



SPORTS  
SCIENCE  
INSTITUTE OF  
SOUTH AFRICA



# Lesson plans

Grade 6



Primary

school

# Lesson Plans

Grade 6



## Grade 6

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## Grade 6

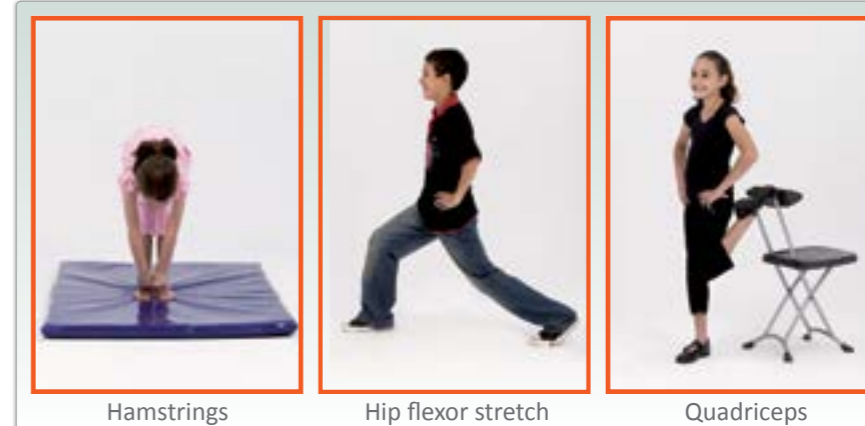
### Warm-up exercises

#### 1 Warm-up exercise 1 (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 2 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.

#### 2 Warm-up exercise 2 (5 minutes)

Divide the learners into groups of 4.

- 3 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 1 of the learners forming the triangle
- The catcher will then try to touch the target's back by running around the group of 3 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.

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### Cool-down exercises

#### 1 Cool-down exercise 1 (3 minutes)

Tell the learners to make big circles with their arms: 5 times forward and 5 times backwards. Instruct the learners to do the following stretches:



Back shoulder

Triceps



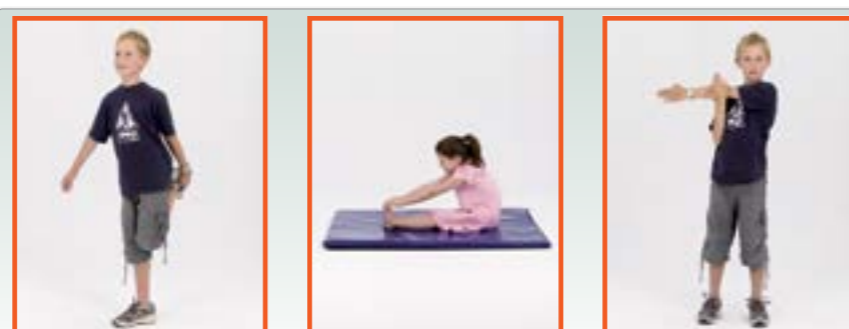
Front shoulder

Hamstring

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

#### 2 Cool-down exercise 2 (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

Hamstrings

Shoulder stretches

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

## Grade 6

## Lesson 1

### Lesson plan

Lesson theme	Target practice and physical activity	Grade	6
Duration	30 - 40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> <li>Getting more physically active</li> <li>The benefits of leading a healthy lifestyle.</li> </ul>			
Linking with previous lesson		Linking with next lesson	
N/a.		<ul style="list-style-type: none"> <li>Different types of games have different physical benefits.</li> </ul>	
Core knowledge			
<ul style="list-style-type: none"> <li>Know how to do a cartwheel and forward roll</li> <li>Understand the following concepts:                             <ul style="list-style-type: none"> <li>Cardiovascular fitness</li> <li>Muscle strength</li> <li>Flexibility.</li> </ul> </li> </ul>			
Learning activities and assessment			
Group work:			
<ul style="list-style-type: none"> <li>Warm-up</li> <li>Learners play a game where they aim to shoot a ball into a hoop</li> <li>Learners do a relay where they perform cartwheels and forward rolls</li> <li>Cool-down.</li> </ul>			
Individual work:			
<ul style="list-style-type: none"> <li>Introduce the worksheet for lesson 1.</li> </ul>			
Forms of assessment		Resources	
<ul style="list-style-type: none"> <li>Observe learners while they play</li> <li>Worksheet.</li> </ul>		<ul style="list-style-type: none"> <li>9 squares to mark 'holes' for golf</li> <li>Basketball court, netball court or similar area</li> <li>2 basketballs</li> <li>Scorecards for basketball golf</li> <li>Markers or beacons</li> <li>Worksheets.</li> </ul>	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> <li>To improve their fitness, learners keep a training diary for one week and record all their activities and how long (duration) they lasted.</li> </ul>		<ul style="list-style-type: none"> <li>The activities show learners the importance of participating in different types of games that develop cardiovascular fitness, muscle strength and flexibility.</li> </ul>	

