

Vision Empower & XRCVC

Teacher Instruction KIT

Our Kitchen

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

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

Chapter Number & Name: 7. Our kitchen

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- Identify the different utensils and fuels to prepare food
- Identify different roles of family members in preparing food

Prerequisite Concept

- Names of common food items and ingredients used for cooking
Grade 2 – Chapter 6 – Varieties of food

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

Different members of a family can participate in the cooking process. The cooking process begins right from selecting food items from the market, cleaning, washing, chopping and cooking on fire, cleaning and serving. A kitchen is equipped with different kinds of utensils which help us in the process of cooking food. There are different kinds of fuel that are used for cooking food. Different cooking stoves are required for different fuel.

2.2 LEARN MORE

NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

ACTIVITY 1: Preparing lemonade (Reading) *

Materials required: Small chits with the following sentences written in braille

Prerequisites: Reading in braille

Activity flow:

Distribute the following chits to students in random order

1. Pour water in a glass
2. Add sugar and salt
3. Cut a lemon into half
4. Squeeze lemon juice into the glass
5. Stir well and it is ready to drink

Ask students to read what is written on their chit aloud. Now ask students to think and arrange the steps to prepare lemonade in correct chronological order.

Alternatively, if braille chits are not available, teachers can do the same activity orally.

Another activity could be writing down names of 5 things that are used for cooking in their house.

3.2 CONCEPT INTRODUCTION ACTIVITY

WHO PREPARES FOOD?

ACTIVITY 2: Who is doing what? (group activity) *

Materials required: NA

Prerequisites: NA

Activity flow:

Have a discussion by asking students if they can tell who cooks food in their home. Ask if they take part in the cooking process. If so, how?

The different processes of cooking can be washing, chopping, cooking on fire, cleaning and serving.

Q – Name 5 things that are used in our daily cooking? (answer can vary from salt, sugar, water, oil, rice, pulses, vegetables and so on)

Divide class into 4 to 5 groups. Ask each group to discuss the following questions based on a scenario and each group would share with the class after discussion.

Scenario: Ramu, his sister Tara, his mother and father are all involved in cooking food for dinner.

1. What is it that they are cooking? (name any dish)
2. What are the ingredients used? (list out the common ingredients)
3. Who is doing what? (assign a task to each person)

COOKING VESSELS

ACTIVITY 3: Cooking Vessels *

Materials required: Few cooking vessels (pan, kadai, ladle, tongs, spoon, chapatti roller)

Prerequisites: NA

Activity flow:

Pass around the items to students. Ask them if they can name these items. Ask them if they are aware of how each of these items are used in the cooking process. If they need help, explain the use of these items by holding their hands and showing how to use these. Inform that these are some of the vessels that are used for cooking food. There are many other vessels which are also used during the cooking process. Examples are: cup, spoon, water

container, plate, glass, bowl, water drum, pot, cooking stove, knife, pressure cooker, firewood, coal, kerosene or gas, tongs, chapati roller and many more.

Tell students to find out more about those vessels once they go back home and make a list of these items on a writing sheet.

ACTIVITY 4: Cooked or Uncooked (HW suggestion) *

Materials required: Handful of uncooked rice, a sample of cooked rice, a whole cucumber, tomato or onion

Prerequisites: NA

Activity flow:

Pass around the uncooked rice sample to students and ask them to identify what it is. Tell them this is the raw rice or uncooked rice. Ask them to compare this rice with cooked rice which everyone must have eaten. Ask them to explain the difference between the two. Ask if it is possible to eat the uncooked rice. If no, give reasons.

Summarise the discussion by saying that some food items can be eaten raw while some are cooked. Pass around the cucumber and tomato or onion. Discuss by saying that cucumber is eaten raw while tomato or onion is eaten in both forms that is, raw as well as cooked form. Ask them to name a few more food items that can be eaten raw.

- (HW suggestion) Encourage students to identify more food items and find out which one of them can be eaten raw and which of them needs to be cooked, similar to what mentioned in this activity.

FUEL USED FOR COOKING

ACTIVITY 5: Fuel for cooking*

Materials required: NA

Prerequisites: NA

Activity flow:

Have a discussion by asking students if they can name some of the most important things that are required for cooking.

Summarise the responses by saying that few most important things required for cooking are:

1. food ingredients like pulses, cereals or vegetables
2. cooking vessels
3. cooking apparatus or stove and

4. fuel to produce fire

Q – Can food be cooked without fire? What is it that helps the fire to burn?

Summarise the discussion by saying that fuel is required to burn fire. Various kinds of fuel are used for cooking such as coal, wood, bio gas, kerosene, Liquid Petroleum Gas and electricity.

Q - Why is fuel required? (Fuel is required for lighting fire so that food can be cooked)

In some places especially in villages, cow dung cakes and goobar gas which is also called bio gas is used for cooking. Biogas does not cause any pollution and is environment friendly. Some stoves like an oven and induction cookware use electricity to cook food.

Q - Do you think any fuel can be used in any kind of stove? (No, different kinds of fuel require different kinds of stove for cooking food)

ACTIVITY 6: Tour to community kitchen/school kitchen

Materials required: None. (Advance preparation will be required in order to make the kitchen safe and suitable for students visit)

Prerequisites: NA

Activity flow:

Take children for a tour to any community kitchen in the locality or alternatively to the school kitchen and take them through the process of preparation of food on a large scale. Have the cook from the kitchen to talk about the process of preparing food in the kitchen) Allow students to explore some of the vessels that are used for cooking and explain what kind of food can be cooked in which vessel.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Have a discussion about what are the different kinds of cooking stoves they have come across in their homes or their friends or relatives' place. Discuss how food is cooked on those stoves. Discuss about bio gas which is also called goobar gas. It is produced from cow dung and bio waste. These are mostly used in villages. Biogas can be used for cooking, drying, heating etc.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

ACTIVITY 7: Our Food Journey (role play)

Materials required: NA

Prerequisites: NA

Activity flow:

Divide the class into 4 to 5 groups. Ask each group to discuss and do the following:

1. Decide among yourself who is playing the role of parents, grandparents, brother or sister.
2. Choose any simple local dish of their choice.
3. Decide what are the ingredients they would require to cook this item.
4. What kind of stove and fuel are they going to use?
5. Assign a task to each member for the cooking process.
6. Share with the class what you are cooking and make the sounds coming out from a busy kitchen (sounds of chopping, grinding, mixing, etc.)

IMPORTANT GUIDELINES

Teaching Tips

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

References

NA

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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