

Self-development in society

Week 1 - 2

NutritionActivity 1:**Why do we eat?**

Have you ever wondered why you choose and eat certain food? The reasons can be much more complicated than you think. Your choices are related to your **physical needs**, your **environment** and your **emotions**. The most basic reason for eating is physical. When your body needs food, it lets you know – you feel hungry and start thinking about getting something to eat.

The foods you eat influence your health in many ways – how you look and feel, your immunity against illness and even how well you are able to think and perform physically. In other words, **the quality of the food** you choose, has an influence on your **growth, development, energy, fitness** and the ability to **learn** as well as your **behaviour**.

The influence of the Media

Collect advertisements of ten different food products from a variety of sources. Sort them as 'unhealthy' or 'healthy' food choices. Analyse every category according to the:

- appearance of the advertisement (use of colour, logos, design, etc.)
- information supplied about the product.

'Unhealthy' food choice	'Healthy' food choice

Date:

Grade 7 Term 4

Self-development in society

Week 1 - 2

Nutrition

Activity 1:

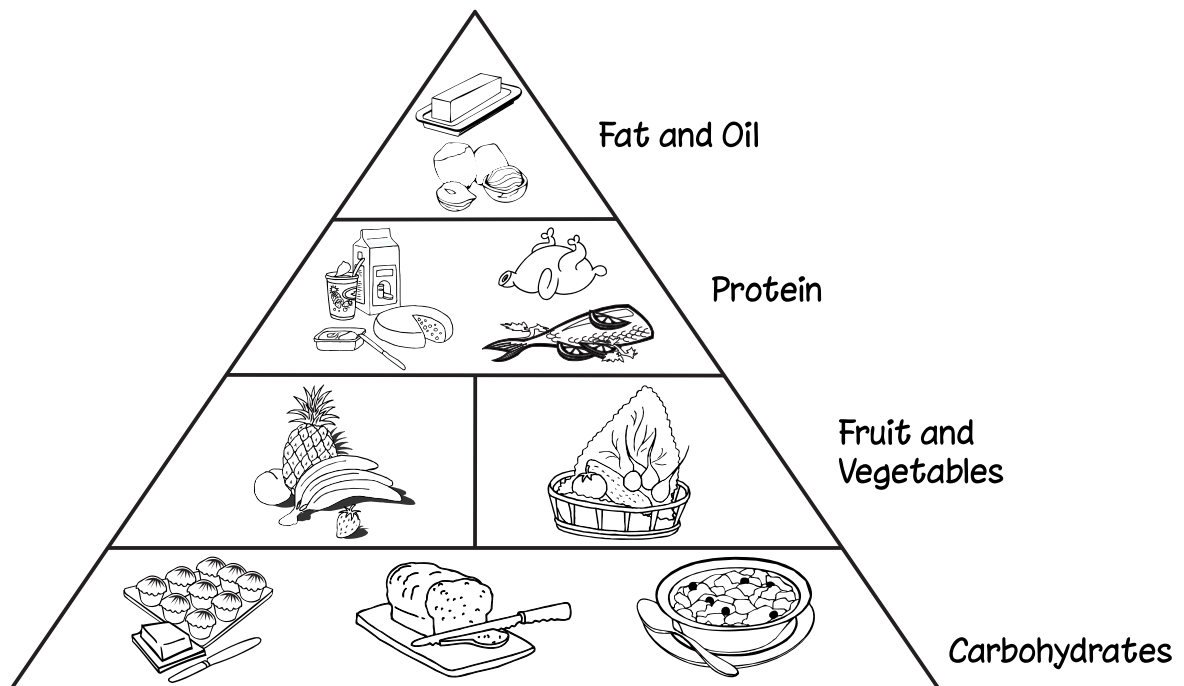
What should we eat?

Maybe your favourite dish is macaroni and cheese. Would you like eating macaroni and cheese three times a day for weeks on end? You will probably get bored if you eat the same food daily and that is why we eat a variety of food. It is also necessary to eat a variety of food to supply your body with different **nutrients**.

Nutrients are substances which our bodies need to regulate bodily functions – they help us grow, repair tissue, supply energy to work and play and to have resistance against illnesses.

NutritionActivity 1:

The food pyramid groups food according to their corresponding nutrient value. The **bread, wheat, rice and pasta group** is at the basis of the pyramid. It shows that you have to eat more from this group. The **fat, oil and sugar group** is at the top of the pyramid and indicates that these types of foods must be eaten in small quantities.



Protein is a nutrient which is necessary for building, growing and repairing body cells. Your body uses protein to build muscle and to stimulate the growth of hair and new skin. Protein is also a source of energy. High quality protein comes from animal products like eggs, fish, milk and meat. Low quality protein comes from plant products like nuts, lentils and beans. People who don't eat animal protein, should eat extra plant protein.

The body gets most of its energy from **carbohydrates** in natural foods like rice, mealies, potatoes, beans and fruit.

Fat is a highly concentrated source of energy and is found in many plant and animal products like the fat in meat, cream, cheese, fish oil, plant oil, margarine and nuts.

NutritionActivity 1:

Vitamins are very important and enough of the right type of food will supply the necessary vitamins for good health. Thus far scientists identified about thirteen different types of vitamins. There are water soluble and fat soluble vitamins which must be taken daily. They include: vitamin C and eight types of vitamin B. Fat soluble vitamins dissolve in fat. If you take in more fat soluble vitamins than is necessary for your body, they are stored in your body fat and in the liver. They include: vitamin A, D, E and K.

Here are a few tips to get the vitamins which you need. Eat enough dark yellow and orange fruit (like apricots and yellow peaches), dark green leafy vegetables (like spinach) and dark yellow vegetables (like carrots, pumpkin and sweet potatoes).

