

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

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### 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.

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- 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.



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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**