each product?

Product A _____ Product B _____

3. Which ingredient is included in the smallest quantity in each product?

Product A _____ Product B _____

Task two: Compare two snack foods

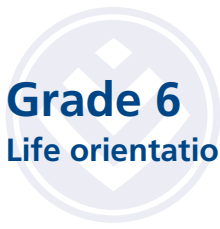
Compare the labels of the two foods in the table below. These foods are both considered snack foods, but their nutritional compositions are very different.

PRODUCT A (dried fruit)			PRODUCT B (chips)		
Sun-dried apricots			Chutney flavoured chips		
Ingredients: Apricots. Preserved with sulphur dioxide to retain the natural colour.			Ingredients: Fresh potatoes, refined vegetable oil with antioxidant (TBHQ), salt, maize flour, acidifying agents, sugar, vegetable powders (garlic, onion), monosodium glutamate, caramel powder, fruit powder, free flow agent, herbs and spices, maltodextrin, permitted flavourants (soya and gluten), permitted colourant, non-nutritive sweetener, dextrose, flavour enhancers. Contains soya and gluten.		
Nutritional information			Nutritional information		
Nutrient	Per 100g	Per 30g serving	Nutrient	Per 100g	Per 30g serving
Energy	1249 kJ	375 kJ	Energy	2178 kJ	653kJ
Protein	4.1 g	1.2 g	Protein	7.4 g	2.2 g
Carbohydrate	58.2 g	17.5 g	Carbohydrate	45 g	13.5 g
Total fat	0.6 g	0.2 g	Total fat	35 g	10.5 g
Saturated fat	0.03 g	0.01 g	Saturated fat	15.8 g	4.7 g
Trans fatty acids	0 g	0 g	Trans fatty acids	< 0.5 g	< 0.2 g
Cholesterol	0 mg	0 mg	Cholesterol	Not listed	Not listed
Total dietary fibre	9.9 g	3.0 g	Total dietary fibre	4.0 g	1.2 g
Sodium	11 mg	3.3 mg	Sodium	800 mg	200 mg

Questions

- Which three ingredients are in the chips in the largest amount?

- What is the difference between the kilojoule values of the dried apricots versus the chips? _____
- Which product contains more kilojoules? _____
- Which product contains more fat? _____
- Which product contains more fibre? _____
- Which product contains more sodium? _____
- Which food do you think is the healthier snack? Explain why. _____



Grade 6

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



Lesson five: Spread the word (30 to 40 minutes)

1. Outcomes

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

- list the health effects of certain nutrients
- list the different health benefits of different exercises and explain how good nutrition helps physical activity.

2. Teacher's corner

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

3. Activities

For lesson five you'll need the following equipment:

- Coloured pens
- Paper
- Drawing pins.

Activity one: Bringing it all together (30 to 35 minutes)

Activity part one: Introduction (15 minutes)

Nutrition

Revise with your class the health effects or main functions the nutrients listed in lesson three:

- Total fat
- Saturated fat
- Polyunsaturated fat
- Mono-unsaturated fat
- Cholesterol
- Carbohydrate
- Sugar
 - Fibre
 - Protein
 - Sodium.

You can find detailed information on the health effects of each nutrient in lesson three.

Physical activity

Discuss exercise tips with the class. Refer to activities done in previous physical activity lessons. You can remind the learners that different exercises have different health benefits, for example, cardiovascular fitness and strength training.

End the discussion part of the activity by mentioning how the benefits of good nutrition relate to physical activity. Good nutrition provides energy, keeps you healthy and enables you to play sport or exercise. It also helps to maintain a healthy weight.

Activity part two: Main part of activity one (15 minutes)

- Divide the class into groups with no more than five learners per group
- Give the groups paper and coloured pens
- A few groups must focus on writing facts about the health effects and main functions of the nutrients listed above. The other groups must list different exercises and their specific health benefits.
- Instruct the groups to think of creative ways of displaying their information
- Get permission and display all the facts and tips on the school notice board.



Tips for activity one:

Ensure the learners understand the health effects or main functions of commonly listed nutrients including saturated fat, unsaturated fat, cholesterol, carbohydrate, protein, sodium, fibre and sugar. Refer to previous lessons on nutrition for this information. Remember to edit the learners' writing so that incorrect information does not go on the notice board.