They all contain carotene, a substance which the body can transform to vitamin A.

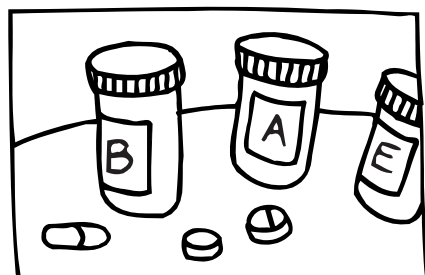
Vitamin A: helps to build bones and teeth, helps to fight infection and helps to maintain skin and membranes.

Vitamin B6: is found in poultry, fish, meat, liver, whole wheat products, dry beans, peas and in some fruit and vegetables. It is necessary for a healthy nervous system and it helps to protect the body against infections.

Vitamin B12: is found in meat, poultry, fish, shell fish, eggs and dairy products. It helps to build red blood cells and it helps to form genetic material.

Vitamin C: is found in fruit and vegetables and helps to maintain healthy teeth and gums. It also helps to heal wounds and resist infections by forming collagen which gives structure to bones, muscle and blood cells.

Vitamin D: is found in fortified milk, egg yolk, fatty fish and liver. It helps the body to build strong bones and teeth.



Self-development in society

Week 1 - 2

NutritionActivity 1:

Vitamin E: is found in whole wheat bread and cereals, dark green leafy vegetables, nuts and seeds. It protects other nutrients from damage by oxygen and helps to form red blood cells and muscle.

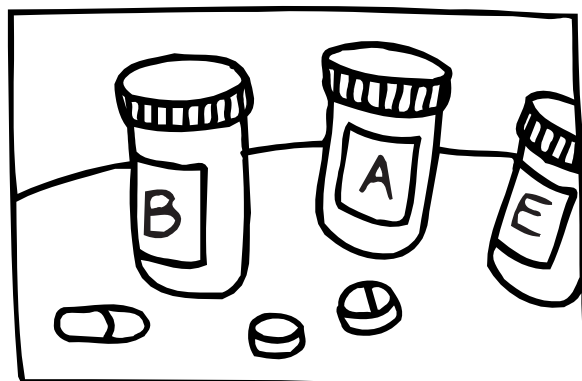
Vitamin K: is found in dark green leafy vegetables, cauliflower, cabbage, turnips, egg yolk and liver. It is necessary for blood coagulation.

Minerals: like calcium, iron, magnesium and zinc are necessary for the nervous system and muscles to work properly. They help to build bones, teeth, skin and muscle.

Water: is the most important element the body needs. About two thirds of the body consists of water. Each cell has water. Your blood consists of water, red and white blood cells and dissolved substances such as vitamins, minerals and proteins. Your body needs water regularly to be able to continue with its many life supporting activities. On average your body uses two to three litres of water daily. To replace this, make sure that you drink about six to eight cups (1,5 - 2 litres) of liquid daily. During hot weather when you perspire more, you even have to drink more.

Fibre: is plant substances which are not digestible. It is only found in plant sources like fruit, vegetables, wheat products, dry beans and peas. It helps food to move through the colon at a normal pace. It promotes regular bowel movement and prevents constipation. It is also found in the skins of fruit and vegetables and in whole wheat or wheat bran products.

There is no such thing as 'good' or 'bad' food. Any food which supplies nutrients, can be part of the food which you choose to eat daily. If your food has the right quantities of nutrients, you eat healthily.



Self-development in society

Week 1 - 2

NutritionActivity 1:**Eat healthy**

To eat sensibly, you should **know** how to choose a variety of foods which will give you the necessary nutrients. The key is to choose a **balanced** diet, to maintain good health. **Variety** and **moderation** will help you to do it. Avoid excessive eating or starvation. Study the following **diet guidelines**.

Balance the food you eat with physical activity to control your weight

Choose a diet with moderate sugar



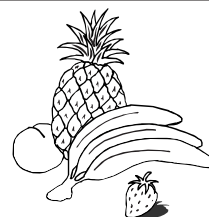
Eat a variety of foods

Choose a diet with little saturated fats and cholesterol



Use alcohol moderately

Choose a diet with whole wheat foods, cereals, vegetables and fruit



Choose a diet with moderate quantities of salt

Nutrition

Activity 2:

A healthy meal

Collect nutritional information on labels of cereal boxes, snacks and other processed foods and bring them to school. Discuss the nutritional content of the different types of food. Plan a healthy meal according to these labels. Write the plan here below. Use the food pyramid and explain why you chose these specific items and why they are healthy.

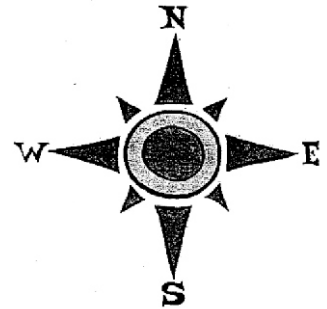
My meal plan

(Paste at least five of the labels you brought to school here)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Physical Education

