

# Foods We Eat

CBSE, EVS, Class – III, Unit – 6

## Appreciate the culture diversity of food....

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### Learning Objectives

- To appreciate the cultural diversity in food and identify relationships between the natural, social and cultural environments.
- To appreciate individual preferences and different eating practices in the family.
- To learn how age affects the consumption of food.

**Prior Knowledge:** Names of various food items.

**Learning Resources:** Pictures of food items and Puppets for performing puppets show.

### ENGAGE

#### Teacher's Initiative

Teacher initiates a discussion on food with children. Children can be asked to talk about the food they've eaten at home, at school or outside in the last three days. Teacher lists them on the board.



#### Assessment

Teacher assesses the student's prior knowledge on different food items.

### EXPLORE

#### Teacher's Initiative

Teacher asks children to collect the list of food items consumed by their family members viz. infants, kids, adolescents, adults and elderly people. The teacher now asks students to read the text book lesson 'Foods we eat' page no. 36 to 41 without discussing the questions in the text. Teacher helps children read the chapter.

After reading the textbook, a discussion is initiated among students. Some of the discussion pointers can be - Why do people eat different food items? Why does a mother feed her child frequently? What have you observed from your family members' food habits?

Through both these activities, children are made to explore and appreciate the cultural diversity in food, different eating practices in the family, amount of food that varies from person to person and significance of milk for the baby.

#### Assessment

Teacher assesses each student by their involvement in the discussions and the homework assigned to them.

### EXPLAIN

#### Teacher's Initiative

Teacher encourages the students to share

their understanding on cultural diversity of food and on why age affects the consumption of food.

The teacher divides the class into groups and asks them to prepare a chart depicting the various food items that can be prepared from rice/wheat/vegetables/fruits/meat etc. Children write theirs as well as their family members preferences.

### **Assessment**

Teacher assesses the charts, student drawings and preferences mentioned by them.

## **ELABORATE**

Teacher poses the following questions for a discussion. Some of these are textbook questions.

Why do we need to eat food?

Has it ever happened to you that one day you were very hungry but there was nothing to eat? If yes, why?

There was no food cooked in a child's house. What could be the reason?



How do you know that you are hungry? How do you feel when you are hungry? What would you do when your favorite food is not available?

Teacher asks children to list down food that can be eaten raw. Teacher can use the food map of India to show the diversity of food available in the country.

### **Assessments**

Teacher evaluates students' ability to relate eating and food preference to various factors such as customs and traditions, availability of food, nutritional value, affordability, age etc.

## **EVALUATE**

### **Teacher's Initiative**

Teacher asks the students to observe the textbook pictures and make a list of the things that can be eaten (P.no.42 - Individual Activity). Then they are asked to draw the food items that they have never eaten before but they wish to eat. (Individual Activity). Finally they are asked to prepare a food plan for their family members for 2 days.

### **Assessments**

The teacher ensures that all the students complete the activities.



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