KENDRIYA VIDYALAYA KISHTWAR

Holiday homework (Autumn Break)

MULTIDISPLINARY PROJECT CLASS-VII

TITLE OF THE PROJECT – FOOD AND NUTRITION

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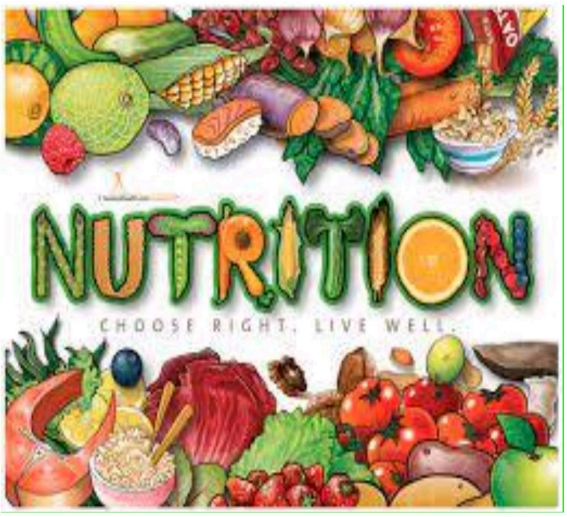
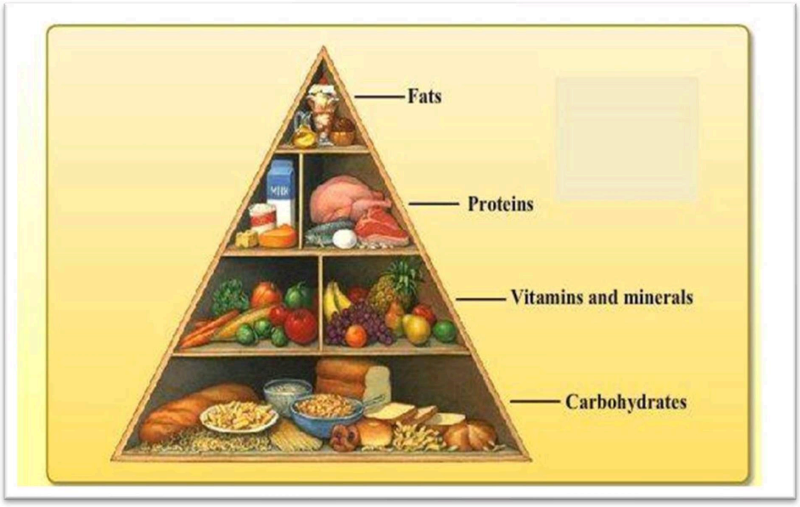
FOOD AND NUTRITION - जैसा अन्न वैसा तन मन


NUTRITION
CHOOSE RIGHT, LIVE WELL.

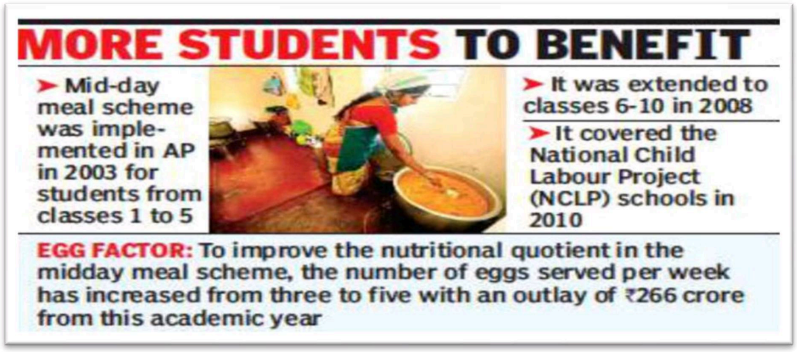
S.NO	SUBJECT	OBJECTIVES	ACTIVITIES	LEARNING OUTCOMES
1.	**SCIENCE**	1. To encourage healthy eating habit in the student. 2. To know the different organs and their functions in Human Digestive System. 3. To encourage plantation among the students. 4. To tell them about the two sets of teeth. 5. To make them understand that the teeth they lose are temporary milk teeth.	1. Make a healthy eating 3D food pyramid.  Draw/ paste picture of following food items on correct level on your food pyramid. Bananas, butter, carrots, cheese, dried beans, eggs, grapes, potatoes, rice, cake, oranges, bread, oil and milk Also write components of food present in these food items. 2. Draw diagrams of different organs of human digestive system on a thick pastel sheet. Colour them and cut them out. You can also use clay to make model of these organs. Now arrange cutouts/ clay models to make Human Digestive System. Also write down the functions of all these parts.	1. Know what amount of different nutrients should be in their diet. 2. Able to arrange parts of human digestive system in right order. 3. Understand the process of digestion. 4. Understand that there are two sets of teeth. 5. Learn that milk teeth are replaced by permanent teeth. 6. Know the number of teeth in kids and the adults 7. They will learn and understand about different ways of taking food.

