

Vision Empower & XRCVC
Teacher Instruction KIT
Variety of Food

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

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

Chapter Number & Name: 6. Variety of food

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- Know the varieties of food and get introduced to local varieties of food
- Make a list of food obtained from plants and animals
- Identify the quantity of food consumed according to age, sex and physical activities
- Identify food of wild and domestic animals and insects found in home

Prerequisite Concept

- Names of common food items available to us
Grade 2 – Chapter 6 – Varieties of food

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*Kindly Note: Activities marked with * are mandatory*

OVERVIEW

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INTRODUCTION TO FOOD

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2. LEARN

2.1 KEY POINTS

Everything that is alive needs food. Food that we eat either comes from plants or animals. Because different foods provide different types and amounts of key nutrients, it is important to choose a variety of foods from within each food group. As a bonus, choosing a variety of foods will help to make your meals interesting, so that you don't get bored with your diet. (1)

All animals need food to survive. Animals eat many different kinds of foods including other animals, fish, nuts and seeds, tree leaves and branches, insects, and grass. Animals that eat only plants are called herbivores. Most herbivores, including the giraffe, macaw, ground squirrel, and elephant in this video segment, eat a wide variety of plants and plant parts. Animals that eat only other animals are called carnivores. Polar bears, sharks, woodpeckers, and anteaters are all carnivores. Omnivores are the least choosy about what they eat. These animals, which include raccoons, opossums, cats, dogs and black and grizzly bears, eat both plants and animals, and often eat a wide variety of each.(2)

2.2 LEARN MORE

NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO FOOD

Activity 1: Questions on food habit - Pair Activity *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Divide the class into pairs. Tell them that you are going to give them a few questions one by one. Ask them to share the answers with their partners. Give them 2-3 minutes to discuss keeping the volume level to whispering only. After 2-3 minutes, change the question.

Note: Alternatively, the teacher can also ask students to write the same.

Q1 - Name any five food items that you eat every day.

Q2 - Why do you eat those food items every day?

Q3 - Name any food items that you eat during festivals or on any special days.

Q4 - Share any food item that you like very much and discuss why you like that food item?

Q5 - Name any food item which you do not like to eat and share why you do not like the food item?

Now, the teacher would randomly pick any partners and ask them to share with the class whatever they have discussed with their partners. Ask students to compare their answers with others. Are they the same? If not, then why?

3.2 CONCEPT INTRODUCTION ACTIVITIES

VARIETY OF FOOD – LOCAL FOOD

Activity 2: Identify the local grains *

Materials required: Few locally grown food items, grains like jowar (sorghum), millet, wheat etc., fruits, dry fruits or spices

Prerequisites: NA

Activity flow:

Discussion: Ask students if they know about any crop or food item that is grown in their village. What are those and how do you use them in your food?

Food Habit: The term food habits refer to why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people's eating habits.

Inform children that food habits differ from person to person and also vary from one place to another. We eat according to the taste, food habits and the crops that grow in that place or region.

For example, people eat more jowar in the region where jowar is grown in plenty. People who live on the seashore eat more fish. So, food habits of people differ from person to person.

Pass around the materials to children. Tell the names of each item. Ask them what kind of food is prepared using these items. Discuss some of the common dishes that are prepared in the region.

QUANTITY OF FOOD ACCORDING TO AGE, GENDER AND PHYSICAL ACTIVITY

Activity 3: Food groups *

Materials required: Few varieties of food belonging to each food group (rice, wheat, oats, pulses, sugar, any vegetable and fruit)

Prerequisites: NA

Activity flow:

Start the discussion by asking the following questions:

Q – Do you think that all of us eat the same amount of food? Give reasons for your answer. Summarise by saying that different people eat different amounts of food. How much we eat depends on our height, weight, age, gender and the nature of work we do.

A small child will eat less food as compared to a child in grade 3 or a child in grade 10. A person doing a lot of physical work may eat more than a person who is not doing much physical labour. The nutritional requirement of a boy is more than a girl especially when they grow up as our dietary requirement is dependent on our height and weight of our body. And boys generally tend to grow taller than the girls.

Q - Which food items do you think gives us energy? Which food items help us grow big and tall? Which food items help us fight diseases? Allow students to share their knowledge on this.

Inform children that you have brought some food items and call out the names of each item while passing them to the children. Let one child hold one item in his/her hand.

Now again ask them out of these which food item gives us energy.

Help them find the correct food item - rice, jowar or sorghum, oats, bajra or millet, potato, oil, ghee, sugar etc. These are the foods that give us energy to do our work.

Similarly, foods like pulses, milk, paneer or cottage cheese, meat, egg, fish are the food items which help us grow big and tall.

Foods like all kinds of fruits and vegetables protect us from diseases and help us stay healthy.

