Module: Teenage Life

Unit: Food and Health

Task 1: A Survey on Diets and Eating Habits

Situation

The Health Club of your school is going to conduct a Health Week to promote the importance of having a healthy diet and good eating habits.

Task 1: A Survey on Diets and Eating Habits

The Health Club has decided to conduct a survey to find out the diets and eating habits of the students in the school. You and your classmates are members of the Health Club. You help prepare for the Health Week. The Chairman of the Health Club, Peter Yeung, has asked you to design a questionnaire and conduct the survey.

Part A: Finding information on healthy diets and good eating habits

Before designing a questionnaire for the survey, you want to know more about healthy diets and good eating habits. The Chairman of the Health Club has given you an article from a magazine that gives a lot of relevant information. Read the article and make notes on p.22.

Eating for a Healthy Life

Food is essential for life. It provides us with energy for all kinds of activities, and also nutrients to keep us healthy and strong. There are different kinds of foods but basically they are split into five groups: Grain, Fruit and Vegetable, Meat and Protein, Milk, and Fat and Sugar. Foods from these five groups give us different kinds of nutrients. To eat healthily, we need to know what nutrients they can give us.

Grain Group
Grains include all sorts of bread, rice, cereals, noodles, pasta, potatoes and sweet potatoes. They contain carbohydrates which give us energy for physical activities and our body’s day-to-day functions. As they are the main source of our energy, 50% of our daily calories should come from this food group.

Fruit and Vegetable Group
All fresh, frozen, dried or canned fruits and vegetables belong to this food group. They are rich in fibres, vitamins and minerals. Fibres are essential for a healthy digestive
system while vitamins and minerals are needed for our organs to perform their functions. Each fruit or vegetable contains different amounts of these nutrients, so in order to get the nutrients we need daily, we must eat a variety of fruits and vegetables every day.

**Meat and Protein Group**

This food group includes foods which come from both animal and plant sources. They are all sorts of meat such as beef, pork, lamb, fish and chicken. Nuts, beans, peas, and soya-bean products are also in this food group. The meat and protein group provides us with proteins. Proteins enable our body to grow new cells and repair old ones. They also help us build strong muscles. Therefore, it is particularly important for growing children to take in enough of this nutrient in their diet.

**Milk Group**

All kinds of milk, cheese, yogurt and other dairy products are in the Milk Group. The main nutrient found in this food group is calcium. Children as well as adults need calcium to keep their teeth and bones healthy.

**Fat and Sugar Group**

Foods such as oil, butter, cream, sugar, cakes, biscuits, chips, sweets and soft drinks are all in this group. Generally, they are not as nutritious as foods from the other food groups. Most people eat them because they taste good. As these foods usually contain many calories, we should not eat too much of them.

**A balanced diet**

Since our body needs various kinds of nutrients to stay healthy and no single food can supply them all, we need to have a balanced diet to obtain enough calories and nutrients. A balanced diet means eating a variety of foods and eating the right amount. We should, therefore, include food from all the five food groups in our diets. However, the amount we need depends on our age, our sex, our size, and how active we are. For most people, the “Food Pyramid” is a good guide for planning their diets.
The Food Pyramid

A well-balanced diet enables us to lead a healthy life

If we want to have a healthy body and live a longer life, we must think about what our body needs and plan our diet carefully. Only in this way can we eat healthily and live happily.
You decide to write down the main points about the five food groups. Complete your notes below using information from the article.

**Notes on “Eating for a Healthy Life”**

1. The Five Food Groups

<table>
<thead>
<tr>
<th>Food Groups</th>
<th>Examples</th>
<th>Why do we need them?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. A balanced diet means

   ________________________________________________________________

   ________________________________________________________________
Task 1: A Survey on Diets and Eating Habits

There is an interview with a nutritionist, Miss Lai, on the radio. Miss Lai talks about good eating habits. You think it will help you prepare a questionnaire for the survey on diets and eating habits. Make notes as you listen to the interview.

Notes on “Good Eating Habits”

Put one word in each blank.

