

Health and Well-being

About the Unit

This unit discusses the important role of balanced food, exercise and rest for a healthy life.

Everybody needs to stay healthy and happy. This unit familiarises students with the different types of food which contribute to the body building, providing energy and protection from diseases. This unit also introduces the six major tastes *Shada Rasa* with examples, and guides students about balanced food and the need of adequate clean water.

This unit also focuses on mindful eating, need for daily exercises, proper

rest and gratitude for all resources. It shows the hard efforts of so many elements, people and animals associated with the production of each grain. It teaches students to care for each grain and never waste food. It also provides examples of exercises and games for proper health care, and indicates the necessity of rest for everybody. The unit also gives examples of different communities who care for their crops and respect the contribution of all concerned.



Note to the Teacher

This unit consists of Chapter 5 — Food for Health and Chapter 6 — Happy and Healthy Living. The key concepts covered in these chapters are listed below.

Chapter 5

- Through an engaging food festival in school, students will explore the diversity of food and develop an understanding about balanced food. Learners will be able to appreciate the need for including the energy rich, body-building and disease preventive food items in their diets.
- This chapter also discusses a variety of traditional food items which are used in our country and its importance in maintaining good health of all members in every family.

Chapter 6

- This chapter discusses a need for health and well-being. It depicts the journey of a grain and shows how several elements of nature, people and other animals contribute to this journey. Students will be able to learn and respect each effort, and feel thankful to everyone's contribution. It also reminds them not to waste any food.
- This chapter also guides students to do mindful eating, exercise every day, rest well, and practice gratitude to all resources. It also indicates the need for a safe environment for everyone.



Teacher to Facilitate

- Teacher will arrange age-appropriate charts, flashcards, and short videos on food groups, cooking methods, and balanced food. Students will be guided to record their observations.
- Organise a 'food mela' where students will bring home-cooked meals, display regional food *thalis*, and discuss food diversity. Facilitate hands-on tasks like food collages and mindful eating exercises.
- Organise 'mindful eating' activity for students to enable them to realise the value of food, avoid wastage of food, practice mindful eating, regular exercises and rest for body.
- Encourage children to observe food labels, cooking methods and taste textures. Assign take-home activities, such as maintaining a food diary and designing a balanced meal plate.
- Invite a nutritionist or a local farmer to discuss healthy eating and food sources. Also organise a visit to a community kitchen or a local farm to explore the food production and storage.



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5 Food for Health



The day of the food festival has finally arrived! Students and their parents brought a variety of food items for the festival.



The stalls displayed fresh fruits, vegetables, sprouts, *dhokla*, *litti-chowkha*, *dal-baati-churma*, *bajre-ki-khichdi*, *chhena-poda*, *kadhi-pakoda*, *ker-sangri*, *siddu*, roasted corn, spicy chutney, hot *dosa*, crispy *vada*, *jowar upma*, *ragi laddu*, and much more.





Think and Write



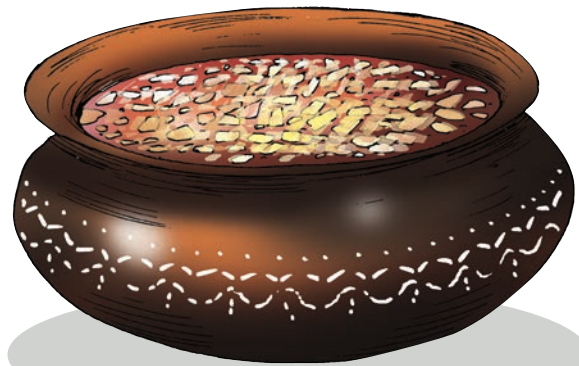
If you had to organise a food festival in your school, which dishes would you like to include? Make a list.

Children were eager to taste different food items. They visited the stalls one by one.

Mystery Masala

Mukesh and his friends lined up at a colourful stall named 'Mystery Masala' to try a unique food made by their classmates. This food had a hint of sweetness, it was also a little salty, and a bit bitter too. The guessing game about its ingredients filled the stall with laughter and curiosity.

