



SPORTS
SCIENCE
INSTITUTE OF
SOUTH AFRICA



Lesson plans

Grade 1



Primary

school

Lesson plans

Grade 1

Grade 1

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Grade 1

List of warm-up and cool-down exercises

Warm-up exercises

1 Warm-up exercise 1 (5 minutes)

In this warm-up exercise, you should demonstrate leaping, hopping on 1 leg, bunny hops and walking on the spot.

- Divide the learners into 4 groups and give each group 1 of the activities (group 1 – leaping, group 2 – hopping on 1 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 4 movements twice.

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



Hamstrings
(back of thigh)

Quadriceps
(front of 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 2 (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
- 1 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 5 minutes.

Grade 1

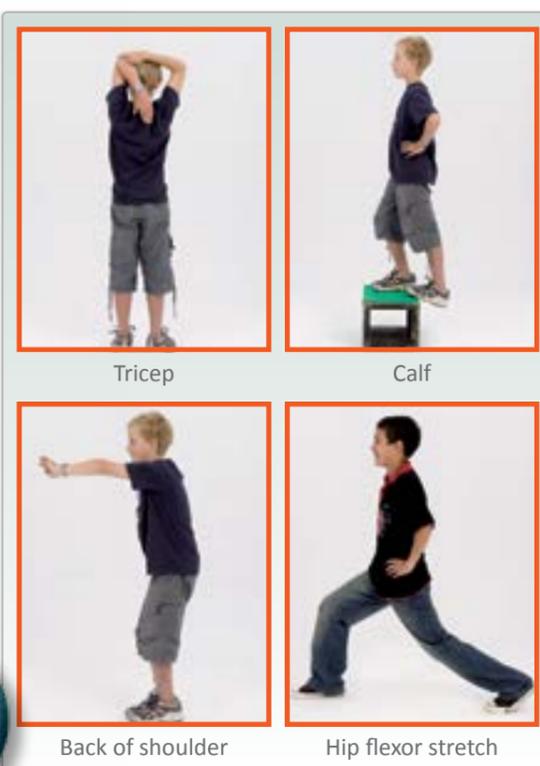
3 Warm-up exercise 3 (5 minutes)

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

- The learners should make big arm circles, 5 times forwards then 5 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

Cool-down exercises

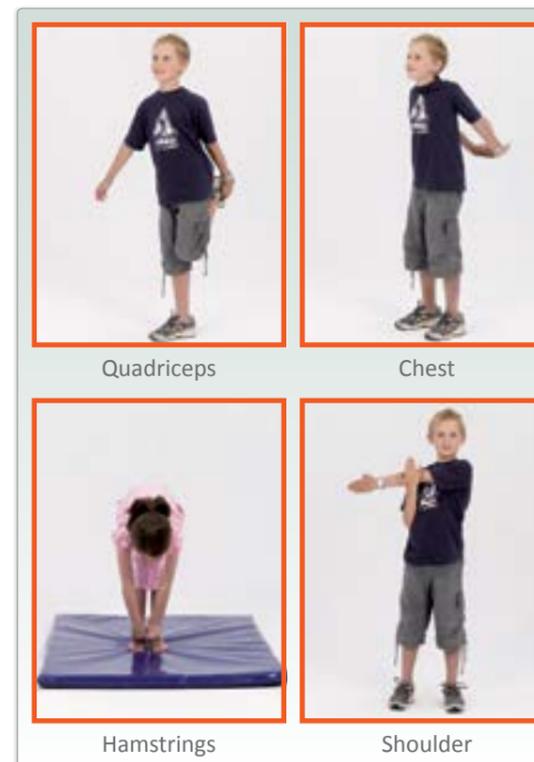
1 Cool-down exercise 1 (5 minutes)

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 3 movements twice
- The learners should then repeat the exercises.

2 Cool-down exercise 2 (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 3 (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 2.

Grade 1

Lesson 1

Lesson plan			
Lesson theme	I like to move	Grade	1
Duration	30 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Getting more physically active Benefits of leading a healthy lifestyle. 			
Linking with previous lesson		Linking with next lesson	
n/a		<ul style="list-style-type: none"> Learning how to move in different ways Learning the benefits of physical activity. 	
Core knowledge			
<ul style="list-style-type: none"> Introduction to various movements, with and without the ball The importance of the warm-up. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Learners do a warm-up session Learners walk through and bounce a ball whilst navigating their way through a zigzag course Learners throw to one another and try to hit team members who dodge the ball as they run from 1 thrower to another Learners do a cool-down session Introduce learners to worksheet for lesson 1. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Worksheet Oral/discussion. 		<ul style="list-style-type: none"> A whistle Balls Beacons/cones/markers A large, hard and flat surface about the size of a netball or volleyball court Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage them to play these games during break and at home. 		<ul style="list-style-type: none"> The activities encourage learners to try out a range of different movements The activities make children aware that physical activity can be fun. 	

