

## Food-Health

Syllabus: Karnataka State Board

Subject: Environmental Science

Grade: 4

Textbook Name: Karnataka State Board

Chapter Number & Name: 8.Food-Health

### 1. OVERVIEW

#### 1.1 OBJECTIVE

##### Objective

- To know different nutrients and their sources.
- To understand a balanced diet and to know methods of preserving food items.
- To know food habits of animals and birds and how their beaks, teeth and other parts are modified to suit their food habits.

##### Prerequisite Concept

- Food- EVS, *Grade 3, Chapter 6: Variety of food*

##### Content Index

*Kindly Note: Activities marked with \* are mandatory*

##### LEARN

KEY POINTS

LEARN MORE

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## 2. LEARN

### 2.1 KEY POINTS

1. Protein: often called the body's building blocks which are used to build and repair tissues. They help us fight infection and our body uses extra protein for energy. This includes seafood, lean meat and poultry, eggs, beans and peas, soy products, and unsalted nuts and seeds. Protein is also found in dairy groups.
2. Carbohydrate: body's main source of energy. The fruit, vegetables, dairy and grain food groups all contain carbohydrates. Sweeteners like sugar, honey, and syrup and foods with added sugars like candy, soft drinks, and cookies also contain carbohydrates.
3. Lipid or fat: fats give us energy, and they help the body absorb certain vitamins. Essential fatty acids help the body function, but they aren't made by our body—we have to consume them. Many foods naturally contain fats, including dairy products; meats, poultry, seafood, and eggs; and seeds, nuts, avocados, and coconuts.
4. Vitamins and minerals: necessary for the healthy functioning of our bodies. We need vitamins and minerals to help us grow, to see correctly, to form bones, muscles, skin and organs, as well as to help us battle infections. Deficiencies in certain vitamins and minerals can lead to severe problems. This includes a wide variety of fresh foods including whole grains, bread, cereals, vegetables, fruits, meat, fish, poultry, eggs, nuts, legumes and dairy products.
5. Balance diet: A diet that contains the proper proportions of carbohydrates, fats, proteins, vitamins, minerals, and water necessary to maintain good health.

### 2.2 LEARN MORE

None

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

## **The Veggie guessing bag**

### **Activity 1: The veggie guessing bag**

*Materials required: Available fruits, vegetables and other plastic items*

*Prerequisites: None*

#### *Activity Flow*

*Try this activity to increase children's recognition and awareness of different vegetables. Place some vegetables (real or plastic) in a bag. Ask children to feel inside the bag and guess which vegetables are there. As a variation, blindfold children and place a vegetable in their hands. Ask them to guess what the vegetable is by feeling, smelling and even tasting it.*

## **Odd one out**

### **Activity 2: Odd one out**

*Materials required: None*

*Prerequisites: Names of fruits, vegetables and other available objects*

#### *Activity Flow*

*Say a series of four words including three vegetables and one odd word, for example, "Carrot, potato, cat, onion". Ask children to identify the odd word.*

*Make the game more challenging by using an odd word that is also a food, for example, "Celery, capsicum, carrot, yoghurt". Ask the children why the odd word does not belong with the rest of the group.*

## **3.2 CONCEPT INTRODUCTION ACTIVITIES**

### **Food**

#### **Activity 3: Food**

*Materials required: None*

*Prerequisites: None*

#### *Activity Flow*

- *Ask children to make a list of vegetables, fruits and food items they consume.*
- *After that ask them the sources of these food items like vegetables, pulses, and differentiate between plant sources and animal sources.*
- *Discuss with the children what healthy food is and what is unhealthy food?*
- *Does their list contain healthy food?*

- *Also discuss with them the importance of eating healthy food and then continue the story of 'Deepa' from the textbook.*

## **Function of food**

### **Activity 4: Function of food**

*Materials required: None*

*Prerequisites: Food*

#### *Activity Flow*

- *Introduce these three functions of food:*
  - *Food gives us energy.*
  - *Food helps us to grow.*
  - *Food gives protection to our body.*
- *And then food contains nutrients that are Carbohydrate, Protein, Mineral and Fats.*
- *Explain each of the nutrients, their functions with examples.*
- *Then ask the children to categorise their food into carbohydrate nutrients and fats.*
- *Explain them vitamins, their sources, uses and diseases caused by their deficiency.*

## **Balance diet**

### **Activity 5: Balance diet**

*Materials required: None*

*Prerequisites:*

#### *Activity Flow*

- *Now children know about healthy food ,nutrients and vitamins, and ask them to make a diet plan for themselves as to what they would include in their meals and why .*
- *Also ask them to mention how many glasses of water they drink daily.*
- *After seeing all the students' diet plans, introduce to them 'balanced diet'.*
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## **Animals food**

### **Activity 6: How do animals eat food?**

*Materials required: None*

*Prerequisites: Animals and birds*

#### *Activity Flow*

- *Ask them the following questions:*
  - *How would a bird hold its food?*
  - *What part of the body do animals use to hold their food?*

- What other organs are helpful for them to eat their food?
- Then tell them that different animals eat food with the help of their beak (birds), teeth (tiger) and proboscis (butterfly).

## **Harmful effects of contaminated food**

### **Activity 7: Harmful effects of contaminated food**

*Materials required: None*

*Prerequisites: Food*

#### *Activity Flow*

*Explain this to the children with the help of conversation between carrot and deep from the textbook itself and ask them few questions such as,*

- *Did they ever fall sick after having some contaminated food?*
- *How is food being contaminated?*
- *Should we consume contaminated food or not?*

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

A food is something that provides nutrients. Nutrients are substances that provide: energy for activity, growth, and all functions of the body such as breathing, digesting food, and keeping warm; materials for the growth and repair of the body, and for keeping the immune system healthy.

## **4. EXERCISES & REINFORCEMENT**

### **4.1 EXERCISES & REINFORCEMENT**

#### **Guessing game**

#### **Activity 8: Play a guessing game**

*Materials required: None*

*Prerequisites: Food and its function*

#### *Activity Flow*

*Play this game as a reinforcement activity in the classroom.*

*I am thinking of a food which begins with the letter. Give extra clues like colour, shape, texture etc, until children correctly guess the food. Let children take turns to choose and describe a food.*

### **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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