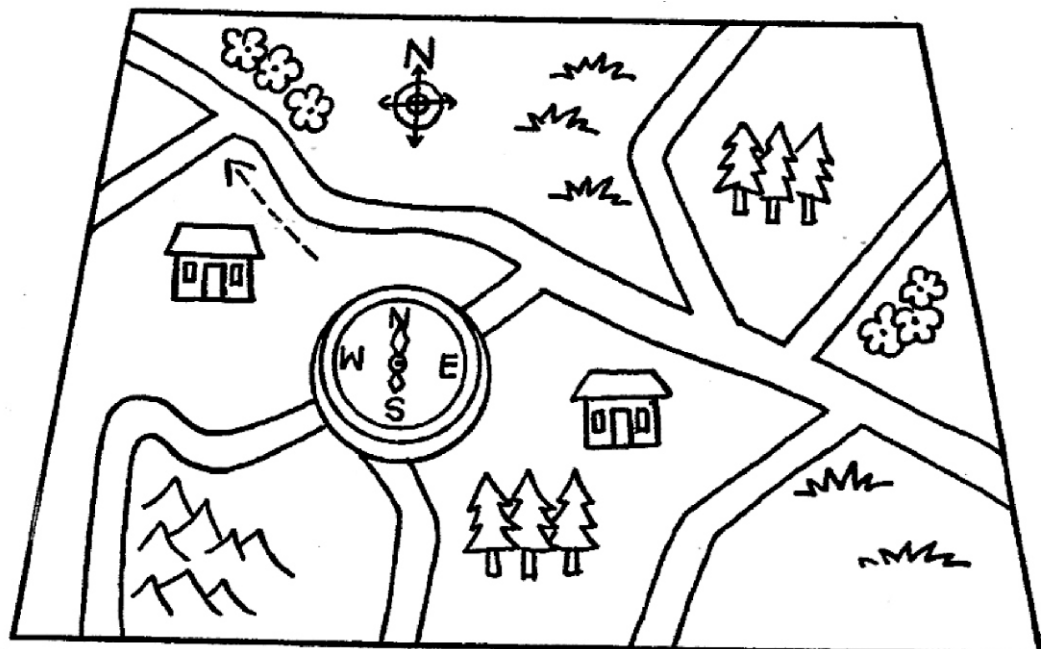
Week 1 - 2

Participation in an outdoor recreation programActivity 1:**A hiking adventure****Use a compass**

A compass is a valuable aid to help you find your way if you are on an outdoor adventure. Carry the compass attached to a shoulder strap or around your neck and look at it frequently to make sure that you are still going in the right direction.

Remember: The needle of the compass always indicates the magnetic north. The vertical lines on a map are also directed to the grid north.

Before you start your adventure, practice using a compass on the map which is drawn of the school grounds.

Procedure:

Turn the compass until North indicates the magnetic north as indicated on the map

Pick up the compass and turn around until the red tip of the needle points to the N. The direction of the arrow indicates the direction you should go. Choose a beacon in the right direction and start walking.

Physical Education

Week 1 - 2

Participation in an outdoor recreation programActivity 1:**Rules for a hike**

Before you undertake a hike, there are a few very important rules you must know. List each of the following actions under the right heading:

Do's and Don'ts

You may add more do's and don'ts you can think of.

Compare your list with that of your group members and discuss the reasons why you have to or don't have to do these things:

- | | |
|--|------------------------------------|
| 1. Pick flowers along the way | 13. Plan the route |
| 2. Plan what to take along | 14. Remove eggs from a bird's nest |
| 3. Look at the weather | 15. Remember your map |
| 4. Stay in the group | 16. Litter |
| 5. Wait for someone who walks slower | 17. Pick up other people's rubbish |
| 6. Take a compass along | 18. Wear heavy, bulky clothes |
| 7. Pack light, nourishing food | 19. Take a first aid kit |
| 8. Wear comfortable shoes or boots which will not slip | 20. Walk fast |
| 9. Take a whistle along | 21. Go your own route |
| 10. Climb over fences | 22. Climb in trees |
| 11. Leave markings on rocks and trees | 23. Wear socks |
| 12. Take a watch along | 24. Obey the rules |



Date:

Grade 7 Term 4

Physical Education

Week 1 - 2

Participation in an outdoor recreation program

Activity 1:

Do's

Don'ts



NutritionActivity 1:

Fill in:

1. Draw a of your route.
2. Keep to the planned
3. Do not leave behind, take it home.
4. Do not damage
5. Be aware of changes in the ...
6. Stay with the ...



Plan your own route.

Obey the rules.

Wear comfortable shoes or boots which will not slip.