Grade 1

Lesson 1: 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 1, you'll need the following equipment:

- A whistle
- Balls – 1 ball per 4 to 6 learners (if there aren't enough balls, use bean bags)
- Beacons/cones/markers – 4 beacons per group
- A large hard, flat surface about the size of a netball or volleyball court.

Tips for lesson 1:

- 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 1: Warm-up (5 minutes)

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

Activity 2: Follow a zigzag course (approximately 5 to 8 minutes)

Arrange beacons or cones in a zigzag format as shown below. You should have 6 rows. If you do not have enough beacons or markers, use bags or similar items



Arrange learners into 6 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.

Grade 1

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 3 turns.

Suggestions to vary the activity:

- Ask the learners to hop on 1 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 3: Dodge ball (8 to 10 minutes)

Make each group of learners join another, so you have 3 bigger groups.

Each group should have 1 ball.

Rules

The group will select 2 'throwers', who will stand 10 to 15 m apart (about the length of a volleyball court). Make sure there is enough space between groups.

The 2 throwers need to throw the ball to each other, but also try to hit 1 of the other team members as they run from 1 thrower to the other, dodging the ball.

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

Activity 4: 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 1 to the learners.



Grade 1

Name: _____

Worksheet: Grade 1, lesson 1

Task 1: 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

Lesson 2

Lesson plan			
Lesson theme	Get active	Grade	1
Duration	30 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Getting more physically active Benefits of leading a healthy lifestyle. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Build on the movements the learners did in lesson 1. 		<ul style="list-style-type: none"> Learners learn how to lead healthier lifestyles. 	
Core knowledge			
<ul style="list-style-type: none"> The benefits of physical activity. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up Relays: Learners move from 1 beacon to the next first hopping on the right leg, then hopping on the left leg, then sidestepping and then leaping. Discussion about the benefits of physical activity Cool-down. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Worksheet Oral/discussion. 		<ul style="list-style-type: none"> Large open area Whistle Beacons/cones/markers (8 to 10 cones, 2 per group) Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage children to experiment with a range of activities at home and outside in the fresh air. 		<ul style="list-style-type: none"> The discussion teaches learners about the benefits of physical activity The activities make children aware that physical activity can be fun. 	

Grade 1

Lesson 2: 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 1. 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 2, you'll need the following equipment:

- Large open area
- Whistle
- Beacons/cones/markers (8 to 10 cones, 2 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 1: Warm-up (5 minutes)

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

Activity 2: 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 6 to 8 learners in each group.

Grade 1

Rules

The learners will sit in rows, behind a line (a skipping rope, beacon or marker). They will then move from 1 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 1 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 3: 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 3:

- 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 they enjoyed the most
- Ask the learners to draw and label pictures of activities that were new to them.

Activity 4: 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 2 to the learners.

Grade 1

Lesson 3

Lesson plan			
Lesson theme	Making healthy food choices	Grade	1
Duration	30 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Making healthier food choices Benefits of leading a healthy lifestyle. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Learners learn how to lead healthier lifestyles. 		<ul style="list-style-type: none"> Expand learners' knowledge and understanding of healthy foods. 	
Core knowledge			
<ul style="list-style-type: none"> Understanding why we eat Understanding the terms 'nutrients,' 'nutritious' and 'non-nutritious' Defining nutritious and non-nutritious foods, and being able to give examples of each Understanding what constitutes healthy and unhealthy food choices. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Discussion about nutrition and the benefits of making healthy food choices Learners look through magazines for examples of foods and drinks that are nutritious and non-nutritious Learners complete a worksheet for lesson 3. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Worksheet Oral/discussion. 		<ul style="list-style-type: none"> Board and markers Pictures of nutritious and non-nutritious foods Paper for each group Markers Crayons A pencil Magazines Scissors Glue Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to make healthy food choices when they go to the tuck shop and when they eat at home. 		<ul style="list-style-type: none"> The discussion increases learners' understanding of healthy and unhealthy foods and the benefits of making healthy food choices The activities teach learners how to tell the difference between foods that are healthy and those that are unhealthy. 	

Grade 1

Lesson 3: 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 3 is to introduce learners to nutrients and nutritious and non-nutritious foods. Nutrients are substances found in food that are needed for good health. The 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 the bloodstream and carried to every cell in the body. More than 40 nutrients in food are classified into 6 groups: carbohydrates, fats, proteins, vitamins, minerals and water. Each nutrient has a specific function and they all work together to promote 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 fizzy drinks, chips, sweets and biscuits.

Lesson 3 is quite long. You may prefer to do this over 2 lessons, therefore, reinforcing the concept of good food choices.

3 Activities

For lesson 3, you'll need the following equipment:

- For activity 1: 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 2: magazines that will have pictures of different types of food. Also scissors, glue, sheets of paper, markers, crayons, pencils and a board on which to write the foods.

Activity 1: 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.

Grade 1

- 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 2 types of foods. Examples include:
 - **Nutritious foods:** brown rice, chicken, apples, carrots and beans
 - **Non-nutritious foods:** fizzy drinks, 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 2: Make the healthy choice (15 minutes)

Activity 2 requires the learners to find pictures of nutritious and non-nutritious foods from a magazine and is more practical than activity 1. 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 4 to 6
- 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 foods into the category of nutritious or non-nutritious foods in the worksheet
- Ask the learners which foods they like to eat and to 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 3 to the learners.



