1 Food: Our Basic Need

Concept	Competency	Sub-competency	Learning Outcomes The learner:	No. of Periods (recommended)
What Does Food Contain?	Identify Science Principles	• To define and state correct science principles • To give examples that illustrate a science principle	• Define the term nutrient and lists the major nutrients found in food. • Explain the importance of different nutrients and list their sources.	3
Balanced Diet	Identify Science Principles	• To define and state correct science principles • To describe observations of a science principle • To give examples that illustrate a science principle	• Define a balanced diet and describe its importance. • Explain the importance of water and roughage in our diet. • List healthy eating habits.	3
Preservation of Food	Identify Science Principles	• To define and state correct science principles • To describe observations of a science principle • To give examples that illustrate a science principle	• Describe different methods of food preservation.	2
			Revision	2
			Total No. of Periods	10

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LESSON PLAN

TUNE IN

- You may start the chapter by showing everyone the *Tune In* animation given on *MyInspire*. Encourage them to answer the questions appearing in the animation being played.
- Discuss the importance of food in our life.
- Finally, ask the students to answer the *Tune In* questions given in the coursebook.

WHAT DOES FOOD CONTAIN?

- Introduce the terms nutrients, carbohydrates, proteins, fats, and vitamins and minerals. Use samples of food items or a chart or the pictures in the book to show food items under these categories. Explain how all food items can be categorized under these groups based on how they help us.
- Use the table to identify sources of some vitamins and minerals.
- Use the *Let's Discuss* on Page 10 to talk about the importance of eating fruits.
- Discuss the *Fact Store* on Page 10. Ask the class if they can think of ways to address the problem of childhood undernutrition in India.
- Once the concept explanation is complete ask the students to complete the concept interactivity, Page 10 on *MyInspire*.
- Ask the students to view the animation, Page 10 on *MyInspire*, and attempt the questions asked therein.
- Take the students through *Exercise I*, Page 10 to test their understanding.

BALANCED DIET

- Recap the previous concept briefly to set the context for continuity.
- Introduce the concept of a balanced diet. Explain how a meal can be made into a balance diet containing all nutrients.
- Encourage students to suggest different meal combinations in order to make a balanced diet.
- Discuss the importance of water and roughage.
- Ask the students if they think vegetarians can eat a balanced diet? Does their diet lack sufficient proteins? Use the *Get It Right* on Page 11 to address any misconceptions.
- Discuss healthy eating habits.
- At the end of the concept explanation, ask the students to view the animation, Page 12 on *MyInspire*, and attempt the questions asked therein.
- Take the students through *Exercise II*, Page 12 to test their understanding.

PRESERVATION OF FOOD

- Explain the process of preservation. make a list of at least 5 food items found at home that are preserved.

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- Do the *Activity* on Page 12. It can be given as homework, but it is better if it is done in class.

Home Assignment

Try This! on Page 13 can be assigned.

- Use *Biography* on Page 14 to introduce pasteurisation.
- Once the concept explanation is complete, ask the students to complete the concept interactivity, Page 13 on *MyInspire*.
- Ask the students to view the animation on Page 13 on *MyInspire*, and attempt the questions asked therein.
- Take the students through *Exercise III*, Page 14 to test their understanding.
- Once the concept explanation is complete, a quick recap of the chapter could be done with the help of the *Summary* and *Keywords*.

REVISION EXERCISES AND END-OF-CHAPTER QUIZZES

- After all the concept explanations are complete, and the corresponding exercises have been attempted, the students can answer the objective-type *Revision Exercises* on *MyInspire*.
- The students should then attempt the descriptive-type *Revision Exercises* in the book, followed by the *HOTS* questions. Some of these can be given as homework.
- Questions under *CREATE* may be attempted in the class, or at home, by the students.
- Take the students through the *Cross-Curricular Connect* and *Case-Based Questions*.
- In *A Value for You*, encourage the students to have a group discussion on the topic mentioned and then give their answers to the questions given.
- Questions from the *Test Generator* can be used for online tests or downloaded as worksheets and printouts can be distributed in the class. Students can solve them in the class or as homework.
- At the end of the chapter, ask the students to attempt the 3 quizzes given on *MyInspire*.

LET'S REVIEW AND EVALUATION

- Based on their performance through the various assessments given in the chapter and on *MyInspire*, ask them to review their understanding on the *Let's Review* section. Students may rate themselves based on their understanding levels, with 1 being the lowest and 5 being the highest.
- Read their self-evaluation with the detailed report generated on *MyInspire* to identify the core areas where each student might need assistance in the lesson. Conduct a revision if most of the students have not fared well on certain concept(s).

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