The lesson ‘From tasting to digestion’ deals with sense of taste and digestion. This lesson also talks about hunger, importance of glucose, duration of digestion of various foods etc.

This particular lesson plan deals in detail about fine sense of taste, good food, process of digestion, and satiating hunger

**Objectives:**
- To know about different tastes in food
- To understand the process of digestion
- What is good food and what is proper food?

**Engage:**
Teacher asks the students to list out a few things that would make their mouth salivate?

(We can take mango, tamarind, pickle, cake and chocolates to the classroom – and ask children what food items makes them salivate. All children can be given an opportunity to explain.)

This activity would show that preference of food item differs from person to person

**Explore:**

**Find me:**
Play a game – Children should play the game with their eyes closed. They have to find out what the food item is by its taste, like lemon, groundnuts, cucumber, salt, cardamom, pepper, sugar, fennel seeds, mango and fenugreek.

**Foods and taste:**
List a few food items having different tastes and write about its taste.

**Digestion begins in the mouth:**
Put a piece of bread or roti or some cooked rice in your mouth and chew it three or four times and then swallow it. Did the taste change as you chewed on it?

Then again put some pieces of bread, rice or roti and chew it for a longer time and then tell us about the change in taste now

This activity is to explore and help them understand that the digestion begins from the mouth.

**My own digestive system**: Drawing activity for children – Asking children to draw the digestive system.

**Explain:**
Teacher asks about the process of digestion and discusses about it. Then she/he shows a video clip of digestive system and the process of digestion and explains it in detail.

**Video link:**
https://www.youtube.com/watch?v=pPnjF_0hW2o
Discerning food items:

Show some food items and ask them to say what a healthy food is?

Examples: Fruits, Vegetables, grains, greens, etc. chips, burger, Pizzas and cold drinks. Then talk about healthy food, good health.

Elaborate:

Ask children to draw the digestive system.

Discuss about how they feel when they were hungry?

Discuss about the importance of glucose drip and how to make a glucose drip?

Evaluate:

Talk to your parents and grandparents or other elderly people and find out what they ate when they were your age. Collect the pictures of different kinds of food items and write their tastes.

Students participated in all the activities in this lesson, including discussion, drawing. Written assignments also could be used for evaluation.

Tryout Reflection

Engage

I displayed slices of mango and salt-chili powder and posed a question to children “what are the food items that make you salivate?” The mango and salt-chili powder stimulated saliva in almost all students’ mouth. The same thing happened when I talked to them about lemon and mango pickle. Students shared about food items that made them salivate. The most common answers were mango, tamarind, gooseberry, etc. Every students got an opportunity to share.

Explore

Find me:

Children played the game of finding the food by tasting it. I called the children one by one to play the game, so that everybody got equal chance.

The first student who volunteered was blindfolded and I placed an eatable on the tongue of the student to taste. There were given many food items to taste and identify. (Lemon, groundnut, cucumber, salt, cardamom, pepper, sugar, fennel, mango, fenugreek, bread, green chilli). The children were able to identify most of the food items correctly by using their sense of taste, except one or two confusions like fennel and cucumber. With fennel and cucumber, they were able to identify the taste but not the food item. They mixed it up with cumin and could not name cucumber.

Tastes differ

The next activity was collecting names of food items having different taste. I asked the students to name food items based on the taste they liked very much. One student said “I like sweet taste, Laddu, sugar, sugarcane, Jilebi are very sweet”. Another students said “I like sour taste and I like mango, tamarind……”

I asked them to list out different kinds of tastes and few example of food items for each taste. They were allowed to write either in English or Tamil or a mix of Tamil and English.
Role of mouth parts in digestion:

I gave a small piece of bread to each student with clear instructions to chew it 3 to 4 times. The students were asked to describe the taste of the bread and they all said “light sweet”.

Again I gave the students another small piece of bread and asked them to chew it longer before swallowing. As the students were chewing, they were asked to observe if they noticed any change in taste. The students said that they felt it sweeter when they chewed longer.

I asked the students why they felt it sweeter when they chewed it for a longer time. Students could not answer, so I summarized that the digestion process starts from mouth where saliva mixes with food. One student said “in my hostel, sir always used to tell us to chew food well, this could be the reason”.

I asked them to explain what happens to the food after they chewed on it. They said it goes to stomach, then intestine and finally out. They could not answer what happened to the food when it goes down from the mouth.

Students were encouraged to express their own understanding about digestion of food.

Explain

I gave a picture of a boy and asked them to draw the parts of body where food goes from mouth to anus.

I screened a cartoon video on food passage that showed what happens to food in the digestive
tract as it goes through the various parts of the body Video link: https://www.youtube.com/watch?v=pPnjF_0hW2o

After the video screening, I explained the digestive system with a small poster. I asked questions related to the videos like, what was the name of the pipe that carried food from mouth to the stomach, what happens inside the stomach, how food travels to the intestine and so on...

Then I gave the boy’s outline again and asked them to draw the digestive system and explain what happens to the food as it travels through the various parts of the digestive tract to reach the anus. They drew the diagram. I asked the students to explain digestion with their drawings. Some students came forward to explain their picture. One student said “mouth helps in grinding food, saliva starts the digestion, the food goes to the stomach through a pipe, and then food goes to intestine, big intestine, and finally waste out”. Students used their own language while explaining the picture. We could see the improvement in their understanding on the process of digestion through the 2nd drawing.

For the next class, I planned to continue the discussion on students’ understanding of digestion...

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