Curiously, they asked, "Why does it taste so different to each of us?". The children of the stall smiled and explained, "This is *Ugadi Pachadi*, a traditional food of Andhra Pradesh, Karnataka and Telengana, made with six different taste elements—sweet (*meetha*), sour (*khatta*), salty (*namkeen*), pungent (*teekha*), bitter (*karva*), and astringent (*kasaila*). Each taste makes it special! When all these tastes are blended in the right measure, it is more enjoyable."





Write

Can you think of at least five ingredients or food items that match each of the tastes listed below? Write them down in the spaces provided. See the example given below:

Taste	Sweet	Sour	Salty	Pungent	Bitter	Astringent
Ingredients	Jaggery	Tamarind	Salt	Green chilli	Neem	Raw mango



Discuss

Discuss in small groups and identify the food items having at least three different tastes.

Do you know?

The six tastes such as sweet, sour, salty, pungent, bitter and astringent are known as '*shad rasa*' in Ayurveda. Ayurveda suggests that eating balanced food containing *shad rasa* is good for health.

A Stall of 'Super Food'

Surbhi and her friends decided to visit a stall of millet foods. Looking at the menu, Surbhi recalled that her grandmother used to eat *jowar* and *bajra roti* in winters and *jau roti* during summers. Millets are rich sources of nutrients. Children were happy to order *jowar upma* and eat healthy millet based food items.



Super Food



Find out

Find out more about a millet-based food prepared at your home.

How Does Food Help Us?

Children were attracted towards a banner which said—“Colours on Plate, Wellness in Life”.



Discuss

Why do we need to eat different kinds of food items?





Our body requires a variety of food items to stay healthy, energetic, and strong. Food is required for balanced growth of our body. Since no single food contains all the nutrients our bodies need, it is important to eat a variety of foods.

Food Groups





Foods like rice, potato, wheat, maize, banana, apple, sweet potato, honey, millets, etc., are rich in energy. Butter, ghee, oil, etc., also provide energy to our body.



Foods such as pulses, legumes, soybeans, chickpeas, peanuts, tofu, milk, cheese, beans, almonds, walnuts, eggs, meat, fish, etc., help us grow, build our muscles, and make us strong. They are known as body-building foods.



Similarly, fruits and vegetables like carrot, orange, lemon, papaya, spinach, cabbage, guava, amla, tomato, etc., help us to fight against and protect us from diseases. That is why these foods are termed as protective foods.



DISCUSS

What happens if we eat food from a single group of foods everyday.



Say 'No' to Junk Food

There are some foods that are not healthy if we consume them regularly and in large quantities. They contain high amounts of oil, salt, sugar, etc. These are known as 'junk food'. A few examples of junk food are soft drinks, chips, bread *pakoda*, burgers, pizza, and over-processed, packaged food. Fresh home-cooked food is better than over-processed or packaged food.



Write

1. Can you name a few more junk food items?

2. Why do you think we should avoid eating junk food?

3. List the junk food items that you will avoid.



Activity 1



Make a Food Diary

1. Create a food diary of your daily routine for a week. Write down what you eat in a day for breakfast, lunch and dinner. An example is given. Expand the table for a week.
2. Encircle the food items that are healthy and put an 'X' mark for items which are not healthy.
3. Identify the food groups missing in your daily routine. Discuss with your parents how these items can be included in the daily routine.



Days	Time	Food eaten
Day 1	Breakfast	<i>Idli, Sambhar, Chutney</i>
	Lunch	
	Dinner	
Day 2	Breakfast	
	Lunch	
	Dinner	

