

## Grade 7

## Lesson 3

Lesson plan			
Lesson theme	Extreme diet makeover	Grade	7
Duration	30 - 40 minutes	Date/week	
Context			
<ul style="list-style-type: none"><li>• Making healthy food choices</li><li>• The benefits of leading a healthy lifestyle.</li></ul>			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"><li>• Learning how to lead a healthier lifestyle.</li></ul>		<ul style="list-style-type: none"><li>• Ways to improve one’s diet.</li></ul>	
Core knowledge			
<ul style="list-style-type: none"><li>• Understand the concept of a food diary</li><li>• Knowledge of the food groups and the Food-Based Dietary Guidelines, and how these make up a healthy diet.</li></ul>			
Learning activities and assessment			
<ul style="list-style-type: none"><li>• Discuss the concept of a food diary</li><li>• Introduce the worksheet for lesson 3</li><li>• Learners practise keeping a food diary by recording everything they ate and drank the day before</li><li>• At the end of the week, discuss the diaries, types of food and drinks they had and what improvements each learner can make to their dietary choices.</li></ul>			
Forms of assessment		Resources	
<ul style="list-style-type: none"><li>• Food diary</li><li>• Discussion</li><li>• Worksheet.</li></ul>		<ul style="list-style-type: none"><li>• A copy of the Food-based Dietary Guidelines</li><li>• A copy of the activity sheet for each learner.</li></ul>	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"><li>• Invite a registered dietitian to speak to the class about eating correctly.</li><li>• Encourage learners to become more aware of their daily food and drink choices.</li></ul>		<ul style="list-style-type: none"><li>• The activities make learners aware of their daily food choices and what they can do to make healthier food choices.</li></ul>	

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### Lesson 3: Extreme diet makeover (40 minutes)

#### 1 Outcomes

**By the end of this lesson 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 3 requires the learners to keep a food diary of what they eat. See activity 1, parts 1 and 2, 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 5-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 4 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.

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### Activity 1: Keep a food and drink diary (40 minutes)

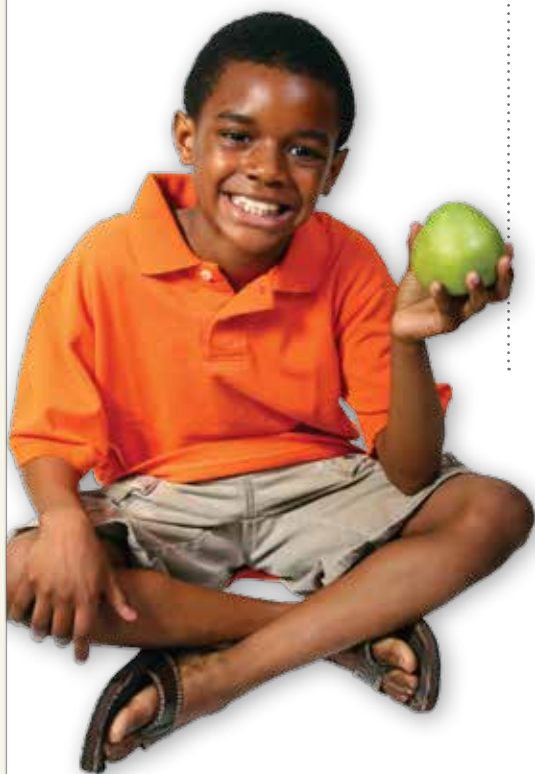
#### Activity part 1: Introduction (8 to 10 minutes)

- 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 2: Main part of the activity (15 to 20 minutes)

- Instruct the learners to keep a food diary for 5 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
  - Who they were eating or drinking with.
- Once they have completed the food diary, they should score themselves for each day according to the 5 food groups and the Food-based Dietary Guidelines
- They should give themselves 1 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 5-day food diary, the learners can do the activity by recording everything they ate and drank the day before.



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### Activity part 3: 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 judgemental 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 to 5 minutes)

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

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

Worksheet: Grade 7, lesson 3

Task 1: Food and drink diary

Keep a food and drink diary for 5 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  1 small banana	In the kitchen	With my brother	Slice my banana onto my cereal instead of having sugar

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

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 1 point for every food group you had every day and for every Food-based Dietary Guideline you applied. Then add the totals for your final score each day
- See if there are any changes you could make to eat and drink more healthily. Use the 5 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.