

Grade 3

Lesson 4

Lesson plan

Lesson theme	Fuelling up for your best performance	Grade	3
Duration	30 minutes	Date/week	
Context			
<ul style="list-style-type: none"> • Making healthier food choices • Benefits of leading a healthier lifestyle. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> • Revision of unhealthy and poor eating habits. 		<ul style="list-style-type: none"> • Learners learn how to lead healthier lifestyles. 	
Core knowledge			
<ul style="list-style-type: none"> • Understanding the importance of eating healthily • Knowledge of the different types of fruits and vegetables • Knowledge of what nutrients are, and what vitamins and minerals can do for our bodies. 			
Learning activities and assessment			
<ul style="list-style-type: none"> • Discussion about the importance of eating healthily and how food is like fuel that keeps our bodies performing optimally • Learners get into pairs or small groups and discuss ways in which to get more colour in their diets from eating a variety of fruits and vegetables • Introduce worksheet for lesson 4. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> • Worksheet • Oral/discussion. 		N/a.	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> • Encourage learners to eat at least 5 servings of fruits and vegetables each day • Encourage learners to add colour to their diets with a wide variety of fruits and vegetables. 		<ul style="list-style-type: none"> • The activities give learners an appreciation of the health-giving properties of fruits and vegetables. • Learners begin to understand that not only is eating healthily fun and delicious, it also helps them to perform at their best. 	

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Lesson 4: Fuelling up for your best performance (30 minutes)

1 Outcomes

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

- List 3 healthy eating habits
- List 3 unhealthy eating habits
- List 3 problems that unhealthy eating habits can cause.

2 Teacher's corner

In lesson 4 you should give the learners a deeper understanding of how important eating healthily is. Use the car analogy in activity 1 to do this. You should ensure the learners know different types of vegetables and fruit.

3 Activities

Lesson 3 is mainly discussion-based. You will not need any equipment, but you should make sure that all the learners participate in the discussions.

Activity 1: What you put in is what you get out (10 minutes)

Using the analogy of a car, explain the importance of eating healthily. Explain that a car needs good quality fuel to run. If a car doesn't get enough fuel and is not looked after properly, it breaks down and stops working. However, if a car is given enough fuel and is looked after, it can keep going for many years! Our bodies are like a car – we must give them the fuel they need to be healthy and look after them, so that they work properly. Breakfast is like fuel – we must fill up our tanks before the day begins so we have energy at school to think and play. Some of the best fuel we can give our bodies is nutritious food. Vegetables and fruit are very nutritious because they contain plenty of vitamins, minerals and fibre to keep our bodies healthy. There are also several other types of fuels that we also need.

Remind the learners what nutrients are.

- Explain that vitamins are nutrients found in food and that they protect our bodies
- Explain that minerals are nutrients which our bodies need to work properly.

Tell the learners that vegetables and fruit are very important for our health and help to prevent several diseases. They help:

- Our eyesight
- Our bodies fight against illnesses like colds, diarrhoea and tuberculosis (TB)
- Our bowels to work properly
- Protect our bodies against illnesses such as heart disease, strokes and some types of cancer.

They also add colour to our plates and flavour to our meals!

We all need to eat at least 5 servings of vegetables and fruit a day, so ask learners to remember the phrase '5 a day' and to take up the challenge of eating about 3 servings of vegetables and 2 servings of fruit each day.

Give examples of what counts as a serving of vegetables or fruit:

- 1 piece of fresh fruit
- $\frac{1}{2}$ cup of cut vegetables
- 1 cup of leafy vegetables
- 1 handful ($\frac{1}{4}$ cup) of dried fruit.

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Activity 2: Colouring in your rainbow diet! (10 to 15 minutes)

Explain that many of the health-giving properties of vegetables and fruit can be seen in their colours. While there are hundreds of different colours, they can be divided into the following colour groups:

- Red (tomato, watermelon, pink grapefruit, red peppers, strawberries and apples)
- Orange (carrots, mangoes, apricots, pumpkin, oranges and spanspek)
- Yellow (bananas, pineapple, gem squash and mielies)
- Greens (broccoli, Brussels sprouts, spinach, cabbage, lettuce, peas and kiwi fruit).

Ask the class the following questions:

- What types of fruit do you and your family members eat?
- Which types of vegetables do you and your family members eat?

Write the suitable answers on the board and ask the learners to tell you which colour category each fruit or vegetable falls into.

Ask the learners to work in pairs or small groups and come up with ideas on how they can get more colour in their diets. They can present their ideas to the class or they can give them to you to list on the board.

Examples of suggestions could be to:

- Eat a vegetable or fruit at every meal
- Eat a fruit with breakfast
- Add raw vegetables such as carrots or shredded cabbage to your lunch
- Have fresh vegetables or fruit as a snack between meals
- Have an orange or yellow vegetable and a green vegetable with your main meal of the day
- Eat a fruit instead of pudding after supper
- Eat at least 1 vitamin A-rich vegetable or fruit such as cantaloupe, carrots, sweet potato, spinach or broccoli every day
- Eat at least 1 vitamin C-rich vegetable or fruit such as grapefruit, oranges, green pepper, or cauliflower every day
- Eat at least 1 high-fibre vegetable or fruit such as apples, grapefruit, or broccoli every day
- Eat green vegetables such as broccoli, cauliflower, Brussels sprouts and cabbage several times each week
- Eat a large salad at lunch
- For a morning snack, eat a piece of fresh fruit such as a banana, apple, orange, pear or grapes
- For an afternoon snack, eat carrot and celery sticks or mini-peeled carrots
- For dinner, eat a dark green vegetable, such as broccoli or spinach.

4 Wrap up (5 minutes)

Remind the learners that the health-giving properties of fruits and vegetables can be seen in their colours. Emphasise that not only can healthy eating can be fun and delicious, it also has great health benefits.



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Worksheet: Grade 3, lesson 4

Task 1: Healthy fuel for your body

Remember from the lesson how your body, just like a car, needs good fuel to work properly and how the food you eat is like the fuel you put into a car.

In the space below, draw or find a picture of a shiny, new sports car. Next to that, stick pictures of food and drinks that would be good fuel for your body that would make you feel energetic, strong and healthy if you ate or drank them often.

Shiny, new sports car	Examples of good fuel for your body

Draw or find a picture of a very old, broken down car in the space below. Next to that stick pictures of foods and drinks that you think would be bad fuel for your body and that would make you feel tired, weak and sick if you ate or drank them often.

Old, broken-down car	Examples of bad fuel for your body

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Task 2: Questions

If you were going to drive in a race, which car would you choose and why would you choose that car?

Write down some examples of good fuel for your body to have before you go to school.
