

## Grade 5

## Lesson 4

### Lesson plan

<b>Lesson theme</b>	Protecting your food	<b>Grade</b>	5
<b>Duration</b>	30 to 40 minutes	<b>Date/week</b>	
<b>Context</b>			
<ul style="list-style-type: none"> <li>• Making healthy food choices</li> <li>• Ways in which to improve wellness.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>• Learning ways to protect the quality of food.</li> </ul>		<ul style="list-style-type: none"> <li>• Learners reflect on different ways in which to improve their health and wellness.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>• Understanding the concept of 'food spoilage,' how it occurs and how to prevent it</li> <li>• Knowledge of the methods of preservation: canned, frozen, vacuum-packed and dried.</li> </ul>			
<b>Learning activities and assessment</b>			
<b>Group work:</b>			
<ul style="list-style-type: none"> <li>• Cut a piece of fruit in half and discuss with learners how you can preserve the fruit so the other half can be eaten the next day. Also discuss what might happen if you left the fruit out. Introduce learners to the concept of 'food spoilage,' and allow them to compare the fruit that was stored in the fridge in plastic and the half that was left out</li> <li>• Display the other items you have on the table and discuss the different ways to preserve foods</li> </ul>			
<b>Individual work:</b>			
<ul style="list-style-type: none"> <li>• Introduce the worksheet for lesson 4.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Worksheet.</li> </ul>		<ul style="list-style-type: none"> <li>• A refrigerated half of a fruit and a half that has been left out</li> <li>• Another fruit of the same type</li> <li>• A can of food</li> <li>• A bag of frozen vegetables</li> <li>• Some vacuum-packed food</li> <li>• A bag of dried fruit</li> <li>• A knife</li> <li>• A plate</li> <li>• A display table</li> <li>• Worksheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>• Encourage learners never to eat spoiled food, and to preserve any food they won't be eating fresh.</li> </ul>		<ul style="list-style-type: none"> <li>• The discussions and activities give learners an understanding of the importance of preserving food and the dangers of eating foods that are spoiled.</li> </ul>	

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### Lesson 4: Protecting your food (30 to 40 minutes)

#### 1 Outcomes

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

- Explain how food spoilage occurs
- Describe ways to prevent food spoilage.

#### 2 Teacher's corner

The learners should learn about food spoilage, how it occurs and how to prevent it. You should show the learners the difference between food that has been spoiled and food that has been preserved.

3 days before the lesson, cut a piece of fruit in half. Place one of the halves in plastic wrap in the refrigerator and leave the other half out on a plate at room temperature. Make sure the piece of fruit that is left out is in a safe place, out of the learners' reach.

#### 3 Activities

For lesson 4 you'll need the following equipment:

- The refrigerated half of the fruit and the half that has been left out
- Another fruit of the same type that you're using
- A can of food
- A bag of frozen vegetables
- Some vacuum-packed food
- A bag of dried fruit
- A knife
- A plate
- A display table.

#### Activity 1: Food preservation (30 minutes)

To start activity 1, take out a piece of fruit (the same type of fruit as the one you halved 3 days before the lesson), a knife and a plate. Cut the fruit in half and put one half on the plate. Then eat the other half. Tell learners that you want to save the other half of the fruit for tomorrow.

- Ask them if there is anything you should do with the cut fruit if you want to eat it tomorrow
- Ask them why they made the suggestions they did
- Once the learners confirm that you should wrap the fruit in plastic wrap and put it in the fridge, ask them:
  - What does putting the piece of fruit in the fridge do for the fruit?
  - What happens when a piece of cut fruit is not put into the fridge and is left at room temperature?
  - What might happen if you left the piece of fruit out of the fridge on the table and ate it in a few days?
- The learners will probably suggest that the fruit may become rotten when left at room temperature



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- Explain that this is called spoilage. Eating spoiled food can cause a person to become very ill, so it is not a good idea to leave fresh-cut fruit out for long periods of time
- Show the learners the piece of fruit you left at room temperature for 3 days
- Then show them the piece of fruit that you put in the fridge for 3 days. Let the learners compare the appearance and freshness of each
- Explain that fresh foods spoil when left out of the fridge over time, while keeping them in the fridge helps to keep them fresh for longer periods
- Cooling food slows the spoilage process and keeps it fresh. This is why fridges are used to store foods at factories, on ships and planes, in supermarkets and in our homes
- Inform the class that cooling is only one way to preserve food, and that they will now learn about other methods.

**To move onto other ways of preserving food, discuss the following:**

- Besides fruit, what other foods need to be specially handled to avoid spoiling?
- What are some of the ways these foods are specially handled?
- Explain that there are other ways to slow spoilage and keep foods fresh for longer
- On a table, display the following items:
  - A can of food
  - A bag of frozen vegetables
  - A vacuum-packed food
  - A bag of dried fruit
- Tell the learners they must decide which of the preservation groups each food belongs to: canned, frozen, vacuum-packed and dried
- Explain how these types of preserving and packaging help to make food last longer
- Let the learners taste the foods that have been preserved differently
- Ask them to describe the differences in taste if there are any
- Ask them which version they prefer and why.

### **4** Wrap-up (5 minutes)

Remind the learners of the importance of preserving food and the dangers of eating spoiled food.

Introduce the worksheet for lesson 4.

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Name: \_\_\_\_\_

**Worksheet: Grade 5, lesson 4**

**Task 1: Food preservation**

Fill in the table by listing:

- Method of preservation: how the food is preserved
- Food group: list the food group the food belongs to.

	Sample of food	Explain the method of preservation	Food group
1.	A can of peas		
2.	A bag of frozen vegetables		
3.	Vacuum-packed polony		
4.	A bag of dried fruit		