



Learning Outcomes

- **PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
- **PDe-1** Identifies who they are and how people grow and change
- **STe-3LW-ST** Explores the characteristics, needs and uses of living things



Resources and Preparation

Resources

Video (V)

- Video 3 - [Show younger children why eating their fruit and veg is good](#)
- Video 4 - [Fruits & Vegetables Song For Children](#)

Worksheets (WS) and Powerpoints (PTT)

- Worksheet 2 - What happens in the body?
- [PPT1 - What happens in the body?](#)
- Teacher Information Document (TID)

Materials

- Smartboard
- Classroom Poster
- Drawing materials

Preparation

Prior to lesson:

- Print 1 WS2 per student

What happens in the body?

Students learn about the basics of what happens in your body when you eat fruits and vegetables. The journey of fruit or vegetables through the body is explored and the concept of energy from food, and what you do with it, is touched upon.

Introduction (10 mins)

Use PPT1 to walk the students through the topic of 'digestion' and discuss the questions on the slides (i.e Why do we need to eat fruits and vegetables? How does our food move through our bodies? What body parts do we use for 'digestion'? What do our bodies get from the food we eat?) On the last slide, discuss the concept of 'energy from food' with the students and together brainstorm what their bodies do with the energy. Option to watch V3 for more in-depth information on some specific nutrients.

Activity (30 mins)

1. Explain the activity on WS2 to the students and ask them to complete it and paste into their workbooks (if appropriate).
2. Once WS2 is finished, complete week 3 on the poster together with the whole class.

Conclusion (5 mins)

As a class, ask who can explain again how fruit and vegetables move through their body and what their body uses them for. Ask them to consider what would happen if they wouldn't eat any fruit or vegetables.

Assessment

For: Students are involved in discussion/brainstorm about digestion and energy

As: Students draw about what they have learned

Of: Students understand the concepts of digestion and energy

Differentiation

Extend: Explain the concept of vitamins further with the students. What are they and what do they do? See the TID for more information. For more extension, play the boardgame from S1 lesson 3.

Simplify: Help the students to scribe their favourite fruit/vegetable and what they do with their energy. And/or watch [this song \(V4\)](#) about fruit and vegetables.

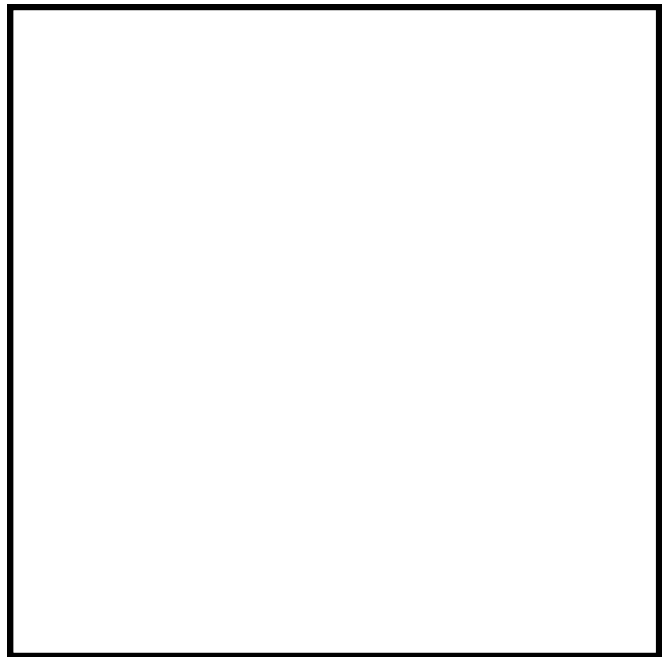
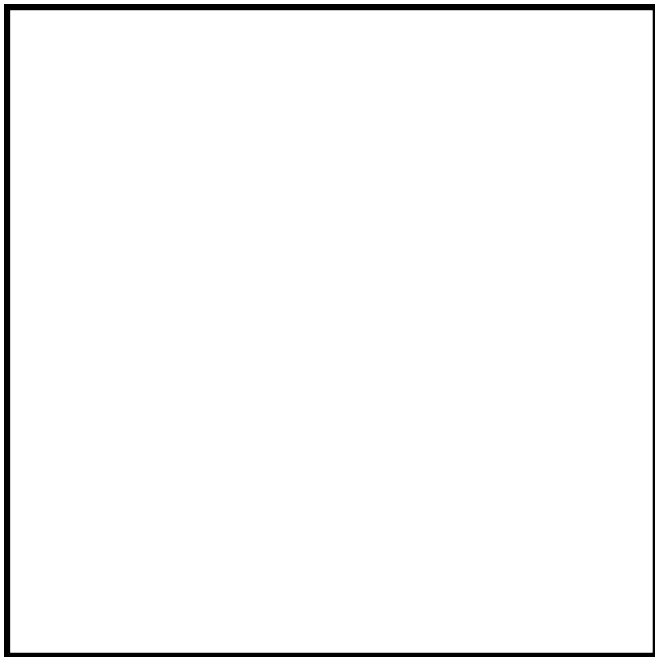
School/Home Link

Students can identify all the fruits and vegetables they ate on a particular day, and then what they did with the energy from those on that day.

Duration | 45 minutes



Write the name of your favourite fruit and vegetable.
Then draw them in the squares.



What do you do with the energy you get from this fruit and vegetable? Write it and draw it in the rectangle below.