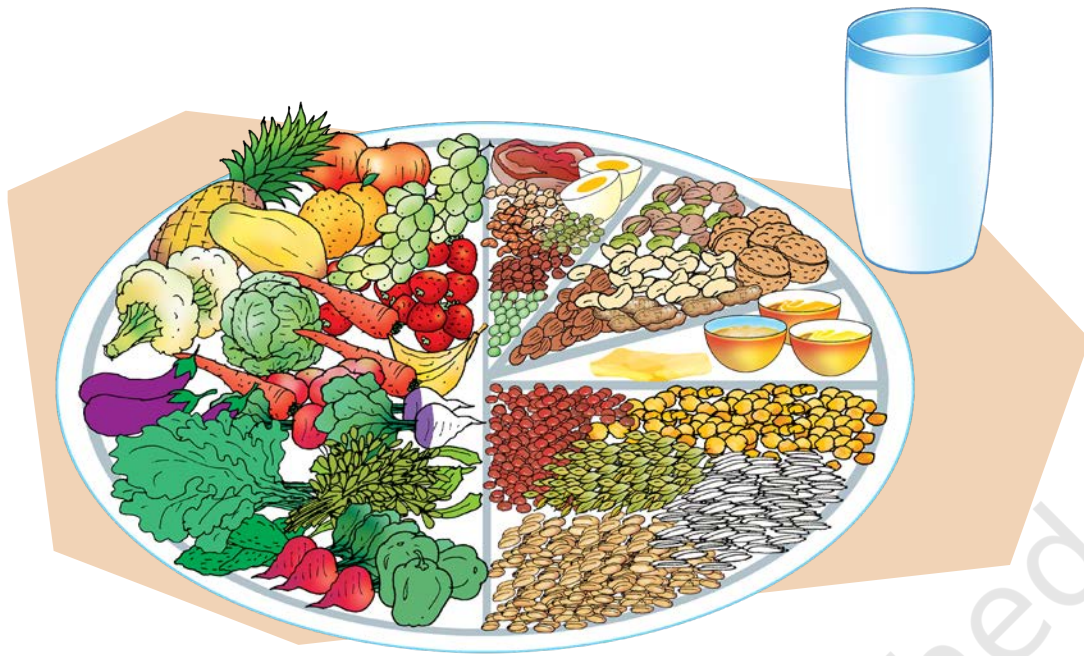
A Balanced Food Plate

A balanced plate includes food in the right quantities from all three food groups—protective foods (fruits and vegetables) the most, followed by body-building foods and some energy-providing foods. This helps us keep healthy, active, and happy!

Note to the Teacher

Encourage students to eat all types of healthy food.





In India, every region has a special *thali* which includes different types of food items with a variety of tastes and health benefits. Atul and his friends were excited to taste the food items of *thali*!



Find out

Find out a 'food *thali*' from your region, and list its food items.

Water for Health

Water is also an important part of our diet. Water helps in digesting food, and in keeping our skin and body healthy. Water helps in removing waste from our body through urine, sweat, and faeces. Additionally, eating water-rich fruits like watermelon and cucumber can also help maintain water in our body. Drinking sufficient water should be a part of our healthy habits.



Different Methods of Cooking

Surbhi and her friends enjoyed eating different food items at the food festival. They wondered how these were prepared.



Write

Identify different methods used to cook the food items given in the list below. One example is given for you. You can take help from your family members and add more items to the list.

Idli *dosa* *rice* *sambhar* *papad*
kheer *samosa* *peda* *gulab jamun*

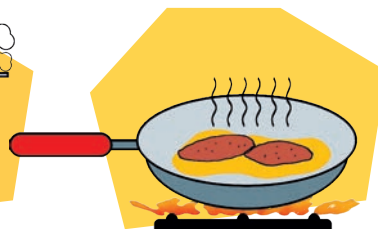
Methods of cooking	Food
Steaming	<i>Idiyappam</i>



Boiling



Steaming



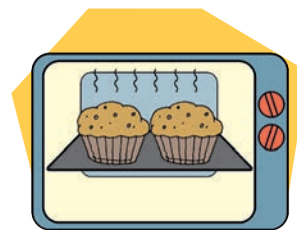
Frying



Roasting



Grilling



Baking



There are also some food items such as fruit *chaat*, vegetable salads, etc., that can be eaten without cooking.



Do you know?

