

Google Earth Education



LESSON TITLE: Food: Where Does It Come From? TIME [170 minutes]

OVERVIEW

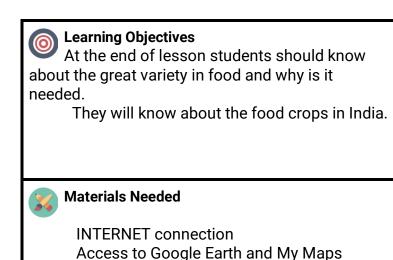
Students will explore the variety in Indian food through Google Earth creation What's on Your Plate India?

Then they will study the Food Crops in India To answer the question Where does food come from?

SUBJECT/TOPIC

AGE LEVEL 10-11 years

Food: Where Does It Come From?



Text Book class VI Science (NCERT)



Inquiry

Why do we need so much variety in food?

Is everyone getting enough food?



1 Lesson Summary

- **Engage:**Talk about food habits of children. What and when do they eat?
- **Explore:** Study the <u>Indian food platter</u> and know about the variety in food. Know about <u>food crops in India.</u>
- **Explain:** Why so much variety in food? Where does food come from?
- Revise: Discussion in groups and class.
- **Apply:** Display Board and campaign on not wasting food



Sustainable Development Goals





Culminating Task/Assessment

Students will work in groups to put up display boards, plan campaigns on not wasting food and they can use google tools to show food scarcity, food preservation etc.

Engage (5 minutes)

Students work in groups. To fill <u>Table1</u> and <u>Table2</u> in each group

Explore (25 minutes)

- 1. Students explore The Google earth story What's on Your Plate India?
- 2. Students will share what all they eat in their meals, breakfast, lunch and dinner.
- 3. To read about the <u>nutrients needed by human beings</u>.
- 4. Discussion in class on rich Sources of nutrients.
- 5. Discussion on diet of animals. Do they get all the nutrients?

Explain (20 minutes)

- 1. Teacher explains the variety in food. Even one person eats a number of food items. Why are many food items included in every meal?
- 2. Teacher facilitates whole group discussion by raising probing questions like "What if we don't get all the nutrients?"

Thus introducing the concept of <u>Balanced Diet</u> and <u>Deficiency Diseases</u>.

Revise (10 minutes)

- 1. Discussion on terms: Nutrients, Balanced Diet, Deficiency Diseases, Obesity etc.
- 2. Seeking information from students and <u>tabulating</u> on board: Nutrients, Functions, Deficiency Disease and Sources

Next, repeat the process with a second source of information.

Explore (25 minutes)

- 1. Explore the Google My Map Food Crops in India and Rainfall pattern in India.
- 2. Despite having enough food production, why is there still hunger in India?
- 3. Are the foodgrains managed properly? Is there proper Distribution?

4. Even with such variety in food, why is there <u>malnutrition</u>?

Explain (20 minutes)

- 1. Teachers organize students into small groups
- 2. Question to be raised "Does everyone around you get enough food to eat? If not why? Every group to pool in answers..
- 3. Teacher to list causes of hunger and malnutrition on board.
- 4. Each group to suggest ways to mitigate hunger and malnutrition.

Revise (10 minutes)

- We should strive to reduce <u>food wastage</u>. List the ways.
- 2. What do animals eat. How do we classify animals according to their food habits? Give examples according to <u>Table 4.</u>

(Option to repeat this process with additional sources of information, each time resulting in an updated hypothesis.)

Apply (60 minutes)

Students to work in groups

1.Group A: Display Board on "Malnutrition"

2. Group B: Display Board on "Do Not Eat Junk Food"

3. Group C: Prepare placards and plan a rally on "Do Not Waste Food" in school.

4. Group D: Prepare MY MAP on food security in India.

Evaluate:	On four point scale			
	Excellent(4)	Very Good(3)	Good(2)	Needs to Improve(1)
Content knowledge				
Presentation				
Participation				

Additional Resources

https://expeditions.gle/fdl?amv=190521017&apn=com.google.vr.expeditions&ibi=com.google.Expeditions&imv=2.3&isi=1131711060&link=http://expeditions.gle/view_tour/Science_of_food

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