

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**Need for food**

Syllabus: Karnataka State Board

Subject: EVS

Grade: 1

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

Chapter Number & Name: 5. Do we need food?

## **1. OVERVIEW**

### **1.1 OBJECTIVE AND PREREQUISITES**

#### **Objective**

- To understand the need for food

#### **Prerequisite Concept:**

General awareness about food and food items.

*EVS textbook – Karnataka State Board – Grade 1 – Chapter 4 – Delicious Food*

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##### **NEED FOR FOOD**

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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. They help us grow big and tall. Food also gives us energy to do our work. 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. [\(1\)](#)

### 2.2 LEARN MORE

NA

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

#### **Activity 1: Recite a poem \***

*Materials required:* NA

*Prerequisites:* NA

*Activity flow:*

Recite the following poem and encourage children to follow:

I found him sitting on the couch,  
before I went to bed  
He seemed so tired without food  
And this is what I said,  
“Go friend eat your dinner right  
And see you’ll sure feel bright”.  
He then ate rice and dal and grains.  
Which made him bright and strong

- Have a general discussion about the poem by asking children what they understood from the poem.

## 3.2 CONCEPT GENERATION ACTIVITY

### NEED FOR FOOD

#### **Activity 2: Before and after food \***

*Materials required:* NA

*Prerequisites:* NA

*Activity flow:*

- Ask children how they feel just before lunch time. Tell them to notice the feelings, sensation and mood in the body when they feel hungry.
- Instruct them to make note of their observations.
- They will do the same thing after eating lunch or food.
- Encourage them to share with the class.

#### **Activity 3: Who eats what? \***

*Materials required:* NA

*Prerequisites:* NA

*Activity flow:*

Help the children to learn about different kinds of food which different animals eat. Also, the fact that a baby's food requirement is different from an adult.

The teacher will name an animal, bird or a person and the students will name one food item that they eat.

1. Baby – milk
2. Birds – worms/insects/fruits
3. Cow – grass
4. Goat – leaves/grass
5. Cat – mouse, milk
6. Children of 1st grade – think and answer

Encourage children to suggest names of other animals and birds they are aware of from their experience.

#### **Activity 4: Why do we need food? \***

*Materials required:* NA

*Prerequisites:* NA

*Activity flow:*

Remind children about the discussion from Activity 2. Ask them to think and share about what will happen if someone does not eat food for a long time?

If anyone has kept an animal at home such as a domestic or pet animal, have they ever experienced how the animal behaves when it is hungry? Will the cow or buffalo give milk if she is not fed properly?

Ask children why people need food? Allow children to share their own thoughts on this,

Summarise by saying that food helps us grow bigger and taller. Think about how new born babies are. How small in size the babies are. But within a few months' time, they grow bigger and bigger.

What gives us energy? Discuss that when we eat food, we feel energetic and thus we are able to do our work. People work in the fields growing crops, in the construction site building houses or in the factories doing different kinds of work. To do any work people need energy and that comes from eating food. Food makes us healthy and strong.

### **Activity 5: A walk to the kitchen**

*Note: Prepare in advance for the kitchen tour by keeping the kitchen safe to walk around and different food items are kept ready for children to explore.*

*Materials required: NA*

*Prerequisites: NA*

*Activity flow:*

Take the children to the kitchen to find out what is cooking and learn about food items that are used to prepare the food. Talk about any one dish that is prepared and what ingredients are used to prepare the dish.

Children are encouraged to ask questions and understand the benefit of eating healthy food.

Examples of a few questions are given below:

1. How many people work in the kitchen and what do they do?
2. What is cooking in the kitchen today?
3. What are the ingredients the cook is using?
4. How much time does it take for making lunch/breakfast/dinner?
5. What are the other works associated with cooking?

If possible, engage children into some work like sorting the grains and putting them in containers.

### **3.3 LET'S DISCUSS: RELATE TO DAILY LIFE**

Have a general discussion about the kinds of food people eat and how it affects our health. Discuss about which food items are healthy and which food items should be avoided. Allow children to share their knowledge on the same.

## **4. EXERCISES & REINFORCEMENT**

### **4.1 REINFORCEMENT**

#### **Activity 6: Recite a poem**

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Recite the poem and encourage children to repeat the lines:

Veggies, Veggies, Veggies  
Types and Types of Veggies;  
Like a finger is ladyfinger  
Like a stick is 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>

## 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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