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### Lesson 1: 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 1 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 6 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 1.

#### 3 Activities

For lesson 1 you'll need the following equipment:

- 9 squares to mark 'holes' for golf. Each square should be numbered from 1 to 9
- Basketball court, netball court or similar area
- 2 basketballs
- Scorecards for basketball golf. About 1 for every 4 learners
- Markers or beacons: 3 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.

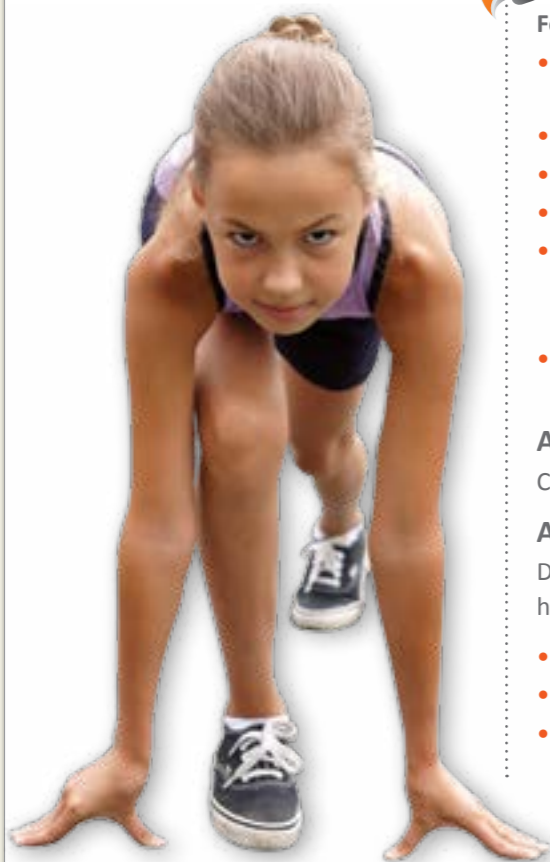
##### Activity 1: Warm-up (5 minutes)

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

##### Activity 2: Basketball golf (5 minutes)

Divide a basketball or volleyball court into 2 halves. Have 9 squares to mark out holes in each half. These holes must vary in distance from the basketball hoop.

- Divide the class into groups of 4
- Each group will receive a scorecard
- Each learner will have 4 attempts to shoot the ball in the hoop from each of the 9 holes



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- 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 4 attempts, a score of 5 will be recorded
- The aim is to get as low a score as possible.

##### Tip for activity 2

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

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

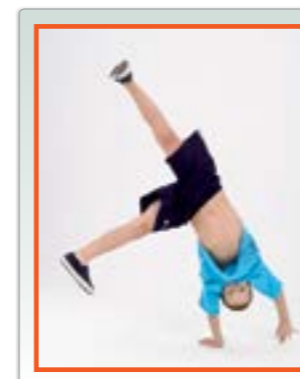
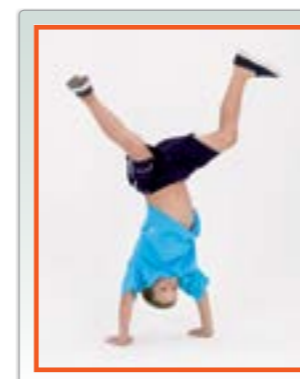
##### Activity 3: Gymnastics relay (10 to 12 minutes)

Divide the learners into groups of 6 to 8 and have them sit 1 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 3

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 3

###### 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 1 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.

**Activity 4: Cool-down (3 minutes)**

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

**3 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.



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**Name:** \_\_\_\_\_

**Worksheet: Grade 6, lesson 1**

**Task 1: 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 3 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		

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Name: \_\_\_\_\_

Now that you have planned which activities you need to do to improve your fitness, keep a training diary for 1 week, recording all your activities and how long (duration) they lasted. Circle the face that represents how you felt during the exercise session.