1. Eat __________ __________ meals a day.

2. Have a ________________ diet.

3. Eat plenty of whole grains, __________ and __________ but little __________, __________ and __________.

4. Avoid __________ food such as crisps and sweets.

5. Drink at least __________ glasses of water every day.

6. Do not eat __________ __________ of any single food.

7. Avoid food with a lot of artificial flavours, __________ or __________.
Part B: Writing a questionnaire

The Chairman of the Health Club, Peter Yeung, has sent you a message and some useful information to help you design a questionnaire to find out your fellow schoolmates’ diets and eating habits. Now read the message below and work in groups of four to design the questionnaire.

8 October

Dear Members

Please help me design a questionnaire for conducting a survey. I have written some guidelines. Please read them before you draft the questionnaire. I have asked the Principal to give me a sample questionnaire which our school used to conduct a survey on “Doing Exercise to Keep Fit” last year. Please work out your questionnaire using the sample questionnaire as a model. I have also attached a feedback sheet here. You can make use of it to check and revise your questionnaire.

If you want to know more about food nutrition and healthy eating, you can visit the following websites. You will find a lot of useful information on them. To search for relevant information on these websites, you can follow the paths below:

**Food and Environmental Hygiene Department:**
Go to [http://www.info.gov.hk/fehd/indexe.html](http://www.info.gov.hk/fehd/indexe.html) and then click on “Nutrients Information Inquiry”

**Department of Health:**
Go to [http://www.info.gov.hk/healthzone/en07e.htm](http://www.info.gov.hk/healthzone/en07e.htm) and then click on “Exercise & Nutrition”

**BBC:**
Go to [http://www.bbc.co.uk/food/healthyeating/](http://www.bbc.co.uk/food/healthyeating/)

**Family Food Zone:**

Please prepare the questionnaire and pass it to me. The best version will be used for the school survey. Thank you very much for your help.

Peter
Guidelines given by the Chairperson

Guidelines for designing a questionnaire

The questionnaire should:

- be simple and easy to understand;
- where appropriate, provide options for schoolmates to choose from; and
- help us find out the kinds of diets our schoolmates have and whether they have good eating habits.

To get the information you want, you could ask questions about the following:

- how many meals our schoolmates have every day;
- whether they have their meals regularly;
- how often they skip meals;
- what they usually have for their breakfast, lunch and dinner;
- whether they have heard of the “Food Pyramid” guide;
- how often they have junk food;
- whether they think it is important to have a healthy diet and good eating habits; and
- anything else you think is important.

When you draft the questionnaire, you may follow the plan below:

1. Discuss with your group members what questions to ask.
2. Arrange the questions in a logical order.
3. Write out the questions neatly and clearly.
4. Proofread the questions and correct the mistakes, if any.
5. Try out your questionnaire with a few members from other groups to see if it needs any revision.
## Task 1: A Survey on Diets and Eating Habits

A sample questionnaire on “Doing Exercise to Keep Fit” (given by the Chairman)

<table>
<thead>
<tr>
<th>School Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing Exercise to Keep Fit</td>
</tr>
<tr>
<td>1. Do you do exercise?</td>
</tr>
<tr>
<td>(  ) Yes (If yes, answer no.2 – no.6.)</td>
</tr>
<tr>
<td>(  ) No (If no, go directly to no.7.)</td>
</tr>
<tr>
<td>2. How often do you do exercise?</td>
</tr>
<tr>
<td>(  ) Every day   (  ) 3 – 6 times a week   (  ) 1 – 2 times a week</td>
</tr>
<tr>
<td>(  ) Less than once a week</td>
</tr>
<tr>
<td>3. What kind of exercise do you usually do? (You may tick more than one option.)</td>
</tr>
<tr>
<td>(  ) Jogging    (  ) Swimming</td>
</tr>
<tr>
<td>(  ) Playing ball games   (  ) Others (please specify) ______________</td>
</tr>
<tr>
<td>4. For how long do you do exercise each time?</td>
</tr>
<tr>
<td>(  ) Less than 15 minutes   (  ) 15 – 30 minutes</td>
</tr>
<tr>
<td>(  ) 31 – 60 minutes   (  ) More than 60 minutes</td>
</tr>
<tr>
<td>5. Where do you usually do exercise?</td>
</tr>
<tr>
<td>(  ) At school   (  ) In a public playground</td>
</tr>
<tr>
<td>(  ) In a sports club   (  ) Others (please specify) ______________</td>
</tr>
<tr>
<td>6. Why do you do exercise?</td>
</tr>
<tr>
<td>(  ) For pleasure   (  ) To keep fit   (  ) To lose weight</td>
</tr>
<tr>
<td>(  ) Others (please specify) __________________________</td>
</tr>
<tr>
<td>7. Why don’t you do exercise?</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
</tbody>
</table>