		6. Understand that permanent teeth replace the milk teeth. 7. To make them know about some plants are having special way of taking nutrient	3. Collect data from your friends, neighbors, brothers and sisters about their teeth and fill in the following table: **Total teeth=Teeth present + spaces** **Name of member** | **Relation** | **Age** | **Total number of teeth** | **Total number of spaces** | **Total teeth** 4. Collect pictures of five insectivorous plants. Paste them. For each write: a. Name of the plant b. Place where they are found c. Mode of nutrition	8. Understand that some plants show dual mode of nutrition.

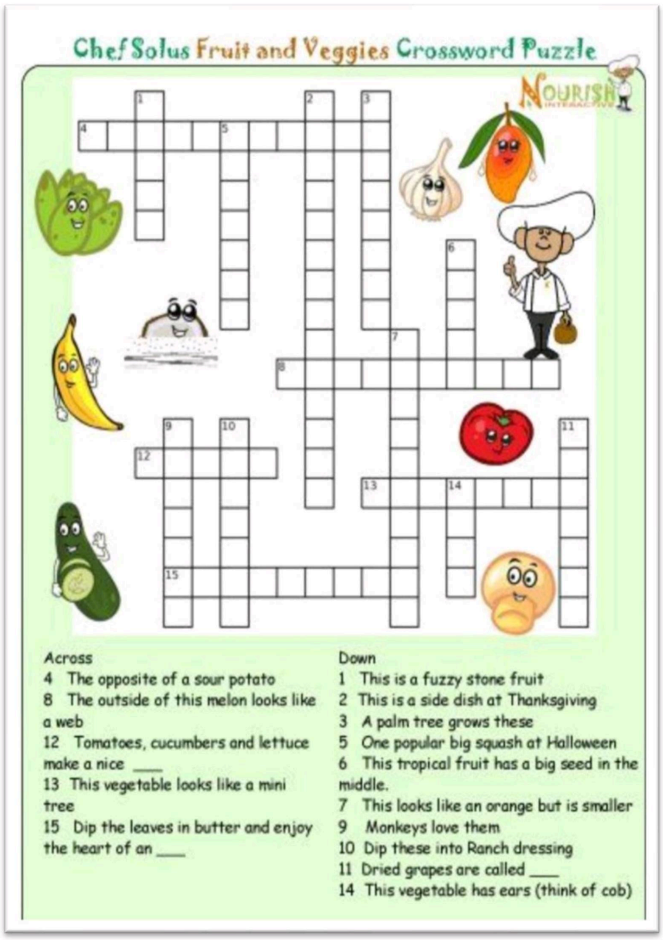
5. Grow following seed take care of them and observe them. Try to find out which component of food is present in them and what will be end product of digestion of that component of food.

