

Food and Us

Theme	Food and Health
Level	Middle school, High school and beyond
Topics covered in syllabus	Food, Health, Healthy food, ingredients, food available in the market, GM food, harm effects of GM food, pesticides, endosulfan , harm effects of endosulfan, processed food,edible plant parts, composting, sprout making, herbivores, carnivores and omnivores.
Academic Objective	<ul style="list-style-type: none"> • Where does it come from? • History of food in India • Brief journey of food pattern change in India Interconnectedness with soil and water • Pesticide- do we need them? • Genetically modified food- is it a blessing? • Journey of the food from farm to the plate • The different processes in farming • Farming in India - crop rotation in India - geographical aspects of rain, sunlight, location etc. • Awareness on what we eat; different sources of food; • Learning to read a label in the packaged food and understanding ingredients
Attitudinal Objective	To understand the interconnections in a food cycle. ancient and modern farming and its connect with lithosphere, atmosphere, biosphere and hydrosphere, getting to know the land and the soil near you, the processes in farming and its importance, India- land where farming is possible throughout the year.
Action Objective	Identifying the edible plants, recognise the name of the plants and the edible parts, to be responsible enough to understand what you eat and to reflect on how it affects the earth and ones body, to be mIndful while consuming packaged food, brief understanding of chemicals.
Links	https://www.youtube.com/watch?v=vt_c69ii4vI https://www.youtube.com/watch?v=64RLBgD-Cck https://www.youtube.com/watch?v=zlSh9CLQ2V0 https://www.youtube.com/watch?v=aMgsoAsLVWw https://www.youtube.com/watch?v=128ll4yXUfY https://www.youtube.com/watch?v=gO-eYYJogL4
Learnings/ outcome	Children will learn how to do farming, the part of plants in food cycle, understand the food web, connect with and understand the effects of current day farming with land, water

	<p>and soil and thereby the entire life.</p> <p>Learn to value the processes of farm to food, life style changes by thinking, questioning and assimilating about what to eat when there is so much available in the market, learning to read the ingredients in a packaged food at this younger age understanding the importance of food.</p>
<i>Alternative spaces</i>	<p>If the learning space doesn't have gardening in their curriculum, they can include this and this as a can be a live project for the school. If space is a constraint, terrace farming can be created.</p> <p>Visiting an organic farm is another alternative, a three days field trip to a farm, where children take part in all the farming activities.</p>

Activity 1:

Time taken – 45 mins

1. Write your thoughts and reflections for the following questions:
2. What does food mean to you?
3. Which is your favourite food?
4. Is your favourite food favourite for your body?
5. Why/why not? Is your favourite food good for earth? Justify your answer.
6. According to you, where does the food come from?

Later children will discuss what they have written in small groups (six children in each group). In a mind map form, write/draw the points discussed in the discussion in the sheet/chart provided by the teacher keeping the topic as food.

Children can use colours, drawings etc. to make the chart presentable.

Discuss with your parents and grandparents the food which they ate when they were in their age. Note down the learnings in your notebook. The chart can be displayed on the board for others to observe. The children can present this chart in the next class.

Activity 2:

Time taken – 45 mins

- Children take a visit to the garden. As and when they walk through the garden they need to observe different fruits/trees/ vegetables; understand which plant/tree it is after looking at the leaf, fruit etc.;
- Identify which part of that plant we eat and note down the name and a rough sketch of the plant in a small paper provided by the teacher.
- Each child needs to draw only one plant/tree. (If the school doesn't have a garden then the kids will be requested to bring Apple, wheat, carrot, ginger, methi, coconut, cabbage, banana stem, beans etc from home and teacher should display in a classroom for observation)
- Pin the drawings on the board in the class room.

Activity 3:

Time taken – 45 mins

- Watch the first five videos one by one. 5-7 minutes of discussion time is given after each video. The discussion will be done in small group (6 in each group)
- After the discussion, in your notebook, write the synopsis/story in reflection to the video you have watched.

Activity 4:

Time taken – 45 mins

- Interview with the school garden incharge
- Focus points:
 1. Crops planted
 2. Where do they get the seeds?
 3. Where are the harvested crops taken to?
 4. Do we use pesticides? What kinds? What is composting?
 5. Types of fertilizers used, why we use that?
 6. What are GMO and do we use them?
- Taking it forward from the interview, write a brief note on the school garden can be given as homework. (Kids can interact with a locally available farmer or one student can play a role of farmer by answering the questions or even the teacher can play a role of a farmer)

Activity 5:

Time taken – 45 mins

- In the previous day, children are asked to get two wrappers of packaged food items to school from their home.
- Children have to read the ingredients list written in the back side of the wrapper.
- They will discuss in the small groups the ingredients of a dish they ate in the canteen and the ingredients of a dish used to make the packed food.
- They can identify whether the ingredients are natural (their guessing can be wrong as well).
- They also can discuss on, whether they have the habit of reading the ingredients before buying any food items.
- Making a creative, colourful poster on food they eat and its connectedness with land, water, soil, air and their health can be given as homework.

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