

# 6

## Healthy Eating

### LESSON PLAN

#### SPECIFIC OBJECTIVES

The students learn about

- ✧ need of food and three meals of the day
- ✧ components of food
- ✧ testing for starch and fats in food
- ✧ balanced diet
- ✧ different ways of cooking food
- ✧ different methods of food preservation

#### TEACHING AIDS

**Pictures** showing food arranged in plates for breakfast, lunch, dinner; A child having food; **Pictures of** wheat, rice, potatoes, sweets, on a chart (for carbohydrates); pulses, soyabean, milk, egg, meat, fish on a chart (for proteins); butter, ghee, nuts, cooking oil, meat on a chart (for fats); fruits and vegetables (for vitamins and minerals); salad (for roughage); A food pyramid; **Pictures/animation** showing boiling, frying, steaming, roasting and baking of food; Salting and drying of food in the sun.

#### LESSON PLAN

- ✧ Teacher will start the lesson with ‘Science Vocabulary’ section by telling the meaning/definition of new terms which are used in the chapter.
- ✧ Now, with the help of teaching aids, teacher will explain the need of food and three meals, i.e., breakfast, lunch and dinner.
- ✧ Teacher will explain about nutrients found in food, i.e., carbohydrates, proteins, fats, vitamins and minerals.
- ✧ Now, with the help of teaching aids, teacher will tell about the sources of different nutrients and their functions in the body.
- ✧ Teacher will explain the method to test the presence of fats in the food as given in the Activity.
- ✧ Teacher will also explain the importance of roughage and water in the food.
- ✧ To check the learning of students, teacher will ask them to solve ‘Check Point 1’.
- ✧ Now, teacher will define a balanced diet. With the help of food pyramid, teacher

will define different groups of food and the amount of food that should be taken from each group to get a balanced diet.

- ✧ Teacher will explain the need of cooking food. Further, with the help of different teaching aids, teacher will tell about different ways of cooking food (as given in the chapter).
- ✧ Now, teacher will explain the need of preserving food and with the help of different teaching aids, will explain different ways of preserving food and the benefits of food preservation.
- ✧ To evaluate the learning of students, teacher will ask them to solve 'Check Point 2'.
- ✧ The teacher will sum up the chapter by going through the points given under the head 'Wrapping it up'.
- ✧ Finally, the teacher will help students to solve all the questions given in the 'Exercises'.

### **BOOST UP**

- ✧ Teacher should perform the activities in the class to show students how to test the presence of starch and fats in the food (as given in the chapter).
- ✧ Students should be encouraged to take a balanced diet.
- ✧ Students should be asked to prepare a table showing the food they ate during the day and assess it as a balanced or an unbalanced diet.

### **EXPECTED LEARNING OUTCOMES**

The students know about

- ✧ the need of food and three meals of the day.
- ✧ different components of the food.
- ✧ testing of starch and fats in food.
- ✧ a balanced diet and its need.
- ✧ different ways of cooking food.
- ✧ need of food preservation, its different ways and their benefits.

### **EVALUATIVE QUESTIONS**

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

1. What are the three meals of a day?
2. What are different nutrients of food?
3. To which nutrient group do sugars and starch belong?
4. Which chemical is used to test the presence of starch in food?
5. What is roughage?
6. What is the need of water in the digestion of food?
7. What is a food pyramid?
8. Which vitamin is not found in the milk?
9. Why do we eat cooked food?
10. Why do we preserve food?