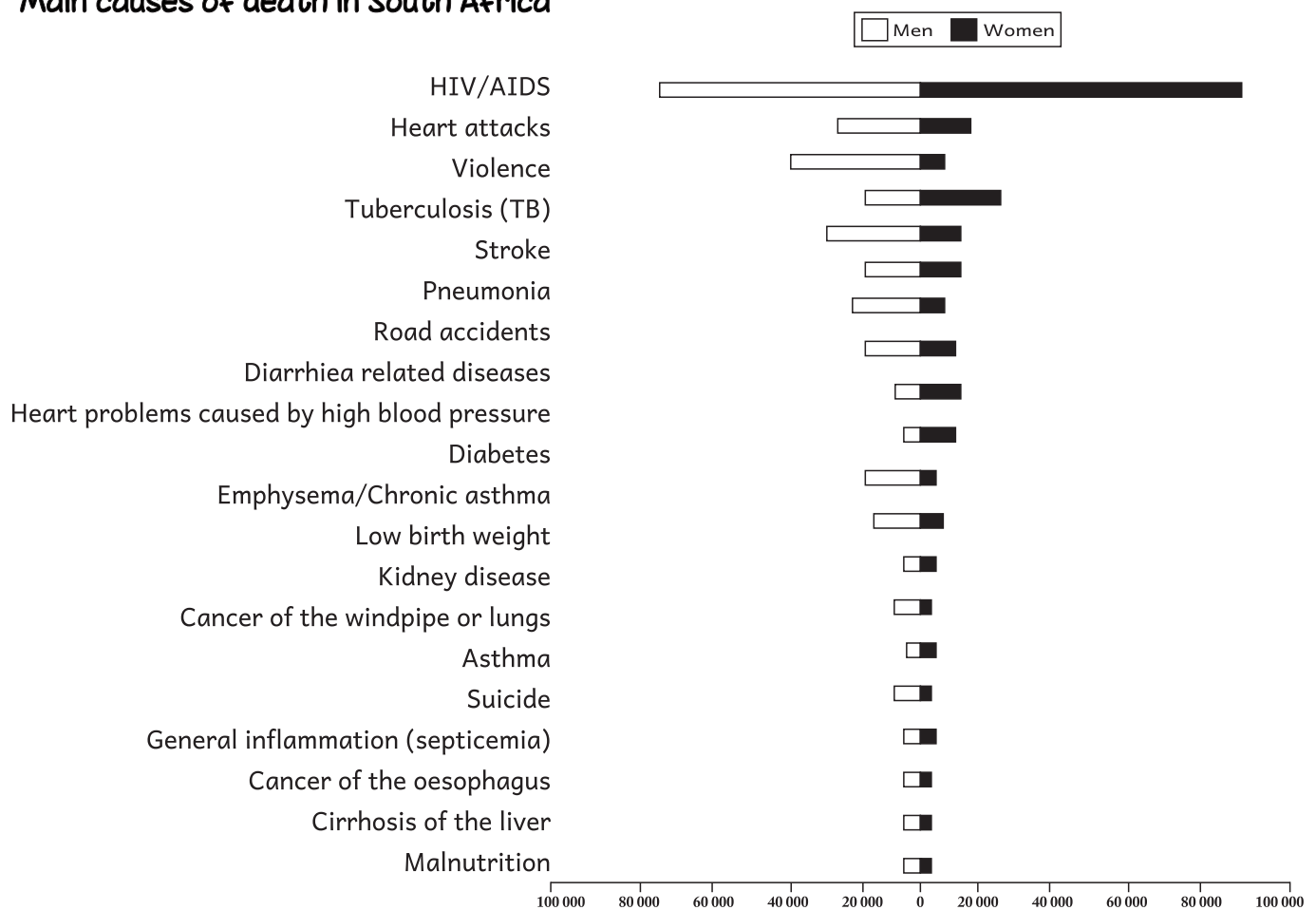
Common illnesses

Activity 1:

Live healthy

Study the graph below and come to a conclusion on what is the highest killing disease in South Africa.

Main causes of death in South Africa



Data obtained from the Medical Research Council of South Africa

1. What does the graph tell us? Work in groups and tell each other what you know about the cause of each of these deaths.

a). What disease is responsible for the most deaths in South Africa?

Common illnessesActivity 1:

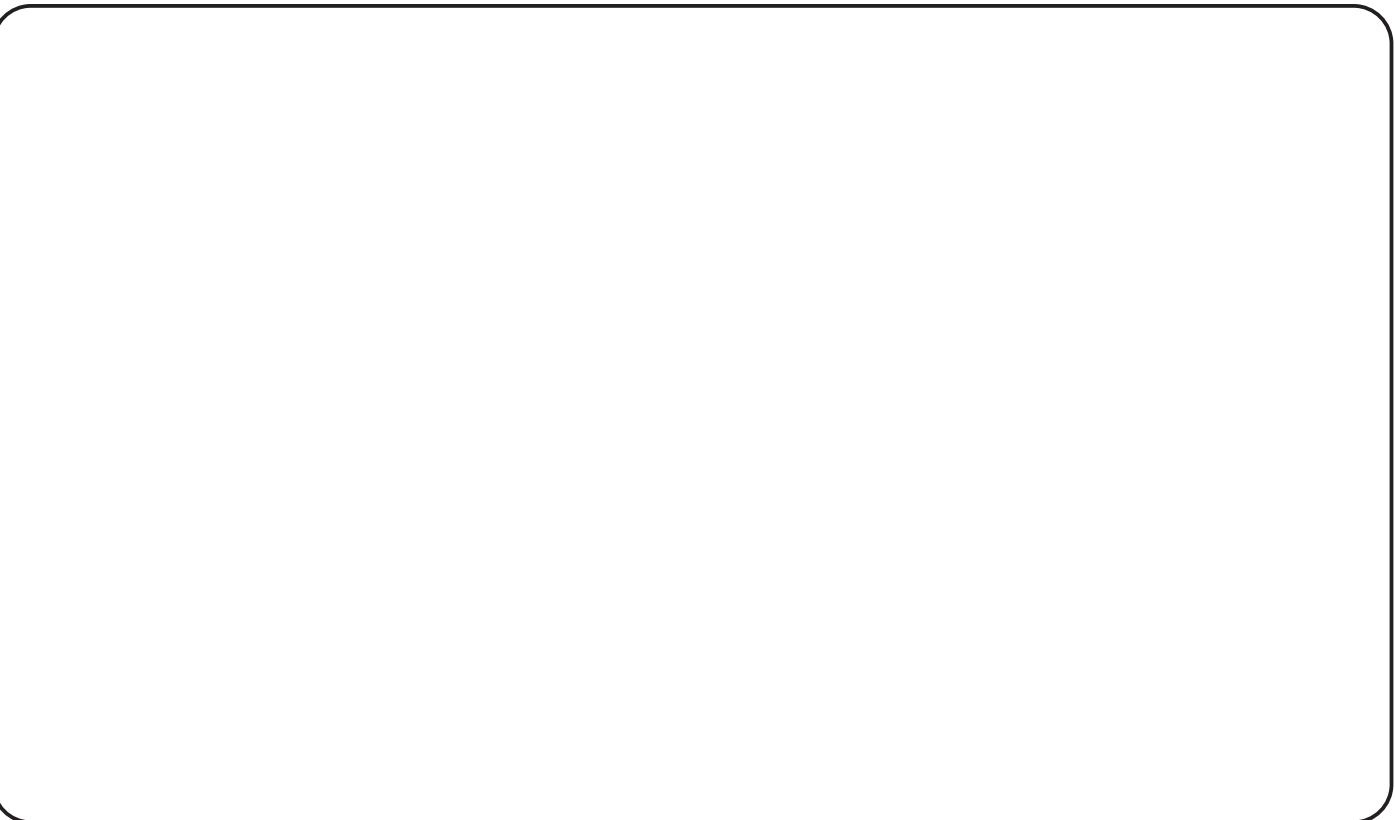
b). Do more men or more women die as a result of violence? What does this tell you?

