Good eating habits and a balanced diet

Lesson plan and teacher's notes · Grade 2 Science · 1 period of 40 minutes

School	(write school name)	**Teacher**	(write name)
Date	(date)	**Class**	Grade 2
Subject	Science	**Enrolment**	Boys ___ Girls ___ Total ___
Time	40 minutes	**Topic**	Good eating habits and a balanced diet

Learners use pictures or video of school feeding time to name good and bad eating habits, sort habit cards into two sets and learn what a balanced diet is through the story of two families. One period of 40 minutes.

Specific outcomes

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

1. Identify good and bad eating habits
2. Practise good eating habits at meals
3. Describe a balanced diet using energy giving, body building and protective food

Prior knowledge

- Learners know local foods such as nshima, beans and vegetables
- Learners can use a spoon or hand to eat
- Learners can sort picture cards

Teaching and learning materials

- Pictures or video clips of learners eating at school feeding time
- Picture cards of good and bad eating habits
- Real or picture local foods: nshima, beans, vegetables
- Picture cards of different foods
- Chalk and board

References

Ministry of Education (CDC) Grade 2 Science syllabus and module; 25Schools learners' note: Good eating habits and a balanced diet.

Lesson development

Stage and time	Teacher activities	Learner activities
Hook and look at pictures 10 min	Ask: Is it okay to talk while eating. Why. Show pictures or a short video taken at school feeding time. Pause now and then and ask: Which eating habits do you see. Which are good and why. Which are bad and why.	Observe, answer and give reasons.
Discuss bad habits and sort cards 12 min	Put learners in groups to discuss why these are bad habits: talking with mouth full, talking while eating, elbows on the table, making a mess, burping loudly, chewing loudly, eating too fast, taking big bites, eating an unbalanced diet. Build on their ideas and bring out the good habits: small bites, using utensils, chewing with mouth closed. Give picture cards and ask them to sort them into set A good habits and set B bad habits.	Discuss in groups and sort.
Balanced diet 14 min	Show local foods one at a time and ask how each helps the body: nshima gives energy, vegetables protect from diseases, beans build the body. Tell the story of Family A eating nshima and vegetables only and Family B eating nshima, beans and vegetables. Ask: Which family eats a balanced diet. Why. What is missing. Ask for other balanced meals.	Answer and suggest balanced meals.
Conclusion 4 min	Describe a balanced diet at this level as a meal with energy giving, body building and protective food. Give picture cards for learners to make balanced sets. Ask them to practise good habits at meals.	Make balanced sets and say the rules.

Teacher's content notes

Read these before the lesson. They are what you need to know, not what to copy onto the board.

Good and bad habits

Bad habits include talking with mouth full, talking while eating, elbows on the table, making a mess, burping loudly, chewing loudly, eating too fast, taking unmanageable bites and eating an unbalanced diet. Good habits are taking small manageable bites, using utensils and chewing with the mouth closed.

Practice

This is best taught during school feeding time. Observe learners and give feedback to promote good habits.

Balanced diet

At Grade 2 describe a balanced diet as a meal with energy giving, body building and protective food. Nshima gives energy, vegetables protect from diseases and beans build the body.

Scope of this guide

The text available for this guide covers eating habits and a balanced diet. Food hygiene and common diseases need their own module text.

Questions to ask during the lesson

Question	Expected answer
The teacher pauses a video of a boy eating with his elbows on the table and talking with food in his mouth. She asks the class about it. (a) Is this a good or bad habit. (b) Name one bad habit shown. (c) What should he do instead.	(a) Bad. (b) Elbows on the table or talking with mouth full. (c) Sit properly and chew with mouth closed.
A girl eats nshima and vegetables for lunch. Her friend eats nshima, beans and vegetables. The teacher asks the class to compare the meals. (a) Which meal is balanced. (b) What is missing from the other. (c) Why is it important.	(a) Nshima, beans and vegetables. (b) Beans, a body building food. (c) The body needs all three kinds of food.
The teacher gives a group cards showing small bites, a spoon, chewing loudly and burping. She asks them to sort the cards. (a) Which are good habits. (b) Which are bad habits. (c) How do they label the sets.	(a) Small bites and spoon. (b) Chewing loudly and burping. (c) Set A good, set B bad.

Worked examples for the board

Sorting habits

Step 1: Pick up a card: taking small bites. Step 2: Ask if it is good. Step 3: Put it in set A. Step 4: Do the same for each card.