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

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## Lesson 2

Lesson plan	
Lesson theme	Cricket skills
Duration	30 - 40 minutes
Grade	6
Date/week	
<b>Context</b>	
<ul style="list-style-type: none"> <li>Getting more physically active</li> <li>The benefits of leading a healthy lifestyle.</li> </ul>	
<b>Linking with previous lesson</b>	<b>Linking with next lesson</b>
<ul style="list-style-type: none"> <li>Different types of games have different physical benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to lead a healthier lifestyle.</li> </ul>
<b>Core knowledge</b>	
<ul style="list-style-type: none"> <li>Know the rules of mini-cricket.</li> </ul>	
<b>Learning activities and assessment</b>	
Group work: <ul style="list-style-type: none"> <li>Warm-up</li> <li>Learners take turns to throw a tennis ball at a target on a wall</li> <li>Learners take turns to bat</li> <li>Learners then play a game of mini-cricket</li> <li>Cool-down.</li> </ul> Individual work: <ul style="list-style-type: none"> <li>Introduce the worksheet for lesson 2.</li> </ul>	
<b>Forms of assessment</b>	<b>Resources</b>
Expanded opportunities: <ul style="list-style-type: none"> <li>Observe learners while they play</li> <li>Worksheet.</li> </ul>	Resources: <ul style="list-style-type: none"> <li>Large, preferably grass</li> <li>Wall with target squares or markers stuck on</li> <li>Cricket bat (or you can tightly roll up newspaper and tape it securely with masking tape)</li> <li>Tennis balls</li> <li>Worksheets.</li> </ul>
<b>Expanded opportunities</b>	<b>Teacher reflection</b>
<ul style="list-style-type: none"> <li>Play a game of mini-cricket with family and friends</li> <li>Encourage learners to play a variety of different sports that develop different skills.</li> </ul>	<ul style="list-style-type: none"> <li>The activities show learners that throwing and batting develop their skills and coordination, and the game also helps them learn fair play in team sports.</li> </ul>

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### Lesson 2: Cricket skills (30 to 40 minutes)

#### 1 Outcomes

By the end of this lesson 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 2 will teach the learners how to participate in a striking and fielding game. The first 2 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 2 you'll need the following equipment:

- Large, preferably grassed area. The first 2 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 (1 for every group of 4 to 6 learners).

#### Activity 1: Warm-up (5 minutes)

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

#### Activity 2: Throwing (5 minutes)

Put the target on the wall. Divide the learners into groups of 4 to 6 and have them line up 1 behind the other about 5 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 1 attempt at a time.
- See which group is furthest from the wall after 5 minutes or so.

#### Tip for activity 2:

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



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#### Activity 3: Batting (10 minutes)

Keep the learners in their groups from activity 2 and give each group a bat and a tennis ball.

- 1 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 1 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 3

It may be easier to give each learner 6 chances in a row to hit the ball before changing positions (there are 6 balls in an over in cricket).

#### Activity 4: 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 2 or 4 teams – aim to have 2 games running at the same time if you have 4 teams
- Divide a soccer field into 2 halves and place each game half the field (this means that you will have 4 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 5: 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.

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Name: \_\_\_\_\_

**Worksheet: Grade 6, lesson 2**

**Task 1: Know your sports**

List 3 sports or games that have throwing and batting as part of the game.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Task 2: Know your rules**

Choose 1 of these games and describe how the game is played and its rules. \_\_\_\_\_

Find or draw pictures of the game being played.