Thank You
Task 1: A Survey on Diets and Eating Habits

Now work in groups of four. Discuss what questions to ask in the survey. Write the questions in the space provided.

Survey on Diets and Eating Habits

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________

Use the feedback sheet on p.28 to help you review and revise your questionnaire. The best questionnaire will be selected for the school survey.
## Feedback Sheet

**Task 1 (Part B): Writing a questionnaire**

**Group:**

Tick the appropriate box and add comments below.

<table>
<thead>
<tr>
<th>Content</th>
<th>Well Done</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Questions are relevant to the topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Options are provided appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coverage of content is adequate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Organization**

• Questions are asked in a logical order

**Language & Style**

• Questions are clear and easy to understand  
• Choice of words is appropriate

**Grammar**

• The questionnaire is accurate in
  – question form
  – punctuation
  – spelling

**Other Comments:**

*Feedback given by*

*This feedback sheet can be used for self-, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.*

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(Name)
Part C: Conducting a survey and presenting the findings

A questionnaire for conducting a survey to find out the different diets and eating habits of your schoolmates is ready for use. Before conducting the survey, read the following note from the Chairman of the Health Club, Peter Yeung, to help you conduct the survey.

The Chairman’s note on conducting a survey

Dear Members

The questionnaire for the school survey is ready for use. Please make use of it to interview our fellow schoolmates. Here are some tips which may help you conduct the interview:

- Greet the schoolmate before you start.
- Be polite when you ask questions. You can start the interview like this:

  Hello. I’m doing a survey on diets and eating habits. Can I ask you a few questions?

- Write down each schoolmate’s answers on a separate questionnaire.
- At the end of the interview, thank him/her for answering your questions.

Peter

16 October
You have finished the survey. Now read the Chairman’s note below to help you present the findings.

The Chairman’s note on presenting findings

20 October

Dear Members

Please work with your group members to do the following:

- Prepare a summary of the findings. Then give an oral report to the other groups.
- You can start your report by greeting your teacher and classmates and introducing yourselves. Then give the summary of your findings. Here are some expressions you can use:

  * Good morning/afternoon, Miss/Mrs/Mr (name of teacher) and fellow classmates, I am (name of student) from group ______.
  * Let me introduce my group members. They are ______, ______ and ______.
  * We interviewed ______ schoolmates.
  * We found out that ______ of the schoolmates interviewed...

- Put together the data from all groups. Present the overall findings in a table and draw a chart to show the data. Then write a report of the survey.

- The best chart and the best report will be posted up on the display board of the Health Club.

* I have attached a summary table, a report and a chart of the findings of a survey on “Doing exercise to keep fit” for your reference.

Peter
Task 1: A Survey on Diets and Eating Habits

A summary table on “Doing Exercise to Keep Fit” (given by the Chairman)

<table>
<thead>
<tr>
<th>1. Do you do exercise?</th>
<th>No. of Students</th>
<th>5. Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>75</td>
<td>At school</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>In a public playground</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In a sports club</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Others</td>
</tr>
<tr>
<td>2. How often?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>3-6 times a week</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>1-2 times a week</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Less than once a week</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>3. What kind of exercise?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jogging</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Playing ball games</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>4. For how long each time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 15 minutes</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>15-30 minutes</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>31-60 minutes</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>5. Where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At school</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>In a public playground</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>In a sports club</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6. Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For pleasure</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>To keep fit</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>To lose weight</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>7. Why not?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not interested</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>No time</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

A chart on “Doing Exercise to Keep Fit” (given by the Chairman)
School Survey Report

Doing Exercise to Keep Fit

In order to help our fellow schoolmates see the importance of doing exercise, our school organized a ‘Sports Week’ last month. The School Sports Club conducted a survey to investigate how often our fellow schoolmates do exercise, why, and what kind of exercise they do. We successfully interviewed 100 fellow schoolmates from different classes.