c). What causes more deaths among women than among men?

d). What cause of death does not affect babies?

e). What cause of death does not affect adults?

2.a) Work on your own. Use the information on the graph to draw two other graphs. You can choose if you want to draw a bar graph, pie chart or a line graph. One graph has to show the main cause of death among women and girls. The other graph must indicate the main cause of death among men and boys.



Date:

Grade 7 Term 4

Health, social and environmental responsibilities

Week 3 - 5

Common illnesses

Activity 1:

b). Write a paragraph and explain the statistics in your graphs. This will help you think about the way people are living in South Africa.

1. Define the following expressions:

a). Chronic

b). Diarrhoeal diseases

c). Emphysema

d). Insulin

e). Septicemia

f). Cirrhosis

g). Diabetes

h). Malnutrition

Common illnessesActivity 2:**Find out more about disease; HIV/AIDS**

HIV is transmitted from an infected person to another person:

During **unprotected sexual intercourse** (sex without a condom)

From **mother to baby**, during birth or breast feeding.

In **infected blood**:

- health care workers and needle-prick accidents
- intravenous drug users that share dirty needles
- as a result of a blood transfusion (uncommon)



HIV/AIDS is a disease caused by the human immune deficiency virus. Everybody has white blood cells that fight against infection in the body. The immune deficiency virus attacks the body's white blood cells and kills them. Over a period of several years the body gradually becomes weaker as a result of repeated infections, until the person dies. A person is more inclined to take risks and contract HIV if you use alcohol or drugs.

Depression and anxiety

Depression and anxiety are common problems among teenagers. We usually know that a person is depressed if they:

- have a low self image
- have a bad appetite or eat too much
- sleep too much or cannot sleep
- have little energy and are tired
- have problems concentrating
- feel discouraged

When people are anxious or concerned, they can also experience the following:

- restless, worked up or nervous
- irritable
- stiffness of muscles, such as the neck and lower back



Common illnessesActivity 2:

Complete this self evaluation form to find out if you are at risk for depression.

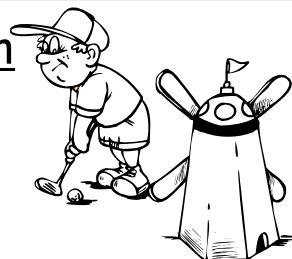
What about you?		
NAME: _____		
	YES	NO
• Do you have a low self-image?		
• Are your circumstances at home difficult and stressful?		
• Have you got no hope for the future?		
• Do you abuse alcohol or other drugs?		
• Do you feel you do not get enough support from your family and friends?		
• Do you feel you have too much to do and that you cannot handle it any more?		

- If you have more Yes answers than No answers, discuss your answers with your educator, a friend, a parent or somebody older than you that you can trust.
- Think about why you have answered Yes on some of the questions. Think about how you can better your situation, in order to have more No answers than Yes answers.
- Work on it to improve your situation. Discuss your progress with the person that you trust.

Participation in an outdoor recreational program

Activity 1:

The great outdoors



What do you like to do when you are outdoors? You have certainly seen how people like to be out in the fresh air – maybe climb a mountain or ride a bicycle. Can you think of any enjoyable outdoor activity?

Work in groups of six.

a. Investigate a wide range of outdoor activities, those you know of and those you have seen on television and would like to do. Answer the following questions.

- What kind of activity is it?
- Do you do it in a group or on your own?
- What is the challenge?
- Is there any risk involved? Is there a chance of getting an injury?
- Is it nice to participate in the activity or to watch it?

Present your report to the class. Summarise the different activities on the blackboard.

b. Choose two of the activities that were mentioned in class and then answer the following questions:

- How much does it cost to do the activity?
- What equipment do you need?
- What safety measures are necessary before you can participate in the activity?
- Report back to the class with your answers.

Outdoor adventure relaxing activities are just that. They are full of adventure, relaxing and done outdoors. They are challenging and will have elements of risk to it, but will never be very dangerous. There are risks involved, therefore the safety regulations will have to be in place. Safety regulations are there to minimise risk and to prevent injuries. In this section you will be motivated to investigate different opportunities for exercise and movement exercise in the outdoors. We hope that you will enjoy this activity!

Participation in an outdoor recreational program

Activity 2:

Write down a few safety tips that you must remember when you undertake an outdoor activity.

Work in groups of six. Plan an adventure hike or fun run on the school premises. It must take you through, over and under various obstacles and must last at least 30 minutes. Remember to include safety measures, challenges, risks and a whole lot of fun!



The kind of adventure activity that you plan will depend on where your school is, how big the area is and what kinds of obstacles are available. Maybe there is a place near the school that is more suited for your activity. Discuss this with your educator.

- What did you enjoy most about this activity?
- What kind of a team player are you?
- Did you have enough self confidence to try all the challenges?
- Are you capable of planning an outdoor adventure?

Constitutional rights and responsibilities**Week 6 – 7**

Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i religion and African religion.