**Task 3: Play your game**

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

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Lesson 3

Lesson plan			
Lesson theme	Know your food	Grade	6
Duration	30 - 40 minutes	Date/week	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Making healthy food choices</li> <li>The benefits of leading a healthy lifestyle.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>Learning how to lead a healthier lifestyle.</li> </ul>		<ul style="list-style-type: none"> <li>Learning how to read food labels.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Understand food labels:               <ul style="list-style-type: none"> <li>The ingredients list</li> <li>The nutrition information table</li> <li>Nutrient claims</li> </ul> </li> <li>Know the functions of nutrients.</li> </ul>			
<b>Learning activities and assessment</b>			
<b>Group work:</b>			
<ul style="list-style-type: none"> <li>Discuss food labels and the importance of the information contained on them</li> <li>Learners analyse food labels to understand and gather particular information from them</li> </ul>			
<b>Individual work:</b>			
<ul style="list-style-type: none"> <li>Introduce the worksheet for lesson 3.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Discussion</li> <li>Worksheet.</li> </ul>		<ul style="list-style-type: none"> <li>Scissors and glue</li> <li>Food labels or packaging with food labels</li> <li>Worksheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Encourage learners to check food labels so they can determine the quality or health benefits of the food.</li> </ul>		<ul style="list-style-type: none"> <li>Learners learn how to read food labels and develop an understanding of why this is important.</li> </ul>	



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### Lesson 3: Know your food (30 to 40 minutes)

#### 1 Outcomes

By the end of this lesson 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.



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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 breastfeeding. The most commonly used RDAs on food labels are those for people 13 years or older.

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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 2 different brands of the same type of food or product. For example, if you wanted to compare the fat content of 2 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
<b>Fat</b>	
Low fat	Solids: Less than 3 g of fat per 100 g Liquids: Less than 1.5 g of fat per 100 ml
Low saturated fat	Solids: Less than 1 g per 100 g Liquids: Less than 0.75 g per 100 ml
Fat-free	Solids and liquids: Less than 0.1 g per 100 g/ml
<b>Cholesterol</b>	
Low cholesterol	Solids: Less than 20 mg per 100 g Liquids: Less than 10 mg per 100 ml
Cholesterol-free	Solids and liquids: Less than 5 mg per 100 g/ml

### 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

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- 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](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 3 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 1: Understanding food labels (30 to 40 minutes)

#### Activity part 1: 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 2: 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

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

**Instruct the learners to complete the worksheet for lesson 3.**

### 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.



## Grade 6

Name: \_\_\_\_\_

### Worksheet: Grade 6, lesson 3

#### Task 1: 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
	Nutritional Information table
	Nutrient claims
	Health claims
	Storage instructions
	List of ingredients

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Name: \_\_\_\_\_

### Task 2: Your product's information

Answer the following questions about your product's label.

- How many grams are in 1 serving size of your product? \_\_\_\_\_  
\_\_\_\_\_
- Is the nutrition information given per serving size or per 100 g or 100 ml or both? \_\_\_\_\_  
\_\_\_\_\_
- What are kilojoules? \_\_\_\_\_  
\_\_\_\_\_
- Why do we need carbohydrates in our diet? \_\_\_\_\_  
\_\_\_\_\_
- Why do we need protein in our diet? \_\_\_\_\_  
\_\_\_\_\_
- Why do we need fat in our diet? \_\_\_\_\_  
\_\_\_\_\_

## Grade 6

## Lesson 4

Lesson plan			
Lesson theme	Know your food even better	Grade	6
Duration	40 minutes	Date/week	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Making healthy food choices</li> <li>The benefits of leading a healthy lifestyle</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>Learning how to read food labels.</li> </ul>		<ul style="list-style-type: none"> <li>Learning how to lead a healthier lifestyle.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Background information is the same as for lesson 3.</li> </ul>			
<b>Learning activities and assessment</b>			
<b>Individual work:</b>			
<ul style="list-style-type: none"> <li>Introduce the worksheet for lesson 4</li> <li>Learners design their own food labels.</li> </ul>			
<b>Group work:</b>			
<ul style="list-style-type: none"> <li>Learners view each others' labels and discuss whether or not they would buy that food.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Worksheet</li> <li>Discussion.</li> </ul>		<ul style="list-style-type: none"> <li>Food and drink labels</li> <li>A copy of the Department of Health's draft food labelling regulations</li> <li>Coloured pencils for all learners</li> <li>Worksheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Encourage learners to continue reading all their food labels so as to make healthy food choices.</li> </ul>		<ul style="list-style-type: none"> <li>The activities show learners how to gather information from food labels and use it to make healthy food choices.</li> </ul>	

## Grade 6

### Lesson 4: Know your food even better (40 minutes)

Lesson 4 is a follow-up exercise to lesson 3.

