

## The Story of Food





















Look at the pictures given above.

What kind of work are people doing in both the families?



Is your family like any one of these families? If yes, like which one? How is your family like their's?



Discuss carefully and sensitively the issues such as defined gender roles, etc. Allow children the freedom to question these without hurting the feeling of others.





Let us talk about your family.

| * | Do all the people in your family eat together? If not, why? |
|---|---|
|   |   |
| * | Who eats last in the family?                                |

Who does not help in cooking food in the family and why?

In the table, some of the work done in the house has been mentioned. Find out who does them in your house and who does them in your friend's house. You can add some other work also to the list.

| Tou can add                   | Some other work also to the list.    |
|-------------------------------|--------------------------------------|
| Work                          | Who does the work                    |
|                               | In your house In your friend's house |
| Cooking food                  |                                      |
| Buying things from the market |                                      |
| Sweeping                      |                                      |
| Cleaning the utensils         |                                      |
| Filling water                 |                                      |
|                               |                                      |
|                               |                                      |

| * | Who | does | more | work? |
|---|-----|------|------|-------|
|   |     |      |      |       |

| In your's house        |  |
|------------------------|--|
| In your friend's house |  |



## Where does what we eat come from?

| The names of some food items are given below. Add some more |                       |  |  |
|---|-----------------------|--|--|
| names to the list. Draw a green around those items that we  |                       |  |  |
| get from plants. Draw a red around those items that we get  |                       |  |  |
| from animals.   |                       |  |  |
| Honey   | Turmeric              | Fish   |  |
| Corn  | Milk                  | Lemon  |  |
| Spinach   | Potato                | Ajwain   |  |
| Egg   | Meat                  | Banana   |  |
| Tomato  | Onion                 |  |  |
| y Cart  |                       | sick, do you take any medicine from plants? What do you take   |  |
| • get hurt  | _                     |  |  |
| have a stomachache  |                       |  |  |
| 🔥 Help childre  | en to identify plants | which are available in their immediate $% \left( 1\right) =\left( 1\right) \left( 1\right) $ |  |



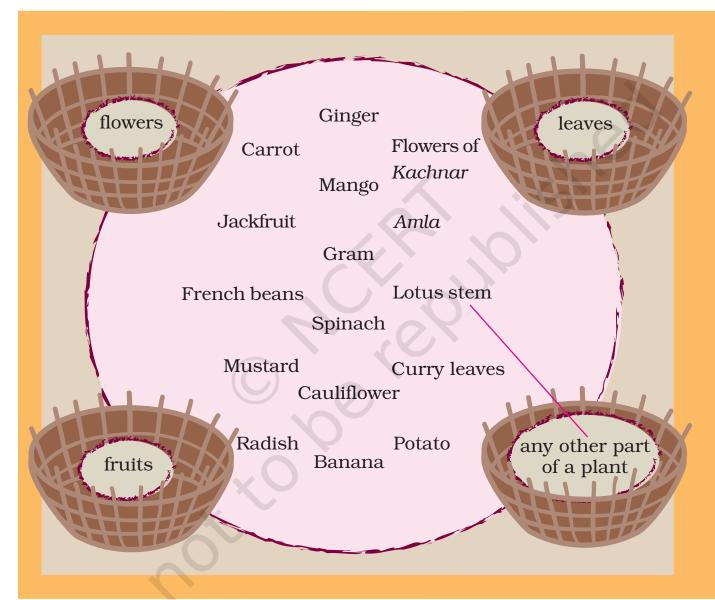
Help children to identify plants which are available in their immediate environment and are used as medicines. This will enhance their traditional knowledge of medicinal plants.

| 4 | have co | ough and | cold  |
|---|---------|----------|-------|
|   |         | 0.0      | 00101 |





Choose the correct basket for each item. Draw a line to match.





In this exercise names of some parts of plants eaten as food are given. More names can be added to the list during discussion.