Activity 1:**Religious values in the society**

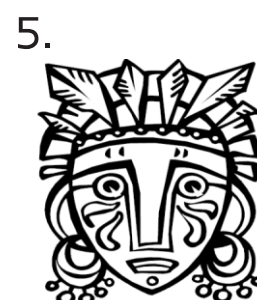
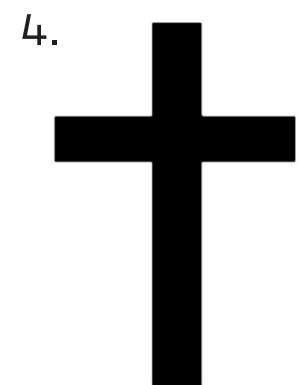
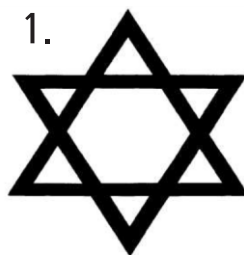
Religious values play the most important roll in any society or any culture. What you value as a spiritual truth, will form the basis of who you are, who your community are and who your country are.

The breakdown or removal of religious values in our society will lead to a further decline in moral high ground in South Africa.

A. South Africa's biggest religions

There are mainly five religions that are being practised in South Africa. These are:

- African-ancestor worshipping known as Animism
- Christianity
- Islam
- Judaism
- Hinduism



Constitutional rights and responsibilities**Week 6 – 7**

Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i religion and African religion.

Activity 1:

1. Do you know the symbols of each religion? See if you can identify the symbols and to which religion they belong. Write next to each symbol the correct religion.

1. _____
2. _____
3. _____
4. _____
5. _____

B. What these religions mean

It is important that you understand and respect all the religions, convictions and beliefs, of all the cultures in our country. You may not agree with some of the religions but you must pay them the same respect that you have for your own religion.

See if you can fit the definition with the religion:

1. They believe in the Almighty God and abide by the strict laws that are found in the Holy book, The Torah.
2. They worship and honour many gods and believe in reincarnation.
3. They believe in ancestor worship and talk to the spirits on a regular basis.
4. They believe that Jesus Christ is the Son of the living God and that any one that accept him as their Lord and Saviour will receive the gift of Everlasting Life.
5. They hear God talking through the prophet Mohammed and call their God Allah.

Constitutional rights and responsibilities

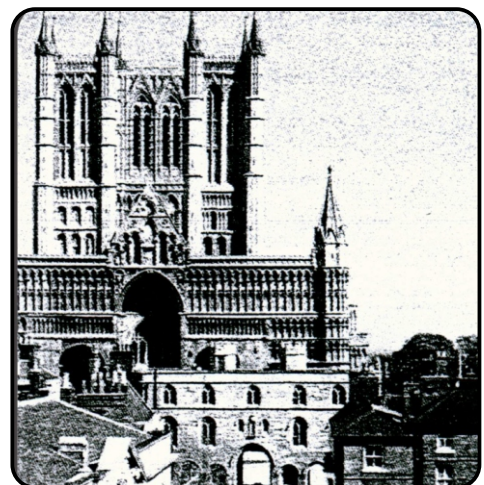
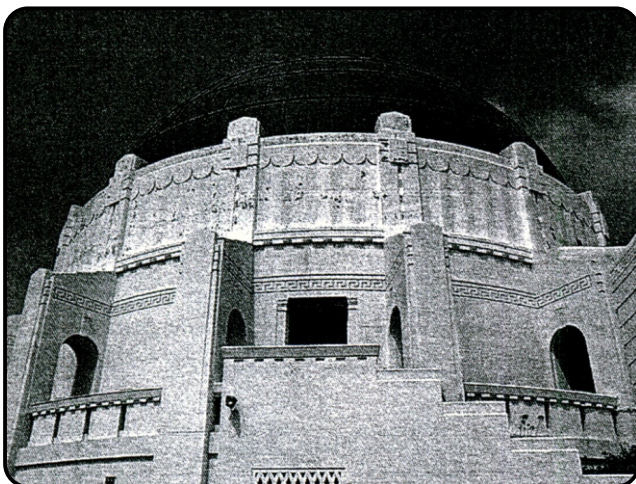
Week 6 – 7

Role of oral traditions and scriptures in major religions in South Africa:
Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i religion and
African religion.

Activity 1:

- a. Animism (worshiping of ancestors)
- b. Islam
- c. Christianity

- d. Judaism
- e. Hinduism



Constitutional rights and responsibilities

Week 6 – 7

Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i religion and African religion.

Activity 1:

Read the following article

Christmas gets an African appearance

Gold, incense and myrrh were driven away by putu, pumpkin and "potjie" as South Africa has changed the image of Christmas. Christmas décor also changed as the three wise men were represented as three black chiefs, while Joseph is smoking a pipe and Mary's face is covered with a Xhosa mask of mud. In his comment on this trend the minister of Arts and Culture, Pallo Jordan said "I suppose we can let go of the more absurd aspects of Christmas like the sleigh and Rudolf and the warm red costume". Cape Town's festive street decorations boast with a hippo, a Muslim woman, and sport heroes. "We have to make the festive season applicable to South Africa, Africa and Cape Town. We are moving away from a Christmas theme to a festive theme" said Leonora de Souza-Zilwa, spokesperson for mayor nMmaindia Mfeketo. Nelson Mandela Plain in Sandton, Johannesburg, asked shoppers to leave Rudolph to his reindeers". The plain's aloe trees are decorated in African trimmings and people are invited to sing Christmas songs while holding African clay pots and candles. Arthus Muller from Port Elizabeth won the first prize in the city's

Christmas tree competition. His dried guava tree, trimmed with calabashes, decoupage eggs mealies, beads, porcupine quills and guinea fowl feathers, had the judges speechless. The tree was decorated with 500 lights and cost R3 000 to build. At the same time Elsa van Laere, also from Port Elizabeth, made Christmas figures that portray Maria as a Xhosa woman, wearing an orange blanket with her face painted white, while Joseph is smoking a pipe. The three wise men are Zulu-, Sotho- and Swazi chiefs bringing gifts of rosary, porridge and a pot. "Christ is portrayed as white, but He is for everyone and by making such a Christmas scene, I wanted to bridge the separation between races", he said. And at the Tin Town Shop in the V & A Waterfront in Cape Town you can buy a very slim Santa Claus wearing dark glasses. Bonita de Kock of Masizakhe, another store at the Waterfront said "We do things differently in Africa".

