

2

Components of Food

LESSON PLAN

SPECIFIC OBJECTIVES

The students will learn about

- ✧ nutrients and nutrition
- ✧ food groups
- ✧ nutrients of food, their sources and functions
- ✧ balanced diet
- ✧ deficiency diseases
- ✧ undernutrition, malnutrition and obesity

TEACHING AIDS

Pictures/charts/models/animation on different food items, related to three groups of food; balanced diet; deficiency diseases (all as given in the chapter).

LESSON PLAN

- ✧ First, the teacher will start the chapter with Gear Up. He/She will ask the students to name the parts of the plant from which the given food items are obtained.
- ✧ The teacher will define the nutrients and nutrition.
- ✧ With the help of teaching aids, the teacher will discuss energy-giving, body-building and protective foods.
- ✧ The teacher will discuss the importance of dietary fibres and water in food.
- ✧ The teacher will explain the nutrients of food and their functions in the body.
- ✧ The teacher will define a balanced diet and will discuss the components of balanced diet.
- ✧ The teacher will discuss the causes and the symptoms of various deficiency diseases (as given in the chapter).
- ✧ The teacher will discuss causes and harms of undernutrition, malnutrition and obesity.
- ✧ Students should be asked to answer Check Points 1, 2 and 3 given at pages 22, 25 and 29.
- ✧ At last, the teacher will sum up the lesson by going through the points given under the head 'Wrap Up Now'.

- ✧ The teacher will help the students to solve the questions given in exercises under the head 'Practice Time' and will also discuss the topics given under the head 'Formative Tasks'.

BOOST UP

Teacher should show

- ✧ First, the teacher should divide the students in groups of 10 students each.
- ✧ The teacher should write five questions on the blackboard related to three food groups.
- ✧ The teacher should ask one student of each group to answer the given five questions. The group, who will give the correct answers of all the questions, will be declared as a group of meritorious students.
- ✧ The teacher should ask each student to tell example of one food item containing each of carbohydrates, fats, proteins, vitamins and minerals.
- ✧ The teacher should perform activities 1, 2, 3, 4 and 5 for a better understanding of the topics.

EXPECTED LEARNING OUTCOMES

The students understand and know the

- ✧ facts about nutrients and nutrition that complement each other.
- ✧ food groups and their utility.
- ✧ importance of dietary fibres and water in digestion of the food.
- ✧ food nutrients – carbohydrates, fats, proteins, vitamins and minerals and their functions.
- ✧ advantages of taking a balanced diet regularly.
- ✧ causes and symptoms of deficiency diseases.
- ✧ causes and results of undernutrition, malnutrition and obesity.

EVALUATIVE QUESTIONS

The teacher may ask the following questions for evaluating the understanding of students:

1. What is the difference between nutrients and nutrition?
2. What do you mean by energy-giving foods?
3. Which component of food helps in the bowel movement?
4. Name the complex carbohydrate which is tasteless and odourless white powder.
5. Why do we take balanced diet properly?
6. How is kwashiorkor caused?
7. What are the causes of obesity in children?