We found out that 75% of the schoolmates interviewed do exercise. 33% of them do exercise every day. 56% do exercise more than once a week. Only 11% of them do exercise less than once a week.

More than half of those who do exercise play ball games. Some of them go jogging and some go swimming. Most of them do exercise for more than an hour each time. The majority of them do exercise at school or in public playgrounds. About half of them do exercise for pleasure while the others do exercise to keep fit or lose weight.

25% of the schoolmates interviewed do not do exercise at all. Most of them said they did not like doing exercise. Some of them said they did not have time for exercise.
Task 1: A Survey on Diets and Eating Habits

Now work in groups of four. Put together the data from all groups and present the overall data in the form of a summary table.
Task 1: A Survey on Diets and Eating Habits

Work together with your group members. Based on the summary table you have prepared on p.33, draw a chart to present the overall data in the space provided.
Task 1: A Survey on Diets and Eating Habits

Work in your group and write a report of the survey in the space provided.
Task 2: Posters for Promoting Healthy Eating

Part A: Designing a poster

The Health Club has decided to design some posters to promote healthy eating. The posters should contain some tips on how fellow schoolmates can follow a healthy diet and how they can improve their eating habits. As members of the Health Club, you work in groups and each group will produce one poster.

You have downloaded some useful information on how to design posters, which includes the following guidelines and a sample poster. Study them carefully. Before designing your own poster, collect or pay attention to posters from various sources to get more ideas.

**Guidelines for designing posters**

1. Think about the content of your poster.
   - What do you want to tell your readers? Make a list of the information you want to put on the poster. It should be brief and easy to remember.
   - Think of a title or slogan for your poster.

2. Think about how you will organize the information on your poster.
   - Remember that the most important information should be emphasized.

3. Think about the layout of your poster.
   - How will you place the text on the poster?
   - What font size will you use? Remember that the words should be large enough to be seen from a distance. A larger font size should be used for more important information.
   - Include pictures, which must be eye-catching and help readers understand your message.
**Get set. Go!**

Exercise 3-5 times per week to get these results:

- More energy
- Less fat
- Stronger muscles
- Better sleep

It takes you only 20-30 minutes each time.
Task 2: Posters for Promoting Healthy Eating

Now work in groups of four. Discuss and decide on the content of the poster. Based on the guidelines and your observations of posters, draft your own in the space provided below.

Part B: Producing and displaying posters

Evaluate and improve your draft by making use of the feedback sheet – Designing and producing a poster – on p.39.

Show and introduce your finished posters to your classmates. The class should select the best 4-6 posters, based on the items in the feedback sheet. Then post them up in school to promote healthy eating.
Feedback Sheet

Task 2 (Part A): Designing and producing a poster

Group: __________________________

Tick the appropriate box and add comments below.

Content
- The title or slogan is appropriate □ □ □
- Suggestions for healthy eating are given □ □ □
- Information is accurate □ □ □
- Artwork is appropriate □ □ □

Organization
- Ideas are well organized □ □ □

Layout
- Size of words and spacing are appropriate □ □ □
- Pictures are large enough and eye-catching □ □ □

Language & Style
- Meaning is clearly expressed □ □ □
- Language is simple and easy to understand □ □ □
- Choice of words is appropriate □ □ □

Grammar
- The poster is accurate in the use of □ □ □
  - imperatives □ □ □
  - punctuation □ □ □
  - spelling □ □ □

Other Comments:

*Feedback given by ____________________________

*This feedback sheet can be used for self-, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary. ____________________________ (Name)
Task 3: A Healthy Recipe

The Health Club is going to organize a healthy recipe competition during the Health Week. All students are invited to take part in the competition. Interested students should devise a healthy recipe and write an explanation why the recipe is good for health. The best recipes will be compiled into a booklet for the reference of all schoolmates.