NASHIRA DAVIDS, IISE FREDERICKS EN NICKI GULES

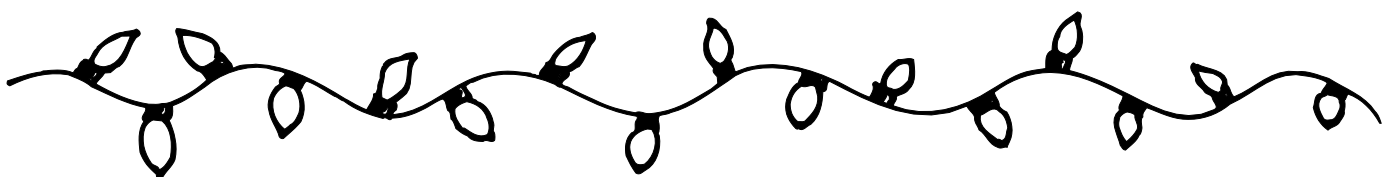
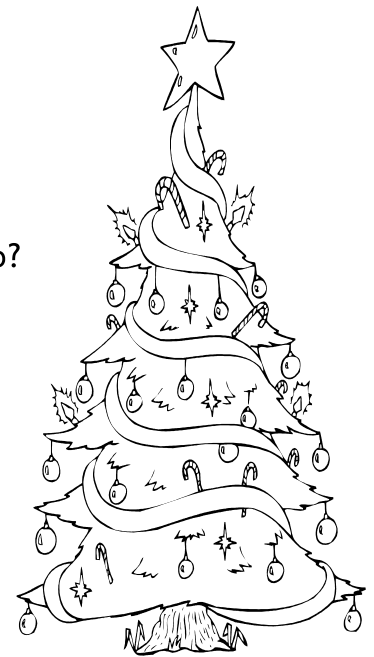
Constitutional rights and responsibilities**Week 6 – 7**

Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i religion and African religion.

Activity 2:

Answer the following questions:

1. What did putu, pumpkin and "potjiekos" replace to change the face of Christmas?
2. How did Christmas decorations change?
3. Who is the minister of Arts and Culture?
4. How did the festive decorations of Cape Town look?
5. Which two things did the visitors to a mall in Sandton have to do?
6. Describe the tree that won the first prize in Port Elizabeth.
7. Describe the South African:
 - a) Joseph
 - b) Mary
 - c) The three wise men
8. How does the artist, Elsa van Laere, handle the race segregation issue?
9. Give your viewpoint on all these changes?
10. How would you change Christmas to give it a more South African flavour?



Physical development and movement

Week 6 - 7

Participation in an outdoor recreational programActivity 1:**Target games**

You will now examine a few target games and learn:

- that we can use different equipment or objects as targets
- about working together as a team
- to practice various ways of using the ball

Here are two target games that you can play with friends.

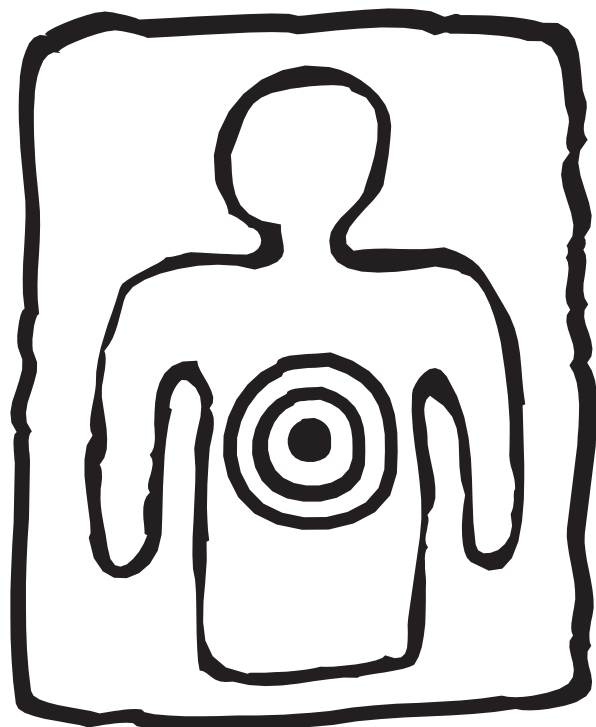
For this game you need:

- a large open space or field, such as the school hall or a large open classroom
- 6 – 8 friends
- a tennis ball
- a netball or soccer ball
- a bat
- a hoop
- chalk (to draw circles on the wall)
- pen and paper to keep score.

Remember:

There is only one thing to remember when playing this game.

You will always have a target that you must hit or touch to score a point.