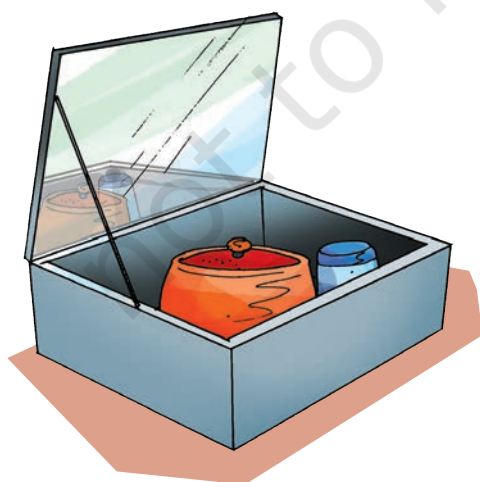
A chef is a professional cook who is skilled in all aspects of food preparation. The term 'Chef' in French means a director or head of the kitchen.



DISCUSS

1. Do you help in cooking at home?

2. Do you think all family members should know how to cook? Why?



Do you know?

We can cook food in a solar cooker by using sunlight instead of using fire from a gas stove, or heat produced by electricity. It does not pollute the environment by producing any smoke or ash.



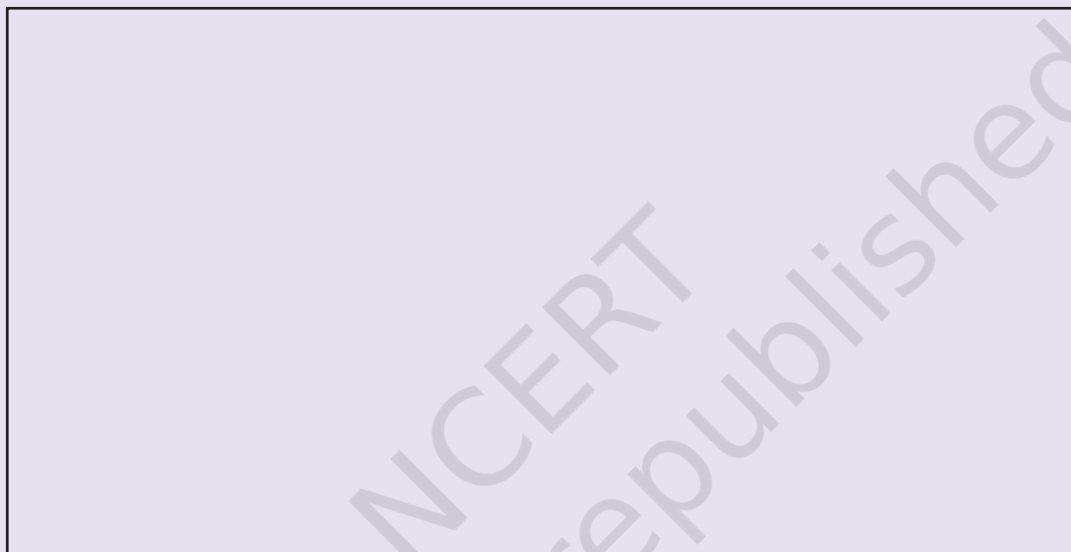


Let us reflect

1. Hands-on activity—food collage

Materials: Old magazines, newspapers, scissors, glue, and a blank sheet of paper.

Cut out pictures of food items and create a collage with three sections: energy-giving foods, body-building foods, and protective foods.



2. Check the label

- (a) At home, pick up any one packaged food item from your kitchen. Check the label and note down the expiry date, and also two main ingredients.
- (b) Why is it important to check labels before buying or eating packaged food items?



3. Organise a food festival

Students may bring home-made food and organise a food festival at school. Parents may be encouraged to participate in the food festival.

4. Find and circle

Circle the words related to food in the grid below. One example is given below.

K	O	Q	L	C	I	S	A	B
U	E	S	E	B	T	E	P	E
P	T	O	M	A	N	G	O	A
M	U	I	O	J	L	G	T	N
A	Y	A	N	R	H	O	A	S
F	V	S	G	A	O	N	T	R
S	W	O	A	T	E	R	O	T
N	T	A	M	L	A	V	F	E
L	G	T	J	A	U	G	U	W