Checking a meal

Step 1: List the foods: nshima, vegetables. Step 2: Ask what each does. Step 3: See that body building food is missing. Step 4: Add beans.

Board plan

Write the title. Make two columns: good habits and bad habits. Under it write nshima: energy, beans: body building, vegetables: protection.

Good habits	Bad habits
Small bites	Talking with mouth full
Use utensils	Elbows on the table
Chew with mouth closed	Eating too fast

The finished board

Mistakes to expect

Learners often think	Put it right
Eating fast is good because it saves time.	Ask what happens when we eat too fast. Show that it is a bad habit and that small bites chewed well are better.
Any food will do for a balanced diet.	Use the story of Family A and Family B to show that a meal needs energy giving, body building and protective food.
Beans only give energy.	Ask what nshima does and what beans do. Beans build the body.

Differentiation

Learners who struggle

Use only four picture cards, two good habits and two bad habits. Let learners point to the good ones and say why.

Learners who finish early

Ask learners to plan a balanced lunch with three local foods and say what each food does for the body.

Hearing or visual impairment

For learners with a visual impairment, let them handle real foods and utensils and describe the habits aloud. For learners with a hearing impairment, face them, act out the habits and use picture cards.

No projector, no printing

Use real food from the school feeding programme. Act out the habits instead of using a video. Draw food on the board.

If time is short

Keep the picture discussion, the card sorting and the story of the two families. Move the balanced meal card game to the next lesson.

Evaluation

Question or task	A correct answer shows
The teacher observes learners at school feeding time and gives each learner a card. Learners sort picture cards of good and bad eating habits. (a) Name one good habit. (b) Name one bad habit. (c) Explain why it is bad.	(a) Small bites, using utensils or chewing with mouth closed. (b) Any bad habit from the list. (c) A sensible reason.
Njavwa has pictures of nshima, beans, vegetables and a drink. Her teacher asks her to make a balanced meal. (a) Which food gives energy. (b) Which builds the body. (c) Which protects from diseases.	(a) Nshima. (b) Beans. (c) Vegetables.

Homework

At supper Bupe notices that her family eats nshima and beans only with no vegetables. She tells her mother what is missing. (a) Which food is missing. (b) What does it do for the body. (c) Name one good eating habit to use at supper.

Extra practice with answers

Question	Answer
1. At school feeding time Mulenga puts a very large lump of nshima in his mouth and talks to his friend. Another learner watches him. (a) Is this a good or bad habit. (b) Name the bad habit. (c) What is the good habit he should use.	(a) Bad. (b) Taking an unmanageable bite or talking with mouth full. (c) Take small bites.
2. The teacher shows nshima, beans and vegetables on the table and asks the class what each does. A girl answers first. (a) What does nshima do. (b) What do beans do. (c) What do vegetables do.	(a) Gives energy. (b) Builds the body. (c) Protects from diseases.
3. Chilufya eats lunch with a spoon, chews with her mouth closed and takes small bites. Her teacher praises her. (a) Is she using good habits. (b) Name two of her good habits. (c) Why should we practise them.	(a) Yes. (b) Using a spoon and chewing with mouth closed. (c) For healthy growth and good behaviour at meals.
4. A teacher gives learners cards of nshima, beans, cabbage, cooking oil and a drink. She asks them to make a balanced meal. (a) Which cards give energy. (b) Which card builds the body. (c) Which card protects from disease.	(a) Nshima. (b) Beans. (c) Cabbage.

Answers to the learners' check-yourself questions

1. Name one good eating habit.
   Small bites, using utensils or chewing with the mouth closed.
2. Name one bad eating habit.
   Talking with mouth full, elbows on the table, eating too fast or chewing loudly.
3. What does nshima give us.
   Energy.
4. What do vegetables do for the body.
   They protect us from diseases.
5. At school feeding time Mwamba eats very fast, talks with his mouth full and puts his elbows on the table. Chanda takes small bites and chews with her mouth closed. Their teacher asks the class about them. (a) Who has good habits. (b) Name one bad habit Mwamba has. (c) What can Mwamba do instead of e
   (a) Chanda. (b) Eating fast, talking with mouth full or elbows on the table. (c) Take small bites and eat slowly.
6. Family A eats nshima and vegetables only at lunch. Family B eats nshima, beans and vegetables. A girl tells the class what she sees. (a) Which family eats a balanced diet.

(b) What does Family A not have. (c) What do beans do for the body.

(a) Family B. (b) Beans, a body building food. (c) They build the body.

Teacher's reflection

What went well:

What I will change next time:

Learners who need follow-up: