

# Classroom activities

## Early Stage 1 | Lesson two



### Learning Outcomes

- **PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity.
- **PDe-7** Identifies actions that promote health, safety, wellbeing and physically active spaces.
- **ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.



### Resources and Preparation

#### Resources

- Worksheet 11 – Fruit and veg have superpowers.
- Pencils for drawing and colouring.
- Optional – a selection of commonly eaten fruit and vegetables.

#### Preparation

##### 1-2 days prior to lesson:

- optional – organise fruit and vegetables for display.

##### Prior to lesson:

- print out WS 11 – 1 per student.
- optional – display fruits and vegetables.
- optional – make a list of commonly eaten fruit and vegetables to display on the wall or whiteboard.

**Duration | 30 minutes**

## Fruit & Veg Superpowers

Students will learn about fruit and vegetable superpowers by completing a worksheet activity. Students will identify that eating more fruit and vegetables can help them feel good.

### Introduction (5 mins)

- Remind students that fruit and vegetables are food superheroes. Can they recall some of the fruit and vegetable superpowers demonstrated in the card games from lesson one?
- Advise students that they will be learning about some very special superpowers of fruit and vegetables – superpowers that help us feel good.

### Activity (20 mins)

1. Ask students what their favourite fruits and vegetables are. If needed, refer to list and/or display to assist with recall.
2. Demonstrate the worksheet task to students.
3. Discuss each superpower and get the students to verbalise or demonstrate what each one might mean to them. Encourage students to link back to their own experiences: going to the toilet regularly and easily (happy tummy); having cuts and grazes (healing power); being able to see in the dark (healthy eyes power); having coughs and colds (germ fighting power); having enough energy to run, jump and play (up the energy power).
4. Students draw some of their favourite fruits and vegetables onto the plate on WS 11.



### Conclusion (5 mins)

Ask students to think about their favourite fruit or vegetable as a superhero. Which superpower/s do they think it might have?

### Assessment

- For:** Student contribution to group discussions.
- As:** Student can name fruits and vegetables. Student can identify what the various superpowers might mean to them.
- Of:** Student worksheet task.

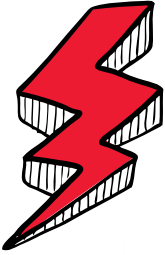
### Differentiation

- Extend:** Students write a sentence or paragraph about their favourite fruit and vegetable as a superhero. Students write a story about their superhero fruit or vegetable.
- Simplify:** Students undertake the task with assistance.

### School/Home Link

Students take worksheet home.

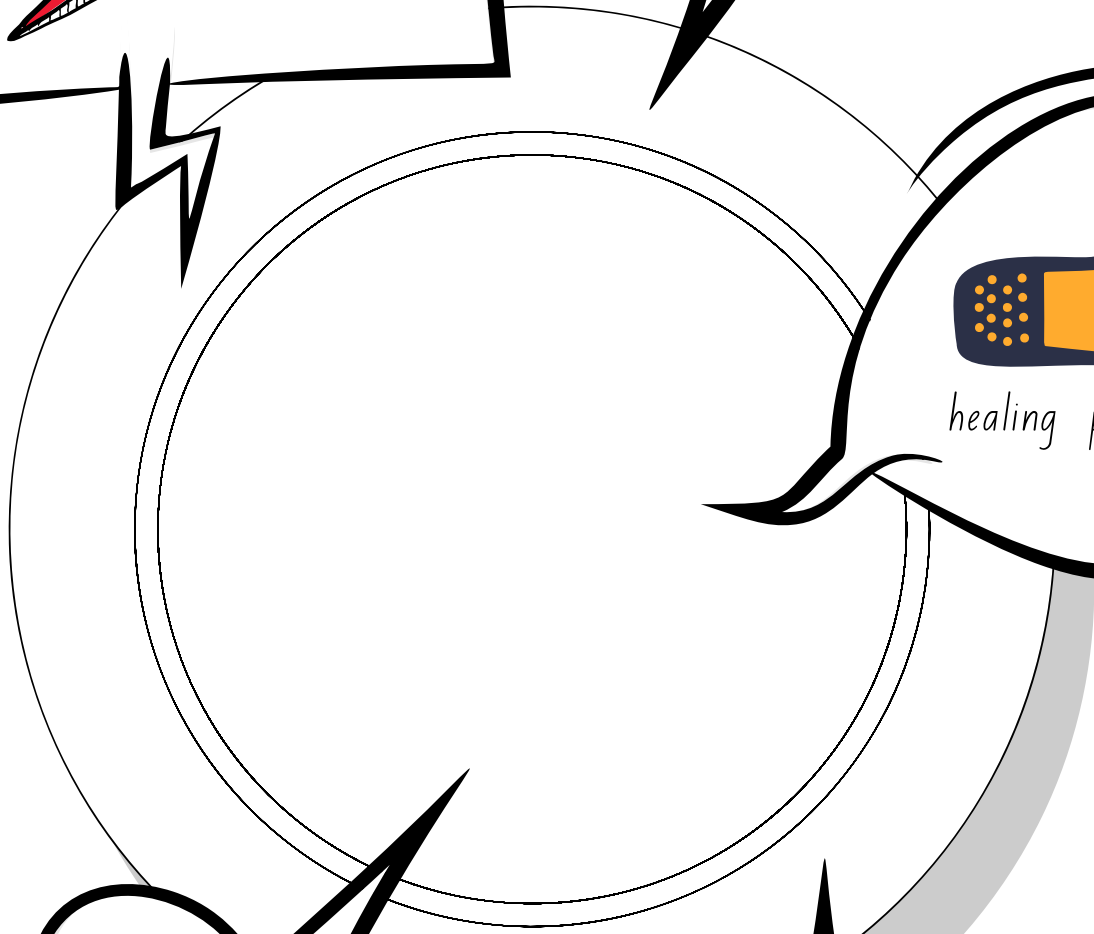





up the  
energy  
power




germ fighting power



healing power



healthy eyes  
power



happy tummy power