4. Wrap up (5 minutes)

Give the class a chance to read each other's tips and facts. Invite other classes to read the notice board. Remember the aim is to spread the word!

Name _____

Worksheet: Grade six lesson five

Task one: Create a health brochure

Use the list of facts about physical activity and nutrition that you completed in class for this task.

Create an information brochure that includes facts on physical activity and nutrition.

Find pictures in a newspaper or magazine to paste on the brochure.

Task two:

Explain the information on your brochure to a member of your household. After your explanation, give them a short test, and write down their answers.

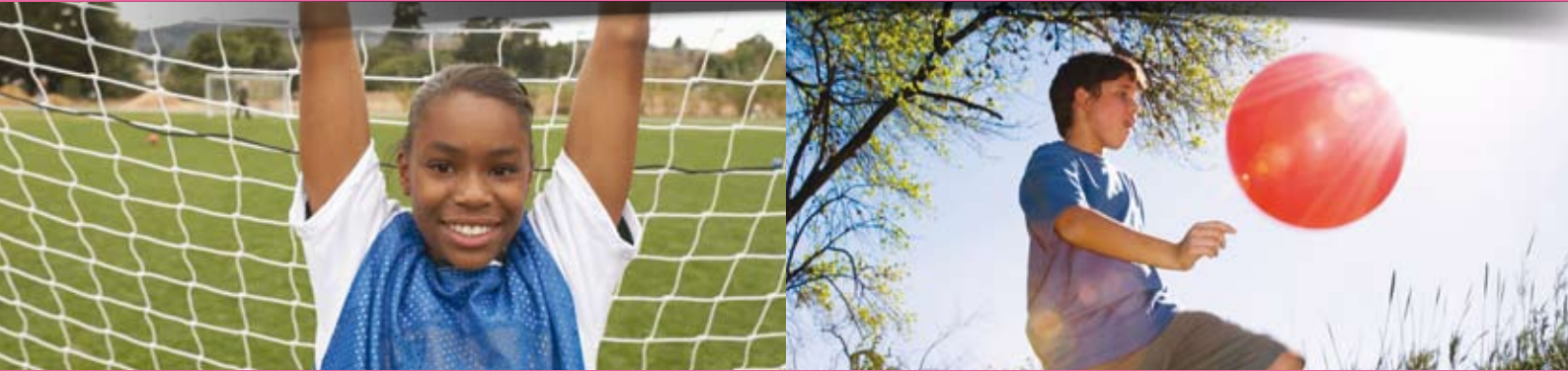
Questions you can ask:

- List one fact about healthy nutrition

- List one fact about physical activity

- How physically active are you?

- Are there any changes you would like to make to your diet after having heard some of the facts about nutrition?



Warm up exercises

1. Warm up exercise one (5 minutes)

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

2. Warm up exercise two (8 minutes)

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

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

Instruct the learners to do the followings stretches:



Quadriceps



Calf



Hamstrings



Chest

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)

Instruct the learners to do the following stretches:



Chest



Calf



Hamstrings

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

2. Cool down exercise two (5 minutes)

Get the learners to help pack up the equipment.

Instruct the learners to do following stretches:



Hamstings

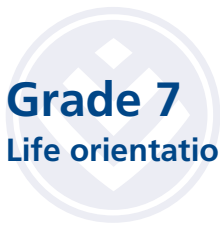


Hip flexor stretch



Triceps

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



Grade 7

Life orientation: LO 4, AS 2, 3, 4 and 5



Lesson one: Invasion game (40 minutes)

1. Outcomes

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

- understand and explain the concept of an invasion game
- participate in an invasion game.

2. Teacher's corner

The aims of an invasion game are to:

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

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

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

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

3. Activities

For lesson one you'll need the following equipment:

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

Activity one: Warm up: (5 minutes)

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

Activity two: Capture the flag (10 minutes)

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

- The groups have 2 to 3 minutes to place their flags in strategic positions in their half of the playing area
- The aim of the game is to capture the opposing team's flags
- If a learner is touched on the hand by an opposing team member, that learner has to go to 'jail'. The jail can be a hula hoop placed in the opponent's half.
- The prisoner can be freed when one of the team members touches him or her on the back.