Also, raw fruits and vegetables in salads and sprouts are highly nutritious. We also need to drink plenty of water to maintain good health.

Summarise by saying that these are three basic food groups – energy giving, body-building and protective food.

Activity 4: Game – Food items to ingredients *

Materials required: NA

Prerequisites: NA

Activity flow:

The teacher will call out the name of a food item. Children will have to tell what is the basic ingredient used to prepare this dish.

For example, Food item: Roti, Basic ingredient: Wheat

Call out other food items like pulav, idli, sambar, ice cream and so on

SOURCES OF FOOD

Activity 5: Game – Ingredients to food items *

Materials required: NA

Prerequisites: NA

Activity flow:

Remind children about the previous sessions' game about food items and ingredients.

Inform children that this game is just the other way round where the teacher would call out an ingredient name and they are going to tell names of different dishes that can be made using the ingredient.

For example: Milk - butter, cottage cheese, curd and so on

Call out ingredients like rice, wheat, tomato, coconut and so on.

Q - Do you know where we get all these ingredients from?

For example, where do we get rice from? (we get rice from plants) and where do we get milk from? (we get milk from cow)

Inform children that all the food materials or ingredients come from either a plant source or an animal source.

Can you give more examples of food from plant and animal sources?

Q - In the earlier session, we learned about food groups. Can you name one food which belongs to all the 3 groups?

Hint: It is one of the most common foods which babies and children consume?

Summarise the responses by saying that milk belongs to all the 3 food groups and hence it is called a complete food.

FOOD ANIMALS EAT

Activity 6: Animal food *

Materials required: None

Prerequisites: NA

Activity flow:

Ask students if they know what kind of food animals like to eat. Encourage them to share their experiences of animal feeding.

Call out names of few animals and let children answer the food they think the animal eats.

Example:

1. Dog - meat eaters, street food, likes to chew on bones and pedigree
2. Cat - mainly meat eaters, some of them like to drink milk if the milk has lots of cream in it
3. Cow - grass
4. Monkey - fruits
5. Hen - grains, worms
6. Bandicoot (it is a small animal which looks like a rat but relate more closely to a rabbit) - it is omnivorous that means it eats small insects and parts of plants
7. Mosquito - blood
8. Lizard - small insects
9. Bear - They are also omnivorous - eats berries, grasses, roots and fish and meat as well
10. Tiger - Other animals
11. Hawk - snakes, lizards, small animals
12. Snake - smaller animals like rat, rabbit
13. Fish - big fishes will eat other small fishes, smaller aquatic creatures like worms and insects
14. Deer - plants, fruits
15. Bison - grass
16. Frog - flies and smaller insects

Q - Ask children if they remember about carnivorous, herbivorous and omnivorous animals. Remind them that carnivorous animals are those who are meat eaters. Herbivorous animals are those who are plant eaters and omnivorous are those who eat both plants and animals. Ask them if they can give examples of a few animals belonging to each group.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

Encourage children to talk about their real-life experiences with regard to what kind of food is being given to any domestic animal if they have come across in their village or any other place.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 7: Plant or Animal Source (reading)

Materials required: 1 small carton box and 1 big bowl, a few cards in which names of food items belonging to both animal and plant sources that are written in braille

Prerequisite: Braille reading

Activity flow:

Keep the two boxes on a table. Orient students that the box is for animal source and the bowl is for plant source.

Distribute the chits to students and ask them to read the name of the food item, tell the name loud and drop the item in the correct box.

Ask students to summarise the day's learning about different types of plants with examples.

Activity 8: Creating a Market Scene

Note: This activity requires advance planning and preparation to collect the materials

Materials required: 4 to 5 baskets or trays to keep varieties of food items. Collect all kinds of real and/or plastic food items like fruits, vegetables, grocery (cereals, pulses, biscuits etc), greens like coriander, curry leaves, few cloth bags to buy vegetables

Prerequisite: NA

Activity Flow:

1. Teachers can choose any place like classroom or outside open area to conduct this activity.
2. Inform children that they are going to buy and sell vegetables, fruits or other food items by creating a market scene.
3. Place the baskets little away from each other and create stalls for fruits, vegetables, greens and grocery
4. Assign the stalls to two children each and ask them to arrange the items neatly however they desire. Ask them to come up with prices for each item.
5. Ask other children to carry the bags and go to the market and buy vegetables according to their liking
6. Closing discussion: At the end wind-up the market with the help of children. Ask them about their overall experience in doing this activity. Ask the buyers to share why they bought certain food items and what can be cooked using those

Teaching Tips

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

References

[1] Food information:

<https://www.betterhealth.vic.gov.au/health/healthyliving/healthy-eating>

(2) Food animals eat:

<http://www.kidsunder7.com/2010/07/what-do-animals-eat.html#.YE7xhJ0zbIU>

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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