

Vision Empower & XRCVC
Teacher Instruction KIT
Food

Syllabus: Karnataka State Board

Subject: EVS

Grade: 1

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - First Standard

Chapter Number & Name: 4. Delicious food

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To know the food that is available in your locality
- To identify the food grains available in your locality
- To identify the food which you eat

Prerequisite Concept:

General awareness about food and food items.

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

We need food to live. Food gives us energy. There are many kinds of food like fruits, vegetables, grains, eggs, milk and milk products, meat and fish. We need to eat a variety of foods to get all kinds of nutrients. We get food from plants and animals. Fruits and vegetables help prevent many diseases. Grains give us energy we need energy to learn, play and live. Milk and milk products keep our teeth and bones healthy. Egg, meat and fish are important for muscle growth. There are three meals a day. Breakfast is the meal we eat early in the morning. It is the most important meal of the day. Lunch is the meal we eat in the afternoon. Healthy lunch helps us grow and stay healthy. Dinner is the meal we eat in the evening. *Reference link* [\(1\)](#)

2.2 LEARN MORE

NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Favourite food *

Materials required: NA

Prerequisites: NA

Activity flow:

Ask one by one which is their favourite food and the reason why it is their favourite.

Activity 2: Story of the hungry mouse *

Reference link [\(2\)](#)

Materials required: NA

Prerequisites: NA

Activity flow:

Narrate the following story – The hungry mouse

A mouse was having a very bad time. She could find no food at all. She looked here and there, but there was no food, and she grew very thin.

At last the mouse found a basket, full of corn. There was a small hole in the basket, and she crept in. The hole was very small and she could just manage to get through the hole.

Then she began to eat the corn. Being very hungry, she ate a great deal, and went on eating and eating. She had grown very fat before she felt that she had had enough.

When the mouse tried to climb out of the basket, she could not. She was too fat to pass through the hole.

"How shall I climb out?" said the mouse, worried. "Oh, how shall I climb out?"

Just then another mouse came along, and he heard the mouse.

"Mouse," said the other mouse, "if you want to climb out of the basket, you must wait till you have grown as thin as you were when you went in."

- Have a discussion by asking children how can the mouse become thin again? Should the mouse stop eating or start exercise? How much food the mouse should eat?

3.2 CONCEPT GENERATION ACTIVITY

IDENTIFY LOCAL FOOD

Activity 3: Identify the local food *

Materials required: Food items such as rice, wheat, ragi, dal, rajma, paper cups to keep these grains.

Prerequisites: NA

Activity flow:

- Begin the discussion by asking if they think we are the same size as when we were 1 year or 2 years old? If not then give reasons. Children may respond by saying that we grew big and tall.

- What helps us grow tall and big? Allow them to respond in their own words and then bring attention to food.
- Pass around the food items one by one and allow children to touch, feel, smell the grains kept in the paper cups. Introduce them with the names for each item. Inform that all these grains give us energy and nutrition that helps us grow tall and big.
- Do you know what ghee and butter are made of? They are made from milk. They also give us energy.
- Why do the elders keep telling us to eat more fruits and vegetables? Because fruits and vegetables contain nutrients that protect us from diseases and falling sick. Ask children to name as many fruits and vegetable names they are aware of.

LOCAL FOOD AND THEIR INGREDIENTS

Activity 4: Food and their ingredients *

Materials required: NA

Prerequisites: NA

Activity flow:

Begin the discussion by asking what did they eat for breakfast today? Allow every child to respond to the question.

Do you know what items or ingredients are used to prepare that food?

Have a discussion about the ingredients that are used to make the following food:

1. Idli - made with rice and little bit of dal or pulses
2. Sambar - made with pulses and vegetables
3. Chutney - made with coconut/pulses/groundnut
4. Pulao - rice, vegetables
5. Chapati - wheat
6. Curd, paneer - milk
7. Omelette - egg, onion
8. Cake, bread - maida or refined flour

Encourage children to share more examples. Some people eat food that comes from animals. What are those foods? These are egg, meat, milk and honey. We should respect each other's choice of food items and their food habit.

How many of you have eaten or touched an egg? Where do we get these eggs from? The answer could be hen and duck. Honey is made by honey bees. They collect sweet juice from flowers called nectar and store them in the honeycomb or beehive. These nectar gets converted into honey in the hive which is then collected by people and sold in the market.

Make a buzzing bee sound like honey bees.

Where do we get milk from and what are the things that can be made using milk? Inform children that milk is obtained from cows or buffaloes and the things that are made from milk are curd, paneer/cottage cheese, cheese, butter, ghee, milkshake and ice cream.

It is also important to know that milk can be obtained from soya beans which come from plants and it is called soya milk.

RAW AND COOKED FOOD

Activity 5: Differentiate between raw and cooked food *

Materials Required: A brinjal, onion and cucumber (or similar food items that are eaten cooked, raw and both)

Prerequisites: NA

Activity Flow:

Begin by passing around the 3 food items. Allow children to identify each of the items. Ask them out of the three items, which one can be eaten raw? Then ask which food item cannot be eaten raw and finally, which food item can be eaten both by cooking as well as raw.

Summarise the responses by saying that brinjal cannot be eaten raw. It needs to be cooked before eating. Cucumber is mostly eaten raw and onion can be eaten in both the forms, that is by cooking as well as raw.

Activity 6: Game on raw and cooked food *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Tell children that you are going to call out names of some food items. Children should clap once if they think the food item can be eaten raw and they would clap twice if the food item cannot be eaten raw.

Call out the names of some food items one by one. For example, tomato, potato, onion, carrot, beans, bottle gourd, pumpkin, raw rice, egg, milk, cucumber, lemon.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Have a discussion about how many different items can be made using the same food item like the milk discussed earlier. Encourage children to try to find out what items or ingredients are used to make the dinner that they will be eating today.

Discuss about the good eating habits with regard to food. Always wash hands before eating. Eat fresh food. Take only as much food as you could eat on the plate. Eat food silently. Chew food well. Try not to spill food on the table or on clothes. Eat lots of green vegetables and fruits. Drink at least 8 to 10 glasses of water every day. Do not eat food from sweet vendors.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 7: Group activity game

Materials Required: NA

Prerequisites: NA

Activity Flow:

Divide the class into two groups. Each group will take turns to call out a name of any food grain or a vegetable. The other group will have to tell one food item that is prepared using that grain or vegetable. Teacher will give points for the correct answer.

Activity 8: Recite a Poem

Materials Required: Sound system for playing the song

Prerequisites: NA

Activity Flow:

Veggies, Veggies, Veggies

Types and Types of Veggies;

Like a finger is ladyfinger

Like a stick is a drumstick.

Like a snake is snake gourd,

Tasting bitter is bitter gourd.

Types and Types of Veggies,

Tomatoes make your cheek go red,

Carrots make your jump ahead.

Greens make you very strong

Peas make you sing along

Veggies, Veggies, Veggies
Types and types of veggies.

Sing and continue the song by adding more vegetables

Teaching Tips

If there are any additional teaching tips then utilize this section to mention them.

References

(1) About food -

<http://www.teachlearnweb.com/study-material/cbse/class-1/science/water/uses-of-water/1-110>

[2] The hungry mouse story - http://www.kidsgen.com/short_stories/the_hungry_mouse.htm

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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