Part A: Learning through games

Your Home Economics teacher likes the idea of the recipe competition. She has prepared four games to help the students write their own recipes. Now play the following games in pairs.

Game 1: How to make Sushi Rice (Matching)

Work with your partner to match the steps with the pictures. Put the correct number in the boxes provided in the pictures.

How to make Sushi Rice

Ingredients:
- cooked short grain rice 1 large bowl
- rice vinegar 1/2 cup
- sugar 2 tbsp
- salt 1/2 tbsp

Method:
1. Put cooked rice into a large bowl.
2. Mix rice vinegar with sugar and salt.
3. Pour rice vinegar onto the rice.
4. Fold gently to combine.
5. Cover the bowl with a damp towel.

Tip:
To tell people what to do, begin your sentence with the base form of a verb. e.g. put, mix, pour, fold and cover.
Task 3: A Healthy Recipe

Game 2: How to make California Rolls (Reordering)

The steps in the following recipe are in the wrong order. Work with your partner to rearrange the steps in the correct order. Put numbers 1 – 7 in the correct boxes.

**How to make California Rolls**

**Ingredients:**
- a few sheets of nori seaweed (roasted seaweed)
- a bowl of sushi rice
- a few avocado slices
- some imitation crab meat
- a few cucumber strips
- some toasted sesame seeds
- a little wasabi
- a few tablespoons of soy sauce

**Method:**
- [ ] Finally, cut the rolls into pieces and sprinkle sesame seeds on top.
- [ ] Then, spread a thin layer of sushi rice (about 1/4 inch thick) on the seaweed and leave about an inch at the ends.
- [ ] Serve with wasabi and soy sauce.
- [ ] Begin at the bottom end. Roll the seaweed over until you reach the end of the seaweed.
- [ ] Next, put an avocado slice, some imitation crab meat and a cucumber strip on top of the rice near the bottom edge of the nori seaweed.
- [ ] First, place a sheet of nori seaweed on a bamboo mat.
- [ ] Make more rolls with the remaining ingredients.

**Tip:**
You can use words like *first*, *next*, *then* and *finally* to tell the order for doing things.
Task 3: A Healthy Recipe

Game 3: Ways of cutting and cooking (Memory Game)

No. of players: 2

Materials: 2 sets of cards (see p.47 – p.50)

<table>
<thead>
<tr>
<th>Set A</th>
<th>Ways of Cutting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut</td>
<td>Chop</td>
</tr>
<tr>
<td>Peel</td>
<td>Dice</td>
</tr>
<tr>
<td>Mince</td>
<td>Slice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set B</th>
<th>Ways of Cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bake</td>
<td>Boil</td>
</tr>
<tr>
<td>Steam</td>
<td>Stir-fry</td>
</tr>
<tr>
<td>Shallow-fry</td>
<td>Deep-fry</td>
</tr>
</tbody>
</table>

Instructions

1. Shuffle together the two sets of cards.
2. Place the cards on the table with the pictures/words facing down.
3. Arrange the cards evenly in 4 rows.
4. Players take turns to turn over two cards at a time. If the two cards match with each other (i.e. a picture matches with a corresponding word), the player can keep the cards. If the cards do not match, the player has to put them back facing down.
5. The player who gets the most cards wins.
Task 3: A Healthy Recipe

Game 4: Know more about food groups (Memory Game)

No. of players: 2

Materials: 2 sets of cards (see p.51 – p.52)