Plant	Component of food present in it	End product of digestion of component of food present in it
Green Gram (mung bean)		
Mustard		
Gram (Chana)		
Wheat		

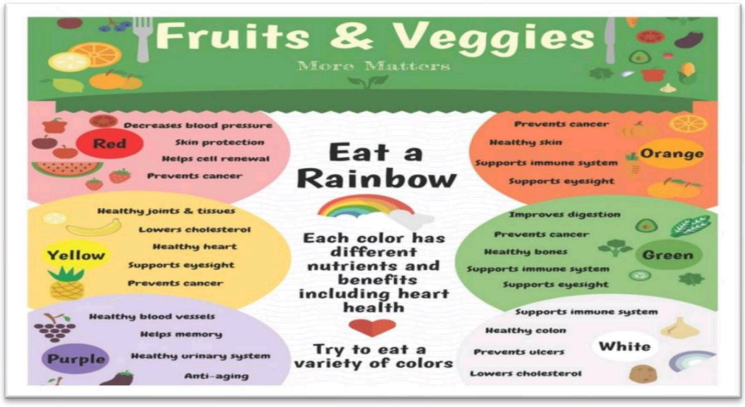
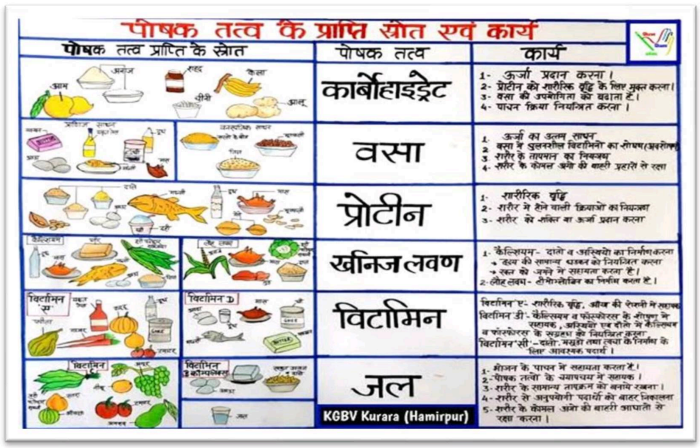
3.	**SOCIAL SCIENCE**	1.To understand the purpose of mid-day meal scheme. 2. To know about the different schemes run by the government for under privileged section of society. 3. To familiarize them with the concept of malnutrition.	1. **Observe the picture-** **Eggs to be part of midday meals in seven Karnataka districts** *Team to visit TN to study implementation; 14.4 lakh students to benefit from scheme* Published: 03rd September 2021 05:43 AM | Last Updated: 03rd September 2021 05:43 AM  Representational Image (File photo | EPS)	1. Students will be able to understand the purpose of mid-day meal scheme. 2. Students will be able to know the different food schemes of the government. 3.Students will be able to understand the need to run these schemes. 4.Students will be able to understand the role of government in providing these

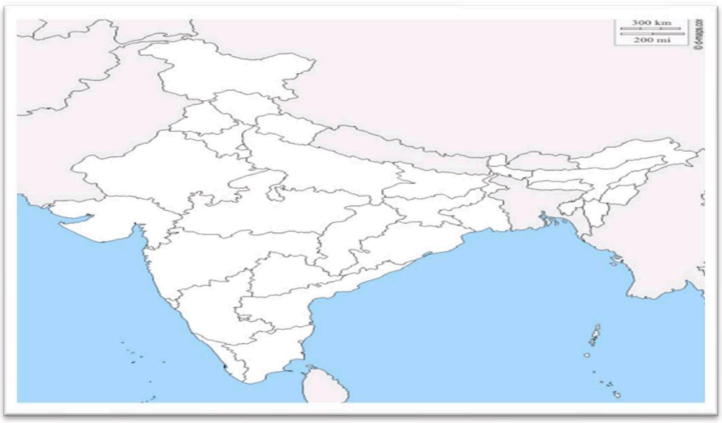
		4.To know the role of government in providing these facilities. 5.familiarize them with the concept of ration shops. 6.To sensitize them toward under-privileged section. 7.To inculcate good eating habits among students.	**Read this news headline and collect following information** -What is mid-day meal scheme? -first state to start mid-day meal. -Classes in which mid-day meal is implemented. -Main purpose of this scheme. **Also paste five newspaper cuttings related to this topic.**  2. Explore other such schemes which are being run to empower the under privileged during the corona pandemic. 3. Discuss with your parents/friends/teachers about the concept of Ration Shops & prepare a list of things which are being provided to the poor section of the society through these shops. 	5.Students will be able to know the functioning of ration shops. 6.Students will be able to understand the concept of malnutrition. 7.Students will be aware of the importance of good eating habits.