#### 1 Outcomes

By the end of lesson 3 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 4 is a follow-up exercise to the previous lesson, the background information is the same as lesson 3.

#### Preparation for lesson 4

- Read through the background information from lesson 3 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 4 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 3 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.



## Grade 6

### Activity 1: Create your own food label (35 minutes)

#### Activity part 1: 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 4 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 1)
- 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 2: 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)

Make sure that the learners have included all 5 food groups in their menus and that it is in line with the FBDGs.

Encourage the learners to share their chosen meals for the day with their families.

Grade 6

Name: \_\_\_\_\_

**Task 1: Compare 2 different products of the same type of food**

Get food labels from 2 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 2 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.

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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 \_\_\_\_\_

Grade 6

Name: \_\_\_\_\_

4. Which product has more kilojoules (kJ)?

5. Which product contains more carbohydrates?

6. Which product contains more protein?

7. Which product contains more fat?

8. Which food do you think is healthier? Explain why.

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## Grade 6

Name: \_\_\_\_\_

### Task 2: Compare 2 snack foods

Compare the labels of the 2 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)		
<b>Sun-dried apricots</b>			<b>Chutney flavoured chips</b>		
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 per 100 grams			Nutritional information per 100 grams		
Nutrient	Per 100 g	Per 30 g serving	Nutrient	Per 100 g	Per 30 g serving
Energy	1249 kJ	375 kJ	Energy	2178 kJ	653 kJ
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 mg	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

1. Which 3 ingredients are in the chips in the largest amount?

\_\_\_\_\_

2. What is the difference between the kilojoule values of the dried apricots versus the chips? \_\_\_\_\_

3. Which product contains more kilojoules? \_\_\_\_\_

4. Which product contains more fat? \_\_\_\_\_

5. Which product contains more fibre? \_\_\_\_\_

6. Which product contains more sodium? \_\_\_\_\_

7. Which food do you think is the healthier snack? Explain why. \_\_\_\_\_

\_\_\_\_\_

## Grade 6

## Lesson 5

### Lesson plan

Lesson theme	Spread the word	Grade	6
Duration	30 - 40 minutes	Date/week	

#### Context

- The benefits of leading a healthy lifestyle.

#### Linking with previous lesson

- Integrate the nutrition and physical activity knowledge gained in the previous 4 lessons.

#### Linking with next lesson

N/a.

#### Core knowledge

- The theoretical base for this lesson is the same as that for the first 4 lessons.

#### Learning activities and assessment

##### Group work:

- Discussion:
  - The effects or main functions of the nutrients that were listed in lesson 3
  - The different health benefits that come from doing different exercises like cardiovascular fitness and strength training
  - How the benefits of good nutrition relate to physical activity
- Learners get into groups and draw up posters. Some of the groups write facts about the health effects and main functions of the nutrients listed above. The other groups list different exercises and their specific health benefits
- Learners read each others' tips and facts.

##### Individual work:

- Introduce the worksheet for lesson 5.

#### Forms of assessment

- Discussion
- Poster
- Worksheet.

#### Resources

- Coloured pens
- Paper
- Drawing pins
- Worksheets.

#### Expanded opportunities

- Get permission and display all the facts and tips on the school notice board.

#### Teacher reflection

- The activities show learners the benefits of eating healthily and participating in various forms of physical activity.

## Grade 6

### Lesson 5: Spread the word (30 to 40 minutes)

#### 1 Outcomes

By the end of this 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 5 is to integrate the nutrition and physical activity knowledge gained in the previous 4 lesson plans. Therefore the theoretical base for this lesson is the same as that for the first 4 lessons.

#### 3 Activities

For lesson 5 you'll need the following equipment:

- Coloured pens
- Paper
- Drawing pins.

#### Activity 1: Bringing it all together (30 to 35 minutes)

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

#### Activity part 1: Introduction (15 minutes)

##### Nutrition

- 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 3.



## Grade 6

#### 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 2: Main part of activity 1 (15 minutes)

- Divide the class into groups with no more than 5 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 1:

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!



Grade 6

Name: \_\_\_\_\_

## Worksheet: Grade 6, lesson 5

### Task 1: 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 2:

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 1 fact about healthy nutrition.

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- List 1 fact about physical activity.

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- How physically active are you?

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

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