

Teacher's Manual

Theme: Management and continuity of life

Learning Area: Nutrition

Learning Objectives: Evaluating the importance of balanced diet

Elements Assessed: Element 1: Science Process Skill
Element 3: Scientific attitude and noble values

Construct: E1(C2, C4, C5, C6, C8)
E3(C17)

Scoring Table Guideline:

| Element assessed | Construct/Criteria | Score | |
|------------------|--|-------|---|
| E1:C2 | C2 - Classifying (a) Identify the differences and similarities. (b) Classify common characteristics. (c) Use other criteria to group objects. (d) Explain method of classification used. | 3 | Able to master all the criteria. |
| | | 2 | Able to master criteria (a) and (b) and state briefly the method of classification. |
| | | 1 | Able to show the idea of classification using criteria (a) and /or criteria (b). |
| E1:C4 | C4 - Making Inferences (a) Make various possible Interpretations from an observation using past experiences. (b) Use information from an observation to make an initial conclusion. (c) Use the inference made as a tool to determine the following observation. | 3 | Able to master all the criteria and make inference correctly and logically. |
| | | 2 | Able to master criteria (a) and (b). |
| | | 1 | Able to make at least one interpretation from an observation. |
| E1:C6 | C6 - Communicating (a) Identify the general characteristic of a group of item. (b) Explain ideas (orally/written) record information. (c) Choose the suitable method (d) Prepare and plan required materials. (e) Prepare and plan required materials to be used. | 3 | Able to choose the appropriate method to present all the data correctly and accurately. |
| | | 2 | Able to present only some of the data. |
| | | 1 | Able to choose or arrange data only. |

| | | | |
|--------|--|---|--|
| E1:C5 | C5 Predicting (a) Use the previous or present data to predict a possible occurrence. (b) Use pattern as evidence in making prediction. (c) Determine the possible outcome from any activity. (d) Verify prediction based on a set of data of past experience | 3 | Master all the criteria and make a correct prediction based on an observation in any activity. |
| | | 2 | Apply criteria (a), (b) and (c) to limited activity. |
| | | 1 | Apply criteria (a) or (b) to make a partially correct prediction. |
| E1:C8 | C8 Interpreting Data (a) Gather various data through observation. (b) Detect pattern from the information gathered. (c) State the relationship. (d) Make rational explanations based on the data gathered. | 3 | 3 = master all the criteria and interpret data correctly |
| | | 2 | master criteria (a), (b) and (c). |
| | | 1 | extract at least a set of data and identify the pattern. |
| E3:C17 | C17 Scientific Attitudes & Noble values (a) Intrinsic attitude (b) Extrinsic attitude (c) Thinking ability (d) Nobel values | 4 | Able to exhibit all four criteria continuously. |
| | | 3 | Able to exhibit two or three criteria continuously. |
| | | 2 | Able to exhibit two to three criteria. |
| | | 1 | Able to exhibit only one criteria. |

Student's Manual

Theme: Management and continuity of life

Learning Area: Nutrition

Learning Objectives: Evaluating the importance of balanced diet

Elements Assessed: E1
E3

Construct: E1(C2, C4, C5, C6,C8)
E3(C17)

Instructions:Aid

E1:C6

1. You are required to interview your friends regarding their daily intake of food
2. Tabulate your case study below

E1:C2

| Names | Food Intake | Classes of food | | | | | | |
|-------|-------------|-----------------|---------|------|----------|----------|-------|-------|
| | | Carbohydrates | Protein | Fats | Vitamins | Minerals | Water | Fiber |
| A | | | | | | | | |
| B | | | | | | | | |
| C | | | | | | | | |
| D | | | | | | | | |
| E | | | | | | | | |

3. Prepare a folio to investigate the food intake in planning a balanced diet. Your folio should have the headings in the following sequence :
 - a) Topic
 - b) Introduction / Background
 - c) Objectives of the folio
 - d) Tabulate your case study
 - e) Discussion
 - i. Is your friend's diet balanced?
 - ii. If not, what is deficient / excess?
 - iii. Make an inference based on the data collected.
 - iv. Predict what happens if there is a lack of a) protein and b) fibre in a person's diet.

E1:C4

**E1:C5
E1:C8**

f) Conclusion

g) Reference source

4. You are given one weeks to complete the folio.

EXAMPLES

Topic : Balanced diet

Background : What is nutrition?

Nutrition is the process by which living organisms obtain the food they need to grow and repair body tissues.

Classes of food

Food can be classified into 7 classes : *Refer to text book page 41*

Food Pyramid : *Refer to text book page 42*

Objective : To investigate the food intake in planning a balanced diet.

Data :

| Names | Food Intake | Classes of food | | | | | | |
|-------|----------------------------|-----------------|---------|------|----------|----------|-------|-------|
| | | Carbohydrates | Protein | Fats | Vitamins | Minerals | Water | Fiber |
| A | Nasi lemak, egg, groundnut | / | / | / | / | / | | |
| B | Maggi mee | / | | | | | / | |
| C | Milk, butter, wheat bread | / | / | / | / | / | / | / |
| D | Orange juice | | | | / | / | / | / |
| E | Porridge, egg, apple | / | / | / | / | / | / | / |

Discussion :

v. Is your friend's diet balanced?

C and E have balanced diet.

vi. If not, what is deficient / excess?

A lacks water and fibre.

B lacks protein, fat, vitamins, mineral salts and fibre.

D lacks carbohydrate, protein and fat.

vii. Make an inference based on the data collected.

A balanced diet consists of food that has all the nutrients.

viii. Predict what happens if there is a lack of a) protein and b) fibre in a person's diet.

(a) Kwashiorkor

(b) Constipation

Conclusion :

A balanced diet consists of carbohydrates, protein, fats, mineral salts, vitamins, water and fibre.