			4. Make a poster on ‘eat healthy stay healthy’. 	
4.	**ENGLISH**	1.Developing their creative side. 2.Knowing about the value of nutritious food. 3.Students will be able to avoid junk food and eat healthy food. 4.Inculcating the habit of eating fruits and vegetables.	1. You might have seen nutritional value given in packaging of everyday food items at your home. Examine 6 food packages and write their nutritional value. Take help of the picture given below. 	1. Students will develop good writing skills. They will know how to interview. 2.Students will be able to know the value of healthy eating habits. 3.Students will avoid junk food. 4.They will eat healthy and will know the nutritional value of everyday food items.

			2. Complete the following crossword puzzle with the help of cues given.  	

			3. Make a comic strip highlight the importance of nutritious food in day-to-day life.  4. Interview a nutritionist on harmful effects of junk food and the value of healthy and nutritious food. Keep the record in writing. 	

			5. Eat a rainbow i.e., a variety of fruits and vegetables. Make your own plate and click its picture. Write the nutritional value of all the items in your plate.  	
2.	**HINDI**	1. विद्यार्थी ये जान सकेंगें कि किन खाद्य पदार्थों में कौन कौनसे पौष्टिक तत्वों होते है। 2.विद्यार्थी ये जान सकेंगें कि कौन-कौनसे पौष्टिक आहारों से शरीर के कौन-कौनसे अंगों का विकास होता है । 3.विद्यार्थी विभिन्न राज्यों के खानपान को जान सकेंगे।	1. खानपान और उससे मिलने वाले पौष्टिक तत्वों जैसे प्रोटीन, विटामिनों को चार्ट विधि द्वारा स्पष्ट करना।  	1. हमारे शरीर के निर्माण में खानपान एवं उससे मिलने वाले पौष्टिक तत्वों की भूमिका की समझ होना। 2.पौष्टिक आहारों की कमी से शरीर पर होने वाले प्रभावों की समझ होना। 3.विद्यार्थियों में विभिन्न राज्यों के खानपान की जानकारी होना। विद्यार्थियों में अपने आसपास के लोगों के खानपान की जानकारी होना।

		4.विद्यार्थियों में पौष्टिक आहारों से शरीर को स्वस्थ्य रखने की समझ विकसित हो सकेगी।	2. विद्यार्थियों से एकल नाटक अभिनय कराना कि कौनसे पौष्टिक आहार शरीर के किन अंगों के विकास में सहायक होते है।  3. विद्यार्थियों के द्वारा अपनी कक्षा में विभिन्न राज्यों से अध्ययनरत विद्यार्थियों से फोन या एस.एम.एस. द्वारा विभिन्न राज्यों के खानपान की जानकारी हासिल कर भारत के नक्शे में दर्शाना । 	4.विद्यार्थियों में अपने आसपास के लोगों के खानपान की जानकारी होना।

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<td>4. विद्यार्थियों को समूह में विभाजित करके एवं उनको आसपास के क्षेत्रों से फोन या एस.एम.एस. द्वारा यह ज्ञात करवाना कि लोगों का खान-पान क्या है और उनसे किस प्रकार की पौष्टिकता की पूर्ति को सारणी द्वारा दर्शाइए। अगर नहीं तो कारणों की खोज करेंगे।
<table>
<tr><th>क्रमांक</th><th>नाम</th><th>भोजन के प्रकार</th><th>पौष्टिक तत्व</th><th>पौष्टिकता की पूर्ति
(हाँ /नही)</th></tr>
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<td>3.</td>
<td><u>SANSKRIT</u></td>
<td>1.विद्यार्थी अनाजों के नाम, फलों के नाम और सब्जियों के नाम संस्कृत भाषा में जानने में समर्थ होंगे।

2.वे इन शब्दों की शुद्ध वर्तनी लिख सकेंगे।

3.विद्यार्थी आहार के पोषक तत्वों के विषय में संस्कृत में सरल वाक्यों की रचना कर सकेंगे।