Grade 1

Name: _____

Worksheet: Grade 1, lesson 3.

Task 1: Design a lunch box

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

Sally's unhealthy lunch box

Healthy lunch box

Grade 1

Lesson 4

Lesson plan			
Lesson theme	The 5 food groups	Grade	1
Duration	30 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Making healthier food choices Benefits of leading a healthy lifestyle. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Expand learners' knowledge and understanding of healthy foods 		<ul style="list-style-type: none"> Learners learn how to lead healthier lifestyles. 	
Core knowledge			
<ul style="list-style-type: none"> The 5 food groups are: <ol style="list-style-type: none"> Bread, cereals, rice and pasta Fruit and vegetables Meat and meat substitutes Milk and dairy products Fats and oils. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Discuss the 5 food groups and the importance of eating foods from each food group Learners use magazine clippings to select different types of foods from all 5 groups Learners play a card game to show their understanding of the different food groups and which foods fall under which group Learners pull different foods (or food packaging) out of a bag and decide under which food group the food belongs Learners complete a worksheet for lesson 4. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Worksheet for lesson 4 Oral/discussion. 		<ul style="list-style-type: none"> Magazines Newspapers Scissors Glue A3 pieces of paper with a picture of a trolley on each 1 Pictures of or packaging of food Food group snap cards Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to eat a variety of foods from all 5 food groups. 		<ul style="list-style-type: none"> Learners understand how foods can be categorised into 5 food groups Learners understand what foods belong to each food group Learners see the importance of eating foods from all the 5 food groups. 	

Grade 1

Lesson 4: The 5 food groups (30 minutes)

1 Outcomes

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

- List the 5 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 5 food groups are:

- Bread, cereals, rice and pasta
- Fruit and vegetables
- Meat and meat substitutes
- Milk and dairy products
- Fats and oils.

Tip to explain the 5 food groups:

Ask the learners to hold up one hand and spread their fingers. Explain to them: 'There are 5 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 4, you'll need the following equipment:

- For activity 1: 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 2: 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 card.

Activity 1: What is nutrition? (10 minutes)

The aim of activity 1 is to help the learners get a good understanding of the 5 food groups. Before you assign the learners their tasks, you need to discuss the 5 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.

Grade 1

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 5 food groups in their trolley.
- Provide the opportunity to discuss the foods that learners have shopped for in their trolley.

Activity 2: Food snap (10 minutes)

Activity 2 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 2 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 1 food group card and then turn over 1 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 picture of bread, cereal, rice and pasta on a food group card 'snaps' a picture of cereal on a food card
 - 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 3: Guess the food group (5 minutes)

Activity 3 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 1 learner at a time come to the bag, reach in and try to identify 1 of the foods
- The learner may pull the food out of the bag and show the class
- Help the learner decide to which food group the food belongs.

4 Wrap up: (3 to 5 minutes)

End the lesson by recapping the 5 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 4 to the learners.



Grade 1

Name: _____

Worksheet: Grade 1, lesson 4

Task 1: Colour in the food groups

Match the food group in column A with the food in column B by drawing a line to join them together.

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

Grade 1

Lesson 5

Lesson plan			
Lesson theme	Get active and eat healthily	Grade	1
Duration	30 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Benefits of leading a healthy lifestyle. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Integrate the learners' nutrition and physical activity knowledge that they gained in the previous 4 lessons. 		N/a.	
Core knowledge			
<ul style="list-style-type: none"> Understanding why we need to eat Understanding eating habits and what counts as healthy eating. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up Discussion on the learners' eating habits and what counts as healthy eating Learners identify the healthiest foods on a poster A fun exercise to get children moving and help them remember healthy foods Cool-down Introduce learners to worksheet for lesson 5. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Worksheet Oral/discussion. 		<ul style="list-style-type: none"> Poster of healthy and unhealthy foods Different types of fruit or pictures of different types of fruit Worksheets. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to use their knowledge in their everyday lives so that they can reap the benefits of leading healthier lives. 		<ul style="list-style-type: none"> The discussion helps reinforce learners' understanding of healthy eating The activity shows learners that physical activity can be fun. 	

Grade 1

Lesson 5: 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 5 is to integrate the learner's nutrition and physical activity knowledge that they gained in the previous 4 lessons. Therefore, the theoretical base for this lesson is the same as for lessons 1 to 4.

3 Activities

For lesson 5, you'll need the following equipment:

- For exercise 2: 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 1 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 1: Warm-up (5 minutes)

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

Activity 2: What's on your plate? (5 to 10 minutes)

Activity 2 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.

Grade 1

Activity 3: The fruit basket shuffle (10 minutes)

Activity 3 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 4: 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 5 to the learners.



Grade 1

Name: _____

Worksheet: Grade 1, lesson 5

Task 1: Where's the food?

Find the healthiest foods and colour them in.





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