<table>
<thead>
<tr>
<th>Set A</th>
<th>Names of foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef</td>
<td>Bread</td>
</tr>
<tr>
<td>Butter</td>
<td>Carrots</td>
</tr>
<tr>
<td>Cheese</td>
<td>Chocolates</td>
</tr>
<tr>
<td>Milk</td>
<td>Noodles</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Tofu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set B</th>
<th>Names of food groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fat and Sugar Group x 2</td>
<td></td>
</tr>
<tr>
<td>Meat and Protein Group x 2</td>
<td></td>
</tr>
<tr>
<td>Milk Group x 2</td>
<td></td>
</tr>
<tr>
<td>Fruit and Vegetable Group x 2</td>
<td></td>
</tr>
<tr>
<td>Grain Group x 2</td>
<td></td>
</tr>
</tbody>
</table>

Instructions

1. Shuffle all the cards in Set A and place them facing down on the table. Arrange the cards evenly in 2 rows.

2. Repeat step 1 with the cards in Set B.

3. Players take turns to turn over one card in Set A and one card in Set B at a time. If the two cards match with each other, the player can keep the cards. If the cards do not match, the player has to put them back facing down.

4. The player who gets the most cards wins.
Task 3: A Healthy Recipe

Part B: Writing a healthy recipe

You want to take part in the healthy recipe competition. The Chairman of the Health Club has given you the following guidelines and a feedback sheet to help you write a recipe. Now read his guidelines and write the recipe.

Guidelines given by the Chairman

Guidelines for writing a healthy recipe

1. Think of a dish that you would like to make. Make sure that it is good for our health and includes different kinds of foods in appropriate proportion.
2. Think of a name for your dish.
3. Make a list of the ingredients that you need.
4. List the steps for making the dish and number them.
5. Check and revise your recipe by making use of the feedback sheet – Writing a healthy recipe – on p.46.
6. When you finish writing your recipe, remember to give reasons why you think the dish is good for health.
7. Show and tell your recipe to your classmates for comments.
Task 3: A Healthy Recipe

Now write your recipe in the space provided.

(Name of dish)

Ingredients:

Method:

This dish is good for our health because

The well-devised recipes will be selected and compiled into a recipe booklet. The booklet will be displayed for the reference of your fellow schoolmates and teachers.
Feedback Sheet

Task 3 (Part B): Writing a healthy recipe

Group: _______________________________

Tick the appropriate box and add comments below.

<table>
<thead>
<tr>
<th>Content</th>
<th>Well Done</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Name of the dish is appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ingredients include foods from different food groups in appropriate proportion</td>
<td></td>
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<tr>
<td>• Method of making the dish is clearly stated</td>
<td></td>
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<tr>
<td>• Reasons why the dish is healthy are explained clearly</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Ideas are creative</td>
<td></td>
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</tbody>
</table>

| Organization                                                           |           |              |                   |
| • Steps for making the dish are given in a logical order              |           |              |                   |

| Language & Style                                                       |           |              |                   |
| • Meaning is clearly expressed                                        |           |              |                   |
| • Language is simple and easy to understand                           |           |              |                   |
| • Connectives such as *first* and *next* are used appropriately        |           |              |                   |

| Grammar                                                                |           |              |                   |
| • The recipe is accurate in                                            |           |              |                   |
|   – verb form                                                          |           |              |                   |
|   – punctuation                                                        |           |              |                   |
|   – spelling                                                           |           |              |                   |

| Other Comments:                                                       |           |              |                   |

*This feedback sheet can be used for self-, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.

*Feedback given by

__________________________

(Name)
Game 3 Set A: Ways of Cutting

Slice

Peel

Chop
Game 3
Set A: Ways of Cutting

Dice

Mince

Cut
Steam

Deep-fry

Stir-fry
Task 3: A Healthy Recipe

Game 3 Set B: Ways of Cooking

Shallow-fry

Bake

Boil
Game 4 Set A: Names of Foods

- Beef
- Chocolates
- Tofu
- Bread
- Strawberries
- Noodles
- Carrots
- Milk
- Butter
- Cheese
Game 4 Set A: Names of Foods

Meat and Protein Group
Meat and Protein Group
Grain Group
Grain Group
Fruit and Vegetable Group
Fruit and Vegetable Group
Milk Group
Milk Group
Fat and Sugar Group
Fat and Sugar Group