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

Tips for activity two:

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

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



Activity three: Floor hockey (10 minutes)

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

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

Activity three: Cool down (5 minutes)

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

4. Wrap up

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

Name _____

Worksheet: Grade seven lesson one

Task one: Physical activity scrap book

Ask the members of your household, family and friends which activities they enjoy doing.

Write them down in the table provided.

Name	Favourite activities

Task two: Make your scrap book

Create one page for each person you spoke to for task one. Find pictures of the activities and paste these on each person's page. Put the three pages together to make your scrap book.

B: Can you make a drawing of how your game will be played?

C: What are the safety precautions you may need to consider when playing this new game?

You can teach members of your family your new game and play a few rounds.

Lesson two: Fitness test (40 minutes)

1. Outcomes

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

2. Teacher's corner

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

3. Activities

For lesson two you'll need the following equipment:

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

Activity one: Warm up (8 minutes)

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

Activity two: Cardiovascular fitness (12 to 15 minutes)

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

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

Tips for activity two

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

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

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

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

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



Tips for lesson two:

Go over how the tests work one at a time, using different learners to demonstrate. You may find that you need two lessons to complete all the tests.

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

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

Sit-ups

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



Push-ups

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



Activity five: Cool down (5 minutes)

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

4. Wrap up

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

Introduce the learners to the worksheet for lesson two.

Name _____

Task one: Quiz

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

Lesson three: Extreme diet makeover (40 minutes)

1. Outcomes

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

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

2. Teacher's corner

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

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

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

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

3. Activities

For lesson three you'll need the following equipment:

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

The South African Food-based Dietary Guidelines

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

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

Activity part one: Introduction (8 to 10 minutes)

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



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

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

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

Activity part three: Conclusion (8 to 10 minutes)

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

4. Wrap up (3 minutes)

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

Name _____

Worksheet: Grade seven lesson three

Task one: Food and drink diary

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

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

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

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

Did you know?

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

Lesson four: Healthy drinks (40 minutes)

1. Outcomes

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

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

2. Teacher's corner

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

Fizzy drinks

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

Water

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

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

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

100% fruit juice

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

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

Fruit-flavoured drinks

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



Grade 7

Milk

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

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

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

Activities

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

For lesson four you'll need empty containers of

- water
- milk
- fizzy drinks, and
- fruit juice.

Activity one: Drinking and nutrition (10 minutes)

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

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

Water

Remind the learners why the body needs water.

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

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

Milk

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

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



100% fruit juice

100% fruit juice contains the following nutrients:

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

Activity two: Food label investigators (15 minutes)

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

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

Different types of milk

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

Different types of fruit juice

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

Different types of water

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

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

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

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

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

4. Wrap up (3 to 5 minutes)

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

Introduce the worksheet for lesson four.

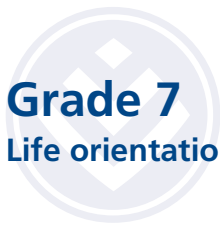
Name _____

Worksheet: Grade seven lesson four

Task one: Your favourite drinks

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

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



Grade 7

Life orientation: LO 1, AS 1, LO 4 AS 4, 5



Lesson five: Write an article (40 minutes)

1. Outcomes

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

- propose ways to improve their diet
- conduct effective research into improving their diet
- discuss the term “fair play” in individual and team sports.

2. Teacher’s corner

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

3. Activities

For lesson five you’ll need the following equipment:

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

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

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

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

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

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

Tips for activity one:

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

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

For example, you can discuss the following topics:

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

4. Wrap up (5 to 8 minutes)

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

Name _____

Worksheet: Grade seven lesson five

Task one: Make an advert

Create an advert using pictures and words to promote physical activity at your school. The content of the advert should include:

- The benefits of physical activity
- Ways to increase physical activity.

Your advert should be a poster you can put up for people to read. You can be very creative here. Think about creating an advert that would convince you to do physical activity.

Task two: Article for newsletter

Choose any topic related to nutrition or physical activity. Write a short paragraph that encourages the reader to improve their lifestyle by being more physically active and eating healthily.

The paragraph should consist of at least five facts.



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.



 Discovery
Vitality

Vitality Schools Programme
Tel: 0860 109 939
Email: vitalityschools@discovery.co.za
www.discovery.co.za

An authorised financial services provider