4.जीवन में अन्न का क्या महत्व है – विद्यार्थी श्लोक के माध्यम से इसकी जानकारी प्राप्त कर सकेंगे।</td>
<td>1. विद्यार्थी 10 अनाजों के,10 फलों के तथा 10 सब्जियों के चित्र चिपकायेंगे और चित्रों के नीचे उनके नाम संस्कृत में लिखेंगे।

 

2.वीडिओ निर्माण - छात्र अपनी पाठ्यपुस्तक से जीवन में अन्न के महत्व से सम्बन्धित एक श्लोक को (A – 4 Size) पेपर पर बडे अक्षरों में लिखेंगे उस श्लोक को कण्ठस्थ करके सस्वर गायन करते हुए तथा उसका भावार्थ बताते हुए वीडिओ बनाएंगे।</td>
<td>1. विद्यार्थियों को संस्कृत भाषा में अनाजों के, फलों के और सब्जियों के नामों का ज्ञान हो जाएगा।

2.वे इन शब्दों की शुद्ध वर्तनी लिखने में समर्थ होंगे।

3.छात्र आहार के पोषक तत्वों के विषय में बताते हुए संस्कृत में वाक्य-रचना कर सकेंगे।

4.छात्र (अन्न के महत्व से सम्बन्धित) श्लोक का शुद्ध उच्चारण करने में समर्थ होंगे।</td>
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			3. छात्र आहार के विभिन्न पोषक तत्त्वों का महत्त्व बताते हुए संस्कृत में वाक्य रचना करेंगे। (10 वाक्य) 	
ASSESSMENT	(Rubrics) • Content • Originality • Creativity • Presentation			
METHODOLOGY	• INTERVIEWS • QUESTIONAIRE • REPORTS • BAR GRAPH • WRITING SKILL • SURVEY • EXPLORATION • EXPERIMENTATION			

RESOURCES	पाठ्यपुस्तक शब्दकोश गूगल अभिभावक एवं परिवेश NCERT Book http://www.nce rt.nic.in/exemplar/labmanuals.html http://cbseacademic.nic.in/ https://www.youtube.com/watch?v=VA7Izs94QdA https://www.energisekids.com/kids-food-pyramid/ https://www.newindianexpress.com/states/karnataka/2021/sep/03/eggs-to-be-part-of-midday-meals-in-seven-karnataka-districts-2353557.html http://www.imotforum.com/2017/09/government-sheme-malnutrition/ a) Back to Basics https://drive.google.com/drive/folders/1v92nc25oMEGMJh5IEHtSS4u7l5Zgaj38 b) Maths Lab Activity https://www.vivadigital.in/subjects/mathematics/maths-lab-activity-1/9789387486447 c) Subject wise source book on assessment https://epathshala.nic.in/process.php?id=teachers&type=Teaching-Instructions&ln=en d) Art Integrated Project http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf http://www.nce rt.nic.in/exemplar/labmanuals.html https://www.youtube.com/watch?v=Z08FhT3-cJc https://www.britannica.com/plant/carnivorous-plant https://nfsa.gov.in/public/nfsadashboard/PublicFPSDashboard.aspx a) Back to Basics https://drive.google.com/drive/folders/1v92nc25oMEGMJh5IEHtSS4u7l5Zgaj38 b) Maths Lab Activity https://www.vivadigital.in/subjects/mathematics/maths-lab-activity-1/9789387486447 c) Subject wise source book on assessment https://epathshala.nic.in/process.php?id=teachers&type=Teaching-Instructions&ln=en d) Art Integrated Project http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf

Note – The project should cover-

- Introduction
- Acknowledgement
- Content
- Conclusion
- Bibliography

ASSESSMENT-

*Content

*Originality

* Creativity

* Presentation

RESOURCES-

*Text book

* Google

* You tube

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TEACHERS

1. ENGLISH (Mrs. Shobha TGT ENGLSIH)
2. SCIENCE (Ms. Akanksha sharma)
3. SOCIAL SCIENCE (Mr. Mithilesh TGT SOCIAL SCIENCE)
4. HINDI
5. SANSKRIT