Physical development and movement

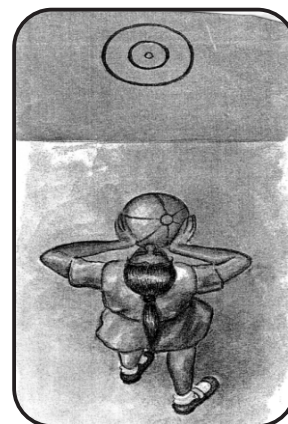
Week 6 - 7

Participation in an outdoor recreational programActivity 1:**Game 1: Bull's-eye**

This game is played inside.

You will need:

- netball or soccer ball
- six friends divided into two teams



Use chalk to draw two circles on a wall, each having a diameter of 1 m - one circle for each team. Draw and colour in a large dot in the centre of each circle.

Rules:

You must pass the ball from the chest.

You must hit the dot (target) or any place inside the circle.

Each team member gets two throws AND 30 seconds to score as many points as possible

You score points when:
You hit the dot - 5 points.

The ball lands inside the circle - 2 points.

The ball is caught when bouncing back - 3 bonus points.

Try to score as many points as possible for your team.

After playing the game, see if you can match the following pairs of terms within 30 seconds.

	Column A		Column B
1	Bull's-eye	a	Spread hands open around ball
2	Chest pass	b	On the target
3	Eyes focused	c	30 seconds
4	Timing	d	Centre of target
5	Kept the ball	e	At chest height

Physical development and movement

Week 6 - 7

Participation in an outdoor recreational programActivity 1:

1. _____
2. _____
3. _____
4. _____
5. _____

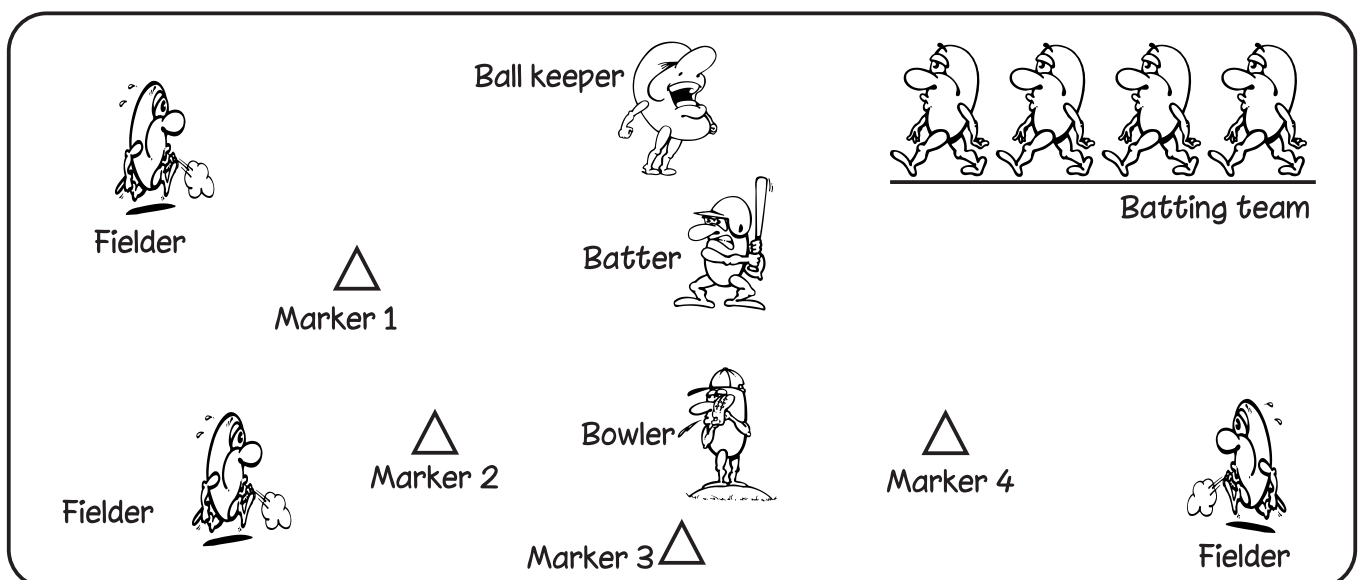
Game 2: Rounders

This game is played outside.

You will need:

- 9 players per team
- a tennis ball
- a bat
- Markers (you can use shoes, cans filled with sand or anything else to be a marker).

This is a sketch of the playing field:



Physical development and movement**Week 6 - 7**Participation in an outdoor recreational programActivity 1:**Rules:**

- One team bats while the other team does the fielding.
- Each batsman gets three chances to hit the ball and then run.
- The batsman must run around each of the markers until he/she crosses the home line.
- The batsman can stop at any of the markers if the fielding team has already thrown the ball to the bowler.
- For example, if the fielder at marker 3 already has the ball, the batsman may stop at marker 2.
- Each time when a batsman is out, he has to get in line behind the other batters and wait for another turn to bat.
- If more than one batsman is running, everyone has to be safely over the home line to score a run.

Point allocation:

When a batsman crosses the home line, a home run is scored.

BUT

- If two runners are running with the batsman, and everyone is safely home, only one home run is scored.

The FIELD WORK TEAM must have the following:

- One catcher that catches the ball if the batsman does not hit it, and then throw it back to the bowler.
- One bowler.
- Four fielders - one on each marker.
- The rest of the team is distributed around the field.

You will notice in this game that your TARGET is not only the FIELDING POSITION that you have to touch, BUT the batsman is also a TARGET for the fielding team to prevent that the batsman gets home safely.

Physical development and movement

Week 6 - 7

Participation in an outdoor recreational programActivity 1:**Design your own target game**

See if you can put together your own target game.

1. Decide if you will play:
 - a. your game outside or inside.
 - b. with a team of 6 or 8.
2. How will you score points?
3. What or who will be the TARGET? File your design in your portfolio.
4. What are the rules of the game?

